



Course Prefix/Number/Title: Fundamentals of Public Speaking COMM 110

Number of Credits: 3

Course Description:

The theory and practice of public speaking with emphasis on content, organization, language, delivery and critical evaluation of messages.

Pre-/Co-requisites: None

Course Objectives:

To help students:

1. Develop and sharpen listening skills. (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)
2. Gain confidence in a variety of speaking situations. (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)
3. Prepare and deliver effective speeches.
(Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)
4. Communicate effectively in small group situations.
(Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)

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Textbook(s):

Exploring Public Speaking: The Open Educational Resource College Public Speaking Textbook. Version 4.1 (2020)

<https://www.exploringpublicspeaking.com/download>

https://static1.squarespace.com/static/5d3675db5281d70001067e60/t/5f2ccedfcc46b01da8e56ef4/1596772071747/Exploring+Public+Speaking+4_0_1.pdf

Course Requirements:

Course requirements consist of class discussion, assignments, delivery of speeches, peer reviews.

Speeches Include:

Narrative Speech	25 points
Brown Bag Speech	25 points
Informative Speech	100 points
Visual Aid Speech or Demonstration Speech	100 points
Persuasive Speech	150 points
Impromptu Speeches	25 points
In class Assignments	80 points
Peer Evaluation Sheets on graded speeches	75 points
Total:	580 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Wednesday, August 22	Chapter 1 - notes
Friday, August 25	Chapter 2 - notes
Monday, August 28	Chapter 3 – ½ pg. summary
Wednesday, August 30	Assign Narrative Speeches Discuss outlines
Monday, September 4	No School – Labor Day
Wednesday, September 6	Narrative Speeches (1-2 min)
Friday, September 8	Finish Narrative Speeches
Monday, September 11	Chapter 4-5 – make quiz
Wednesday, September 13	In-class assignment – What makes you nervous? Blackboard 10 pts. Assign Brown Bag Speech
Friday, September 15	Work on speeches
Monday, September 18- Tuesday, Sept.19	Brown Bag Speeches (2-3 min)
Wednesday, September 20	Chapters 6-7: Pairs create a slideshow
Friday, September 22	Topic Brainstorm –Blackboard - 25 pts
Monday, September 25	Chapter 8 - notes
Wednesday, September 27	Chapter 10, 11 – create an assignment
Friday, September 29	Chapter 12 - notes
Monday, October 2	Assign Informative Speeches (3-5 minutes)
Wednesday, October 4	Work on speeches
Friday, October 6	Outlines DUE
Monday, October 9 – Tuesday, October 10th	Informative Speeches (3-5 minutes)
Wednesday, October 11	Work Day
Friday, October 13	Chapter 9 – ½ pg. summary
Monday, October 16	Assign Demonstration Speech
Wednesday, October 18	Work on Demonstration Speech
Friday, October 20	NO SCHOOL (SP)
Monday, October 23	Work Day
Tuesday, October 24-Wednesday Oct. 25	Demonstration Speeches DUE

Friday, October 27	Chapter 13 - notes
Monday, October 30	Chapter 14 – make quiz
Wednesday, November 1	Assign Persuasive Speech What is persuasive to you? Blackboard
Friday, November 3	Prepare Outlines – Persuasive Speech
Monday, November 6	Prepare Speeches
Wednesday, November 8	Practice Speeches – x2
Friday, November 10	No School – Veterans Day
Monday, November 13-Wednesday, Nov. 15	Persuasive Speeches (7-9)
Friday, November 17	Work Day
Monday, November 20	Chapter 15 - notes
Wednesday, November 22	No class- Thanksgiving
Friday, November 24	No Class- Thanksgiving
Monday, November 27	Prepare for Impromptu Speeches
Wednesday, November 29	Impromptu Speeches
Friday, December 1	Impromptu Speeches
Monday, December 4	Blackboard Assessment
Wednesday Dec 7	Self-Evaluation
Friday, December 8	Wrap up. Last day of class

General Education Competency/Learning Outcome(s):

Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations
- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

Relationship to Campus Focus:

A focus on awareness of our impact in the world and on our environment. Discussion of utilizing new technologies to communicate and share information with small and mass groups of people. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Speech Day: **Late speeches are docked 50%.** You will make up your speech during the next class period where time allows you to speak at the end of all other scheduled

activities. If you are on the schedule to speak, it is important that you attend class. If you miss one of your evaluation days, you will lose those points as if you are not there to complete the evaluation, you can not earn the points.

Typed outlines are required to deliver your speech. If you do not have a typed outline you will not be allowed to speak and will begin to lose points for late work. This requirement will not change in any circumstance. Either post your outline in Blackboard prior to class or print and bring me a copy of your outline to follow as you speak.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.