

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title**

COMM 110 Fundamentals of Public Speaking

### **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 meet the course objectives, to find and use all the available means of persuasion for public speaking situations in college, career, and community, students in this class will study the topics below.

- Learn to reduce speech anxiety
- Develop listening skills
- Analyze audiences
- Make use of ethics in public speaking
- Invent and develop speech topics
- Research to find sources
- Analyze relationship between structure and organization of messages
- Support ideas presented in public speaking
- Utilize Introductions and conclusions
- Demonstrate critical evaluation of messages
- Utilize visuals to use for supporting ideas
- Choose language to deliver speeches more effectively
- Understand delivery techniques for the speech after it is researched, organized, and written
- Compare speeches to inform and speeches to persuade
- Contrast inductive and deductive reasoning
- Appraise logical fallacies
- Name genres of special speaking occasions

### **Instructor:**

Gary Albrightson

### **Office**

Thatcher 2207

### **Office Hours**

Tuesday and Thursday 9:30 – 10:30  
Monday, Wednesday, and Friday 11:10 12:00  
By appointment if the times above do not work

### **Phone**

701 228 5602

### **Email**

gary.albrightson@ndus.edu

### **Lecture/Lab Schedule**

This course meets by IVN

### **Textbooks**

Hamilton, Gregory. Public Speaking for College and Career, 9th ed. Boston: McGraw-Hill, 2008  
(recommended)

Tucker, Barbara G. Exploring Public Speaking: The Free Dalton State College Public Speaking  
Textbook, 3rd edition, Open Educational Resource, a link is available on the class  
Blackboard page

### **Course Requirements**

Students meet the requirements for this class by completing the assignments on the table below.

	Total	Preparation	Final text and delivery	Peer Evaluation
Self-introduction	100	30	40	60
Opposing views	150	40	60	50
Justifying an evaluation	150	40	60	50
Urging action	150	40	60	50
Influencing thinking	200	50	90	60
Midterm	100		100	
Final	150	50	100	

Credit hour assignments	TBA			
Total	1000			

## **Tentative Course Outline**

Credit hour assignments  
 “Tech check” speech  
 Speech of self introduction  
 Speech presenting opposing views  
 Midterm examination evaluating speeches  
 Speech justifying an evaluation  
 Speech influencing thinking  
 Final examination evaluating a message

## **General Education Goals/Objectives**

### **Competency/Goal 4: Communicates effectively**

#### 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 Theme**

The quotation below, attributed to Dr. C.N. Nelson, no date, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language,” “word,” “concept,” and “Reason” as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

## **Classroom Policies**

## **Late Policy**

In all communication situations--professional, workplace, and academic--writers and speakers must meet deadlines. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together to submit the work. In all other cases, work submitted late earns half credit and no credit if not submitted within a week of the original due date. Late submissions for the credit hour assignments earn no points.

## **Non-discrimination**

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

## **Student Email Policy**

Dakota College at Bottineau uses email as an official form of communication. Instructors recognize a student's campus-assigned email address as the only address for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **Academic Integrity**

In COMM 110 students use primary and secondary sources to present speeches. In this course students will learn how to use sources appropriately and to avoid misusing or abusing sources. The information below, created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature, defines and illustrates plagiarism. The section below comes from a longer discussion that can be read at <https://style.mla.org/plagiarism-and-academic-dishonesty/>.

Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And, yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)

Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

*Everyone uses the word language and everybody these days talks about culture. . . .  
"Linguaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .*

If you wrote the following sentence, it would constitute plagiarism:

*At the intersection of language and culture lies a concept that we might call "linguaculture."*

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

*At the intersection of language and culture lies a concept that Michael Agar has called "linguaculture" (60).*

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*):

*American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.*

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

*For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.*

In this sentence, you have borrowed an author's ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

*As Walter A. McDougall argues, for the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).*

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

## **Differently Abled and Special Needs**

Any student who identifies as differently abled, or with special needs, should contact the Student Success Center (228-5668 or 1-888-918-5623) as well as inform the instructor, who will make accommodations so all students can meet their educational goals.