



Course Prefix/Number/Title:

COMM 110 Introduction to 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
- Use visuals 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 Hall 2207

Office Hours:

Monday, Wednesday, Friday 11:00 – 11:50

Thursday 2:00 – 2:30

Phone:

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Email:

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Lecture/Lab Schedule:

This course meets Monday, Wednesday, Friday via IVN

Textbook(s):

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	30
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	

Critical evaluation of a message	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 doing a critical evaluation of a message

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education 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 Focus:

The quotation below, attributed to Dr. C.N. Nelson 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. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. Beyond – the third

concept in the DCB focus on nature, technology, and beyond – contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

Classroom Policies:

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,

take quizzes given during class sessions.

Submit work on time: late work is assessed penalties.

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

So that everyone enrolled in the course may learn, students should attend class, on time, and focus on the topic of each class period. Class meetings will use active learning to meet the class learning objectives. Active learning means interaction between students and the instructor but also interaction among students. Most class periods, classroom assessment techniques will be used to gauge student understanding of daily learning. This means brief in-class quizzes of different types: multiple choice, true/false, written response, or graded notes.

This class assigns and tests on readings in the *St Martins Guide*, *Sticks and Stones*, and *Writing about Writing*. This class asks students to write sentences, paragraphs, and texts on reading assignments and discussion topics from the textbook as well as issues students choose from approved topics. Rhetorical Grammar is a recommended text to learn how to use grammar as a resource for expression rather than a catalog of prohibited behaviors

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.