



**Course Prefix/Number/Title:**

**Fundamentals of Public Speaking COMM 110**

**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.
2. Gain confidence in a variety of speaking situations. (Meets DCB General Education Goal # 1)
3. Prepare and deliver effective speeches. (Meets DCB General Education Goal # 1)
4. Communicate effectively in small group situations. (Meets DCB General Education Goal # 1)

**Instructor:**

Keri J. Keith

**Office:**

Thatcher Hall 205

**Office Hours:**

Call or email anytime

**Phone:**

701-228-5624

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**Lecture/Lab Schedule:**

Thatcher 1107

**Textbook(s):**

Gregory, Hamilton. *Public Speaking for College and Career*. 9<sup>th</sup> ed. Boston: McGraw-Hill, 2010.

**Course Requirements:**

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

**Speeches Include:**

**Introductory Speech 25 points**

**Narrative Speech 25 points**

**Brown Bag Speech 25 points**

**Informative Speech 100 points**

**Visual Aid/Demonstration Speech 100 points**

**Persuasive Speech 150 points**

**Self Evaluation: 30 points**

**Intro, Narrative and Bbag comments: 30 points**

**3 Benefits assignment 20 points**

**Other assignments include:**

**Discussion questions 8 @ 10 points each = 80 points**

**Sample Speech Analysis: 3 @15 points each = 45**

**Peer feedback on non-graded speeches = 30 points**

**Peer Evaluation Sheets on graded speeches 12@ 5 points, 60 points**

**Total: 720 points**

**Grading Scale**

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

**Tentative Course Outline**

Week 1-2: Introductory Speech, 3 Benefits assignment and post to discussion question.

Week 3-4: Narrative Speech, Post to introductory speech and post to discussion question.

Week 5-6: Brown Bag Speech, Post to narrative speech and post to discussion question.

Week 7-8: Informative Speech, post to brown bag speech and post to discussion question.

Week 9-10: Visual Aid/Demo Speech, Informative speech peer reviews and post to discussion question.

Week 11-12: Visual Aid/Demo speech peer reviews due, prep for persuasive speech and post to discussion question.

Week 13-14: Persuasive Speech and post to discussion question.

Week 15-16: Wrap up, Persuasive Speech Peer reviews and post to final discussion question.

**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 Theme:

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.

Be sure to read “Online Information and Requirements” on the welcome page in BlackBoard. All of the requirements for your audience and uploading your video is included there. The requirements listed there are just that – requirements. So – if you have any questions on those requirements – please let me know right away. They will not change.

**Typed outlines are required for all of the graded speeches (informative, visual aid/demonstration and persuasive speeches).** If your outline is not posted, or I can not open the outline – your speech will not be graded. Late work policy is applied to all speech submissions where the outline is posted or when I can not open the document.

**Assignments are to be posted in Word format or as PDF. I do not accept sharepoint posts. So – do not “share” documents with me. You all have FREE access to Microsoft 365. Please see the DCB Website “Computer Services” page for download information.**

**If you are working on a Mac – be sure that you save your document as a Word document. I can not open .pages documents.**

**Documents that I can not open will lose 10% per day that they are late. I will let you know as soon as I see that the document is posted in a format that I can not open – but it is your responsibility to post in an approved format. So - double check!**

**Check into class often! I will post to you as soon as I see an assignment is incorrect or if it can not be opened. It is up to you to see the message from me and repost. Assignments are considered late if I can not open them – so it is imperative you check into the classroom often.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other’s differences. Conflicting opinions are part of life and will create

dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

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.