LABETTE COMMUNITY COLLEGE

Spring 2026

Course Information

Course Number: COMM 101 100
Course Title: Public Speaking
Semester Credit Hours: 3.00
Department: Communication
Prerequisites: None

Instructor Information

Instructor: Tonya Seller Neises
Labette Email: tonyab@labette.edu
Office Phone: 620-820-1121
Office Location: H202
Office Hours: Monday/Wednesday 8:30-9:30 a.m. and 12:30-1 p.m.; Tuesday/Thursday 7:30-8:00 a.m. and 11 a.m.-12:30 p.m.
Virtual Office Hours:
Virtual Monday-Wednesday 1-2 p.m.

Required Texts and Materials

Please visit the [Labette Community College Bookstore](#) for all of your materials needs.

Human Communication
Open Educational Resource
https://dl.icdst.org/pdfs/files4/dd73534bdb358b2b2283a819c197792c.pdf

Students may purchase a copy from the LCC Print Shop for $25

Technology Requirements

In terms of hardware, regular, reliable access to a computer with Internet access is a minimum requirement.

Course Description

A basic study in communication theory and its practical application at all levels: intrapersonal (understanding the self), interpersonal (one-to-one relationships and small group interaction), and public speaking. Students examine factors that influence the development of self-concept and interpersonal relationships, participate in problem solving panel discussions, deliver informative and persuasive speeches, and improve their critical listening and thinking skills.

KRSN Number

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents KRSN: COM 1010

Course Outcomes and Competencies

Students who successfully complete this course will be able to:

- 1. The competent speaker must complete a minimum of four speeches that include a written assignment, peer review, and requires increasingly rigorous research and must be delivered in front of a live synchronous audience.

    - Incorporate the six functions of communication when evaluating the effectiveness of a speech and interpersonal communication.
    - Critique a speaker's presentation content and delivery.
    - Develop an extemporaneous delivery while using outlines for the majority of speeches.

- 2. The competent speaker must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.

- Determine the purpose of oral discourse- speaking to inform, persuade, or entertain.
- Compose and transmit a message suitable to the topic, purpose, and audience.
- Compose an introduction, a detailed body with supporting material, utilize transitions, a conclusion, and references in an outline for the majority of speeches.
- Select suitable organizational patterns.
- Demonstrate careful choice of words.

- 3. The competent speaker must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.

  - Employ vocal variety in rate, pitch, and intensity.
  - Articulate clearly.
  - Employ language appropriate to the designated audience.
  - Demonstrate nonverbal behavior that supports the verbal message.

- 4. The competent listener must be able to demonstrate literal comprehension.

  - Recognize main ideas.
  - Identify supporting details.
  - Recognize relationships among ideas.
  - Recall ideas and details.

- 5. The competent listener must be able to demonstrate critical comprehension.

  - Listen with an open mind.
  - Discriminate between statements of fact and statements of opinion.
  - Distinguish between emotional and logical arguments.
  - Detect bias and prejudice.
  - Evaluate evidence.
  - Recognize discrepancies between a speaker's verbal and nonverbal messages.
  - Employ active listening techniques.

Important Dates for the Semester

Date	Event
1/20/26	CLASSES BEGIN [Tue]
1/21/26	Last day to add first 8-week session courses **without** instructor permission [Wed]
1/22/26	Last day to add first 8-week session courses **with** instructor permission [Thu] Last day for a full refund for first 8-week session [Thu]
1/26/26	Last day to add full semester courses **without** instructor permission [Mon]
1/28/26	Last day to enroll/add full semester courses with instructor permission [Wed]
1/29/26	Last day to enroll for Jumpstart concurrent classes (CO) [Thu]
2/2/26	Last day for full refund for full semester courses [Mon] Last day for departmental/athletic scholarship forms [Mon] Degree/Certificate Check Request due to Registrar; Graduation Filing Deadline [Mon]
2/5/26	Cert Rosters due at noon [Thu]
2/16/26	Last day to pay for Jumpstart classes or make payment arrangements [Mon]
2/26/26	Last day to pay for classes or make payment arrangements [Thu]
3/5/26	Last day to withdraw from first 8-week session classes [Thu]
3/12/26	First 8-week session ends [Thu]
3/16/26	3/16-3/19 College-closed-Spring Break [Mon-Thu]
3/23/26	First 8-week session grades due at noon [Mon] Second 8-week session starts [Mon]

Date	Event
3/24/26	Last day to add second 8-week session courses **without** instructor permission [Tue]
3/25/26	Last day to add second 8-week session courses **with** instructor permission [Wed] Last day for a full refund for second 8-week session courses [Wed]
4/1/26	Cert Rosters for second 8-week session due at noon [Wed] Summer & Fall 2026 enrollment begins [Wed]
4/30/26	Last day to withdraw from all courses [Thu]
5/5/26	Tuesday evening finals [Tue]
5/6/26	Wednesday evening finals [Wed]
5/7/26	No Day Classes-Administrative Offices Open [Thu] Thursday evening finals [Thu]
5/11/26	5/11-5/14 Day/Online finals [Mon-Thu] Monday evening finals [Mon]
5/15/26	Administrative Offices Open [Fri] Commencement [Fri]
5/18/26	Grades due at noon [Mon]
5/25/26	College Closed-Memorial Day [Mon]

Course Outline

Week	Activity

Week	Activity
1	- Introduction of course: review syllabus - Discuss coping with communication apprehension - Getting acquainted: Ice Breaker - Introduction of an important person/place/thing - Name game - Discuss "Getting in the Spotlight" - Discuss and prepare "Bio in a Bag" Talks (Introduction Speech)
2	- Deliver "Bio in a Bag" Talks - Complete Bio in a Bag audience responses/peer evaluations and self-evaluations - Read/Discuss/Quiz Ch. 1 (Introduction to Human Communication)
3	- Discuss Communication Components assignment (students share video clips and discuss communication components within) - Discuss criteria for Vision Speech, begin preparing Vision Speech
4	- Continue prep work on Vision Speech - Begin presenting Vision Speech
5	- Complete presenting Vision Speech - Complete Vision Speech audience responses/peer evaluations and self-evaluations - Share perception images, 1st impressions video - Read/Discuss/Quiz Ch. 2 (Perception, Self, and Communication) - Discuss Demonstration/Process Speech - Read/Discuss Ch. 12 (Organizing Presentations)

Week	Activity
6	- Complete discussion/quiz Ch. 12 - Watch example Demonstration Speech - Discuss Demonstration Speech Outline - Review outline example - Watch outlining video - Write thesis statement, main points, introduction/conclusion - Begin preparing visual aids and begin rough draft of outline for Demonstration/Process Speech
7	- Read/Discuss/Quiz Ch. 10 (Topic Selection and Audience Analysis) - Continue preparing visual aids and outline for Demonstration/Process Speech - Peer Review Demonstration Speech Outlines
8	- Complete preparation of Demonstration/Process Speech - Review for and complete Mid-Term online (covering Ch.'s 1-2, 10, 12)
-	SPRING BREAK – No Classes – Have a Fun, Safe Break!
9	Begin presenting Demonstration/Process Speech
10	- Complete presenting Demonstration Speech - Complete Demonstration Speech audience responses/peer evaluations and self-evaluations - Read/Discuss/Quiz Ch. 11 (Being Credible and Using Evidence) - Discuss Persuasive Presentation

Week	Activity
11	- Conduct research utilizing academic databases for Persuasive Presentation - Read/Discuss/Quiz Ch. 15 (Persuasive Presentations) - Discuss properly orally citing sources, watch video, practice - Work on Persuasive Speech Outlines - Main points (arguments) - Works Cited page
12	- Read/Discuss/Quiz Ch. 4 (Nonverbal Communication) - Continue Work on Persuasive Speech Outlines - Main points (arguments) - Works Cited page - Complete Persuasive Presentation outline peer reviews
13	Begin presenting Persuasive Speech
14	- Complete presenting Persuasive Speech - Complete Persuasive Speech audience responses/peer evaluations and self-evaluations
15	- Read/Discuss/Quiz Ch. 5 (Listening and Critical Thinking) - Discuss concepts from Ch. 14 (Informative Presentations) - Discuss interview skills - Complete Impromptu Speech (if time allows) - Prepare for Final Exam (covering Ch.'s 4-5, 11, 14-15)
16	Final Exam – complete online (covering Ch.'s 4-5, 11, 14-15)

Methods of Instruction

This course uses a variety of different methods for instruction which may include but are not limited to the following: lecture, discussion, handouts, textbook readings, out of class assignments or homework, labs, simulations, active and cooperative learning, etc.

Methods of Evaluation

The instructor reserves the right to modify, add, and/or take away assignments based on the circumstances that develop during the semester.

Possible Points:
Please note- This is a tentative overview of assignments/points and is subject to change.

- 4 Major Speeches Points
    - "Bio in a Bag" – Introduction 20
    - Vision Speech 40
    - Demonstration/Process Speech 85
    - Persuasive Speech 100
- Other Speaking Assignments
    - Impromptu 15
- 4 Audience Responses/Evaluations (8 pts. each) 32
- 4 Self-Evaluations (10 pts. each) 40
- 5 Assignments/Activities (various pts. assigned) 50
- 9 Quizzes (10 pts. each) 90
- 1 Mid-Term, 1 Final (50 pts. each) 100

Total Possible Points 572

Determination of Grades

Final course grades are determined by the total point accumulation of all grades from speeches, audience responses/evaluations, class assignments/activities, quizzes, the mid-term and final. Percentages are not rounded. **Since this is a speech class, all major speeches must be completed in order to fulfill course requirements. Not doing so will result in failure of the course**.

515 – 572 = A
458 – 514 = B
401 – 457 = C
344 – 400 = D
343 & Below = F

The grading scale for speeches:
90% – 100% = A Student does an outstanding speech. Excellent content, well organized, excellent wording – good eye contact and an energetic delivery – and/or superior accomplishment on the criteria established for that speech.

80% – 89% = B Speech approaching the qualities of an "A" speech. A good speech, not necessarily any major weaknesses, but not achieving a standard of excellence in any or enough areas to merit an "A". A good job in meeting most established criteria for that speech.

70% – 79% = C An acceptable speech. Reasonably clear purpose, adequate support, apparent organization, but may not be entirely clear to the entire audience, some problems in wording or delivery or both; and/or some deficiencies in meeting many of the major criteria established for the speech.

60 – 69% = D An unclear purpose and serious deficiencies in some and perhaps all areas of content, organization; and/or poor delivery.

59% & Below = F The student does not give the speech at all or simply demonstrates that there has been no preparation in content or delivery.

Classroom Protocol

SPEECHES:
Most speeches in this course will be delivered extemporaneously. This means you will prepare and practice your speech in advance, but the exact wording will be determined during the actual presentation rather than memorized or read word-for-word. When an outline is required, it must be prepared before the speech, completed according to the expectations of the instructor, and submitted on the first day of presentations. All speeches must be delivered when scheduled. Any major speeches missed must still be completed in order for a student to earn a passing grade in the course. The reduction in credit, if any, will depend on the circumstances of the absence and will be determined at the instructor's discretion.

CLASSROOM EXPECTATIONS:
To create a positive learning environment, students are expected to participate actively and avoid behaviors that interfere with the learning process. Disruptive behavior may result in a student being dropped from the course. The following behaviors are considered disruptive or unacceptable:

- Sleeping during class

- Using inappropriate language or distracting/inappropriate chatting

- Making disrespectful comments or responses toward classmates or the instructor

- Interrupting or showing disrespect to classmates during presentations

  - Students are expected to remain in the classroom during presentations. Entering or leaving the room during a presentation is not permitted except in the case of an emergency.

- Using cell phones, earbuds, or other electronic devices without prior approval from the instructor

  - If a student is observed using electronic devices during class without permission, the student will be asked to deliver an impromptu speech on a topic selected by the instructor. If the student chooses not to present the impromptu speech, the student will be asked to leave the classroom and will not be counted as present for that class session.

COMMUNICATION:
Please use Canvas to message your instructor. Always be respectful in your communication/responses to one another and to the instructor.

AI USE:
Students may be tempted to utilize Artificial Intelligence, AI-based, tools (such as ChatGPT) on assignments for public speaking. AI can be biased, inaccurate, and generate responses that may not be in line with the terminology and information found in the required textbook for this course. It is the student's responsibility to ensure information is accurate and written in their own "voice." Typically, students should only use AI to brainstorm and help refine their work rather than using it as a means to avoid creating their own original work based on the content learned within the required textbook and within the course. For some presentations, the instructor will share information on how students may utilize AI to assist in the development of their outlines. However, AI use that is inconsistent with the parameters shared by the instructor will be considered academic misconduct.

Attendance Requirements

On Ground Sections: Daily activities in the classroom accomplish many the objectives of the course; therefore, students should attend every class. If a student will be absent, notify the instructor before missing class to inquire about missed work. This applies to all absences--even if/when they are school related.

To have an absence excused that is not school related, you must email: studentabsence@labette.edu and provide proper documentation to the VP of Student Affairs regarding the absence. The VP will notify your instructor as to whether the absence it excused. *Unexcused absences result in a full letter*

grade dock on all speeches and zeros on all other assigned work/activities. If the absence is excused, arrangements can be made to complete the missed work.

Attendance is taken at the start of class. Students must actively participate in roll call and in all class activities and discussions in order to be counted present. If a student enters the classroom after the instructor starts class, they will be counted tardy. Three tardies results in one unexcused absence. Since attendance and participation are critical, if a student exceeds four unexcused absences they may be dropped from the course.

All students will receive a grade for the course after the last day to withdraw for the semester regardless of the number of absences.

Online Sections: Online students and hybrid students whose courses meet online during the Add/Drop period must complete the Required Attendance Assignment to certify their attendance in the class. Students who do not complete the assignment during the Add/Drop period will automatically be dropped from the course.

On Ground Class Attendance Information

Regular attendance is essential for college success. Each instructor determines the attendance requirements that will be included in the course syllabus. Failure to comply with the course attendance requirements as stated in the syllabus may result in a lowered grade or involuntary withdrawal from the course.

For technical assistance with Canvas contact:

- onlinesupport@labette.edu (evenings and weekends)
- (620) 820-1146 (office 8-4:30 pm M-Th)

Absences due to student representation of the college in some official capacity such as athletic travel or participation in an academic or official student organization activity will be allowed to make up course work upon presentation of verifying evidence. It is the student's responsibility to provide such evidence to the instructor of the missed class prior to the missed class.

Communication

All communication concerning this course or college business will be sent to your LCC student email address, unless you are taking a concurrent course and your school district email can be used. Please check your email on a regular basis.

Out-of-Class Student Work Expectations

Students should expect to spend a minimum of two hours on out-of-class student work for every credit hour of their class.

Students with Disabilities

If you have problems accessing any material in this course due to a disability, please notify your instructor immediately and steps will be taken to address your needs. You may also contact the ADA Coordinator, by calling the Student Success Center at (620-820-1227), or by visiting the Student Success Center on the Main Campus. Services for LCC students who have a documented disability from a certified professional are coordinated through the ADA Coordinator in the Student Success Center on the Main Campus in Parsons.

Continuity of Instruction

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when necessitated by revised course delivery, semester calendar or other circumstances. Information about changes in the course can be obtained at the Student Page of the RedZone, in your Canvas course or by contacting your instructor for the course. If the course is not able to meet face-to-face, students should immediately log onto RedZone or Canvas and read any announcements and/or alternative assignment. Students are also encouraged to continue the readings and other assignments as outlined on the syllabus. Students must adhere to any emergency operations plan created by the college for that incident.

Final Exam Schedule

Final examinations will be given according to the schedule of examinations available each semester. All Students are expected to take their final during the scheduled times. Students who have more than three finals scheduled in one day need to contact the Vice President of Academic Affairs.

Link to all LCC Calendars (including the Final Exam schedule):

http://www.labette.edu/calendars/index.html