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Preparing people to lead extraordinary lives

COMM 103 - Section 202 (4311) - Business and Professional Speaking
Syllabus, Spring 2015

Wednesdays, 7 - 9:30 p.m. WTC School of Communications Bldg., Room 014
January 14, 2015 – May 5, 2015

Course Description: This class examines the theory and practice of audience analysis, message design, and oral/verbal presentation for professional speakers, with **an emphasis on communication in business and professional organization settings**. Students will demonstrate presentation skills in simulated settings. In keeping with Loyola University Chicago's Jesuit mission, there will also be an inclusion of social justice topics.

Course Objectives: Oral/verbal communication skills are invaluable for success in every field of endeavor. The goal of this course is to help students improve abilities to prepare and deliver speeches. Students also participate in group exercises, written assignments and readings. Fundamentally, the course provides students with an understanding and application of the complexities of public speaking through analysis of audience and purpose, speech preparation, speech delivery, and assessment of reaction. Public presentations are also opportunities for the student to learn more about him/herself.

Learning Outcomes:

Students successfully completing this class will know how to:

- Select and develop topics for speeches
- Assess research and data
- Reason information and concepts into a speech context
- Organize speeches
- Present ideas in a logical, clearly understandable manner consistent with subject matter and situation.
- Control speech anxiety and nervousness.
- Increase self-confidence in public speaking.
- Develop critical listening abilities for evaluating ideas, attitudes, beliefs and behaviors

Required Materials:

Quintanilla, Kelly M. and Shawn T. Wall. *Business and Professional Communication: Keys for Workplace Excellence*. 2nd ed. SAGE: Thousand Oaks, CA, 2014. Also, students are required to view *A King's Speech* in class or obtain it on their own and reflect in writing about it on their own time the same week as shown to receive class credit.

Supplemental Materials:

Additional readings may be posted on Sakai or provided in class. Students are responsible for such readings whether or not they are discussed in class.

Course Requirements and Grading Criteria:

Each student will receive advance notice of schedule for speaking assignments and will be graded individually, even when the overall assignment is a group project. Each student is required to present the instructor with an outline of his/her speech at the time of presentation. Students will be graded on each major speech on the day/while it is delivered. Grades will be given based on quality of work including preparedness, speech delivery, classroom participation including audience feedback, and attendance. Speech grades are cumulative. All written assignments/outlines must conform to Modern Language Association (MLA) current style and be typed double-spaced in 12-point font with one-inch margins. They must also be proofread for grammar, spelling and organization.

Assignments and speeches must be presented/submitted in class. NO ASPECT OF ANY SPEECH ASSIGNMENT WILL BE ACCEPTED VIA EMAIL. To pass the class, each student must deliver five speeches; substitute assignments are not available for missed speech presentations due to the audience component.

Course Grading Scale:

A	100-93%
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 and below

Attendance/Professionalism: You are expected to display the same level of professionalism and respect as required by work roles, through attending class regularly, arriving on time, being prepared for class, and remaining for the full class period. In

addition, students are expected to actively participate in discussions and stay engaged during lectures and speech presentations. Students using electronics while another student presents a graded speech will lose participation points. Students are also expected to show respect for others' opinions/experiences through verbal/body language.

Students are responsible for any assignments or requirements missed during an absence. Prior notice is expected for an excused absence unless emergency documentation is provided. Also, students are responsible to inform faculty if they need to be absent because of religious circumstance. Students who leave early or miss class without consideration are subject to an unexcused absence notation. **Two unexcused absences will impact class participation grade, a component of the final grade.**

Make-Up Examinations: Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged and may be granted only for unavoidable circumstances** (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance.) A make-up final examination may be scheduled only with the permission of the appropriate Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at the Lake Shore Campus.

Academic Integrity: Academic dishonesty is unacceptable and can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by an instructor;
- Attempting to change answers after the examination has been submitted;

- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other coursework which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>. In addition, a student may not submit the same paper or other work for credit in two or more classes. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard. Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication. **A complete description of the School of Communication Academic Integrity Policy can be found at <http://www.luc.edu/soc/Policy.shtml>.**

For further information about the expectations for academic integrity and sanctions for violations, students can consult: <http://www.luc.edu/media/lucedu/quin-lanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf> or <http://www.luc.edu/soc/policy.shtml>.

Assignment	Description	Due Date	% of Grade
Impromptu/Self Concept Speech	Introductory class exercise; based on textbook		5%
Informative Speech	Individual, research based; social justice emphasis, inc. rev. of textbook (Chap. 11)		10%
Small Group Presentation Speech	Two to four in group, focus on presenting business opportunity/solution; based on textbook.		10%
Partner Speech	Create speech from interview with partner; based on textbook		15%
Persuasive Speech	Individual, focus on obtaining business funding; based on textbook (Chap. 11)		15%
Individual Speech Outlines; Attendance and Participation	Formative assessments/outlines are based on each assignment (total of five x 4%).	Ongoing per each assignment. Participation also includes reflective writing.	20% + 10%
FINAL EXAM	Summary course exam	Finals administered during exam week, May 2015	15%

Instructor Information/Policies: Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from **Services for Students with Disabilities** confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance to meet his/her needs and assignment due dates. Tutoring is available throughout the semester; consult www.luc.edu/tutoring. To **minimize distractions** to others, laptops must be closed during class unless the instructor requests use. Cell phone and other wireless/device usage is not allowed while class is in progress. Refer to **course site** for notes, slides and other class-related handouts/resources. Please set up an appointment or visit me during office hours to discuss **individual class performance**. I **return e-mails and phone calls in a timely manner** and expect the same from students. **Course communication** will be sent to your Loyola e-mail address. I am unable to send information about grades or other academic work to a non-Loyola-email address. Continue to check Loyola email accounts until final grades are posted.

Schedule (Subject to Change)

Class #/Date: **Topic:** **Assignment/ Readings;
Due at Next Class**

Week One/January 14, 2015	Class welcome/course and syllabus introduction; im-promptu introductions; gaining comfort in giving presentations and speeches; discussion of prominent speakers	Re-read syllabus; read textbook chapter 1 (over-view); Read chap. 12 pgs. 290-91 (audience); an-swer three questions on pg. 291, type and bring to next class. Read chap. 2 (verbal/non-verbal) esp. pg. 44 (relevance to busi-ness); read chap. 11 pgs. 269-71 (purpose) – em-phasis on pg. 270 (im-promptu).
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<p>Week Two/Jan. 21, 2015</p>	<p>Introduction of Individual (self-concept) Speech; discussion about audience, situation, topic and purpose; parts of an outline, creating an outline, and citing sources; organizing a speech, introducing and concluding speeches</p>	<p>Read chapter 13 esp. pgs. 315-19 (outline); read chap. 12 (speech design) esp. pgs. 292-296 (research) and pgs. 299-301 (introductions); Prepare outline and Impromptu/Self Concept Speech; turn in and present at next class</p>
<p>Week Three/Jan. 28, 2015</p>	<p>Presentation of Individual (self-concept speeches)</p>	<p>Read chapter 5 - emphasis on pgs. 116-188 (language); review chap. 12 pgs. 304-5 (language); utilize chap. 12 pg. 294 for assignment; read chap. 4 pg. 92 and chap. 10 pg. 244 for info relevant to career</p>
<p>Week Four/Feb. 4, 2015</p>	<p>Discussion of cultural artifacts/presentation aids; discussion of social justice topics inc. Malala, Howard Schultz, Freedom of Speech, etc.</p>	<p>read chap. 13 esp. 316-326 re: pres. aids; read chap. 3; Read chap. 11, informing and persuading; Review chap. 3 pgs. 57-58; read chap. 14 pg. 352; read chap. 6 pgs. 129-131 prepare outline and Informative Speech; turn in and present at next class</p>
<p>Week Five/Feb. 11, 2015</p>	<p>Presentation of Informative Speeches</p>	<p>Review prior reading assignments</p>

Week Six/Feb. 18, 2015	In-class film watching "The King's Speech"	Reflective writing assignment re: film to be submitted at next class (counts towards participation pts.)
Week Seven/Feb. 25, 2015	Discussion of small group presentation speeches; review of chap. 11 - in class reflective writing	Review chap 13 pgs. 326-328 – team presentations
Week Eight/March 4, 2015	Spring Break	Review prior reading assignments
Week Nine/March 11, 2015	Instructor consultation and in-class work on Small Group Presentations – bring laptops for research, etc.	Review chap. 12 pgs. 292-296 (research); prepare outline and Small Group Presentation Speech; turn in and present at next class
Week Ten/March 18, 2015	Presentation of Small Group Presentation Speeches - may extend to next class period	Read Chap. 9
Week Eleven/March 25, 2015	Presentation of Small Group Presentation Speeches; Introduction of Partner Speeches	Review chap. 11 pgs. 268-278 (appeals, parts of argument)
Week Twelve/April 1, 2015	Discussion of business and professional communications – proactive/PR and social media; In-class partner interview meetings	Prepare outline and Partner Speech; turn in and present at next class
Week Thirteen/April 8, 2015	Presentation of Partner speeches; introduction of Persuasive Speeches	Prepare outline of Persuasive Speech;

Week Fourteen/ April 15, 2015	TBD - potential guest speaker and review for final exam	Finalize outline and Persuasive Speech; turn in and present at next class
Week Fifteen, April 22, 2015	Persuasive Speech presentations; wrap up	Review for Final Exam; evaluation
Week Sixteen/Finals - April 29, 2015	FINAL EXAM/must attend.	See instructor if needed
	In special circumstances, mandated makeup exam by appt. only.	Enjoy Summer!

Please note: This class may occasionally deviate from the course outline. The instructor reserves the right to make changes as needed to the course syllabus.

