



**LOYOLA**  
UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**BUSINESS AND PROFESSIONAL SPEAKING, COMM 103-208  
SPRING SEMESTER 2017  
TUESDAY- THURSDAY 1:00 – 2:15 pm**

Instructor: **Jennifer Grosshandler** [jgrosshandler@luc.edu](mailto:jgrosshandler@luc.edu)

Form of communication: E-mail is preferred and checked regularly

Office hours: By appointment Tuesdays and Thursdays 12:00 noon to 1 pm

**Course overview:** The ability to speak with confidence and strength in front of any audience will help you achieve those things most important to you in life. We find ourselves at a fascinating time, when the lines between business and personal expression are blurred. It used to be that professional speaking required a podium, microphone and group of humans seated in chairs lined up to precision in some boring meeting room. While that still exists, the world of business and professional speaking has exploded to include environments that bleed into our daily lives. Take Casey Neistat, Youtube sensation and co-founder of the social media company and app Beme. Are Casey's infamous vlogs examples of professional speaking? Absolutely. He's reached millions of influencers, many in the business world, who have helped grow his brand so fast that CNN recently swooped in to buy his app. Why is Casey so appealing? What is it about the way he speaks, the things he says and the way he connects that has moved countless people of all ages to become Neistat evangelists?

You will have millions of communication encounters in your lifetime--from formal presentations to social media to impromptu conversations requiring you to persuade someone to listen to you and to take action.

This interactive class will prepare you for all types of public communication with practical applications that will be useful in the real world of business endeavors. You will also actively participate as observers from the audience point of view. You will gain valuable insight that will help you sharpen and polish your own skills as well as broaden your overall awareness.

## Personal Statement

Public speaking can be scary. Anyone who tells you they aren't nervous before they speak in front of a group just isn't coming clean. You will learn to welcome in these feelings and use them as tools to actually help you in your delivery.

Along the way, I promise to have zero judgment and an abundance of support for each of you. We must take risks together, be able to laugh with and help each other.

### **You will learn how to:**

- Improve your vocal delivery, articulation, poise and physical animation
- Organize your thoughts to motivate and persuade
- Edit yourself to adapt to the 'clock', using fewer words/better words
- Creatively impart information to engage your audience
- Use visuals sparingly, correctly, and effectively
- Convey your passion on a subject
- Answer audience questions and address relevant issues in a variety of situations
- Speak up in random impromptu situations on issues of the day
- Understand and critique presentations as an audience member
- Avoid the "ramble effect"

**Course specifics:** You will be called upon to deliver several different types of realistic presentations during the semester. You will be required to provide a hard copy of every assignment to be turned in, even if you don't present on a particular day. No assignments will be accepted via e-mail unless there are unique circumstances. At times you will also be asked to critique others' presentations and are asked to be fair-minded in your assessments. In most classes you will also participate in a segment entitled "Awesome/Epic Fail" discussing visible public speakers who have made a positive or negative impression on you in any type of communication. You should come to every class prepared with examples and actively engage in discussion. There is no right or wrong here; just your observations and opinions. There will also be random impromptu mini-speeches on topics of the day. These portions of class will be factored into your final grade, so everyone is highly encouraged to actively participate.

There is NO REQUIRED TEXTBOOK for this class. Therefore, it is imperative that you attend class and capture the key takeaways of each session. We will have a number of guest speakers and field trips. As part of your final, you will be asked to submit a written copy of your notes/key takeaways from each class during the semester. I am not interested in what these look like/how pretty they are. I am only interested in understanding how engaged you were during class, and this portfolio will help me understand that.

**Grades:** For most assignments you will receive a number grade. Your grades are based upon many factors: mandatory attendance, active participation, periodic written quizzes, personal development & oral delivery, originality and creativity, and overall progress and improvement. The last factor is very important. Personal progress is important and will be noted. I will be very clear up front about grade expectations during each project. You will receive each grade in a timely manner. Mid-term and final exam presentations will be more heavily weighed.

### **Final Grade scale**

100-94: A  
93-90: A-  
89-88: B+  
87-83: B  
82-80: B-  
79-78: C+  
77-73: C  
72-70: C-  
69-68: D+  
67-64: D  
62-60: D-  
59-0: F

### **WEEKLY SCHEDULE** (Subject to change)

#### **January 17-19**

Introduction & overview--Conquer your fears & recognize your talents  
--Understanding yourself, understanding the audience; putting it in perspective  
--How to avoid brain freeze and mouth lock  
-- TED Talk: The Power of Introverts

#### **January 24-26**

-- Baseline mini-speeches. Where will you be 5 years from now?  
-- Dr. King's famous remarks revisited and why they still matter

#### **January 31-February 2**

-- Tapping into Your TED  
-- Guest speaker: Trained by TED

#### **February 7-9**

-- Delivery of individual TED-like talks

**February 14-16**

- The Art of "Co-Presenting"
- Co-Presentations

**February 21-23**

- The formal business presentation
- How to organize your thoughts, from a great opening to a memorable close
- Getting the words out of your brain and onto paper
- Persuasion: How to say what you mean and mean what you say
- Listening with an open mind and heightened awareness
- Visuals: Why 'more' is not always better; what works, what doesn't
- The format: An important template and how to use it
- How the dynamics shift during the question and answer period
- How to deal with emotion and the 'know-it-all'
- Maintaining control, keeping the audience interested and involved

**February 28 – March 2**

- Academy Awards Favs and Flubs
- Celebrities really are human; the art of the acceptance speech.
- "I'd like to Thank .... " mini acceptance speeches

**March 7-9**

- No classes Spring Break

**March 14-16**

- Mid-term dual presentations
- Formal business presentations delivered in teams with audience critique

**March 21-23**

- Guest speaker "How to Present Difficult Topics"
- Confronting skeptical audiences; coping tactics

**March 28-30**

- "Freedom of Speech in the Internet Age"
- Discussion of the impact of television & teleprompter
- The public airwaves: The FCC & The Supreme Court
- Public speaking as public persona/Facebook, Twitter & social media
- "Speaking your mind" vs. "Think before you speak"; debating pros and cons

**April 4-6**

- The World of "Working a Room"; techniques to make your public speaking soar
- In class preparation of presentations for following week without notes

**April 11-13**

- Onsite Presentations at Zeno Group (splitting the group)

**April 18-20**

- Guest Speaker "Public Speaking for Sales"
- In class development of Shark Tank presentations for following week

**April 25-27**

- Onsite Shark Tank Presentations at 1871 (splitting the group)

**May 2-4**

- Final presentations
- Submission of key takeaways

**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 for purposes outside of course work will lose participation points. Students are also expected to show respect for others' opinions/experiences through verbal/body language. If you have to miss a class, please make arrangements to get any assignment from other students and complete it for the date it is due. If you must be absent on a presentation day, please e-mail me in order to make alternate arrangements. Unexcused absences will negatively impact your attendance and class participation grade, components of the final grade.

**Students with Disabilities:** Any student with a learning disability who 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. It is incredibly important that each and every student in my class have the right individual set up in order to succeed in my class.

**Sexual Harrassment:** Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Loyola University of Chicago will not tolerate it by faculty, students or other employees, and will attempt to take prompt corrective action against any sexual harassment by or of its students, faculty and employees. Persons who believe they have been harmed by harassment of this kind should bring the conduct to the attention of the School of Communication dean's office. All complaints are taken seriously and no one reporting them will suffer reprisal or retaliation from the University. Such complaints will be treated in confidence to the extent feasible, given the need to conduct a thorough investigation.

**School of Communication Statement on Academic Integrity:** A basic mission of a university is to search for and to communicate truth as it is honestly

perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community.

Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. 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 the 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 course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines;
- 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, CDROM, 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. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. 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. The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml). The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)