



Elizabeth (Lisa) Daly, M.A., M.A.T.  
\*Preferred Contact/E-mail: [edaly2@luc.edu](mailto:edaly2@luc.edu)  
Office Hours: Lewis Towers 900 - Mon. 6-7 p.m. & by appointment  
Mailbox: SOC – 51 E. Pearson, 2<sup>nd</sup> floor  
Deliver coursework to Ms. Michelle Bukowski/phone: 312.915.7740 or desk attendant **by prior arrangement only and always by 4 p.m. CST.**

*Preparing people to lead extraordinary lives*

**COMM 103 - Section 201 (2698) - Business and Professional Speaking**  
**Syllabus, Spring 2017**

**Mondays, 7:00 - 9:30 p.m. WTC School of Communication Bldg., Room 014**  
**Jan. 17, 2017 – May 6, 2017**

**Course Description:** This collaborative and student-centered 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 organizations**. Students will demonstrate skills in simulated settings. In keeping with Loyola University Chicago's mission, social justice topics will be included.

**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; incorporate information and concepts into a speech context; organize speeches; present ideas in a logical, clearly understandable manner consistent with the subject matter and situation; control speech anxiety and nervousness; increase self-confidence in public speaking, and develop critical listening abilities for evaluating ideas, attitudes, beliefs and behaviors.

**Text and Course Materials:** Quintanilla, Kelly M. and Shawn T. Wall. *Business and Professional Communication: Keys for Workplace Excellence*. 3rd ed. SAGE: Thousand Oaks, CA, 2016. Students are **required** to view *A King's Speech* by obtaining it on one's own (Netflix, library, etc.), then watching and reflecting in writing about it outside of class time.

Students are **responsible** for additional readings which may be posted on Sakai or provided in class. Students are also **encouraged** to read *Presence* by Harvard educator Amy Cuddy, published in January 2016.

**Course Requirements and Grading Criteria:** Students receive advance notice of speaking assignment schedule and are graded individually, even when overall assignment is a group project. Students are required to submit a speech outline hard copy at the time of presentation. Students will be evaluated as each major speech is delivered and grades returned in a timely manner.

Grades will be given based on quality of work: preparedness (including content memorization), speech delivery, and classroom participation in providing audience feedback. Grading is cumulative. All written assignments/outlines must conform to Modern Language Association (MLA) current style; be typed double-spaced in 12-point font with one-inch margins and be free of grammar/spelling errors.

Speech assignments not accepted by email. Each student must deliver four speeches; substitute assignments not available for missed speeches due to audience aspect.

Course Grading Scale:

**A** 100-94%; **A-** 93-90; **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:** Please display professionalism and respect by attending class regularly, arriving on time, being prepared, 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 one point off of his/her own speech score for any incident. Students are also asked to respect others' opinions and experiences through positive verbal/body language. Use of tobacco simulators violate Loyola policies.

If an absence occurs, students are responsible for any requirements. Prior notice is requested for an absence. Also, please inform your instructor during the first week of the semester if you have an upcoming absence due to religious observation. Students who leave early or miss class without consideration will receive an unexcused absence notation unless emergency documentation is provided. Three absences will impact class grade by 5 percent and four absences may result in dismissal.

**Make-Up Examinations:** Required examinations should be taken during a regularly scheduled class period. Make-up examinations are discouraged and may be granted **only for unavoidable and verified circumstances. A make-up final examination may be scheduled only with the permission of the appropriate Assistant or Associate Dean.** The faculty member will prepare, schedule and proctor the exam, except for a student athlete, who may use the Athletics Department, or a student with a documented special testing need, who can use 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. Loyola University Chicago's Faculty Center for Ignatian Pedagogy has identified the sharing/sale of course materials including individual course notes, assignment rubrics and other related material via web services such as OneClass, Study Blue and similar organizations as a violation of copyright/intellectual property rights. Therefore, materials cannot be shared outside the course (direct classmates and instructor) without written permission.

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/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>.

Assignment	Description	Due Date	% of Grade
<b>Informative Speech</b>	Individual, research based	per schedule	10%
<b>Partner Speech</b>	Create speech from interview and collaboration with partner, research based, social justice emphasis	per schedule	10%

<b>Small Group Presentation Speech</b>	Two to four in group, focus on presenting business opportunity/solution; based on textbook.	per schedule	15%
<b>Persuasive Speech</b>	Individual, focus on obtaining business funding	per schedule	20%
<b>Outlines</b>	Based on each assignment (total of 4 x 5%)		20%
<b>Participation</b>	Active audience involvement and completion of formative assessments in and outside class.	Ongoing per each assignment. Participation also includes reflective writing, i.e. <i>King's Speech</i> .	10%
<b>FINAL EXAM</b>	Summary course exam	Finals administered during exam week, May 2017	15%

**Information/Policies:** Any student with a learning disability that needs special accommodation during exams or class periods should confidentially provide documentation from Services for Students with Disabilities 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: [www.luc.edu/tutoring](http://www.luc.edu/tutoring). Minimize distractions to others by avoiding device use during class unless the instructor requests it. Refer to course site for class-related handouts/resources. Please visit me during office hours/appt. to discuss individual performance. E-mails/phone calls are returned in a timely manner and the same is expected from students. Course communication (grades and other academic work) will be sent only to your Loyola e-mail address. Final grades are posted through the LOCUS system.

Schedule (Subject to Change)

Class #/Date:	Topic:	Due Next Class:
<b>Week One-Two</b> /January 23, 2017	Class welcome/course and syllabus introduction; impromptu introductions; gaining comfort in giving presentations and speeches; discussion of prominent speakers.	<p>Re-read syllabus.            Contact instructor with any questions.            Read textbook <b>chapter 1</b> (overview); <b>chapter 2</b> (verbal/non-verbal communication) esp. pages relevant to business</p> <p>Students are responsible for obtaining and viewing the film <i>The King's Speech</i> in its entirety and completing the described reflective writing assignment. Reflective writing assignment re: film to be submitted by <b>*Feb. 6</b> (counts towards partic. pts.)</p>
<b>Week Three</b> /Jan. 30, 2017	Introduction of Informative 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>Read <b>chapter 11</b> esp. pages relevant to purpose. Read <b>chapter 12</b> esp. pages relevant to audience, research, speech design, and introductions/conclusions.            Read <b>chapter 13</b> esp. pages regarding outline and presentation aids.</p>
	<b>Guest Speaker - research, career - TBD</b>	
<b>Week Four</b> /Feb. 6, 2017	<p>Submit film reflective writing/discussion; discussion/relevance to social justice issues/topics - Malala, Howard Schulz, freedom of speech, etc.            Discussion of cultural artifacts/presentation aids.</p>	<p>Read chapter 4 and chapter 10. Review chapter 13 on presentation aids.            Prepare outline and Information Speech; turn in and present at next class.</p>

<b>Week Five</b> /Feb. 13, 2017	Presentation of Information Speeches	Read chapter 5 - (language); review chap. 12 (language); review chap. 12; read chap. 3; Re-read chap. 11, informing and persuading.
<b>Week Six</b> /Feb. 20, 2017	Cont. of Informative Speeches; chap. 11 – in class reflective writing;	Review chap 13 pgs.– team presentations; Review chap. 12 (research); read chapter 4 and chapter 6.
<b>Week Seven</b> /Feb. 27, 2017 (March 1, 2017- ASH WEDNESDAY)	Discussion/in-class partner interview meetings; possible guest speaker	prepare outline and Partner Speech; turn in and present at next class
<b>Week Eight</b> /March 6, 2017	NO CLASS	SPRING BREAK (March 6-11, 2017)
<b>Week Nine</b> /March 13, 2017	Partner Speech presentations	<b>Read</b> Chap. 9
<b>Week Ten</b> /March 20, 2017	Partner Speech continuation if needed; Introduction of Small Group presentations  Instructor consultation and in-class work on Small Group Presentations – bring laptops for research, etc.	Review chap. 11(appeals, parts of argument)
<b>Week Eleven</b> /March 27, 2017	Instructor Consultation and in-class work on Small Group presentations- bring laptops, etc.	Prepare outline and Small Group Speech; turn in and present at next class

Week Twelve/April 3, 2017	guest speaker – TBA Presentation of Small Group Speeches; Discussion of business and professional communications – proactive/PR and social media	Review textbook readings
Week Thirteen/April 10, 2017	Small Group presentation continuation as needed; Introduction of Persuasive Speeches	EASTER HOLIDAY (APRIL 13, 2017 from 4:15 p.m. through APRIL 17, 2017 at 4:15 p.m. University Offices closed on Good Friday, APRIL 14, 2017.) Prepare and finalize outline of Persuasive Speech based on schedule; <b>turn in and present</b> at next class
Week Fourteen/ April 17, 2017	CLASS MEETS! Guest speaker –TBD Persuasive Speeches	Prepare and finalize outline of Persuasive Speech based on schedule; <b>turn in and present</b> at next class
Week Fifteen, April 24, 2017	Persuasive Speech presentation continuation; course wrap up	Study for final exam
Week Sixteen, May 1, 2017	FINAL EXAM/must attend.	
No later than Friday, May 5, 2017.	Make up exam as mandated by spec. circ. BY APPT. ONLY; SEE INSTRUCTOR	Enjoy SUMMER BREAK!

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.