

SYLLABUS

Public Speaking & Critical Thinking, COMM 101=002 (2774)

LSC – Cuneo Hall Room 324

1/17/23 – 5/6/23

Tuesday-Thursday 10:00AM-11:15AM

My Contact Information:

ILAN GEVA 312-497-223

email: igeva@luc.edu

Office hours: by appointment

COURSE DESCRIPTION:

The abilities to speak effectively in public, as well as online, and to think critically, are two of the most important outcomes of a liberal arts education. They are vital skills for career success and active citizenry.

This course is designed to teach you how to research, organize, write, and deliver speeches. By examining critical thinking through message design and organization, oral presentation skills, and time allotment, all with an emphasis on good communication in organizational settings, you will develop an understanding of the discipline of rhetoric and the art of public speaking. Building critical thinking skills is central skill to achieving success and will be interwoven into every lesson and assignment throughout the semester.

LEARNING OUTCOMES:

Students will demonstrate presentation skills in simulated organizational settings. You will then be asked to demonstrate your knowledge in the following ways:

- Selecting a topic or position on an issue; being assigned a topic, researching topics and choosing the proper material to support the position
- Identifying issues, defining vital questions, and analyzing evidence that leads to well-reasoned judgments and conclusions
- Organizing your ideas in a logical, cogent manner
- Writing clearly by using lively, expressive words
- Using proper presentation methods and aids in delivering a speech to an audience
- Practicing speaking using a brief, minimally outlined speeches
- Recognizing problematic vocal and nonverbal delivery patterns in order to transform as a speaker

You also will learn to be an intelligent, thoughtful, and critical listener. As such, you will be responsible for the following:

- Critiquing speeches, which may be based on Critical Thinking, and will be based on general guidelines for proper public discourse
- Expressing your opinions about a speech topic. Doing so in a constructive, supportive manner

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

1. Have a theoretical understanding of critical thinking in communication
2. Recognize the relationships between self, the message, and the audience
3. Understand the process and value of effective listening
4. Demonstrate confidence in the ability to deliver formal presentations and impromptu speeches with fluency and expressiveness
5. Demonstrate growth as a researcher, speech organizer, and critical thinker
6. Learn the art of collaboration

COURSE WORK:

To obtain a passing grade in this course students are required to:

1. Deliver speeches in a variety of situations, and deliver all written work TYPED for each project
2. Develop, outline, and perform all formal speeches, both in person and online
3. Analyze an audience and situation, and then adapt a message to those needs
4. Do all reading thoughtfully and be prepared to participate in discussions.
5. Prepare and use visual aids that promote clarity and interest, not limited to PPT presentations
6. Use evidence, reasoning, and motive appeals in persuasive speaking
7. Establish credibility by demonstrating knowledge and analysis of a topic
8. Develop strategies for coping effectively with the tensions involved in public speaking
9. Demonstrate acceptable ethical standards in research and presentation of materials
10. Listen to, analyze, and critique oral communication
11. Work individually and collaboratively
12. Deliver a written report evaluating a public speaker using skills learned throughout the course.
13. Understand the difference between CRITISIZM and CRITIQUE. Criticism is what you may have experienced when you had an exchange with someone and you felt the feedback to be personal, destructive, vague, inexperienced, ignorant, or even selfish. Critique on the other hand, is impersonal, constructive, specific, expert, informed and selfless.

ABOUT THIS COURSE:

The course will begin with observations of speeches, (TED style) both informative and persuasive, which will serve as a foundation for presentations with a professional element. Occasionally, students are free to choose their own topics so long as they meet the criteria for the speech. Since a great deal of business activity is collaborative, you will also work in teams.

One important fact to remember: **This class is built entirely on the student's discovery, observations, research, and engagement. Not on textbooks or passing exams.**

A NOTE ABOUT FINALS:

If we work together and commit to the class, you will deliver your final presentations on the

last week of the semester, freeing you to concentrate on your other finals. If we fail to have all speeches delivered in the final week, we will be required to meet on the day set aside for a final exam, where the final speeches will be delivered. (That also depends on the class size, which we do not know now.)

GRADING:

Students will be graded based on speech presentations, written report evaluating a public speaker, two in-class assignments, and classroom participation. Grades are based on a 1,000-point scale.

All speeches must be accompanied by an outline. Failure to give the instructor an outline on the day of the presentation will result in a reduction of points. The outline should be neatly typed.

FINAL GRADE SCALE:

1000-940: A

939-900: A-

899-880: B+

879-830: B

829-800: B-

799-780: C+

779-730: C

729-700: C-

699-680: D+

679-640: D

639-600: D-

599-0: F

PROFESSIONALISM

You are expected to act in a professional manner in class. That means approaching your schoolwork as if it were your job. Showing up, and showing up on time, are critical. Failure to do so consistently will affect your grade. **Letting the instructor know ahead of time of an absence is crucial.** Participation and listening attentively to your fellow students' speeches is equally important. Unexcused absences will affect your final grade. If you have an unexcused absence on the scheduled day of your presentation, you will have one opportunity to make it up. If you fail to do so, you will receive an F for your presentation. There will be no make-up opportunities for unexcused absences. **All students are expected to be present for all speeches given by classmates. A pattern of attending only on days you present show a lack of support for your classmates and will be reflected in your Attendance and Participation grade.**

ATTENDANCE:

Attendance and class participation are critical. We work as a group to develop speaking and listening skills. You will learn a great deal by watching and hearing your classmates.

It is vital, therefore, that you be at all classes during your classmates' speeches. Doing so is also a sign of respect. It is not enough, however, to simply show up. You will be expected to be a regular participant in all we do.

Unexcused absences are not acceptable in this class.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call, text or e-mail the instructor beforehand. If you have more than three absences during the semester, your grade will be reduced by a full letter, unless medical documentation proves the necessity of the absence. This does not apply to student athletes or others who must miss class because of university business, but proper documentation must be provided.

ADDITIONAL CLASSROOM POLICIES:

- Students are expected to be actively engaged in class discussions and to study all assigned readings by the due date.
- Students are responsible for all readings whether or not they are discussed in lectures.
- No late assignments will be accepted unless arranged ahead of time.
- All written assignments must be typed, double-spaced and proofread.
- Errors in grammar, spelling and organization will result in a lower grade.
- Please turn off all laptops, cell phones, and all other electronic devices, as opposed to putting them on vibrate. Therefore, texting or using social media in class is inappropriate and unacceptable.

ACADEMIC INTEGRITY:

1. 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. These examples of academic dishonesty apply to both individual and group assignments. 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;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- 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; 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, 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.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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

https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml . 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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.
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.

WEEKLY CALENDAR (we may have to alter events due to unforeseen circumstances)

Week 1:

January 17

Introduction to the class including syllabus, assignments, readings, and the importance of critical thinking.

In-class Assignment: Story exchange, Introduce Ice Breaker Speech.

For our next class, Ice Breaker Speech: 50 points

January 19

Present Ice Breaker Speech Self-analysis and class feedback.

Study Impromptu Speech materials online and be prepared to present next week.

Time your presentation to FIVE MINUTES.

Week 2: Last day to add and swap classes 1/23

January 24,

Present Impromptu Speeches Self-analysis and class feedback.

Impromptu Speech: 50 points

January 26

Analyze and give feedback for Impromptu Speech.

Introduce Cultural Artifacts Speeches

For next class, present Cultural Artifact speech, make sure to bring samples, PPT presentation or any tangible artifact. Time your presentation to FIVE MINUTES.

Cultural artifact: 50 points for part A.

Week 3:

January 31

Cultural Artifact presentations

Feb. 2

Week 4:

Feb. 7

Complete Cultural Artifact Speeches

Self-analysis and class feedback

Feb. 9

Discuss Topic Mapping and Outlining

You will be using it throughout the semester for each assignment and presentation.

Week 5:

Feb. 14

Informative Speech preparation:

As a group, we will bat around ideas for your Informative Speeches. This will be a good opportunity to give and receive feedback about your ideas. Typed proposal is due by BEGINNING of class Feb 16.

If you prefer to retain the surprise element of your speech, and therefore choose not to share your idea with the group, that is fine.

Remember I must get a written proposal from you about your topic this Thursday. You will not benefit from feedback if you opt for this approach, but if you feel confident, go for it.

Feb. 16

class presentations of informative speeches. You have 7 minutes for this presentation, don't cut the time...

100 Points for this presentation.

Week 6:

Feb. 21

Continue class presentations of informative speeches. You have 7 minutes for this presentation, don't cut the time...

Feb. 23

Introduce Group Presentations.

Groups are selected by instructor.

Groups will make presentations as groups, not individuals.

Introduce Civics Issues Speeches including The Art of Rhetoric

Break out into groups. Students select topics and divide labor, general collaboration strategy.

Week 7:

Feb. 28

Groups present Civic issues speeches.

Each group has 15 minutes.

100 points individually for this presentation.

March 2

Online class: Introduction to Online presentation on Zoom.

No meeting in class, preparation for Informative Speech assignment due on March 14 and 16.

Week 8:

March 7 no class

March 9 no class

Week 9:

March 14

Present Individual Informative Speeches

Outlines and citations due with presentation No late outlines accepted.

7 minutes per presentation, try not to present a shorter presentation, use visual aids.

50 points for this presentation

March 16

Continue Individual Informative Speeches

Announcement on assignment for online class on March 21

Week 10:

March 21

Online assignment, no meeting in class

50 points for this presentation

March 23

For this class: Browse the library of TED talks and find the most compelling presentation that speaks to you. Show to class only the first two minutes of the talk and speak about it for no more than two minutes.

Explain why you like it, analyze the logic, objectives, and the delivery style.

Week 11:

March 28

Present Civic Issues as Group Speeches

In-class Analysis Assignment. Teams critique each other. You will be getting 100 points for this, and the time for each team is 20 minutes.

March 30

Continue Civic Issues as Group Speeches

In-class Analysis Assignment. Teams critique each other.

Week 12:

April 4

This class is dedicated to unfinished business, allowing students to present missed assignments, and catch up with presentations that time didn't allow previously.

April 6 no class, Easter/Passover

Week 13:

April 11

This is the second part of Cultural Artifact speech. In this part you will be asked to present both a paper and a presentation. You will get 50 points for this assignment

Your chosen topic must be about a famous art treasure from any place in the world, and you will be presenting as an art expert to an audience made of art lovers. You will do research on the topic and write an essay on the actual artifact you present.

Please provide citations and sources.

Paper length, no more than two pages

Presentation time 10 minutes

April 13

Continue Cultural artifact

Week 14:

April 18

Impromptu speech, students will be called to give a speech without prior preparation!

April 20

Prepare a written speaker evaluation on three members of your class. Prepare to present it in class and submit a typed copy to me. Do not be intimidated by speaking the truth, do not criticize, but be a constructive evaluator of the strengths and weaknesses of the speakers you will describe. You will have 10 minutes for this evaluation presentation, present from your written assignment and be prepared to take questions. This assignment allows for 100 points

Week 15:

April 25

Continue speaker evaluations

April 27

Final presentations, time will be determined by final number of students in class. Usually, it is around 20 minutes. 200 individual points are given for this presentation. I will announce the teams well ahead of this date.

Choose a major topic to present, something that affects all of us and each person in the class could relate to. Make sure to use your topic mapping and outlining structure to build an interesting and engaging presentation. Do not forget to give me a copy of your outline and the actual presentation.

May 2 Last Day of class

Continue final presentations

Grades will be determined in the following manner:

Ice Breaker: 50 points (1/19)

Impromptu Speech: 50 points (50 points on 1/24)

Online Assignment: 50 points (3/21)

Cultural Artifact Speech: 100 points (50 points 1/31- 50 points 4/11-4/13)

Informative (Process) Speech: 150 points (100 points 2/16- 50 points 3/14)

Civic Issues (Persuasive) Speech: 200 points (100 points 2/28- 100 points 3/28)

Speaker Evaluation Written Report: 100 points (4/20 and 4/25)

Group Presentation: 200 points (4/27 and 5/2)

Attendance and Participation: 100 points (be aware, missing a class is allowed only for medical reasons)

ILAN GEVA

Business Owner, Board of Directors Member, Author, University Instructor, Consultant, Speaker, Seminar leader, Creative Director, Designer, expert in Integrated Marketing Communications, Branding.

TEACHING, TRAINING, LECTURING

University of Chicago, Graham School, DePaul University, Adjunct Professor, Training session on Medical Tourism branding at Cambridge Academy in Dubai, Tsinghua University, Peking University, and Jinan University China, lectures for EMBA program at Northwestern University, Chicago, Institute of Management Technology, Ghaziabad (India), Integrated Marketing Communications lectures, Kendall College Chicago, School of Hospitality, School of Business, Adjunct Faculty, teaching Intro to Design in the hospitality business, Roosevelt University, College of Arts & Sciences, adjunct faculty, Columbia College Chicago, Marketing Communications Dept.- Faculty advisor, Adjunct faculty, The School of The Art Institute, Chicago, Adjunct Faculty, Tel-Aviv University, Recanaty School of Business Management, Guest Lecturer, Hebrew University of Jerusalem- Aboodi School of Advertising, Program Director, advertising studies, Fashion Institute of Design & Merchandising, Los Angeles, CA, Adjunct Faculty, Advertising Lectures, Advertisers Assoc. of Israel, School of Advertising, Tel-Aviv, Guest Lecturer and magazine reporter, National and international speaking engagements, seminars and workshops for trade associations and individual ad agencies, and AAF chapters around the country, Romanian

Association of Advertising Agencies, conducting seminars in Bucharest for ad agencies and clients, Training sessions for various clients during the last 10 years in the U.S., Israel, Colombia, Mexico, Kosovo, Malaysia, Japan, China, Portugal, Romania, Italy, and Croatia

EDUCATION

1. Bezalel Academy of Arts and Design, Jerusalem, Israel
B.F.A., Major: Graphic Design
2. Damelin School of Management, Johannesburg, South Africa
Diploma, Major: Marketing Management
3. The School of the Art Institute of Chicago, IL, U.S.A.
Non-Degree Studies, Subjects: Drawing, Painting, Video
4. DePaul University, Chicago, IL, U.S.A.
School for New Learning, Master of Arts, focusing on developing a Commercial Communications program for universities, training graduates to work in the field

AWARDS

Won over 100 international and national awards such as Clio, Addy, Echo, John Caples, Tempo, Popai, Telly, Summit, Adrian, Graphis, Design USA, and more, for work done in branding, print advertising, direct marketing, TV, graphic design, and sales promotion. Judged many national and international awards competitions.

Winner: 2006 Teaching Excellence Award, University of Chicago.

Winner: 2011 Distinguished Professional Educator Award, DePaul University

Designated Institute Faculty member of the In-Store Marketing Institute, 2007.

AUTHOR

Co-Author of "Global Brand Management" with Laurence Minsky, published by Kogan Page of London, 2020