

COMM 103 Business and Professional Speaking
Section 210

School of Communications, Room 010

Monday-Wednesday-Friday

1:40pm – 2:30pm

OFFICE HOURS: Before and after class and by appointment

EMAIL: rspinelli@luc.edu

ALTERNATE EMAIL: Please put roseaspinelli@gmail.com in your contacts. I respond to emails quickly and when convenient I use my personal email to do so.

CELL: 773-931-6404 **(If you text me without identifying yourself, I will not respond.)**

TEXTBOOK:

We will not be using a textbook. Instead, we will make use of various source materials.

COURSE DESCRIPTION:

The abilities both to speak effectively in public 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 class examines the theory and practice of audience analysis, message design, and oral presentation for professional speakers, with an emphasis on communication in organizational settings.

COURSE RATIONALE:

This course is designed to teach you how to research, organize, write, and deliver speeches with an emphasis on business communications. You also will learn to be an intelligent, thoughtful, and critical listener.

LEARNING OUTCOME:

Students will demonstrate presentation skills in simulated organizational settings.

As a speaker, you will develop an understanding of the discipline of rhetoric and the art of public speaking. You will then be asked to demonstrate your knowledge in the following ways:

- Selecting a topic or position on an issue; researching the topic; and choosing the proper material to support the position.
- Organizing your ideas in a logical, cogent manner.
- Writing clearly using lively words.
- Using proper presentation methods to deliver a speech to an audience.

As a listener, you will be responsible for the following:

- Critiquing speeches based on the guidelines for proper public discourse.
- Expressing your opinions about a speech topic.
- Doing so in a constructive, supportive manner.

The course will begin with basic speeches, both informative and persuasive, which will serve as a foundation for presentations with a business and professional element. Since a great deal of business activity is collaborative, you also will work and present as teams.

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

1. Comprehend a theoretical understanding of communication
2. Recognize the relationships between self, the message, and the audience
3. Understand the process of effective listening
4. Demonstrate confidence in the ability to deliver formal presentations, pitches, and impromptu speeches with fluency and expressiveness
5. Demonstrate growth as a researcher, collaborator, and critical thinker

COURSE WORK:

The course will begin with basic speeches, both informative and persuasive, which will serve as a foundation for presentations with a business and professional element. 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 also will work as teams on the final presentation.

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

1. Develop strategies for coping effectively with the tensions involved in public speaking
2. Analyze an audience and situation, and then adapt a message to those needs
3. Work individually and collaboratively
4. Develop, outline, and perform six formal speeches
5. Deliver extemporaneous speeches in an oral exam setting
6. Prepare and use visual aids that promote clarity and interest
7. Use evidence, reasoning, and motive appeals in persuasive speaking
8. Establish credibility by demonstrating knowledge and analysis of a topic
9. Demonstrate acceptable ethical standards in research and presentation of materials
10. Listen to, analyze, and critique oral communication

GRADING:

This is a graded class. Grades are based on a 1,000-point scale. Students will be graded based on three components:

1. Assignments. You will give six speeches over the course of the semester, the first two of which are ungraded. They should, however, be viewed as vital building blocks to giving future speeches. Think of it as a grace period to get into the flow. As you learn, you should get better, if not in all areas, then in the area in which you've set a personal goal.
2. Growth. While I follow a rubric to grade speeches, *I also grade on the growth I observe over the course of the semester.*
3. Classroom attendance and participation. In this class, attendance and participation is vital to your grade as you are either giving speeches or listening to others' giving speeches.

Grades will be determined in the following manner:

Ice Breaker Speech: 0 points

Impromptu Speech: 0 points

Oral Exam: 100 points

Persuasive Speech: 150 points

Informative Speech: 200 points

Group Presentation: 250 points

Final: 200 points

Attendance and Participation: 100 points

All speeches, beginning with graded speeches, must be accompanied by an outline and a bibliography. Failure to give the instructor an outline and bibliography on the day of the presentation will result in a reduction of **one letter** grade. The outline should be neatly typed.

I will not give an A just because you feel you deserve one. An A indicates that every aspect of your speech was perfect. Remember that a C is average, and average doesn't mean bad. Additionally, I do not give A's simply because you showed up and did the assignments. I value and grade based on growth you've shown throughout the semester.

I reserve the right to change speech dates based on the needs of the class.

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

Grade disputes:

You may not agree with a grade I give you. If you think you deserve a better grade, it is a two-part process. First, in an email you must write one to two paragraphs explaining why. Second, you must request for a follow-up conference with me to further explain your point of view. I expect you to come to me with a logical argument including support for said argument.

How to Submit Assignments:

When an assignment of any kind is due, you will be asked to submit it on Sakai in the **Assignments tab** using a formal **naming convention**. Each submission must include your name, the assignment name, and the date. Using my name as an example, the naming convention will look this way:

rspinelli_Icebreaker_date

No late assignments will be accepted without my advanced knowledge and agreement. This is not negotiable. This is a communications class after all.

Announcements Function on Sakai:

I will be using Announcements as the primary way to contact the group. It is your responsibility to read these Announcements. Individual or small group contacts will come via email. I will always use Sakai's Announcement function to alert you when I've made date changes or have added materials.

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 not

enough to simply show up. You will be expected to be a regular participant in all we do. If you sit silently, or speak only when called on by the instructor, you will not get the grade you desire.

If there is an *unexcused absence* on the scheduled day of your presentation, you will receive an F for your presentation unless it is accompanied by medical documentation. There will be no exceptions.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is vital to e-mail or text the instructor well **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.

NOTE: *As I have great difficulty believing our food supply chain is regularly tainted in the 21st century. If you do believe you have it, a self-diagnosis is not adequate. All cases of perceived food poisoning will require medical documentation, and the institution serving the food should be reported. I will be following up.*

Participation and Professionalism:

You will never be penalized for voicing your opinions, whatever they may be. You will, however, be penalized for disrupting class by being on your computer or phone during class, chatting privately with another student, and especially arriving late consistently. Doing so will lead to lowering the professionalism portion of your grade.

ACADEMIC INTEGRITY:

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate the
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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

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. Students, however, who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources, and citations, is not an acceptable defense against the charge of plagiarism.

Plagiarism involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following:

- Submitting as one's own material copied from a published source, such as print, Wikipedia, podcasts, YouTube, etc.
- Submitting as one's own or another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- 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 without the expressed prior permission of all instructors.

A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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

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.

Diversity and Inclusion Statement:

I strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (Including race, gender, class, sexuality, religion, ability) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official Loyola records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I can be a resource for you. Remember that you can also submit anonymous feedback, which will lead to me making a general announcement to the class, if necessary, to address your concerns. Please do not silently tolerate your discomfort.
- I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class that made you feel uncomfortable, by anyone including me, please talk to me about it.

COURSE CALENDAR

Week One:

January 18 - Intro Syllabus and short lecture | Assignment for next class

January 20 - Icebreaker Speech Day

Week Two:

January 23 - Icebreaker Post discussion

January 25 - How to Talk So People Listen

January 26 - Impromptu Prep

Week Three:

January 30 - Impromptu Speech Day

February 1 - Impromptu Post Discussion

February 3 - Informative Lecture -Topic Mapping

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Week Four:

February 6 – Designing Your Presentation

February 8 - Meet with Me about Informative Topic

February 10 - TBD

Week Five:

February 13 - Informative Speech Day

February 15 - Informative Speech Day

February 17 - Informative Speech Day

Week Six:

February 20 - Informative Speech Day

February 22 - Informative Speech Day

February 24 - Informative Speech Day

Week Seven:

February 27 - Informative Post Speech Discussion

March 1- Introduce Group Speech + Picking teams

March 3- Group Work in Class

Week Eight:

Spring Break- No Classes

Week Nine:

March 13 - Introduction to Oral Exam

March 15 - Oral Exam Speech Day

March 17 - Oral Exam Speech Day

Week Ten:

March 20 - Oral Exam Post Discussion

March 22 - Group Speech Day

March 24 - Group Speech Day

Week Eleven:

March 27 – Group Speech Post Discussion

March 29- How to Appeal to Audience Using Rhetorical Triangle (videos)

March 31- What is Charisma?

Week Twelve:

April 3- Meet with me about Persuasive Topic

April 5- Meet with me about Persuasive Topic

April 7 - No Classes for Good Friday

Week Thirteen:

April 10 - Persuasive Speech Day

April 12 - Persuasive Speech Day

April 14 - Persuasive Speech Day

Week Fourteen:

April 17 - Persuasive Speech Day

April 19 - Persuasive Speech Day

April 21 - Persuasive Speech Day

Week Fifteen:

April 24 - Persuasive Speech Day

April 26 – Post Persuasive Discussion

April 28 – Review/Wrap up

Final Exam:

Date TBD, will be announced on LOCUS