



**Elizabeth (Lisa) Daly, M.A., M.A.T.**

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**Mailbox(es):** SOC – 51 E. Pearson, 2<sup>nd</sup> floor - deliver coursework to Ms. Michelle Bukowski or Ms. Doretha Tyler-Gant **by 4 p.m. and prior arrangement only.**

*Preparing people to lead extraordinary lives*

**COMM 101 - Section 204 (3171) - Public Speaking/Critical Thinking - Syllabus, Fall 2016**

**Tuesdays, 7 - 9:30 p.m. WTC School of Communications Bldg., Room 14**

**August 29, 2016 – Dec. 17, 2016**

**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 organizations. Students will demonstrate skills in simulated settings. In keeping with Loyola University Chicago's Jesuit mission (inclusion of social justice topics) and themes of Catholic social tradition, the class will exercise social inquiry (reflection towards action) re: the School of Communication's Fall 2016 theme: gun violence and related 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; 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.

**Required 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.) and reflecting in writing about it outside of class time.

**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. There are also recommended readings and possibly extra credit.

**Course Requirements and Grading Criteria:**

Each student will receive advance notice of the 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 a formal outline of his/her speech at the time of presentation. Students will be evaluated on each speech on the day/while it is delivered. Formal grades will then be given in a subsequent class period based on overall quality of work including preparedness, speech delivery, and classroom participation including audience feedback. Speech grades are 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 must be free of grammar and spelling errors.

**Assignments and speeches must be presented/submitted in class. NO ASPECT OF ANY SPEECH ASSIGNMENT WILL BE ACCEPTED VIA EMAIL. To pass the assignment, each student must deliver speeches that reflect content MEMORIZATION. Substitute assignments are not available 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:** Please display the level of professionalism and respect required by work roles, 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 show respectful verbal/body language to others.

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:** 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 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, StudyBlue and similar entities as a violation of copyright/intellectual property rights. Therefore, materials from this course can only be shared with direct classmates and the instructor, unless written, notarized permission from the instructor is received.**

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 description of this issue is 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 is located at <http://www.luc.edu/soc/Policy.shtml>.**

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>	<b>% of Grade</b>
<b>King's Speech reflection; guest speaker reflection</b>	Introductory class exercise;	Sept. 6	5%
	Following speech	Oct. 4	5%
<b>Informative/Introductory Speech</b>	Individual, based on self-assessment and experience, w/text-book readings	Sept. 20	10%

<b>Partner Speech/Narrative</b>	Create speech with partner; based on textbook readings	TBD	10%
<b>Small Group Presentation Speech/Business topic</b>	Two to four in group; focused on presenting business opportunity/solution; based on textbook.	TBD	15%
<b>Persuasive Speech/advocacy</b>	Individual; focused on obtaining funding; based on textbook readings	TBD	15% + Lori Greiner writing assignment 5%
<b>Individual Speech Outlines</b>	Outlines are based on each assignment (total of 4 x 5%).	Ongoing per each assignment. Participation also includes reflective writing.	20%
<b>FINAL EXAM</b>	Summary course exam	Finals administered during exam week, Dec. 2016	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](http://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 speeches are in progress. Refer to **course site** for class-related information. Please set up an appointment or visit me during office hours to discuss **individual class performance**. **E-mails and phone calls are returned in a timely manner** and I ask 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. Check Loyola email accounts until final grades are posted.

**Schedule (Subject to Change)**

<b>Class #/Date:</b>	<b>Topic:</b>	<b>Assignment/ Readings; Due at Next Class</b>
<b>Week One/August 29, 2016</b>	<b>Class welcome/course and syllabus introduction;</b> impromptu introductions; <b>gaining comfort</b> in giving presentations and speeches; <b>discussion</b> of prominent speakers; body language	<b>Re-read</b> syllabus, contact w ?s; <b>read</b> textbook chapters 1 & chap. 2. Obtain & view the film <i>The King's Speech</i> in its entirety (2 hrs.) and complete the reflective writing assignment for the next class.
<b>Week Two/Sept. 6, 2016</b>	<b>Introduction</b> of Individual (self-concept) Speech; additional <b>discussion</b> about audience, situation, topic and purpose; parts of an outline, creating an outline, and citing sources; organizing a speech, introducing and concluding speeches	<b>Read</b> chapters 11, 12 & 13 <b>Prepare</b> outline and Impromptu/Self Concept Speech.

<p><b>Week Three/Sept. 13, 2016</b></p>	<p><b>Possible guest speaker(s) – professional speaking and presentation skills</b></p>	<p><b>Read</b> chapters 4- 5 and chap. 10. <b>Turn in outline and present</b> speech at next class.</p>
<p><b>Week Four/Sept. 20, 2016</b></p>	<p><b>Possible guest speaker if not on Sept. 13. Presentation of Individual (self-concept speeches) assignment. Discussion of cultural artifacts/presentation aids; discussion of social justice topics inc. Malala, Howard Schultz, Freedom of Speech, etc.</b></p>	<p><b>read</b> chapters 6 &amp; 14; <b>If carried over, turn in outline and present</b> speech at next class.</p>
<p><b>Week Five/Sept. 27, 2016</b></p>	<p><b>Presentation of Informative Speeches</b></p>	<p>Reflection on guest speaker presentation, due next class.</p>
<p><b>Week Six/Oct. 4, 2016</b>  <b>Week Seven/Fall Break - Oct. 11, 2016</b></p>	<p>Discussion/possible library session/research/in class collaboration  <b>NO CLASS</b></p>	
<p><b>Week Eight/Oct. 18, 2016</b></p>	<p>In-class partner <b>interview meetings</b> Partner Speeches; in class reflective writing</p>	<p>Work with partners</p>

<b>Week Nine/Oct. 25, 2016</b>	Guest speaker, info on team speeches; Instructor consultation and in-class work on Small Group Presentations – bring laptops for research, etc	<b>prepare</b> outline and Small Group Presentation Speech; turn in and present at next class
<b>Week Ten/Nov. 1, 2016</b>	<b>Presentation</b> of Small Group Presentation Speeches	<b>Read</b> Chap. 9
<b>Week Eleven/Nov. 8, 2016</b>	Roundtable discussion on public opinion/public speech re: class social justice topic; watch Malala speech	
<b>Week Twelve/Nov. 15, 2016</b>	Speech continuation if needed; <b>Discussion</b> of business and professional communications – proactive/PR and social media; Discussion of Shark Tank and Lori Greiner, etc.	Lori Greiner research five key facts and write up; <b>Prepare</b> and finalize outline of Persuasive Speech; <b>turn in and present</b> at next class; EC due next class
<b>Week Thirteen/Nov. 22, 2016</b>	<b>introduction</b> of Persuasive Speeches	<b>Happy Thanksgiving Break</b>
<b>Week Fourteen/Nov. 29, 2016</b>	<b>Persuasive Speech presentations</b>	
<b>Week Fifteen, Dec. 6, 2016</b>	Persuasive and other speech continuation if needed; course wrap up	<b>Make up exam as mandated by spec. circ. BY APPT. ONLY; SEE INSTRUCTOR</b>
<b>Week Sixteen, Dec. 13, 2016</b>	<b>FINAL EXAM/must attend. Textbook based!</b>	<b>Enjoy WINTER BREAK!</b>



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