



LOYOLA
UNIVERSITY CHICAGO

Business and Professional Speaking
Loyola University Chicago/
School of Communication
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Monday
Zoom 5:30-8PM
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Scope of Course: This course is designed to introduce students to the intellectual discipline of rhetoric and the practice of public speaking in a business or professional environment. It addresses these areas through intellectual inquiry and practical experience with the goal of each approach influencing the other. The design assumes that:

- Public speaking is an essentially cooperative activity. As such, it is based on our understanding and mutual respect. Responsible public speaking recognizes the intellectual capacity and social dignity of the audience and seeks to engage the audience through active involvement in terms of critical thinking and connections to action.
- Any public presentation can be an opportunity for the speaker to learn about him/herself. When we prepare to speak and truly engage others, we discover ourselves.
- Public speaking is also an opportunity to explore and learn about those who seem very different from us in terms of ethnicity, class, gender, and other social issues.

- Skill in public speaking can be learned. It is not necessarily innate. It is best learned through experience and feedback.

Specific Course Objectives:

As the **Speaker**, you will demonstrate the ability to:

- o Establish a speaking position, research that position, and select the most responsible material from the larger body of research to support and argue that position.
- o Arrange ideas in a lucid, logical, and cogent manner.
- o Word ideas clearly and vividly.
- o Utilize appropriate verbal and non-verbal delivery skills, which are consistent with the corresponding subject matter and situation

As **Audience** members you will demonstrate the ability to:

- o Critique various public discourses rhetorically, using the aforementioned speaker objectives.
- o Express your ideas about a speech both verbally and written.

ATTENDANCE

You are expected to prepare for and attend every class session. Should special circumstances requiring your absence arise, you may miss up to two class without formal penalty. Bear in mind that there is no complete substitute for the learning that takes place during class, so missing any class can affect your performance in the course. You are responsible for completing all work and assignments on time whether or not you attend class. Please make every effort to be an informed participant in each class meeting in order to live up to your responsibility as a member of this learning community.

If you are absent the day that you are scheduled to present you will receive an “F” for your presentation. If you have a documented excuse, or if you have spoken to the instructor prior to your speech date you will be allowed to make your presentation. In addition, students will be required to present your instructor with an outline of your speech at the time you are presenting your speech.

Policies:

- o Students are expected to be actively engaged in class discussions and to study all assigned readings by the due date.

- o Students are responsible for all readings whether or not they are discussed in the lectures.

- o All written assignments must conform to MLA style and be Loyola University Chicago/Department of Communication proofread meticulously.

- o University standards regarding academic integrity, examinations, and grading will be observed in this course. Plagiarism in academic work or dishonest examination behavior will result in an “F” for the assignments or for the course, and might carry further sanctions (*See Loyola Undergraduate Studies Catalogue*). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (*e.g. failing to credit a source, or using somebody else’s ideas with clarifying that they are not yours*).

Please Note: This syllabus is subject to change. Please have it available for every class so we may amend it as a group if necessary.

CLASSROOM BEHAVIOR AND A POSITIVE LEARNING ENVIRONMENT

The classroom is a place of discovery - trying out ways of learning about the world. Any behavior that detracts from that process will not be tolerated. Please respect the individual differences of all students.

PLAGIARISM

Any student found using the work, ideas or language of another writer or student without giving credit to the source will receive a failing grade. If you are unsure as to what constitutes plagiarism please see me.

GRADES

Students will be graded on the quality of work, preparedness, classroom participation and attendance. Students will be graded on each major speech the day the speech is delivered. Speech grades are cumulative.

INFORMATIVE SPEECH	10%
PERSUASIVE SPEECH	10%
DEMONSTRATION SPEECH	15%
REPORTING SPEECH	20%
CLASS PARTICIPATION & QUIZZES	45%

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Week #1 – August 24, 2020

Overview of the course of study. Students will introduce themselves and speak about their major. There will be a discussion about the communication model and how we can apply that to our everyday life.

Assignment for Week #2 –1) Students will describe a communication situation in which they were involved using the communication model as the format. They will analyze it and reflect upon it. The homework assignment is due on Sakai on August 30th. Students will also watch the YouTube Ted Talk of Amy Cuddy, <https://www.youtube.com/watch?v=RWZluriQUzE>, and write a reflection about that Ted Talk which will be due on August 30th.

Week #2 – August 31, 2020 Zoom

There will be a class discussion regarding the Communication Model and Amy Cuddy and experiences that students had during the week. We will begin a conversation on outlining. We will explore the value of outlining and assess student's ability to outline. Students will present a five minute speech about a person you admire. Students will outline their speeches and present them in class. They will be given a half an hour to outline and structure their speeches.

Assignment for Week #3 –Those students who gave their speeches on August 31st, will write a short paper describing, analyzing and reflecting upon their experience in class regarding putting together a speech in a short period of time. All students will identify two topics of interest to them for their informative speeches. The theme of the informative speech is courage. Students will have an opportunity to select their topic as long as it is related to courage. Students

will write a short paper focusing on their definition of courage

Week #3 –September 14, 2020 – Via Zoom

In this session we will finish the speeches on admiration.

We will discuss the assignment for the courage speech.

We will explore the concept of courage. What it means, and how it can be different for each one of us.

Assignment for Week # 4 : Those students who gave their admiration speeches on September 14th will also submit their reflection paper on Sakai by September 20th. Students will also submit their outlines for their courage speech by September 20th on Sakai. Students will come prepared to deliver their informative speech and the class will critique.

There will be a short quiz. There will be a couple of short essay questions and you will be asked to outline an article that is presented.

Week #4 - September 21, 2020 Via Zoom

During this session, students in group #1 will deliver the first round of informal, informative speeches. During the critique of speeches we will brainstorm and suggest alternate methods of constructing and delivering speeches. There will be a short quiz at the end of class.

Assignment for Week #5: Those in group #1 who gave their speeches will revise the speech outline based on the in-class critique. Group #2 needs to come prepared to delivery their first round of courage speeches. All students will watch the Simon Sinek Ted Talk at, <https://www.youtube.com/watch?v=qp0HIF3Sfl4>. Students will prepare a reflection on this Ted Talk submitted on Sakai.

Week #5 – September 28, 2020 Via Zoom

During this session Group #2 and Group #3 will present their first Courage Speech. We will discuss the Simon Sinek Ted Talk on the power of why.

Assignment for Week #6 Begin working on your persuasive speech.

Week #6 – October 5, 2020 Via Zoom

During this session, we will begin the courage speech for a grade. We will begin with group #1 and segue into group #2.

During this session we will discuss the elements of persuasion in general and those of a persuasive speech in specific including the goals of the speech and the process that one goes through in terms of constructing a persuasive speech. In addition, we will discuss the various applications and situations where a persuasive speech and its elements might be necessary both in a formal situation and in a day-to-day life.

Assignment for Week #7: Those students who gave their speeches for a grade will prepare a reflection paper related to their experience with this speech process. Prepare an outline for a persuasive speech that will run from 3-5 minutes for class. Each speech must include a minimum of 2 references as well as a visual aid.

Week #7 - October 12, 2020 Via Zoom

During this session we will complete the courage speeches for a grade. This will be groups #2 and 3. After each speech there will be a class discussion as to the

effectiveness of the speech and how it might have been improved.. We will review the persuasive speech assignment.

Assignment for Week #8: Students will prepare a short journal evaluating their pre-post experiences for the courage speeches. They will describe, analyze and reflect upon their courage speech. They will prepare for their persuasive speeches.

Week #8 – October 19, 2020

Student Group #2 and 3 need to be prepared to deliver their persuasive speeches. There will be no practice speeches for the persuasive speech.

We will also discuss the next series of speeches which will be informally labeled as demonstration speeches.

Assignment for Week #9:

Students who gave their persuasive speech for a grade will prepare a reflection on Sakai where they will describe, analyze and reflect on this experience with the persuasive speech.

Week #9 - October 26, 2020 Via Zoom

The remainder of Group #3 and Group #1 will give their persuasive speeches. We will also review the next speech which is the demonstration speech.

Assignment for Class #10 : Those students who gave their persuasive speech will also prepare a reflection paper based upon their experiences. In addition, students will prepare their outlines for their demonstration speeches.

Week #10 – November 2, 2020 Via Zoom

During this class Groups #2 and 3 will be prepared to delivery their demonstration speeches.

We will review the reporting speeches again. Students will select a person or persons whom they have identified as information resource people as it pertains to their career interest and specialty. Students will interview these people and prepare a speech. The speech will provide the audience with the following: 1) why the student selected the person/s interviewed; 2) what they learned from the person/s; and 3) how that information can be applied to their interests or career goals

Assignment for Week #11: Prepare your interview/reporting speeches. There is no reflection submission for your demonstration speeches.

Week #11 November 9, 2020 Via Zoom

During this class, the remainder of Group #3 and Group #1 will deliver their demonstration speeches.

Assignment for Class #12: Students will prepare their reporting speeches and submit them by November 15th on Sakai.

Week #12 – November 16, 2020 Via Zoom

During this class Group #2 and #3 will be prepared to give their reporting speech. presentations.

Assignment for Week #13 – Those who gave their

reporting speech on November 16th, will prepare their reflection of that experience. Those in groups #3 and 1 will prepare their reporting speech for Week #13.

NOVEMBER 23, 2020 THANKSGIVING BREAK

Week #13 – November 30, 2020 Via Zoom

During this class, the remainder of those in groups #3 and 1 will deliver their reporting speech and submit their reflections.

Week #14 – December 7, 2020 Via Zoom

Your final will be an inclass review.