



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

COMM 101-208 (3332)—PUBLIC SPEAKING AND CRITICAL THINKING
SCHOOL OF COMMUNICATION, WATER TOWER CAMPUS, SPRING 2015

Instructor: Milan Pribisic, Ph.D. (mpribis@luc.edu)

Class meetings: MWF 10:25AM to 11:15AM, School of Comm., room 014

Office: **WTC** Lewis Tower, room 900, workstation B; phone: 312-915-7755

Office hours: Wednesdays 11:30AM to 12:30PM, or by appointment

TEXTS: Ford-Brown, Lisa A. *DK Guide to Public Speaking*, second edition (GPS)—
2012

COURSE DESCRIPTION: This course is designed to introduce students to the branch of the communication theory known as rhetoric and to the practice of public speaking through research, analyses, speech construction and extemporaneous presentations for class audiences. The emphasis is on the importance of communication through critical thinking, writing of speeches and their public speaking delivery in the context of a democratic society where issues are examined in a civic manner from a variety of points of view. The goal is to provide and use the skills required for developing critical thinking, speech writing and the public speaking competency as part of our social responsibility that comes with the capacity for communication.

COURSE OUTCOMES:

After the course students will be able to

- # recognize the importance of critical thinking and speaking in public in the civic society,
- # identify the elements of the speechmaking process as a creative endeavor,
- # carry out necessary research, evaluation and selection of the support material to be used in organizing and writing effective outlines and speeches,
- # provide speeches in public with vocal and physical delivery skills appropriate for the extemporaneous (conversational) method of delivery

ATTENDANCE: All students are expected to attend class regularly and to be prepared to actively participate in discussions, activities, other speakers' critiques, and speech presentations when scheduled. The class uses a **WORKSHOP** format flexibly to include student speeches, class exercises, interactive short lectures and discussions. The emphasis is on **student participation and contribution**--you are expected to undertake preparation for each class and speech presentation, usually taking the form of required reading, viewing and research. The assigned textbook readings will be done outside the class in order to use class time for the speech preparation/rehearsal and the actual speech presentations; it is students responsibility to seek clarification and explanation of the reading material from the instructor. **For attending and actively participating in each**

class workshop you will receive one point that counts toward your total Participation grade. No show to class means no participation point. If you miss a workshop with a scheduled assignment, such as peer teaching or survey questionnaire and especially the speech presentation, you will be given the opportunity to make it up **ONLY** if you provide a medical doctor's excuse or proper documentation showing you were representing Loyola in intercollegiate athletics, debate, model government organizations on those date. Please keep in mind that because of the specific, performance-based nature of this course, even in the above cases the time slot for the missed speech may not be available due to the time constraints. **To pass the class each student has to deliver four speeches; no substitute assignment is available for the missed speech presentation.**

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. Academic cheating is a serious violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during 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 or any other action that, by omission or commission, compromise the integrity of the academic evaluation process. **Plagiarism** is a serious violation of the standards of academic honesty; it 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. Plagiarism involves the taking and use of specific words and ideas of other without proper acknowledgement of the sources, and includes, but is not limited, to 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. 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. Any 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. See the LUC web page *Academic*

Integrity at Undergraduate Studies Catalog/Academic Standards and Regulations for university policy on plagiarism at

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

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. 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.

STUDENTS WITH DISABILITIES: Any student with a learning disability that needs special accommodations 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 student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

TUTORING: The Tutoring Center offers free small group and walk-in tutoring for Loyola Students. The groups meet once a week through the end of the semester and are led by a peer tutor who has successfully completed study in the course material. To learn more or request tutoring services visit the Tutoring services at www.luc.edu/tutoring.

CLASSROOM ETIQUETTE: No food or drinks is allowed during the class. In case of lateness, fifteen minutes lateness is usually acceptable within academia; **beyond fifteen minutes it is at your own discretion but NO POINT for attending will be received.**

GRADING ASSIGNMENTS: I am using a cumulative point system which means each assignment carries a certain number of points. In order to receive a D letter grade for the Course you will need to have 183 points out of 300 total points possible (that is 61% of the total points). The evaluation form and speech requirements (the assignment rubric) will be provided in class for each specific assignment including the rubric for the speeches.

Participation (attendance, micro teachings, surveys, critiques...)	70 points
Speech 1 (Informative/cultural artifact)	40 points
Speech 2 (Informative/evaluative)	40 points
Speech 3 (Persuasive/civic issue)	50 points
Speech 4 (Special occasion/non-standard)	30 points
Written assignments (Four outlines for 4 speeches:10+5+10+5)	30 points
Exam	40 points
Total Points	300 points

TOTAL=300 POINTS

A(EXCELLENT)=285-300;

A-minus=273-284;

B+=261-72;

B (GOOD)=249-60;

B-minus=240-48;

C+=231-39;
C (AVERAGE)=219-30;
C-minus=213-18;
D+=201-212;
D (FAIR)=183-200;
F (POOR)=below 183

STATEMENT OF INTENT: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

WEEKLY SCHEDULE

(The following class plan is by the week: the first line for the week is the work to be done the first class of that week, the last line for that week refers to the work to be done the last class day of that same week. Ask the instructor if unsure how to proceed)

Week of January 12: Introduction

Managing Speech Anxiety (PSA) **READ:** GPS/ch. 1 p. 10-13

Becoming (an ethical) Public Speaker and Critical Thinker
Public Speaking Basics

READ: GPS/Overview p. 14-17

Week of January 19: **NO CLASS ON MONDAY—MARTIN LUTHER KING DAY**

Process of Communicating

READ: GPS ch. 1 p. 4, 18-19

Getting to Know Your Audience

READ: GPS ch. 2

Delivering Your Speech/Methods of Delivery

READ: GPS ch. 10 (p. 222-224)

Informative Speech.

READ: GPS ch. 14

Selecting your topic and purpose

READ: GPS ch. 3

Week of January 26: *Peer Teaching (3 minutes)—All Week*

Research for the Speech; Testing the Support Material

READ: GPS ch. 4 & 5

Outlining and Organizing the Speech's Body

READ: GPS chs. 6 & 7

Introduction and Conclusion

READ: GPS ch. 8

Week of February 2: Using Language Successfully. **READ:** GPS ch. 9

Delivery (vocal, physical). **READ:** GPS ch. 10 (p. 212-221)

First Speech Survey Questionnaire

Week of February 9: PRESENTATIONS SPEECH # 1 (the whole week)

Week of February 16: PRESENTATIONS SPEECH # 1 (continue Monday)

Guide to Critical Thinking

READ: GPS ch. 12 (p. 273 on critical listening) and ch. 13 (p. 286 on evaluation as critical thinking practice)

<http://www.criticalthinking.com>

Evaluating Speeches. **READ:** GPS ch. 13

Listening. **READ:** GPS ch.12

PRESENTATIONS SPEECH #2 (start FRIDAY)

Week of February 23: PRESENTATIONS SPEECH # 2

Week of March 2: **SPRING BREAK—ENJOY!!!**

Week of March 9: *Peer teaching (3 minutes)*

Tools for Persuading **READ:** GPS ch. 15

Persuasive Speech. **READ:** GPS ch. 16

Presentation Aids. **READ:** GPS ch. 11

Third Speech Survey Questionnaire (Friday)

Week of March 16: PRESENTATIONS SPEECH #3 (the whole week)

Week of March 23: PRESENTATIONS SPEECH # 3 (the whole week)

Week of March 31: PRESENTATIONS SPEECH # 3 (Monday)

Special Occasion Speeches **READ:** GPS 17

NO CLASS ON FRIDAY/GOOD FRIDAY

Week of April 6: **NO CLASS ON MONDAY/EASTER MONDAY**

Preparations for the Special Occasion/Non-Standard Speech
(Individual Consultations)

Study guide for the exam review

Week of April 13: Rehearsals for Speech # 4/ Individual Consultations

Week of April 20: PRESENTATIONS SPEECH # 4

**FINALS WEEK STARTS APRIL 27. FINAL EXAMINATION DATE FOR THIS
CLASS IS MONDAY, APRIL 27 FROM 9:00AM TO 11:00AM**