

Public Speaking and Critical Thinking

COMM 101 Section 002

SPRING 2016

Tuesdays, Thursdays 1 – 2:15 p.m.
Mundelein Center, Room 609
Instructor: Jeff Borden

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Office hours: By appointment

Course description

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

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.

Grading

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

Grades will be determined in the following manner

Informative Speech: 100 points
Cultural Artifact Speech: 150 points
Textual Analysis Speech: 200 points
Civic Issues Speech: 250 points
Speaker Evaluation Written Report: 100 points
Classroom Attendance and Participation: 200 points

All 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.

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

Attendance

Attendance and class participation are critical. We work as a group to develop speaking and listening skills, meaning 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, which is why participation and attendance account for a full 20% of your final grade. The only way to get the full 200 points for class participation is to be an active contributor every time we meet. 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. If you are absent on a day when fellow students are delivering speeches, your most recent grade will be marked down **one letter**. There will be no exceptions.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call or e-mail the instructor **beforehand**. If you have more than **four** 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.

Academic Dishonesty Policy

Plagiarism is stealing. Period. It's no different than shoplifting or grabbing someone else's bicycle. Plagiarism in any form will be reported to the Dean of Students and the student will automatically receive a failing grade for the course. Producing forged or manufactured documents also will result in the same punishment.

Additional Classroom Policies

- Students are expected to be actively engaged in class discussions.
- No late assignments will be accepted.
- All written assignments must be typed, double-spaced and proofread.
- Turn off cell phones and other electronic devices. Laptops are welcome if you are using them to take notes. Refrain from emailing, updating Facebook, etc. Failure to adhere to this rule will result in not being allowed to use the laptop in our classroom.
- Students are reminded that the syllabus schedule may change over the course of the semester as events dictate.
- Please use the instructor's Yahoo e-mail account and cell phone number for all class-related questions, to report absences, etc.

Schedule

Week One

Jan. 19, 21

Introduction; Review of syllabus; In-class exercises; informative vs. persuasive speeches

Week Two

Jan. 26, 28

Audience analysis; Topic selection; Reference and research

Week Three

Feb. 2, 4

Organizing and outlining; Introductions; Conclusions

Week Four

Feb. 9, 11

SPEECH ONE: INFORMATIVE

Week Five

Feb. 16, 18

Exploring cultural artifacts; Principles of public speaking; In-class exercises

Week Six

Feb. 23, 25

Coping with performance anxiety; Exploring great speeches

Week Seven

March 1, 3

SPEECH TWO: PERSUASIVE

Week Eight

March. 8, 10

SPRING BREAK. NO CLASSES

Week Nine

March 15, 17

Exploring textual analysis; Comparing speeches

Week Ten

March 22, 24

Exploring demagoguery and propaganda

Week Eleven

March 29, 31

SPEECH THREE: TEXTUAL ANALYSIS

Week Twelve

April 5, 7

Analyzing civic issues; In-class exercises

Week Thirteen

April 12, 14

SPEAKER EVALUTION DUE ON APRIL 14

Ethics of public speaking; In-class exercises

Week Fourteen

April 19, 21

Special occasion speeches

Week Fifteen

April 26, 28

SPEECH FOUR: CIVIC ISSUES

About the materials:

Lectures are based on the following textbooks:

“A Speaker’s Guidebook”

By Dan O’Hair, Rob Stewart and Hannah Rubenstein

Publisher: Bedford/St. Martin’s

“Think Public Speaking”

By Isa N. Engleberg and John A. Daly

Publisher: Pearson

“Speak Up”

By Douglas M. Fraleigh and Joseph S. Tuman

Publisher: Bedford/St. Martin’s

About the instructor:

Jeff Borden has been an adjunct instructor at Loyola University Chicago teaching public speaking since 2004. He spent more than 30 years in journalism including 15

years as a reporter and editor at *Crain's Chicago Business*. He has a B.A. in journalism from Kent State University in Kent, Ohio and an M.A. in education from National-Louis University in Chicago.