

Loyola University Chicago

COMM103 Business and Professional Speaking

SPRING 2019

Tuesdays and Thursdays, 2:30-3:45 pm
School of Communications, Corboy Law Center Room 426

Instructor: Manisha AR
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Office hours: Before or after class, by appointment

Required Text:

A Speaker's Guidebook Dan O'Hair, Rob Stewart, Hannah Rubenstein (fifth edition onwards)

Recommended Reading:

Super Communicator by Frank J. Pietrucha
How to Deliver a TED Talk: Secrets of the World's Most Inspiring Presentations by Jeremy Donovan
Confessions of a Public Speaker by Scott Berkun

COURSE DESCRIPTION:

This course is designed to teach you how to research, organize, write and deliver speeches with an emphasis on professional communication. You also will learn to be an intelligent, thoughtful and critical listener. This course will be a mix of workshops, lectures, active class discussions, reading, watching and listening assignments.

All of the projects for this class are oral presentations, two of which need to be supported by a written paper. They are designed for students to work independently as well as collaboratively in this class.

Learning will take place through six kinds of experiences:

1. Discussion around the nuances of public speaking.
2. Exercises conducted in class.
3. Assignments conducted inside and outside of class.
4. Analysis of personal strengths and weakness.
5. Listening and watching speeches, talks and podcasts.
6. Participating in class discussions and volunteering for class activities.

You are expected to read everything in a careful and timely manner and to be prepared to discuss all materials in class, in detail. Preparing questions in advance is highly recommended. Please note that this is a public speaking class and you are encouraged to participate and volunteer for class activities often. Remember practice makes perfect, use the opportunities

presented in class to work on your skills. Come with an open mind, the classroom will be a safe space for you to rehearse and overcome speech anxieties.

GOALS

To be able to structure, prepare and deliver a speech.

Research effectively and condense relevant information.

Learn to arrange ideas in a logical, cogent manner and deliver them with clarity.

Overcome anxiety and gain confidence with public speaking.

Recognize the need to foster a sense of inclusion in all public speaking

COURSE WORK:

1. Introductory Speech (2 minutes)

For this assignment you will gather information through interviews and research to introduce a fellow classmate.

2. Informative Speech (5-8 minutes)

For this assignment your goal will be to design a presentation explaining a concept or summarizing outcome of a research project to the class. Topics will be discussed and assigned in class. You are encouraged to use visual aids to assist your speech. At the end of your speech there will be some time allotted for audience questions.

3. Debate (20 minutes as a group)

You will work in groups for this project. The topic will be assigned and you will need to come prepared to present and argue for or against an issue. In addition to participating in the debate you will turn in a paper with a bibliography citing the sources you used to fortify your argument. In your research for the debate, you are required to use a minimum of 5 sources that must include both print and online resources.

4. Final Presentation (15 minutes)

You are free to select one of the following formats, the topic is left to you.

- a. A new product or service for the current market.
- b. A story pitch for a publication, television channel or radio station.
- c. A public project or initiative to improve the city of Chicago.

These presentations need to be grounded in actual research and facts. In addition to the presentation you are required to submit a paper explaining your idea, citing sources and a

detailed bibliography. In your research for the debate, you are required to use a minimum of 8 sources that must include both print and online resources.

GRADING:

Coursework	70%
Participation in class	10%
Class Assignments	10%
Attendance	10%

All assignments must be turned in to receive course credit.

A word about handing in papers: I edit on a computer, not on paper and therefore all texts must be handed in to me digitally, and I will return them digitally, with comments embedded in the file. Label your files consistently and clearly, as you would if you were handing them in to your supervisor at work or organization. All written assignments must be double-spaced, proofread and formatted in MLA style. **Always submit your work in WORD, because other files are not as easy to edit. (If you want to communicate a specific design that requires a different file format, you may submit both the text in WORD and the full version as a PDF.) Do not email your work to me, upload it to SAKAI.**

ATTENDANCE:

Attendance and class participation are critical. It is important that you show up to class on time, if you are going to be more than 15 minutes late, please email beforehand. Being late for 3 classes will be considered an absence. (For real!) We work as a group to develop speaking and listening skills. You will learn a great deal by watching and hearing your classmates.

If there is an unexcused absence on the scheduled day of your presentation, you will receive an F for your presentation. You are encouraged to evaluate and offer feedback during you classmates' presentations. If you are absent on a day when a fellow student is delivering their speech, it will affect your own grade as developing listening skills is one of the objectives of this class. There will be no exceptions.

If you are unable to make class, it is important to e-mail the instructor beforehand. If you have more than three absences during the semester, your grade will be reduced by a full letter, unless medical documentation proving the necessity of the absence is provided to the instructor.

SYLLABUS

WEEK 1: Introductions

Jan 15th

Overview of syllabus, assignments, grading system and plan for the semester.

Jan 17th

Lecture and discussion on public speaking, how it works and the similarities it shares to conversation with a person.

WEEK 2: How to structure a story

Jan 22nd

How to research, think critically and find relevant information to a topic. *Listen to 'Don't Write, Tell' by Rob Rosenthal.*

Homework: Introductory Speeches due Jan 29, 2019

Jan 24th

A workshop on speech writing. Impromptu speech activity. Watch a few examples of introductory speeches + *Read Chapter 1: Becoming a Public Speaker.*

WEEK 3: Dig Deeper

LAST DAY TO DROP CLASS

Jan 29th

First Assignment due: Introductory Speeches (2 minutes)

Presentations and critique

Jan 31st

Selecting important details, researching and fleshing out details.

Read Chapters 11-13: Organizing and Outlining.

WEEK 4: What's in it for me as a listener?

Feb 5th

Discussion around what the stakes are for the listener and how to incorporate that into public speaking. We will also spend time discussing what makes Ted Talks inspiring and coherent.

Watch TED's secret to great public speaking by Chris Anderson.

Feb 7th

Workshop on writing presentation outlines.

Students are required to come prepared with ideas for their second assignment.

Read Chapter 23: The Informative Speech.

Homework: Informative Speech due Feb 19th, 2019.

WEEK 5: Good listener = good speaker

Feb 12th

A lecture on effective tools to assist a public speech or project proposal. *Read Chapter 20-22: Presentation Aids.* An activity and discussion around how to be an effective listener and offer thoughtful feedback.

Feb 14th

Continued discussion on presentation aids from the previous class, and designing visuals and/or aids that can be applied to individual projects. Bring materials and research for your upcoming presentation.

WEEK 6: The Informative Speech

Feb 19th & 21st

Second assignment due: Informative Speech (5-8 minutes)

Presentation and critique

WEEK 7: Structuring an argument

Feb 26th

Workshop on developing arguments. *Read Chapter 25: Developing Arguments for the Persuasive Speech.*

Feb 28th

Watch a debate, discuss and go over the second assignment. Groups and topics for the debate will be assigned in this class followed by a work session.

WEEK 8: SPRING BREAK- NO CLASS

Mar 5th & Mar 7th

WEEK 9: Debate!

Mar 12th

A quick intro to MLA formatting with time for questions and concerns. An overview of the debate format and walk through of how the second assignment will be presented.

Mar 14th

Second Assignment due: Debate

Presentations and critique

WEEK 10: Project proposals

Mar 19th

A lecture on inclusion and cultural sensitivity during speeches and presentations. *Read Chapter 5: Ethical Public Speaking.*

Mar 21st

Workshop on writing project proposals. Brainstorm and discuss ideas for the final project. Overview of final assignment and the plan for the semester on how we will be tackling it. Homework: Research and prepare to discuss your initial ideas for the final project due April 2, 2019.

WEEK 11: Imitating successful speakers

Mar 26th

Evaluate and discuss personal strengths and weaknesses in public speaking followed by a lecture on overcoming stage fright and other public speaking disasters. *Read Chapter 3: Managing Speech Anxiety.*

Homework: Do some research, identify a public speaker that you admire and come prepared with reasons that make them an effective public speaker for next class.

Mar 28th

Discussion on effective public speakers and what can we learn from them followed by a debate on what makes someone an effective or ineffective public speaker.

WEEK 12- Body language and delivery

Apr 2nd

Project proposals due (2 minutes)

Present your initial ideas and research to the class so we offer feedback to each student and avenues for research.

Homework: Turn in a draft of your project proposal along with a bibliography for approval due April 16, 2019

Apr 4th

The importance of body language and tone in delivering public speeches followed by an activity practicing intonation. *Read Chapters 17-19: Vocal and Nonverbal Delivery.*

WEEK 13: Remember to have fun

April 9th

Discussion on body language and delivery continued from previous class.

April 11th

We turn to standup comedy for some tips on incorporating humor and anecdotes in your speech. *Watch Andrew Tarvin talk about The Skill of Humor + Read Chapter 15: Developing the Conclusion.*

Week 14: Home Stretch

April 16th

We look at ways to condense a big idea and some examples of what your final presentations could look like. An activity practicing elevator pitches.

Homework: You should be working on your Final Presentations by now!

Paper for Final Presentation due.

Submit accompanying paper for Final Presentations. You are encouraged to revise, edit and turn it in on the day of your final presentation

April 18th

Discussion as a class overall on Assignment 4 to see how everyone is doing. We will also be doing a walk-through of what the final presentation week is going to look like and set some ground rules for both audience members and presenters. Class activity in preparation for final presentations.

WEEK 15: Final Assignment Due: Proposal Presentations

Apr 23rd & Apr 25th

WEEK 16: Finals Week

April 30th

All additional resources and supplementary material will be posted on SAKAI. Please note some aspects of this syllabus are subject to change.

ACADEMIC INTEGRITY:

School of Communication Statement on Academic Integrity

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

Students 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. 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 the following:

- Submitting as one's own material copied from a published source, such as print, Internet, 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.
- 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.

ACCOMODATIONS:

Any student with a disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities 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: www.luc.edu/tutoring. For additional resources and support, individuals are encouraged to reach out to the Student Accessibility Center: <https://www.luc.edu/sac/about/hoursandlocations/>

SEXUAL HARASSMENT:

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Loyola University of Chicago will not tolerate it by faculty, students or other employees, and will attempt to take prompt corrective action against any sexual harassment by or of its students, faculty and employees. Persons who believe they have been harmed by harassment of this kind should bring the conduct to the attention of the School of Communication dean's office. All complaints are taken seriously and no one reporting them will suffer reprisal or retaliation from the University. Such complaints will be treated in confidence to the extent feasible, given the need to conduct a thorough investigation and take corrective action.

Further resources and support are available at the Wellness Center:
<https://luc.edu/wellness/gender-basedviolence/advocacyline/>