

COMM 101- 201 (2279)

PUBLIC SPEAKING & CRITICAL THINKING

Spring 2020

Tuesdays and Thursdays 1 p.m.—2:15 p.m. in the Corboy Law Center,
Room 326

Instructor: DANN GIRE

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Office hours by appointment, plus before or after classes

Textbook: “A Speakers Guidebook,” seventh edition by Dan O’Hair,
Rob Stewart, Hannah Rubenstein (ISBN13 – 978-1319059415)

Course description

COMM 101 – Public Speaking & Critical Thinking – This course teaches students how to learn and employ effective communication skills, such as public speaking, critical thinking, and communication theory, as well as develop social and ethical responsibilities in communications.

As a speaker, you will develop a sense of self confidence through understanding the disciplines of rhetoric and the art of public speaking. You will demonstrate this knowledge by:

- 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 educated English, active verbs and lively language.
 - Analyzing your audience members and using proper methods to tailor speeches to them.

- Eliminating vocal spacers (uh, um, ah) and upspeak inflections.
- Presenting the best version of yourself for the duration of a speaking event

As a listener, you will be responsible for:

- Critiquing speeches based on the guidelines for proper public discourse.
- Expressing your evaluations of a speech.
- Conducting all this in a constructive, supportive manner.

SPECIAL NOTE: Each class comes with different training needs. This syllabus WILL be adjusted to accommodate those specific needs, plus to allow for periodic guest speakers, potential field trips and discussions of current events involving public speaking. It will be YOUR responsibility to keep up with syllabus changes. Reading assignments will be issued both from the textbook and other sources. Be prepared to deliver an impromptu speech on current events as time permits.

About your instructor:

Chicago Daily Herald film critic Dann Gire has taught **Speech-Communications** at Eastern Illinois University, **English and Journalism** at William Rainey Harper College, **Journalism** at both Aurora University and Chicago's Columbia College, plus **Business Speaking** at Loyola University Chicago. He served on the Thinking Skills Task Force to develop and implement a critical thinking skills curriculum for Schaumburg Township Elementary School District 54.

Gire has won the prestigious Peter Lisagor Award for Exemplary Journalism in Arts Criticism 10 times, the most recent being 2019, the same year he took "Best Film Review" honors from the Illinois Press Association. He is a founding director of the Chicago Film Critics Assn. and has served as its president for 22 years. At the Daily Herald, he has

worked as a government reporter, crime reporter, and Metro Desk reporter (assigned to the Cook County Criminal Courts).

Gire has been a fill-in talk show host for WLS-Talk Radio 890 AM, a frequent guest on numerous radio programs and became Fox 32 Chicago TV News' first on-air film critic. Gire holds bachelor's and master's degrees in Speech-Communications from Eastern Illinois University. Since 2006, Gire and film historian Raymond Benson (author of nine James Bond 007 novels and novelizations) continue to present monthly film clip and discussion programs for "**Dann & Raymond's Movie Club**" in the Chicago-area.

Grading

Students will be graded based on speech presentations, written reports and classroom participation. Semester grades use a 1,000-point scale.

Informative Speech: 100 points

Visual Aids Speech 100 points

Speech to Persuade: 200 points

Quizzes (10 x 10 points) 100 points

Current Events Speech 100 points

MidTerm 100 points

Final 100 points

Classroom Attendance and Participation: 200 points (includes analysis of your fellow students' speeches plus two personal speeches and analysis of guest speakers)

NOTE: 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, utilizing education English,

and printed on paper PLUS a copy emailed to the instructor at dgire@luc.edu.

Speech Grade Criteria:

Speeches will be scored on speaker's posture/poise, eye-contact with audience, speech content (organization, clarity, conciseness, word choice, research if applicable, vocal qualities (appropriate volume, enunciation, phrasing, tone) and gestures/body movement. Quizzes may be rolled into Class Participation scores.

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

You will be expected to participate in class discussions and projects, most of which cannot be replicated out of class. Participation accounts for 20% of your final grade. NOTE: Class participation projects cannot be made up by extra-credit projects out of class, as they do not qualify as "class participation." If you sit silently, or speak only when called on, you will likely not receive the highest points for Class Participation.

An unexcused absence on the scheduled day of your presentation will earn a zero score on your presentation. If your absence falls on a day when fellow students speak, your class participation score will be lowered, because part of that score involves critiquing fellow students on their speeches. If you cannot attend class, please call or e-mail the instructor beforehand. If you have more than four absences during the semester, your final grade will be reduced by a full letter, unless medical documentation proves the necessity of the absence, however, you will still be responsible for missed assignments. Student athletes or others who must miss class because of university business, must provide pertinent, proper documentation for absence.

To be clear: It is unreasonable and unfair for students with absences to expect to receive Class Participation scores similar to those students with perfect or near-perfect attendance.

School of Communication Statement on 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. These examples of academic dishonesty apply to both individual and group assignments.

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;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.

- 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, 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.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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 https://www.luc.edu/academics/catalog/undergrad/reg_academic_integrity.shtml.

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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.

So, don't plagiarize.

Additional Classroom Policies

- Students must engage in discussions to maximize learning and final grades.
- All written assignments must be typed, double-spaced and proofread, then submitted in class on paper PLUS emailed to the instructor at dgire@luc.edu.
- Please turn off all electronic devices. However, laptops may be used for taking notes, not for emailing, updating Facebook or playing Candy Crush.

Students with Learning Disabilities

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 in order to meet their own needs and assignment due dates.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu.

SCHEDULE: (to be updated in more detail)

Week 1: Jan. 14, 16

Introduction. Review of syllabus. Students fill our personal info sheet. Deliver In-class Personal Speech. Overview of informative vs. persuasive speeches; Audience analysis; Topic selection; reference and research; vocal delivery. Critical Thinking Skills prep. Ethical Responsibilities of a Speaker. Criteria and reading assignment TBA.

Week 2: Jan. 21, 23

Coping with performance anxiety; what makes good speeches. Reading assignment TBA.

Week 3: Jan. 28, 30

Week 4: Feb. 4, 6

Week 5: Feb. 11, 13.

Week 6: Feb. 18, 20

Week 7: Feb. 25, 27

Week 8: March 3, 5

SPRING BREAK!!

Week 9: March 10, 12

Week 10: March 17, 19.

Week 11: March 24, 26

Week 12: March 31, April 2

Week 13: April 7, 9

Week 14: April 14, 16

Catch-Up Day for speeches, projects. NOTE: April 16 is final day to turn in tardy or missing assignments from students with approved absences only.

Week 15: April 21, 2

Impromptu Speech (1-2 minutes) on topic to be announced. Finals preparation; makeup project or speeches (if approved by instructor).

FINALS!

Friday, May 1, 1 p.m. to 3 p.m. in Corboy Room 326.