

## **SYLLABUS**

**Public Speaking & Critical Thinking, COMM 101=002 (2584)**

**LSC – Mundelein Center room 520**

**1/16/2024-5/4/2024**

**Tuesday-Thursday 8:30AM-9:45AM**

My Contact Information:

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Office hours: by appointment

### **COURSE DESCRIPTION:**

**The abilities to speak effectively in public, as well as online, and to think critically, are two of the most important outcomes of a liberal arts education. They are vital skills for career success and active citizenry.**

This course is designed to teach you how to research, organize, write, and deliver speeches. By examining critical thinking through message design and organization, oral presentation skills, and time allotment, all with an emphasis on good communication in organizational settings, you will develop an understanding of the discipline of rhetoric and the art of public speaking. Building critical thinking skills is central skill to achieving success and will be interwoven into every lesson and assignment throughout the semester.

### **LEARNING OUTCOMES:**

Students will demonstrate presentation skills in simulated organizational settings. You will then be asked to demonstrate your knowledge in the following ways:

- Selecting a topic or position on an issue; being assigned a topic, researching topics and choosing the proper material to support the position
- Identifying issues, defining vital questions, and analyzing evidence that leads to well-reasoned judgments and conclusions
- Organizing your ideas in a logical, cogent manner
- Writing clearly by using lively, expressive words
- Using proper presentation methods and aids in delivering a speech to an audience
- Practicing speaking using a brief, minimally outlined speeches
- Recognizing problematic vocal and nonverbal delivery patterns in order to transform as a speaker

You also will learn to be an intelligent, thoughtful, and critical listener. As such, you will be responsible for the following:

- Critiquing speeches, which may be based on Critical Thinking, and will be based on general guidelines for proper public discourse
- Expressing your opinions about a speech topic. Doing so in a constructive, supportive manner

### **LEARNING OBJECTIVES:**

Upon completion of this course students should be able to:

1. Have a theoretical understanding of critical thinking in communication.
2. Recognize the relationships between self, the message, and the audience.
3. Understand the process and value of effective listening.
4. Demonstrate confidence in the ability to deliver formal presentations and impromptu speeches with fluency and expressiveness

5. Demonstrate growth as a researcher, speech organizer, and critical thinker  
Learn the art of collaboration.

6.

### **COURSE WORK:**

To obtain a passing grade in this course students are required to:

1. Deliver speeches in a variety of situations, and deliver all written work TYPED for each project
2. Develop, outline, and perform all formal speeches, both in person and online
3. Analyze an audience and situation, and then adapt a message to those needs
4. Do all reading thoughtfully and be prepared to participate in discussions.
5. Prepare and use visual aids that promote clarity and interest, not limited to PPT presentations
6. Use evidence, reasoning, and motive appeals in persuasive speaking
7. Establish credibility by demonstrating knowledge and analysis of a topic
8. Develop strategies for coping effectively with the tensions involved in public speaking
9. Demonstrate acceptable ethical standards in research and presentation of materials
10. Listen to, analyze, and critique oral communication
11. Work individually and collaboratively
12. Deliver a written report evaluating a public speaker using skills learned throughout the course.
13. Understand the difference between CRITISIZM and CRITIQUE. Criticism is what you may have experienced when you had an exchange with someone and you felt the feedback to be personal, destructive, vague, inexpert, ignorant, or even selfish. Critique on the other hand, is impersonal, constructive, specific, expert, informed and selfless.

### **ABOUT THIS COURSE:**

The course will begin with observations of speeches, (TED style) both informative and persuasive, which will serve as a foundation for presentations with a professional element. Occasionally, students are free to choose their own topics so long as they meet the criteria for the speech. Since a great deal of business activity is collaborative, you will also work in teams.

One important fact to remember: **This class is built entirely on the student's discovery, observations, research, and engagement. Not on textbooks, only provided materials and students own research.**

### **A NOTE ABOUT FINALS:**

If we work together and commit to the class, you will deliver your final presentations on the last week of the semester, freeing you to concentrate on your other finals. If we fail to have all speeches delivered in the final week, we will be required to meet on the day set aside for a final exam, where the final speeches will be delivered. (That also depends on the class size, which we do not know now.)

### **GRADING:**

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

All speeches must be accompanied by an outline. Failure to give the instructor an outline on the day of the presentation will result in a reduction of points. 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

### **PROFESSIONALISM**

You are expected to act in a professional manner in class. That means approaching your schoolwork as if it were your job. Showing up, and showing up on time, are critical. Failure to do so consistently will affect your grade. **Letting the instructor know ahead of time of an absence is crucial.** Participation and listening attentively to your fellow students' speeches is equally important. Unexcused absences will affect your final grade. If you have an unexcused absence on the scheduled day of your presentation, you will have one opportunity to make it up. If you fail to do so, you will receive an F for your presentation. There will be no make-up opportunities for unexcused absences. **All students are expected to be present for all speeches given by classmates. A pattern of attending only on days you present show a lack of support for your classmates and will be reflected in your Attendance and Participation grade.**

### **ATTENDANCE:**

Attendance and class participation are critical. We work as a group to develop speaking and listening skills. You will learn a great deal by watching and hearing your classmates.

It is vital, therefore, that you be at all classes during your classmates' speeches. Doing so is also a sign of respect. It is not enough, however, to simply show up. You will be expected to be a regular participant in all we do.

Unexcused absences are not acceptable in this class.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call, text or 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 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.

### **ADDITIONAL CLASSROOM POLICIES:**

- Students are expected to be actively engaged in class discussions and to study all assigned readings by the due date.
- Students are responsible for all readings whether or not they are discussed in lectures.
- No late assignments will be accepted unless arranged ahead of time.
- All written assignments must be typed, double-spaced and proofread.
- Errors in grammar, spelling and organization will result in a lower grade.
- Please turn off all laptops, cell phones, and all other electronic devices, as opposed to putting them on vibrate. Therefore, texting or using social media in class is inappropriate and unacceptable.

### **ACADEMIC INTEGRITY:**

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner.

Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

### **Standards**

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

#### **1. Students may not plagiarize.**

a. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:

1. Submit material copied from a published or unpublished source.
2. Submit material that is not cited appropriately.
3. Use another person's unpublished work or examination material.
4. Allow or pay another party to prepare or write an assignment.
5. Purchase, acquire, or use a pre-written assignment for credit.

#### **2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).**

a. If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

#### **3. Students may not fabricate data.**

a. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.

#### **4. Students may not collude.**

- a. Students may not work with others on any exam, assignment, or portion of an assignment without permission from the instructor.
- b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
- c. Students may not use work submitted by another student in a previous semester of a course.

#### **5. Students may not cheat.**

- a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
- b. Students may not take 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.
- c. Students may not attempt to change answers after an examination, or an assignment has been submitted.
- d. Students may not falsify medical or other documents for any reason.
- e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
  - i. Bringing notes into an exam that does not allow outside materials.
  - ii. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
  - iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.

#### **6. Students may not facilitate academic misconduct.**

a. For example, a student may not allow another student to copy from their exam or give their own work to another student.

### **Sanctions**

1. An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. Minimally, the instructor will assign the grade of a zero for the assignment or examination. The instructor may choose to impose a penalty grade of “F” for the course.
2. Deans may add and/or elevate the initial sanctions based on a student’s conduct history, such as a penalty grade of “F” for the course, suspension, expulsion, and/or the inclusion of educational assignments.
3. Only the Provost may impose the sanction of expulsion as recommended by a dean. The provost’s decision is final.

### **Process**

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a “preponderance of the evidence.” This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.
3. Instructors will notify the student of their findings and sanction.
4. Instructors will also report the instance of academic misconduct, including supporting documentation, via Maxient.
5. The academic Dean’s office will notify the student that the instance of academic misconduct has been reported. This instance will also be reported to the University’s centralized database.
  - a. The initial sanction determined by the instructor may be reviewed by the academic Dean’s office.
  - b. The final sanction will be included in the notification.
6. Incident reports and supporting materials regarding the academic misconduct are part of the student’s academic record.
  - a. The student has the right to place a statement in the record commenting on contested information in the record or stating why the student disagrees with the decision of the University.
  - b. The University must maintain the statement with the contested part of the record for as long as the record is maintained.
  - c. The University must disclose the statement whenever it discloses the portion of the record to which the student’s statement relates.
  - d. Submitted statements must be sent to the student’s academic Dean’s Office.

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](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.

## **WEEKLY CALENDAR (we may have to alter events due to unforeseen circumstances)**

### **Week 1:**

#### **Tuesday Jan. 16**

Introduction to the class including syllabus, assignments, readings, and the importance of critical thinking.

In-class Assignment: Story exchange, Introduce Ice Breaker Speech.

For our next class, **Ice Breaker Speech: 50 points**

#### **Thursday Jan. 18**

Present Ice Breaker Speech Self-analysis and class feedback.

For next class: Study Impromptu Speech materials online and be prepared to present next week.

Time your presentation to THREE MINUTES.

### **Week 2: Last day to add and swap classes**

#### **Tuesday Jan. 23**

Present Impromptu Speeches Self-analysis and class feedback.

**Impromptu Speech: 50 points**

#### **Thursday Jan. 25**

Analyze and give feedback for Impromptu Speech.

Introduce Cultural Artifacts Speeches

For next class, present Cultural Artifact speech, make sure to bring samples, PPT presentation or any tangible artifact. Time your presentation to no less than FIVE MINUTES. **Bring a print copy of your presentation for me.**

**Cultural artifact: 50 points for this assignment**

### **Week 3:**

#### **Tuesday Jan. 30**

Cultural Artifact presentations

#### **Thursday Feb. 1**

Finish Cultural artifact.

### **Week 4:**

#### **Tuesday Feb. 6**

Complete Cultural Artifact Speeches

Self-analysis and class feedback

#### **Thursday Feb. 8**

Discuss Topic Mapping and Outlining

You will be using it throughout the semester for each assignment and presentation.

### **Week 5:**

#### **Tuesday Feb. 13**

Informative Speech preparation:

As a group, we will bat around ideas for your Informative Speeches. This will be a good opportunity to give and receive feedback about your ideas. Typed proposal is due by BEGINNING of class Feb 15.

If you prefer to retain the surprise element of your speech, and therefore choose not to share your idea with the group, that is fine.

Remember I must get a written proposal from you about your topic this Thursday. You will not benefit from feedback if you opt for this approach, but if you feel confident, go for it.

For next meeting: Show us the best speaker you can find online and explain why. Show no more of 2 minutes sample, and talk for no more than 2 minutes about it.

#### **Thursday Feb. 15**

Sample of the best speaker you know.

50 Points for this assignment

**Week 6:**

**Tuesday Feb. 20**

class presentations of informative speeches. You have 7 minutes for this presentation, don't cut the time... You must give me a topic outline, presentation mapping and copy of any PPT presentation you prepare.

100 Points for this presentation.

**Thursday Feb. 22**

Introduce Group Presentations.

Groups are selected by instructor.

Groups will make presentations as groups, not individuals.

Introduce Civics Issues Speeches including The Art of Rhetoric

Break out into groups. Students select topics and divide labor, general collaboration strategy.

**Week 7:**

**Tuesday Feb. 27**

Online class: Introduction to Online presentation on Zoom.

**No meeting in class**

**Thursday Feb. 29**

Groups present Civic issues speeches.

Each group has 15 minutes. 100 points individually for this presentation.

**Spring break week of March 4-8**

**Week 8**

**Tuesday March 12**

Present Individual Informative Speeches

Outlines and citations due with presentation No late outlines accepted.

7 minutes per presentation, try not to present a shorter presentation, use visual aids.

50 points for this presentation

**Mid Term evaluations**

**Thursday March 14**

Continue Individual Informative Speeches

**Week 9**

**Tuesday March 19**

**Online assignment, no meeting in class**

50 points for this presentation

**Thursday March 21**

For this class: Browse the library of **TED talks** and find the most compelling presentation that speaks to you. Show to class only the first two minutes of the talk and speak about it for no more than two minutes. **Focus on the critical thinking part of this presentation!**

Explain why you like it, analyze the logic, objectives, and the delivery style.

50 points for this presentation

**Week 10**

**Tuesday March 26**

Present Civic Issues as Group presentation

In-class Analysis Assignment. Teams critique each other. You will be getting 100 points for this, and the time for each team is 20 minutes.

**Thursday March 28**

Continue Civic Issues as Group Speeches  
In-class Analysis Assignment. Teams critique each other.

**Week 11**

**Tuesday Apr. 2**

This class is dedicated to unfinished business, allowing students to present missed assignments, and catch up with presentations that time didn't allow previously.

**Thursday Apr 4**

**Unfinished business**

**Week 12**

**Tuesday Apr 9**

This is the second part of Cultural Artifact speech. In this part you will be asked to present both a paper and a presentation. **You will get 50 points for this assignment.** Your chosen topic must be about a famous art treasure from any place in the world, and you will be presenting as an art expert to an audience made of art lovers. You will do research on the topic and write an essay on the actual artifact you present.

Please provide citations and sources.

Paper length, no more than two pages

Presentation time 10 minutes

**Thursday Apr 11**

**Unfinished business**

**Week 14:**

**Tuesday Apr 16**

**Impromptu speech, students will be called to give a speech without prior preparation!**

**Thursday Apr 18**

Prepare a written speaker evaluation on three members of your class. Prepare to present it in class and submit a typed copy to me. Do not be intimidated by speaking the truth, do not criticize, but be a constructive evaluator of the strengths and weaknesses of the speakers you will describe. **You will have 10 minutes for this evaluation presentation,** present from your written assignment and be prepared to take questions. **This assignment allows for 100 points.**

**Week 15:**

**Tuesday Apr 23**

Continue speaker evaluations.

**Thursday Apr 25**

Final presentations, (final exam in our case) time will be determined by final number of students in class. Usually, it is around **20 minutes.** **200 individual points are given for this presentation.** I will announce the teams well ahead of this date.

Chose a major topic to present, something that affects all of us and each person in the class could relate to. Make sure to use your topic mapping and outlining structure to build an interesting and engaging presentation. Do not forget to give me a copy of your outline and the actual presentation.

**Grades will be determined in the following manner:**

Ice Breaker: 50 points.

Impromptu Speech: 50 points

Online Assignment: 50 points

TED Talks samples: 50 points

Cultural Artifact Speech: 100 points

Informative (Process) Speech: 150 points

Civic Issues (Persuasive) Speech: 200 points

Speaker Evaluation Written Report: 100 points

Group Presentation: 200 points

Attendance and Participation: 100 points (be aware, missing a class is allowed only for medical reasons, approved by doctor)

## **ILAN GEVA**

Business Owner, Board of Directors Member, Author, University Instructor, Consultant, Speaker, Seminar leader, Creative Director, Designer, expert in Integrated Marketing Communications, Branding.

## **TEACHING, TRAINING, LECTURING**

University of Chicago, Graham School, DePaul University, Adjunct Professor, Training session on Medical Tourism branding at Cambridge Academy in Dubai, Tsinghua University, Peking University, and Jinan University China, lectures for EMBA program at Northwestern University, Chicago , Institute of Management Technology, Ghaziabad (India), Integrated Marketing Communications lectures , Kendall College Chicago, School of Hospitality, School of Business, Adjunct Faculty, teaching Intro to Design in the hospitality business, Roosevelt University, College of Arts & Sciences, adjunct faculty, Columbia College Chicago, Marketing Communications Dept.- Faculty advisor, Adjunct faculty, The School of The Art Institute, Chicago, Adjunct Faculty, Tel-Aviv University, Recanaty School of Business Management, Guest Lecturer, Hebrew University of Jerusalem- Aboodi School of Advertising, Program Director, advertising studies, Fashion Institute of Design & Merchandising, Los Angeles, CA, Adjunct Faculty, Advertising Lectures, Advertisers Assoc. of Israel, School of Advertising, Tel-Aviv, Guest Lecturer and magazine reporter, National and international speaking engagements, seminars and workshops for trade associations and individual ad agencies, and AAF chapters around the country, Romanian Association of Advertising Agencies, conducting seminars in Bucharest for ad agencies and clients, Training sessions for various clients during the last 10 years in the U.S., Israel, Colombia, Mexico, Kosovo, Malaysia, Japan, China, Portugal, Romania, Italy, and Croatia

## **EDUCATION**

1. Bezalel Academy of Arts and Design, Jerusalem, Israel  
B.F.A., Major: Graphic Design
2. Damelin School of Management, Johannesburg, South Africa  
Diploma, Major: Marketing Management
3. The School of the Art Institute of Chicago, IL, U.S.A.  
Non-Degree Studies, Subjects: Drawing, Painting, Video
4. DePaul University, Chicago, IL, U.S.A.  
School for New Learning, Master of Arts, focusing on developing a Commercial Communications program for universities, training graduates to work in the field.

## **AWARDS**

Won over 100 international and national awards such as Clio, Addy, Echo, John Caples, Tempo, Popai, Telly, Summit, Adrian, Graphis, Design USA, and more, for work done in branding, print advertising, direct marketing, TV, graphic design, and sales promotion. Judged many national and international awards competitions.

**Winner: 2006 Teaching Excellence Award, University of Chicago.**

**Winner: 2011 Distinguished Professional Educator Award, DePaul University**

**Designated Institute Faculty member of the In-Store Marketing Institute, 2007.**

## **AUTHOR**

Co-Author of “Global Brand Management” with Laurence Minsky, published by Kogan Page of London, 2020