

**Public Speaking & Critical Thinking  
Loyola University Chicago/  
Department of Communication  
Public Speaking & Critical Thinking  
Alexis H. Sarkisian**

**Tuesday Com 101-005  
7-9:30PM  
Info Commons 111**

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Office Hours are by appointment.**

**Scope of Course:** This course is designed to introduce students to the intellectual discipline of rhetoric and the practice of public speaking. It addresses these areas through intellectual inquiry and practical experience with the goal of each approach influencing the other. The design assumes that:

- Public speaking is an essentially cooperative activity. As such, it is based on our understanding and mutual respect. Responsible public speaking recognizes the intellectual capacity and social dignity of the audience and seeks to engage the audience through active involvement in terms of critical thinking and connections to action.
- Any public presentation can be an opportunity for the speaker to learn about him/herself. When we prepare to speak and truly engage others, we discover ourselves.
- Public speaking is also an opportunity to explore and learn about those who seem very different from us in terms of ethnicity, class, gender, and other social issues.
- Skill in public speaking can be learned. It is not necessarily innate. It is best learned through experience and feedback.

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### **Specific Course Objectives:**

As the **Speaker**, you will demonstrate the ability to:  
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- o Establish a speaking position, research that position, and select the most responsible material from the larger body of research to support and argue that position.
- o Arrange ideas in a lucid, logical, and cogent manner.
- o Word ideas clearly and vividly.
- o Utilize appropriate verbal and non-verbal delivery skills, which are consistent with the corresponding subject matter and situation

As **Audience** members you will demonstrate the ability to:

- o Critique various public discourses rhetorically, using the aforementioned speaker objectives.
- o Express your ideas about a speech both verbally and written.

### **Required Texts:**

- o A Pocket Guide to Public Speaking. O'Hair/Stewart/Rubenstein  
(*Bedford/St. Martin*)

### **ATTENDANCE**

You are expected to prepare for and attend every class session. Should special circumstances requiring your absence arise, you may miss up to two class without formal penalty. Bear in mind that there is no complete substitute for the learning that takes place during class, so missing any class can affect your performance in the course. You are responsible for completing all work and assignments on time whether or not you attend class. Please make every effort to be an informed participant in each class meeting in order to live up to your responsibility as a member of this learning community.

If you are absent the day that you are scheduled to present you will receive an "F" for your presentation. If you have a documented excuse, or if you have spoken to the instructor prior to your speech date you will be allowed to make your presentation. In addition,

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students will be required to present your instructor with an outline of your speech at the time your are presenting your speech.

### **Policies:**

- o Students are expected to be actively engaged in class discussions and to study all assigned readings by the due date.

- o Students are responsible for all readings whether or not they are discussed in the lectures.

- o All written assignments must conform to MLA style and be Loyola University Chicago/Department of Communication proofread meticulously. Errors in grammar, spelling, and organization will cost you points.

- o University standards regarding academic integrity, examinations, and grading will be observed in this course. Plagiarism in academic work or dishonest examination behavior will result in an “F” for the assignments or for the course, and might carry further sanctions (See *Loyola Undergraduate Studies Catalogue*). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g. *failing to credit a source, or using somebody else’s ideas with clarifying that they are not yours*).

**Please Note:** This syllabus is subject to change. Please bring it with you to every class so we may amend it as a group if necessary.

### **CLASSROOM BEHAVIOR AND A POSITIVE LEARNING ENVIRONMENT**

The classroom is a place of discovery - trying out ways of learning about the world. Any behavior that detracts from that process will not be tolerated. Please respect the individual differences of all students.

### **PLAGIARISM**

Any student found using the work, ideas or language of another writer or student without giving credit to the source will receive a failing grade. If you are unsure

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as to what constitutes plagiarism please see me.

### **GRADES**

Students will be graded on the quality of work, preparedness, classroom participation and attendance. Students will be graded on each major speech the day the speech is delivered. Speech grades are cumulative.

INFORMATIVE SPEECH	10%
PERSUASIVE SPEECH	10%
DEMONSTRATION SPEECH	10%
REPORTING SPEECH	15%
GROUP PROJECT	15%
VISUAL AIDS	10%
CLASS PARTICIPATION & QUIZZES	30%

This syllabus is subject to change. Please bring it with you to every class so we may amend it as a group if necessary.

We will be using the Flip Camera from time to time for instructional purposes in class.

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### **Class #1 –**

Overview of the course of study. Introductions. Students will fill out a very short questionnaire regarding understanding of the class, expectations, and goals. Students will interview one another and give a short presentation speech. There will be a discussion about the communication model and how we can apply that to our everyday life.

**Assignment for Class #2 –**1) Students will describe a communication situation in which they were involved using the communication model as the format. They will analyze it and reflect upon it. They will also diagram the situation using the communication model. The homework assignment is due at the beginning of class. Read chapters 4,17,18,23

### **Class #2**

There will be a class discussion regarding the Communication Model and experiences that students had during the week. We will begin a conversation on outlining. We will explore the value of outlining and assess student's ability to outline. Students will present a five minute speech about a person you respect. Students will outline their speeches and present them in class. They will be given a half an hour to outline and structure their speeches.

**Assignment for Class #3 –**Students will write a short paper describing, analyzing and reflecting upon their experience in class regarding putting together a speech in a short period of time. Students will identify two topics of interest to them for their informative speeches. The theme of the informative speech is courage and a person who in your estimation has exhibited an act of courage. Students will write a short paper focusing on their definition of courage Read chapters 11,12, & 13

### **Class #3**

In this session we will explore elements of structuring speech communication including how one's capacity to listen well, and perceive audience needs, support effective speech-making and credibility. We will listen to JFK's inaugural address, and then watch it. We will compare the differences in our listening skills and audio visual skills.

We will discuss the assigned speech type topics and focus on the needs and strategies for effective speech topic selection and organization. In addition, we will discuss the value of visual aids and how they can best be used in a speech. We will explore the concept of courage. What it means, and how it can be different for each one of us.

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**Assignment for Class # 4 :** Come prepared to deliver your informative speech informally/ class will critique. Please plan to use a visual aid with your speech.

There will be a short quiz. There will be a couple of short essay questions and you will be asked to outline an article that is presented.

### **Class #4**

Students will be asked to fill out the Communication Style Inventory. Through this short questionnaire, students will begin to better understand their own style of communication: Thinker, Director, Relater or Socializer. Through this self understanding they will begin to also understand others, and how style of communication also has an impact on how messages are sent and received.

During this session, students will deliver the first round of informal, informative speeches. During the critique of speeches we will brainstorm and suggest alternate methods of constructing and delivering speeches. We will also consider strategies that decrease anxiety while delivering speeches. These speeches will be videotaped.

**Assignment for Class #5:** Revise the speech outline based on the in-class critique. Come prepared to deliver the speech for a second time. Please plan to use a visual aid for your speech. This is the formal, graded speech. This speech will also be videotaped.

### **Class #5**

During this session we will present the revised speeches. Please use a visual aid in your speech. During the presentations we will focus on some of the linguistic aspects or speech making. We will be concerned with understanding how informative speaking can be used in the service of persuasive speaking.

In preparation for our persuasive speeches, students will bring in an article that they have found dealing with the subject of persuasion. They will introduce the article, explain it, and share why they selected the article.

**Assignment for Class #6:** Come to class prepared to discuss and share topics used for your persuasive speech as well as the person whom you are targeting for your reporting speech. Write a reflection paper regarding your experience in putting together and modifying your informative speech. This paper should describe, analyze and reflect upon this experience. Read chapters 8,9,10,11,24

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### **Class #6**

We will watch an example from the Kennedy/Nixon Debates. We will first listen to and then watch the debate focusing on the impact the first televised debate had on our society. What was the visual imagery, what were the implications, and what has been the impact 50 years later.

During this session we will discuss the elements of persuasion in general and those of a persuasive speech in specific including the goals of the speech and the process that one goes through in terms of constructing a persuasive speech. In addition, we will discuss the various applications and situations where a persuasive speech and its elements might be necessary both in a formal situation and in a day-to-day life. We will watch an example of a successful persuasive speech.

**Assignment for Class #7:** Prepare an outline for a persuasive speech that will run from 3-5 minutes for class. Each speech must include a minimum of 2 references as well as a visual aid.

### **Class #7**

During this session the class will present their 3-5 minute persuasive speeches. After each speech there will be a class discussion as to the effectiveness of the speech and how it might have been improved. These speeches will be videotaped. There will be an introduction of the next speech topic - demonstration speeches. We will discuss best practices when making a demonstration speech.

**Assignment for Class #8:** Students will prepare a short journal again evaluating their experience with the persuasive speech. They will describe, analyze and reflect upon their speech. They will prepare a 3-5 minute demonstration speech to be given in class 8.

### **Class #8**

Students will deliver their demonstration speeches.

We will also discuss the next series of speeches which will be informally labeled as reporting speeches. Students will select a person or persons whom they have identified as information resource people as it pertains to their career interest and specialty. Students will interview these people and prepare a speech. The speech will provide the audience with the following: 1) why the student selected the person/s interviewed; 2) what they learned from the person/s; and 3) how that

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information can be applied to their interests or career goals.

**Assignment for Class #9:** Identify whom you are planning to interview for your reporting speech and turn in a short outline of your expected outcomes from that speech. Write a short journal regarding your experience with the demonstration speech. Include in your journal, how the demonstration speech is similar and different from the informative and persuasive speech.

### **Class #9**

The ability to work together for a desired outcome is a key to success in the 21<sup>st</sup> Century. We will have a class discussion regarding the topic of collaboration and what it means and its impact.

After the class discussion, students will be asked to think of a situation where they were asked to collaborate. Students will offer a short informative speech about this experience and its impact. Was the project successful? Did people collaborate? Was it unsuccessful? Why?

Students will be divided into their teams for the final project which will be a team 'pitch' presentation to persuade a sponsor to fund a project. Students will be asked to define the project, research the topic and prepare a presentation. The presentation must be between 8-10 minutes and include handouts, visual aids., and a budget for their project.

**Assignment for Class #10 :** Interview those whom you have targeted for your reporting speech.

### **Class #10**

We will continue exploring the value of collaboration as well as strong speaking skills when preparing and delivering a pitch. We will review examples of positive and negative strategies when delivering a pitch. Students will be given time in class to work in their groups to develop their pitch content and strategies. Students will be asked to include a budget.

**Assignment for Class #11:** Prepare your interview/reporting speeches. Each 'pitch group' will turn in an outline for their presentation. Read Chapter 32,33 & 34

### **Class #11**

During this class the students will present their 3-5 minute interview/reporting speeches. Each speech will be judged upon 1) why the student selected the



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person/s interviewed; 2) what they learned from the person/s; 3) how that information can be applied to their interests or career goals; and 4) style of delivery including eye contact grammar, understandability and knowledge of subject. The speech will be videotaped.

**Assignment for Class #12:** Prepare a journal that once again describes, analyzes and reflects upon your experience putting this speech together. What did you learn about yourself? What is the value in being able to ask people for information?

### **Class #12**

During this class students we will continue working on our pitch presentations. We will have a short class discussion about how each group is progressing. Questions, strengths, weaknesses, and unexplored content for the presentation will be discussed.

The groups will have time in class to work on their pitches in anticipation of their practice presentations during class #13.

### **Assignment for Class 13**

#### **Class #13 – December 2**

The final pitches will be presented.