

**COMM 103- 207 | SCHOOL OF COMMUNICATION | BUSINESS & PROFESSIONAL SPEAKING|
Spring 2018**

CLASS SCHEDULE

Thursdays: 4:15-6:45
Water Tower Campus | Room SOC 013

INSTRUCTOR

Susan Geffen

CONTACT INFORMATION

Email: susanrgeffen@msn.com
Mobile: 312-925-5046 (for calls; not texts); or 312-266-9192
Office Hours: By request
Office Location: SOC TBD
Mailbox: Located at SOC

REQUIRED MATERIAS

Textbook: Talk Like Ted, by Carmine Gallo, St. Martin's Griffin,
ISBN 978-250-06153-9

COURSE OVERVIEW

If getting up in front of people makes you a little anxious, you are not alone. This course will allay those fears and give you the confidence you need to inform and persuade others---exactly the skill you need to succeed in both business and life. You will learn how to research, organize, write and deliver speeches with an emphasis on business communications and the presentation of ideas. You'll learn how to present your ideas so you inspire others to understand your point-of-view and adopt it. You will learn about using vivid words; the importance of body language and eye contact; and how to connect with your audience, building mutual trust. You will also learn to be an intelligent, thoughtful and critical listener, offering up helpful suggestions to your classmates.

COURSE OBJECTIVES

Public speaking gives each of us the opportunity to connect with others---and with ourselves. As we speak, we discover a new power inside of us.

You will learn to:

- Build your confidence
- Improve your vocal delivery, articulation and poise
- Logically organize your thoughts to motivate and persuade
- Analyze and engage your audience
- Convey your passion on a subject
- Understand how to critique the presentations of others
- "Sell" your ideas to a client
- Communicate clearly and vividly
- Establish a position and influence others to join with you
- Work in partnership

GRADING SCALE BASED ON POINT PERCENTAGES

A	100-94
A-	93-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59-0

RELATIVE WEIGHT OF COURSE ASSIGNMENTS

I grade on points. There will be 1000 points over our 14 classes this semester. The percentages are the points minus the last number.

Attendance/participation: 210 points. (21%) (15 possible participation points for each class based on your actively engaging in the class with undivided attention and respect; graciously giving and accepting critiques, no side conversations, doing other work, or checking your cell phone.)

Weekly warm-up speeches: 105 points (11%) (15 points for each of 7 speeches)

Essays and outlines: 100 points (10%) (20 each)

Major Speeches:

Information Speech: 50 (5%)

Idea Speech: 50 (5%)

Midterm: 225 (22%) points

Final Speech (Shark Tank): 260 points (26%)

Assignments Overview:

Assignments throughout Business and Professional Speaking are designed to enhance the your overall presentation skills capabilities, but also to drive toward the goal of organizing and constructing a persuasive argument, which is the ultimate capability of a communications professional in fields such as advertising and public relations . Therefore, the assignment rubric for all assigned presentations will evolve as follows:

Rubric w/out persuasive component:

25% preparation/writing

25% content/research

25% presentation/delivery

25% subject development/creative thread

Rubric with persuasive component:

20% preparation/writing

20% content/research

20% presentation/delivery

20% subject development/creative thread

20% persuasion

Policy on late work, incompletes, and make-ups:

On-time Work: I do not accept late work. Period.

All homework assignments must be posted by the due date on Sakai in addition to being sent to my Loyola email address. If you are absent, you must submit your homework the following week along with everyone else.

Work must be typewritten, double spaced, and free of all spelling and grammar errors. (Use your computer spell/grammar check) Your name must be on your work to earn credit. Do not do

assignments on your phone and send them to me. Create the work and send it as an attachment in Word Format only.

Re-do's: Students who earn an initial grade below 70% on an assignment may rewrite that assignment to earn back deducted points. The final assignment grade for a rewritten assignment will be an average of the original grade and the "new" grade. It must be submitted by the start of the following class period along with the original.

Make-ups: You may make up only one speech, so watch your absences.

All final projects are due by 6:45 pm on Thursday, December 13, 2018, no exceptions.

STUDENT GRADE OPTIONS

- **Pass/Fail:** Must be declared by end of week two of classes.
- **Auditing:** Students may participate in class discussions and sit in on meetings. They pay tuition for the course, but are not required to do homework.
- **Withdrawal:** **Students may withdraw from a class during the first week of the semester without receiving a W on their transcript.** After that, they have until late March to withdraw without having the dropped class affect their grade point average. If they miss the last date to withdraw, they receive a WF, which will negatively affect their grade point.
- **Incomplete:** **An incomplete grade must be initiated by the student.** Appropriate reasons for granting an incomplete (usually within the last two weeks of the semester) include unforeseeable, unavoidable delays in completing work or other disastrous events over which a student has no control. The instructor may require verifiable supporting evidence to grant the request, such as doctor's notes, obituaries or police reports. It is up to the instructor to weigh compassion for the student with fairness to class members who met deadlines and completed all coursework.

If an incomplete is granted, a written contract regarding what work is to be completed and the deadline for finishing it should be kept on paper by both student and instructor. A copy of the contract should be given to the Dean's office. The "I" will automatically convert to an "F" the following semester if the student does not complete the work and/or the instructor does not assign a grade to replace the incomplete. Grade changes are implemented by going in to LOCUS and submitting the request change of grade request.

FINAL GRADES

Semester grades will be recorded through LOCUS within 72 hours of the final exam period. Students are entitled to a clear and timely explanation of grades assigned during the semester and afterward. The instructor will be available via email for 30 days after final grades are recorded to provide such explanations. *If you have any questions about your grade throughout the semester, please schedule time with me. I will be more than happy to explain so you understand all along.*

GRADE GRIEVANCES

Students are expected to discuss grade grievances with the instructor first. Students have 30 days after the end of a semester to express their concerns. If the grievance cannot be resolved, students should contact the SOC's Dean's office, who will determine if resolution can be reached or whether to initiate a formal department grievance process. A burden of proof rests with the student to demonstrate why they believe their grade was assigned inaccurately or with capriciousness.

ATTENDANCE

You are expected to act like a professional and attend every class. Your input, energy, critiques and generous support of your classmates is invaluable. If a crisis makes attendance impossible, you must contact me before class. **If you are absent, you will receive no participation points for that day.** (You can't participate if you aren't there, right?) If you are absent more than 2 times, your grade will drop a letter. If you miss 4 or more classes, you will not pass the course. If you are late more than 2 times to class, your grade will drop to a minus. If you are late 4 times or more, you will not pass the course.

ELECTRONICS USE

I do not allow the use of cell phones in class. You must silence your cell phone when class begins and put it away for the duration of the class. Using your cell phone in class will result in a loss of participation points. Laptops and tablets must be put away unless specifically allowed by me for the taking of notes.

CHANGES IN SYLLABUS OR COURSE WORK

There may be modifications or changes in our coursework, including readings and assignments to optimize learning and increase your opportunities in the class.

HOW WE TREAT EACH OTHER: Together, we will build a safe and respectful environment, so we need some straight-forward rules we'll all adhere to. Be on time and complete all assignments on time. Be original, in your thinking, ethical and honest. Be fair and open-minded. Encourage your classmates as they present. Pay attention: no distractions or side conversations. Because this is a performance course, I ask that you not leave the room except during our class break. Always ask for clarification or direction.

Enjoy this journey: it will change your life.

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. 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; 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.

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. A student who submits the same work for credit in two or more classes 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 appropriate area head and to the office of 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.

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

STUDENTS WITH 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.

OFFICIAL UNIVERSITY POLICY FOR STUDENTS MISSING CLASSES WHILE REPRESENTING LOYOLA

Students will not be penalized for being absent while representing Loyola if proper documentation is provided. This includes students participating in intercollegiate athletics, debate, model government organizations, etc. Make-up assignments and handouts missed will be available. It is the student's responsibility to obtain lecture notes from a peer and to properly document absences.

MILITARY SERVICE

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

HARASSMENT, DISCRIMINATION AND ABUSE

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religious, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Discrimination is adverse treatment of a person or group based on protected categories and not on individual merit. Abuse is oral, written or physical conduct directed at a person based on characteristics protected by law, where the offensive behavior is intimidating and/or demeaning. It may include verbal slurs, invectives or epithets. Harassment differs from abuse insofar as it is repeated and persistent behavior of a similar nature. It also includes unwanted physical advances or intimidations and the display of visual materials that defame, demean or humiliate. Behavior of this kind is not tolerated by Loyola University Chicago and should be reported to the School of Communication dean's office. Such complaints will be treated in confidence to the extent feasible, given the need to conduct an investigation and take corrective action. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Loyola University 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.

Course Calendar

Speeches to learn from:

1. Amy Cuddy: Your Body Language Shapes Who You Are
2. Simon Sinek: How Great Leaders Inspire Reaction
3. Tony Robbins Why We Do What We Do
4. Dan Pink: The Puzzle of Motivation

5. Susan Cain: The Power of Introverts
6. Dan Gilbert: The Surprising Science of Happiness
7. Elizabeth Gilbert Your Elusive Creative Genius
8. Kelly McGonigal: How to Make Stress Your Friend
9. Brene Brown: The Power of Vulnerability
10. Sheena Iyana: How to Make Choosing Easier
11. Stanford Commencement Speech: Steve Jobs (not audience related)
- 12: Martin Luther King: I Have a Dream
- 13: Sir Ken Robinson: Do Schools Kill Creativity?
13. J.K. Rowling's Harvard Commencement Speech; Kenneth Branagh: Henry V

Every week I will send you an email that covers what we learned and what is due the following week. If you have to choose between what's on the calendar below and what's in my email, choose the info in the email.

We'll begin each class with a body-language or vocal warm-up that will get you ready to present. And, virtually, every week you'll present, because the best way to learn anything is just do it!

Key to all business communication is clarity, information and persuasion. You will need these skills in your life and certainly in your career. Persuasion consists of both inspiration and information. It happens in three stages: **changing feelings; changing minds; changing behaviors.**

There will be 4 major speeches: Information Speech worth 50 points; How to Present an Idea worth 50 points; Midterm Persuasion/Cause Speech worth 230 points; Shark Tank worth 260 points.

Every week, we will cover the material indicated on the calendar below with some flexibility. I will let you know of major changes.

WEEK # / DATES	WEEKLY CLASS ACTIVITIES AND AGENDA	IN CLASS GRADED ITEMS & HOMEWORK
WEEK 1 August 30	Welcome! We'll review the course, the syllabus and expectations/outcomes of the course; discuss "what is communication and, in particular, business communication; cover the presentation rubrics and our textbook: "Talk Like TED". We'll watch one of the TED talks so you understand the level we are seeking. Introduce yourself: Your first speech of this course!	Prepare 2-minute speech. Topic: My Personal Passion. The secret is to deliver it with passion. If you don't feel it, your audience won't. Read Intro and Chapter 1: "Unleash the Master Within." I will call on you randomly during discussion. Be prepared.

<p>WEEK 2 Sept. 6</p>	<p>Present “Passion” speeches Critique Discuss how to critique; the fear of presenting ; four basic parts of any speech: Intro, Transition, Body, Conclusion and how to “keep” your audience in each one.</p> <p>Review various types of speeches from Informative and Persuasive to Presenting an Idea to your client.</p> <p>Learn the 6 steps to rehearsing.</p> <p>Discuss Paint a Mental Picture Speeches. Review Rubric</p>	<p>Prepare a 2-minute speech that describes a scene or a situation so vividly, it “puts us there.” This skill makes a story come alive and engages your audience/client.</p> <p>Read Chapter 8: “Paint a Mental Picture”.</p> <p>Also, read Chapter 2: “Master the Art of Storytelling.” This chapter is key to persuading an audience.</p>
<p>WEEK 3 Sept. 20</p>	<p>Present Paint Mental Picture speeches. Critique Discussion: How stories influence how your audience feels about you and your topic.</p> <p>How to analyze and inspire an audience. Who are they? What do they need to learn from you?</p> <p>Discuss homework essay assignment and Story Speech Rubric.</p>	<p>Prepare 2-minute personal story. Telling a story unites you with your audience/client.</p> <p>Watch Isabele Allende: “Power of a Story.” Write a one- and- a half-page essay telling what you learned from this speech. Email to me before the next class and post on Sakai.</p>
<p>WEEK 4 Sept. 27</p>	<p>2-minute Speech: A personal story. Critique Discuss Information Speeches How they position you as an authority and why audiences always want to learn something new.</p> <p>How to choose a relevant</p>	<p>Prepare for a short quiz on Chapter 2.</p> <p>Read Chapters 3 & 4: “Have a Conversation”; “Teach me Something New”</p> <p>Email me your Information Speech outline and audience analysis before the next class.</p>

	<p>topic; how to create a theme/idea throughout the speech; how to organize a speech; how to create an outline and audience analysis.</p> <p>Discuss Process Speeches, the first step in imparting information. You will need to take many clients through your thought and execution processes. Now you'll know how!</p> <p>.</p>	Prepare a Process Speech.
<p>WEEK 5 Oct. 4</p>	<p>Process Speeches Critique</p> <p>Discuss 4-6 minute Information Speech for next week. What part information plays in the art of persuasion.</p> <p>Discuss Persuasion. First, you change a feeling, then a thought, then an action.</p> <p>Your Midterm Speech will be to Persuade your audience to be an advocate for a cause.</p>	Prepare for your Information Speech next week.
<p>WEEK 6 Oct. 11</p>	<p>Deliver your 3-4 minute Information Speech. Teach something new to the class, <u>using PowerPoint for visuals only.</u></p> <p>Discussion and critiques</p> <p>Review rubric for Midterm</p>	<p>Send me your outline for the Persuasion/Cause Speech</p> <p>Read Chapter 5: Deliver Jaw Dropping Moments.</p> <p>Watch Bill Gates' "Malaria Speech"</p>

<p>WEEK 7 Oct. 18</p>	<p>Still afraid to speak? Today, we'll talk like the animals!</p> <p>Jaw-Dropping Speeches.</p> <p>Watch scenes from Henry V who was a master at inspiration and persuasion.</p>	<p>Rehearse your Persuasion/Cause Speech so it doesn't sound rehearsed</p>	
<p>WEEK 8 Oct. 25</p>	<p>5-minute Midterm: Persuasion/Cause Speech Dress for success.</p>		
<p>WEEK 9 Nov. 1</p>	<p>Mary Wonderlick, a former educator, and now a volunteer and advocate for getting out the vote, will come to speak to us. She and her colleague will explain the importance of voting for each of us. This is a non-partisan presentation.</p> <p>I will give you 10 minutes to Interview a "candidate". (One Of your classmates.) Review Steve Jobs Stanford speech Introduction. A lesson in what not to do!</p>	<p>Homework: TBD</p>	<p>Prepare to present an idea in 4 minutes. This idea will be worth 125 points. We will be w audience you wish us to be. Are we a Are we clients? Are we the PTA? It al on your idea.</p> <p>Prepare Outline/audience analysis an to me before next class. Also post on</p>

<p>WEEK 10 Nov. 8</p>	<p>Learn how to present an idea.</p> <p>This is one of the most important skills in life and business. Learn how to inspire/ persuade people to “buy into” our ideas. Hint: Include your audience in your thinking process.</p> <p>Discuss Rubric for Idea Speech</p> <p>Get with your partner to plan this speech.</p>	<p>Prepare to present an idea in 4 minutes. We will be whatever audience you wish us to be. Are we aldermen? Are we clients? Are we the PTA? It all depends on your idea.</p> <p>Send outline/audience analysis to me in 2 days so I can help you.</p>
<p>WEEK 11 Nov. 15</p>	<p>4-minute Idea Presentations. Dress for success. Critiques Discussion Intro to Final assignment: Shark Tank. Persuasion/ Action. This is a big time presentation of an Idea.</p>	
<p>WEEK 12 Nov. 22</p>	<p>Thanksgiving Break. Eat. Relax. Repeat.</p>	<p>Read chapters 7 “Stick to the 18-minute rule”;</p>

<p>WEEK 13 Nov. 29</p>	<p>Extemporaneous speeches. I will give you a topic and 10 minutes to prepare. This will help you think on your feet and answer your client’s questions . Discuss 18-Rule. Watch TED Talks that apply. Review Shark Tank Assignment. Pick Shark Tank Partners. Watch 2 Shark Tank Episodes.</p>	<p>Read final chapter in book. Send me your Shark Tank Topic for approval before the next class.</p>
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<p>WEEK 14 Dec. 6</p>	<p>How do you present yourself in an interview? We will switch off from interviewee to interviewer, using listening skills and confident body language we learned all semester to make the right impression.</p> <p>Review Shark Tank. Get with your partner to prepare.</p>	<p>Email me your Shark Tank outline and audience analysis for approval in two days.</p>
<p>WEEK 15 Dec. 13</p>	<p>Final Shark Tank Presentations points. My special presentation to you.</p>	<p>Relax. You did it!</p>

About your Instructor

I have had a long, successful career in the advertising business going from copy cub all the way up to Vice President/ Group Creative Director. I have created ideas and held leadership positions for clients from Japan Air Lines to Toni Home Permanents, Sears to the United States Postal Service.

My dream to become a force in the advertising business began when I was 8 years old, while watching TV with my parents. A commercial came on and I turned to them I said, "That's what I want to do when I grow up." And that's what I did.

The award I am most proud of winning is the coveted David Ogilvy Award given each year at Ogilvy & Mather for the campaign that made the most difference in sales to a client. I learned that it's always about our clients; or our audiences. Focusing on that will be a big part of what we do in this course.

In addition to being a successful business person, I have a strong background in theater and have taught Presentation Skills at the college level for many years. I always find that this course can change students' lives. I will share all of my experience with you, you can be sure. I look forward to sharing this journey with each one of you.

Here's to a great semester ahead!

Susan

