

COMM 103 | Business & Professional Speaking

Spring 2020 | Monday/Wednesday/Friday

Water Tower Campus | Corboy Law Center Room 326

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Course Material: Thinking Into Results Self-Study Program + A Pocket Guide To Public Speaking (Sixth Edition) - Dan O’Hair|Hannah Rubenstein|Rob Stewart

Office Hours: By appt. only

A/O: 1.13.2020

DESCRIPTION

This course is designed to introduce students to the intellectual discipline of rhetoric and the practice of public speaking in a business or professional setting. It addresses these areas through intellectual inquiry and practical experience with the goal of each approach influencing the other. This approach assumes that:

- Public speaking is essentially a cooperative activity and 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 a lot about ourselves in the process.
- Public speaking is also an opportunity to explore and learn about those who seem 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.

OBJECTIVES

As the Speaker, you will demonstrate the ability to:

- 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.
- Arrange ideas in a lucid, logical, and cogent manner.
- Word ideas clearly and vividly.
- 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:

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

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 classes without penalty. Bear in mind that there is no substitution 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 automatically receive a grade deduction on your presentation. If you have a documented excuse, or if you have spoken to the instructor at least 2 business days prior to your speech date you will be allowed to make-up your presentation. In addition, all students will be required to present to your instructor an outline of your speech at the time you are presenting your speech.

GENERAL POLICIES

1. Students are expected to actively engage in class discussions and to study all assigned readings by the due date.
2. Students are responsible for all readings whether or not they are discussed in the lectures.
3. **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_academicintegrity.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.

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 – just 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 here: LUC.edu/dos or LUC.edu/csaa.

(You could also provide the phone number: 773-508-8840. The email is deanofstudents@luc.edu.)

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.
- With the respect to cell phone usage: please be respectful in class. The art of public speaking is a balance of both give and take between the presenter AND the audience. You cannot be present and participating in class if you are also using your phones. It is well known that our minds can only focus on one thing at a time. We have a short 45 minute window together twice a week and your participation is expected and will be reflected in your final grade.

GRADES

- Students will be graded on the quality of work, preparedness, classroom participation and attendance. Students will be graded on each speech on the day the speech is delivered. Speech grades are cumulative and construction of speech grading will be given out before each speech.

Cumulative Speeches/Presentations	50%
Class Participation	30%
Quizzes	10%
Visual Aids	10%

Grade Scale

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

This syllabus is subject to change. Please bring it with you to every class so we may amend if necessary. Always come prepared to start class ready with an open discussion around the reading assignments given the previous week.

Part One: Building Your Foundation

Week 1: January 13, 2020

Course Overview and Introductions. Students will complete a short survey/questionnaire regarding their understanding of business and professional speaking. Students will interview one another and give a short presentation speech.

Week 2: January 20, 2020

Goal Setting & Achieving. Students will work on goal setting and creating tangible results for the course as they relate to presentation styles and skillsets. We will cover how to set and achieve goals that lead to growth in performance. Discussion about the communication model and how we can apply it to our everyday life.

ASSIGNMENT: Thinking Into Results Lesson 1. Read Chapter 1, 2 & 3 in textbook together in class.

*NO CLASS MONDAY, JANUARY 20 – MLK

Week 3: January 27, 2020

Productivity, Efficiency & Peak Performance. Students will learn the value of becoming more productive and efficient around their current goals and understand how to deliver peak level performance across all their work.

ASSIGNMENTS: Thinking Into Results Lesson 2. Narrow down goals to top 2. Pick 1 Knowing/Doing Habit within each – work on PA/NPA's worksheet. Begin work on selecting first Persuasive Speech topic.

Week 4: February 3, 2020

Innovation, Proactive Thinking & Creating a Powerful Self-Image. Students will learn that to achieve any goal, especially around business and public speaking you, first need to have a clear and strong self-image. Students will gain confidence and feel secure in the art of public speaking.

ASSIGNMENT: Thinking Into Results Lesson 3.

Week 5: February 10, 2020

Developing The Attitude & Mindset Of A Great Presenter. Gives students an in-depth overview of how attitude plays a key role and why going in to any speech with the right mindset can make a huge difference in effectively communicating to any audience. The result is gaining more focus on getting thoughts, beliefs and actions aligned so that they are more productive and efficient. Creates an open environment for students to understand their fears so they can replace them with positive thoughts and get the support they need to become more forward-thinking on developing creative solutions.

ASSIGNMENT: Thinking Into Results Lesson 4.

Part Two: Effective Communication Is Key

Week 6: February 17, 2020

Understanding Your Audience & Effective Leadership. Students will learn why leadership is key to developing solid presentation skills. They will learn the qualities of leadership in addition to those of being a good listener. This week emphasizes the creation of a positive presentation environment and allows students to emerge in leadership roles, which strengthens their overall performance.

ASSIGNMENT: Thinking Into Results Lesson 5. Persuasive Speeches in class.

Week 7: February 24, 2020

We will continue our discussion around audience and leadership. Speech Construction. How to properly develop any kind of speech. Students will pick a favorite speech style and work to build it out in class.

ASSIGNMENT: Thinking Into Results Lesson 6.

*NO CLASS WEDNESDAY, FEBRUARY 26 – ASH WEDNESDAY

Week 8: March 2 - 7, 2020

*NO CLASS - SPRING BREAK

Week 9: March 9, 2020

Informative speeches intro.

ASSIGNMENT: Thinking Into Results Lesson 7. Deliver Informative Speeches.

Week 10: March 16, 2020

Listen to JFK's inaugural address. Write a 1 page summary as to your key takeaways around style, including any key points as to what you've learned so far.

ASSIGNMENT: Thinking Into Results Lesson 8.

Week 11: March 23, 2020

TBD

ASSIGNMENT: Thinking Into Results Lesson 9.

Part Three: Organization & Delivery

Week 12: March 30, 2020

ASSIGNMENT: Thinking Into Results Lesson 10

Week 13: April 6, 2020

Your Delivery. We will review this topic in class together to gain a better understanding how everything learned to date ties together with your speech delivery.

ASSIGNMENT: Thinking Into Results Lesson 11 & 12. Students can choose either informative or persuasive speech to present.

*NO CLASSES FRIDAY, APRIL 10 – GOOD FRIDAY

Week 14: April 13, 2020

Final Speech Prep.

*NO CLASS MONDAY, APRIL 13 - EASTER

Week 15: April 20, 2020

Special Occasion Speech Prep.

Week 16: April 27, 2020

Final presentations.