

COMM 101- 004 | SCHOOL OF COMMUNICATION | Public Speaking/ Critical Thinking: Fall 2023

CLASS INFO: Mundelein Center, Room 508; Tuesday and Thursday- 1:00-2:15
Chicago (Central) Time

INSTRUCTOR Susan Geffen

CONTACT INFORMATION: Email: sgeffen@luc.edu

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Office Hours: By request

Office Location: N/A

Mailbox: Located at N/A

REQUIRED MATERIALS Textbook: **Talk Like Ted**, by Carmine Gallo, St. Martin's Griffin, ISBN 978-250-06153-9. We may not become Ted Talkers; but we'll cover the major skills that lead to speaking success.

COURSE OVERVIEW

If getting up in front of people makes you a little anxious, you are not alone. This course will help allay those fears and give you the confidence you need to inform and persuade others to join your viewpoint. You will learn how to think critically. How to build a case for your audience to come over to your side. You will learn to research, organize, write and deliver speeches with impact and importance. You'll learn to use clear, 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 and taking their suggestions with grace.

COURSE OBJECTIVES

Professional, polished speaking gives each of us the opportunity to connect with others in a persuasive and powerful way. It's all part of being a leader.

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

Grow in leadership and expertise

Critique the presentations of others

Communicate clearly and vividly

Establish a position and influence others to join with you

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

ATTENDANCE/LATENESS

You are expected to be professional and attend every class. If a crisis makes attendance impossible, you must contact me before class. If you are absent, you cannot receive participation points. To receive partial points, you must have a doctor's note. If you miss more than 2 classes for any reason, your grade will go down one letter.

If you are late (5 minutes), you will receive only 2 participation points for that class. If you are late more than 2 times or leave class early, your grade will go down to a minus.

HOW WE TREAT EACH OTHER: Together, we will build a safe and respectful environment so we can grow and learn together.

RELATIVE WEIGHT OF COURSE ASSIGNMENTS

I grade by points. There will be 1000 possible points for the semester, so the percentages take care of themselves. (Just take away the last zero and that's the percentage.) If things change, I will let you know. You can follow your percentages and cumulative grades on Sakai.

Participation: 210 points. 5 possible participation points for each class you attend or 15 for the week, based on your **actively engaging** in the class:

- Give your undivided attention. (You cannot do other work in this class.)
- Be on time.
- Give and accept speech feedback at each class.
- Join in all chapter discussions. (These will be treated as oral quizzes worth 10 points)

Warm-up speeches: 105 points. 15 points for each of 7 speeches.
Essays, outlines, chapter discussions: 100 points.

Major Speeches with a partner: 585 points

Information Speech: 70 points

Idea Speech: 70 points

Midterm Persuasion Speech: 200 points

Final Persuasion Speech (Shark Tank): 245 points

POLICY ON LATE WORK AND MAKE-UPS:

On time work: I do not accept late work. If you were under a doctor's care, bring me a note and I will consider making an exception.

Written assignments: All homework assignments must be sent to me at my Loyola email address. If you are absent, you must submit your homework on the due date along with everyone else. Refer to my weekly emails for details and/or ask me.

Written work must be typewritten, double spaced, and free from all spelling and grammar errors. (I deduct points.) Use your computer spell/grammar check to make sure. Your name must be on your work to earn credit. **Do not do your work on your phone. Send it as a separate attachment in WORD format only.**

Re-dos: If you earn an initial grade of 70% or below on a written assignment, you may rewrite that assignment. The final grade will be an average of the original grade and the updated grade. It must be submitted before the start of the following class period with the original attached.

Make-ups: You may make up only **ONE** speech during the semester, so watch your absences.

SCHOOL POLICIES:

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.

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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://catalog.luc.edu/undergraduate-academic-standards-regulations/>.

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

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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**.

Using AI on assignments: 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.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain

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confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as an RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

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. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.
<https://www.luc.edu/healthsafetyandwellbeing/>

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.

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. If they miss the last date to withdraw, they receive a WF, which will negatively affect their grade point average.

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.

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.

TIPS FOR SUCCEEDING IN THE COURSE:

- Attend every class and be on time.
- Participate. The more you jump in and help your classmates, the more you will help yourself succeed, too. Courage helps us grow!
- Do your homework; read the chapters. Join in the discussions and add your insights and point-of-view.
- Be sure your written work and your presentations are clear and organized. Use your computer Review/spell and grammar check to make sure there are no errors. .
- Have fun. The more we enjoy what we're doing, the more we will all succeed together.

If you have ANY questions, concerns or problems, reach out to me as soon as possible.

Continue for Course Schedule

Course Schedule for each class:

After every class, I will send you an email that covers what we learned in class 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.

I will also post all assignments on Sakai.
If there are any changes, I will let you know in plenty of time.

Major Speeches with a partner: 585 points

- Information Speech: 70 points
- Idea Speech: 70 points
- Midterm Persuasion Speech: 200 points
- Final Persuasion Speech (Shark Tank): 245 points

WEEK # / DATES	WEEKLY CLASS ACTIVITIES AND AGENDA	IN CLASS GRADED ITEMS & NEXT WEEK HOMEWORK
<p>WEEK 1 August 29 & 31 Changing feelings</p>	<p>Welcome! We'll review the course, the syllabus; expectations/outcomes; discuss speech rubrics and textbook: "Talk Like TED".</p> <p>We'll talk about our fears of speaking to a group Review Rubric for Passion Speech next week.</p> <p>Introduce yourself: Your first warm-up speech</p>	<p>Prepare 2-minute speech. Topic: My Personal Passion</p> <p>Read Intro and Chapter 1: "Unleash the Master Within." I will call on you during class discussion. Be prepared.</p>

<p>WEEK 2 Sept. 5 & 7</p>	<p>Present “Passion” speeches Class feedback Discuss Chapter 1.</p> <p>Discuss Stories and the part they play in persuasion and gaining audience trust and engagement.</p> <p>Review “Paint a Mental Picture” rubric.</p>	<p>Read Chapter 2: “Master the Art of Storytelling.”</p> <p>Also read: Chapter 8: Paint a Mental Picture.</p> <p>Prepare a 2-minute “Paint a Mental Picture” speech that engages our senses with vivid language that “puts us there”.</p>
<p>WEEK 3 Sept. 12 & 14</p>	<p>Present: Paint a Mental Picture Speeches Class feedback.</p> <p>Body Language and Vocal Intention.</p> <p>Discuss homework essay assignment and Story Speech Rubric. Choose partners for Information Speech.</p>	<p>Prepare 2-minute personal story.</p> <p>Watch Isabele Allende: “Power of a Story.”</p> <p><i>Write a one- and- a-half- page essay telling what you learned from this speech. (Due date TBD)</i></p>

<p>WEEK 4 Sept. 19 & 21</p>	<p>2-minute Speech: A personal story. Class feedback. Learn to create a speech outline/ audience analysis.</p>	<p>Read Chapters 4: “Teach me Something New”</p> <p>Prepare a “Process Speech” which is a mini-information speech. It can be anything from</p>
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	Discuss Information Speeches Review Process Speech Rubric	how to fry an egg to how to tie a shoe. Information Speech outline due. (Date TBD)
WEEK 5 Sept. 26 & 28	Present: Process Speeches Class feedback. Critical Thinking: How to choose a relevant topic; create a theme/idea; How to use PowerPoint most effectively. (Hint: forget the words.) How to rehearse: 6 fool-proof steps. Review Info Speech Rubric.	Prepare for your Information Speech with your partner. (Any team that wants to rehearse with me can.)
WEEK 6 October 3 & 5 Changing minds	Deliver your 3-4-minute Information Speech With your partner, teach us something new, using PowerPoint for visuals only. Worth 75 points Choose partners for Midterm Persuasion Speech. Review Rubric.	Read Chapter 5: Deliver Jaw-Dropping Moments. Watch Bill Gates "Malaria Speech". Be prepared to give a Jaw-Dropping speech next week.

WEEK 7 (October 10 no class: Mid-semester Break)	Present: Jaw-dropping moment. Class feedback.	Prepare Midterm Persuasion Speech
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<p>Oct. 12</p>	<p>Discuss Midterm Persuasion Speech. Watch scenes from Henry V who was a master at inspiration and persuasion.</p>	<p>Outline with your partner. Email it to me before the next class. (Date TBD)</p>
<p>WEEK 8 October 17 & 19</p>	<p>Review Power of Persuasion speech requirements.</p>	<p>Rehearse your Persuasion Speech with your partner following the 6 proven steps.</p>
<p>Week 9 October 24 & 26</p>	<p>Present: Persuasion/ Speeches Worth: 200 points Class Feedback.</p>	<p>Read Chapter 7: Stick to the 18-Minute Rule.</p>
<p>Week 10 Oct. 31 & Nov. 2</p>	<p>Learn how to present an idea which is key to your future success. Discuss Chapters.</p>	<p>Homework: Read Chapters 3 & 6; “Have a Conversation” and “Lighten Up”.</p>
<p>WEEK 11 Nov. 7 & 9 Changing behaviors/influence action</p>	<p>Extemporaneous Speeches. I will give you a topic with 10 minutes to prepare. Review Idea Rubric</p>	<p>With your partner, prepare your Idea Speech outline. (Due date TBD)</p>

<p>WEEK 12 Nov. 14 & 16</p>	<p>. 4-minute Idea Speech Presentations. 75 pts. Dress for success. Class Feedback. Intro to Final assignment: Shark Tank. Persuasion/ Action. Pick Shark Tank Partners.</p>	
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<p>WEEK 13 Nov. 21</p> <p>(Nov. 23 No Class. Happy Thanksgiving!)</p>	<p>Warm-up speech: I will give you 10 minutes to interview a classmate for an “introduction” speech.</p> <p>Review Shark Tank requirements: Your final.</p>	<p>With your partner, prepare your Shark Tank Outline.</p> <p>Due date TBD</p>
<p>WEEK 14 Nov. 28 & 30</p>	<p>Watch Shark Tank Episodes and review requirements.</p>	<p>Begin rehearsing</p>
<p>WEEK 15 Dec. 5 & 7</p> <hr/> <p>Week 16 Dec. 11-16 Final Speech</p>	<p>Rehearse Shark Tank Speeches. I will be there to help you</p> <hr/> <p>Final Shark Tank Presentations. My special presentation to you.</p>	<p>Bravo! You did it!</p>

Continue for my bio

About Me

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 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. In addition to being a successful business person, I have a strong background in theater and have taught Public Speaking at the college level for many years.

I always find that this course can change the lives of our incredible Loyola students. I look forward to taking this journey with each one of you. *Susan*

