

COMM101 Public Speaking & Critical Thinking
Section 003
SYLLABUS

FALL, 2018

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

Mundelein Center, Room 605

Instructor: Rose Spinelli

E-mail: rspinelli@luc.edu

Telephone/Text: (773) 931-6404

Office hours: Before or after class, by appointment

TEXT: *A Speaker's Guidebook* (any edition) Dan O'Hair, Rob Stewart, Hannah Rubenstein (To be discussed first day of class)

COURSE DESCRIPTION:

This course is designed to teach you how to research, organize, write and deliver speeches, by examining message design, oral presentation, and how to think about the audience analysis, all with an emphasis on communication in organizational settings. None of this work can be achieved unless students have a firm grasp of critical thinking. Building this central skill 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
- Identify issues, define vital questions, and analyze evidence that leads to well- reasoned judgments and conclusions
- Organizing your ideas in a logical, cogent manner
- Writing clearly using lively, expressive words
- Using proper presentation methods and aids in delivering a speech to an audience

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

- Expressing your opinions about a speech topic, which may be based on Speech Rubric
- 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, collaborator and critical thinker
6. Learn the art of collaboration

COURSE WORK:

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

1. Deliver extemporaneous speeches in a variety of situations
2. Develop, outline and perform six formal speeches
3. Analyze an audience and situation, and then adapt a message to those needs
4. Do all reading thoughtfully and prepared to participate in discussions.
5. Prepare and use visual aids that promote clarity and interest
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 outside of the school using skills learned throughout the course.

ABOUT THIS COURSE:

The course will begin with basic speeches, both informative and persuasive, which will serve as a foundation for presentations with a professional element. 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 occasionally work in teams.

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.

GRADING:

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

Grades will be determined in the following manner:

Ice Breaker: 50 points

Impromptu: 50 points

Cultural Artifact Speech: 100 points

Informative Speech: 150 points

Civic Issues (Persuasive) Speech: 250 points

Speaker Evaluation Written Report: 100 points

Textual Analysis: 200 points

Attendance and Participation: 100 points

Final three speeches must be accompanied by an outline and a bibliography. Failure to give the instructor an outline and bibliography on the day of the presentation will result in a reduction of **one letter** grade. 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. Letting the instructor know ahead of time of an absence is crucial. Participation and listening attentively to your fellow students' speeches is

important. Unexcused absences will affect your final grade. If you have an unexcused absence on the scheduled day of your presentation, 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.

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 not enough to simply show up. You will be expected to be a regular participant in all we do. If you sit silently, or speak only when called on by the instructor, you will not get the grade you desire.

If there is an unexcused absence on the scheduled day of your presentation, you will receive an F for your presentation. If you are absent on a day when fellow students are delivering speeches, your most recent grade will be marked down **one letter**. There will be no exceptions.

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

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:

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate the 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
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Students who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. 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 the following:

Submitting as one's own material copied from a published source, such as print, Internet, 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

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 without the expressed prior permission of all instructors.

A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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.

COURSE CALENDAR

Week 1:

August 28

Introduction to the syllabus, assignments, and readings.

Working within timeframes, audience analysis, speaking fears

Pair up and do a story exchange.

Introduce Ice Breaker Speech

August 30

Present Ice Breaker Speech.

Ice breaker speech analysis and feedback.

Introduce Impromptu Speech.

Week 2:

September 4

September 6

Definition and discussion of Cultural Artifacts Speeches

Discuss Persuasive vs. Informational Speeches.

Assignment: Prepare a proposal for Informational Speech due September 18

Week 3:

September 11

September 13

Present Cultural Artifacts Speeches. Outline and citations due with presentation.

Analyze and give feedback for Cultural Artifact Speeches

Week 4:

September 18

Informational Speech Proposal due today. Outline and citations due at presentation.

September 20

Week 5:

September 25

September 27

Week 6

October 2

October 4

Present Informational Speeches. Outlines and citations due with presentation.

Week 7:

October 9

Introduce Civics Issues Speech

Assignment: Civics Issues Proposal Due: October 23

October 11

Week 8:

October 16

October 18

Week 9:

October 23

Civics Issues Proposal Due. Outlines and citations due at presentation.

October 25

Week 10:

October 30

November 1

Present Civics Issues Speech. Outlines and citations due with presentation.

Week 11:

November 6

Introduce Textual Analysis Speech

Assignment: Textual Analysis Speech Due November 20

November 8

Week 12:

November 13

November 15

Week 13:

November 20

Textual Analysis Proposals due. Outlines and citations due with presentation

November 22, Thanksgiving

Week 14:

November 27

November 29

Week 15:

December 4

Present Textual Analysis Speeches. Outlines and citations due.

December 6

Wrap up and celebration.

Speaker Evaluation Paper due

No Final Exam

Note: Calendar is subject to change.

