

**COMM103 Business and Professional Speaking
Section 208**

FALL 2018

Monday, Wednesday, Friday 8:15-9:05 a.m.
School of Communications, Room 010
Instructor: Peter Hawley

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Office hours: Before or after class, by appointment

TEXT: *A Speaker's Guidebook* (any edition) Dan O'Hair, Rob Stewart, Hannah Rubenstein AND PDFS handed out or posted on Sakai

COURSE DESCRIPTION:

This class examines the theory and practice of audience analysis, message design, and oral presentation for professional speakers, with an emphasis on communication in organizational settings.

LEARNING OUTCOME:

Students will demonstrate presentation skills in simulated organizational settings.

COURSE RATIONALE:

This course is designed to teach you how to research, organize, write and deliver speeches with an emphasis on business communications. You also will learn to be an intelligent, thoughtful and critical listener.

As a speaker, you will develop an understanding of the discipline of rhetoric and the art of public speaking. You will then be asked to demonstrate your knowledge in the following ways:

- Selecting a topic or position on an issue; researching the topic; and choosing the proper material to support the position.
- Organizing your ideas in a logical, cogent manner.
- Writing clearly using lively words.
- Using proper presentation methods to deliver a speech to an audience.

As a listener, you will be responsible for the following:

- Critiquing speeches based on the guidelines for proper public discourse.
- Expressing your opinions about a speech topic.
- Doing so in a constructive, supportive manner.

The course will begin with basic speeches, both informative and persuasive, which will serve as a foundation for presentations with a business and 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 also will work as teams on the final presentation.

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

1. Comprehend a theoretical understanding of communication;
2. Recognize the relationships between self, the message, and the audience;
3. Understand the process of effective listening;
4. Demonstrate confidence in the ability to deliver formal presentations, pitches, and impromptu speeches with fluency and expressiveness.
5. Demonstrate growth as a researcher, collaborator and critical thinker.

COURSE WORK:

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

1. Develop, outline and perform four formal speeches;
2. Deliver extemporaneous speeches in a variety of situations;
3. Analyze an audience and situation, and then adapt a message to those needs;
4. Prepare and use visual aids that promote clarity and interest;
5. Use evidence, reasoning, and motive appeals in persuasive speaking;
6. Establish credibility by demonstrating knowledge and analysis of a topic;
7. Develop strategies for coping effectively with the tensions involved in public speaking;
8. Demonstrate acceptable ethical standards in research and presentation of materials;
9. Listen to, analyze, and critique oral communication;
10. Work individually and collaboratively

GRADING:

Students will be graded based on four 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:

Impromptu and Ice Breaker: 50 points each 100 total points

Cultural Artifact Speech: 100 points

Persuasive Speech: 200 points

Informative Speech: 150 points

Group Presentation: 250 points

Speaker Evaluation Written Report: 100 points

Attendance and Participation: 100 points

All 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

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.

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, 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
- 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.

ADDITIONAL CLASSROOM POLICIES:

- Students are expected to be actively engaged in class discussions.
- No late assignments will be accepted.
- All written assignments must be typed, double-spaced and proofread.

- Turn off cellphones and other electronic devices. Laptops are welcome if you are using them to take notes.

A Note About Finals

If we work together and commit to the class, you will deliver your collaborative 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 collaborative speeches will be delivered.

Course Calendar

Week One:

August 27, 29, 31

Introduction; Review of syllabus; In-class exercises; informative vs. persuasive speeches, **ICE BREAKER PRESENTATION**

Week Two:

September 5, 7 (Labor Day Monday Sept. 3rd, no classes)

Audience analysis; Topic selection; Reference and research, Discuss Group Presentation. Elevator Pitches.

Week Three:

September 10,12,14

IMPROMPTU (not so impromptu) SPEECH

Organizing and outlining; Introductions; Conclusions

Week Four:

September 17,19,21

Exploring cultural artifacts; Principles of public speaking; In-class exercises

Week Five:

September 24,26,28

Exploring cultural artifacts; Principles of public speaking; In-class exercises

CULTURAL ARTIFACT SPEECH PRESENTATIONS

Week Six:

October 1,3,5

Individual Meetings

Week Seven:

October 8

MID-SEMESTER BREAK. NO CLASSES.

October 10,12

Finding the perfect word

Week Eight:

October 15,17,19

INFORMATIVE SPEECH PRESENTATIONS

Week Nine:

October 22,24,26

Start Group Presentation work. Break into groups, come up with a project, develop a proposal and workflow. **SPEAKER EVALUATION REPORT DUE.**

Nov. 2

Week Ten:

October 29, 31, November 2

Individual meetings. **SPEAKER EVALUATION REPORT DUE. Nov. 2**

Week Eleven:

November 5,7,9

PERSUASIVE SPEECHES

Week Twelve:

November 12,14,16

Work on group projects in class.

November 12 GROUP PRESENTATION PROPOSAL DUE- ONE PROPOSAL PER GROUP

Week Thirteen:

November 19

Business storytelling

November 21-23

THANKSGIVING BREAK. NO CLASSES.

Week Fourteen:

November 26,28, 30

Group Project Rehearsals

Week Fifteen:

December 3,5,7

GROUP PROJECT PRESENTATIONS and POST MORTEMMS

COURSE CALENDAR IS SUBJECT TO CHANGE *WITH* NOTIFICATION