

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

CLASS SCHEDULE

MWF: 1:40-2:30
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

To succeed in business (which, of course, you want!), you have to be able to communicate clearly and confidently in front of a group and influence that group's thinking. If getting up in front of people might make 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. 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 your team/your client 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. Was there ever a client who didn't want to be listened to?

COURSE OBJECTIVES

Presenting our ideas and viewpoints in front of teams and clients gives each of us the opportunity to connect with others---and influence outcomes.

You will learn to:

- Build your confidence
- Understand the particulars of business communication.
- Improve your vocal delivery, articulation and poise
- Logically organize your thoughts to motivate and persuade
- Analyze and engage your audience
- Convey ideas clearly, vividly and with passion.
- Understand how to critique the presentations of others
- Establish a position and influence others to join with you
- Work both solo and 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 15 classes this semester. The percentages are the points minus the last number.

Attendance/participation: 225 points. (22 %) 5 possible participation points for each class (15 per week) 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. If you are absent, you will lose all participation points for that day. If you are late, you will 2-3 participation points.

Weekly warm-up speeches: 105 points (10%) (15 points for each of 7 speeches)

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

Major Speeches:

Information Speech: 75 (7.5%)

Idea Speech: 75 (7, 5%)

Midterm: 200 (20%) points

Final Speech (Shark Tank): 220 points (22%)

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 . We will use a “mock” business format for many speeches, including the four major ones listed above.

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 end of class on Friday, May 3, 2019, 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 be professional and attend every class on time. Your input, energy, critiques and generous support of your classmates is invaluable. If a crisis makes attendance impossible, you must contact me before class. **Again, if you are absent, you will receive no participation points for that day.** (You can't participate if you aren't there, right?) Excessive absences will affect your grade.

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 out-of-sight/ out-of-reach 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. I will let you know in plenty of time.

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, side conversations or doing other work. Because this is a performance course, I ask that you not leave the room except during our class break.

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.

Calendar Below

Course Schedule for each class session

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

Instructor's note:

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. I will also post all assignments, rubrics and due dates on Canvas.

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 this class is learning to build a case to persuade. You will need this skill 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.** That's how the course is organized.

Major Speeches:

Information Speech: 75 (7.5%) Week of Feb. 18

Idea Speech: 75 (7, 5%) Week of April 8

Midterm: 200 (20%) points: Friday March 11 and Friday March 22

Final Speech (Shark Tank): 220 points (22%) Final week of class.

Continued

WEEK # / DATES	WEEKLY CLASS ACTIVITIES AND AGENDA	IN CLASS GRADED ITEMS & NEXT WEEK HOMEWORK
<p>WEEK 1 Jan.14,16,18</p> <p>Changing feelings</p>	<p>Welcome! We'll review the course, the syllabus and expectations/outcomes; discuss 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.</p> <p>We'll talk about our feelings/ fears of speaking to a group and how to "just do it, anyway". 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. The secret is to <u>deliver it with passion</u>. In business, you have to "feel it to seal it".</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 Jan. 21,23,25</p>	<p>Present "Passion" speeches Critique</p> <p>Discuss the importance of open body language and consistent eye contact; how to critique; the four basic parts of any speech: Intro, Transition, Body, Conclusion. Review various types of speeches from Informative and Persuasive to Presenting an Idea to a future client.</p> <p>Discuss Stories and the part they play in persuasion and gaining audience trust and engagement.</p>	<p>Read Chapter 2: "Master the Art of Storytelling." This chapter is key in persuading an audience!</p> <p>Also read: Chapter 8: Paint a Mental Picture. Prepare a 2 minute speech that engages our senses with vivid language. This will help you make your ideas come alive to your business associates.</p>

<p>WEEK 3 Jan. 28, 30, Feb. 1</p>	<p>Present: Paint a Mental Picture Speeches Critiques Discussion: How do stories influence how your audience feels about you and your topic? How to Analyze and Inspire an audience. Watch and discuss and MLK's "I Have a Dream" speech.</p> <p>Discuss homework essay assignment and Story Speech Rubric.</p> <p>Choose partners for Information Speech.</p>	<p>Prepare 2-minute personal story. Telling a story unites you with your audience.</p> <p>Watch Isabele Allende: "Power of a Story." Write a one- and-a-half-page essay telling what you learned from this speech and how that learning could help you in business. Email to me before next class.</p>
<p>WEEK 4 Feb.4,6,8</p>	<p>2-minute Speech: A personal story. Critiques Discuss Information Speeches and why teaching something new is so important to your business audience.</p> <p>How to rehearse a presentation so it doesn't feel rehearsed.</p> <p>Review Information Speech Rubric. Process: The first step in an Information Speech</p>	<p>Read Chapters 3 & 4: "Have a Conversation"; "Teach me Something New"</p> <p>Prepare a "Process Speech" which is a mini-information speech. It can be anything from how to fry an egg to how to tie a shoe. This will help you take your teams/clients through your thought process.</p> <p>Email me your Information Speech outline and audience analysis by Wednesday, Feb. 13.</p>
<p>WEEK 5 Feb.11,13,15</p>	<p>Process Speeches Critiques Strategic Thinking: How to choose a relevant topic; how to create a theme/idea as a thread throughout the speech; how to organize a speech; how to create an outline and audience analysis.</p>	<p>Prepare for your Information Speech</p>

<p>WEEK 6 Feb. 18,20,22 Change feelings/ change minds.</p>	<p>Deliver your 3-4 minute Information Speech. Teach something new to the class, <u>using PowerPoint for visuals only.</u> This will be worth 75 points. Discussion and critiques.</p> <p>Discuss Midterm Persuasion/ Cause Speech. To persuade, you first have to change awareness/feelings. Watch scenes from Henry V who was a master at inspiration and persuasion. Choose partners for Midterm Speech.</p>	<p>Send me your outline for the Persuasion/Cause Speech by Monday, Feb. 25.</p> <p>Read Chapter 5: Deliver Jaw-Dropping Moments.</p> <p>Watch Bill Gates "Malaria Speech". Be prepared to</p>
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<p>WEEK 7 Feb. 25,27,Mar. 1</p>	<p>Warm-up speech: Jaw-dropping moment. This skill can help you make your point in a split second. Critiques</p> <p>Review the power of Persuasion, how it is different from Information.</p>	<p>Prepare to give your Persuasion/Cause Speech Monday March 11 or Friday, March 22.</p>
<p>WEEK 8 Spring Vacation</p>	<p>Rest. Relax. Repeat.</p>	<p>See above.</p>
<p>WEEK 9 March 11-15 Alyssa 13 and 15</p>	<p>Monday, March 11: Persuasion Cause Speeches. Critiques</p> <p>March 13 and 15: Alyssa Burns, PR specialist</p>	<p>Homework TBD</p>

	<p>and experienced public speaker will be teaching the class 2 days this week and 2 days next week: taking attendance; giving participation points; grading speeches.</p> <p>Extemporaneous Speeches: Alyssa will give you a “surprise” topic, and 10 minutes to prepare.</p>	
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<p>Week 10</p> <p>March 18-22</p> <p>Alyssa 18 and 20</p>	<p>Monday and Wednesday, Continue Extemporaneous Speeches: This will help you think on your feet and answer team and client questions.</p> <p>How to listen to your audience and give them what they need.</p> <p>Friday, March 29 finish Persuasion Cause Speeches</p>	<p>Homework: TBD</p>
<p>WEEK 11</p> <p>March 25,27,29</p> <p>Changing behaviors/influence action</p>	<p>How to Present an Idea: We will learn how to present an idea so that everyone in your audience will want to be on board.</p> <p>Class exercise: Get into teams and practice presenting an idea, persuading, and answering team/client questions.</p> <p>Discuss Rubric for Idea Speeches</p>	<p>With your partner, prepare your idea speech. You may use PowerPoint for visual reinforcement only.</p> <p>Outlines for Idea Presentations due on my email before next class.</p>
<p>WEEK 12</p> <p>April 1, 3, 5</p>	<p>Speaker Introductions</p>	<p>Read chapters 7 & 8: “Stick to the 18-minute rule”;</p> <p>.</p>

<p>WEEK 13 April 8,10,12</p>	<p>. 4-minute Idea Presentations. Dress for success. Critiques Discussion Intro to Final assignment: Shark Tank. Persuasion/ Action. Pick Shark Tank Partners.</p>	<p>Email me your Shark Tank outline and audience analysis.</p>
<p>WEEK 14 April 15,17,19</p>	<p>Warm-up speech exercise: How to interview for the job you want.</p> <p>Review Shark Tank. Watch Shark Tank Episodes</p>	<p>.</p>
<p>WEEK 15 April 22, Easter Holiday April 24, 16</p>	<p>Meet with partners to rehearse.</p>	<p>Prepare Shark Tank Presentation</p>
<p>WEEK 16 April 19, May 1, May 3 Final Shark Tank</p>	<p>Final Shark Tank Presentations.</p> <p>My special presentation to you.</p>	<p>Relax. You did it!</p>

About your Instructor: Susan Geffen

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 being a successful business person, I have a strong background in theater and have taught Professional speaking at the college level for many years. Being able to communicate clearly and confidently to internal teams and clients can change the arc of their success...and yours.

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

