

Loyola University Chicago
School of Communication
Spring 2017
COMM 101-204 Public Speaking and Critical Thinking
T-Th/1 p.m.-2:15 p.m.
Corboy Law Center 326

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Instructor Office Hours
Tuesday: 2:30-3:30 p.m. and by appointment.
Lewis Towers, Suite 900

Course Description:

This course is designed to teach you how to research, organize, write and deliver speeches that will engage your audience. 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 that lend themselves to an oral presentation, and your own style and strengths.
- Using proper presentation methods to deliver a speech to an audience.
- Discovering your style and strengths as a speaker.

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.
- Giving feedback in a constructive, supportive and diplomatic manner.

Housekeeping and Ground Rules:

- **Electronics in Class:** Phones and tablets must be off in class, please, unless otherwise instructed. You may use laptops to take notes. However, please don't update Facebook or otherwise use it to amuse yourself. Doing so will result in losing the privilege to use your laptop in class. Your feedback to your classmates is an integral part of this class, and active listening is an important skill to have. It's also easily lost in the glare of an electronic screen.
- **Assignments and Deadlines:** All assignments are due at the start of class on the deadline date via TurnItIn. All written assignments should be double-spaced,

- proofread and typed. Late assignments will not be accepted. Extensions will be granted only with prior permission, and on a very limited basis.
- **Professionalism and Participation:** As I said, your feedback is crucial, as is your participation in our discussions. For feedback, my expectation is that it will always be constructive, whether delivering praise or criticism. Doing it right is also known as diplomacy, and skillful use of it will take you far in any career you choose. There is no room for ridicule or commentary that does not offer a solution for improvement. If you speak your mind honestly and with good intentions, you'll go far and contribute to the success of the team.
 - **Absences, Lateness and Disruptions:** Be on time. You get one late for free; after that, it comes out of your participation grade. If you're going to miss class, let me know *beforehand* – just as if you had a job. If you miss four classes without proper medical documentation, you will be marked down a full letter grade. Obviously there are reasons you can't make it to class that are excusable: medical emergencies, approved travel for the university, bereavement and the like. Oversleeping, forgetting, etc, doesn't cut it. SPECIAL NOTE: If you have an unexcused absence on a day you're due to speak, you'll receive an F for that speech, without exception. If you have an unexcused absence on a day when your classmates are scheduled to speak, your most recent grade will be reduced by a full letter. No exceptions. As far as disruptions go, you're grown-ups and I assume you know how to avoid being disruptive.
 - **Academic Dishonesty Policy:** Please see the entire policy at the end of the syllabus. If you plagiarize, intentionally or unintentionally, you fail the course. Journalism and communications rely entirely on the value of your word and reputation. Never, ever risk it for anything because you can't get it back. Better to be late or ask for help than make an irreversible mistake.
 - **Final Note:** There's a reason that reformed poachers make great game wardens. That's to say I've seen it all, so let's respect each other. I firmly believe that a fun, challenging environment makes for the best learning and I aim to deliver it.

About the Instructor: I'm a former foreign/war correspondent who spent the bulk of his career reporting for Reuters from 18 countries in Africa, Asia and the Middle East. I cut my teeth on small-town newspapers in Connecticut and Texas, then joined the Associated Press in Dallas. Despite going to journalism school to avoid math, my path overseas opened up after Reuters hired me in Houston to do business reporting. That bilingual fluency in financial and general news helped me win postings in Nairobi, Kenya; Colombo, Sri Lanka; and once again in Nairobi with Bloomberg. I've done TV, radio and print interviews; given many speeches and performed live as a blues guitarist and singer. Now, I write, edit and consult on communications and journalism for a variety of clients. I've ghostwritten one novel and am working on the sequel now.

About the Lectures:

They're based in part on the following book, which is the course's only assigned reading:
"A Speaker's Guidebook"

By Dan O'Hair, Rob Stewart and Hannah Rubenstein
Publisher: Bedford/St. Martin's

Grading and Evaluation:

Students will be graded based on five speech presentations of about 5 minutes each, a two-page (double spaced, Times New Roman or Courier 12-point font) 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:

Informative Speech: 100 points

Cultural Artifact Speech: 150 points

Textual Analysis Speech: 150 points

Civic Issues Speech: 150 points

Thought Leadership Speech: 150 points

Speaker Evaluation Written Report: 100 points

Classroom Attendance and Participation: 200 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. Please bring a hard copy and submit the electronic version via TurnItIn.

Final grade scale

1,000-940: 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

Course Schedule (Subject to Change):**Week One: Jan 17, 19**

Introduction to the class. A review of the syllabus and ground rules, as well as a round of introductions. Everybody be ready to introduce themselves and tell us one distinctive fact that can't be found on your social media pages or resume. In-class exercises; informative vs persuasive speeches and extemporaneous vs planned speaking.

Week Two: Jan 24, 26

Audience analysis aka know your audience; Topic selection; Reference and research.

Week Three: Jan 31, Feb 2

Organizing and outlining; Introductions & Conclusions (Beginning, Middles and Ends);
ON FEB 2: Be prepared to give a two-sentence description of your topic for next week's speech.

Week Four: Feb 7, 9

SPEECH ONE: Informative.

Week Five: Feb 14, 16

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

Week Six: Feb 21, 23

Coping with performance anxiety; Exploring great speeches.

ON FEB 21: Email me a link to one great speech you've chosen. The Gettysburg Address does not count.

ON FEB 23: Be prepared to give a two-sentence description of your topic for next week's speech.

Week Seven: Feb 28, March 2

SPEECH TWO: Persuasive.

Week Eight: March 7, 9

Spring Break – No Class.

Week Nine: March 14, 16

Exploring textual analysis, comparing speeches.

ON MAR 16: Be prepared to give a two-sentence description of your topic for next week's speech.

Week 10: March 21, 23

SPEECH THREE: Textual analysis.

Week 11: March 28, 30.

Demagoguery, propaganda & the power of repetition.

Week 12: April 4, 6

Analyzing civic issues. SPEAKER EVALUATION WRITTEN REPORT is due on April 6, as are your topics for the civic issues speech.

Week 13: April 11, 13

NOTE: Class will be held both days.

SPEECH FOUR: Civic Issues.

Week 14: April 18, 20

NOTE: Class will be held both days.

Speeches as thought leadership. How to write speeches for someone else.

DUE ON APR 18: Select a business leader for whom you will write a thought leadership speech, and bring one news article on which you will base the speech.

Week 15: April 25, 27

FIFTH SPEECH: Thought leadership speeches; course wrap-up.

NO FINAL EXAM

Academic Dishonesty Policy

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. 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. 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.

A complete description of the School of Communication Academic Integrity Policy can be found at: <http://www.luc.edu/soc/Policy.shtml>

Special Accommodations: 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.