

Public Speaking & Critical Thinking, SP20
COMM 101-003 (2277)
Cuneo Hall, Room 206
SYLLABUS
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COURSE DESCRIPTION:

The abilities to speak effectively in public, and to think critically, are two of the most important outcomes of a liberal arts education. They are vital skills for career success and active citizenry.

This course is designed to teach you how to research, organize, write and deliver speeches. By examining critical thinking through message design and organization, oral presentation skills, and time allotment, all with an emphasis on good communication in organizational settings, you will develop an understanding of the discipline of rhetoric and the art of public speaking. Building critical thinking skills is central skill to achieving success and 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
- Identifying issues, defining vital questions, and analyzing evidence that leads to well-reasoned judgments and conclusions
- Organizing your ideas in a logical, cogent manner
- Writing clearly by using lively, expressive words
- Using proper presentation methods and aids in delivering a speech to an audience
- Practicing speaking using a brief, minimally outlined speeches
- Recognizing problematic vocal and nonverbal delivery patterns in order to transform as a speaker

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

- Critiquing speeches, which may be based on Critical Thinking Rubric, and will be based on general guidelines for proper public discourse
- 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, speech organizer, 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 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 be 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 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. Occasionally, 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 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, two in-class assignments, and classroom participation. Grades are based on a 1,000-point scale.

Grades will be determined in the following manner:

Ice Breaker: 0 points

Impromptu: 0 points

In-class Assignment: 50

In-class Assignment: 50

Cultural Artifact Speech: 100 points

Informative (Process) Speech: 150 points

Civic Issues (Persuasive) Speech: 250 points

Speaker Evaluation Written Report: 100 points

Group Presentation: 200 points

Attendance and Participation: 100 points

Final four 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. Failure to do so consistently will affect your grade. **Letting the instructor know ahead of time of an absence is crucial.** Participation and listening attentively to your fellow students' speeches is equally important. Unexcused absences will affect your final grade. If you have an unexcused absence on the scheduled day of your presentation, you will have one opportunity to make it up. If you fail to do so, 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. A pattern of attending only on days you present show a lack of support for your classmates and will be reflected in your Attendance and Participation grade.**

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 vital, therefore, that you be at all classes during your classmates' speeches. Doing so is also a sign of respect. It is not enough, however, 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.

Unexcused absences are not acceptable in this class.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call, text 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 unless arranged ahead of time.
- 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:

1. 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.

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, 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://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

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 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.

WEEKLY CALENDAR

Week 1:

January 14

Rose Spinelli - AMA

Introduction to the class including syllabus, assignments, readings, and the importance of critical thinking.

In-class Assignment:

Story exchange

Introduce Ice Breaker Speech

January 16

Present Ice Breaker Speech

Self-analysis and class feedback

Introduce Impromptu Speech

Week 2:

January 21

Present Impromptu Speeches

January 23

Analyze and give feedback for Impromptu Speech

Introduce Cultural Artifacts Speeches

Week 3:

January 28

Introduce Informative (process) Speech

Assignment:

TBD

January 30

Reading, Screening, Discussions TBD

Week 4:

February 4

Present Cultural Artifacts Speeches

Outline and citations due with presentation

February 6

Complete Cultural Artifact Speeches

Self-analysis and class feedback

Week 5:

February 11

Discuss Topic Mapping and Outlining

Informative Speech preparation:

As a group, we will bat around ideas for your Informative Speeches. This will be a good opportunity to give and receive feedback about your ideas. Typed proposal is due by end of day Thursday.

**If you prefer to retain the surprise element of your speech, and therefore choose not to share your idea with the group, that is fine.

Remember I must get a written proposal from you about your topic this week. You will not benefit from feedback if you opt for this approach, but if you feel confident, go for it.

February 13

See February 11

Week 6:

February 18

Introduce Civics Issues Speeches

The Art of Rhetoric

February 20

Introduce Group Presentations

Groups are selected by instructor.

Break out into groups. Students select topics and divide labor, general collaboration strategy.

Week 7:

February 25

Mid-term break

February 27

No Class – Written Evaluation due if you're not presenting it

Week 8:

March 3

Spring Break

March 5

Spring Break

Week 9:

March 10

In-class Analysis Assignment TBD

March 12

Present Informative Speeches

Outlines and citations due with presentation

No late outlines accepted.

Week 10:

March 17

Present Informative Speeches (if needed)

Outlines and citations due with presentation

No late outlines accepted

March 19

Present Informative Speeches

Outlines and citations due with presentation

No late outlines accepted

Week 11:

March 24

Present Group Speeches

March 26
Present Group Speeches

Week 12:
March 31
Individual meetings about Civics Issues proposals

April 2
Individual meetings about Civics Issues proposals

Week 13:
April 7
Possible in-class assignment or TBD

April 9
Possible in-class assignment or TBD

Week 14:
April 14
Present Civics Issues, if you're ready to go

April 16
Present Civics Issues

Week 15:
April 21:
Present Civics Issues Speeches

April 23
Present Civics Issues Speeches, continued
Final Class. Wrap up and celebration

*****No Final Exam**