

## Course Syllabus 8-30-15

### COMMUNICATION 101-02: Public Speaking & Critical Thinking Fall 2015 Mon.—Wed.—Fri. 12:35 – 1: 25 p.m. August 24, 2015 – December 4, 2015

**Instructor:** Virginia Mann

**Office:**

**Office Hours:** I try to be as accessible as possible to students. Please don't hesitate to contact me via email or telephone. Emails, of course, may be sent at any time. Phone calls are preferred between 9:00 a.m. and 9:00 p.m. If you would prefer to meet in person at a time other than scheduled office hours, I will make every effort to accommodate you.

I will be available on the Lake Shore Campus on most Mondays from 1:30 – 2:00p.m.  
I will also have office hours in Lewis Towers on Mondays from 3:00 – 4:00 p.m.

**Email:** vmann1@luc.edu

**Telephone:** 312-420-3344

**Mailbox:**

**Classroom:** Lake Shore Campus, Mundelein 203

#### REQUIRED TEXTS:

- DK Guide to Public Speaking, Lisa A. Ford-Brown, Pearson ISBN# 13: 978-0-205-93013-5
- Additional readings to be provided or recommended by the instructor.

#### PLEASE NOTE:

The instructor reserves the right to make changes in the course schedule and class assignments. Students should attend class, check their email and check Sakai to make certain they are up-to-date with class activities and aware of any changes.

#### COURSE DESCRIPTION:

This introductory course is designed to supply students with the skills of public address, a fundamental understanding of critical thinking practices, foundational tenets of communication theory, a grasp of the relationship between context and communication, and a sense of the social responsibility that comes with the capacity for communication. The course may include lectures, guest speakers, group and individual projects and other activities.

The course will cover the key aspects of researching, writing and delivering speeches. Listening and critical thinking will also be important aspects of this class. Students will be required to deliver multiple speeches/presentations during the course of the semester.

## **COURSE OBJECTIVES:**

1. To help students gain confidence in public speaking.
2. Familiarize students with the ethics of communications.
3. Provide guidance on appropriate research resources for public speaking
4. Utilize critical thinking in the development of speeches
5. Learn how to develop, deliver and critique speeches

## **COURSE GRADING**

### **Class Participation, Quizzes, Homework, Written materials (other than speeches): 20%**

Students are expected to attend every class. Students are also expected to share ideas, ask questions, volunteer solutions and participate in discussion. To maximize their ability to participate effectively it is important to come to class prepared. This includes having completed assigned readings and being prepared to discuss them. Students may be expected to complete quizzes and essays during the course of the semester.

### **Speeches: 40%**

Students will deliver speeches and other communications during the course of the semester. They will work on individual and group presentations. A variety of factors will figure into grading for speeches including but not limited to:

- Appropriateness of topic
- Research
- Organization
- Quality of writing
- Delivery
- Presentation aides

### **Mid-Term and Final Exams: 40%**

Students will be expected to complete a mid-term exam that will cover materials presented in class and related readings up to the mid-term and a final exam. Exams will likely include a combination of multiple choice and/or essay questions.

## **ATTENDANCE:**

Students are expected to attend class. Should there be a required absence, it is the student's responsibility to obtain and complete assignments from other students and complete it for the next class meeting. **Absence during an exam is not acceptable. If you must be absent those days, you must contact the instructor in advance.** Students missing an exam will be required to present medical or other emergency/official documentation explaining their absence before they will be permitted to make up the exam. **Missing classes will likely contribute to a lower grade for class participation.**

## DEADLINES

Communication professionals **always meet deadlines**. Assignments are due at the beginning of class. Late assignments will not be accepted. If you must miss a class, your assignment still must arrive on time. Penalties for missed deadlines are even more severe in the real world.

## GRADING SCALE

**Total available points for this class will be 1,500**

**Students will need the associated points to earn the grades below:**

A	1,395-1,500	A-	1,350-1,394
B+	1,320-1,349	B	1,245-1,319
B-	1,200-1,244	C+	1,170-1,199
C	1,095-1,169	C-	1,050-1,094
D+	1,020-1,049	D	9,045-1,019
F	below 899		

## CLASSROOM MANNERS

Cell phones should be turned off and kept in your bag. Be respectful of fellow students and be in your seat when class begins. Use laptops or pads in class for notes only. Listening and participation are important to your grade. It's hard to do either if you are using your laptop for other activities. Hold side conversations outside the classroom. Pay attention to your fellow classmates. Provide constructive feedback when they speak. Engage in conversations about classwork.

## TIPS FOR SUCCEEDING IN THE COURSE:

- Attend class. If the instructor talks about it during class it must have some significance.
- Read the text prior to the date it will be discussed in class. If something is not clear ask about it in class. Participate in discussions about the readings.
- Proof and edit your work. Re-write, edit, and edit again. Follow AP style. Use Spell Check. All public relations work is about communicating effectively and professionally. Students are expected to use correct spelling, punctuation and grammar. **Points may be deducted for spelling, grammar and punctuation errors.**
- Keep up with the work and the readings. Don't put off what you need to do.
- Style counts. Communication isn't just about the words. Materials are expected to be professional. Handwriting must be legible. Quality counts in all communications.
- Have fun. Remember, this class should be beneficial to you no matter what you do in 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](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.

**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.

## **Public Speaking & Critical Thinking Class Schedule**

The following is a working schedule. Additional readings and speakers will be announced in class. **The class schedule is subject to change.**

### **Week**

Week 1

Aug. 24-26-28

### **Introductions-Goals-Syllabus-Fundamentals-Interviews- Chapter 1**

Overview of Public Speaking

Week 2

Aug. 31-Sept. 2-4

### **Ethics, Chapters 1, 2 & 3**

Ethics, Audience (generations) & Situation  
Selecting Topic & Purpose

Week 3

September 9 & 11

### **Chapter 4, 9-11 speech**

Outline, Research, Resources,  
Students will deliver a 1-2 minute speech on 9-11

Week 4

Sept. 14-16-18

### **Chapter 5**

Support materials

Week 5

Sept. 21-23-25

### **Non-original speeches, Chapter 6**

Students will deliver a 3 minute, non-original speech  
Mid-term review

Week 6

Sept. 28-30-Oct. 2

### **Chapter 6, Guest Speaker, King's Speech**

Outlining your speech  
Guest speaker – critical thinking  
No class will be held on Oct. 2. Students are expected to watch the movie, The King's Speech. It is available at Cudahy Library and can be checked out for a 4 hour period. **Content from the movie will be part of your mid-term and final exams.**

Week 7

Oct. 7-9

### **Review of semester to date, Mid-term exam**

Review of materials to date & discussion of the King's Speech  
Mid-term exam  
Outlining your speech

Week 8  
Oct. 12-14-16

**Chapter 7, 8 & 9**  
Organizing your speech  
Using language effectively

Week 9  
Oct. 19-21-23

**Chapter 10 & 11, group project work**  
Voice & delivery  
Presentation aids  
Students will use class time to work on their business brief presentations

Week 10  
Oct. 26-28-30

**Chapter Business Brief presentations with Q & A,**  
Listening & Evaluating  
Students will work in groups of 2-3 to deliver a business brief presentation of 5-7 minutes followed by 2 minutes of Q & A

Week 11  
Nov. 2-4-6

**Chapter 12, 13, 14,**  
Listening  
Evaluating speeches  
Informative Speech

Week 12  
Nov. 9-11-13

**Chapters 15, 16, 17**  
Persuasive speeches  
Special events

Week 13  
Nov. 16-18-20

**Chapter 18, 19**  
On-the-job  
Small groups

Week 14  
Nov. 23

**Semester Review**

Week 15,  
Nov. 30-Dec. 2-4

**Persuasive speeches**  
Students will give a 5 minute persuasive speech.

**Final Exam, Dec. 11, 9:00 a.m. – 11:00 a.m.**

**Syllabus is continued on the next page**



**PLEASE NOTE:** The class schedule may be adjusted to accommodate speakers. At this time, we expect to have outside speakers address the following topics:

- Critical thinking
- Visual aids
- Finding speaking opportunities % engaging your audience
- Interviewing

### **Speeches**

Students will be required to give the following speeches/presentations. Additional detail will be provided in class. Dates and topics are subject to change:

- **9/11**  
A 1-2 minute speech about September 11, 2001
- **Week of Sept. 21**  
**Non-original**  
Students will give a 2 to 3-minute segment of a speech originally delivered by someone of prominence. Books with speeches can be found in Cudahy library. Students are expected to present the instructor with a copy of the entire speech with a note about the section they will use. The segment should tell an important story. Students may take different segments of the speech to create the 3-minute segment, but should not change the message of the speech. The speech can be on any appropriate topic and from any period in history.
- **Business brief & press conference**  
Students will work in groups of 2 or 3 to deliver a 5 minute (for groups of 2) or 7 minute (for groups of 3) presentation about some aspect of a publicly traded company. It can be about their business as a whole, about a specific product, a marketing campaign, their charitable endeavors, employees, executives, etc. After their presentation, students will respond to Q & A about their topic in a press conference style Q & A session.
- **Persuasive speech**  
Students will deliver a 7 minute persuasive speech about an appropriate topic.
- Additional speeches may be added to the syllabus.

For all speeches, students are encouraged to work with their instructor to make certain that topics and approach are appropriate for their audience. Any student or group believing they would benefit from additional guidance or instruction should reach out to their instructor for assistance.