

COM 101 – Public Speaking & Critical Thinking

Monday, Wednesdays, Fridays

2:45 – 3:35 p.m. SOC 013

Instructor: Alina Dizik

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Office hours: I'm available for at least 30 minutes after each class. Let me know after class or ahead of time if you'd like to meet, so I'm sure to be available. If these times don't fit your schedule, feel free to set up an appointment by emailing me at adizik@luc.edu. Throughout the semester, feel free to email me any time with questions about your work and career goals. As a working professional, I value the opportunity to answer any career-related questions in addition to topics we'll cover throughout the course.

Textbook: "A Speaker's Guidebook" By Dan O'Hair, Rob Stewart and Hannah Rubenstein Publisher: Bedford/St. Martin's

### **Course description**

This course is designed to teach you how to research, organize, write and deliver speeches. 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. As a listener, you will learn what it means to be an effective public speaker. More importantly, **we'll be recording all of your speeches so you can analyze your own strengths and weaknesses to understand how to improve your public speaking skills going forward.** Improving your impromptu public speaking skills is another core part of the course.

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 effectively
- Speaking clearly using lively words.
- Using proper presentation methods to deliver a speech to an audience
- Doing impromptu public speaking
- Critiquing speeches based on the guidelines for proper public discourse
- Expressing your opinions about a speech in a constructive, supportive manner
- Listening and viewing a recording of your own presentation and submitting a self analysis of your speech as the final exam

### **Grading**

You will be graded based on four speech presentations, a written report evaluating a public speaker, five short pop quizzes based on the textbook chapters, classroom participation and a final analysis of your previous speeches. Beyond these assignments, there are no tests for either the midterm or the final. Grades are based on a 1,000-point scale.

Grades will be determined in the following manner

Informative Speech: 100 points

Cultural Artifact Speech: 100 points

Textual Analysis Speech: 100 points

Persuasive/Civic Issues Speech: 100 points

Speaker Evaluation Written Report: 100 points

Impromptu reading quizzes (20 points each): 100 points

**Classroom Attendance and Participation: 200 points**

Final speech self-analysis: 200 points

All speeches must be accompanied by a detailed outline and a source list. They are due no later than 24 hours after your speech and make up 25% of your grade for the speech. Grading criteria for each speech will be given out at a later date.

All four speech presentations must be recorded by the student. The outline should be neatly typed. Each listener will turn in a quick analysis to each presenter.

#### 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

Class participation is critical and so is showing up to class ready to learn and on time. We are a small group and depend on one another 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, which is why participation and attendance account for a full 20% of your final grade. The only way to get the full 200 points for class participation is to be an active contributor every time we meet. 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.

#### Ground rules for class

- You will make every effort to record each of your own speeches with either your phone, computer, tablet or another recording device for your self-analysis final exam. I will also record your speech as a backup.
- If you miss a class of lecture, you are responsible for getting the notes from another student. Authorized absences for travel (e.g, travel for a club or team) must be cleared with me in advance. Documentation must be provided.
- Ten points is deducted from your final grade for any unexcused absences.
- Laptop/Smartphone use: Laptops and other digital devices cannot be used to take notes during lectures, unless you bring in a document saying you have a reason for doing so. Using one without such permission will count as a late (see "Policy on lateness," below). You may only use a laptop or smartphone to record your own formal speeches.
- Class Participation: Questions and comments are welcome in class. Inappropriate classroom behavior (rudeness to others: being disruptive, distracting, or disrespectful) can lower your final grade by as much as 100 points, at the discretion of the professor. You cannot receive an A in this class if you never contribute.
- Policy on lateness: Come to class on time. Coming in late disrupts the class. Everyone is entitled to two late arrivals. However, for every time you are late after that, you will lose ten points. This can affect both your grade at midterm and your final grade. These behaviors also count as lates and are penalized ten points:
  - Leaving during class (unless it is for a documented medical reason)
  - Looking at your computer/cell phone, or doing other work during class or speeches
  - Using your laptop, unless you have a documented reason for needing to use one.
  - Chewing gum

\*Please note that dates are subject to change. A quiz may be given at the beginning of class on any day for which readings have been assigned. Additional readings and videos will be assigned as the semester moves forward.

#### Week 1

1/20 Introduction, syllabus, modern public speakers

1/22 Stage fright, accents and other hurdles [read chapter 3 “Managing Text Anxiety” of textbook for today’s class]

Week 2

1/25 – Analyzing informative speeches and topic selection

1/27 – impromptu speech exercise

1/29 – Principles of public speaking [read chapter 4 “Listeners and Speakers”]

Week 3

2/1 – Organizing and outlining [read chapter 13 “Types of Organizational Arrangements” and chapter 14 “Outlining the Speech”]

2/3 – **Informative Speeches**

2/5 – **Informative Speeches**

Week 4

2/8 – Introductions and conclusions [read chapter 15 “Developing the Introduction” and chapter 16 “Developing the Conclusion”]

2/10 – Exploring cultural artifacts, thinking about speech ideas

2/12 – Guest speaker – public speaking in reality television

Week 5

2/15 – Analyzing cultural artifacts and topic selection

2/17 – impromptu speech exercise

2/19 – Audience analysis and topic selection [read chapter 6 “Audience Analysis and Topic Selection”]

Week 6

2/22 – Dissecting iconic speeches

2/24 – **Cultural Artifact Speech**

2/26 – **Cultural Artifact Speech**

Week 7

2/29 – special occasion speeches

3/2 – public speaking in the workplace, resume prep for mock job interviews next month

3/4 -- Guest speaker – Public speaking through the ages

Week 8 – NO CLASS

Week 9

3/14 – analyzing texts and speech topic selection [read chapter 7 Selecting a Topic and Purpose]

3/16 – impromptu speech exercise

3/18 – speaking tips from the pros

Week 10

3/21 – **Textual Analysis Speech**

3/23 – **Textual Analysis Speech**

3/25 - NO CLASS

Week 11

3/28 - NO CLASS

3/30 – Speaker evaluation ideas

4/1 – Learning from self-analysis [Read chapter 18 “Vocal and Nonverbal Delivery”]

Week 12

4/4 – Analyzing civic issues and speech topic selection  
4/6 – Common mistakes  
4/8 – Guest speaker

Week 13

4/11 – Public speaking remotely – guest speaker  
4/13 – **Civic Issues Speech**  
4/15 – **Civic Issues Speech**

Week 14

4/18 – Mock job interviews [Bring resume to class]  
4/20 – Mock job interviews [Bring resume to class]  
4/22 – Learning from self analysis

Week 15

4/25 – **Speaker evaluation written report due**  
4/27 – impromptu speech exercise  
4/29 – impromptu speech exercise

Week 16

**Final exam speech analysis due on 5/4.** No in-person final

About the instructor: I'm an adjunct professor at Loyola and a freelance journalist. I live in Chicago. Most of my work is done out of coffee shops. My stories have been published in the Wall Street Journal, BBC, Entrepreneur, Crain's, iVillage, Woman's Day, BusinessWeek, BBC, Reuters and the Financial Times. I report on a variety of topics including dining trends, consumer lifestyle and entrepreneurship. I'm an international news junkie, travel extensively and love gadgets. In the past, I've created a reality show for Lifetime and covered red carpet events for Us Weekly. I've appeared on Good Morning America, NPR and various U.S. radio stations about my work. Follow me on Twitter @Dizik

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.

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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.)