



*Preparing people to lead extraordinary lives*

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**Mailbox(es):** SOC – 51 E. Pearson, 2<sup>nd</sup> floor - deliver coursework to Ms. Michelle Bukowski or desk attendant, **by prior arrangement only.**

**COMM 103 - Section 202 (3626) - Business and Professional Speaking**  
**Syllabus, Spring 2016**

**Wednesdays, 7:00 - 9:30 p.m. WTC School of Communications Bldg., Room 010**

**Jan. 19, 2016 – May 7, 2016**

**Course Description:** This class examines the theory and practice of audience analysis, message design, and oral/verbal presentation for professional speakers, with **an emphasis on communication in business and professional organization settings**. Students will demonstrate presentation skills in simulated settings. In keeping with Loyola University Chicago's Jesuit mission, social justice topics will be included.

**Course Objectives:** Oral/verbal communication skills are invaluable for success in every field of endeavor. The goal of this course is to help students improve abilities to prepare and deliver speeches. Students also participate in group exercises, written assignments and readings. Fundamentally, the course provides students with an understanding and application of the complexities of public speaking through analysis of audience and purpose, speech preparation, speech delivery, and assessment of reaction. Public presentations are also opportunities for the student to learn more about him/herself.

**Learning Outcomes:**

Students successfully completing this class will know how to:

- Select and develop topics for speeches
- Assess research and data
- Reason information and concepts into a speech context
- Organize speeches
- Present ideas in a logical, clearly understandable manner consistent with subject matter and situation
- Control speech anxiety and nervousness
- Increase self-confidence in public speaking
- Develop critical listening abilities for evaluating ideas, attitudes, beliefs and behaviors

**Required Materials:**

Quintanilla, Kelly M. and Shawn T. Wall. *Business and Professional Communication: Keys for Workplace Excellence*. 2<sup>nd</sup> ed. SAGE: Thousand Oaks, CA, 2014. Also, students are required to view *A King's Speech* which involves obtaining it on one's own (Netflix, library, etc.) and reflecting in writing about it outside of class time.

**Supplemental Materials:**

Additional readings may be posted on Sakai or provided in class. Students are responsible for such readings whether or not they are discussed in class.

**Recommended Reading:**

For additional benefit, it is suggested that students consider reading *Presence* by Harvard educator Amy Cuddy, which was just published in January 2016.

**Course Requirements and Grading Criteria:**

Students receive advance notice of the speaking assignment schedule and are graded individually, even when the overall assignment is a group project. Students are required to present the instructor with a speech outline at the time of presentation. Students will be evaluated on each major speech on the day/while it is delivered. Grades will be given based on quality of work: attendance, preparedness, speech delivery, and classroom participation including audience feedback. Speech grades are cumulative. All written assignments/outlines must conform to Modern Language Association (MLA) current style and be typed double-spaced in 12-point font with one-inch margins. They must also be proofread for organization and grammar, punctuation and spelling (GPS).

**Assignments and speeches must be presented/submitted in class. NO ASPECT OF ANY SPEECH ASSIGNMENT WILL BE ACCEPTED VIA EMAIL. To pass the class, each student must deliver five speeches reflecting content memorization; substitute assignments are not available for missed speech presentations due to the audience component.**

**Course Grading Scale:**

A 100-93%; A- 92-90; 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 and below

**Professionalism/Attendance:** Students are expected to display professionalism and respect through regular class attendance; arriving on time; being prepared for class; and participating for the full class period. In addition, students are expected to actively contribute in discussions and stay engaged during lectures and speech presentations. Using electronics while another student presents a graded speech will result in lost participation points. Students are also expected to show respect for others' opinions and experiences through verbal and body language.

Prior notice is expected for an excused absence unless emergency documentation is provided. Students who leave early or miss class without consideration are subject to an unexcused absence notation. **Two unexcused absences will impact class participation grade, a component of the final grade.** Students are responsible for any assignments or requirements missed during an absence. Also, Loyola has many religious traditions represented amongst the student population. If a major holiday observance conflicts with class attendance, students are responsible to discuss it with the professor during the first week of the semester.

**Make-Up Examinations:** Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Examinations represent a critical component of student learning, and required examinations should be taken during a regularly scheduled class period. **Make-up examinations are discouraged and may be granted only for unavoidable circumstances** (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance.) A make-up final examination may be scheduled only with the permission of the appropriate Assistant or Associate Dean. If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at the Lake Shore Campus.

**Academic Integrity:** Academic dishonesty is unacceptable and 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 an 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 coursework 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.

**Loyola University Chicago's Faculty Center for Ignatian Pedagogy has identified the sharing/sale of course materials including individual course notes, assignment rubrics and other related material via web services such as OneClass, Study Blue and similar organizations as a violation of copyright/intellectual property rights. Therefore, materials from this course cannot be shared outside the course (direct classmates and instructor) without my written permission.**

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>.**

For further information about the expectations for academic integrity and sanctions for violations, students can consult: <http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf> or <http://www.luc.edu/soc/policy.shtml>.

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>	<b>% of Grade</b>
<b>Impromptu/Self Concept Speech</b>	Introductory class exercise; based on textbook		5%
<b>Informative Speech</b>	Individual, research based; social justice emphasis, inc. rev. of textbook (Chap. 11)		10%
<b>Small Group Presentation Speech</b>	Two to four in group, focus on presenting business opportunity/ solution; based on textbook.		15%
<b>Partner Speech</b>	Create speech from interview with partner; based on textbook		10%
<b>Persuasive Speech</b>	Individual, focus on obtaining business funding; based on textbook (Chap. 11)		15%
<b>Individual Speech Outlines; Attendance and Participation</b>	Formative assessments/outlines are based on each assignment (total of five x 4%).	Ongoing per each assignment. Participation also includes reflective writing.	20% + 10% (5%+5%)
<b>FINAL EXAM</b>	Summary course exam	Finals administered during exam week, May 2016	15%

**Instructor Information/Policies:** 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 to meet his/her needs and assignment due dates. Tutoring is available throughout the semester; consult [www.luc.edu/tutoring](http://www.luc.edu/tutoring). To **minimize distractions** to others, laptops must be closed during class unless the instructor requests use. Cell phone and other wireless/device usage is not allowed while class is in progress. Refer to **course site** for notes, slides and other class-related handouts/resources. Please set up an appointment or visit me during office hours to discuss **individual class performance**. **I return e-mails and phone calls in a timely manner** and expect the same from students. **Course communication** will be sent to your Loyola e-mail address. I am unable to send information about grades or other academic work to a non-Loyola-email address. Continue to check Loyola email accounts until final grades are posted.

**Schedule (Subject to Change)**

<b>Class #/Date:</b>	<b>Topic:</b>	<b>Due Next Class:</b>
<b>Week One/January 20, 2016</b>	<b>Class welcome/course and syllabus introduction;</b> impromptu introductions; <b>gaining comfort</b> in giving presentations and speeches; <b>discussion</b> of prominent speakers	<b>Re-read</b> syllabus, contact w/?s; <b>read</b> text-book chapter 1 (overview); <b>read</b> chap. 2 (verbal/non-verbal) esp. pg. 42-44 (relevance to business); <b>read</b> chap. 11 inc. pgs. 269-71 (purpose) – emphasis on pg. 270 (impromptu); <b>read</b> chap. 12 pgs. 290-91 (audience).

<p><b>Week Two/Jan. 27, 2016</b></p>	<p><b>Introduction</b> of Individual (self-concept) Speech; <b>discussion</b> about audience, situation, topic and purpose (pg. 291); parts of an outline, creating an outline, and citing sources; organizing a speech, introducing and concluding speeches.</p>	<p><b>Read</b> chapter 13 esp. pgs. 315-19 (outline) and pgs. 316-326 (pres. aids); <b>read</b> chap. 12 (speech design) esp. pgs. 292-296 (research) and pgs. 299-301 (introductions/conclusions).  <b>Prepare</b> outline and Impromptu/Self Concept Speech; <b>turn in and present</b> at next class.</p>
<p><b>Week Three/Feb. 3, 2016</b></p>	<p><b>Presentation</b> of Individual (self-concept speeches); <b>discussion</b> of cultural artifacts/ presentation aids; <b>discussion</b> of social justice topics inc. Malala, Howard Schultz, Freedom of Speech, etc.</p>	<p><b>Read</b> chapter 5 - emphasis on pgs. 116-118 (language); <b>review</b> chap. 12 pgs. 304-5 (language); <b>read/utilize</b> chap. 12 pg. 294 (interviewing); <b>read</b> chap. 4 pg. 92 and chap. 10 pg. 244 for info relevant to career</p>

<p><b>Week Four/Feb. 10, 2016</b></p>	<p>In lieu of meeting at SOC bldg, rm.10, students are responsible to obtain and view <i>The King's Speech</i> in its entirety (2 hrs.) on their own and to complete the reflective writing assignment (.5 hrs). Students are also responsible to email me at <a href="mailto:edaly2@luc.edu">edaly2@luc.edu</a> by 5 p.m. on <b>Friday, Feb. 12, 2016</b> to confirm viewing the film and to request confirmation of social justice topic for upcoming speech. Failure to email by this time will result in participation penalty.</p>	<p><b>Reflective writing</b> assignment re: film to be <b>submitted</b> at next class (counts towards participation pts.). <b>Re-view</b> chap. 11, informing and persuading.</p>
<p><b>Week Five/Feb. 17, 2016</b></p>	<p>Submit film reflective writing/discussion; in class reflective writing on Chap. 11 with discussion (pg. 282), relevance to social justice issues.</p>	<p><b>Read</b> chap. 3 inc. 57-58; <b>read</b> chap. 14 pg. 352; read chap. 6 pgs. 129-31; <b>prepare</b> outline and Informative Speech; <b>turn in and present</b> at next class</p>

<p><b>Week Six/Feb. 24, 2016</b></p> <p><b>Week Seven/March 2, 2016</b></p>	<p><b>Presentation</b> of Informative Speeches; <b>discussion</b> of Small Group Presentation Speeches</p> <p>Instructor consultation and in-class work on Small Group Presentations – bring laptops for research, etc.</p>	<p><b>Review</b> chap 13 pgs. 326-328 – team presentations; <b>Review</b> chap. 12 pgs. 292-296 (research).</p> <p><b>Prepare</b> outline and Small Group Presentation Speech; turn in and present at next class</p>
<p><b>Week Eight/March 9, 2016</b></p>	<p><b>NO CLASS</b></p>	<p><b>SPRING BREAK (March 7-12, 2016)</b></p>
<p><b>Week Nine/March 16, 2016</b></p>	<p><b>Presentation</b> of Small Group Presentation Speeches, inc. discussion.</p>	<p><b>Read</b> Chap. 9</p>
<p><b>Week Ten/March 23, 2016</b></p>	<p>Speech continuation if needed; <b>Introduction</b> of Partner Speeches, including pairing.</p>	<p><b>EASTER HOLIDAY (March 24, 2016 from 4:15 p.m. through March 28, 2016 at 4:15 p.m. University Offices closed on Good Friday, March 25, 2016.)</b></p> <p><b>Review</b> chap. 11 pgs. 268-278 (appeals, parts of argument)</p>

<b>Week Eleven/March 30, 2016</b>	<b>Discussion</b> of business and professional communications – proactive/PR and social media; in-class partner <b>interview meetings.</b>	<b>Prepare</b> outline and Partner Speech; turn in and present at next class
<b>Week Twelve/April 6, 2016</b>	<b>guest speaker - TBA, discussion. Presentation</b> of Partner speeches, possible continuation.	<b>Review</b> chap. 11 pgs. 268-278 (appeals, parts of argument)
<b>Week Thirteen/April 13, 2016</b>	Continuation of partner speeches if needed; <b>introduction</b> of Persuasive Speeches	<b>Prepare</b> and finalize outline of Persuasive Speech; <b>turn in and present</b> at next class
<b>Week Fourteen/ April 20, 2016</b>	<b>Persuasive Speech presentations, possible continuation.</b>	Review and study assigned textbook readings.
<b>Week Fifteen, April 27, 2016</b>	Continuation of persuasive speeches if needed; <b>course wrap up</b>	Complete preparation for final exam.
<b>Week Sixteen, May 4, 2016</b>	<b>FINAL EXAM/must attend.</b>	See professor if needed.
<b>No later than Friday, May 6, 2016.</b>	<b>Make up exam as mandated by spec. circ. BY APPT. ONLY; SEE INSTRUCTOR</b>	<b>Enjoy SUMMER BREAK!</b>

**Please note:** This class may occasionally deviate from the course outline. The instructor reserves the right to make changes as needed to the course syllabus.