

# BUSINESS AND PROFESSIONAL SPEAKING

## COMM 103 - section 201

### SPRING 2020

Instructor: Ed Forst

Monday, Wednesday and Friday - 9:20 a.m. - 10:10 a.m.

School of Communication – Room 326 – Corboy Law Center-

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Office Hours: By appointment

#### Course Description

This class examines the theory and practices 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. There will also be an inclusion of social justice topics.

#### Course Objectives:

Oral/verbal communication skills are invaluable for success in every field of endeavor. The goal of this course is to help student 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:

COMM 103 aims to provide students with an awareness and appreciation of the principles of effective public speaking gained by assigned readings the viewing of selected speeches on videotape and broadcast, and by class lectures and discussions. Students will know how to:

1. Select and develop topics for speeches
2. Organize speeches
3. Assess research and data
4. Reason information and concepts into a speech context
5. Control speech anxiety and nervousness
6. Increase self confidence in public speaking
7. Develop critical listening abilities for evaluating ideas, attitudes beliefs and behaviors.

## Required Course Materials:

Quintanilla, Kelly M. and Shawn T. Wall. Business and Professional Communication: Keys for Workplace. 2<sup>nd</sup> ed. Sage: Thousand Oaks, CA 2014.

## Course Policies

### Preparation for Class and Attendance

Attendance is crucial for success in this class. If you miss a class, you are expected to email me before the class and gets notes from a classmate. The class works as a team and everyone must come to participate. Please turn off all cell phones. No texting or emailing allowed. Please be prompt to every class day especially on speech days. The last day to withdraw from class is March 23<sup>rd</sup>.

### Lateness and Incompletes:

All assignments must be turned in on time. No assignments are accepted by email. Each student will be given an advanced schedule for individual speaking assignments.

## Classroom Respect:

All students must be shown respect and courtesy. This is a public speaking course designed to improve our speaking and listening skills. We will be listening, learning and sharing from each other. There will be several evaluations and sessions for comments, suggestions, including constructive critiques. Students are expected to exhibit a supportive attitude for all speakers and an appreciation for diversity in opinions, beliefs, and values.

## 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 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, 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.

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 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 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](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 by 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](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)

The School of Communication maintains a permanent record of all instances of academic dishonesty. This 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.

#### STUDENTS WITH LEARNING 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.

#### MANAGING LIFE CRISES AND FINDING SUPPORT

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf- please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu).

Graded Assignments:

The Speeches:

Impromptu / Self Concept Speech: 50 points 3-5 minutes

Small Group Presentation: 200 points - 10-15 minutes

Informative Speech: 100 points - 8-10 minutes

Partner Speech: 100 points 6-8 minutes

Persuasive Speech: 100 points 7-9 minutes

Product Speech- Power point: 100 points 9-11 minutes

Social Justice Issues Speech: 100 points 7-9 minutes

Speaker Evaluations – 100 points

Classroom Attendance and Participation: 100 points

Final Exam - 100 points

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

Schedule:

Week one - Introduction and Syllabus Read chapter 1, 2, 11, 12, prepare outline for self-concept speech (January 13<sup>th</sup>- January 17<sup>th</sup>)

No class – January 20<sup>th</sup> – Martin Luther King, Jr.

Week two - Non-verbal communication and presentation skills. Self-Concept Speech (January 22-24)

Week three - Set up small groups and discuss small group Communication principles - (January 27<sup>th</sup> - January 29<sup>th</sup> - January 31<sup>st</sup>)

Week four – Working in Small Group Communication (Feb 3<sup>rd</sup><sup>th</sup>- Feb 5<sup>th</sup> – Feb 7<sup>th</sup>)

Week five – Small group presentation and get ready for the Informative Speeches (Feb 10<sup>th</sup>- Feb 12<sup>th</sup>- Feb 14<sup>th</sup>)

Week six – Informative Speeches and getting ready for the Partner Speeches (Feb 17<sup>th</sup> – Feb 19<sup>st</sup> – Feb 21<sup>st</sup>)

Week seven - Partner Speeches and get ready for the Persuasive Speeches (Feb 24<sup>th</sup> – Feb 26<sup>th</sup> – Feb 28<sup>th</sup>)

Spring Break - No Classes – March 2<sup>nd</sup> through March 9<sup>th</sup>

Week Eight - Persuasive Speeches (March 9<sup>th</sup> – March 11<sup>th</sup>, March 13<sup>th</sup>)

Week Nine - Product Speeches (March 16<sup>th</sup>, March 18<sup>th</sup>, March 20<sup>th</sup>)

Week Ten - Product Speeches (March 23<sup>rd</sup>, March 25<sup>th</sup>, March 27<sup>th</sup>)

Week Eleven – Social Justice Debates (March 30<sup>th</sup>, April 1<sup>st</sup>, April 3<sup>rd</sup>)

Week Twelve – Social Justice Debates (April 6<sup>th</sup>, April 8<sup>th</sup>)

Good Friday – No Class - April 10<sup>th</sup>

Easter Break – No Class – April 12<sup>th</sup>

Week Thirteen - Logic and Presentations and Social Justice Speech (April 22<sup>nd</sup>- April 24<sup>th</sup>)

Final Exam – Saturday, May 2 1:00 p.m. to 3:00 p.m.

**“A” Speech (90-100%)** - To receive a grade of “A” on your presentation you will need to meet the following requirements:

- Outline and bibliography are **impeccable (when assigned)**, i.e. well-structured, well thought-out and free of typos.
- Deliver a speech that is organized with a **structurally sound** introduction, clear body of arguments and memorable conclusion.
- Develop a bibliography that includes **scholarly research** as well as mainstream sources.
- Use arguments within the speech that are clearly articulated, well-reasoned and supported with **strong evidence** (including citations).
- Use **extemporaneous style of speaking**.
- Presentation is given with **energy and enthusiasm**.
- Demonstrate a **sufficient level of knowledge** while answering questions from the audience.
- Use handouts or **visual aids** to enhance the speech.
- Course concepts are clearly identified and applied.

**“B” Speech (80-89%)** - - To receive a grade of “B” on your presentation you will need to meet the following requirements:

- Hand in a completed and **correct outline and bibliography (when assigned)** at the time of your speech.
- Deliver a speech that falls within the minimum and maximum time limits.
- Deliver a speech that has an **effective introduction, body and conclusion**.
- Speech has **clear organization**, i.e. main points are clearly delineated and transitions are used.
- Develop a bibliography that shows **adequate research**.
- Use **clear arguments** that are supported with evidence (**including citations**).
- Utilize a **basic level of extemporaneous speaking**.
- Presentation is given with **energy and enthusiasm**.
- Adequately answer questions from audience.
- Course concepts are clearly identified and applied.

**“C” Speech (70-79%)** - - To receive a grade of “C” on your presentation you will need to meet the following requirements:

- Hand in an outline and bibliography at the time of your speech (when assigned).

- Deliver a speech that falls within the minimum and maximum time limits.
- Deliver a speech that has an introduction, body and conclusion.
- Develop a bibliography that shows **average research**.
- Use arguments that are supported with evidence.
- Presentation is mostly read and **lacks sufficient extemporaneous speaking**.
- Maintain professional demeanor throughout speech but **lacks appropriate enthusiasm**.
- Answer questions from audience.
- Essentially, all speeches that meet the **minimum requirements** □ are considered average work and will receive a “C” grade.

**“D” Speech (60-69%)** - - To receive a grade of “D” on your speech means you have not met most of the basic requirements for the speech, but attempted some kind of presentation. See list of speech requirements from above.