

Business & Professional Speaking, Fall 2023

COMM 103 - 201

Jim Grimes, Adjunct Communications Professor
Monday, Wednesday, and Friday, 8:15 - 9:05 AM, School of Communication Room 013
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Office Hours: to be announced or by appointment

This Syllabus is subject to change.
Students will be notified of any changes.

COURSE DESCRIPTION

This course is designed to teach you how to research, organize, write, and deliver speeches and presentations that engage your audience in a business or professional setting. You will explore how to be a thoughtful and critical listener. You will study the basic discipline of rhetoric and the art of public speaking. And you will explore what critical thinking means in the digital media age. If you have any concerns about presenting in person before the class, please contact the instructor.

Students will be evaluated on their speeches and presentations based on their own progress.

COURSE OBJECTIVES

The purpose of this course is to prepare students to deliver speeches and make presentations. Students should come to understand the nature of public speaking and practical steps needed to craft and deliver a variety of speech types. Students will learn to successfully execute the steps in the speechmaking process, including selecting a topic, conducting research, organizing and writing a speech, reducing the anxiety of speechmaking, and presenting speeches. Students will also work to develop effective critical listening and thinking skills.

The most important goal of the class is to improve your skills.

REQUIRED MATERIALS*

Textbook: [A Speaker's Guide to Public Speaking, 8th edition*](#)

ISBN: 978-1-319-20173-9

A Speaker's Guide -- Text and Reference

Authors: Dan O'Hair, Hannah Rubenstein, Rob Stewart

Eighth Edition

**Students are free to consider using earlier editions of the required textbook ([A Pocket Guide to Public Speaking](#)), used texts, e-book versions and/or rentals. You are not required to use the LaunchPad version of the text. Other Readings and Resources will be made available in class, via SAKAI or online.*

OPTIONAL MATERIALS (Free Open Source)

Business Communication for Success (by Scott McLean)

Univ. of Minnesota Libraries Publishing Edition, 2015

Licensed under a Creative Commons Attribution-NonCommerical-ShareAlike 4.0

International License

Download at: <https://open.lib.umn.edu/businesscommunication/>

SPECIAL NOTE ON POTENTIAL COVID-19 IMPACTS

Should it become necessary to move the class online via Zoom, the instructor will set up Zoom sessions for the scheduled class periods, via Zoom Pro in Sakai.

COURSE POLICIES

ASSIGNMENTS / LATE OR LOST WORK / EXTRA CREDIT

Written assignments should be turned in via Sakai Assignments by the due date.

Speech presentations in class are a critical portion of this course. If a student is absent for their assigned speech presentation, they may lose points. If the absence was approved prior to the presentation time, or if you are following health and Covid protocols, make-up will be allowed. Listening and offering constructive criticism on classmate presentations is also a major portion of the course.

Sakai Assignments is utilized for assignments including tests.

Students should maintain a backup copy of all work.

Late assignments may lose some credit.

Extra credit work may be submitted if approved by the instructor.

ATTENDANCE / LATE TO CLASS/ LEAVING CLASS EARLY/ ILLNESS

Students should notify the instructor if they will miss class. If arriving late to class, check in with the instructor at the end of class to verify attendance was noted. Students who must leave class early should notify the instructor prior to class beginning.

Missed work may be made up with instructor approval. After three absences, students may be required to provide documentation from the appropriate office, possibly the Wellness Center, for any subsequent absences. Missing class will result in the loss of points in the Class Participation and Attendance grade.

If you are ill, (coughing, sneezing, feverish, etc.) please do not come to class. Notify the instructor and visit or contact the Wellness Center for assistance and to get documentation.

Follow all Covid-19 protocols.

CLASSROOM CITIZENSHIP

Students are expected to respect each other. Treat each other with tolerance and understanding. The people you'll interact with in class are your peers and future colleagues.

You are responsible for your own work, but you are also responsible to your instructor and your

peers. Much of making sense of communication in our world depends on applying theoretical and critical insights to actual communication issues in our everyday lives. This course benefits from students bringing their own experiences to the class, so we can all appreciate and learn from the diversity our world.

COMPUTER, TABLET, SMARTPHONE USE

Be respectful with your use of technology. We will rely on web resources to help expand our knowledge of speech theory and practice. You will be encouraged to contribute resources and techniques to the class. Use of any device should be limited to the tasks at hand in class. Do not be distracted by other devices during class.

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

As we explore public speaking, we will see examples of speeches that explore discrimination and other issues. We may touch on the role of communication in seeking social justice. Some comments made by fellow students, the instructor, or guests, may challenge your ideas and that is a relevant part of higher education.

Each of us also brings our own life experiences to the course. We will have different points of view. Our goal is to have this class be a safe place for discussions of difficult issues as we learn from each other.

STUDENTS WITH DISABILITIES/ACCOMMODATIONS

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with, or communicate with, their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For

more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

RECORDING OF CLASS and Use of Recordings (Online Sessions/Remote Guests)

In this class, software may occasionally be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings would be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). In any online sessions, students who prefer to participate via audio only will be allowed to disable their video camera. Please discuss this option with your instructor.

Guest Lecturers, during class, may be recorded for review and use in other classes.

The use of all video recordings will be in keeping with the University Privacy Statement shown below.

PRIVACY STATEMENT (Online Sessions/Remote Guests)

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Students are asked to complete and submit via Sakai Assignments, the Student Recording Release Form.

Obtain the form

at: <https://www.luc.edu/media/lucedu/online/officeofonlinelearning/Student%20Recording%20Release%20Form.pdf>

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.), contact the Office of the Dean of Students for yourself or a peer in need of support. Their phone number is: 773-508-8840.

Their email is deanofstudents@luc.edu. For general health and mental health concerns contact the Wellness Center at: <https://www.luc.edu/wellness/>

ASSIGNMENTS

Class Participation and Attendance—In this class, you'll hear lectures and presentations as well as class discussions. Students will receive credit for participation and attendance. Students should review assigned video presentations and recorded lectures. If requested or needed, the instructor will schedule individual coaching sessions via one-on-one Zoom meetings, outside of class time, to give speech coaching tips and review progress in the class.

Speech Presentations—Please share outlines, notes and/or scripts with the instructor, via Sakai Assignments, prior to your speech. Speeches will be presented live in-class, although we may have some recorded for review if necessary. Specific procedures will be discussed in class for each speech or presentation:

Self-Introduction – A simple oral self-introduction to the class.

Elevator Speech/Elevator Pitch – A :30 second speech or pitch.

Initial Informative Speech – 3-5 minutes.

Revised Informative Speech – 3-5 minutes.

Initial Persuasive Speech/Presentation – 3-5 minutes.

Revised Persuasive Speech/Presentation – 3-5 minutes.

Initial Team Business Presentation – 5-10 minutes.

Revised Team Presentation – 5-10 minutes.

Team Press Conference/Hot Seat Exercise

Out of Class Public Speaking Report -- Oral Briefing – :30 seconds to 2 minutes.

Out of Class Public Speaking Report—Each student will design their own Out of Class Speech Project and submit a one-page double spaced written report to the instructor via Assignments in Sakai. The project could be reviewing a live or recorded speech or other oral presentation, such as a TED Talk, or interviewing someone who is a public or business speaker, reviewing a theatrical work, comedy skit, political speech, etc. If you use a recorded online speech, include a link to the recording in your report. Students will also give a brief oral review of their report in class.

Team Presentation—A team of students will prepare a group presentation for class on a topic or issue of their choosing. The teams should use a presentation application or aid (PowerPoint, etc.) in their report to the class. 5-10 Minutes in total, with each student participating.

Team Press Conference/Business Briefing—Teams will take part in a simulated press conference/hot seat exercise, taking questions from the instructor and class members.

Guest Lecturers—Class members will review any assigned recorded or in-person guest lectures and submit a short review of each guest lecture via Assignments in Sakai.

One-on-One Zoom Coaching Sessions—The instructor will be available for one-on-one coaching sessions with any student who requests a session.

Speech Critique/Evaluation—Each student will be assigned to review and critique some of their classmates' speeches. The form of such feedback will be discussed in class. Videos on how to critique others are included in Resources.

Quizzes and Final Exam—

Quizzes and the Final Exam will be posted under Sakai Assignments. Submit your answers via the Sakai Assignments

. The Final Exam should also be submitted to the instructor via email.

PERCENTAGE of GRADE for ASSIGNMENTS, QUIZZES AND EXAM

Class Participation and Attendance	10%
Self-Introduction Speech	02%
Elevator Speech/Elevator Pitch	05%
Initial Informative Speech	10%
Revised Informative Speech	05%
Initial Persuasive Speech	10%
Revised Persuasive Speech	05%
Initial Team Business Presentation	10%
Revised Team Business Presentation	03%
Team Press Conference/Hot Seat Exercise	05%
Out of Class Public Speaking Report	05%
Speech Reviews-Critiques	05%
Quizzes (four at 5% each) (Online)	20%
Final Exam (Online)	05%

GRADING

The grading scale is as follows:

- A = 94% - 100%
- A- = 90% - 93%
- B+ = 87% - 89%
- B = 84% - 86%
- B- = 80% - 83%
- C+ = 77% - 79%
- C = 74% - 76%
- C- = 70% - 73%
- D+ = 67% - 69%
- D = 64% - 66%
- F = 63% and below

Students will receive grades for each assignment unless otherwise noted in the syllabus. The instructor will attempt to share comments on assignments with each student. If a student has a question about a grade, they should discuss it with the instructor within a week of the grade being issued.

CLASS SCHEDULE -- This schedule will be flexible and may modified during the semester.

WK	Day / Date	Class Activities	Older Editions Text Chps.	Text 8 th Ed. Chps. & Appx.	Notes, Resources & Guests
1					
	Aug. 28	Syllabus Orientation	1, 2		S, Z
	Aug. 30	Self-Introductions	3, 5, 7, 8	1, 2,	AA-1, A, B,
	Sept. 1	Speech History,		3, 4, 5	C, D
2					
	Sept. 4	No Class—Labor Day	10, 11, 12, 13, 14	6, 7, 8,	E, F
	Sept. 6	Theory, Practice	4, 6, 9, 15, 22	9, 10, 11	G, H, I
	Sept. 8	Syllabus Review		12, 13	J, K, R, T
3					
	Sept. 11	Research Techniques	16, 17, 18, Appx. A	14, 15, 16	L, M, N
	Sept. 13	Writing Techniques		17, 18, 19	O, P,
	Sept. 15	Speech Techniques		20, 21, 22	Q
4					
	Sept. 18	Elevator Pitch/Spch.	19, 20	23	
	Sept. 20	Elevator Pitch/Spch.	21	A, B, C	
	Sept. 22	Elevator Pitch/Spch.			U
5					
	Sept. 25				Guest TBD
	Sept. 27	Initial Inform. Spch.			
	Sept. 29	Initial Inform. Spch.	23, 24	24, 25	Quiz # 1 Due
6					
	Oct. 2	Initial Inform. Spch.	25, 26	26	V
	Oct. 4	Revised Inform. Spch.			
	Oct. 6	Revised Inform. Spch,			
7					
	Oct. 9	No Class -- Break	27, 28, 29	27, 28	Y
	Oct. 11	Revised Inform. Spch.	Appx. B	29, 30	
	Oct. 13	Initial Persuasive Spch.		31	Out of Class Due

8					
	Oct. 16	Initial Persuasive Spch.			
	Oct. 18	Initial Persuasive Spch.			
	Oct. 20	Initial Persuasive Spch.			
9					
	Oct. 23	No Class (IBA-U)			W
	Oct. 25	Revised Persuasive Spch.			
	Oct. 27	Revised Persuasive Spch.			Guest TBD
10					
	Oct. 30	Revised Persuasive Spch.		D, E	X
	Nov. 1	Review/Discussion			
	Nov. 3	Initial Team Present.			
11					
	Nov. 6	Initial Team Present.			
	Nov. 8	Initial Team Present.			
	Nov. 10	Revised Team Present.			Quiz #2 Due
12					
	Nov. 13	Revised Team Present.			
	Nov. 15	Press Conf./Hot Seat			
	Nov. 17	Press Conf./Hot Seat			
13					
	Nov. 20	Press Conf./Hot Seat			
	Nov. 22	No Class— Thanks'gvg			
	Nov. 24	No Class— Thanks'gvg			
14					
	Nov. 27	Review/Coaching			
	Nov. 29	Review/Coaching			
	Dec. 1	Review/Coaching			
15					
	Dec. 4	Review/Coaching			
	Dec. 6	Review/Coaching			
	Dec. 8	Review/Coaching			
Final Exam		Due via Sakai and Email NLT 11:00 AM -- Dec. 14			Final Exam Due

School of Communication (SOC) Statement on Sexual Harassment

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Loyola University of 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.

School of Communication (SOC) Statement on Academic Integrity -- Please Read Carefully in its Entirety

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;
- 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 an act of personal and professional courtesy, as well as 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 .

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 consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Using AI on Assignments

University leadership is currently discussing policies regarding student use of ChatGPT and other AI technology on assignments. The Provost's office has shared this policy statement on AI, which we will follow in this class:

To maintain our culture of excellence and integrity, students are not to use AI (assisted technology, Chat GPT, etc.) in the class, unless it is specifically authorized by the instructor.