

**Loyola University Chicago – Spring 2023**

**COMM 101 -04 Public Speaking and Critical Thinking**

**Monday, Wednesday, and Friday 10:25 AM – 11:15 AM**

**Mundelein Center Room 205**

Instructor: Ms. Katrina Kemble

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Office hours: Before and after class and by appointment.

### **Course Description**

This course is designed to teach you how to research, organize, write, and deliver speeches. You will also learn to be an intelligent, thoughtful, and critical listener. As a speaker, you will develop an understanding of the disciplines of rhetoric and the art of public speaking. You will then be asked to demonstrate your knowledge in the following ways:

- Select a topic or a position on an issue that is relevant to your audience.
- Research the topic and choose appropriate academic sources to support it.
- Organize your ideas in a logical and cogent manner.
- Use proper presentation methods to deliver a speech to an audience.

As a listener, you will be responsible for

- Critiquing speeches based on the guideline for proper public discourse.
- Listening and reading attentively and offering constructive and supportive feedback.

### **Textbook**

There is no required textbook for the course. A book that I recommend and will be using is *Speak Up! An Illustrated Guide to Public Speaking 4th Edition* by Douglas M. Fraleigh and Joseph S. Tuman. A copy of this book is available in LUC's library.

### **IT Support**

Throughout the semester you may access IT support through the ITS Service Desk. The ITS Service Desk can be contacted at [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or at 773.508.4487. Also, there are guides for using Sakai, Zoom, and Panopto at [luc.edu/online/resources/technology/](http://luc.edu/online/resources/technology/). I recommend taking

a look at these guides to familiarize yourself with these resources as we may be using them this semester.

### **Classroom Policies**

1. Students are expected to regularly attend and actively participate in class. If we meet online, cameras should be on. This will help foster a collaborative and supportive working environment.
2. All work is expected to be submitted on time. Work handed in within one week after the due date will result in a 10% grade reduction. Work more than one week late will not be accepted.
3. Plagiarism will result in a grade of 0.
4. Laptops, phones, and all other electronics need to be put away during class discussions and speeches.
5. Polite and professional behavior is expected at all times. Loyola University is a professional environment and, therefore, professionalism is expected at all times.

### **Anti-Racism Statement**

This is an anti-racist space. This class will be free of hate speech regarding sexual orientation, gender expression, race, and socio-economic status or background. Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected.

### **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.
- 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.)*

### **Student Accommodations**

Any student who needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center 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.

### **Assignments and Grading**

Cultural Artifact Speech	50 points
Outline for Informative Speech	10 points
Informative Speech	100 points
Evaluation of Special Occasion Speech	20 points
Special Occasion Speech	100 points

Persuasive Speech	100 points
Outline of Persuasive Speech and bibliography	20 points
Rhetorical Analysis Essay	50 points
Final Speech	100 points

100-93% - A	79-78% - C+
92-90% - A-	77 – 73%- C
89-88% - B+	72 -70% - C-
87-83% - B	69- 60% - D
82-80% - B-	

You may keep track of your progress in the course through the gradebook on Sakai.

**Course Schedule**      \*\*Subject to change

**Week 1** – 01/18 – 01/20

Wednesday: Introduction to the course and syllabus. Power point and discussion on what makes for a good speech.

Friday: Watch Barack Obama’s First Day of School speech and discuss.

**Week 2** – 1/23 – 1/27    **\*\*Last day to add/drop course**

Monday: The Cultural Artifact speech assigned and discussed. Overcoming speech anxiety. Watch the video "How to Speak So That People Want to Listen" by Julian Treasure during class.

Wednesday: Watch the video "Speaking Up Without Freaking Out" during class. Work on speech organization and using transitions.

Friday: Discuss Cultural Artifact speech and peer-critique rough draft of speech. Work on organization.

**Week 3-** 01/30 – 02/03

Monday: **Cultural Artifact Speech Due**

Wednesday: **Cultural Artifact Speech cont.**

Friday: **Cultural Artifact Speech cont.**

**Week 4** 02/06 – 2/10

Monday: Complete Cultural Artifact speeches. Informative speech assigned and discussed.

Wednesday: Discuss Kairos and choosing a topic. Brainstorm topic ideas. Watch and critique Informative Speeches.

Friday: Watch and critique Informative speeches.

**Week 5** – 02/13 – 02/17

Monday: Discuss introductions: attention-getters, thesis statements, and preview statements. Citing credible sources.

Wednesday: **Outline to Informative Speech due.** Bring to class for peer-critiques. Submit revised outline by the end of the day through Sakai.

Friday: **Introduction to the Informative speech due.** Be prepared to share with class for peer-critiques.

**Week 6** – 02/20 – 02/24

Monday: **Informative Speech Due**

Wednesday: **Informative Speech cont.**

Friday: **Informative Speech cont.**

**Week 7**- 02/27 – 03/03

Monday: Complete Informative Speeches. Discuss Special Occasion speech assignment. Watch sample speeches and discuss. Discuss possible topics.

Wednesday: Watch and critique Special Occasion speeches. **Write a one-page evaluation of a Special Occasion speech and submit by class time, Friday, 3/03**

Friday: **Special Occasion Speech Evaluations Due.** Discuss evaluations in class.

**Week 8** - 03/06 **Spring Break! No Class**

**Week 9** – 03/13 – 03/17

Monday: Special Occasion Speech. Work on attention-getting introductions in class and peer-critique introductions.

Wednesday: **Rough draft to Special Occasion Speech Due.** Peer-critique in class.

Friday: Watch and peer critique a Special Occasion Speech on Sakai and write a one-paragraph critique on the discussion board.

**Week 10** – 03/20 – 03/24

Monday: **Special Occasion Speech Due**

Wednesday: **Special Occasion Speech cont.**

Friday: **Special Occasion Speech cont.**

**Week 11**- 03/27 – 03/31

Monday: Persuasive speech assigned. Discuss Aristotle and the art of rhetoric. Discuss possible essay topics. Rhetorical Analysis essay assigned and discussed.

Wednesday: Watch example persuasive speeches and discuss in class. Discuss possible speech topics.

Friday: Watch example persuasive speeches and discuss.

**\*\*Last day to withdraw from course**

**Week 12-** 04/03 – 04/07

Monday: **Outline to the Persuasive Speech due.** Bring a copy to class and submit revised outline on Sakai by the end of the day.

Wednesday: **Introduction to the Persuasive Speech due.** Peer-critique in class.

Friday: **Introduction to the Persuasive Speech due.** Peer -critique in class.

**Week 13** – 04/10 – 04/14

Monday: **Persuasive Speech Due**

Wednesday: **Persuasive Speech cont.**

Friday: **Easter Holiday. No Class**

**Week 14** – 04/17- 04/21

Monday: **Easter Holiday. No Class**

Wednesday: **Persuasive Speeches cont.**

Friday: Make up any missing speeches. Discuss Rhetorical Analysis essay. Assign final speech.

**Week 15** – 04/24 – 04/28

Monday: **Rhetorical Analysis essay due.** Submit through Sakai. Final speech discussed. Work in small groups on final speech.

Wednesday: Work in groups on final speech

Friday: Work in groups on final speech.



**Week 16- Finals Week - Final Speech Due**