



*Preparing people to lead extraordinary lives*

## **COMM103 Business and Professional Speaking Section 212 SPRING 2019 Class #4994**

Monday, Wednesday, Friday 12:35-pm—1:25pm  
School of Communications, Room 010  
Instructor: Perry William Ergang

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Office hours: Before or after class, by appointment

**Suggested TEXT:**     <http://www.publicspeakingproject.org/psvirtualtext.html>

Note: There are many good textbooks and online guides for this class or for your use. This link is to a **free online** textbook with various good chapters for reference guides.

### **COURSE DESCRIPTION:**

This class examines the theory and practice of audience analysis, message design, and oral presentation for professional speakers, with an emphasis on communication in organizational settings.

### **LEARNING OUTCOME:**

Students will demonstrate presentation skills in simulated organizational settings.

### **COURSE RATIONALE:**

This course is designed to teach you how to research, organize, write and deliver speeches with an emphasis on business communications. 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. 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 in a logical, cogent manner.
- Writing clearly using lively words.
- Using proper presentation methods to deliver a speech to an audience.
- As a listener, you will be responsible for the following:
  - Critiquing speeches based on the guidelines for proper public discourse.
  - Expressing your opinions about a speech topic.
  - Doing so in a constructive, supportive manner.

The course will begin with basic speeches, both informative and persuasive, which will serve as a foundation for presentations with a business and professional element. Students are free to choose their own topics so long as they meet the criteria for the speech. Since a great deal of business activity is collaborative, you also will work as teams on the final presentation.

### **LEARNING OBJECTIVES:**

Upon completion of this course students should be able to:

1. Comprehend a theoretical understanding of communication;
2. Recognize the relationships between self, the message, and the audience;
3. Understand the process of effective listening;
4. Demonstrate confidence in the ability to deliver formal presentations, pitches, and impromptu speeches with fluency and expressiveness.
5. Demonstrate growth as a researcher, collaborator and critical thinker.

### **COURSE WORK:**

To obtain a passing grade in this course students are required to:

1. Develop, outline and perform four formal speeches;
2. Deliver extemporaneous speeches in a variety of situations;
3. Analyze an audience and situation, and then adapt a message to those needs;
4. Prepare and use visual aids that promote clarity and interest;
5. Use evidence, reasoning, and motive appeals in persuasive speaking;
6. Establish credibility by demonstrating knowledge and analysis of a topic;
7. Develop strategies for coping effectively with the tensions involved in public speaking;
8. Demonstrate acceptable ethical standards in research and presentation of materials;
9. Listen to, analyze, and critique oral communication;
10. Work individually and collaboratively

### **GRADING:**

Students will be graded based on four speech presentations, a written report evaluating a public speaker and classroom participation. Grades are based on a 1,000-point scale.

### **Grades will be determined in the following manner:**

Ice Breaker and Elevator Pitch Speeches (50 pts each)	100 points
Cultural Artifacts Speech	100 points
Informative Speech:	200 points
Persuasive Speech:	200 points
Online Speaker Critique Paper	50 points
Group Presentation:	150 points
Post Mortem Report	50 points
Attendance, Participation, Professionalism, Online Paper	150 points

**NOTE:** All speeches must be accompanied by an outline and a bibliography. Failure to give the instructor an outline and bibliography on the day of the presentation will result in a reduction of **one letter** grade. The outline should be neatly typed and to a conventional speech or the one supplied for the class.

## **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**

Attendance and class participation are critical. We work as a group 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. 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. If you are absent on a day when fellow students are delivering speeches, your most recent grade will be marked down **one letter**. There will be no exceptions!!

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call or e-mail the instructor **beforehand**. If you have more than **three** absences during the semester, your grade will be reduced by a **full letter**, unless **medical documentation** proves the necessity of the absence.

This does not apply to student athletes or others who must miss class because of university business, but proper documentation must be provided.

## **ACADEMIC INTEGRITY:**

School of Communication Statement on Academic Integrity:

“A basic mission of a university is to search for and to communicate the 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.

Students who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. 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 the following:

- Submitting as one's own material copied from a published source, such as print, Internet, 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
- 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 without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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.\*

### **PROFESSIONALISM AND ADDITIONAL CLASSROOM POLICIES:**

- Students are expected to be actively engaged in class discussions, courteous, be on time, be attentive and treat the subject professionally.
- No late assignments will be accepted.
- All written assignments must be typed, double-spaced and proofread.
- Turn off cellphones and other electronic devices. Laptops are welcome if you are using them to take notes but **MUST BE TURNED DOWN DURING ALL PRESENTATIONS.**

### **A Note About Finals**

If we work together and commit to the class, you will deliver your collaborative presentations on the last week of the semester, freeing you to concentrate on your other finals. If we fail to have all speeches delivered in the final week, we will be required to meet on the day set aside for a final exam, where the collaborative speeches will be delivered.

### **Course Calendar**

#### **Week One:**

January 14	Introduction to the course, syllabus review, speech importance
January 16	Lessening the anxiety of public speaking; speech building and organization
January 18	DUE: ICE BREAKER PRESENTATION

#### **Week Two:**

January 21	*****NO CLASS- MLK HOLIDAY*****
January 23	Topic Selection; Research; Elevator Pitches
January 25	DUE: Elevator Pitch Speeches in class

#### **Week Three:**

January 28	Introduce Cultural Artifact Speeches	<b>100 pts total</b>
January 30	Work on Cultural Artifact Speeches and Outlines	
February 1	Cultural Artifact Power Point work and instructor update meetings	

#### **Week Four:**

February 4	Cultural Artifact Speeches Group 1	Also Outlines Due on Sakai
February 6	Cultural Artifact Speeches Group 2	Also Outlines Due on Sakai
February 8	Cultural Artifact Speeches Group 3	Also Outlines Due on Sakai

**Week Five:**

February 11 Reflection of Cultural Artifact Speeches; Informative Speech Introduced  
February 13 Informative Speech class work  
February 15 Informative Speech class work-outlines and power point **200 pts total**

**Week Six:**

February 18 Informative Speeches Group 2 Also Outlines Due on Sakai  
February 20 Informative Speeches Group 3 Also Outline Due on Sakai  
February 22 Informative Speeches Group 1 Also Outlines Due on Sakai

**Week Seven:**

February 25 Any Make up Presentations/ Persuasive Speeches Introduced  
February 27 Work on Persuasive Speech Outline and Power point  
\*\*\*March 1 **\*ONLINE CLASS SESSION ONLY\* DUE: Persuasive Speech Idea Sakai and research idea submitted by class time. It is Pass-Fail but counts in**

**Attendance**

\*\*\*\*\***SPRING BREAK March 4-9**\*\*\*\*\*

**Week Eight:**

March 11 Persuasive Speech Work/ Instructor Meeting **200 pts total**  
March 13 Persuasive Speeches Group 3 Also Outlines Due on Sakai  
March 15 Persuasive Speeches Group 1 Also Outlines Due on Sakai

**Week Nine:**

March 18 Persuasive Speeches Group 2 Also Outlines Due on Sakai  
March 20 Any Make Up Speeches; Group Project Introduced  
March 22 Group Project Work—idea, outline, power points

**Week Ten:**

March 25 Group Project Work; **150 pts total**  
March 27 Group Project Work  
\*\*\*March 29 **\*\*ONLINE CLASS ONLY\*\* DUE: Speaker Evaluation Papers on Sakai 50pts**

**Week Eleven:**

April 1 Group Project Work  
April 3 Group Outline Due on Sakai  
April 5 Groups Power Point Run through in class

**Week Twelve:**

April 8 GROUPS 1 and 2 Rehearsal  
April 10 GROUPS 3 and 4 Rehearsal  
April 12 GROUPS MEETINGS and ADJUSTMENTS

**Week Thirteen:**

April 15 Groups 1 and 2 Final Exam Presentations  
April 17 Groups 3 and 4 Final Exam Presentations  
April 19 **\*\*\*NO CLASS GOOD FRIDAY EASTER BREAK\*\*\***

**Week Fourteen:**

April 22     **\*\*\*NO CLASS EASTER MONDAY BREAK\*\*\***  
April 24     Any Group Speech MakeUps..Speech Review and Critiques  
April 26     Due:    Final Exam: Post Mortem Report Due on Sakai

**50 pts**

**Week Fifteen:**

April 29     As Needed: Final Exam Post Mortem  
May 1        Class TBD  
May 3        Class TBD

**\*\*\*\*COURSE CALENDAR IS SUBJECT TO CHANGE *WITH* NOTIFICATION\*\*\*\***