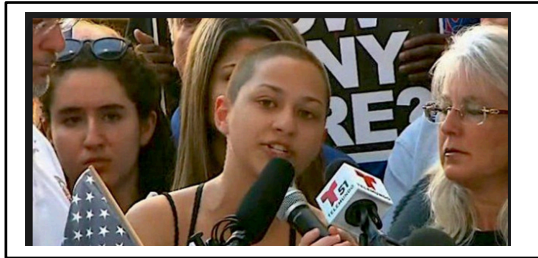


**Loyola University Chicago**  
**Fall 2018**  
**CMUN 101-201: Public Speaking and Critical Thinking**  
**M,W,F 10:25--11:15, SOC 010**

Elizabeth Coffman  
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**Phone:** 312-915-6716  
**Office Hours:** W 2:30-4:30; and by appointment



**COURSE DESCRIPTION AND GOALS**

The ability to communicate through speech is the foundation for a civil society. Persuasion and argumentation are traits that are believed to be distinctly human (although **neuroscience** is starting to change this belief.) Competent, informed speech patterns have continued to gain importance in our digital society. In addition to being confident and clear with one’s speech, comfortable with friends and family, college graduates should be confident with researching supporting data, delivering multimedia presentations, making pitches, asking for investment funds, and speaking with digital technology (e.g. Skype, Facetime, perhaps even Twitter...).

**Learning outcomes include:**

- complex skills required for oral competency, including research, analysis and persuasion
- improved critical listening and thinking
- multimedia presentation skills
- collaborative presentation skills
- interviewing techniques—in person and digitally
- speaking with mass media

Students will learn that good public speakers develop cognitive thinking skills that include attitudes, values, feelings and performance ability. Students will be exposed to both instructor and peer criticism in an effort to improve their skills.

**TEXT AND OTHER MATERIALS**

*Speak Up! An Illustrated Guide to Public Speaking*, Douglas Fraleigh, Joseph Tuman, Bedford/St. Martins, 3<sup>rd</sup> edition

Students are also required to read print and online news content

A recording device, either audio or audio/visual—using laptop or cell phone is fine

**CLASSWORK SUMMARY**

|  |              |       |
|--|--------------|-------|
| Speeches                               |              |       |
| Informative/Artifact                   | 5-7 minutes  | (10%) |
| Persuasive/Civic Issues                | 7-8 minutes  | (15%) |
| Service Learning                       | 8-10 minutes | (25%) |
| Group Presentations                    |              |       |
| Group Powerpoint Pitch                 | 7-8 minutes  | (20%) |
| 2 Quizzes                              |              | (20%) |
| Participation--In-class peer critiques |              | (10%) |

|                       |          |          |
|-----------------------|----------|----------|
| <b>Grading Scale:</b> | A 100-95 | A- 94-90 |
| B+ 89-87              | B 86-83  | B- 82-80 |
| C+ 79-77              | C 76-74  | C- 73-70 |
| D+ 69-67              | D 67-65  | F <65    |

Participation in class is mandatory. Your participation will be assessed on a daily basis. You will not receive credit for any assignment missed due to an unexcused absence. No assignments will be accepted via e-mail. **Going over or under the time limit will be a letter grade deduction.** You may be excused due to illness or death in the family, but you must provide written proof on the day you return to class and you must notify me 24 hours in advance that you will be absent. You will be expected to deliver any missed speech assignments during the next class. Two late classes or leaving early will equal one missed class no matter what your contributions may have been while in class. Students are expected to show the appropriate level of respect to fellow students.

I will entertain grade disputes only up to 7 days after you receive the graded work. There will be no re-writes or second chances in this course. If you have an unexcused absence, please DO NOT e-mail me asking what you missed. See the syllabus, Sakai or a classmate for missed work.

**PLAGIARISM AND ACADEMIC INTEGRITY: See School of Communication statement [online](#)**

### **SPECIAL NEEDS**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require special accommodations, please contact me within the first week of the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website:

<<http://www.luc.edu/sswd/index.shtml>>

### **COURSE SCHEDULE (Subject to change)**

8/27 INTRODUCTION Identify types of public speaking you expect to perform or would like to perform in your future. **TED talk** inspiration.

<https://yourstory.com/2016/12/public-speaking-ted-talks/>

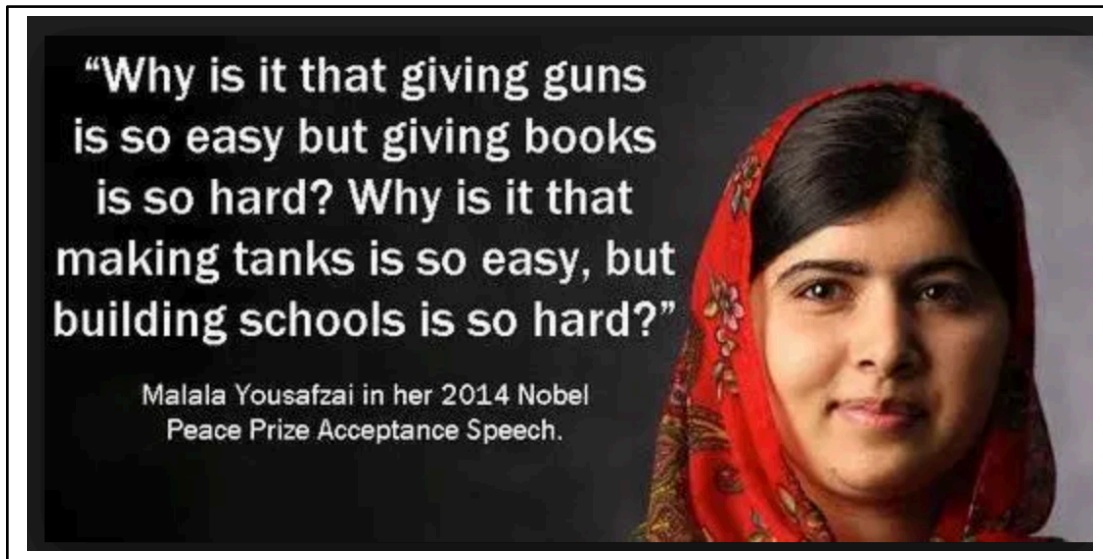
8/29 Lab. Work in teams to find examples of distinctive speaking/singing online

You'll present and highlight these on 1/29. This is informal and just meant to get you in front of the class.

8/31 **Before class:**

- Read Chapters 1 and 2
- Read this article on overcoming fear in speaking:  
[http://articles.chicagotribune.com/2011-08-18/features/ct-tribu-weigel-speaking-clearly-20110818\\_1\\_vowels-confidence-body](http://articles.chicagotribune.com/2011-08-18/features/ct-tribu-weigel-speaking-clearly-20110818_1_vowels-confidence-body)
- **In class:** Discuss readings and UNGRADED SPEECH—Moment of Beauty. Reference one moment, image, song or experience that you could say contained a “moment of beauty.” Try to describe it for your audience and how it made you feel. One minute.

9/3 Labor Day Holiday—No class



9/5 “Moment of Beauty” speech, ungraded

**Before class:**

**In class:** I’ll give you some time to solidify your first presentation.

- Give your one minute “Moment of Beauty” speech

9/7 **Before class:** Read Chapter 11, 13

The speaking outline shown in this chapter is what you will use for all speeches. Also read Chapter 13.

**In class:** Discussion of reading. How to talk in your LUC classes. We’ll also talk about presentations/speeches you have coming up in other classes/work/job interviews. Using memory aids rather than memorization or extensive notes.

**Discuss Speech One: Informative/Artifact speech-- This is a physical object that is significant to you personally or to your culture.**

9/10 Read Chapter 16

9/12 Continue reading discussion, in-class lab for speech one.

9/14 **SPEECH ONE DUE.**

**Before class:**

Prepare “Informative/Artifact” Speech. You may bring a note card containing a very brief outline, but don’t write everything out. The only thing that can be written out is a **DIRECT QUOTE**. Any speech that is read, except for quotation, receives a zero. This applies to reading **ANY** part of the speech. You must hand in your note card after your speech. Failure to bring in an actual artifact will result in an “F” for this speech. **BRING IN AN ARTIFACT FOR SPEECH**

**9/17 SPEECH ONE Informative/Artifact (CONT.)**

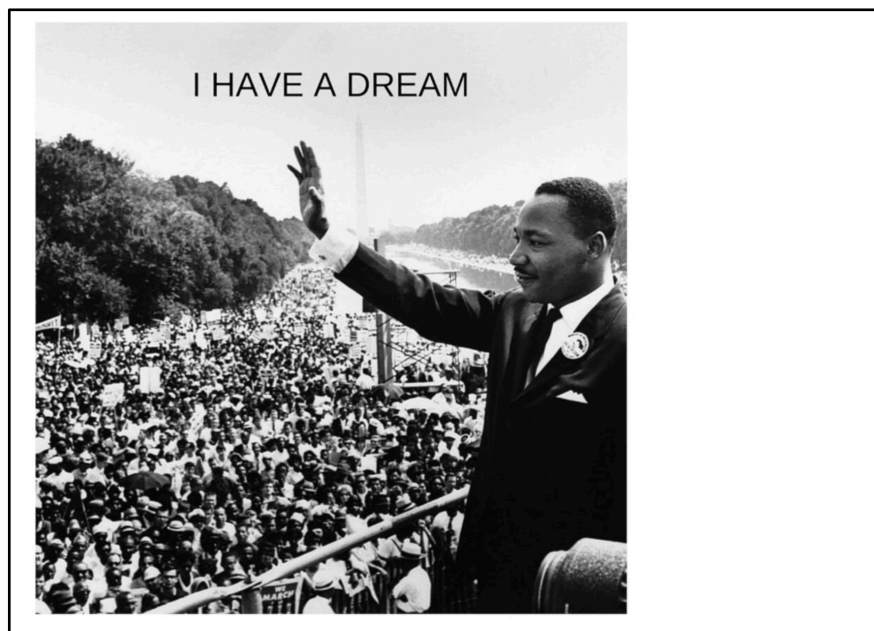
**9/19 Yom Kippur**

**Before class:** Read Chapter 3. Impromptu speeches may be given.

Guidelines for Speech Two, will be posted under “Assignments” on Sakai.

9/21 Read Chapter 4 and Chapter 10.

9/24 **FIRST CONTENTS QUIZ** (This quiz is worth 5 percent of your grade).  
Covers chapters 1,2,3,4,10,11,13



9/26 **Before class:** Read Chapters 5 and 16. Look for civics topic.

10/1 Lab. Discuss civics speeches and “rants.” May do impromptu speeches.

**Before class:**

Read Chapter 7. The observation and interviewing portion of this chapter will help you with your “Persuasive/Civics Issue” speech. The section at the end on how to present evidence in your speeches will be helpful for your Persuasive speech.

10/3 SPEECH TWO: PERSUASIVE/CIVICS ISSUE SPEECH

10/5 Continue PERSUASIVE/CIVICS ISSUE SPEECH



10/8/ Fall Break

10/10 **Before class:**

Read Chapters 9 and 14

10/12 **Talk about Group Powerpoint Pitch; split in to groups**

10/15 Powerpoint lab; Read Chapter 8

10/17 **Meet outside of class for group prep**

10/19 **Meet outside of class for group prep**

10/22 GROUP POWERPOINT PITCH SPEECHES

10/24 GROUP POWERPOINT PITCH SPEECHES

10/26 GROUP POWERPOINT PITCH SPEECHES

10/29 **Before class:** Read Chapter 12.

10/31 Read Chapters 6, 17, and 18

11/2 **In class:** Talk about “Service Learning” speech

11/5 Online Speech Labs.

11/7 Service Learning meetings with Coffman

11/9 Service Learning meetings with Coffman

11/12 Chapters 15 and 19

11/14 Chapters 15 and 19 Cont’d

11/16 Chapter 20

Conducting interviews; being interviewed (**exercise** in class)

11/19 Lab.

**11/21-11/25: Thanksgiving Break/NO CLASS THESE DATES**

11/26 SPEECH FOUR: SERVICE LEARNING SPEECHES

11/28 SPEECH FOUR: SERVICE LEARNING SPEECHES

11/30 SPEECH FOUR: SERVICE LEARNING SPEECHES

**12/3 Hannukah**

**12/5 CONTENTS QUIZ TWO**

**12/7 Last class--Party**

NOTE: THERE IS NO FINAL EXAM.