



LOYOLA

UNIVERSITY CHICAGO

Business and Professional Speaking
Loyola University Chicago/
School of Communication
Alexis H. Sarkisian

Monday, Com 103-212,
Tuesday, Com 103-213,
4:15-6:45PM
Room, SOC 013

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Office Hours are by appointment.

Scope of Course: This course is designed to introduce students to the intellectual discipline of rhetoric and the practice of public speaking in a business or professional environment both in person and in a digital environment. It addresses these areas through intellectual inquiry and practical experience with the goal of each approach influencing the other. The design assumes that:

- Public speaking is an essentially cooperative activity. As such, it is based on our understanding and mutual respect. Responsible public speaking recognizes the intellectual capacity and social dignity of the audience and seeks to engage the audience through active involvement in terms of active listening, critical thinking, and connections to action.
- Any public or digital speech/experience can be an opportunity for the speaker to learn about him/herself. When

we prepare to speak and truly engage others, we discover ourselves.

- Public speaking is also an opportunity to explore and learn about those who seem very different from us in terms of ethnicity, class, gender, and other social issues.
- Skill in public speaking can be learned. It is not necessarily innate. It is best learned through experience and feedback.

Specific Course Objectives:

As the **Speaker**, you will demonstrate the ability to:

- o Establish a speaking position, research that position, and select the most responsible material from the larger body of research to support and argue that position.
- o Arrange ideas in a lucid, logical, and cogent manner.
- o Word ideas clearly and vividly.
- o Utilize appropriate verbal and non-verbal delivery skills, which are consistent with the corresponding subject matter and situation

As **Audience** members you will demonstrate the ability to:

- o Critique various public discourses rhetorically, using the aforementioned speaker objectives.
- o Express your ideas about a speech both verbally and written.
- o Listen attentively

ATTENDANCE

You are expected to prepare for and attend every class session. Should special circumstances requiring your absence arise, you may miss up to two class without formal penalty. Bear in mind that there is no complete substitute for the learning that takes place during class, so missing any class can affect your performance in the course. You are responsible for completing all work and assignments on time whether or not you attend class. Please make every effort to be an informed participant in each class meeting in order to live up to your responsibility as a member of this learning community.

If you are absent the day that you are scheduled to present you will receive an “F” for your presentation. If you have a documented excuse, or if you have spoken to the instructor prior to your speech date you will be allowed to make your presentation.

POLICIES:

- o Students are expected to be actively engaged in class discussions and to study all assigned readings by the due date.

- o Students are responsible for all assignments whether or not they are discussed in the lectures.

- o All written assignments need to be submitted on time, and are designed to augment the learning in class. This includes speech outlines which must be submitted per the syllabus prior to your speech delivery.

- o University standards regarding academic integrity,

examinations, and grading will be observed in this course. Plagiarism in academic work or dishonest examination behavior will result in an “F” for the assignments or for the course, and might carry further sanctions (*See Loyola Undergraduate Studies Catalogue*). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (*e.g. failing to credit a source, or using somebody else’s ideas with clarifying that they are not yours*).

Please Note: This syllabus is subject to change. Please have it available for every class so we may amend it as a group if necessary.

CLASSROOM BEHAVIOR AND A POSITIVE LEARNING ENVIRONMENT

The classroom is a place of discovery - trying out ways of learning about the world. Any behavior that detracts from that process will not be tolerated. Please respect the individual differences of all students.

PRIVACY STATEMENT

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. 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.

STUDENT ACCESSIBILITY

Any student that needs a special accommodation during assignments, exams or class periods should provide documentation from the Student Accessibility Center (<https://www.luc.edu/sac/>) 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.

STUDENT DIVERSITY, EQUITY and INCLUSION

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching

academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

GRADES

Students will be graded on the quality of work,

preparedness, classroom participation and attendance. Students will be graded on each major speech the day the speech is delivered. Speech grades are cumulative.

INFORMATIVE SPEECH	10%
PERSUASIVE SPEECH	10%
DEMONSTRATION SPEECH	15%
REPORTING SPEECH	20%
CLASS PARTICIPATION & ASSIGNMENTS and QUIZ	45%

This syllabus is subject to change. Please bring it with you to every class so we may amend it as a group if necessary.

Week #1 – January 23 and 24, 2023

Overview of the course of study. There will be a discussion about the communication model and how we can apply that to our everyday life. Students will have an opportunity to interview one another and share what was learned with the class.

Assignment for January 27th –The Communication Model

Students will describe a communication situation in which they were involved using the communication model as the format. They will analyze it and reflect upon it. They will use the elements of the Communication model in their description. **The assignment will be due on January 27th 2 5PM on Sakai.**

Week #2 – January 30 & 31, 2023

There will be a class discussion regarding the Communication Model and experiences that students had during the week. We will review the concept of body language in an in person environment as well as in a digital environment. We will begin a conversation on outlining. We will explore the value of outlining and assess student's ability to outline. Each student will have time in class to prepare an outline on a person whom they admire

Assignment for February 3, 2023 -

Admiration Speech Reflection You will describe, analyze and reflect upon your experience preparing and delivery your admiration speech in such a short period of time. This assignment will be found on Sakai. It is due at 5PM.

Assignment for February 6, 2023 –

1. Definition of Courage - You will identify two topics of interest, related to courage for your informative speech. You can select an experience where you exhibited courage, a person who, in your estimation, has exhibited an act of courage, or another scenario where courage was involved. You will also write a short definition focusing on **YOUR** definition of courage. The definition of courage along with two ideas on the topic of courage are due on Sakai on February 6, 2023 @ 9AM.

2. Courage Speech Outline – You will prepare an outline for your 3-5 minute speech on courage. You will be certain to include your transitions on your speech outline. You will submit your outline on Sakai. Your assignment is also due on February 6 @9AM.

Week #3 –February 6,7, 2023

We will explore the concept of courage as it relates to what it means, and how it can be different for each one of us.

We will begin to deliver your speeches on courage. During this session, students will deliver the first round of informal, informative speeches. During the critique of speeches we will brainstorm and suggest alternate methods of constructing and delivering speeches. We will also consider strategies that decrease anxiety while delivering speeches. of speeches we will brainstorm and suggest alternate methods of constructing and delivering

Assignment for February 13, 2023

- 1. Please watch the you tube video of Amy Cuddy https://www.youtube.com/watch?v=Ks-_Mh1QhMc Please prepare a reflection answering the following questions. Please describe what you learned from this Ted Talk? What are your thoughts about the points of view that Amy offers? What part or parts of this information would you apply to yourself and why? Please submit your answers by February 13, at 9AM on Sakai.**
- 2. Prepare for a Quiz which will be in class on February 13, 14. There will be a couple of short essay quests and you will be asked to outline an article that is presented. We will meet in class for a half an hour and then you will be free to take the quiz if for any reason we are still on zoom.**

Week #4 - February 13,14 2023

There will be a short in class discussion related to Amy

Cuddy's video. You will take a short quiz. We will continue the courage practice speeches.

Assignment for Week #5: Those who have given their practice courage speeches, please make your corrections to prepare for your graded courage speech. Those who have not given their practice courage speech, please continue to prepare for that speech.

Week #5 – February 20,21 2023 – Practice and graded Informative Speeches on Courage.

We will continue the delivery of the practice Informative Courage speeches and segue into the graded informative Courage speeches.

Assignment for Week #6

1. Please watch Simon Sinek on the Power of Why, https://www.youtube.com/watch?v=u4ZoJKF_VuA

Please answer the following questions on Sakai.

Describe what you learned from this Ted Talk. Does it have application in your life? How? Why? **The assignment will be due on February 27 @ 9AM on Sakai.**

2. Those who have delivered their courage speeches for a grade, please prepare a reflection which describes, analyzes and reflects upon your experience with the Informative courage speech. This will be submitted on Sakai, **The assignment will be open until March 1, 2023.**

Week #6 – February 27,28, 2023

Complete the graded speeches on courage. Submit your reflections for your Courage/Informative Speech which are

due on March 1 @5PM/

Assignment for Week #7:

Enjoy your Spring break!!!!

SPRING BREAK – March 6, 7 2023

Week #8 – March 13, 14 ,2023

In this class, we will review the first half of the class. Any student who has yet to complete the courage speech will be able to do so.

We will have a discussion on communication styles and the impact that a person's communication style can have on business group interactions.

Students will take the informal **Communication Style Inventory** in class. We will discuss the following questions. Do you agree or disagree with this informal survey as it relates to your communication style? What is the impact of communication styles on the manner in which messages are received? How might communication styles impact the business environment.

We will discuss the 3-5 minute persuasive speech assignment. The persuasive speeches have a definite call to action, and will need a minimum of 2 scholarly resources to support the information leading to the call to action. Persuasive speeches are a natural extension of informative speeches.

Assignment for Week #9 , March 20,21, 2023 –

1. Students will prepare an outline for their persuasive

speech. **All outlines are due by March 27 @ 9AM via Sakai.**

Week #9 – March 20, 21, 2023 – Begin Persuasive Speeches

Persuasive speeches will be 3-5 minutes and will include 2 scholarly resources to support a call to action.

Assignment for Week #11:

Those who completed their persuasive speeches this week will submit a reflection of their experience. **All reflection will be due April 7 @ 5PM via Sakai.**

Week #10 - March 27, 28, 2023

Persuasive Speeches will be completed. We will review and discuss the Demonstration Speech and the Interview/Reporting Speech assignments as well.

The demonstration speech will require that students show, in somewhat of a DIY manner who to do something. This is not an assignment where a student will tell how something is done. There will be a demonstration component in the speech.

For the interview/reporting speech, students will select a person or persons whom they have identified as information resource people as it pertains to their career interest and specialty. Students will interview this person or personx and prepare a speech. The speech will provide the audience with the following: 1) why the student selected the person/s interviewed; 2) what they learned from the person/s; and 3) how that information can be applied to their interests or

career goals.

Assignment for Week #11 –

1. For those who gave their persuasive speeches this week, please prepare your reflection for this speech. **The reflection will be due on April 7 @ 5PM via Sakai.**
2. Students will prepare an outline for the Demonstration Speech. **The outline will be due April 3 @9AM via Sakai.**

Week #11 – April 3,4 2023 – Students will begin their Demonstration Speeches

Students complete their persuasive speeches and will deliver their demonstration speeches. It is important that students focus upon actually showing the audience how to do something. **There will be no reflection for this speech.**

Assignment for Week #12 –

Students will prepare your outline for the Interview/ReportingSpeech. **All outlines will be due on April 10 @ 9AM via Sakai**

Week#12 – April 10,11, 2023 Complete Demonstration Speeches and begin Interview/Reporting speeches

Week #13– April 17, 18, 2023 – Interview/reporting Speech

This week students will continue giving their 3-5 minute interview reporting speeches. Each speech will be graded upon 1) why the student selected the person/s interviewed; 2) what they learned from the person/s; 3) how that information can be applied to their interests or career goals; and 4) style of delivery including eye contact

grammar, understandability and knowledge of subject.

Assignment for Week #14

Those who have completed their Interview Speech, please submit your reflection on Sakai by April 28th @ 5PM

Week #14 – April 24, 25, 2023

We will complete the Interview reporting speeches.

Those who gave their Interview /Reporting speeches during week #14 please prepare a journal that once again describes, analyzes and reflects upon your experience putting this speech together. What did you learn about yourself? What is the value in being able to ask people for information? **This will be due April 28^t @ 5PM via Sakai..**

FINAL – May 1,2, 2023

Your final will be one reflection question. Your final will be available on Sakai during our regular class period.