

Communications 103, Section 210
Business and Professional Speaking
Fall Semester of 2017 Course Syllabus

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Course Overview and Approach

Some people are natural born talkers, always feeling they have something to say and relishing the chance to be heard in public settings. Others are natural born listeners, intentionally avoiding the spotlight and feeling the unwelcome creep of anxiety when asked to publicly state an opinion or deliver a presentation.

Whether talkative and gregarious, shy and reserved, or something in between, each of us must engage in public dialogue throughout the course of our professional and personal lives. Just as important, all can benefit from keen listening skills to be able to receive information and act upon it thoughtfully, respectfully, and effectively. This class will focus on sharpening your skills in developing well-conceived, well-organized, and well-delivered oral communication. It will also introduce tools and techniques for becoming more thoughtful, open-minded, attentive, and discerning listeners. Studying, crafting, delivering, and listening to public speaking will improve students' communication impact and satisfaction across the spectrum of their everyday professional and personal endeavors.

The interactive class format will combine 1) lectures focused on practical tools, techniques, and approaches designed to improve students' speechwriting and delivery skills, 2) opportunities to develop, deliver, and constructively critique a full spectrum of types of public communications, and 3) in-class visits from expert guests who will share their real-world approaches and perspectives on how to develop your own compelling "personal public speaking brand."

Course Objectives:

1. To steadily and measurably improve your public speaking and presentation skills by --
 - a. Learning how to research, organize, and thoughtfully craft your material into an engaging, informative, and/or persuasive piece of communication for oral delivery
 - b. Increasing your comfort level in public speaking by overcoming existing anxiety or better channeling existing confidence through ongoing rehearsal and feedback, both formal and informal
 - c. Improving your vocal delivery, articulation, poise, and physical animation during public speaking
 - d. Learning how to use visual/presentation aids to enhance your public speaking impact
2. To gain skills in extemporaneous speaking in the workplace
3. To learn fundamental basics regarding what to do/not do across the range of business communication types
4. To gain skills in listening to and constructively evaluating the public speaking of others

About Your Instructor

Jana O'Brien has spent her career studying consumers, identifying deep insights, and translating them into breakthrough brand and communications strategies that have led to some of the most iconic advertising and media campaigns of this era. Her work has helped advance companies and brands such as Coca-Cola, GM, Hallmark, Kellogg's, Netflix, Nintendo, Reebok, Samsung, Sony Music, ULTA Beauty, and Vans. She is a recognized industry expert and spokesperson on topics ranging from youth trends to digital marketing best practices to the effectiveness of influencer marketing. Jana worked for 28 years at the sibling advertising/media agencies Leo Burnett and Starcom MediaVest Group, where she served as an EVP, Global Planning Director, Chief Consumer Officer, and member of the SMG Board and Global Product Committee. She was elected an *Ad Age* "Media Maven" in 2002 and named one of the "Media 100" by *Media Magazine* in 2005. She has spent the past nine years as an independent marketing and training consultant, while also adjunct teaching/guest lecturing at the university level and working pro bono for many close-to-her-heart causes.

Class Calendar

Below is the planned schedule of classes, topics, class assignments/presentations, and guests. As is the case with the business industry in general, this schedule and the specific guest speakers are subject to change based on last-minute conflicts for guests or the ability to cover topics adequately within the originally-allotted time.

TUESDAY	THURSDAY
AUGUST 29 Course Intro and Overview; Syllabus/Calendar Review Self-rating on Speaking Skills and Confidence In-class Exercise for Thursday Student Intro Assignment	31 Student Peer Introductions Nametag Assignment (due September 5) Mid-Term Paper Assignment (due October 5)
SEPTEMBER 5 Overview of Public/Professional Speaking Parts of a Speech Outline Form	7 Ethics & the Rights of Free Speech Providing Feedback Informative Speech Assignment (due the week of Sept. 19)
12 Audience Analysis and Response Listening Skills In-class Exercises	14 Improvisation and Impromptu Speaking In-class Improv Basic Training and Exercises <i>Guest Expert: Kathy Berghoff, actress and Second City artist</i>
19 Informative Speeches delivered with peer reviews (First half of students)	21 Informative Speeches delivered with peer reviews (Second half of students) Storytelling assignment (due the week of October 3)
26 The Art of Storytelling Audience Engagement Techniques In-class Speech Watching and Discussion	28 In-class Discussion: how to select and craft a personal story <i>Guest Expert Storyteller: Pastor Thomas R. Henry</i>
OCTOBER 3 "Story Slam" Storytelling Speeches delivered with peer reviews (first half of students)	5 Mid-Term Papers Due "Story Slam" Storytelling Speeches delivered with peer reviews (second half of students) Business presentation assignment (due the week of October 24)
10 Mid-Semester Break (No Class)	12 Business Presentations, Proposals, and Speeches
17 Mid-term course evaluations (may be administered earlier) Presentation Visual Aids and Graphic Design Body Language/Physical Elements of Speaking	19 Speechwriting for Others; Creating Your Personal Speaking Brand <i>Guest Speechwriting Expert: Cheri Carpenter -- Better Said, LLC Former Chief Communications Officer, VivaKi</i>
24 Business Presentations delivered with peer reviews (First half of student groups)	26 Business Presentations delivered with peer reviews (Second half of student groups) Persuasive Speech assignment (due the week of October 31)
31 Persuasion: What and How 30-second Persuasion: Lessons from great advertising	NOVEMBER 2 Persuasive and Not-for-Profit Speaking <i>Guest Expert: Scott Westerman, Asst. VP, Executive Director, Michigan State University Alumni Association</i>
7 Not-for-Profit/Cause-related Persuasive Speeches delivered with peer reviews (First half of student duos)	9 Not-for-Profit/Cause-related Persuasive Speeches delivered with peer reviews (Second half of student duos) Panel Discussion team assignment (due the week of Nov. 28)

TUESDAY	THURSDAY
14 Business Communication Basic Training: Do's and Don'ts, Watch-outs and Wow-ers Elevator Speech (final exam) assignment/discussion (due the week of December 5)	16 Speaking as a Multi-Cultural Leader <i>Guest Expert: Dolores Kunda, retired CEO, Lapiz (Publicis Groupe's Latino ad agency)</i>
21 The Art of Running a Meeting Brainstorming and Group Facilitation Techniques	23 Thanksgiving Holiday No Class
28 Panel Discussions (Groups of Four) on assigned subjects related to stereotypes and misperceptions	30 Speaking from the C-suite and Identifying/Developing Talent <i>Guest Expert: Renetta McCann, Former Global CEO of SMG, now Chief Talent Officer, Leo Burnett</i>
December 5 Final Presentations: Elevator Speeches with expert panel review (First half of class; attendance required)	7 Final Presentations: Elevator Speeches with expert panel review (Second half of class; attendance required)
December 11 – 15 <i>Finals Week: No Final if 100% of Elevator Speeches are Completed the Week of December 5</i>	

Grading Approach: 1000 Points

Students will be graded based on seven assigned speech presentations (four individual and three team), one paper, class attendance/participation, and submission of peer speech evaluation forms. Each element is assigned a point value, for a total of 1000 points across the semester. In recognition that student skills and confidence will be developed throughout the semester, the initial and final speeches are weighted differently than all others.

ASSIGNMENT/GRADE ELEMENT	POINT VALUE
In-Class Speeches (* connotes team or duo speech)	
- Peer Introduction	50
- Informative Speech	100
- Storytelling	100
- Business Presentation*	100
- Not-for-Profit/Cause-related Persuasive Speech*	100
- Panel Discussion*	100
- Elevator Speech (Final)	150
Mid-Term Paper (Speech Evaluation)	100
Class Attendance, Participation, and Teamwork	100
Peer Evaluation Forms	100
TOTAL:	1000

Grading

Evaluating public speaking requires consideration of both objective and subjective elements. Usage of proper grammar, submission of well-researched, well-organized, and properly spelled speech outlines, well-rendered visual aids, and proper speech timing are the objective factors that will contribute to your marks. Content quality, clarity, creativity, engaging and persuasive delivery, body language/eye contact, and voice quality are the more subjective evaluation factors. Your instructor has decades of experience developing, delivering, coaching, and evaluating public and business presentations. "A" grades will be reserved for truly exceptional work.

Semester grades will be based on a total base of 1000 points, with the grading scale as follows:

A: 936-1000 points	B: 796-825 points	D+: 666-695 points
A-: 896-935 points	C+: 766-795 points	D: 636-665 points
B+: 866-895 points	C: 726-765 Points	F: ≤635 points
B: 826-865 points	C-: 696-725 points	

This scale is absolute and already accounts for rounding up decimal points to the next whole number.

Textbooks and Sources

There is no required textbook for this course. Non-class time should be devoted to researching, developing, and rehearsing speeches and writing the mid-term paper based on the learning derived from in-class lectures, exercises, and guest experts.

Lectures and in-class materials will draw upon the instructor’s professional experience and the following resources:

- *Business and Professional Communication – Keys for Workplace Excellence* (Kelly M. Quintanilla and Shawn T. Wahl)
- *A Pocket Guide to Public Speaking* (Dan O’Hair, Hannah Rubenstein, and Rob Stewart)
- *Speak Up* (Douglas M. Fraleigh and Joseph S. Tuman)
- *Talk Like TED: The 9 Public-Speaking Secrets of the World’s Top Minds* (Carmine Gallo)
- *TED Talks: The Official Ted Guide to Public Speaking* (Chris Anderson)
- *TED Talks Storytelling: 23 Storytelling Techniques from the Best TED Talks* (Akash Karia)
- *Think Public Speaking* (Isa N. Engleberg and John A. Daly)
- YouTube videos of famous speeches and iconic advertising

Class Rules of the Road

- **Attendance/Participation/Timeliness/Teamwork:** Class attendance/participation is mandatory and critical to course success. Be on time. Engage actively. You will not only be presenting your own speeches in class, but also evaluating the speeches of others. For team/duo projects, be reliable, contribute your fair share, and enhance rather than detract from the process and group. Team members will grade one another and influence each other’s individual grades. Fully 900 of the 1000 points that will constitute your grade (that’s 90% of the points!) will be based on what happens during class time. If you must be absent, you must contact the instructor a minimum of ONE DAY in advance. You will be required to present medical or other official documentation explaining your absence before you will be permitted to make up missed work.
- **Assignments, Deadlines, and Deliverables:** Except for the mid-term paper, all assignments will be speeches that will be presented during classroom time. After Week One, you will be given your individual or team presentation date for each assignment at least one week in advance, as well as your assignment for the peer’s speech you will be evaluating. On the day of each speech presentation, printed outlines and the full text of your speech must be turned in, with a formatted list of sources for those speeches that require them.
- **Technology:** This course is about in-person communication. Cell phones must be turned off and put away during class. Laptops/tablets may only be used for note-taking. Anyone found to be using technology for anything other than note-taking during class will have his/her tech rights taken away for the semester.
- **Grammar, Spelling, Style:** As a communications course in the College of Communication, language and style matter. Correct grammar, spelling, and (as required) visual formatting are expected. Use spell/grammar check, proofread thoroughly, and take the time to produce accurate and well-formatted documents and (as required) visually-pleasing visual aids. Failure to produce well-executed work will result in point deductions.
- **Academic Integrity:** Be assured – plagiarism can be spotted from a mile away. Originality is the hallmark of the communications industry, so anyone caught plagiarizing or borrowing past or current content will receive a grade of “F” for the assignment and will be reported to the College of Communication. Consult the School of Communication Statement on Academic Integrity (see attached Appendix) for more information.

APPENDIX

General Policies and Reminders:

- **Students with Disabilities:** Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities 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 to meet their own needs and assignment due dates.
- **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 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; 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 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.

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.)

Technology (Info Provided by LUC)

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to complete and submit assignments and to communicate with the instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access institutional resources. It is expected that electronic communication with students will be via the Loyola ID and Loyola's email system, which can be accessed at: <https://outlook.luc.edu/>.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service systems allows students, faculty, and staff on the University network to reset their own network password quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password.

Course materials will be provided via the Sakai learning management system, which can be accessed at: <https://sakai.luc.edu/>. It is expected that students will access and submit assignments and other coursework via the Sakai system using their Loyola ID and password.

This course may include online activities such as live (synchronous) or outside of designated class time (asynchronous) activities. For online synchronous activities, the instructor may require the use of computers with webcams and microphones. For these types of activities, it is expected that students have access to and setup the necessary equipment prior to the online class. To learn more about technology support for online course activities go to: <http://www.luc.edu/online/resources/technology/>.

Digital Media Services (DMS) manages and maintains a number of multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Students can visit the labs to checkout various technologies, receive consultation, and access various types of training for coursework. More information on hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.

While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: <http://www.luc.edu/its/helpdesk/>.