

Public Speaking and Critical Thinking
COMM 101-004
Section 1881

PROFESSOR: Rose Spinelli

LOCATION: Mundelein Center, Room 504

DAYS/TIMES: Monday-Wednesday-Friday, 1:40pm – 2:30pm

OFFICE HOURS: Before and after class and by appointment

EMAIL: rspinelli@luc.edu

ALTERNATE EMAIL: Please put roseaspinelli@gmail.com in your contacts. I respond to emails quickly and when convenient I use my personal email to do so.

EMAIL POLICY: I will respond to all emails sent between 7 am - 6pm within 24 Hours, usually more quickly unless I must research your question. Keep in mind. I don't check my email late at night. If you contact me the night before your speech is due, I will not see it. If you are ill and cannot present, a note from your doctor will be required to avoid being penalized.

TEXTBOOK:

We will not be using a textbook. Instead, we will make use of various written and video source materials.

FOR THIS CLASS YOU WILL BE REQUIRED TO:

- Use the variety of tools on Sakai.
- Watch pertinent videos and readings and implement what you've learned.
- Complete any brief assignments in a timely manner.
- Watch assigned speeches.
- Participate in two Oral Exams on Zoom
- Write outlines and speeches
- Complete quizzes when applicable
- Contribute to class discussions on an online forum, if applicable

COURSE DESCRIPTION:

The abilities both to speak effectively in public and to think critically are two of

the most important outcomes of a liberal arts education. They are vital skills for career success and active citizenry. 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.

COURSE RATIONALE:

This course is designed to teach you how to research, organize, write, and deliver speeches with an emphasis. You also will learn to be an intelligent, thoughtful, and critical listener.

LEARNING OUTCOME:

Students will demonstrate presentation skills in simulated organizational settings.

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, including visual aids, to support that position.
- Organizing your ideas in a logical, cogent manner using critical thinking skills as your guiding principle.
- Writing clearly using lively words and avoiding jargon.
- Practicing speaking from an outline.
- Using the proper vocal delivery methods to an audience.
- Recognizing problematic vocal and nonverbal delivery patterns in order to improve and transform as a speaker.

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 using critical thinking as your guiding principle.
- Doing above in a constructive, supportive manner.

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

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

COURSE WORK:

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

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

- Develop strategies for coping effectively with the tensions involved in public speaking.
- Analyze an audience and situation, and then adapt a message to those needs.
- Work individually and collaboratively.
- Develop, outline, and perform six formal speeches.
- Deliver extemporaneous speeches in an oral exam setting.
- Prepare and use visual aids that promote clarity and interest.
- Use evidence, reasoning, and motivational appeals in persuasive speaking.
- Establish credibility by demonstrating knowledge and analysis of a topic.

- Demonstrate acceptable ethical standards in research and presentation of materials.
- Listen to, analyze, and critique oral communication.

GRADING:

This is a graded class. Grades are based on a 1,000-point scale. Students will be graded based on three components:

1. **ASSIGNMENTS:** You will give six speeches over the course of the semester, the first two of which are ungraded. They should, however, be viewed as vital building blocks to giving future speeches. Think of it as a grace period to get into the flow. As you learn, you should get better, if not in all areas, then in the area in which you've set a personal goal.
2. **GROWTH:** While I follow a rubric to grade speeches, ***I also grade on the growth*** I observe over the course of the semester.
3. **CLASSROOM ATTENDANCE AND PARTICIPATION:** In this class, attendance and participation is vital to your grade. You are either giving speeches or listening to others' giving speeches. Both are equally important to receive a good grade.

Grades will be determined in the following manner:

Ice Breaker Speech: 0 points

Impromptu Speech: 0 points

Oral Exam: 100 points

Informative Speech: 150 points

Group Presentation: 200 points

Persuasive Speech: 250 points

Final: 200 points

Attendance and Participation: 100 points

All speeches, beginning with graded speeches, must be accompanied by an outline and a bibliography. All documents should have the **correct naming convention**. **You will be penalized without it.** (See next page.) Failure to provide an outline

and bibliography **on the day of the presentation** will result in a reduction of **one letter** grade. The outline should be proofread and neatly typed.

I will not give an A just because you feel you deserve one. An A indicates that every aspect of your speech was perfect. Remember that a C is average, and average doesn't mean bad. Additionally, I do not give A's simply because you showed up and did the assignments. I value and grade based on the goals you've set and the growth you've shown throughout the semester.

FINAL GRADE SCALE:

I do not follow Sakai's grading scale but the following one:

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

Grade disputes:

You may not agree with a grade I give you. If you think you deserve a better grade, disputing it is a two-part process. First, in an email you must write one to two paragraphs explaining why. Second, you must request a follow-up conference with a logical argument including support for your argument.

How to Submit Assignments:

When an assignment of any kind is due, you will be asked to submit it on Sakai in the **Assignments tab** using a formal **naming convention**. Each submission must include your name, the assignment name, and the date. Using my

name as an example, the naming convention will look this way:

rspinelli_Icebreaker_date If any of this information is missing, your grade will be affected.

No late assignments will be accepted without my advanced knowledge and agreement. This is not negotiable. Talk to me if you have a problem. This is a *communications* class.

Announcements Function on Sakai:

I will be using the Announcements tool as the primary way to contact the group. It is your responsibility to read these Announcements. Individual or small group contacts will come via email. I will always use Sakai's Announcement function to alert you when I've made date changes or have added materials.

If You Have Technical Problems:

If Sakai or any other required tool for this class is giving you trouble, it is your responsibility to contact the IT Department to get it fixed. You cannot use it as an excuse to not submit assignments. Their phone number is **773-508-4487** and their email is ITSServiceDesk@luc.edu. They will assign you a ticket and get back promptly.

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, 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. All absences must be accompanied by medical documentation. *This includes backups.* There will be no exceptions.

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is vital to email me well **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.

Participation and Professionalism:

You will never be penalized for voicing your opinions, whatever they may be. You will, however, be penalized for disrupting class by being on your computer or phone during class, chatting privately with another student, and especially arriving late consistently. Doing so will lead to lowering the professionalism portion of your grade.

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. Loyola University Chicago students 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. These examples of academic dishonesty apply to both individual and group assignments. 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.
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- 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, 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.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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 https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml .

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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.

AI Assisted Technology

We have much to learn about the benefits of generative AI such as ChatGPT and Google Bard, etc. However, my expectation for this class is that you honor, respect, and carry forward Loyola's tradition of excellence in all you do.

You came here for your own education. You should be doing the learning and not allowing AI to do the learning for you. There is no room for AI in this classroom setting.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s **Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation** (located at **www.luc.edu/equity**). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s **Title IX** Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect.

(**https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/**).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses not to have any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the **Office for Equity & Compliance** at **equity@luc.edu** or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call **The Line** at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at **luc.edu/coalition** or **luc.edu/wellness**.

Use of Appropriate Names and Pronouns

Always addressing one another by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students regarding their names and gender pronouns.

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 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.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

COURSE CALENDAR

I reserve the right to change speech dates based on the needs of the class but will always inform you of any changes in advance.

Week One:

January 17 - Intro Syllabus and short lecture | Assignment for next class

January 19- Icebreaker Speech Day

Week Two:

January 22 - Icebreaker Post discussion

January 24 - Impromptu Prep Lecture

January 26 - Impromptu Speech Day

Week Three:

January 29 - Impromptu Speech Day if needed

January 31- How to Talk So People Listen: What is Charisma?

February 2 - Informative Lecture: Topic Mapping + view videos

Week Four:

February 5 - Your Speech Needs a Hook Lecture + view videos

February 7 - Designing Your Presentation Lecture

February 9 - Meet on Zoom about Informative Topic

Week Five:

February 12 - Meet on Zoom about Informative Topic

February 14 - Introduce Group Speech + Picking Teams

February 16 - Informative Speech Day ***ALL MATERIALS DUE TODAY, NO EXCEPTIONS.**

Week Six:

February 19 - Informative Speech Day

February 21 - Informative Speech Day

February 23 - Informative Speech Day

Week Seven:

February 26 - Informative Speech Day | post-speech discussion

February 28 - Ethics Lecture

March 1 - Group Work in Class

March 4- 9 Spring Break – No classes**Week Eight:**

March 11 - Introduction to Oral Exam

March 13 - Oral Exam Speech Day (Zoom)

March 15 - Oral Exam Speech Day (Zoom)

Week Nine:

March 18 - Oral Exam Post Discussion or TBD

March 20 - Group Speech Day ***ALL MATERIALS DUE TODAY, NO EXCEPTIONS**

March 22 - Group Speech Day

Week Ten:

March 25 - Group Speech Day

March 27 - Group Speech Day | Group Speech Post Discussion

March 29 - Easter Break

Week Eleven:

April 1- Easter Break

April 3 - Non-graded Quiz + How to Think, Not What to Think (video)

April 5 - David and Goliath – two versions

Week Twelve:

April 8 - How to Appeal to Audiences Using Rhetorical Triangle (videos)

April 10 - Meet on Zoom about Persuasive Topic

April 12- Meet on Zoom about Persuasive Topic

Week Thirteen:

April 15 - TBD

April 17 - TBD

April 19 - Persuasive Speech Day ***ALL MATERIALS DUE TODAY, NO EXCEPTIONS.**

Week Fourteen:

April 22- Persuasive Speech Day

April 24 - Persuasive Speech Day

April 26– Persuasive Speech Day

Finals Week

April 29

May 1- Persuasive Speech Day | Post Persuasive Discussion

May 3 - Review/Wrap up

Final Exam:

This will be an Oral Exam on Zoom

