PUBLIC SPEAKING AND CRITICAL THINKING
COMM 101 – Sec. 203

Thursdays 7:00pm – 9:30pm
Corboy Law Center Room 425

Instructor: Vince Gerasole
Email: vgerasole@luc.edu
Phone: 312 446 5835

Course Description

Oral communication is an invaluable skill needed for success in virtually every field of endeavor. Public speaking/Critical Thinking is designed to teach students the skills required for oral competency, and critical thinking, through a series of presentations, group exercises, written assignments and selected readings from scholars and communication professionals.

Course Objectives

The goal of this course is to help students prepare and deliver speeches. Fundamentally, the course provides students with an understanding and application of the complexities of public speaking. Students learn that good public speakers develop cognitive thinking skills that include attitudes, values and feelings. These skills are applied in speech preparation, delivery audience analysis and reaction.

COMM 101 aims to provide students with an awareness and appreciation of the principles of effective public speaking gained by assigned readings the viewing of selected speeches on videotape and broadcast, and by class lectures and discussions.

Students will know how to:
1. Select and develop topics for speeches
2. Organize speeches
3. Assess research and data
4. Reason information and concepts into a speech context
5. Control speech anxiety and nervousness
6. Increase self-confidence in public speaking
7. Develop critical listening abilities for evaluating ideas, attitudes beliefs and behaviors.
Course Policies Preparation for Class and Attendance

Attendance
Attendance and participation **ARE ESSENTIAL** to succeed in this class and are considered a part of your grade. You will not be given credit for any assignment missed due to an unexcused absence, and you may not be able to make up a speech because of an unexcused absence. If you miss a class, whether excused or unexcused, you are expected to email me before the class and get notes from a classmate.

Course Policies and Classroom Respect
Turn off all cell phones. No texting or emailing during class is allowed. All students must be shown respect and courtesy.

Lateness and Incompletes:
All assignments must be turned in on time. Each student will be given an advanced schedule for individual speaking assignments.

Classroom Respect:
All students must be shown respect and courtesy. This is a public speaking course designed to improve our speaking and listening skills. The individual opinions and beliefs of speakers and classmates will also be given full respect.

Cheating and Plagiarism
Academic dishonesty of any kind will not be tolerated. The minimum consequence for academic dishonesty will be an “F” on the assignment. This includes quizzes, speech outlines and final submissions of speeches. However, the School of Communication and Loyola University Chicago reserve the right to enforce the most extreme consequences, including but not limited to expulsion from the major or the university. The internet is an oasis for plenty of speeches which can be accessed for free or a fee. Beware of the consequences of lifting a speech/outline, partial or whole, from the web. It is plagiarism and will result in a failing grade for
the course.

ALL ASSIGNMENTS MUST BE TYPED (DOUBLE-SPACED) ON 8½ BY 11 INCH WHITE PAPER).

**Grading**

Attendance/punctuality/attitude/participation/quizzes: 10%
Four Research Speeches: 40%
Quick Speeches 40%
Outside Critique (Final) 10%

All students will have the opportunity to re-do their lowest scoring research speech at the end of the term for a better grade.

Late assignments: Deduct 1 letter grade per week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Speeches, Lectures &amp; Exams</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 (1/16)</td>
<td><strong>Interview Your Partner for Speech of Introduction</strong></td>
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<tr>
<td></td>
<td>Becoming a Public Speaker</td>
<td>Chapter 1</td>
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<td></td>
<td>Preparing Your First Speech</td>
<td>Chapter 2</td>
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<td></td>
<td>Managing Speech Anxiety</td>
<td>Chapter 3</td>
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<td></td>
<td>Interview Your Partner for Speech of Introduction</td>
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2 (1/23)

**Speech 1:**

**Speeches of Introduction** In class critique/coaching

<table>
<thead>
<tr>
<th></th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Developing Supporting Material</td>
<td>8</td>
</tr>
<tr>
<td>Locating Supporting Material</td>
<td>9</td>
</tr>
<tr>
<td>Finding Credible Sources on the Internet</td>
<td>10</td>
</tr>
<tr>
<td>Citing Sources in Your Speech</td>
<td>11</td>
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3 (1/30)

**Speech 1:**

**Speeches of Introduction** In class presentation/graded

4 (2/6)

**Quick Speech** In classes/graded

<table>
<thead>
<tr>
<th></th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Organizing the Speech</td>
<td>12</td>
</tr>
<tr>
<td>Types of Organizational Arrangements</td>
<td>13</td>
</tr>
<tr>
<td>Outlining the Speech</td>
<td>14</td>
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</table>
The Informative Speech

5 (2/13)
Guest Speaker
Making the most of your speech

6 (2/20)
**Speech 2:**
The Informative Speech A
Demonstrations/Graded
Listeners and Speakers
Ethical Public Speaking
Analyzing the Audience
Selecting a Topic and Purpose

7 (2/27)
**Quick Speech**
Developing the Introduction
Developing the Conclusion
Using Language to Style the Speech

**NO CLASS 3/06**

8 (3/13)
Guest Speaker
Using Presentation Aids in the Speech
Designing Presentation Aids
Using Presentation Software

9 (3/20)
**Speech 3:**
The Informative Speech B
Visuals/Graded
High emphasis on audio/visual Presentations.

10 (3/27)
**Quick Speech**
The Persuasive Speech
Arguments for a Persuasive Speech Chapter 26
Organizing the Persuasive Speech Chapter 27
Special Occasion Speeches Chapter 28

11 (4/3)
Speech 4
Persuasive Speech In class/graded

12 (4/10)
Guest Speaker

4-17 NO CLASS

13 (4/24)
MAKE – UP SPEECHES
Redo lowest speech
Individual Meetings

14 (5/1)
Written critique of outside speech due

MANY CLASSES WILL INCLUDE A VIEWING OR READING OF A HISTORICALLY SIGNIFICANT SPEECH, WITH ANALYSIS AND DISCUSSION.

Any student with a learning disability who 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 in advance in order to meet their own needs and assignment due dates.