



Preparing people to lead extraordinary lives

COMM103 Business and Professional Speaking Section 203 FALL 2023 Class #2477 Dates: 8/28/23—12/16/23

DAYS: Monday, Wednesday, Friday 10:25—11:15 AM
ROOM: Corboy Law School Room # 525
INSTRUCTOR: Perry William Ergang

E-mail: Pergang@luc.edu-- best way to communicate
Telephone: Email is best
Office hours: by appointment

Syllabus Statement

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. 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. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Suggested TEXT:

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=communication-textbooks>

Note: There are many good textbooks and online guides for this class or for your use. This link is to a **free online** textbook with various good chapters for reference guides.

COURSE DESCRIPTION:

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.

LEARNING OUTCOME:

Students will demonstrate presentation skills in simulated organizational settings.

COURSE RATIONALE:

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

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 to support the position.
- Organizing your ideas in a logical, cogent manner.
- Writing clearly using lively words.
- Using proper presentation methods to deliver a speech to an audience.
- 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.
 - Doing so in a constructive, supportive manner.

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

LEARNING OBJECTIVES:

Upon completion of this course students should be able to:

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

COURSE WORK:

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

1. Develop, outline and perform four formal speeches;
2. Deliver extemporaneous speeches in a variety of situations;
3. Analyze an audience and situation, and then adapt a message to those needs;
4. Prepare and use visual aids that promote clarity and interest;
5. Use evidence, reasoning, and motive appeals in persuasive speaking;
6. Establish credibility by demonstrating knowledge and analysis of a topic;

7. Develop strategies for coping effectively with the tensions involved in public speaking;
8. Demonstrate acceptable ethical standards in research and presentation of materials;
9. Listen to, analyze, and critique oral communication;
10. Work individually and collaboratively

GRADING:

Students will be graded based on four speech presentations, a written report evaluating a public speaker and classroom participation. Grades are based on a 1,000-point scale.

Grades will be determined in the following manner:

Attendance, Participation, Professionalism	130 points
Discussion Question #1: Ted Talks	15 points
Discussion Question #2: YouTube Informative	15 points
Discussion Question #3- At the Movies	15 points
Elevator Pitch	20 points
Narrative Speech	20 points
My Favorite Place Speech	50 points
Cultural Artifacts Speech	100 points
Informative Speech:	200 points
Persuasive Speech:	200 points
I AM THE BOSS Speech	150 points
Group Project Speech	35 points
FINAL EXAM Reflection Paper	50 points

NOTE: All speeches must be accompanied by an outline and/or a power point. The outline must be submitted on Sakai before the presentation and the power point will be graded as seen in the presentation.

FINAL GRADE SCALE:

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

ATTENDANCE

Attendance and class participation (whether in the classroom or online) 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 by the instructor, 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. If you are absent on a day when fellow students are delivering speeches, your most recent grade will be marked down **one letter**. There will be no exceptions!!

Repeated unexcused absences will greatly affect your final grade. If you are unable to make class, it is important to call or e-mail the instructor **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.

ACADEMIC INTEGRITY:

School of Communication Statement on Academic Integrity:

“A basic mission of a university is to search for and to communicate the 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
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Students who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. 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 the following:

- Submitting as one's own material copied from a published source, such as print, Internet, 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
- 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 without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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/req_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."

ARTIFICIAL INTELLIGENCE INFORMATION AND GUIDELINES FROM LUC

To maintain our culture of excellence and integrity, students are NOT to use A.I. assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be grade.

Students with Accommodations: Students who need special accommodations for exams or class meetings because of a learning disability will provide you with a letter documenting the type of accommodations needed. If they claim to have a physical or psychological condition that hinders their ability to perform in class, medical documentation must be provided to the Student Accessibility Center (SAC) and that office will assess whether or not your collaboration is required. These matters are confidential.

Any student with a learning accommodation that needs special accommodation during exams or class periods should provide documentation from Student Accessibility Center and confidentially given 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.

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PROFESSIONALISM AND ADDITIONAL CLASSROOM POLICIES:

- Students are expected to be actively engaged in class discussions, courteous, be on time, be attentive and treat the subject professionally.
- No late assignments will be accepted unless in conference with the instructor
- All written assignments must be typed, double-spaced and proofread.
- Turn off cellphones and other electronic devices. Laptops are welcome if you are using them to take notes **but MUST BE TURNED DOWN DURING ALL PRESENTATIONS.**

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 in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order 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 that they do not want 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.

Addressing one another at all times 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.

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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.

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

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a meeting with me during office hours. 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

Week One:

August 28	Introduction to the course, syllabus review, speech importance,
August 30	Interpersonal Communication Lecture Introduce Elevator Pitch
Sept. 1	ASSIGNMENT Due: Discussion Question #1 Ted Talk on SAKAI (15 points)

Week Two:

Sept 4	NO CLASS LABOR DAY
SEPT 6	DUE: Elevator Speech and Outline and Lecture
Sept 8	Narrative Speech Introduced and Story Telling

Week Three:

Sept 11	Narrative Speech Group 1	Outlines on Sakai
Sept 13	Narrative Speech Group 2	Outlines on Sakai
Sept 15	Narrative Speech Group 3	Outlines on Sakai MFP
Lecture		

Week Four:

Sept 18	My Favorite Place Speeches Group #1	Outlines Due on Sakai
Sept 20	My Favorite Place Speeches Group #2	Outlines Due on Sakai
Sept 22	My Favorite Place Speeches Group #3	Outlines Due on Sakai

Week Five:

Sept 25	MFP Make Up/Cultural Artifacts Into	Cultural Artifacts Lecture
Sept 27	Cultural Artifacts Introduction	In Class Work Shop
Sept 29	Cultural Artifacts Presentation Group #1	ALL Outline due on Sakai

Week Six

Oct 2	Cultural Artifact Speeches	Group #2	Outlines on Sakai
Oct 4	Cultural Artifact Speeches	Group #3	Outline on Sakai
Oct 6	Fall Break Friday NO CLASS		

Week Seven:

Oct	9	FALL BREAK NO CLASS	
Oct	11	Informative Speech Info	Informative Speech Lecture
Oct	13	Due: Discussion Question #2 (15pts)	In Class WorkShop on Info

Week Eight

Oct	16	Informative Speech Group #1	Outlines Due on Sakai
Oct	18	Informative Speech Group #2	Outlines Due on Sakai
Oct	20	Informative Speech Group #3	Outlines Due on Sakai

Week Nine:

Oct	23	Informative Speech Group #4	Outlines Due on Sakai
Oct	25	Persuasive Speech Intro/Make Ups	Class Lecture and
Oct	27	Persuasive WorkShop	NO CLASS WORKSHOP

Week Ten:

Oct	30	Persuasive Speeches Group #1	Outlines Due on Sakai
Nov	1	Persuasive Speech Group #2	Outlines Due on Sakai
Nov	3	Persuasive Speech Group #3	Outline Due on Sakai

Week Eleven:

Nov	6	Persuasive Speech Group #4	
Nov	8	I AM THE Boss Info	Make Ups /Class Lecture
Nov	10	I AM THE BOSS Due: Discussion #3	I AM THE BOSS WORKSHOP

Week Twelve

Nov	13	I Am The Boss Group #1	Outlines on Sakai
Nov	15	I Am The Boss Group #2	Outlines on Sakai
Nov	17	I Am the Boss Group #3	Outlines on Sakai

Week Thirteen**THANKSGIVING WEEK---NO CLASS****Week Fourteen**

Nov	27	Group Project Introduction and Work
Nov	29	Group Project Work
Dec	1	Group Project Work

Week Fifteen: LAST WEEK OF REGULAR CLASS

Dec	4	GROUP PROJECT (classroom optional but can run through your ppt)
Dec	6	Groups 1 and 2 Present---outlines due on Sakai, ppt and delivery in class

Dec 8
points)

Group 3 and 4 FINAL CLASS

Final Exam Preview (Final is worth 50

Week Sixteen:

FINALS WEEK December 1st---16th

It will be an ONLINE reflection analysis to be

submitted

DUE Date: TBD

A Note About Finals

This will be a reflection paper submitted on Sakai. Details and exact Final Exam time set by LUC to be announced. The final grade on the paper, thus the course, cannot be released until that assigned Finals time

******COURSE CALENDAR IS SUBJECT TO CHANGE WITH NOTIFICATION******