



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

COMM 103-201 (2374)—BUSINESS AND PROFESSIONAL SPEAKING
CORBOY LAW CENTER, WTC, ROOM 203, SPRING 2024



Instructor: Milan Pribisic (he/his/him), Ph.D. (mpribis@luc.edu)

Class meetings: MoWeFr 8:15 am to 9:05 pm

Office/student hours: By appointment only (either on Zoom or in-person on campus)

TEXTS: 1. English Club’s “Presentations in English”—free Open Education Resources (OER)

2. PowerPoint lectures (PP)

(available in Sakai under weekly lessons/Resources)

COURSE DESCRIPTION: This course examines the theory and practice of 1. Speech audience analysis, 2. Speech message design and writing, and 3. In person oral presentation for the professionals in organizational settings. The course, framed by the concepts of organizational culture and leadership communication skills, will focus on developing the students' professional presentation skills.

COURSE OUTCOMES:

After the course students will be able to

demonstrate written and oral presentation skills in simulated organizational settings
[WRITING SKILLS, PRESENTATION SKILLS]

recognize the importance of critical listening for evaluating ideas, attitudes, beliefs, and behaviors, including the classmates' presentations [CRITICAL THINKING SKILLS]

identify the elements of the speechmaking process as a creative endeavor
[ANALYTICAL SKILLS]

carry out necessary research, evaluation, and selection of the support material to be used in organizing and writing effective outlines and speech presentations [CRITICAL THINKING SKILLS]

provide speech presentations in simulated organizational settings with vocal and physical delivery skills appropriate for the **extemporaneous** (conversing) method of delivery [PRESENTATION SKILLS]

demonstrate the ability to meet deadlines [TIME MANAGEMENT SKILLS]

STUDENTS' ROLE/RESPONSIBILITIES: Apart from class attendance and participation, it is the student's responsibility to contact the instructor if they have questions about course content or assignments/deadlines. In a three-credit hour lecture class such as this one, students should expect to work a minimum of **seven hours a week** which includes class attendance, assigned readings, and homework assignments. This estimate is to help you be aware of the level of effort expected; turning in a sloppy work that took few minutes to complete will be obvious. Please keep track of time spent working for the class and if it is more time than this estimation mentioned above, contact me so we can talk about it.

INSTRUCTOR'S ROLE/RESPONSIBILITIES: I strive to create a learning environment for the students that supports a **diversity** of experiences, perspectives, and

thoughts, and honors our unique identities (including gender, race, ethnicity, religion, sexuality, class, ability ...). This starts with a land acknowledgement, that is by naming Ojibwe, Potawatomi, Odawa, as well as Menominee, Miami, and Ho-Chunk nations upon whose land the university stands. The names, including ours, and their pronunciations, as well as the set of pronouns we use to present ourselves are important; if they are different from those on your Loyola records, please let me know. I am here to help guide you through the course materials and address any questions/concerns you might have. If you feel like your performance in the class is being impacted by your experiences outside the class, please do not hesitate to contact me. I will respond to your requests in a timely manner (within 24 hours when possible) and will provide constructive feedback on them (this also includes the assignments). I am still (like many of us) in the process of learning about diverse perspectives and identities. If something was said/posted in class by classmate or instructor that made you feel unsafe, please contact me. I will be available to meet with you either online or in person by appointment.

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 an 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 support 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.

PRIVACY STATEMENT: Assuring privacy among faculty and students engaged in either 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.

ATTENDANCE: In a **performance-based course** like this one, all students are expected to attend class regularly and to be prepared to actively participate in discussions, activities, other speakers' critiques, and speech presentations when scheduled. The class uses a **WORKSHOP** format flexibly to include body and vocal warm-up, class exercises, quizzes, students' warm up and graded speeches, discussions, and classmates' critiques. The emphasis is on **student participation and contribution**--you are expected to undertake preparation for each class and speech presentation, usually taking the form of required reading, viewing, and research. The assigned readings and viewings will be done outside the class so we can use the class time for the speech preparation/rehearsal, consultations, peer reviews and the actual speech presentations; it is students' responsibility to seek clarification and explanation of the reading/viewing material from the instructor. **For attending (20 points) and actively participating (30 points) in class workshops, which also includes the weekly assignments such as warm up speeches and Sakai Discussion forums with deadlines to be observed, you will receive the total of fifty [50] Participation points. No show to class means no attendance points**

[three unexcused absences throughout the semester are acceptable, beyond that number your attendance grade will be lowered]; the weekly assignments past due date are marked with 30% points deduction for up to one week lateness, and past that date no late weekly assignments are accepted. If you miss a workshop with a scheduled assignment, such as peer teaching or survey questionnaire and especially the speech presentation, you will be given the opportunity to make it up **ONLY** if you provide a medical doctor's excuse or an official letter confirming you are representing Loyola University. Please keep in mind that because of the specific, performance-based nature of this course, even in the above cases the time slot for the missed speech may not be available due to the time constraints. **To pass the class each student must deliver four speeches; no substitute assignment is available for the missed speech presentation.**

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 at 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 violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during 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, compromise the integrity of the academic evaluation process. **Plagiarism** is a serious violation of the standards of academic honesty; it 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. Plagiarism involves the taking and use of specific words and ideas of other without proper acknowledgement of the sources, and includes, but is not limited, to 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. 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. This applies even if the student is enrolled in the classes during different semesters. Any 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. See the LUC web page *Academic Integrity* at Undergraduate Studies Catalog/Academic Standards and Regulations for university policy on plagiarism at

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

<http://www.luc.edu/english/aboutthewritingprogram/theuseandmisuseofsourcematerials/#d.en.238783>

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. 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.

To maintain our culture of excellence and integrity, students are not to use Artificial Intelligence [AI] assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, or a quiz, or any deliverable that will be graded.

STUDENT ACCESSIBILITY CENTER (SAC): If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact SAC as soon as possible. Formal arrangements must be made through the office before course adjustments can be made. Additional information about the services available at: <http://www.luc.edu/sac/sacstudents/>

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 (<https://www.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: <https://www.luc.edu/dos/> or luc.edu/csaa; 773-508-8840; deanofstudents@luc.edu.

CLASSROOM ETIQUETTE: The attendance is taken at the beginning of the class! Up to fifteen-minute lateness is acceptable according to the academic rules; beyond that it is on your own discretion to decide whether you should interrupt the class already in progress or not; in any case, if you enter the classroom after the attendance has been taken it is your responsibility to check with the instructor after the class to be sure to get the attendance credit. Repeated lateness beyond fifteen minutes will be treated as unexcused absence. No food/eating is allowed in the classroom.

ASSIGNMENTS: As stated above there are several weekly assignments which are part of Participation grade, plus four in-class speech presentations and four written Preparation Outlines, and the final exam administered during the Finals week. There are rubrics for each graded assignment that will be available prior to each assignment.

GRADING ASSIGNMENTS: Unless instructed, do not email assignments (all assignments to be graded must be submitted either in hard copy or in Sakai). I grade on points, which means each assignment carries a certain number of points, and your final grade is a result of your accumulated number of points. To receive a D letter grade for the Course you will need to have 195 points out of 300 total points possible (that is 65% of the total points). The evaluation form and speech requirements (the assignment rubric) will be provided in class for each specific assignment including the rubric for the speeches. Please observe the **24/7 grading policy**—wait 24 hours after receiving the grade to talk to me about it but talk to me about the grade within seven days if you have a question. After one week has passed, I will not discuss the grade for that assignment.

Participation (attendance/class activities, quizzes, speech critiques)	50 points
Speech 1 (Introductory presentation—5-minute speech)	20 points
Speech 2 (Informative speech—7-minute speech)	50 points
Speech 3 (Informative/Small Group Presentation—15-min, speech)	50 points
Speech 4 (Persuasive speech—9-minute speech)	50 points
Written assignments (Four outlines for 4 speeches:10+10+10+20)	50 points
Final exam	30 points
Total Points	300 points

TOTAL=300 POINTS

A(EXCELLENT)=285-300;

A-minus=276-284;

B+=267-275;

B (GOOD)=258-266;

B-minus=249-257;

C+=240-248;

C (AVERAGE)=231-239;

C-minus=222-230;

D+=213-221;

D (FAIR)=195-212;

F (POOR)=below 195

STATEMENT OF INTENT: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

WEEKLY SCHEDULE

(The following class plan is by the week; CHANGES to the syllabus will be announced both in class and in Sakai—be sure to check Sakai’s weekly lessons every Monday morning for the updates)

Week **ONE** (January 15/17/19):

NO CLASS ON MONDAY—MARTIN LUTHER KING JR. DAY

Introduction to class/Syllabus

Communication/Communicating and Leading at Work (PP)

Public Speaking Apprehension (PP)

VIDEO: “How to Speak” OER (1-hour video—watch outside the class)

How Scared Are You? (PRPSA Self-Evaluation, Take 1 homework)

Week **TWO** (January 22/24/26):

Presentations in English + Presentations: Introduction (OER)

Presentation Preparation (OER)

Methods of Delivery (PP)

The Presentation (OER)

Using Verbal and Nonverbal Messages/Presentation Delivery (OER)

Week **THREE** (January/February 29/31/2):

SPEECH # 1 PRESENTATIONS (all week)

Week **FOUR** (February 5/7/9):

Organizational Culture; Organizational Power (PP)

Types of Speech according to General Purpose (PP)

Informing Others: Informative Speech (PP)

Presentation Equipment (OER)

Week **FIVE** (February 12/14/16):

Presentation Language (OER)

Listening and Responding (PP)

Presentation Review (OER)

Week **SIX** (February 19/21/23):

SPEECH # 2 WARM-UPS

SPEECH # 2 PRESENTATIONS START (Wednesday and Friday)

Week **SEVEN** (February/March 26/28/1):

SPEECH # 2 PRESENTATIONS

Week **EIGHT** (March 4/6/8):

SPRING BREAK—ENJOY!

Week **NINE** (March 11/13/15):

Adapting to Differences (PP)

Collaborating in Teams (PP)

SPEECH # 3 team formations

SPEECH # 3 TEAM PRESENTATIONS WARM-UP

SPEECH # 3 TEAM PRESENTATIONS (Friday)

Week **TEN** (March 18/20/22):

SPEECH # 3 TEAM PRESENTATIONS

Week **ELEVEN** (March 25/27/29):

Speech # 4 Preparations—Persuading Others (PP)

Speech # 4 Preparations/Consultations

NO CLASS ON FRIDAY MARCH 29—GOOD FRIDAY

Week **TWELVE** (April 1/3/5):

NO CLASS ON MONDAY APRIL 1—EASTER MONDAY

Speech # 4 Presentation WARM-UPS and Consultations

Week **THIRTEEN** (April 8/10/12):

SPEECH # 4 PRESENTATIONS

Week **FOURTEEN** (April 15/17/19):

SPEECH # 4 PRESENTATIONS

Week **FIFTEEN** (April 22/24/26):

SPEECH # 4 PRESENTATIONS

Study guide for the exam review

FINAL EXAMINATION WEEK STARTS MONDAY, APRIL 29th AND RUNS THROUGH SATURDAY, MAY 4th; OUR CLASS EXAM IS SCHEDULED FOR THURSDAY, MAY 9th FROM 9:00 AM TO 11:00 AM CENTRAL DAY TIME