



Preparing people to lead extraordinary lives

COMM_103-211_PErgang

Monday, Wednesday, Friday 4:10-5:00 pm ONLINE/ZOOM

Room: ONLINE/ZOOM

Instructor: Perry William Ergang

E-mail: Pergang@luc.edu-- best way to communicate

Telephone: Email is best

Office hours: 3:30 -4:00pm Wed. or 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 All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)).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.

CoronaVirus 19 Information and Links

The health and safety of students and staff are of the utmost importance and priority. Below are links where you can find information about the LUC guidelines and assistance you may need regarding CoVid19. Please know situations can change with updated information which LUC will pass along to you

<https://www.luc.edu/returntocampus/healthandsafety/requiredpersonalsafetypractices.shtml>

<https://www.luc.edu/returntocampus/campusscenarios/>

Suggested TEXT: <http://www.publicspeakingproject.org/psvirtualtext.html>

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	150 points
Discussion Question #1: Ted Talks	15 points
Discussion Question #2: YouTube Informative	15 points
Discussion Question #3- At the Movies	50 points
Elevator Pitch	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
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 ONLINE

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/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."

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.**

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 24	Introduction to the course, syllabus review, speech importance, 2020 review
August 26	Interpersonal Communication
August 28	Lessening the anxiety of public speaking; speech building and organization

Week Two:

August 31	More speech building, Verbals, Non Verbals,
Sept 2	DUE: Elevator Pitch in class (20 points)
Sept 4	DUE: ONLINE--Discussion Question #1: (15 points) No class

Week Three:

Sept. 7	LABOR DAY NO CLASS !
Sept 9	MVP introduced (50 points—outline, ppt, and presentation)
Sept 11	My Favorite Place speech work

Week Four:

Sept 14	My Favorite Place Speeches Group #1	Outlines Due on Sakai
Sept 16	My Favorite Place Speeches Group #2	Outlines Due on Sakai
Sept 18	My Favorite Place Speeches Group #3	Outlines Due on Sakai

Week Five:

Sept 21	My Favorite Place Speeches Group #4	Outlines Due on Sakai
Sept 23	Cultural Artifact Speech Lecture	Lecture
Sept 25	Workshop Day on Cultural Artifacts	Outlines and PPT

Week Six

Sept 28	Cultural Artifact Speeches Group #1	Outlines on Sakai
Sept 30	Cultural Artifact Speeches Group #2	Outline on Sakai
Oct 2	Cultural Artifact Speeches Group #3	Outline on Sakai

Week Seven:

Oct 5	Cultural Artifact Speeches Group #4	Outline on Sakai
Oct 7	Informative Speech Work/Meeting	Info work

Oct 9 Informative Speech Workshop Info Outline and Ppt

Week Eight:

Oct 12 Informative Speeches Group #1 Outlines Due on Sakai
Oct 14 Informative Speeches Group #2 Outlines Due on Sakai
Oct 16 Informative Speeches Group #3 Outlines Due on Sakai

Week Nine:

Oct. 19 Informative Speeches Group #4 Outlines Due on Sakai
Oct 21 Info Speech/Persuasive Intro (200 pts) Lecture on Persuasive
Oct 23 Persuasive Speech Workshop Day Persuasive Outline and Ppt

Week Ten:

Oct 26 Persuasive Speeches Group #1 Outlines Due on Sakai
Oct 28 Persuasive Speeches Group #2 Outlines Due on Sakai
Oct 30 Persuasive Speeches Group #3 Outlines Due on Sakai

Week Eleven:

Nov. 2 Persuasive Speeches Group #4 Outlines Due on Sakai
Nov 4 I am, the Boss Introduction (150 points) Lecture
Nov 6 I Am the Boss Workshop Day Outline and Ppt

Week Twelve:

Nov 9 I Am The Boss Group #1 Presentation
Nov 11 I Am The Boss Group #2 Presentation
Nov 12 I Am The Boss Group #3 Presentation

Week Thirteen:

Nov 16 I Am The Boss Group #4 Presentation
Nov 18 Class Review and Make-Up Discussion
Nov 20 Workshop Day—Discussion #3 Workshop Day

Week Fourteen: NO CLASSES—THANKSGIVING WEEK!

Nov 23, 25, 27

Week Fifteen: ONLINE CLASS

Nov 30 **Discussion Question #3 (50 points)** TBD
Dec 2 Discuss Findings and Make Ups Regroup
Dec 4 Last Class and Holiday Greetings Recap

Week Sixteen:

FINALS WEEK

FINALS WEEK FINAL EXAM REFLECTION PAPER Date: TBD
Dec 7-12

A Note About Finals

There is a short paper reflection on the course and must be submitted during the assigned Finals time period, per university finals structure.

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