

**COM 1200:
Introduction to Public Speaking**

COM 1200 M02

Professor: Dr. Timothy Ryan Day

Spring 2018, Mon/Weds/ Fridays 12:00-12:50, Padre Rubio 13

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Office: Ignacio Hall 319

Office Hours: Monday & Wednesday 9:00-11:00

Course Description:

This course is designed to introduce you to the basic principles of speechmaking and presentation design and to provide you with opportunities to develop your own skills. Presenting in public is a demanding art and requires a wide range of cognitive, psychomotor, and affective skills to develop and present engaging and intelligent speeches.

Despite “speaking” being the focus of this course; “critical reading,” “critical listening,” and “critical thinking” are three skills inextricably connected to it. During the process of constructing a presentation, you will simultaneously engage in critical reading and thinking. Being in class during each of the 4 oral exams will allow you to “listen critically” to a variety of different topics and will give you the opportunity to help your classmates with constructive feedback. We will also watch presentations delivered by experts and non-experts thus being exposed to different styles of presentations. Additionally, since self-reflection is crucial to learn about your strengths and weaknesses, you will have opportunities throughout the semester to reflect on your own presentations.

In sum, your success in this class hinges upon your ability to follow public speaking and high-impact presentation tenets, and to learn theoretical concepts while putting it all into practice in the classroom. At the end of the semester, you need to demonstrate that you are well prepared to create and deliver effective presentations in more advanced courses that require you to do so.

Presenting in public is not something new to you. We’re constantly speaking to others in everyday-life situations. Sometimes you inform others of certain topics, or you try to persuade them to do something; and some other times you simply want to inspire them, or tell them interesting things that you know or have experienced.

The goals of this course are:

- To help you become aware of the principles of high-impact presentations.
- To help you feel more confident in situations in which you have to present to others.
- To become aware of your boy.
- To help you start enjoying those moments when you address an audience

Course Dynamics:

Overall, the structure of the course will include, lecturing, discussions, and **practical activities above all**. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to think, discuss, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the learning outcomes outlined below and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-120.

Learning Outcomes:

Students who complete this course will be able to:

- Manage communication apprehension.
- Design high-impact presentations.
- Communicate the foundations of informative, persuasive, and memorable presentations.
- Make use of the principles of slide design.
- Use language to frame reality according to certain goals.
- Use the body to communicate effectively.
- Craft effective introductions and conclusions.
- Analyze audience and craft message accordingly.
- provide constructive and critical feedback to peers.

Required Texts:

Reynolds, G. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkely, CA: New Riders. 2012.

Resources:

- Recommended databases from library website: Oxford English Dictionary Online, JSTOR, Project Muse, Humanities Full Text, FirstSearch, MLA International Bibliography

Requirements:

-Regular attendance and participation (10 points): Class discussions are at the center of this course; it is essential that you show up on time and contribute to the intellectual climate of the group (this entails keeping up with the reading assignments, taking notes during class and as you complete the readings, posing questions in class, etc.). You are allowed six absences during the course of the semester. Additional unexcused absences will affect your final grade. You cannot pass the class if you miss four classes or more for whatever reason (you must withdraw or you will receive an “F” as a final grade). Please take this into account if you have class trips scheduled or plan to participate in other school-sponsored activities that will require you to miss classes (I will fully support your involvement in these activities so long as you adhere to the class attendance policy). You are responsible for keeping up with class discussions and assignments, so please contact me as soon as possible if you miss a class. If you have questions or concerns about the attendance policy now or at any point in the semester, please do not hesitate to contact me. Absences will be excused upon presentation of a doctor’s note (so long as the total number remains under 6).

-4 Oral Exams 60 points (15 points each):

-Written Assignments 15 points (5 points each):

-Performance of Mini-Oral Exams 15 points (5 points each):

LATE WORK: Late work in this class only applies to Written Assignments (WA) and NOT TO ANY TYPE OF GRADED ORAL PRESENTATION. You will lose 10% of your score—per day—in any written graded assignment submitted late without an official excuse. Submitting an

assignment on time means to turn it in class or electronically at the stipulated time. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out an solution

CAN I MISS AN ORAL EXAM? Presentations are a very SPECIAL type of EXAMS because they require an audience. A presentation without an audience is NOT a presentation and hence it cannot take place. Presentations are scheduled in your syllabus and you need to plan your work ahead of time. Only university-sponsored events/trips are official excuses to be entitled to a make-up presentation. But even then, the student must submit all materials in its final form they day that the presentation is due. Medical absences are not official excuses and I will use my discretion to get an extension to make up the presentation. If you're sick the day of the presentation or the day before, send me your preparation outline (it needs to be substantial and close to finished if not finished) as a pre-condition to decide on an extension. If any, the extension would be on the actual performance and not on the preparation of the presentation materials. If we reach an agreement for an make-up presentation, there will be a set of conditions to be fulfilled by the student.

Academic Integrity and Plagiarism

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Information regarding the collection of student work for assessment:

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplertherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Accommodation statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Trips

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#).

| January | reading | due | class |
|----------------------|---|----------------------|----------------------------|
| Wednesday, 10 | | | introduction |
| Friday, 12 | Ch. 1 Presenting in Today's World | | Jamie Oliver |
| Monday, 15 | Ch. 2 Creativity, Limitations and Constraints | post bb | |
| Wednesday, 17 | Ch. 3 Planning Analog | | |
| Friday, 19 | Ch. 4 Crafting the Story | | Mini-exam |
| Monday, 22 | Gallo Ch. 2- Master the Art of Storytelling | | My Stroke of Insight |
| Wednesday, 24 | Gallo Ch. 4- Teach me Something New | post bb | Amy Cuddy |
| Friday, 26 | NO CLASS | post bb | |
| Monday, 29 | | Written assignment 1 | Oral Exam 1 (informative) |
| Wednesday, 31 | | | Oral Exam 1 (informative) |
| February | | | |
| Friday, 2 | | | Oral Exam 1 (informative) |
| Monday, 5 | O'Hair et al Ch. 24 Persuasive speaking | | |
| Wednesday, 7 | Ch.5 Simplicity: Why it Matters | | Do Schools Kill Creativity |
| Friday, 9 | Gallo Ch. 5 Deliver Jaw-dropping Moments | post bb | |
| Monday, 12 | Nowak ch.1 Voice | | Greening the Ghetto |
| Wednesday, 14 | Nowak ch. 3 Gestures | post bb | |
| Friday, 16 | | | Mini-exam |

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| Monday, 19 | O'Hair et al ch 15 Developing the Introduction and the Conclusion | | |
| Wednesday, 21 | | | |
| Friday, 23 | NO CLASS | | |
| Monday, 26 | | Written assignment 2 | Oral Exam 2 (persuasive) |
| Wednesday, 28 | | | Oral Exam 2 (persuasive) |
| March | | | |
| Friday, 2 | | | Oral Exam 2 (persuasive) |
| Monday, 5 | ch. 6 Presentation Design | | |
| Wednesday, 7 | ch.7 Sample Visuals, Images and Texts | | |
| Friday, 9 | Lucas Using Language | | Elizabeth Gilbert |
| Monday, 12 | Nowak ch. 4 Eye Contact | post bb | |
| Wednesday, 14 | Nowak ch.2 Body Movements | | |
| Friday, 16 | | | Peer Review (practice) |
| Monday, 19 | | Written assignment 3 | Oral Exam 3 (Pecha Kucha) |
| Wednesday, 21 | | | Oral Exam 3 (Pecha Kucha) |
| Friday, 23 | | | Oral Exam 3 (Pecha Kucha) |
| Monday, 26 | NO CLASS | | |
| Wednesday, 28 | NO CLASS | | |
| Friday, 30 | NO CLASS | | |
| April | | | |
| Monday, 2 | Barnet et al A psychologist's view: Rogerian Argument | | The Power of Vulnerability |
| Wednesday, 4 | ch. 8 The Art of Being Completely Present | post bb | |
| Friday, 6 | | | Mini-exam |
| Monday, 9 | | | |
| Wednesday, 11 | Gallo ch. 6 Lighten Up | | How to Make Stress Your Friend |
| Friday, 13 | | post bb | |
| Monday, 16 | | | Why Do What we Do? |

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| Wednesday, 18 | Reynolds: Presentation Design: Typeface, Colors, Space | post bb | |
| Friday, 20 | | | Will Farell |
| Monday, 23 | Goffman: Presentation of Self in Everyday Life | post bb | |
| Wednesday, 25 | Nowak ch.5 Energy | | |
| Friday, 27 | | | Oral Exam 4 (Ceremonial) |
| Monday, 30 | | | Oral Exam 4 (Ceremonial) |
| MAY | | | |
| Wednesday, 2 | NO CLASS | | |
| Wednesday, 9 12:00-15:00 | Final Exam | | |