Professional Speaking Skills
CCH/HC 221

DePaul University	School for New Learning
14 E Jackson, Suite 1400	Department Phone: 312.362.8001
Chicago, IL 60604	

COURSE INFORMATION

Course number:	CCH/HC 221 (College Core, Human Community)
Class time and dates:	5.45-9pm. Tuesdays and Thursdays, 11/27; 11/29; 12/4; 12/6; 12/11.
On-ground location:	Loop. (See D2L homepage for building/room.)
Credit hours:	2
D2L:	D2L is the Learning Management System. This syllabus is also posted there.

INSTRUCTOR INFORMATION

Name:	Anne Scarlett
E-mail address:	ascarle2@depaul.edu (Best way to reach me.)
Cell Phone and Facetime:	773.251.8132
Appointment availability:	4.30pm-5.30pm Tuesdays and Thursdays in our classroom, by appointment only.

COURSE DESCRIPTION

Authentic, credible oral communication is paramount to attain professional and personal success. The purpose of this course is to hone each student's ability to orally communicate effectively and with ease. Regardless of the starting point—as a beginner or a seasoned speaker—we will identify personal strengths and areas for improvement, and work upward from there.

With an emphasis on the professional environment, we will explore a variety of common scenarios. Students will gain practical techniques to improve performance—ranging from formal presentations to meeting facilitations to impromptu thinking. These workplace opportunities are abundant, and participants will learn methods to shine within each!

Because we represent different industries, backgrounds, and experience levels, we will employ a mix of individual and collaborative activities. The latter will ensure that we are capitalizing on resources within our unique learning group. Students will be encouraged to select topics that are relevant to their respective careers. As well, students may use this class as an opportunity to work on their real-life speaking scenarios(s), provided it fits within the assignment parameters.

LEARNING OUTCOMES and COMPETENCIES

Through the course, participants will strengthen their ability to:

- Prepare audience-centric formal presentations. {via outlining; speech plan-of-action.}
- Apply effective delivery techniques in formal and informal oral communication contexts. {via impromptu speeches; in-class exercises.}
- Identify and evaluate the structure and techniques in presentations. {via self-evaluations; peer evaluations; paper comparing professionals.}

If you are in the former SNL program, please see your advisor about which competencies are satisfied by this course.

LEARNING RESOURCES and STRATEGIES

Required resources: All required reading material will be posted on D2L.

Optional resources: Recommended reading will be assigned from these sources:

Lucas, Stephen. The Art of Public Speaking. New York: The McGrawHill Companies. 2012. 11th Edition. ISBN: 9780073406732.
    Note: The 11th edition is an older---but still relevant---version of the textbook. You can rent/purchase for under $20!
    Alternatively, a hard copy of the 12th edition is on reserve at Loop library. (11th an 12th chapter themes are identical.)

Zimmer, Sandra. It's your time to shine. How to overcome fear of public speaking. Texas: 2009. ISBN: 9780982348703.

Learning Strategies:

In-class experiences include: exercises; practice; demos; lecture; facilitated discussion; peer reviews; and video analysis.

Collaborative learning: Many topics are segmented into mini-workshops. Students receive an overview and top tips, followed by a facilitated discussion of experiences and hypotheticals. We then practice the concepts, via exercises and activities.

Independent learning/self-reflection and analysis: Through the gap analysis and self-evaluations, students track their own progress against personal goals. As well, speech content (particularly the self-introduction) offers an opportunity for students to craft messages to communicate their personal brand. Students are provided with abundant resources (readings, examples, etc.) on D2L to absorb independently. Ultimately, your commitment to the course demonstrates your commitment to self-growth; the more effort you put into it, the more benefit you'll gain in return!

LEARNING DELIVERABLES

The grade for this course will be determined by your performance* on the assignments below. (*See Assessment of Student Learning section.)

Assignments	Points	% of overall grade
Self-Introduction Speech	45	15%
Persuasive Speech	100	33%
Outside Speech Analysis Paper (Comparing two professionals)	60	20%
In-class Participation/Activities/Homework (See below for details)	75	25%
Self Evaluation of Video #1 (Introduction)	8	3%
Self Evaluation of Video #2 (Persuasive)	12	4%
Total	300	100%

*ASSESSSMENT OF STUDENT LEARNING

Prepared speeches (15% and 33%, respectively) will be assessed based upon:

▪ Parameters on detailed scoring sheets (located at <u>end</u> of syllabus).

Paper (20%) will be assessed based upon:
▪ Referencing course content presented in-class and on D2L.
▪ Meeting SNL writing standards. Proofread and error-free.
▪ Following instructions.

Participation (25%) will be assessed based upon:
▪ On-time attendance.
▪ Engaged listening and interaction during class lecture and discussions.
▪ Proactive involvement in **collaborative learning** (exercises and activities).
  o Contributions: Individual contribution to group task.
  o Demonstrated understanding of collaborative learning process, benefits, and challenges.
  o Utilization and development of social skills during collaboration.
▪ Proactive involvement in **impromptu speaking**.
  o Delivery: Body language, paralanguage, and eye contact techniques.
  o Content: Organization and succinct selection.
  o Enthusiastic participation: Game to try!
  o Risk taking: Pushing yourself beyond your comfort zone.
▪ High quality **homework** submissions.
  o Following assignment instructions.
  o Meeting objectives.
  o Submitting on-time.
▪ Demonstrated evidence of *applying* D2L resources to all efforts in the course (handouts; instructions; student examples; etc).

Self-evaluations (3% and 4%, respectively) will be assessed based upon:
▪ Objective self-scoring.
▪ Thoughtful analysis with identified action steps.
▪ Following instructions.

GRADING CRITERIA and SCALE

Excellent	Above Average	Average	Below Average/Failure
A 93-100%	B+ 88-89%	C+ 78-79%	D 60-69%
A- 90-92%	B 83-87%	C 73-77%	F <60%
	B- 80-82%	C- 70-72%	

Percentages will be rounded to nearest grade. (Example rounding down: 83.4= 83%. Rounding up: 83.5=84%.)

Explanation of Grading Scale
 "A" designates work of high quality that consists of comprehensiveness, cogency and clarity in the development of ideas, and critical reflection and conceptual sophistication. Oral and written work should be well organized, clearly argued and free of serious grammatical, spelling and syntactical errors. Students who receive an A will consistently come to class prepared to engage with the daily reading assignments and have a perfect attendance** record. They will regularly participate in class activities and will often initiate class discussion.

"B" designates work of high quality regarding the organization and development of ideas. Work substantively addresses the main issues/topics/questions of the assignments. Oral and written work is relatively well organized and free of serious grammatical and spelling as well as syntactical errors. Students who receive a B will contribute regularly to class activities and/or have a perfect or near perfect attendance** record.

 "C" designates work that minimally meets acceptable requirements as stated in guidelines for assignments. Oral and written work is loosely organized, ideas are less clearly stated, and there will be grammatical, spelling and syntactical errors. Students who receive a C will infrequently participate in class and often wait until they are called on to do so. Students who have two unexcused absences** will surely receive a C, or likely lower (25% of your grade is active class participation).

 "D" designates work that does not meet minimum acceptable requirements of the assignment(s). Oral and written work is poorly organized and has poorly developed ideas. Grammar, spelling and syntax are weak. Work may only address a part of the assignment. Students who do not complete all assignments and that have three absences** are likely to receive a D or lower.

 "F" designates a failure to complete all assignments and/or a failure to demonstrate a minimal degree of engagement with the readings or the written assignments. Students who have four absences (of any type) will fail the course.

**NOTE: For December Intersession, please make every effort to attend all classes (five total), unless you have an excused absence (see Classroom Policies).

INCOMPLETE (IN) GRADE

For this five-session (2.5 week) course, incompletes will not be offered.

IMPORTANT DATES

November 26	Begin December Intersession 2018. Last day to add (or swap) classes.
November 28	Last day to drop classes with no penalty (100% tuition refund if applicable and no grade on transcript). Last day to select pass/fail option. Last day to select auditor status.
November 29	Grades of "W" assigned for classes dropped on or after this day.
December 4	Last day to withdraw.
December 14	End December Quarter/Graduate Intersession.

COURSE SCHEDULE

Session	Date and Topic (Significant graded projects highlighted.)	DUE DATES (See D2L 'assignments' for additional details. This is abbreviated.) Unless otherwise noted, all assignments electronically submitted to D2L are due by 11:59pm on the night before our session.
1	NOV 27: ➢ Course Syllabus/Orientation. ➢ Assign Introduction Speech #1: Self-Introduction. ➢ Preparation and Speaking outlines. **Segments and Activities:** ➢ Workshop: Body and Paralanguage. ➢ Leverage Nervous Energy. ➢ Gap Analysis – share results. ➢ Prepared impromptus: "Setting 'em up for success."	See D2L for several steps to complete before our first session. Optional Read: • Article: Leverage Nervous Energy by Scarlett
2	NOV 29: ➢ SELF-INTRODUCTION SPEECHES. (You will video record on your own device, and then submit a self-eval.) ➢ Assign Speech Comparison Paper. ➢ Assign Speech #2: Persuasive Speech. ➢ Introduce Speech Plan of Action (POA). **Segments and Activities:** ➢ De-constructing speeches: Introductions and conclusions; designs/organization; supporting material; audience types. ➢ Video analysis: Gates. ➢ Impromptus: "Painting the future" and "Table topics". ➢ Self-evaluation of speech (complete in class). ➢ Bonus content, if time allows: Story-telling. – Methods for 'identifying your stories'.	Due before 11.59pm on the night prior to class session: • Self-Introduction Speech #1. (Deliver; submit all components per assignment.) • On our Google Document, sign up for your Self-Introduction speech delivery slot. • {If not completed within class, then before deadline the following day, submit self-evaluation rubric.} Optional Read: • Body Language handout on D2L (no need to print). We will be reviewing and discussing in class. • Chapter 11 {Outlining the Speech}. • Chapter 10 {Beginning and Ending the Speech}. • Chapter 4 {Giving First Speech}
3	DEC 4: ➢ SPEECH COMPARISON PAPER ➢ Audience analysis ➢ Persuasion; Speaking to Actuate (actionable results) ➢ Persuasive designs: Focus on Monroe's Motivated Sequence and Problem-Cause-Solution **Segments and Activities:** ➢ Impromptus: Results of comparison. ➢ Workshop: Handling Q&A. ➢ Impromptus: "Lil' somethin' about somethin'". ➢ Segment: Interacting with Visual Aids – Top Tips. ➢ Video analysis: Toastmasters Champion. ➢ Bonus content, if time allows: Facilitations; Adjust-on-spot.	Due before 11.59pm on the night prior to class session: • Submit Speech Comparison Paper. • Submit Persuasive topic and initial thesis statement on Google Document. • Bring typed hardcopy of audience analysis questions (closed ended; up to five). This will feed into your POA. • Review items in the Persuasive Speaking resources folder. Optional Read: • Chapter 16-17 {Speaking to Persuade; Methods of Persuasion}. • Chapter 14 {Visual Aids}
4	DEC 6: ➢ Bringing it together: Persuasion. **Segments and Activities:** ➢ Visual aids: Top Tips ➢ Workshop: Team Speaking.	Due before 11.59pm on the night prior to class session: • Submit Plan of Action (POA). See D2L for instructions. • Submit 99% complete outline – bring hardcopy and upload electronic. See D2L for many extra details. • On our Google Document, sign up for your Persuasive speech delivery slot.

	➤ Team exercise: DePaul SNL needs……
	 ➤ Review draft outlines with peers.
	 ➤ Rotate one-to-ones with Anne.
		Optional Read:
		 • Handout: Team Presentation parameters.
		 • Articles:
		   o Does your presentation team behave like a team?
		   o Preparing for Q&A during team sales presentations.

5	DEC 11:
	
	 ➤ PERSUASIVE SPEECHES (You will video record on your own device, and then submit a self-eval.)
	
	 Segments and Activities:
	 ➤ Re-visit Gap Analysis; discuss.
	 ➤ Self-evaluation of speech (complete in class, if possible).
	 ➤ Bonus content, if time allows:
	   o Presence on video conference.
	   o Modified elevator speech (speed networking).
	   o Networking conversations (asking good questions).
	   o See earlier proposed bonus content.
		Speech delivery.
		
		 Due before 11.59pm on the night prior to class session:
		 • Persuasive Speech #2. (Deliver; submit all components including visual aid per assignment.)
		   o Before deadline the following day, submit self evaluation rubric.
		 Bring:
		 • Charged phone, computer, tablet, or other recording device.
		 • 'Topics' assigned to you for valentines (on Google Sign-Up sheet next to your name)
		
		 Due:
		
		 • Course evaluations – they matter!
		 Class participation scores will be entered into D2L after this date.

COURSE POLICIES

In-Class Participation. This is a performance class; participation is worth 25% of your grade in the course! I make manual notes regarding each student's performance at the end of each session; participation will be formally entered in the D2L Gradebook on the final day of the term.

How to earn participation points: In order to earn maximum participation points per session, the student must participate in discussions, volunteer for exercises, and come to class prepared (submitting quality homework and truly utilizing the resources provided on D2L). If the student is absent, then zero points will be earned for that session. If a student is tardy, s/he will forego one point for that session. If the student is partially prepared, partially participating, or distracted (i.e. looks at electronic devices), then s/he will earn partial points.

Attendance. We only meet five times during December Intersession. Students are expected to attend every class session. Attendance will be taken via a sign-in sheet. "Tardy" is considered anytime after 5:45 pm. Plan accordingly for traffic/parking, broken printer issues, train delays, etc. In exchange for your prompt arrival every session, I promise to dismiss class on time!

Excused absences must be formally documented: You have a maximum of one excused* absences in this December Intersession course. (That's 20% of our sessions.) If you miss more classes because of illness or a family emergency, then you should meet with the Dean of Students to discuss withdrawal options. Again, for this five-week course, **incompletes** will not be offered.

*Definition of an excused absence: An excused absence is documented in terms of medical illness/emergency, family illness/emergency, required by a court of law, a religious holiday, or university business.

Special note regarding work conflicts: This is an intensive, accelerated course, and you are expected to plan accordingly. Any work scheduling conflicts will be addressed on a case-by-case basis; they may or may not count as excused absences. Ideally, we will find a creative alternative for you to join us, such as using Zoom or Skype for the session. Either way, assignment due dates remain firm, regardless of work circumstances.

Definition of an unexcused absence: Everything else not mentioned above—personal celebrations (e.g., birthdays), weddings, missed flights, vacations, sleepy, crummy mood, etc—are not considered to be legitimate reasons for missing assignment deadlines or class sessions.

Due dates and late work policy: On-time completion of work is essential. Unless otherwise noted, all assignments (written submissions, Google Document entries, etc.) will be due at 11:59pm prior to each class session.

Late work cushion policy: Work emailed within 24 hours of the original deadline will be reduced by one half-letter grade (5%). Late is considered anytime between 12am (one minute late) through 11:59pm (24 hours late). Example: The D2L assignment folder is closed, but you email your work to me at 12am. Originally, you earned 88%; your revised final score is 83%. *Timely work is strongly encouraged, especially in this accelerated course. After the 24-hour cushion, no late work is accepted.*

Late work related to excused absences: Documented illnesses or documented emergencies are the only exception to the due date policy. If you miss a speech or a written assignment and you have provided acceptable documentation (see attendance section), then you will deliver the speech (or submit the assignment) the next class session.

Written submissions: All assignments must be typed unless otherwise noted. Some assignments will require hardcopies in addition to D2L uploads. Other assignments will solely require upload to D2L or to our Google Document. I will announce the submission policy for each assignment. Written work includes: visual aids (Powerpoint; Prezi; video cues); outlines; Plan of Action; papers; self-evaluations; etc. Please name electronic files like this: lastname_assignmentname.

Timely questions: Any questions should be posted to the Q&A forum no less than 24 hours before the work is due.

Learning environment: To establish a high standard of mutual respect, and to create the best possible learning environment, the following policies apply to this classroom:
- ➢ Technology: Cell phones, tablets, and all other electronic devices must remain OFF during class. If not, you will be excused, and it will count as an absence.
- ➢ Laptops for notetaking: You will be asked to turn off your WIFI access and use your laptop solely for notetaking. If you choose not to do this, then you will be excused, and it will count as an absence. To avoid temptation, students are also welcome to take notes old-school style!
- ➢ Enthusiasm and active participation are strongly encouraged.
- ➢ Constructive peer feedback is a responsibility of all class members. This entails honest and helpful peer evaluations ('valentines'), by using descriptive language and adding constructive comments with ideas for improvement.
- ➢ In the unfortunate event that you are absent, please notify me by email asap.
    - ○ At that point, you are responsible for obtaining notes and information from a classmate and D2L. If available for that session, please watch the in-class videos posted to our YouTube link. After you've done your due diligence to catch up, then feel free to post your specific questions on our D2L Q&A/Comments Forum. Please do not expect me to repeat content when you missed your opportunity to come to class.

D2L, your Email Address, and the Q&A Forum: I will use D2L to communicate with all students by email. You need to make sure (1) your preferred email address in Campus Connect is one that you check regularly; (2) that my email address will pass through your spam filter; (3) to "test" our email connection by responding to an email from me before our first session; (4) to subscribe to our Q&A/Comments Forum (you are responsible for applying all of its content).

THIS COURSE INCLUDES and ADHERES TO COLLEGE and UNIVERSITY POLICIES DESCRIBED IN LINKS BELOW (paste URLs into browser):

- **Academic Integrity Policy (UGRAD)** http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/academic-integrity.aspx
- **Incomplete (IN) and Research (R) Grades Expiration Policy** http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades-incomplete-and-research-expiration-policy.aspx
- **Course Withdrawal Timelines and Grade/Fee Consequences** https://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2015-2016.aspx
- **Accommodations Based on the Impact of a Disability** http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/center-for-students-with-disabilities.aspx

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OTHER RESOURCES FOR STUDENTS (paste URLs into browser):

- **University Center for Writing-based Learning** http://condor.depaul.edu/writing/
- **SNL Writing Guide** https://snl.depaul.edu/student-resources/writing/Pages/default.aspx
- **Dean of Students Office** http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/university-resources/Pages/dean-of-students-office.aspx

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INSTRUCTOR BIO

Anne Scarlett, LEED AP, President of Scarlett Consulting, offers her clients hands-on attention and A/E/C industry-specific business development expertise. Her diverse insights come from over 26 years of consulting to—and working in-house for—reputable firms ranging in size, discipline, and focus.

An advocate of relationship-building through networking, Anne has provided board-level leadership to organizations such as Corporate Real Estate Women and the Chicago Young Executives' Club. Anne is featured regularly in industry publications: Modern Steel Construction; PSMJ's A/E Rainmaker; RainToday. A dynamic public speaker, Anne addresses audiences for groups such as American Institute of Architects, Society for Marketing Professional Services, and American Council of Engineering Companies.

Anne holds an MS in Communications from Northwestern University and a BS in Interior Design from Indiana University. She is an adjunct professor at Columbia College Chicago and DePaul University, and has taught Oral Communication for Managers, Oral Expressions, Business Writing, graduate-level Public Speaking, and Business and Professional Communication.

For reprints of Anne's published articles, visit https://www.annescarlett.com.

SPEECH SCORING SHEETS

SELF-INTRODUCTION SPEECH (2-3 minutes)	Points	
Element	**Possible**	**ACTUAL**
Introduction • Effective, creative opening; gains audience attention • Related topic to audience (Why care? Why listen?) • Presented central idea • Previewed topic concisely **(Tell 'em what you'll tell 'em)**	6	
Body • Main points crystal clear, relevant, and in support of topic • Organized to maximize audience understanding (using transitions, etc.) • Intriguing content (audience remains engaged, even captivated) • Content clearly adapted towards this audience's knowledge and attitudes	6	
Conclusion • Signaled conclusion. (Plus, overall conclusion delivered in crescendo or dramatic dissolve?) • Summarized main points concisely. **(Tell 'em what you told 'em)** • Closing remarks clever; high impact; relevant; and/or effective.	6	
Delivery---BODY LANGUAGE • Direct, frequent, 'shared' eye contact • Effective posture, stance, and overall body movement • Gestures that matched words; • Facial expressions that supported message • Used keyword notecards in a non-distracting, elegant manner (cards only; no full sheets)	11	
Delivery—PARALANGUAGE (vocal) • Clear, correct, and appropriate language • Engaging vocal delivery, kept audience's attention • Inflection; appropriate pace (varied for emphasis); strategic pauses; proper enunciation; and appropriate volume (varied for emphasis) • None, or minimal, filler words	10	
Choice—and command of—topic and material • Topic compelling; genuinely contributes to knowledge and beliefs of audience • Met time requirements • Met assignment requirements	3	
Written work • Thoughtfully prepared preparation outline and speaking outline (two total for this assignment) • Notecards clearly derived from speaking outline.	3	
SCORE	**45 possible**	**Total:**

In two-paragraph essay form, provide thoughtful observations on what went well, and what to improve upon. Make sure to include action items (strategies and specific tactics) for improvement areas.

PERSUASIVE SPEECH Grading Rubric (Using MMS or Problem/Cause/Solution Design) 5-8 minutes	Points	
Competency	Possible	ACTUAL
Introduction • Effective 'Arouse Attention' **(MS Step 1)** • **Clearly articulated thesis** • Previewed topic sufficiently *(Tell 'em #1)* • Effectively transitioned to body	10	

Body *(Tell 'em)*
• Body points are obvious, and clearly communicated:
    -Demonstrate need **(MS Step 2)**
    -Satisfy need **(MS Step 3)**
    -Visualization of 'new reality' and/or 'our participation' **(MS Step 4)**
OR   If using Problem-Solution format:
• *Statement of Problem, with evidence provided based on the severity of the need to make a change*
• *Cause of problem identified*
• *Evidence of solution's practicality provided (Prove it!)*
• Included strong, specific CALL-TO-ACTION **(MS Step 5)**
• Clearly organized with effective transitions between points
• Content thoughtfully included/addressed audience's potential arguments/objections
• Cite sources.
	15	

Conclusion • Signaled conclusion (through a solid transition or pause) • Summarized main points briefly *(Typically Tell 'em #3 is restating A. need/problem, and B. satisfaction/solution of need.)* • Final closing remarks clever; high impact; and/or relevant • Conclusion delivered in crescendo? Dramatic dissolve?	10	
Delivery (Body language; non-verbals) • Direct and frequent eye contact (shared with all sides of room; held as appropriate) • Effective posture, stance, and overall body movement • Gestures that matched words • Facial expressions that supported message • Effective interaction with powerpoint/visual aids (gestures, movement, posture, stance) • Used keyword notecards in a non-distracting, elegant manner	20	
Delivery (Voice; oral language) • Clear, correct, and appropriate language • Engaging vocal delivery, kept audience's attention • Inflection; appropriate pace (varied for emphasis); strategic pauses; proper enunciation; and appropriate volume (varied for emphasis) • None, or minimal, filler words	15	
Questions and Answers • Question/Answer session handled professionally and with clarity (using skills discussed in class)	10	
Command-of-Topic; Additional Criteria • Topic compelling; speech met assignment requirements • Visual materials well-designed (if used) • Established credibility (in Intro or Body) • Demonstrated improvement from prior speeches • Used time _effectively_ (stayed on topic AND stayed within allotted timeframe)	10	
Written Work • Thoughtfully prepared outline; fully aligned with required format ('formal outline' with either 'Motivated Sequence' steps or 'Problem/Cause/Solution' steps.) – up to 5%. • Speech Plan of Action (POA) – up to 5%.	10	
SCORE	100 possible	Total:

In two-paragraph essay form, provide thoughtful observations on what went well, and what to improve upon. Make sure to include action items (strategies and specific tactics) for improvement areas.