DePaul University | School of Continuing and Professional Studies (SCPS)
Program Identifier: Undergraduate Program

Course: # AI 153; CCA 153
Course Title: THE ART OF SPEECHMAKING
WINTER TERM, 2021

INSTRUCTOR INFORMATION

Name: Maria Jaskot-Inclan, Ph.D.
Office Location: Remote
My virtual office hours (synchronous) are during Weeks 6, 8, and 10 on Mondays, 12:00 - 1:00 PM (Central Time)
or by appointment.
You can reach me at mjaskoti@depaul.edu
Course Dates: 2/8/21 - 3/21/21 (late start); Asynchronous class sessions
Course Location and Delivery Format (online)

COURSE DESCRIPTION

Speech, whether we call it dramatic or declamatory, has the potential to move the masses. In this course, students will discover their personal approaches and attributes, and construct effective presentations that harness the power of the voice and body. Using tools based in the imagination, principles of design, and standard dramatic practice, students will create a unique, personal experience for a specific audience. The criteria for success is established through an examination of and critique of the content goals.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:

• Articulate the vital attributes of a successful speaker and presentation
• Articulate and implement personal strategies for the design and implementation of effective, dynamic presentations
• Define the attributes of audiences and tailoring to them

This course is offered through the School of Continuing and Professional Studies. Please review the program designations below to determine which applies to you.
FOR STUDENTS IN THE SCPS COMPETENCE-BASED PROGRAM

To address an **A2B** competence, you will be able to:

- Define a topic and goal for your presentation
- Apply specific techniques based on course materials
- Perform three presentations
- Analyze and articulate the changes between each

To address an **FX** competence, you will be able to:

- Define topics for your presentations that complement or incorporate your Focus Area
- Define the audience as it relates to your Focus Area
- Perform three presentations
- Analyze and articulate the changes between each

<table>
<thead>
<tr>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td><strong>A2B</strong>: Can perform proficiently in an art form and analyze the elements that contribute to proficiency.</td>
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<tr>
<td>1. Performs in one or more media, demonstrating technical proficiency.</td>
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<td>2. Articulates criteria by which a work performed may be considered an art form.</td>
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<td>3. Describes elements that constitute technical proficiency in its performance.</td>
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<tr>
<td><strong>FX</strong>: Can effectively define a topic and audience, and create a presentation tailored to specific goals and outcomes.</td>
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FOR STUDENTS ENROLLED IN CCA 153 or BADM 153 / NON SCPS STUDENTS

Students will demonstrate the ability to:

- perform proficiently in an art form and analyze the elements that contribute to proficiency
- perform three presentations
- define and segment your audience
- apply presentation techniques based on course materials
LEARNING RESOURCES

TO BUY YOUR BOOKS, GO TO HTTP://DEPAUL-LOOP.BNCOLLEGE.COM.

REQUIRED READING:


LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

- Students view and analyze speeches of professional speakers in reflections and discussion forums.

- Students create a gameplan for each speech based on self assessment, peer feedback, and instructor feedback/evaluation.

- Students present three major speeches (Informative, Persuasive, and Informative/Persuasive).

- Students analyze their own speeches in reflection papers.

- Students share their speeches and provide peer feedback in discussion forums.
<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1, Module 1: Speechmaking as Storytelling</strong></td>
<td>Duarte: CH. 1 &amp; 2 Videos: Joe Sabia Nancy Duarte Garr Reynolds</td>
<td>• Introductions Discussion • Great Speakers Discussion • One-Minute Presentation Submission</td>
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<td><strong>Week 2, Module 2: Designing for the Hero</strong></td>
<td>Duarte: CH. 3 &amp; 4</td>
<td>• Self-Assessment One-Minute Presentation Submission • Resonate Case Studies Discussion • Kennedy-Nixon Debates Discussion</td>
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<tr>
<td><strong>Week 3, Module 3: Telling the Story</strong></td>
<td>Duarte: CH. 5 &amp; 6 TED Talk</td>
<td>• Significant Changes Discussion • Resonate Case Studies Discussion • Three-Minute Presentation Submission</td>
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<td>Week 4, Module 4: Mapping the Journey</td>
<td>Duarte: CH. 7 &amp; 8 Video: Secrets of Body Language</td>
<td>• Defining Engagement Discussion • Self-Assessments Three-Minute Presentation Discussion</td>
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<tr>
<td>Week 5, Module 5: Looking Back; Moving Forward</td>
<td>TED Talk</td>
<td>4.3 Non-Verbal Communication Discussion</td>
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<tr>
<td>Duarte; CH. 9 thru page 233 Video presentation</td>
<td></td>
<td>• Final Presentation • Final Reflection</td>
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</table>
This course consists of 5 modules. The estimated time to complete each module is 1 week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

**ASSESSMENT BASIS:**

**Course Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
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**PLEASE NOTE:** Grades lower than a C- do not earn credit or competence in the School for Continuing and Professional Studies.
PERCENTAGE DISTRIBUTION OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Presentations</td>
<td>50%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment of Student Learning

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as needed or weekly basis, scheduling up to 3 hours’ worth of appointments per week. Online services include feedback-by-email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can
answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a face-to-face, written feedback by email, or online appointment, visit www.depaul.edu/writing.

Discussion Forums
Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see “Course Expectations” in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

In the online discussions you clearly and consistently link what you are learning in the course to your real-life experiences.

Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.

- You regularly demonstrate good “listening” skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.

- You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

Course Policies
Online Participation Guidelines

The following guidelines may encourage you to be active and critical in your participation, only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course every day or at least every second day.

- Post your response to the discussion assignments in the first part of the week, in the second part of the week post comments to the other students.

- Discuss critically, give support to your peers, provide own ideas and experiences, challenge ideas of others or just make a comment that you read the posting.

- The role of the instructor, to make it easy for you to interact, to promote significant discussion, to give feedback on your postings and offer help where needed.

- This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of ten weeks.

- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.
THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRAD)
[Incomplete (IN) and Research (R) Grades Expiration Policy](#)
[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)
[Accommodations Based on the Impact of a Disability](#)

STUDENTS ARE ALSO INVITED TO CONTACT ME PRIVATELY TO DISCUSS YOUR CHALLENGES AND HOW I MAY ASSIST IN FACILITATING THE ACCOMMODATIONS YOU WILL USE DURING THIS COURSE. THIS IS BEST DONE EARLY IN THE TERM AND OUR CONVERSATION WILL REMAIN CONFIDENTIAL.

[Protection of Human Research Participants](#)

**OTHER RESOURCES FOR STUDENTS**

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

**ADDITIONAL CONSIDERATIONS**

**RECORDING OF CLASSROOM SESSIONS CONDUCTED VIA VIDEOCONFERENCE TOOLS:**

SYNCHRONOUS TEACHING SESSIONS CAN BE RECORDED BY THE INSTRUCTOR FOR EDUCATIONAL PURPOSES. THESE RECORDINGS WILL BE MADE AVAILABLE ONLY TO STUDENTS PRESENTLY ENROLLED IN THE COURSE VIA PASSWORD PROTECTED LINKS. LINKS WILL BE POSTED VIA THE COURSE WEBPAGES ON D2L AND VAILABLE FOR THE PRESENT TERM ONLY.

STUDENTS ARE PROHIBITED FROM SHARING CLASS RECORDINGS OR DISCLOSING THE LINKS TO A CLASS SESSION TO ANYONE OUTSIDE OF THE COURSE.

STUDENTS HAVE THE RIGHT TO PROTECT THEIR PRIVACY DURING RECORDINGS BY APPEARING IN AN AUDIO-ONLY MODE; PSEUDONYMOUS USERNAMES CAN BE USED BY STUDENTS, IF SHARED OFFLINE WITH THE INSTRUCTOR.

INSTRUCTORS MAY RETAIN PORTIONS OF THE RECORDINGS THAT CONTAIN THEIR INTELLECTUAL PROPERTY CONSISTENT WITH UNIVERSITY POLICY, WITH STUDENTS’ IDENTIFYING INFORMATION REMOVED.

**Credits:**

THIS COURSE WAS DESIGNED AND PRODUCED BY PATRIZIA ACERRA AND STAFF AT SCPS OF THE SCHOOL FOR CONTINUING AND PROFESSIONAL STUDIES OF DEPAUL UNIVERSITY.
PASS/FAIL GRADE POLICY

DePaul Temporary Pass/D/F policy

The University has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university COVID 19 Update website.

Highlights:

Students can choose or remove the P/D/F option until 3 days after the grade deadline.

Go to Campus Connect, Academic Records, to select or remove this option.

See the COVID 19 Update website for exact dates and deadlines.

Faculty will submit a letter grade in all cases.

If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.

All other grades will remain including D, F, IN, M, W.

Students can choose this option for any or all of their program requirements.

Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.
Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAH, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete (IN) Grade:

This process follows University Policy.

- A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.
- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade Form (via email, Word Doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Video Conferencing Schedules:

This course is delivered online in an asynchronous delivery mode.

- My virtual office hours will be held via Zoom sessions with live interaction between students and instructor. The meeting times are scheduled bi-weekly on Mondays, 12:00 - 1:00 PM (Central Time), during Weeks 6, 8, and 10 of the Winter term.
- Links to office hours are located in the D2L course site under Faculty Information.
INSTRUCTOR BIO

Maria Jaskot-Inclan,
mjaskoti@depaul.edu
Adjunct Professor
PhD (Loyola University Chicago)
Higher Education, Educational Leadership and Policy Studies
MA (Southern Illinois University)
Theater

Maria Jaskot-Inclan is an adjunct professor in the School of Continuing and Professional Studies (SCPS). She also teaches for DePaul’s College of Communication.

Jaskot-Inclan is a distinguished service professor emerita of Speech Communication and Theater at Wilbur Wright College/City Colleges of Chicago and is the founder of Stage Wright Theater (1999). Her work as a department head, curriculum developer, and faculty are nationally recognized contributions to innovative practices in higher education. Maria is a recipient of the 2014 John and Suanne Roueche Excellence Award, et al.

Conference Presentations

- “Voice Thread: A Digital Learning Application,” Wright College Faculty Development, City Colleges of Chicago; Chicago, IL (January 2018).
- “Key Performance Indicators that Work: Enhancing Student Success as a Team,” College Board Forum Annual Conference, Miami, FL (October 2012).
- “Improvisation: How to Act without a Script,” Illinois Theater Association’s Second Annual Middle School Theatre Conference, Chicago, IL (January 2012).
- “Interpersonal Communication,” Chicago GEAR UP Alliance—Wright College/City Colleges of Chicago, Chicago, IL (July 2010).
- “Navigating the Changing Leadership Role of Public Two-year College Chairpersons,” The Chair Academy’s 19th International Conference, Minneapolis, MN (March 2010).
- “Community College/University Teacher Education Collaboration Action Plan,” Association of Teacher Educators’ Annual Conference, Chicago, IL (February 2005).

Media Appearance

- CCC City Edition (106): Stage Wright at Wright College, [Television series episode], (Featured Guest, Founder & Artistic Director of Stage Wright Theater). In Coburn Whack, R. (Producer) CCC City Edition. Chicago, IL: Channel 20 WYCC, 17 November, 2002