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# BUSINESS AND PROFESSIONAL SPEAKING

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 Class Time: MWF 11-11:50 AM Olin 322  
 Office Hours: By Appointment Mundy 116

## COURSE DESCRIPTION

This course provides students with the theoretical and practical instruction to prepare them for common forms of public speaking situations that occur in business and professional settings such as speeches of introduction, group presentations, job interviews, and meeting meditations. Using the lens of leadership, we'll focus on how to best adapt to one's audience and purpose. The course is highly performative and group-oriented. Students will not only learn how to deliver speeches, but how to analyze and assess speaking strategies to improve and develop their own speaking strategies and persona.

## REQUIRED MATERIALS

- "Business and Professional Communication: Principles and Skills for Leadership (2<sup>nd</sup> Edition)"  
Steven A. Beebe, Timothy P. Mottet, ISBN - 0205028993
- 120-page 8 ½ x 11 notebook with perforations
- 3x5 Notecards

## COURSE OBJECTIVES

***By the end of the course, students will be able to:***

- identify and apply delivery techniques that contribute to effective public speaking
- employ a variety of resources for conducting research and organizing information
- appropriately and effectively deliver information adapted to the audience and situation using thoughtful language, articulation, nonverbal communication, rhetorical strategies, and visual aids
- improve listening skills
- use and interpret nonverbal communication appropriately and accurately
- effectively work in a group setting to accomplish specific goals
- create and deliver speeches appropriate to specific purposes and audiences

## ASSIGNMENTS AND GRADING POLICY:

Introductory Speech:	25pts		
Interview:	75pts	Impromptu Speech:	10pts
Informative Speech:	100pts	Discussion Questions:	40pts
Persuasive Speech:	100pts	Writing Assignments:	50pts
		<u>Participation:</u>	<u>100pts</u>
		Total:	500pts

## COURSE EXPECTATIONS

*This class involves both individual and collaborative work. Much of that work is performative, which requires a culture of mutual respect. I've provided some guidelines below, which will increase our ability to communicate effectively with one another.*

- This class is intended to be a safe space for each student to develop as a speaker and listener. **No disrespectful or distracting behaviors while others are speaking will be tolerated.** Ex: eating, being on your phone, talking, making noise of any kind.
- You may only use your computer for class lectures. **No electronic devices may be used during speeches, lectures, or activities unless otherwise indicated.** All cell phones must be silenced and put away when you enter.
- ② We will be using email and Moodle regularly for readings, rubrics, and announcements. **You are expected to access both habitually.**
- **All speeches should be well-prepared and rehearsed before delivery.** It is apparent, disrespectful, and, frankly, embarrassing when a speaker has not put the time in to make the speech connect. Especially in a business context, the amount of preparation and effort you put into your work communicates considerable data about your ethos as a speaker and your capacity to perform professionally.
- ② You will be placed in a group with which you will work throughout the semester. In addition to being your partners in assignments, they should also serve as audience members and evaluators for speeches prior to presentation in class. **Meet in advance of class to give each other assistance, practice, and evaluation.** On presentation days, each member of the group will have a role. While one member presents, others will take turns setting up, running the video camera, marking time, and leading the evaluation. Your professional success will almost always be tied to a group enterprise—this is the time to practice the skills necessary for effective leadership and following habits in order to ensure the group succeeds. Everyone will need to pull together in order to be successful. **Each group will receive a collective grade that will be factored into the grade for individual performance.**

## COMMUNICATION

I strive to be as available to students as possible. I can teach you better if I know what experiences are most relevant for your life and end goals. **Stay in contact with me if you are experiencing a circumstance or difficulty that affects your participation in the course.** Please take advantage of my office hours. You can make an appointment to meet with me via email at [rigdonr@southwestern.edu](mailto:rigdonr@southwestern.edu). Mondays, Wednesdays, and Fridays are my main days of availability.

## ATTENDANCE POLICY

- You can have three excused absences, for any reason. **Neither of these absences may be on ANY day on which you are speaking or giving peer critiques.** No excuse is needed but email me within 24 hours of the missed class to let me know. Additional absences will result in grade penalties: every unexcused absence will reduce your final score by one-third of a letter grade. For example, someone with a B+ who has one unexcused absence will earn a B for the term.
- **Every tardy will be counted as ½ of an absence.** If you arrive late, do not enter the classroom while any student is delivering a speech; wait for them to finish before opening the door.
- **If you do not attend class, you cannot make up missed assignments or speeches unless you have cleared it with me first. You must complete all major assignments to pass.**

## RELIGIOUS EXEMPTION

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances: As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed. The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

## INVOLUNTARY WITHDRAWAL POLICY

When, prior to the last day to drop courses (after the 10<sup>th</sup> week of class), excessive absences, as defined by the instructor in the course syllabus and the University Excused Absence Policy, jeopardize a student's work in any course, the instructor may request that the Records drop the student from the course. After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an F. Students will be notified of this action by the Records Office.

## HONOR CODE AND PLAGIARISM

Students should act “with honesty and integrity”, as the SU honor code requires, which includes properly citing the work of others and collaborating with others only when it is specifically authorized (e.g., media reviews, peer evaluations).

Plagiarism and other violations of academic integrity are strictly prohibited and subject to penalty as defined by the University. Plagiarism is defined in the Faculty Handbook as “the submission of another’s work as one’s own without acknowledgement in the written work” (p. 85). Princeton University’s Word Net defines plagiarism as:

- (n) Plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.
- (n) Plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone's words or ideas as if they were your own.

**Please see the Moodle site for a detailed description of plagiarism as it relates to public speaking.**

## RECORDED SPEECHES

All student speeches recorded in class are created for educational use only, for the members of the class. They are not to be distributed, copied or shared by anyone outside of the class, at any time.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should register with the Center for Academic Success, located in the Prothro Center. Professors must be officially notified by the Access and Academic Resources Coordinator that documentation is on file at least two weeks before the accommodation is needed.

## DEBBY ELLIS WRITING CENTER

I highly encourage students to use the **Debby Ellis Writing Center** as a resource for help organizing a speech, fine-tuning a thesis, improving critical analyses, and clarifying outlines and ideas. You can make an appointment or drop-in at Mood-Bridwell Hall, Room 306. [www.southwestern.edu/offices/writing/](http://www.southwestern.edu/offices/writing/)

## ASSIGNMENTS

- ☐ Please submit all formal essays online with your full name and the title of the assignment in the file name. PDF, Word, and Open Office formats only.
- ☐ Outlines should be printed out in triplicate and brought to class for peer evaluations.
- ☐ Unless I have made a mathematical error, all grades are final.
- ☒ **The goal of this course is for you to increase your mastery of practical public speaking techniques and skills, from writing through delivery. One important basis for your grades will be your responsiveness to feedback—both from your peers and me. Improvement is a primary factor for assessment.**

*Final letter grades will be computed according to the following percentage:*

Score	295	300	315	335	350	364	385	400	415	435	450	465	485
Ltr Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

## SPEECHES

Spring 2016

- You must deliver your speech on the date you are scheduled. **All speech assignments are required in order to pass the course.** You will turn in an outline or proposal for revisions before every major speech. The honor code must be present on every outline.
- A rubric will be provided for every assignment providing clear expectations for organization, delivery, and level of research.
- Do **not** read your speech. Remember you are crafting discourse for the ear—not something that is intended to be read.

***PARTICIPATION******100 POINTS***

*Participation includes attendance, timeliness, and active participation in class discussion and activities as evidenced by being both a good speaker and a good listener. Thoughtful peer evaluations, clear knowledge of course materials, and positive engagement with classmates are requisite indicators of healthy participation.*

***INTRODUCTORY SPEECH******2-3 MINUTES******25 POINTS***

*You will identify what strengths, values, and qualities you bring to the organizations, groups, companies, etc. for which you work. Use these to introduce yourself to your audience. Highlight what you bring to the team for your peer and future group members.*

***INTERVIEW******20 MINUTES******75 POINTS***

*You and your group members will conduct an interview for the rest of the class to observe. Groups will determine the type of interview, questions, roles, and script for the process. Peers will provide an oral critique after the interview is conducted as well as written evaluations of the groups' performance. Peer evaluations and group cohesion will be factored into each individual's final grade.*

***GROUP INFORMATIVE******30 MINUTES + TIME FOR******100 POINTS******PRESENTATION******QUESTIONS***

*You and your group members will present an informative speech. This topic should be researched by the team and approved by the instructor. The topic should be related to a current business issue and should be broken down into separate but cohesive parts, each of which are covered by an individual speaker. Individual speaking and research as well as group dynamics will be incorporated into the evaluation.*

***PERSUASIVE SPEECH******5-7 MINUTES******100 POINTS***

Spring 2016

*For your final exam you will deliver a speech that moves your audience to action—whether it is a shift in perspective or specific actions, the speech should seek to present a problem and provide a solution of either local or global proportion. Before delivery, you will submit an outline of your speech for revisions. This speech will require substantial outside research.*

**IMPROMPTU SPEECH**

**1-2 MINUTES**

**10 POINTS**

*You will prepare and deliver a speech in one class period with a short amount of time for preparation. The topics will draw upon class discussion and general knowledge.*

**WRITING ASSIGNMENTS**

- ☐ All assignments must be submitted on Moodle in Times New Roman, double-spaced, 12-point font, 1" margins. Only PDF, Word, and Open Office formats accepted.
- ☐ Late work will not be accepted.
- ☐ Make-up work will only be allowed if cleared with me ahead of time.

**DISCUSSION QUESTIONS**

**3-5 QUESTIONS**

**40 POINTS**

*You must sign up to post 3-5 discussion questions for one of one chapters throughout the semester You will sign up ahead of time and you must submit your discussion questions on Moodle 48 hours before the class for which they are assigned.*

**SELF-REFLECTION 1**

**2 PAGES**

**15 POINTS**

*A short self-reflection on your introductory speech performance, goals for the semester, and initial thoughts about strengths and weaknesses as a speaker.*

**MISSION STATEMENT**

**1 PAGE**

**5 POINTS**

*Each group will spend time in and out of class preparing a group mission statement detailing how the team operates, especially in the context of preparing for the informative presentation. This mission statement is a collaborative statement and should reflect the cohesion of the group as well as the problem-solving and leadership approaches employed.*

**PROGRESS REPORT FOR**

**2-4 PAGES**

**20 POINTS**

**INFORMATIVE PRESENTATION**

*Each group will submit a Progress Report that includes the phase they are in, a mission statement, ground rules, communication network model, the roles each member takes on in meetings, and a description of their informative project.*

**SELF-REFLECTION 2**

**2-3 PAGES**

**10 POINTS**

*You will submit a self-reflection on your personal performance in the persuasive speech as well as an evaluation of your group's overall effectiveness. The reflection should draw upon course readings to inform the assessment of self and group performances.*