School for New Learning
“Public Speaking: How to Change Your Life”
HC 221
CCH 221
Spring, 2017
(01/11/17)

Instructor:
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Course Dates:
Wednesday (LATE START)
4/5/17 – 6/7/17
5:45pm – 9:00pm

Course Location:
Loop

Course Description:
Public speaking is arguably the #1 fear in humans. Mastery of this skill is critical to one’s professional and personal advancement. Being able to confidently, effectively and enthusiastically deliver your thoughts and ideas to a group of individuals is a skill that separates leaders from followers. We will explore creative ways to significantly enhance our comfort level while learning to speak effectively in front of groups. In an open, friendly, fun, enthusiastic and supportive environment, participants will be introduced to a variety of methods to become much more confident with public speaking.

Since fear of speaking is the most significant roadblock to giving effective presentations, this will be a focus of the class. We learned to feel this fear from our conditioning, which gave us disempowering values, beliefs and thoughts about this activity. These values, beliefs and thoughts, which we subconsciously inherited and adopted as our own, are likewise responsible for everything else that is or is not working in our lives. Understanding this power of our minds and our ability to implement new, more empowering values, beliefs and thoughts, is critical to creating the life we desire.

This public speaking course will use Personal Development as an instrument to improve our ability to speak in front of a group as well as identify shortcomings in our personal and/or professional lives and develop a plan for empowerment to make significant changes in these areas. Collaborative (group) learning will be one of the methods used to enhance students’ understanding of course material.

Students will have an opportunity to speak on most evenings as there will be 3 short prepared speeches and impromptu speaking during other sessions. During these speaking opportunities, students will receive customized feedback and coaching based on individual need. We will also explore skills for various types of workplace communication such as face to face as well as telephone meetings, personal discussions, etc., along with communication styles and barriers to communication.
Learning Outcomes:

• Explore the root causes of fear of public speaking.
• Discover techniques to manage speaking anxiety when it arises.
• Significantly enhance speaker’s comfort level.
• Know and be skilled in the components of a compelling speech.
• Learn how to properly evaluate a speech, looking for compelling content, structure, vocal variety, eye contact, gestures, etc.)
• Learn the importance of goals and create new goals.

L7
• Develop and apply skills to work collaboratively to investigate, address and report on a shared challenge or issue.

FX
• Know and be skilled in various workplace communication methods.
• Understand and develop skills to effectively deal with barriers to communication.

Competencies:

H3X: Can identify and apply interpersonal communication concepts and models to public speaking practice.

(1) Identifies at least two concepts in the scholarship on interpersonal communication; (2) applies them successfully to at least one public speaking presentation.

Students will prepare and deliver 3 short (5-7 minute) speeches and participate in several short, impromptu speaking opportunities. In each speaking activity, students will incorporate the elements of effectively developing and delivering a compelling message in a public format. Additionally, each student will evaluate a peer’s speech to convey understanding.

L7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

(1) Participates in a learning project with others. (2) Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc. (3) Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.

Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative
learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Essential to this competence is understanding the distinctions among collaboration, cooperation, and strategies of group dynamics.

FX: Can demonstrate and analyze the elements of effective oral communications in the contemporary workplace.

(1) Can identify skills necessary for different types of workplace communication; staff meetings, personal discussions, presentations, telephone meetings, etc. (2) Understands individual communication styles and barriers to effective communication and can adapt to same.

Students demonstrate this competence by identifying various communication methods that are most effective for differing workplace settings. Students will be able to recognize a variety of personal communication styles along with barriers to communication and be able to operate within and take into account, those limitations, resulting in effective and successful interchange.

CCH 221: If you registered for CCH 221, the competencies that you will gain in this class are as follows:

• Can identify and apply interpersonal communication concepts and models to public speaking practice.
• Understand and develop skills to work collaboratively to investigate, address and report on a shared challenge or issue.

Learning Strategies:

Developing skill in public speaking requires ample opportunities to practice. With 3 short prepared speeches and several opportunities for impromptu speaking, this objective will be met during the course.

In order to manage speaking anxiety, which will be a major objective of the course, the environment will be fun, enthusiastic, supportive and non-judgmental. Additionally, lecture, discussion, exercises, videos, etc., will be used throughout the course. Full engagement, participation and an openness to share will help create a successful experience for everyone.

Collaborative Learning techniques will be incorporated to enable students to maximize learning by working in small groups on a shared goal, resulting in enhanced understanding of course content.
**Required Texts and Resources:**

*Required Texts:*


*Recommended Texts:*


*Required Articles & Websites:*


http://web.calstatela.edu/dept/chem/chem2/Active/

http://serc.carleton.edu/introgeo/cooperative/index.html

Additional required readings (articles) will be assigned by competence and listed in a readings list on D2L.

**Assessment of Student Learning**

Prepared Speeches will be assessed on the following parameters:
- Structure/Organization- Opening, Body, Close are effective.
- Content-Well thought out. Message is clear. Used Stories/examples References Course Learnings (Speeches 2 and 3).
- Speech assignment objectives were met.
- Delivery- Effective use of Eye contact, Vocal Variety, Gestures, Use of the Room, etc.
- Time- Minimum time was met/exceeded.

Impromptu speaking will be assessed on the following parameters:
- Number of impromptu speeches given vs. opportunities offered. Ie. Miss class and you miss an impromptu speaking opportunity.
- Delivery- Effective use of Eye contact, Vocal Variety, Gestures, Use of the Room, etc.
- Risk Taking- getting out of your comfort zone.

Collaborative Learning will be assessed on the following parameters:
- Individual contribution to group task.
- Quality and Quantity of group project results.
- Demonstrate understanding of collaborative learning process, benefits, and challenges.
- Demonstrate utilization and development of social skills in collaboration.
- Demonstrate enhanced learning from collaborative effort.
- Analyze and reflect upon collaborative process using at least one model or theory.
Homework assignments will be assessed on the following parameters:
- Objectives were met.
- Significant introspection was incorporated.

5 Page paper will be assessed on the following parameters:
- References course texts/readings
- References course learning
- Demonstrates significant introspection incorporating personal motivations for changes or understanding of project outcomes.
- Follows SNL writing standards

Class attendance and participation are key components of the course. Students are expected to attend all classes, arrive on time and not leave class (unless an emergency) while in session. Actively sharing your ideas and experiences creates an enhanced learning environment and adds to the success of the course. If more than one session is inexcusably missed, your final grade will be adversely affected. Missing more than two sessions makes it impossible to pass the course. If you must miss a class, please let the instructor know in advance and be sure to communicate with another member of the class for content covered, assignments due, etc. Any missed work must be handed in within 7 days or no credit will be given.

**Grading Criteria & Scale:**

**Speaking:**

Speech 1  “A Little About Me” Speech  
(Due: Wk 3)  
10%

Speech 2 “Where I am Stuck” Speech  
(Due: Wk 6)  
10%

Speech 3 “H3X-My Plan for Breakthrough to Success”  
“L7- Present group project”  
“FX: Speech on Communication in the workplace”.  
(Due: Wk 9)  
15%

Impromptu Speaking  
(Wks 1, 2, 4, 5, 7, 8, 10)  
10%

Speaker Evaluation  
(Due: Wk 9)  
5%

**Homework:**

Goals, Mission & Mission Statement  
(Due: Wk 3)  
5%

Eulogy  
(Due: Wk 4)  
5%

Top 5 Moving Toward & From Values  
And 5 Beliefs that May be Holding You Back  
(Due: Wk 7)  
5%
Identified Changes to Make & Relationships Exercises 5%
(Due: Wk 8)

5 Page Paper: 10%
H3X: “What it takes to Make Big Changes in Ones’s life”.
L7: “Analysis of Collaborative Impact on Learning”
FX: “Reflections on Communication in the workplace”
(Due: Wk 11)

Class Attendance & Participation 10%

Quizzes on Readings 10%
(Due: Wks 2,4,7,9)

Total 100%

Grade Scale:
A  95-100
A-  91-94
B+  88-90
B   85-87
B-  81-84
C+  77-80
C   73-76
C-  69-72
D+  65-68
D   61-64
F   60 or below

Course Schedule:
NOTE: Schedule subject to change based on weekly content discussion, interaction, interest, etc.
Changes will be noted on D2L.

Session 1- Apr. 5
Course Introduction
Speaking:
Sources of Public Speaking Fear
1-2 Minute Impromptu Speaking: Topic -Students’ Experience with Public Speaking.
Collaborative Learning:
What it is CL. Why use CL. Types of CL. Key Elements of CL.

Session 2- Apr. 12
Speaking:
Managing Public Speaking Fear
1-2 Minute Impromptu Speaking: Topic TBD
Developing Speech Content (topic, structure, call to action, etc.)
Quiz and discussion on readings (See Reading Assignment Schedule-D2L)

**Personal Development:**
Goal Setting
Missions & Mission Statements

**Session 3- Apr. 19**

**Speaking:**
Managing Public Speaking Fear
"A Little About Me" Speeches 4-6 Mins
Connecting to the Audience

**Personal Development:**
Homework due: Goals, Mission & Mission Statement

**Collaborative Learning:**
Shared learning exercise – Goals, Mission & Mission Statement

**Session 4- Apr. 26**

**Speaking:**
Managing Public Speaking Fear
1-2 Minute Impromptu Speaking: Topic TBD-Focus on Vocal Variety
Speech Preparation
Quiz and discussion on readings (See Reading Assignment Schedule-D2L)

**Personal Development:**
Homework due: Eulogy
Power of the Mind to Help or Hurt Us
Law of Attraction

**Collaborative Learning:**
Shared learning exercise – Eulogy

**Session 5- May 3**

**Speaking:**
Managing Public Speaking Fear
1-2 Minute Impromptu Speaking: Topic TBD-Focus on Eye Contact
Evaluating a Speech

**Personal Development:**
How to Make Significant Changes in Our Lives

**Session 6- May 10**

**Speaking:**
Managing Public Speaking Fear
"Where I am Stuck" Speeches 5-7 Mins
Speech Delivery: Vocal Variety, Eye Contact, Gestures, Use of the room, Filler Words, Use of notes

**Personal Development:**
Role Values & Beliefs Play in Our Lives
Session 7 - May 17

Speaking:
Managing Public Speaking Fear
1-2 Minute Impromptu Speaking: Topic TBD - Focus on Use of the Room
Quiz and discussion on readings (See Reading Assignment Schedule-D2L)

Personal Development:
Homework due: Top 5 Moving Toward & From Values
And 5 Beliefs that May be Holding You Back
Relationships

Collaborative Learning:
Shared learning exercise – Values & Beliefs

Session 8 - May 24

Speaking:
Managing Public Speaking Fear
1-2 Min Impromptu Speaking: Topic TBD - Focus Eliminating Filler Words

Personal Development:
Homework due: Identified Changes to Make & Relationships Exercises
Obstacles to Making Life Changes

Collaborative Learning:
Shared learning exercise – Personal Changes & Relationships.

Session 9 - May 31

Speaking:
H3X- “My plan for breakthrough to success” Speeches 5-7 Mins
L7- “Present group project” Speeches Mins TBD
FX: “Communication in the workplace” Speeches 5-7 Mins
Each Speaker has a Peer Evaluation 2-3 Mins
Quiz and discussion on readings (See Reading Assignment Schedule-D2L)

Session 10 - Jun. 7

Speaking:
1-2 Min Impromptu Speaking: Topic TBD - Focus Bringing it All Together

Personal Development:
Money (Wealth Formula)
Psychology of Money
Happiness
Summary: Closing Comments and Wrap Up

Jun. 9

5 Page Paper Due:
H3X: “What it takes to Make Big Changes in Ones’s life”
L7: “Analysis of Collaborative Impact on Learning”
FX: “Reflections on Communication in the workplace”

Note: Topics for L7 and FX Speech #3 and 5 page paper will be determined by students and instructor within first few class sessions.
Course Policies:

Students are expected to portray a professional and respectful approach to the class. Students are expected to attend all classes, arrive on time and not leave class early or outside of normal breaks unless it is an emergency. If more than one session is inexcusably missed, your final grade will be adversely affected. Missing more than two sessions makes it impossible to pass the course. If you must miss a class, please let the instructor know in advance and be sure to communicate with another member of the class for content covered, assignments due, etc. Any missed work must be handed in within 7 days or no credit will be given.

The attendance and participation portion of the grade will drop by 15% for any missed class even if it is excused. Ie. Miss one session and the 10% attendance and participation portion of the grade will drop to an 8.5% maximum percentage vs.10%.

Active participation and engagement are critical components of the class. Sharing your ideas and experiences creates an enhanced learning environment and adds to the success of the course. Use of a computer, email, text, etc. for non-class activities is not acceptable and will result in reduced points for the attendance and participation portion of the grade.

Late work will result in reduced points unless, for unique cases, prior arrangements are made with the instructor. No work will be accepted later than 1 week after the original due date.

Changes to the course syllabus will be communicated via D2L.

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy (UGRAD)](https://example.com/integrity政策(UGRAD))
- [Academic Integrity Policy (GRAD)](https://example.com/integrity政策(GRAD))
- [Incomplete Policy](https://example.com/incomplete)
- [Course Withdrawal Timelines and Grade/Fee Consequences](https://example.com/course政策)
- [Accommodations Based on the Impact of a Disability](https://example.com/disability)
- [Protection of Human Research Participants](https://example.com/human)
- [APA citation format (GRAD)](https://example.com/apa)

Course Resources:

- [University Center for Writing-based Learning](https://example.com/writing)
- [SNL Writing Guide](https://example.com/snl)
- [Dean of Students Office](https://example.com/dean)

Instructor Bio:

Jack McLaughlin enjoyed an award winning 24-year sales career at Apple, Inc., an organization dedicated to dynamic change as standard business practice. In addition to his Apple career, Mr. McLaughlin is a 19 year veteran of the Woodridge Toastmasters
Club, where he won Speaker of the Year honors several times and has served four years as Club President. Mr. McLaughlin, who earned his M.B.A. from DePaul University, has over 25 years of exploration into all aspects of individual growth—personal, professional, financial, emotional, etc.