

DePaul University
School for New Learning

COMMUNICATION, PRESENTATION AND PUBLIC SPEAKING

O'Hare Campus

Wednesdays, June 18 through August 27, 2003

6:30pm – 9:30pm

Competences

*Pre-1999: **HC-F, HC-H, HC-S, WW***

*BA – 1999: **L-7** (Can learn collaboratively, and examine the skills, knowledge and values that contribute to such learning)*

***H-3-D** (Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem)*

***H-3-E** (Can speak effectively in public settings)*

***F-X** (To be written by student)*

Instructor

Gene McGinnis

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Instructor is available prior to class or by telephone, by appointment.

Course Description

According to *The Book of Lists*, fear of speaking in public ranks ahead of fear of dying and disease. *Communication, Presentation, and Public Speaking* provides both theoretical foundations and practical experiences in the art and science of getting your point across clearly.

The course is comprised of four major sections:

- *Personal styles*
- *Social styles*
- *Developing presentations*
- *Delivering the message: Speaking in Public*

Personal styles examines individual thinking, learning and communication styles of each student, with an emphasis on our preferred (default) mode of accepting, synthesizing and using information. This learning is complemented by a comprehensive analysis of the learning styles of others, and the manner in which all learning styles can be engaged by thoughtful and deliberate communication. The Myers-Briggs Type Inventory, or other similar instrument, may be used to initiate our analysis.

Our inquiry into *social styles* builds on previous learning, and unravels ways in which others are engaged socially – a dimension essential to the effective exchange of ideas and information. Our scrutiny of *learning styles* and *social styles* provides a cogent and discursive foundation from which students can move into practical application; it provides insight and theory allowing the learner to become aware of their own biases and blind spots when communicating.

Developing presentations provides examines structure, clarity, specialized content, focus and desired outcomes in presentations. This segment considers what should be included in effective presentations – and what should be omitted. *Delivering the message* provides practical learning experiences during which the skills and knowledge the student has acquired are integrated and applied. Ice breakers, difficult situations, pacing and diction, openings and closings, and other tools and techniques are explored.

The learning experience is designed to be relaxed and casual, with an emphasis on creating a “safe place” in which we can work and learn without fear of judgment or ridicule. The classroom experience includes lecture, discussion of readings and related topics, with significant time devoted to increasingly challenging real-time applications of concepts and techniques.

Required Texts

Public Speaking: Connecting You and Your Audience, 2nd Edition by Patricia Andrews, James Andrews and Glen Williams (Houghton Mifflin; ISBN: 0618123539).

Personal Styles & Effective Performance by David W. Merrill and Roger H. Reid (CRC Press; ISBN: 0801968992).

Recommended Texts

The Art of Framing: Managing the Language of Leadership by Gail T. Fairhurst and Robert A. Saar (Jossey-Bass; ISBN: 0787901814).

What to Say When You're Dying on the Platform by Lilly Walters (McGraw-Hill; ISBN: 0070680396)

About the Instructor

Gene McGinnis has enjoyed a wide array of professional experiences, including long-range planning, call center and staff operations management, information technology management, training development and delivery, customer service management, training development and delivery, and internal and external consulting. He is the president of MindStream Incorporated, a consulting company specializing in personal and organization performance. Gene has a BA in Organization Development, an MA in Organizational Performance from DePaul University, and holds graduate certification in Organization Development from Benedictine University. Gene is a certified professional facilitator.

Guidelines for Success

- *Attendance.* Expected in all class sessions. One session may be missed without penalty, with prior notification of the instructor. Students missing more than one session must negotiate work to be done to satisfactorily complete the course.
- *Punctuality.* We will begin on time, and we will end on time.
- *Preparedness.* Weekly assignments will be completed prior to the beginning of class; students will be ready to engage in discussions at the commencement of class.
- *Delivery.* All assignments will be delivered on or before the due date.
- *Integrity.* All work presented in class, and in written artifacts, will be the work of the student, or will have appropriate attribution. Plagiarism of any kind will not be tolerated, and will result in a failing grade for the course.
- *Participation.* Active participation in this course, by its nature, is required.
- *Scholarship.* Written assignments should be delivered in a manner consistent with college-level performance, and should reflect a commensurate degree of critical thought and personal reflection. Grades will be lowered for consistent grammatical and/or structural errors.
- *Responsibility.* Learning is a shared responsibility between the instructor and the student. If the student needs assistance outside of the classroom, feels the need to ask for – and possibly negotiate – changes in the content or timing of required deliverables, is not learning the subject matter to their personal satisfaction, or has any other unsatisfied need that will interfere with learning, it is their responsibility to contact the instructor to initiate a substantive discussion. The instructor will carefully consider the request and make changes, as appropriate.

Learning and skills acquired

At the completion of the course, the student will understand, and be able to explain the manner in which they communicate, and in which they accept and synthesize new information; will understand and be able to explain the strengths and weaknesses of their particular (preferred) learning, social and communication approaches and styles; will be able to employ varied methods of communication to reach a particular, or general, audience; will be able to learn as a member of a peer group, and will understand the dynamics of collaborative learning; will be able to adapt approaches to accommodate each learning and social style; will be able to create a presentation and provide justification for its approach and content; will be able to present a persuasive argument and/or information in a public forum that has high potential of resulting in a desired, predictable outcome.

Evidence to be submitted

Students may satisfy the requirement(s) of this course by submitting a paper or papers and delivering presentations demonstrating their understanding of the course topic(s) and their ability to generalize and apply the course's concepts. Specific evidence may vary, based upon the competences for which the student has registered. Alternative evidence will be considered and may be approved at the prior discretion of the instructor. Final papers, presentations and other artifacts submitted as evidence of learning are due no later than the end of the last class session, and will be returned to the author only if a stamped and self-addressed envelope is provided.

Work submitted in writing should follow generally accepted rules of style (Chicago, APA, MLA), including attribution, bibliography, and presentation.

The instructor is available to work with individual students during the quarter to resolve any questions or issues they may have regarding projects or deliverables.

Assessment criteria

Assessment includes the following elements:

- The instructor's evaluation of the learner's progress during the duration of the course, in both theory and application;
- The quality, delivery and defense of interim and final artifacts (presentations, papers, etc.);
- The quality and appropriateness of peer review and feedback;

- The quality and depth of reflection, self-awareness and self-analysis.

Overall, satisfactory completion of this course requires the student / learner to aptly demonstrate significant personal progress between the beginning and end points of the learning experience, and / or the attainment of competence in integrating and applying the concepts and practices offered during the course. Student evaluations are based upon an assessment of the degree to which the readings, lectures, discussions, presentations and other class and learning activities are assimilated and applied throughout the course, as well as in the final artifact(s) (papers, presentations, or other works). A satisfactory assessment will require demonstration of the competence(s) for which the student is registered. Particular attention will be given to the degree to which the student progresses from abstract learning to concrete application, with an emphasis on providing a rational basis (defense) for decisions and actions made that are grounded in theory or research-based generalizations of the student's own design.

Schedule of Classes (subject to change after class review)

Pre-class assignment: Read pages 1 – 38 in Personal Styles and Effective Performance

Session One

An Introduction to Personal Style and Preferred Behavior

Assignment for January 15: Read pages 39 – 87 in Personal Styles and Effective Performance

Session Two

Behavior and Social Styles

Assignment for January 22: Read pages 88 – 146 in Personal Styles and Effective Performance

Session Three

Awareness and Adaptation

Assignment for January 29: Read pages 147 – 209 in Personal Styles and Effective Performance

Session Four

Reading and Reflection

Session Five

Perception and Cognition

Assignment for February 5: Read pages 1 – 166 in Public Speaking

Session Six

Communication Process, Non-verbal communication, and Audience Analysis

Assignment for February 12: Read pages 167 – 254 in Public Speaking

Preparation: Practicum #1

Session Seven

Speech Development

Presentation Tips and Techniques, part I

Practicum #1

Assignment for February 19: Read pages 255 – 334 in *Public Speaking*

Self analysis, Practicum #1

Peer analysis, Practicum #1

Session Eight

Presentation Delivery and Effectiveness

Review and Feedback on Practicum #1

Assignment for February 26: Read pages 335 – 467

Preparation: Practicum #2

Session Nine

High Impact Delivery

Practicum #2

Assignment for March 5: Submit topic for final presentation

Self analysis, Practicum #2

Peer analysis, Practicum #2

Session Ten

Essentials for Recovery,

Tips and Techniques, part II

Review and Feedback on Practicum #2

Assignment for March 12: Preparation, Final Presentation

Session Eleven

Final Presentations delivered

Final Papers due (as required)