

Syllabus CMST 2060 Public Speaking

Spring 2015
Office: 132 Coates Hall
Office Hours: Wed 8:30-10:30am &
Wed 3:30-5:30pm&
By appointment

Instructor: Emily Graves
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Meets: T/TH
Section 37 meets at 12:00pm 234 Coates Hall

Course Description/ Goals:

CMST 2060 is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. This course will give you the mechanics of making speeches, and introduce you to elements of persuasion. It will ask you to think of speeches as building blocks for changing people's minds about, and potentially changing people's experience of, shared problems. The act of public speaking is the result of (and often the beginning of) a long process of dialogue between yourself, ideas, the anticipated responses of your audience, and desired change.

To take public speaking as a consequential practice, students in this class will use persuasive techniques to campaign for an action that takes place outside of class; use a democratic system both to decide the parameters of the action, and to elect a "winning" action. Then, all students will *do* the action they've elected.

Please do not unwrap any materials purchased for this course. We will discuss the materials of the class on the first day.

As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.

As a result of this course, students should:

1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

Grading Breakdown- (These proportions may shift slightly depending on how the class unfolds this semester.) Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester and not made up after the fact.

Speeches

Speech I	Introduction Speech	10%
Speech II	Informative Speech	15%
Speech III	Persuasive “Problem” Speech	15%
Speech IV	Persuasive “Campaign” Speech	20%

Research Requirement	3%
Quizzes*	15%
Assignments/Homework**	15%
Attendance	7%

*Quizzes— The reading quizzes will be done on Moodle prior to attending the class. The quizzes are designed to confirm that you have read the material. We will apply the reading material together in class. Typically, the quizzes will be multiple choice or T/F style questions.

** Homework/Assignments—In order to avoid having your work lost, or saved to a computer that crashes, etc., **you should email yourself a copy of your work.** Or, if you are not familiar with the website www.dropbox.com, you should start an account. It’s free and it stores all your work for you so that you can get your work from any computer.

Policies:

General Etiquette

When I first arrive to class, I am thinking about setting up my class materials. Please save one-on-one type questions/issues for after class or for an email. Of course, if the question concerns the class, then ask it once class starts.

Attendance and etiquette on Speech Days

Please arrive on time for the presentation class days, and stay for the whole class. **If you talk with a neighbor during someone else's presentation or otherwise disrupt the class (phone use, shuffling papers around, whispering, etc.) this will negatively impact your grade.**

Attendance (non-speech days)

Your attendance at each class meeting is expected. There are 28 days of class. I will take attendance at the beginning of each class. If you are present, on time, and phone-free for at least 25 meetings, you will receive full credit for your attendance grade. It is your responsibility each class to make sure I recorded your attendance.

If you are absent, or late, for more than 2 class meetings, it will negatively impact your attendance grade, as well as your assignment grades, since this class is designed to use class time to prepare your assignments.

If you are absent for all, or a substantial part, of more than 3 classes you must provide documentation of an emergency which kept you from class. If you provide this documentation within 24 hours of returning to class you may receive the option to make up attendance points or assignment points for the class that you missed. Attendance points will be considered at the instructor's discretion on a case-by-case basis and submitting documentation does not guarantee you full-credit make up opportunities.

Missed class:

If you do miss class, it is **your responsibility** to find out what you missed. To learn what you missed in class (including the assignment of homework, etc), ask your peers. While I can clarify content if you make an appointment to meet me, I cannot spend time re-stating the basic plot of a missed class.

If you are absent and wish to make up an assignment due that day for full credit, you will need to give me documentation of the emergency that kept you from class. Such documents could include a doctor's note, an obituary, a letter from a coach, etc. You must also provide an outline or written evidence within 24 hours of the due date to show that you were ready to present/submit the assignment on the day in question.

If the assignment is a speech, and you have satisfied these conditions, then you must schedule the make up within one week of the missed class.

If you are absent for a non-emergency reason, and wish to submit the assignment, you can submit it within a week of its due date for a maximum grade of a C.

Making up work for a class you did not miss:

Many of the homework assignments will be used in class, so not having them in class reduces your ability to participate in the activity assigned.

If you miss turning in an assignment during the class period it is due, you can turn it in via email by 10pm ON THAT DAY for reduced credit. Please keep in mind that having your assignment in my email inbox won't help me remember that you did it as I go through my physical stack of papers. As a result, submitting late work electronically risks it being forgotten about.

Submission Standards:

I expect your homework to be typed. You can expect point deductions if it is not typed. Assume I would like the work typed, even if I forget to mention it at the time of assigning it. If I ask for a physical document, please hand me a physical document (rather than an email). If your submission is not consistent with the way I've assigned the work, you can expect delays on getting it returned.

Participation

Expect to speak in front of your classmates regularly.

I expect you to respond to my questions and attempts to initiate classroom discussion. Please know that my aim to create an atmosphere that is safe for you to share your opinions and ideas.

Electronic Devices

Silence cell phones and place them in your bag or purse before entering the classroom. Please note that text messaging in class has been proven to distract students resulting in overall lower grades. If I notice you texting, I'll remind you of this policy and ask you to turn the phone off and put it away. If I see you using the phone again, in that class period **or another**, I will ask you to leave class and you **will not earn the point for attending that day.**

Extra Credit: No extra credit assignment will be allowed.

Disabilities: The Americans with Disabilities Act and the Rehabilitation Act of 1973 states: "If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged." After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Both students and instructor will work to create a supportive, exploratory and intellectually challenging academic community. I am asking you to take personal and academic risks in this class. This demands preparation for class discussions and full participation in all assignments as well as offering honest but kind responses to the work of other students.

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Tentative Course Calendar (Does not include 100% of assignments)

Week	Date	Material	Homework
Week 1	1/15	Introduction to the course Shared problem	Put together your "Any Ole Bag Will Do" assignment
Week 2			
	1/20	Any Ole Bag Will Do Presentations- Introduce the Introductory speech assignment-	
	1/22	brainstorm	Read Ueland and take quiz on Moodle
Week 3			
	1/27	Closing lines. listening	Finalize your speeches
	1/29	Introduction Speeches	
Week 4			
	2/3	Introduction speeches	Read Chap 3 Quiz on chapter 3
	2/5	Ethos exercise	Read Chapter 15 speaking to inform and take chapter 15

			quiz,
Week 5			
	2/10	Speaking to inform Go over assignment on informative speech	Browse charities; select one. & Chapter 8-Organizing
		Organizing	Read Chap 9- Introductions only & quiz
Week 6			
	2/17	Mardi Gras No Class	
	2/19	Introductions	Read Chap 9- Conclusions only & quiz
Week 7			
	2/24	Informative speech	
	2/26	Informative speech	
Week 8			
	3/3	Informative speech Go over problem speech assignment View problem/need commercials	Read Bitzer and Vatz for Homework (on Moodle)
	3/5	Crafting a problem-Show Hill Speech	Read Chap 7 – Supporting your Ideas; read extra material on evidence. QUIZ on CHAP 7 supporting & evidence Make evidence tile
Week 9			
	3/10	Evidence tile presentations & Logos	
	3/12	Logos	Read Chap 6 “defining arguments”
Week 10			
	3/17	Thesis work	Read portion of chapter 16
	3/19	What is needed? Workshop?	Work on speech

Week 11			
	3/24	Problem speech	
	3/26	Problem speech VOTE TO 4	
Week 12			
	3/31	Problem speech	
	4/2	Sign up for one of the 4 candidates for final charity- Go over the final speech assignment	
Week 13			
	4/7	No Class Spring Break	
	4/9	No Class Spring Break	
Week 14			
	4/14	Some scheduling depends on the timing students select for presentation of final	
	4/16	Pathos	
Week 15			
	4/21		
	4/23	Ethos refresher	
Week 16			
	4/28	Analysis of persuasive speeches	
	4/30	Analysis of persuasive speeches Workshopping	
EXAM PERIOD		PRESENTATION OF FINAL SPEECHES	VOTE DISCUSSION REFLECTION ON THE PROCESS SUBMIT QUESTIONS TO PEERS ABOUT THE

			PROCESS
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Final Exam period: