

CMST 2060 PUBLIC SPEAKING
Summer Session-B 2014-- Section 08

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Required Text & Material: Crick, Nathan (2014). Rhetorical Public Speaking, 2nd Edition, one two-pocket folder for handing in speech materials.

Course Description/ Goals:

CMST 2060 is a General Education Humanities Course designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of rhetorical public speaking.

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:

Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.

1. 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.
2. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
3. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
4. Analyze and discuss speeches of historical, political and social significance.

COURSE POLICIES

Class Conduct:

This class is intended to develop the fundamentals of public speaking. Everyone should be treated with respect and courtesy when presenting ideas for class discussion and during presentations.

Technology Policy:

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class. You should also have paper and a writing utensil on all days for group activities.
- All other technology (smart phones, etc.) are NOT permitted for use during class. The first use during class will result in substantial reduction in overall course participation points (up to 20 points) with an increasing reduction in points for each use thereafter.

In case of emergencies requiring cell phone access during the class session, see the professor before class for permission.

Attendance & Participation: Your attendance at each class meeting is expected. You are expected to attend all classes just as you would be expected to go to work every day if this was any other job. Your class participation grade will be determined based on in-class discussion participation, assignments/exercises, and analysis of in-class presentations throughout the semester.

Plagiarism: I have no tolerance for plagiarism. You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here:

<http://www.lib.lsu.edu/instruction/plagiarism2.html> .Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

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.

Grades: 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.

Course Assignments:

Introductory Speech	5%
Informative Speech	15%
Persuasive Speech	15%
Commemorative Speech	15%
Participation/Additional Assignments	10%
Quizzes	20%
Final Exam	20%

Grade Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Assignments:

Assignments to be turned in must be typed. This includes papers, outlines, or any other material assigned to be completed outside of class. Handwritten work will NOT be accepted. If you do not own a printer or computer, utilize the computer labs located on campus to complete your work. All assignments are due at the beginning of class.

Speeches:

Due to the number of speeches being presented, attendance will be required on the day you are scheduled to present. If you are absent when assigned to speak without a university approved excuse, you will receive a zero for that grade. In the event you will be missing an assigned speech day, you must notify the instructor at least one day prior to your speech. Otherwise, you are required to be prepared to speak. A speaking schedule will be distributed once the final roster has been established. It is the student's responsibility to be aware of what day they are scheduled to speak.

Speech Packets: With each speech, you will be required to turn in materials along with your speech, such as an outline, a bibliography, print outs of source materials, and/or visual aids. Students must bring print outs of all materials used including the preparation outline, bibliography, and print out of source materials used on the the first day of presentations. Late work will receive a 10 point deduction per day, including non-scheduled class days and weekends

Exams: You will have one final exam during the semester and four quizzes. The final exam will consist of variety of questions testing your knowledge on material covered in class and from the book. The quizzes will be on the material covered in the chapters during the week.

Missed Presentations and Late-Work:

Speeches: If you miss a speech, you will need to make it up during the scheduled presentation period. However, students scheduled to present on a particular day have priority over a student’s makeup speeches. Students who do not attempt to make up the speech within a timely manner will receive a zero (0).

Late Work:

Assignments are to be turned in by the time class starts on the day that they are due. Late assignments WILL NOT be accepted as you are expected to come to every class prepared.

Anticipated Course Schedule:

Week 1	Course Introductions and Overview Chapter 2 Genres of Public Speaking Chapter 1 The Canons of Rhetoric Quiz 1
Week 2	Introductory Speech Chapter 3 The Rhetorical Situation Chapter 4 Ethos Quiz 2
Week 3	Enrichment/Informative Speech Chapter 5 Logos Quiz 3
Week 4	Advocacy/Persuasive Speech Chapter 6 Pathos Quiz 4
Week 5	Chapter 7 Ethos Commemorative Speech Final Exam

Assignment Details:

The Introductory Speech

The introductory speech is a casual 2 minute presentation made during the first few weeks of class. It is designed to let everyone introduce themselves and speak on a familiar subject. In order to focus your attention, I want you to choose an object that represents something important to you and to BRING IN the object and describe it to the class. Think of it as a kind of “show and tell” exercise. However, please avoid bringing in photographs of people or places. Bring in something tangible that can be easily seen by the class. For instance, you might bring in your jersey from your state champion baseball team, the boots you wore to hike the Appalachian trail, or your favorite book you read as a child. Although this is an introductory speech, its purpose is to show you have mastered the basics of speech structure according to the five canons of rhetoric.

The Informative/Enrichment Speech

Components: Formal outline; keyword outline; 4 minute extemporaneous speech.
Purpose: An enrichment speech is intended to literally “enrich” your audience about something that it already cares about but wishes to know more. A speech of enrichment should address some issue that is either on people's minds or relates to an audience's current interests in some way. Consequently, speeches of enrichment focus on development of ethos, which establishes a relationship with the audience, and a focus on their interests with respect to current rhetorical situations that have put certain issues on the public agenda.

The Persuasive/Advocacy Speech

Components: Formal outline; keyword outline; a 6 minute extemporaneous speech.
Purpose: A speech of advocacy attempts to either reinforce and channel the current commitments of an audience or appeal to the audience to adopt a new belief or attitude with respect to some ongoing rhetorical situation. Although ethos is clearly important to give credibility to the speaker, more important is the development of a coherent argument that make a case using the tools of logos.

The Commemorative Speech

Components: A full-length script; a 5 minute scripted speech.
Purpose: A commemorative speech is meant to honor a particular person, place, idea, or institution. The idea is to identify key values inherent in the topic and to help the audience celebrate these values. The emphasis will be on speaking eloquently and dramatically, thus reducing the emphasis on logos and enhancing the narrative power of pathos and the organizing tool of symbols and form.

Do you have a major?

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, “To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.