

CMST 2060, Sec. 2 – Summer 2014

Public Speaking

Coates Hall, Rm. 237

Monday through Friday 9:50 a.m. – 10:50 a.m.

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COURSE DESCRIPTION

The famous Greek speechwriter and teacher, Isocrates, once said that “none of the things which are done with intelligence take place without the help of speech, but that in all our actions as well as in all our thoughts speech is our guide.” In an age colonized by sound bites and the power of the visual image, perhaps this statement may sound naïve. However, it is the goal of this course to prove otherwise. For public speaking is neither the mere act of standing up and saying words nor just a catalog of helpful tips. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between yourself, language, and the imagined responses of your audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say, who you want to say it to, and why you should say anything at all. For that reason, public speaking may possibly be the most challenging course you will take as an undergraduate student. It is my hope, however, that this challenge will prove rewarding.

Assigned Coursework

As this is a performance course, almost half of your grade will be based on your performances (speeches). These speeches along with the other graded items constitute a 1,000 points scale.

- 50 • Introductory Speech
- 150 • Speech analysis essay
- 150 • Enrichment Speech
- 150 • Commemorative Speech
- 200 • Advocacy Speech
- 300 • Quizzes (6 @ 50 pts. each)

In a 1,000-point whole grade system, the grade breakdown is as follows:

- 1,000-900 = A
- 899-800 = B
- 799-700 = C
- 699-600 = D
- < 600 = F

Required Texts: Crick, Nathan (2014). *Rhetorical Public Speaking*, 2nd Edition. Allyn & Bacon – Pearson Education, Inc. **IMPORTANT NOTE REGARDING TEXT: The bookstore does not sell or indicate an option for a used textbook. For my section ONLY, a used book will be sufficient so long as it is the SECOND EDITION. The online access that comes bundled with the new version available at the bookstore will not be used in my sections.**

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:

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.

Policies

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.

If a student has an unexcused absence on a day when he or she is scheduled to deliver a speech, the grade for that speech will be ZERO. It is better to deliver even if underprepared than to receive nothing for the assignment. Quizzes, exams and other in-class activities also require your presence to receive credit. Those with valid excused absences will be addressed on a case-by-case basis. Valid excuses include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious observances.
8. Participation in varsity athletic competitions or university musical events

Grades: Final grades are final. All work must be done during the semester and not made up after the fact. If you are concerned about your grade during the class, please contact me for help.

Plagiarism: I have no tolerance for plagiarism. Any student found to have turned in material not his or her 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 (or speech) 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 is planned at this time. Do not count on it.

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.

Cell Phones: You won’t need one in class. Ever. I should not see one or hear one. If you have an urgent matter that you must be available for, let me know **before** class begins and we will make the necessary arrangements.

Computer Use: In this day of *e*-everything, it is unrealistic to expect many students to take notes the old-fashion way, though the merits of actually hand writing notes are well documented. For those students who wish to take notes via laptop, that courtesy will be extended, however, if said laptop is used for anything else during class time without expressed consent from me, that courtesy will be rescinded for the remainder of the semester. Very simply, this means no Facebook, no YouTube, no chat... in fact, just turn your Internet connection off – the immediate outside world is of no concern to us during class.

Assignments:

The Introductory Speech (50 points)

The introductory speech is a casual 2 minute presentation made typically during the third week of class. It is designed to let everyone introduce him or herself 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 describe it to the class. Think of it as a kind of “show and tell” exercise. However, please avoid using photographs of people or places. Use something tangible that can be easily seen by the class. For instance, you might use 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 Enrichment Speech (100 points)

Components: Formal outline; keyword outline; a 6 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 Advocacy Speech (150 points)

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 (100 points)

Components: Formal outline; keyword outline; a 6 minute extemporaneous 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.

Speech Analysis Essay

You will be responsible for writing a 4-5 page, double-spaced essay analyzing one of the top 100 speeches of all time from the website American Rhetoric (www.americanrhetoric.com/top100speechesall.html). This paper will be due towards the end of the summer session, details will be provided after the Enrichment speeches are completed.