

CMST 2060 PUBLIC SPEAKING

Fall 2015 -- Sections 34 and 42

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Office Hours: Tuesdays, 1:30-3:30 pm

Required Texts: Lucas, Stephen E. (2012) *The Art of Public Speaking* (11th ed). **with Connect Plus**. McGraw Hill.

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 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.

Note on the Course:

This class will be using the McGraw Hill Connect Plus website. If you buy the book from the bookstore you will have the appropriate codes to connect. However, if you bought the book used or are using an electronic version of the text you will need to purchase the connect option. To sign in to this your section go to:

Section 34 (Tu-Th 7:30-8:50 am)

<https://connect.mheducation.com/class/m-navaro-sec-34-730-850-am>

Section 42 (Tu-Th 12:00-1:20 pm)

<https://connect.mheducation.com/class/m-navaro-section-42-1200-120-pm>

COURSE 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.

Technology Policy: The goal of all course policies is to help create a successful course experience for you as the student; this includes your ability to learn course material and to do so in an effective classroom environment. As such, use of technology is prohibited to devices that aid in student learning. As a general rule in normal circumstances, students are also not allowed to record other students in the course without their permission.

- 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, you should notify your professor before class begins and attempt to sit near the entrance to the classroom.

LSU CODE of STUDENT CONDUCT

To demonstrate my pride in LSU, as a member of its community, I will:

- accept responsibility for my actions;
- hold myself and others to the highest standards of academic, personal, and social integrity;
- practice justice, equality, and compassion in human relations;
- respect the dignity of all persons and accept individual differences;
- respect the environment and the rights and property of others and the University;
- contribute positively to the life of the campus and surrounding community; and
- use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles. (Adopted May 1995)

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) in part or in whole 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 assignments will be allowed.

Disabilities: The Americans with Disabilities Act and the Rehabilitations 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.

Copies of work. Students should make copies of all written work before turning them in. All assignments should be typed; no handwritten assignments will be accepted unless we do an activity in class.

Checking e-mail. Occasionally I will communicate to the whole class and to you individually, if necessary, by email, so I expect you to check your tiger email regularly and respond, if necessary, immediately. E-mail messages may include attendance, upcoming assignments, guest speakers, etc. I will use only your university email when sending group e-mails so please expect messages only at that address. If you need to contact me immediately, please use the e-mail listed at the top of this syllabus.

Use of potentially offensive language. You will be expected to refrain from using language in class discussions and all written work that might reasonably be considered offensive to specific groups of people (women, racial and ethnic groups, religious groups, gays, lesbians, transgendered and bisexuals, the elderly, etc.). Flagrant or continued disregard of this expectation will have a negative effect on my assessment of your work and may result in having your name reported to the Dean of Students for appropriate university action.

School safety issues. Any disclosure by a student, orally or in writing, whether related to class assignments or not, that communicates the possibility of imminent danger to the student or others will be shared with the appropriate authorities.

Grades:

Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester.

Course Assignments:

4 MAJOR SPEECES (50% of overall course grade):

Introductory Speech	5%
Informative Speech	15%
Persuasive Speech	15%

Commemorative Speech	15%
- A portion of each of the four major speech assignments will be based upon written components (speech outlines, speech evaluations, etc.) in addition to an in-class presentation component.	
Research Participation Requirement	3%
Activity Speeches	12%
Reading Assessments	15%
EXAMS (20% of overall course grade):	
Midterm Exam	10%
Final Exam	10%

Your final grade assignment will be based on your total score at the end of the semester.

Final grades will be assigned as follows:

A+ ... 970-1000 points
A ... 930-969 points
A - ... 900-929 points
B+ ... 870-899 points
B ... 830-869 points
B - ... 800-829 points
C+ ... 770-799 points
C ... 730-769 points
C - ... 700-729 points
D+ ... 670-699 points
D ... 630-669 points
D - ... 600-629 points
F ... 0-599 points

GRADING CRITERIA

Grading seems to be one of those necessary evils that all of us have to live with. In an effort to take the guesswork out of how I evaluate speeches, the following criteria may be helpful. Each speech will have its own specific rubric, but this should give a general idea of what I am looking for.

To receive a "C" on your speeches, you must meet the following standards:

1. The speech must be original.
2. The topic should be sufficiently focused and appropriate to your target audience.
3. The speech must fit the time requirements of the assignment.
4. The speech must be presented on the day assigned.
5. The speech must have a clear sense of purpose.
6. The speech must have a design, one which aids the speech in its purpose.
7. The speech must be presented extemporaneously.

8. The speech must be accompanied by a written speech plan.

To receive a "B" on your speeches, you must meet the following standards:

1. Satisfy all requirements for a "C" speech.
2. Select a challenging topic and adapt it appropriately to your target audience.
3. Reflect in your speech some depth in research or thought as to sufficiency of supporting material.
4. Create and sustain attention throughout the speech.
5. Select a challenging organizational design.
6. Use language and oral style which demonstrates an excellent preparation.

To receive an "A" on your speeches, you must meet the following standards:

1. Satisfy all requirements for a "B" speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information, supporting material, and organizational design to the experiential world of your audience.
5. Reflect in your speech a great depth of research or thought as to sufficiency of supporting material.
6. Compose and deliver your speech so that it becomes a part of the audience's life; their experience, or their understanding of the world.

"D" or "E" speeches (are):

1. Obviously unrehearsed.
2. Based entirely on biased information or unsupported opinions.
3. Made of fabricated supporting material.
4. Deliberately distort evidence.
5. Plagiarized.

(taken from Osborn, S. Public Speaking Instructor's Manual, 56h ed., Allyn & Bacon, Boston, MA. 2009)

I also provide sample speech plans, outlines, and grading rubrics for each speech assignment. It is up to you to make use of the tools provided for success in this course and beyond.

Questions about Grading:

Because of the brevity of the semester and the quick succession of classes, the following policy will apply for issues or questions regarding the grading of assignments. **Students with issue must wait 24 hours after receiving a grade before bringing concerns to the instructor.** Often grades and reasons for those grades are clearer after the first initial and often emotional reaction. If an issue is found, students have up to four days after the assignment grade is issued (and 24 hour grace-period) to question the grade. After four days, I will assume that there is no issue. This policy is in place to encourage you to check and verify your status in class. I try to be careful with all grading and recording, but I admit that mistakes do occur, so it is up to you to check after assignments are recorded.

If you are instructed to redo or make-up work by the instructor, you will have seven days to complete that work, after which time, the alternate assignment becomes void.

It's up to you! As with most things in life, what you put into this course will determine how much you get out of it.

Please feel free to talk to me at any time!

Missed Presentations and Late-Work:

If a student is absent the day she/he is scheduled to speak and has not made prior arrangements with the instructor, a ZERO grade will be recorded for the presentation portion of the assignment. If time permits on the last day of presentations for the assignment, the speech may be made up with the grade averaged in with the zero score.

If you are unable to make a scheduled speech time, you may still receive full credit for speech outlines if they are submitted by the start of class on the scheduled speaking day. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he can find a replacement without penalty.

Late Work:

Major class assignments are to be turned in by the time class starts on the day that they are due.

Assignments will not receive credit if turned in after the end of class on the day that they are due. Any work turned in during class time will be considered late and will automatically be reduced by one letter grade. *In other words if you arrive late to class, the assignment is late and will automatically be penalized one half letter grade.*

In the same sense, if you arrive late to class on the day of your speech, your assignment will be reduced by one letter grade, even if you are "on time" for your own presentation. Showing respect for your classmates by arriving on time to class on the day of presentations is of great importance. Major class assignments will be accepted prior to the established deadline.

If you miss a speech presentation, you will be allowed to make up the presentation for partial credit on the final day of class during the semester if time permits (see above).

Just as with any other job, you would certainly make every effort to contact your co-workers or boss if extenuating circumstances prevented you from meeting an important deadline. The same should be true for this class.

Prior arrangements must be made with the instructor if extenuating circumstances prevent you from meeting an important deadline. If prior arrangements have been made, a penalty of 5% will be assessed to any late work. If you miss work due to a university approved absence, you will be responsible for providing documentation to confirm the excused dates and for coordinating make-up work, making every effort to make arrangements before the absence when possible.

RESEARCH PARTICIPATION:

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by

1. Participating in research studies conducted in the Department of Communication Studies.

All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.

2. Participating in an organized departmental function such as debate or public speaking competition. Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.

3. Serving as a research assistant for a faculty member in the Department of Communication Studies. The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday December 1 at 11:59 PM (the Tuesday prior to the start of the concentrated study period).

ALL available options to earn credit are posted on an electronic bulletin board located at <https://lsuhumanresearch.sona-systems.com/Default.aspx?ReturnUrl=/> . When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses.

Please note **that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester.** You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule.

It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. **Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement.** Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system are posted on the homepage of the Department of Communication Studies, <http://www.lsu.edu/cmst>.

Click on RESOURCES and RESEARCH PARTICIPATION SYSTEM. Scroll down to find the document titled "RPS – Instructions for Students."

You are encouraged to create an account during the first week of classes so that any problems that arise can be remedied before it is too late. If you have questions about this requirement or the online system that keeps track of credits, please email researchadmin@lsu.edu.

TITLE IX & Sexual Misconduct Policy:

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX and other applicable law, Louisiana State University (“LSU”) is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression.

Sex discrimination and sexual misconduct violate an individual’s fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

[LSU Commitment to Community](#) - LSU is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment.

HAVE YOU DECLARED YOUR MAJOR OR MINOR?

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.

The Department of Communication Studies offers 6 Pathways of Study as guidance for students interested in taking CMST courses. These pathways include lists of courses that can be taken for students interested in the following areas within Communication Studies:

- *Public Discourse*
- *Art and Culture*
- *Professional Communication*
- *Communication in Human Relationships*

- *Visual and Mediated Communication*
- *Create your Own Pathway*

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.

ANTICIPATED SEMESTER PLAN:

This schedule is tentative and subject to change!

Class Meeting	Topic– Activity	Reading
		To be completed before class.
1 8/25	Course Overview Introductions; syllabus; explain grading and attendance policies. Assign introductory speeches.	
2 8/27	Basic Principles of Speech Communication	Chapter 1 and Chapter 4
3 9/1	Ethics and Public Speaking	Chapter 2
4 9/3	Introductory Speeches Due: Outlines	
5 9/8	Introductory Speeches Due: Reading Assessment #1 ch. 1-4 on Connect (by 11:59pm)	
6 9/10	Introductory Speech Reflection Due. Speaking to Inform Assign informative speeches.	Chapter 15
7 9/15	Choosing Topics and Purposes	Chapter 5
8 9/17	Analyzing the Audience	Chapter 6
9 9/22	Gathering Materials Using Supporting Materials	Chapters 7-8
10 9/24	Organizing the Body of the Speech Introductions and Conclusions Outlining the Speech Due: Reading Assessment #2 ch 5-8, 15 on Connect (11:59pm)	Chapters 9-11

Class Meeting	Topic— Activity	Reading
11 9/29	Delivering the Speech Workshop Informative Speeches	Chapter 13
12 10/1	Informative Speeches Due: Informative Speech Outlines	
13 10/6	Informative Speeches	
14 10/8	Informative Speeches Due: Reading Assessment #3 ch 9-11, 13 on Connect (11:59pm)	
15 10/13	Informative Speech Reflections due. Midterm Review	
16 10/15	Midterm	
17 10/20	Introduction to Persuasive Speaking Assign persuasive speeches.	Chapter 16
18 10/22	Methods of Persuasion	Chapter 17
19 10/27	Using Visual Aids	Chapter 14
20 10/29	Listening to Speeches Due: Reading Assessment #4 ch. 14, 16-17 (11:59pm) Workshop Persuasive Speeches	Chapter 3
21 11/3	Persuasive Speeches Due: Persuasive Speech Outline	
22 11/5	Persuasive Speeches	
23 11/10	Persuasive Speeches	
24 11/12	Persuasive Speeches	
25 11/17	Persuasive Speech Reflections Due Commemorative Speaking Assign Commemorative Speeches	Chapter 18, especially pp. 358–361
26 11/19	Using Language Effectively Workshop Commemorative Speeches	Chapter 12

The Persuasive Speech

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

Purpose: A persuasive speech 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.

The Commemorative Speech

Components: A full-length script; a 6 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.

Activity Speeches

Throughout the semester, you will be required to present shorter speeches intended to give your practice with one or more specific elements of the speech-making process. These assignments are created to give you an opportunity for presenting without the accompanying potential stress of a major course grade.