

CMST 2060 Public Speaking
Summer 2016 Section 6
MTWRF 11-12:30
Coates 109

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Course Description. 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.

Course Objectives. 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.

Required Text. Lucas, Stephen E., *The Art of Public Speaking*. 11th ed. New York: McGraw Hill, 2012. Print.

Assignments. There will be four speeches, two exams, and smaller reading quizzes and in-class activities. Each of the speeches will have its own document detailing the requirements and criteria, but I've provided brief descriptions here. The exams will be take-home and will have both short answer and essay questions. Because you'll be allowed to use your book (and consult the Internet and your friends) I expect thoughtful, composed responses. The final will only be cumulative in the sense that you will be able to draw from the class as a whole. Any questions from the book will be from chapters covered after the midterm.

The Introductory Speech is a casual 2 minute presentation made during the first week 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.

The Informative 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 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. 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 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.

Grading. 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. The class assignments will be calculated as follows:

Introductory Speech	5%	Grade Scale:	
Informative Speech	15%		
Persuasive Speech	20%	A+ 100-98	D+ 69-67
Commemorative Speech	10%	A 97-93	D 66-63
		A- 92-90	D- 62-60
		B+ 89-87	F 59-0
Activity Speeches	16%	B 86-83	
Reading Quizzes	14%	B- 82-80	
		C+ 79-77	
Midterm Exam	10%	C 76-73	
Final Exam	10%	C- 72-70	

Participation and Attendance. Participation refers to how prepared you are to engage in classroom activities; it requires that you do your readings and you come to class prepared to discuss the assignment. Any in-class activities fall into this category. It should be easy to earn these points. Because of the nature of this class, attendance is required. You'll be giving speeches and providing feedback to others. This means that in order to get points, you must be present. It's pretty simple.

Classroom Behavior. This classroom is our space. We need to respect each other at all times. I do not tolerate racist, sexist, heterosexist, or discriminatory language of any kind. It is important to remember we are here to learn from each other, and to do so requires us to be open to new concepts and different ways of being than we may be used to. This might also mean that when giving a speech on sensitive subject, you'll want to be intentional and careful in how you talk about it. And as audiences to speeches you may or may not agree with, you'll want to be open-minded to hearing what your classmates have to say.

Late Work. If you miss a reading quiz or an in-class activity and have an excused absence, you can make it up the next class for full credit. If you miss your speech day, you will not be able to make it up. Please plan accordingly. Late outlines will be docked a letter per day they are late.

Cell Phones & Technology. We will decide these rules as a community. Laptops can be used to take notes as easily as they can be used to surf the web. Cell phones can also serve as distraction or a resource. I want us to decide together what appropriate usage is. I'll post the guidelines we agree upon on Moodle. Speaking of Moodle, the course site will have all the documents for the semester. I will keep it updated with copies of the assignments and rubrics. Please check it frequently.

Communication. You can reach me at csamsp7@tigers.lsu.edu any time. It is the most effective way to contact me. I tend to respond within 12 hours on weekdays and within 24 on the weekend. I will do my best to be prompt and useful in my responses. I expect you to check your email regularly in case there are updates about the class. I will be using the emailing system in Moodle to contact y'all. I recommend y'all do the same should you need to contact other class members. That said, if you email the class via Moodle, please remember to remove me from the list of recipients. I don't need to read y'all's pleas for missing notes or whatnot.

Inclement Weather. Unless the University is closed, we will have class. This means even if there is a midmorning monsoon, we will be meeting. I hate rain as much as the next Wicked Witch of the West, but we simply don't have the wiggle room in the schedule to miss days because of rain.

Available Help. I cannot stress this enough: if you are having trouble in the class, talk to me. I want to help you. If you aren't having trouble but have questions, come see me. I want to help you. It bears repeating. Let me know as soon as something comes up. The sooner I'm aware of an issue, the more likely I am to be able to help. There are also several resources available on campus. [Communication across the Curriculum](#) (CxC) offers writing support that can assist you in the development of outlines and organization for speeches. The [Shell Tutorial Center](#) housed in Middleton Library also offers services that can help. And of course, there are counseling services available through the [Student Health Center](#) that are great for helping you process any of the things going on in your life. School is only one part of your life, so please take care of you.

Academic Honesty. Plagiarism is a complicated issue. We will discuss plagiarism (what it is, how to avoid it) as a class. You can read the [LSU policies](#) on plagiarism to better understand how the school feels about it. In short, any time you present other people's work as your own without properly citing the source, you're committing plagiarism. With proper citation any of these issues can be avoided.

ADA Accommodations. 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 letter, please meet with me to discuss the provisions of those accommodations.

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.