

Public Speaking

CMST 2060

Instructor: Dr. Johanna M. Broussard

Office: 124A Prescott Hall

E-mail: jbrou68@lsu.edu

Office Hours: 9:45-10:45 T/W; or by appointment. To make an appointment, either see me after class or email me. **Note:** I do not respond to email after 6:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. **All emails should follow the following format if you expect a response:** Formal Salutation (Dr. Broussard) – Body – Closing.

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.

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.

Course Materials: Lucas, Stephen. *The Art of Public Speaking*. McGraw Hill (preferably 12th Edition)

Attendance: You are expected to attend every class meeting – even speech days on which you are not scheduled to speak. This is the same expectation of attendance that an employer would have for you at any job you may currently have or might have in the future. Attendance will be taken by either a roll call or by a quiz.

Absences/Late Work: Please inform me ahead of time if you will miss a speech day. Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech (either on another day during the same round, or during my office hours in front of myself and other Public Speaking instructors). If you must miss, you must provide me with either an **outline or a script of their speech within twenty-four hours** of missing it and **schedule a make-up within one week – unless** – we make other arrangements.

Missed speeches that are not accompanied by proof of excused absence may be made up within one week of the original speech day for the **maximum grade of a C (70)**. Those who miss a speech due to an unexcused absence must schedule their make-up within twenty-four hours or they will not be allowed to make up the speech. If an unexcused makeup cannot be arranged during the speech round of class, you will either make up your speech in the Quad or in Free Speech Alley, because you need an audience.

Other course assignments will be due in-class unless otherwise stated. To clarify: I do not accept emailed submissions unless the assignment description specifies that such submissions are acceptable. All assignments are due on the dates specified. After that point, work will **no longer be accepted** without proof of extenuating circumstances (see above); such proof must be provided **upon your return to class** and make-ups must be completed within **one week** unless we make other arrangements.

Remember: “Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. (PS-22)”

Academic Misconduct: 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 copied/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.

Students with 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.

LSU Commitment to Community:

The LSU Commitment to Community provides a guiding ethos to the University community. Students are encouraged to exemplify the Commitment to Community in their daily lives.

Louisiana State University 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.

It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates. 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)

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.

If you have concerns, you can contact:

University Contacts

Jennie Stewart
Campus Title IX Coordinator

jstewart@lsu.edu

LSU Office of Human Resource Management
110 Thomas Boyd Hall
Baton Rouge, LA 70803
225-578-8200

Maria Fuentes-Martin
Title IX Deputy Coordinator for Students

mari@lsu.edu

LSU Dean of Students
333 Student Union
Baton Rouge, LA 70803
225-578-9442

Departmental Contacts

Dr. Loretta Pecchioni, lpecch1@lsu.edu

Professor and Chair of the Department of Communication Studies

Dr. Ashley Jones-Bodie, ajb@lsu.edu

Director of Basic Courses, Department of Communication Studies

Dr. Johanna M. Broussard, jbrou68@lsu.edu

Instructor of Record, Department of Communication Studies

Point Breakdown: The overall course is worth 1000 points with grades based on a 10-point scale with the +/- division in place. **I do not round up grades.** Different categories of assignments are worth different amounts of your overall grade, as follows:

Participation & Engagement

Attendance and Engagement: 100 points (Moodle Does Not Show This)

Activities and Homework: 100 points

Speeches

Introductory: 100 points

Informative: 150 points

Persuasive: 200 points

Elevator Pitch: 15 points

Describing Food: 25 points

Outlines (3): 50 points

Exams

Quizzes: 110 points

Final Exam: 150 points

Grading Scale:

970-1000:	A+
931-969:	A
900-930:	A-
870-899:	B+
831-869:	B
800-830:	B-
770-799:	C+
731-769:	C
700-730:	C-
670-699:	D+
631-669:	D
600-630:	D-
000-599:	F

Assignment Notes

Participation and Engagement: Attending class, doing the assigned readings prior to class, and participating in classroom discussions and activities are expected of you. Doing no more than that will earn you an average grade (70%) in Participation. To excel in participation, you should pose questions that you have after the readings, bring to class **examples** of the concepts discussed in the readings that you find in popular culture or in political discourses for our discussion, and visiting me during office hours or schedule appointments to brainstorm or ask questions that you could not ask in class for whatever reason. The two greatest ways to lose participation points are not showing up on speech days and being on your cell phone/laptop while your classmates are speaking.

Lectures and Assigned Readings: You are expected to have read the assigned chapter(s) **before** you arrive in class for the day(s) we are to discuss those readings. During my lectures, I will choose the information that I feel is the most important. Should you wish to discuss some other aspect of the chapter, please ask a question related to that material. In addition, I will sometimes discuss topics that are not in your textbook but that either have informed the textbook or flesh out some of the details alluded to in the textbook. For clarity's sake, you should understand that any material I discuss in lecture is fair game for a quiz or exam question – even if it is not in your textbook.

Speeches: The bulk of your grade will come from the speeches you will give during the semester. You will give the speeches before your classmates on one of the dates specified. Speaking order will be discussed early and a schedule will be posted on Moodle. More specific instructions are provided in the descriptions of the individual speeches. For each speech you must turn in the specified materials and a grade sheet. The rubric should be stapled as the last page in the packet you turn in. You will find the grade sheet posted on Moodle. **Failure to bring a grade sheet to class will result in the loss of one letter grade.** Should you wish to change to a new topic (not make revisions, but change the full topic) after you turn in materials, you must

meet with me to discuss this. **Grades will not be posted or speeches returned until after the final speech day for a given speech round**

Quizzes: *Quizzes* will be administered in class. In lieu of a traditional midterm exam, I have decided to administer one or more quizzes weekly. All information in lecture, in discussion, in student speeches, and in assigned readings is fair game for a quiz. Therefore, you should recognize that if you miss a lecture or a speech day, you may miss information that will be on the quiz but may not be in your textbook. Quizzes cannot be made up **unless** documentation of a university-approved absence is presented.

Final Exam: Your final exam is yet-to-be-determined. However, you should recognize that the following: (1) As this is a skills and theory course, the final exam will be cumulative to a certain degree, and (2) any and all activities occurring during this class are subject to being exam or quiz questions.

Extra Credit Assignments: **No Extra Credit Work will be assigned. This is a departmental policy, so do not ask.**

Grade Appeals: With any returned graded work, you should wait 24 hours before submitting an appeal of grade. If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should submit a typed statement explaining the reason for the review, the original graded assignment, and any other supporting materials (i.e. your SD card) to me **within seven days** of receiving the graded assignment. No grade adjustments will be made after the seven-day period.

ASSIGNMENT SCHEDULE (Dates Subject to Change as Necessary)

Week Beginning 5 June

- M: Introduction/Syllabus
T: Overview: The Five Canons of Rhetoric
(Assign Elevator Pitch)
W: Preparing to Speak
Read: Chapter 1
Th: Preparing to Speak
Read: Chapter 4
Due: Scripts for Elevator Pitches Should be Uploaded to Moodle by 5pm.
F: **ELEVATOR PITCH**
Bring to Class: Grade Sheet

Week Beginning 12 June

- M: Listening to Speeches
Read: Chapter 3
(Assign Introductory Speech)
T: Canon of Invention: Choosing Topics and Purposes
Read: Chapter 5
W: Introductory Speech Workshop
Bring to Class: Working Draft of Speech Outline
DUE: Outline by 5 pm on Moodle
Th: **INTRODUCTORY SPEECHES**
Bring to Class: Grade Sheet (name on sheet, please)
F: **INTRODUCTORY SPEECHES**

Week Beginning 19 June

- M: Speaking to Inform
Read: Chapter 15
T: Canon of Invention: Research and Support
Read: Chapters 7 and 8
W: Canon of Arrangement: Organizing the Speech: Arrangement
Read: Chapter 9 - 11
Turn in: Evaluating Sources Homework
Th: Artistic Proofs I: Ethos and Ethics in Speaking
Read: Chapter 2

- F: The Audience: Analyzing your Audience
Read: Chapter 6
Bring to Class: 2-3 Ideas for your Informative Speech
Turn in: Results of Workshop by 5 pm on Moodle

Week Beginning 26 June

- M: **NO CLASS: RESEARCH DAY**
Due: Research Assignment I by 5 pm on Moodle
- T: Using Visual Aids
Read: Chapter 14
Due: Informative Speech Outline by 5 pm on Moodle
- W: **INFORMATIVE SPEECHES**
Bring to Class: Grade Sheet (name on sheet, please)
- Th: **INFORMATIVE SPEECHES**
- F: **INFORMATIVE SPEECHES**

Week Beginning 3 July

- M: **NO CLASS (INDEPENDENCE DAY HOLIDAY)**
- T: **NO CLASS (INDEPENDENCE DAY HOLIDAY)**
- W: Canon of Style: Using Language Effectively
Read: Chapter 12
- Th: **DESCRIBING FOOD**
Bring to Class: Script for this speech (you will hand this to me at the beginning of class)
- F: Speaking to Persuade
Read: Chapter 16

Week Beginning 10 July

- M: Artistic Proofs II: Logos
Read: Chapter 17
- T: Artistic Proofs II: Logos
Read: Chapter 17
- W: In Class Workshop Q & A Day
Bring to Class: Idea for Persuasive Speech
- Th: In Class Workshop Q & A Day
Bring to Class: Idea for Persuasive Speech
- F: **NO CLASS: RESEARCH DAY**
Due: Research Activity II by 5 pm on Moodle

Week Beginning 17 July

- M: Artistic Proofs III: Pathos
Read: Lucas, Chapter 17
Turn in: Pathos Activity
- T: Persuasive Speech Workshop
Bring to Class: Outline of Persuasive Speech
DUE: Persuasive Speech Outline by 5 pm on Moodle
- W: **PERSUASIVE SPEECHES**
Bring to Class: Grade Sheet (name on sheet, please)
- Th: **PERSUASIVE SPEECHES**
- F: **PERSUASIVE SPEECHES**

Week Beginning 24 July

M: NO CLASS (Work on your Final Exam)

W: FINAL EXAM: 4:00-6:00 PM

Other Course Policies:

1. While some activities will be facilitated by the use of a laptop computer, tablet, or smart phone, research has repeatedly demonstrated that the use of such devices to take notes results in lower grades. Therefore, I strongly suggest that you put these devices away during lecture. You may use them to take notes; however, if one student is found to be using technology inappropriately (watching moving, checking social media, etc.) I will revoke the entire class' privilege to use technology during lectures.
2. I understand that certain things may necessitate leaving class early. If such an event occurs, please let me know before class that day and try to sit near a door so that your departure does not disturb other students.
3. 70% of student questions regarding assignments and course policies can be found in the syllabus. This should be the first place you check. Emailed questions that are directly answered in the syllabus **will not receive a response.**

Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message