

CMST 2060 PUBLIC SPEAKING
Summer 2014 – Section 4

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Required Texts: Lucas, Stephen (2012) *The Art of Public Speaking* (11th ed.) {with Connect Plus}. McGraw Hill. ISBN: 9781259386343

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.

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.

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 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.

Instructional Style: The course is designed in an experiential/discussion/group learning environment and a variety of teaching and learning strategies are utilized. Some of these activities will require that you interact with me or other students in the class. My hope is that you will find these methods engaging and that they will enable you to be more successful in learning the material in this course.

Please be aware that although you may have opportunities in this class to divulge information about yourself, **no one will be forced to share anything with which you may feel uncomfortable.**

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.

Class conduct: You must be respectful of your classmates and instructor at all times. Cell Phones and all other electronic noise-making devices must be turned off or have the ringer silenced. **Please do not read or compose text-messages during class.** I will point to you if you are using your cell phone the first time, the second time, I will ask you to just leave. Food and drinks are permitted in class as long as they do not create disturbances. Young children are permitted only with prior authorization only. **Recording devices and laptops, ipads, etc. are only allowed as note-taking devices.** If it is found that allowed devices are used in a way that is distracting from class learning then the instructor reserves the right to prohibit the use of such devices during class time. All electronic devices must be put away on speech days, as all students are required to be attentive audience members. Full attention should be paid to whatever is going on in class and whoever is speaking (no talking, side conversations, or doing homework from another class, etc.) Please do not wear ear phones or buds or anything in your ears unless you are hearing impaired.

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 not be based on a curve but rather will be determined by the total points possible. 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	10%
Persuasive Speech	10%

Commemorative Speech	10%
Activity Speeches	15%
Reading Assessments/in class assignments	15%
Midterm Exam	15%
Final Exam	20%

I strongly believe that grades should be a reflection of what you have demonstrated you have learned from this course, not a reflection of how hard you have worked or how much time you have spent. I recognize, however, that each of you brings to this class a different starting place in regards to the material and your academic abilities, that grading is subjective and may not accurately assess your learning, and that the effort often does count.

Buckminster Fuller wrote: *“If I ran a school, I’d give the average grade to the ones who gave me all the right answers, for being good parrots. I’d give the top grade to those who made a lot of mistakes and told me about them, and then told me what they learned from them.”*

I agree. A grade is the LEAST important thing you will take from this course. My promise to you is that I will be as fair, hard-working, and accurate in grading as is possible. I have taught this class for a number of years, I receive training every year and am conscientious about my role as an instructor. If you do not understand (or disagree) with the score you have received on any graded component of the course, please contact me and let’s talk (see policy below). Adjustments are possible. However, please come with meritorious reasons and arguments about changing the grade. Please do not tell me you worked REALLY hard or you REALLY need an A. These things will NOT impress me.

If you would like to see unsolicited reviews of my teaching please visit <http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1562285> for a look at ten reviews from previous students, most from Public Speaking. If the link doesn’t work then you can look up Weber State University in Ogden, UT and search my name.

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 on or before the due date. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he must make arrangements with the instructor before the speech day.

Late Work:

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

Any work received after the assigned due date and time will receive a deduction of 25% each day late. After four days the assignment is worth zero points.

In the same sense, if you arrive late to class on the day of speeches will result in a deduction of points on your speech assignment (specified on each assignment). 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 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.

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.

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!

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.

Anticipated Course Topics Schedule:

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 Speech

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

Purpose: An informative speech is intended to literally inform or “enrich” your audience about something that it already cares about but wishes to know more. An informative speech should address some issue that is either on people's minds or relates to an audience's current interests in some way.

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.