

CMST 2060: Public Speaking – D. Mungin
Spring 2014
Louisiana State University

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Office Hours: T/Th 9am – 10:30am, W 10am – noon, *or by appointment*

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Course Objectives

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.
6. Require active participation in oral communication.

Required Text

Rhetorical Public Speaking 2nd Edition, by Nathan Crick. You need to buy a new book in order to access the mandatory online component of this class.

General Education Requirement

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.

Class Expectations

1. You will attend (show up physically) every scheduled class meeting and be on time and present (show up mentally/ emotionally) for every lesson.
2. All of your assignments are expected to be on time.
3. You will be a respectful and receptive class member and actively participate in all aspects of the course- This includes (but is not limited to) turning OFF all electronic devices. Texting, calling, web surfing, or any other kind of electronic activity is not permitted during class time.
4. You will try your hardest with every assignment and seek help from your instructor or peers when necessary.
5. As giving preparing and executing speeches is a stressful and arduous task, you will be expected to give your fellow classmates the attention and respect they deserve. Disrespect in the classroom WILL NOT be tolerated. Every member of the classroom can practice respectful behavior by actively speaking up in class, doing all readings and assignments, preparing for and practicing speeches, giving helpful and encouraging feedback to their peers.

Attendance

Attendance is crucial for a communication studies course. You will be expected to be an active participant in this classroom and be on time for all lessons. There will be daily exercises that will factor into your final grade, these exercises can't be made up at a later date. In order to prevent miscommunication between you and your instructor, make sure I am informed of your whereabouts (should you feel it is necessary) so I can further help to aid and/or accommodate you in an emergency.

On-Time Assignments

All assignments must be turned in on the date specified in your syllabus (unless otherwise arranged in class by your instructor). Late assignments WILL NOT be accepted as you are expected to come to every class prepared. Again, feel free to keep in contact with your instructor via e-mail, telephone, or an arranged meeting to accommodate personal needs- you will be more than welcome to turn in a written assignment early if need be. Unfortunately, under no circumstances (aside from an emergency in which you must contact me asap) will you be allowed to miss a day you are scheduled to speak- you will receive ZERO points. If you miss a day when a quiz is given you will not be permitted to make up that quiz, but will be encouraged to do occasional extra credit assignments that will be given throughout the course.

Americans 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.

Honor Code Policy

Plagiarism and cheating is not tolerated at LSU. It inhibits your learning opportunities and stifles your growth as a mature and influential individual. All students will be expected to cite all their sources and take credit and responsibility for their work. If there is any question as to whether a part or all of your paper is plagiarized you will be expected to approach me with your inquiries before I have to approach you.

I have no tolerance for plagiarism. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students and fail the course. 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.

Grading System

- 3% • Research Requirement (15 points)
- 5% • Introductory Speech (25 points)
- 10% • Enrichment Speech (50 points)
- 10% • Advocacy Speech (50 points)
- 10% • Commemorative Speech (50 points)
- 12% • MediaShare Speeches (60 points)
- 12% • Quizzes (60 points)
- 12% • Midterm (60 points)
- 12% • Final (60 points)
- 14% • Participation (70 points)

The Introductory Speech (5%)

The introductory speech is a 3 minute presentation made during the third week of class. It is designed to let everyone introduce themselves and speak on a subject. In order to focus your attention, I want you to choose a modern social activist or group that has had an impact in the state of Louisiana. Please detail: the history of the individual/group, one major social issue they address, a significant political or social conflict/event they have had. 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 (10%)

Components: Formal outline; keyword outline; a 4-5 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. Please pay special note to exigencies and constraints that impede the issue you are addressing

The Advocacy Speech (10%)

Components: Formal outline; keyword outline; a 4-5 minute extemporaneous speech.

Purpose: A speech of advocacy attempts to either reinforce or 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 makes a case using the tools of logos.

The Commemorative Speech (10%)

Components: A 4-5 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.

MediaShare Assignments (12%)

You will be responsible for recording four short speeches out of class and posting them for comment from others on Mediashare, each worth 3 percent. The first assignment will be a personal ad response. The second, third and fourth assignment will be a group assignments that I will assign later in the semester.

Speeches/Tests

You will be assigned a critique to complete for at least two speakers during each speech on days you are not to perform. There are no make-ups. If you are absent when assigned to speak, critique a speech, or take a test without a university approved excuse, you will receive a zero for that grade. In the event you will be missing an assigned speech day, you must notify the instructor at least two hours prior to your speech. Otherwise, you are required to be prepared to speak. A speaking schedule will be distributed once the final roster has been established. It is the student's responsibility to be aware of what day they are scheduled to speak.

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 November 27 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 <http://lsuhumanresearch.sona-systems.com/>. 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 once logged in can be found on the homepage of the Department of Communication Studies. Go to <http://www.lsu.edu/cmst>. Then click on RESEARCH and STUDIES. 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.

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:

Week 1	Course Introductions and Overview
Week 2	<i>Read Chapter 2: Genres of Public Speaking</i> Discuss the differences in using oral, electronic, and written media.
Weeks 3 and 4	<i>Read Chapter 1: The Canons of Rhetoric</i> At the end, perform introduction speeches which follow the guidance of chapter 1. Discussion will focus on the idea that a speech is a product of multiple parts and pieces fitting together in a certain way, focusing on experimenting with different forms of organization.
Week 5	<i>Read Chapter 3: The Rhetorical Situation</i> Move to a discussion of actual rhetorical situations in the news, drawing from contemporary case studies and current affairs. What is going on that people are thinking about? Discussion will emphasize that rhetoric is something which responds to what is on people's minds.
Week 6	<i>Read chapter 4: Ethos</i> The chapter on ethos concentrates on how to develop a relationship with an audience to make them feel like they are certain type of person who trusts you, who share their interests.
Week 7	<i>Speeches of Enrichment. Focusing on how the to use the tools of ethos and relate topic to the immediate concerns or interests of their audience.</i>
Week 8	<i>Midterm and review</i>
Weeks 9 and 10	<i>Read Chapter 5: Logos</i> Discussions will focus on how most speeches are built around backing just a few claims and the importance of outlining and main points.
Week 11	<i>Advocacy Speeches. Focus on how the speech is logically put together and points in a specific direction of action that solves a specific problem in a certain way.</i>
Week 12	<i>Read Chapter 6: Pathos</i> Discussions will emphasize that pathos arguments are about storytelling, not about naming things as bad or good. It is about evoking emotions by bringing

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	images before the mind that are inherently attractive or distasteful.
Week 13	<i>Read Chapter 7: Eloquence</i> A symbol is a kind of dominant metaphor that frames the entire speech by telling it as a kind of “condensed formula.”
Week 14	<i>Commemorative Speeches.</i>
Week 15	<i>Semester Review</i>