

## CMST 2060 Public Speaking

Spring 2014  
Section 9, Section 22

**Instructor:** Elizabeth Earle  
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**Office hours:** MWF 12:30-1:30, M 2:30-3:30 or by appointment. To make an appointment, either see me after class or email me.

**Required Materials:**

Crick, Nathan. *Rhetorical Public Speaking, 2<sup>nd</sup> Edition*. Boston: Allyn & Bacon, Pearson Education, Inc. 2014.

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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.

*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

### Technology:

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class.
- All other technology (phones, mp3 players, 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, see the professor before class for permission.

Attendance & Participation: Your attendance at each class meeting is expected. Your class participation grade will be determined based on in-class discussion participation, assignments/exercises, and analysis of in-class presentations throughout the semester.

### Missed Presentations and Late-Work:

Please inform me ahead of time if you will miss a speech day. Missed speeches will only be rescheduled in the event of university approved absences. Written documentation must be given to the instructor the first day the student attends class following the absence, and I will work out a way for you to make up the speech. Otherwise, the absence will not be excused and the student will receive a zero (0) for the speech grade. 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**.

Other major course assignments will be due in-class at the beginning of class, unless otherwise stated. After that point, work will **no longer be accepted** without proof of extenuating circumstances. I do not accept emailed assignments.

Plagiarism: Do not plagiarize. 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) will immediately be reported to the Dean of Students. See the LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html> . Your work 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 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.

### **GRADES**

All work must be done during the semester and not made up after the fact. If you are concerned about your grade during the class, please contact me for help. The overall course total is 1000 points.

#### **Grade Distribution**

- A = 900 – 1000 pts
- B = 800 – 899 pts
- C = 700 – 799 pts
- D = 600 – 699 pts
- F = 599 and below

#### Participation:

Research Requirement .....	30 points	_____
In-Class Activities.....	70 points	_____
Quizzes .....	100 points	_____

#### Speeches:

Introductory.....	50 points	_____
Enrichment.....	100 points	_____
Advocacy .....	100 points	_____
Commemorative.....	150 points	_____
MediaShare Speeches .....	100 points	_____

#### Assignments:

Midterm Exam .....	100 points	
Final Exam .....	150 points	_____

#### Evaluations:

Self-evaluation .....	50 points	_____
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Total .....	1000 points	/1000
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### **ASSIGNMENT DETAILS**

#### *The Introductory Speech*

The introductory speech is a casual 3 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 Enrichment Speech*

Components: Formal outline; keyword outline; a 5-6 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.

### *The Advocacy Speech*

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

Purpose: A speech of advocacy 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*

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.

### *Self-Evaluation*

One of your classmates will be assigned to film you as you deliver your Introduction Speech and will upload that video to MediaShare. After you deliver your Speech of Introduction, you will do the following: (1) watch yourself speaking and grade yourself using the sample rubrics I have provided on Moodle and (2) write a 1 – 2 page essay reflecting on the process. Discuss your feelings as you prepared for the speech, your feelings on the speech day, what it felt like to stand before the class and speak, and how you felt you did. You should also discuss areas that you feel you need to improve and provide a plan to improve them.

### *MediaShare*

Online assignments will occur on the course website developed through MediaShare. These assignments will consist of uploading short videos. Each assignment must be uploaded by 4pm on the assigned day. When you upload your videos, please begin the file name with your last name.

### *Speech Packets*

With each speech, you will be required to turn in materials along with your speech, such as an outline, a bibliography, print outs of source materials, and/or visual aids. Late work will receive a 10 point deduction per day (including non-scheduled class days and weekends). If you are unable to locate me to physically turn in late work, place the material in my mailbox in the Communication Studies main office (Coates 136).

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### Research Participation Requirement:

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 3 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 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](mailto:researchadmin@lsu.edu)

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### 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](http://www.lsu.edu/cmst) or by contacting our undergraduate advisor Mr. Kent Filbel ([kfilli@lsu.edu](mailto:kfilli@lsu.edu)), whose hours are posted at his office, 135 Coates Hall.

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### Course Schedule

Week 1:

Wednesday 1/15	Introduction / Syllabus
Friday 1/17	Speech-crafting I: Deciding What to Talk About and Putting it all Together <b>Read:</b> Ch. 1 p. 1-31 (invention and arrangement)

Week 2:

Monday 1/20	MLK HOLIDAY NO CLASS!
Wednesday 1/22	Poetics of Speech: Style & Symbol <b>Read:</b> Ch. 1 (Style) p. 32-42, Ch. 7 (Organizing Symbol) p. 175-180

- Friday 1/24 Delivering the Speech  
**Read:** Chapter 1 p. 42-53 (Memory & Delivery)
- Week 3:
- Monday 1/27 Making it Recognizable  
**Read:** Ch. 2 p. 55-58, Ch. 7 p. 169-174
- Wednesday 1/29 Genre and Purpose  
**Read:** Ch. 2 (Focus on Speech of Introduction, Enrichment, Advocacy, and Commemoration)
- Friday 1/31 Special Topic: Dealing with Speech Anxiety
- Week 4:
- Monday 2/3 Bring draft of intro speech for workshop
- Wednesday 2/5 SPEECHES OF INTRODUCTION
- Friday 2/7 SPEECHES OF INTRODUCTION  
**MediaShare I Due at 4 p.m. Saturday, February 8.**
- Week 5:
- Monday 2/10 Debriefing, Speech of Enrichment, & Argument from Definition  
**Due: Self-evaluation and critique**
- Wednesday 2/12 Scanning the Scene: The Rhetorical Situation  
**Read:** Ch. 3
- Friday 2/14 Audience Analysis Workshop
- Week 6:
- Monday 2/17 Character Matters  
**Read:** Ch. 4 p. 97-107
- Wednesday 2/19 Us and Them: Identification, Polarization, Scapegoating  
**Read:** Ch. 4 p. 107-114
- Friday 2/21 Bring a copy of your SPEECH OF ENRICHMENT for workshop
- Week 7:
- Monday 2/24 SPEECH OF ENRICHMENT
- Wednesday 2/26 SPEECH OF ENRICHMENT
- Friday 2/28 SPEECH OF ENRICHMENT
- Week 8:
- Monday 3/3 MARDI GRAS HOLIDAY: NO CLASS
- Wednesday 3/5 MARDI GRAS HOLIDAY: NO CLASS
- Friday 3/7 Library Assignment Day
- Week 9:
- Monday 3/10 Logical Argumentation: Syllogistic Form and Appeals  
**Read:** Ch. 5 p. 117-142
- Wednesday 3/12 Review for Midterm
- Friday 3/14 MIDTERM

- Week 10:  
 Monday 3/17 Logical Argumentation: The Fallacies  
**Read:** Ch. 5  
 Wednesday 3/19 Logical Argumentation  
 Friday 3/21 BRING SPEECH OF ADVOCACY DRAFT FOR WORKSHOP
- Week 11:  
 Monday 3/24 SPEECHES OF ADVOCACY  
 Wednesday 3/26 SPEECHES OF ADVOCACY  
 Friday 3/28 SPEECHES OF ADVOCACY
- Week 12:  
 Monday 3/31 Speaking with Emotion  
**Read:** Ch. 6 p. 143-167  
 Wednesday 4/2 Speaking with Emotion  
**Read:** Ch. 6  
 Friday 4/4 SSCA CONFERENCE: NO CLASS!
- Week 13:  
 Monday 4/7 Speech of Commemoration, Speaking with Emotion  
 Wednesday 4/9 Poetic Framing  
**Read:** Ch. 7  
 Friday 4/11 Continue Ch. 7
- Week 14: 4/14 – 4/18  
 SPRING BREAK NO CLASS!!!
- Week 15: 4/21 – 4/25  
 SPEECH OF COMMEMORATION
- Week 16: 4/28-5/2  
 Semester Review

**FINAL EXAM**

MWF 9:30-10:20 – Saturday, May 10, 10:00 AM – Noon

MWF 1:30-2:20 – Friday, May 9, 10:00 AM – Noon