

PUBLIC SPEAKING  
CMST 2060  
ONLINE

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## COURSE DESCRIPTION

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A 2011 survey from the National Association of Colleges and Employers indicates that verbal communication skills are number one of the soft skills sought in recent college graduates seeking employment, "followed by strong work ethic, teamwork skills, analytical skills, and initiative" ([www.nacweb.org](http://www.nacweb.org)). Public speaking requires a set of immensely practical skills, many of which we will both analyze and practice in this course in the contexts of direct civic and democratic engagement. Via self evaluation, speech analysis, and using course concepts to craft speeches in the hopes of moving peers to action, students should emerge from the course with greater confidence in their abilities to make and critique arguments and to deliver effective public presentations.

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### Over the course of the semester, we hope to:

- Develop discerning and ethical research and argumentation practices for oral and written composition.
- Compose thoughtfully organized, personally meaningful, and ethically sound speeches.
- Critically and constructively evaluate self, peer, and professional presentations.
- Enhance vocal and physical delivery skills.
- Improve self-confidence and poise in the context of public presentations and extemporaneous speech.

### Method:

In the spirit of democratic engagement and in an effort to make classwork more than a mere exercise in getting a grade, this course is designed as an experiment in communication activism. As a result of student speeches and student votes based on those speeches, the semester will culminate in a donation of some kind toward a local nonprofit or charity whose work in the community you have researched and argued for. We will work out as a class what form this donation will take on our first meeting. I have found that grounding the course content in real-world issues and actions not only makes the class more interesting for everyone, but it also makes significantly easier on students in terms of picking and researching topics. Narrowing the field to local problems and solutions allows us to focus more deeply on the particulars and strategies of persuasion rather than putting the bulk of our mental energy into searching for a topic from scratch. For more details about this, please read the "Speeches" section below as well as the *METHOD* document on Moodle.

### Student Expectations:

- Students are responsible for keeping up with emails, textbook readings, and audio lectures and for incorporating course information into assignments and speeches.

- Students must also keep up with assignments in the course calendar. **No late assignments will be accepted.** Each assignment is due at 11:55 p.m. on the date listed in the course calendar.
- Technology navigation is not taught in this course. Students must be proficient in using online resources and applications in order to successfully complete this course.
- When emailing instructor, please use MOODLE MAIL. Always include your name, your course section number, and a brief subject tag. Please know that I typically do not check email on weekends.

**Required Texts:** Lucas, Stephen. *The Art of Public Speaking*. McGraw Hill.

#### **Grade Breakdown:**

- 3% • Research Requirement
- 15% • Written Responses to Speeches (3 @ 5% each)
- 12% • Forum posts (4 @ 3% each)
- 45% • Major Speeches (each includes written components: outline, notecard)
  - 5% Introductory Speech (2-3 minutes)
  - 10 % Informative Speech (4-5 minutes)
  - 15 % Persuasive Speech: Problem (5-7 minutes)
  - 15 % Group Persuasive Speech: Campaign (3-4 minutes per person)
- 12% • Self-Evaluations Using Course Concepts (3 @ 4 % each)
- 13% • Final Exam (Comprehensive, in-class on paper on exam date)

**\*\*Please see the *COURSE SCHEDULE* document on Moodle for due dates and pace of the course.**

**Grades:** Final grades are final. All work must be done during the semester and cannot be made up after the fact. If you are concerned about your grade during the class, please contact me. Late work will receive zero credit. Plan on submitting assignments at least three hours ahead of the due date and time to avoid medical, familial, or technical difficulties such as internet or computer problems, as absolutely no excuses will be accepted for a failure to meet online deadlines, with no exceptions.

**Attendance:** Attendance at the four physical meetings and final exam date is mandatory. Failure to show up for a physical class meeting will result in a full letter grade deduction per missed meeting. If you miss a speaking day due to an emergency, make-up speeches will be considered on a case-by-case basis, provided you provide full documentation within one week of the absence. In such a case, an additional and substantial essay component will be added to your assignment regardless of the nature of the emergency (funerals, illnesses, etc.). University excused absences **MUST** be discussed at least three weeks in advance, and will also entail an additional essay component added to the assignment.

**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. 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.

**Disabilities:** The Americans with Disabilities Act and the Rehabilitations 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.

**\*\*The following is a brief list of assignments to help you decide whether to continue with this course. All assignments will be addressed in full detail in assignment sheets posted on Moodle well in advance of their due dates.**

## SPEECHES

### The Introductory Speech

The introductory speech is a 2-3 minute presentation designed to let everyone introduce themselves and begin thinking about what social issues or problems interest you on the national and local levels. I will ask you to tell a bit about yourself in general, and then to tell a story from your past which you think shaped and influences your adult interest in whatever social dilemma currently captures your attention.

### The Informative Speech

Components: Formal outline with bibliography; speaking note card; a 4-5 minute extemporaneous speech.  
Purpose: After researching various local organizations which you feel align with your own values or concerns, you will choose one to inform the class about. You should address the work they do in the community, their norms, mission, and values, their historical impact, etc. You need to incorporate a visual aid and least two hard sources for this speech. An additional source must be a personal or phone interview with someone who works at the organization.

### The Persuasive Speech: Problem

Components: Formal outline; speaking note card; a 6-8 minute extemporaneous speech, question-and-answer period.

Purpose: Your job in this speech is to call on logos to develop a coherent argument persuading your peers to choose your organization to “commit” to as a class. By calling on shared values, storytelling, and other persuasive techniques, you should argue for why the social problem your chosen organization address is most important, or most relevant for this project. You will need to use at least four valid sources for this speech, and one must be an email, personal, or phone interview with a member of the organization.

### Group Persuasive Speech: Campaign

Components: 3-4 minute individual extemporaneous speeches, coordinated by transitions.

Purpose: Your group will create a multi-part presentation which acts as a campaign for soliciting class support for your chosen organization. There are many ways to organize this speech and to dole out responsibilities, which I will discuss in more detail in the assignment sheet for this project. You will be expected to work

together via Skype, Google chats, email or some other online channel before the final presentation. You can decide as a group how deeply (or not) you want to work together. You could just send a few emails back and forth to decide what part each person will do, then show up to class, pick an order, and go. Or, on the other end of the spectrum, you could meet on Skype two weeks in advance to share and critique each other's speeches and even coordinate dialogue or visual aid work to make the presentation as complex as you please.

## WRITTEN WORK

***\*\*All written work should be written in a standard 12 pt. font with standard margins in a word document and then copied and pasted into Moodle Mail. All documents should be submitted via Moodle mail as the text of the email, so that I can read it without clicking on a link.***

**Short Responses:** Three two-page responses in which you are asked to synthesize course material along with two video speeches for which I will provide links. Since these assignments are short, but carry considerable weight, they should be well thought out, well-written, and carefully crafted.

**Self-evaluations:** Two one-page self-evaluations in which I ask you to critique your own speeches against course content and one of your peers.

**Forum Posts:** Four very short posts to prompts I provide on Moodle which generally ask you to prove you have read course material for the week and to respond in a thoughtful manner. You will get one grade for the entire set of these posts at the end of the semester.

## RPS INFORMATION / RESEARCH 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)

### **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.