

# CMST 3060: Advanced Public Speaking Course Syllabus Spring 2017

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CMST 3060: Section 1: MWF 10:30 - 11:20, Coates Hall 111

Professor: Dr. Ashley Jones-Bodie

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Office Hours: Monday / Wednesday, 12:30-1:30 / or by appointment

Required Texts & Materials:

- Hogan, Andrews, Andrews, & Williams (2014). Public Speaking and Civic Engagement (3<sup>rd</sup> Edition).
  - Video SD Memory Card [1 memory card needed]
  - Other class readings will be posted on Moodle
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## **Course Overview:**

Welcome to CMST 3060! In order to succeed in CMST 3060, you will be required to work; it's that simple. Each class meeting will require preparation on your part. As many before me have said, *think of this class as your job*. With any job that you intend to keep, you show up on time, get to know your co-workers, and make your best effort while on the job. If you keep this attitude and a positive outlook during the semester, it will help make this a good experience for you.

This class is designed to give you advanced experience in the practice of researching, preparing, analyzing, and delivering public presentations. It is my goal for this semester to provide you with a greater understanding of presentational speaking as well as providing you with hands-on practice. While there is work and preparation involved, with your cooperation you can expect this class to be a fun and enjoyable experience.

## **Course Purpose:**

Through this course, you will be given the opportunity to:

- o Investigate practical aspects of contemporary public communication theory.
- o Improve skill in composition and delivery of speeches representative of common public communication situations.
- o Develop your ability to think on your feet before public audiences.
- o Develop criteria for judging responsible public communication.

## **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. *In order to actively participate and prepare for class, you will need to check Moodle for announcements and updated class assignments.* Some daily assignments and additional readings will periodically be posted there.

#### QUIZZES:

Throughout the semester, quizzes will be assigned based on the course readings. Quizzes will be available through the Moodle course page for a limited time period prior to each corresponding class. The quizzes will be open textbook but will be timed. So, you'll be able to use your textbook as a reference while taking the quiz but will need to read ahead of time and become familiar with the information since you will only be allowed a short amount of time to take the quiz.

#### MISSED PRESENTATIONS:

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 other scheduled presentation days for that assignment or on the last day of class for the semester, 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 via email by the start of class on the scheduled speaking day. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he can find a replacement without penalty.

#### LATE WORK:

Major class assignments are to be turned in by the time class starts on the day that they are due. Assignments turned in after the end of class on the day that they are due will receive a substantial penalty. Any work turned in during class time will be considered late and will automatically be reduced by one half letter grade. *In other words if you arrive late to class, the assignment is late and will automatically be penalized one half letter grade.*

In the same sense, if you arrive late to class on the day of your speech, your assignment will be reduced by one half letter grade, even if you are "on time" for your own presentation. 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 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 prior arrangements have been made, a penalty of 5% will be assessed to any late work. 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.

#### GRADE APPEALS:

If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should type a statement explaining the reason for the review and submit a hard copy of the statement along with the graded assignment ***within one week of receiving the graded assignment***. If you are appealing a presentation grade, you will need to watch your recorded presentation and note the exact time(s) during the presentation that you would like to have reviewed.

You are responsible for keeping all graded work. The original graded assignment is needed if questions arise about a grade later in the semester.

**GRADING:**

This class will be based on a system of 1000 points.

Class Participation & Quizzes ..... 150 pts (15%)  
 Test 1: Mid-content Exam ..... 100 pts (10%)  
 Test 2: Final Exam ..... 150 pts (15%)

Speech 2: One-Point Speech ..... 100 pts (10%)  
 Speech 4: Informative Speech ..... 200 pts (20%)  
 Speech 6: Persuasive Speech ..... 200 pts (20%)

Preparation Exercises:

Audience Analysis Report ..... 20 pts  
 Current Example Presentation\* ..... 20 pts

Speech 1: The First Speech ..... 20 pts  
 Speech 3: Introduction Speech ..... 15 pts  
 Speech 5: Entertainment Speech ..... 25 pts  
 ..... P.E. Total: ..... 100 pts (10%)

Your final grade assignment will be based on your total score at the end of the semester. Final grades will be assigned as follows:

A+ ... 975-1000 points A ... 910-974 points A - ... 900-909 points
B + ... 875-899 points B ... 810-874 points B - ... 800-809 points
C + ... 775-799 points C ... 710-774 points C - ... 700-709 points
D + ... 675-699 points D ... 610-674 points D - ... 600-609 points
F ... 0-599 points

Individual speech grades generally will be comprised of 4 basic components:

1. Working Outline (25%)
2. Speaking Outline (5%)
3. Presentation (60%)
4. Self-Evaluation (10%) (written after watching your recorded speech)

\*At the beginning of each class, one to two students will present an analysis of a current presentation they have found that demonstrates a few course concepts. For example, you might present a few minutes of a news story that has a really great use of analogy to explain a difficult concept, or you might present a few minutes of a comedy routine that incorporates an effective use of visual aids. Each student will present one analysis over the course of the semester.

#### FORMAT FOR ASSIGNMENTS AND CLASS RESEARCH:

When citing references, you should use APA style (sample citation formats can be found in your textbook). In addition, all work turned in should be typed, double-spaced, stapled when needed, and should be proofread for both style and content. Points will be deducted for not following these guidelines.

#### TECHNOLOGY POLICY:

The goal of all course policies is to help create a successful course experience for you as the student; this includes your ability to learn course material and to do so in an effective classroom environment. As such, use of technology is prohibited to devices that aid in student learning. As a general rule in normal circumstances, students are also not allowed to record other students in the course without their permission.

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class if used as a note-taking device. Laptop computers are NOT permitted on days where there are student presentations.
- You should also have paper and a writing utensil on all days for group activities.
- All other technology (smart phones, 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.

Of course, it should go without saying that you should also avoid reading the paper or doing work for another class while you are in CMST 3060. Basically in order to avoid distracting your fellow students and yourself, when you're in class, be in class.

#### **Plagiarism:**

Do your own work honorably and well, giving credit to your sources. You are responsible to abide by the LSU policies about academic dishonesty, including but not limited to the following: Do not collaborate on an assignment unless it is expressly allowed; do not let someone else write something and turn it in on your behalf; do not use an outside source without giving credit. Instances of academic dishonesty will have consequences ranging from failure of an assignment to failure of the course and referral to the Dean of Students.

#### **LSU Code of Student Conduct:**

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)

#### **LSU Commitment to Community:**

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:

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## **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.

## **ADA Statement:**

*The Americans with Disabilities Act and the Rehabilitation Act of 1973 ...* 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 for Disability Services (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me to discuss the provisions of those accommodations as soon as possible.

## **Thoughts from previous students:**

“Today I had my final presentation for my Mechanical Engineering senior design project. To me this represented more than presenting a project that I worked on for a class, but represented a presentation of everything that I have learned over the past four years of engineering.

The presentation went extremely well. I was comfortable in front of the group and was able to effectively and concisely explain my project. I feel like that presentation day summed up the reason I took this class and the progress that I have made in it. I am confident now about my presentational speaking skills. I am no longer scared to get in front of a group and present a topic. Thank you for helping me accomplish so much this semester. I feel like these skills I have learned will help me become a successful professional in the near future. I thoroughly enjoyed this class.”

*“In the beginning of the semester I was very nervous about speaking publicly, it was just something about a group of people silently listening to me speak that disturbed me. That was before I learned and understood how to connect with my audience while I’m giving a speech so it won’t seem like a monologue but more of a conversation,*

*even if the audience's responses are nonverbal. I noticed a major change in progress, as I have sharpened my speaking skills, as well as eliminating a negative predisposition about speaking publicly."*

"There are many lessons to be learned over the course of the semester. To me, the most important lessons are to prepare and to always speak about something you are passionate about. Preparation is the key for a good speech and a confident delivery. The more prepared I was, the better my speeches were. Not only was the content better, but physically you are also more engaged, rely on your outline less, and verbally sound more confident. Preparation not only includes practicing your speech, but also really putting time and effort into your outline. Creating the outline was a great way to become familiar with your speech topic on a much deeper level. If I forgot exactly what I had written down on my outline, it was fine because I had done the research beforehand and could fill in the blank that I drew in the moment. Being passionate also is a major lesson I learned. When you are passionate about your topic it shows, and people are more likely to connect with you if they see you are genuine in your presentation. This passion also makes doing the research and putting in the hard work easier."

*"Public speaking was something I used to be mortified of, and now it's something that excites me and that I hope to get better at. I am so proud of all the progress I have made over the course of the semester and I hope to only continue to get better."*

"To me, the most important thing I've learned is that preparation is key. If you take your time when writing your speech and conducting research, you will create a strong, effective speech. Once you write a speech that you are confident with, it's important to practice it so that you can voice the message clearly and effectively and without nervousness. If you are prepared and confident in what you're speaking about, then there is no need to be nervous. Overall, I honestly had a great time in this class. I've definitely learned lessons that I'll be able to use outside of the classroom, and I highly recommend this class to anyone."

## **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 office hours are posted at his office, 135 Coates Hall.