**CMST 2060 PUBLIC SPEAKING**

WEB-BASED COURSE

Spring 2017

**Instructor: Dr. Bonny McDonald**

Office: Prescott 124C

Email: bmcdo21@lsu.edu

Office Hours: T/Th 10:30am-12:00pm

**Text**: Lucas, Stephen E. (2015) The Art of Public Speaking (12th ed). McGraw Hill.

**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 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**

Participation: As public speaking tends to imply the live experience of talking before a group, taking an online course in it can seem counterintuitive. On some levels, I agree, but on the other hand, I recognize that our sense of what is public has certainly expanded to include digital formats, and this course will operate in that sort of public. All speeches will be turned in via video. When we compose a video speech, we don’t experience exactly the same sense of acute bodily anxiety as we do in a live speech, but in some ways, the permanence and accessibility of video speeches make these artifacts equally, though *differently* vulnerable. In light of this, I expect the classroom community to watch and respond **respectfully** to one another’s speeches and ideas. Your posts should demonstrate a mature respect of the different degrees of experience/natural talent different people each have as speakers, the different levels of anxiety people experience doing this sort of activity, and the fact that fully reasonable people may hold very different opinions from you. **Timeliness** is also of key importance, since we will depend on one another to post speeches and other materials so that we can respond to them. To this end, **I will not accept late work** (see more details on late work below).

You will have at least one assignment each week in this course, some major (like speeches), some minor (like forum posts). Often, you will have the full gamut due each week: material to read or view or listen to, and a quiz, and a forum post, and a self-evaluation due, or any combination thereof. You can spread out when you work on these in a way that works for you, but **the final deadline for all assignments will be Thursday by 10:30am each week, unless we are off for a holiday.**

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 (although it has also made it rather easy to test for plagiarized work). 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 or speech that was written by someone other than you.
* Submit a paper or speech 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 or speech 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.

Grades: Final grades will be determined based on points earned in the major assignments, listed later in this document. Work submitted after deadlines will not be accepted. All work must be done during the semester.

Missed Speeches and Late-Work:

I do not accept late work. You will have plenty of flexibility and plenty of prep time for each project. The course moves quickly and students must rely on each other to ensure post responses to prompts and peer videos are timely. A link to your speech must be turned in by the deadline. Late speeches will not be graded. The handful of short homework assignments and self-evaluations and are to be turned in by their deadlines.

As with a 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. Non-university approved extenuating circumstances will be considered on a case-by-case basis and ONLY with some form of tangible proof. If you email asking to turn in late work due to a university excused absence, submit documentation of your excuse along with your inquiry about an extension.

**COURSE ASSIGNMENTS**

Grade breakdown:

 4 MAJOR SPEECHES (50% of overall course grade):

 Introductory Speech 50 points

 Informative Speech 100 points

 Persuasive Speech 150 points

 Commemorative Speech 50 points

* A portion of each of the four major speech assignments will be based upon written Self-Evaluations.

 Quizzes on Readings/Videos…………………..100 points

 Research Participation Requirement 21 points

 Forum Posts 120 points

 Final Exam 109 points

 700 total points

Your final grade assignment will be based on the average of your total scores at the end of the semester, with 97% and up being an A+, 94-96% being an A, and 90-93% being an A-. The other letter grades follow the same pattern.

Assignment descriptions:

Major Speeches: You should **provide a link to your speech** on the designated platform on Moodle by the assigned date. Detailed assignments for each major speech will be posted in full on Moodle along with grade sheets (rubrics) and instructions for self-evaluation. You will be allowed to use one or two note cards for the first three speech assignments; the last speech will require a full manuscript. I will leave it up to you as to how artful or Avant-guard you’d like to be in terms of editing. Since this is not a video editing class, and since my expertise is in public speaking and presentations rather than digital composition, I don’t feel comfortable *requiring* any complexities of form in your videos. However, I will not heavily limit your stylistic choices here. If you already have a video blog or YouTube channel and you want to use this course to add material to it, or you want to create more expressive work, feel free to experiment with the composition of the video. There is a difference between a clear stylistic choice that, for instance, includes many cuts or angles and a traditional speech with big blips or jump cuts because you messed up and are trying to take the easiest option and splice in a fix. It’s either/or for me: you’re developing a consistent editing style or you’re just doing a straight “video of a traditional speech.”

Introductory Speech: a 3-4 minute narrative-based extemporaneous speech addressing your own experience of race, class, and/or gender.

Informative Speech: a 4-6 minute informative extemporaneous speech on a predetermined yet broad theme such as “ground breaking technology” or “Baton Rouge history.” The specific topic is TBA.

Persuasive Speech: a 5-7 minute persuasive extemporaneous speech on a controversial topic of your choice, selected from a list I will provide. You will be paired with a partner who fundamentally disagrees with you and does a partner speech arguing the opposite case.

Commemorative Speech: a 2-3 minute commemorative or open topic speech you will write and deliver with a manuscript in hand. Several creative language devices will be required.

Forum Posts: This grade will be based on the accuracy, length, and quality of your forum posts, which includes discussion topics based in our readings and evaluations to your peers’ speeches. You will be assigned a small group of 4-6 you will work with throughout the semester to provide peer feedback in a public forum. You will get a grade out of 60 points for the posts from the first half of the semester and another grade out of 60 points at the end of the course for the posts from the second half of the semester.

Quizzes: Quizzes are open book/video and will be taken out of class via Moodle. The quizzes are designed to make sure the class community reads the given material, selected for its enriching or practical information. They are usually on videos of speeches or written example speeches. The quiz questions are detailed and most students say they are difficult. Think of them like a stretched-out midterm. Take notes as you watch or highlight as you read. Remember that the nature of multiple choice is detail. I will never grade you on your agreement on opinions expressed in various speeches or articles we will watch or read in this class. Indeed, I welcome you to disagree with the material, but I will expect you to know what you are disagreeing with (or agreeing with). The lowest quiz grade will be dropped. **When a quiz is due, the quiz will open on Wednesdays at 7am and close Thursdays at 7am.**

Final Exam: Timed essay-style exam on Moodle. You will know the possible essay questions one week before the exam is posted.

Research Participation System: You are responsible for reading the below information and implementing it; grading for this element of the class is out of my hands.

**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 April 25 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 https://lsuhumanresearch.sona-systems.com/Default.aspx?ReturnUrl=/ . 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 are posted on the homepage of the Department of Communication Studies, http://www.lsu.edu/cmst.

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.

**LSU COMMITMENT TO COMMUNITY**

The LSU Commitment to Community provides a guiding ethos to the University community.  Students are encouraged to exemplify the Commitment to Community in their daily lives.

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:

* 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)

**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.

 If you have concerns, you can contact:

 University Contacts

Jennie Stewart Maria Fuentes\_Martin
Campus Title IX Coordinator Title IX Deputy Coordinator for Students

jstewart@lsu.edu mari@lsu.edu

LSU Office of Human Resource Management LSU Dean of Students
110 Thomas Boyd Hall 333 Student Union
Baton Rouge, LA 70803 Baton Rouge, LA 70803
225-578-8200 225-578-9442

Departmental Contacts

 Dr. Loretta Pecchioni, lpecch1@lsu.edu

Professor and Chair of the Department of Communication Studies

Dr. Ashley Jones-Bodie, ajb@lsu.edu

 Director of Basic Courses, Department of Communication Studies

 Dr. Bonny McDonald, bmcdo21@lsu.edu

 CMST 2060 Section --– Instructor of Record

**HAVE YOU DECLARED YOUR MAJOR OR MINOR?**

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.” If you email me with the subject line “I actually read the entire syllabus” by Tuesday, January seventeenth, I will give you five bonus points in the course. 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.

The Department of Communication Studies offers 6 Pathways of Study as guidance for students interested in taking CMST courses. These pathways include lists of courses that can be taken for students interested in the following areas within Communication Studies:

* *Public Discourse*
* *Art and Culture*
* *Professional Communication*
* *Communication in Human Relationships*
* *Visual and Mediated Communication*
* *Create your Own Pathway*

More information is available at [www.lsu.edu/cmst](https://email.lsu.edu/exchweb/bin/redir.asp?URL=http://www.lsu.edu/cmst" \t "_blank) or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.