CMST 2060 – Fall 2013
Public Speaking
Section 35: TTh 1:30-2:50, 130 Coates Hall
Section 36: TTh 3:00-4:20, 130 Coates Hall

Instructor: Michael Althouse
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COURSE DESCRIPTION
The famous Greek speechwriter and teacher, Isocrates, once said that “none of the things which are done with
intelligence take place without the help of speech, but that in all our actions as well as in all our thoughts speech
is our guide.” In an age colonized by sound bites and the power of the visual image, perhaps this statement may
sound naïve. However, it is the goal of this course to prove otherwise. For public speaking is neither the mere
act of standing up and saying words nor just a catalog of helpful tips. The act of public speaking is the
culmination (and often the beginning) of a long process of critical dialogue between yourself, language, and the
imagined responses of your audience. In other words, it takes being confident in who you are, what you want to
say, how you are going to say, who you want to say it to, and why you should say anything at all. For that
reason, public speaking may possibly be the most challenging course you will take as an undergraduate student.
It is my hope, however, that this challenge will prove rewarding.

Assigned Coursework
As this is a performance course, almost half of your grade will be based on your performances (speeches).
These speeches along with the other graded items constitute a 1,000 points scale.

30  • Research Learning Requirement
50  • Attendance and Participation
50  • Introductory Speech
75  • Enrichment Speech
75  • Commemorative Speech
100 • Advocacy Speech
120 • MediaShare (4 @ 30 pts. each)
150 • Quizzes (6 @ 30 pts. Each – drop the lowest score)
150 • Midterm Exam (Chapters 1-3 & 5)
200 • Cumulative Final Exam (30% on Chapters 1-4, 70% on Chapters 5-7)

In a 1,000-point whole grade system, the grade breakdown is as follows:

1,000-900 = A
899-800 = B
799-700 = C
699-600 = D
< 600 = F
Grades: Final grades are final. 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.

Plagiarism: I have no tolerance for plagiarism. Any student found to have turned in material not his or her 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 (or speech) 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 assignment 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.

Cell Phones: You won’t need one in class. Ever. I should not see one or hear one. If you have an urgent matter that you must be available for, let me know before class begins and we will make the necessary arrangements.

Computer Use: In this day of e-everything, it is unrealistic to expect many students to take notes the old-fashioned way, though the merits of actually hand writing notes are well documented. For those students who wish to take notes via laptop, that courtesy will be extended, however, if said laptop is used for anything else during class time without expressed consent from me, that courtesy will be rescinded for the remainder of the semester. Very simply, this means no Facebook, no YouTube, no chat... in fact, just turn your Internet connection off – the immediate outside world is of no concern to us during class.
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 Filbey (kfilib@lsu.edu), whose hours are posted at his office, 135 Coates Hall.
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Lecture:</strong> Opinion/Conviction/Fact Course Introduction</td>
<td><strong>Reading:</strong> Preface and Introduction</td>
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<td></td>
<td>Review Syllabus &amp; RPS</td>
<td><strong>Lecture:</strong> What is rhetoric anyway?</td>
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<td></td>
<td><strong>Activity:</strong> Icebreaker... TBD</td>
<td><strong>And why should I care?</strong></td>
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<td></td>
<td><strong>Introduction:</strong> &quot;My Speech Lab&quot; and &quot;MediaShare&quot;</td>
<td><strong>Speech apprehension.</strong></td>
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<td><strong>2</strong></td>
<td><strong>Reading:</strong> Chapter 2 Speech genres</td>
<td><strong>Quiz:</strong> Chap. 2</td>
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<tr>
<td>September 3 &amp; 5</td>
<td></td>
<td><strong>In-class activity on Speech genres</strong></td>
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<td></td>
<td><strong>Introduce:</strong> &quot;My Speech Lab&quot; and &quot;MediaShare&quot;</td>
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<tr>
<td><strong>3</strong></td>
<td><strong>Reading:</strong> Chapter 1 Canons of Rhetoric</td>
<td><strong>Quiz:</strong> Chap. 1</td>
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<tr>
<td>September 10 &amp; 12</td>
<td><strong>Lecture:</strong> Canons and other implements of destruction</td>
<td><strong>Lecture:</strong> Canons and other implements of destruction pt. 2</td>
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<td><strong>Assign and discuss:</strong> Speech of Introduction</td>
<td><strong>Examples:</strong> Speeches of Introduction</td>
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<td><strong>MediaShare Speech #1:</strong> &quot;Show &amp; Tell&quot;</td>
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<td><strong>4</strong></td>
<td><strong>Speeches of Introduction</strong></td>
<td><strong>Reading:</strong> Chapter 3 The Rhetorical Situation</td>
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<td>September 17 &amp; 19</td>
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<td><strong>Lecture:</strong> Rhetoric in Public Life</td>
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<td><strong>5</strong></td>
<td><strong>Quiz:</strong> Chap. 3</td>
<td><strong>Lecture/Discussion — Rhetorical Situations</strong></td>
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<td>September 24 &amp; 26</td>
<td><strong>Assign and discuss:</strong> Enrichment Speech</td>
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<td><strong>MediaShare Speech #2:</strong> &quot;Tour Guide.&quot;</td>
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<td><strong>6</strong></td>
<td><strong>Reading:</strong> Ch. 4 Ethos</td>
<td><strong>Quiz:</strong> Chap. 4</td>
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<td>October 1 &amp; 3</td>
<td><strong>Lecture:</strong> Artistic Proofs – <em>Ethos</em></td>
<td><strong>Speech Examples</strong></td>
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<td><strong>7</strong></td>
<td><strong>Speeches of Enrichment</strong></td>
<td><strong>Speeches of Enrichment</strong></td>
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<td>October 8 &amp; 10</td>
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