

Spring 2016
Instructor: Emily Graves

Syllabus CMST 2060 Public Speaking
Email: egrave3@lsu.edu

Meets: MWF
Section 17 meets at 10:30am in 111 Coates Hall
Section 20 meets at 12:30pm in 130 Coates Hall*
Section 27 meets at 2:30pm in 127 Coates Hall*

*Between these sections, I have another commitment. To be on time, I will need to leave class promptly at 1:20pm. Please reserve questions for my office hours when I can give you my full attention.

Office: 144 Coates Hall
Office Hours: Monday 3:30pm-5:00pm, Wednesday 3:30-5:00pm, and Friday 3:30-4:30pm.

Course Description/ Goals:

CMST 2060 is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. This course will give you the mechanics of making speeches, and introduce you to elements of persuasion. It will ask you to think of speeches as building blocks for changing people's minds about, and potentially changing people's experience of, shared problems. The act of public speaking is the result of (and often the beginning of) a long process of dialogue between yourself, ideas, the anticipated responses of your audience, and desired change.

To take public speaking as a consequential practice, students in this class will use persuasive techniques to campaign for a solution to a social problem. We will use a democratic system to decide what kinds of solutions to consider, and then, to elect a "winning" solution. All students will participate in the solution the class has elected.

Texts: Lucas, Stephen E. (2012) *The Art of Public Speaking* (11th ed). McGraw Hill.

****Please do NOT unwrap any materials purchased for this course. We will discuss the materials of the class on the first day. ****

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.

Grades: Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester.

Course Assignments:

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

Speech I	Introduction Speech	7%
Speech II	Informative Speech	10%
Speech III	Persuasive “Problem” Speech	15%
Speech IV	Persuasive “Campaign” Speech	18%

- A portion of each of the four major speech assignments will be based upon written components (speech outlines, speech evaluations, etc.) in addition to an in-class presentation component.
- Some of these speeches will be recorded for you to use as a tool for improving your delivery.

Research Requirement	3%
Attendance	4%
Quizzes*	3%
Assignments/Homework**	10%
Activity Speeches	10%
Midterm	5%
Final Exam	15%

*Quizzes— The reading quizzes will be done on Moodle prior to attending the class. The quizzes are designed to confirm that you have read the material. We will apply the reading material together in class. Typically, the quizzes will be multiple choice or T/F style questions.

** Homework/Assignments—In order to avoid having your work lost, or saved to a computer that crashes, etc., **you should email yourself a copy of your work.** Please do not put me in the position to figure out whether your computer did or did not crash.

Your final grade assignment will be based on your total at the end of the semester.

Final grades will be assigned as follows:

A+ ... 98-100%
A ... 93-97.9%
A - ... 90-92.9%
B + ... 87-89.9%
B ... 83-86.9%
B - ... 80-82.9%

C + ... 77-79.9%
C ... 73-76.9%
C - ... 70-72.9%
D + ... 67-69.9%
D ... 63-66.9%
D - ... 60-62.9%
F ... 0-59.9%

Policies:

General Etiquette

When I first arrive to class, I am thinking about setting up my class materials. Please save one-on-one type questions/individual and grading issues for after class or for an email. Of course, if the question concerns the entire class, then ask it once class starts.

Attendance and etiquette on Speech Days

Please arrive on time for the presentation class days, and stay for the whole class. **If you talk with a neighbor during someone else's presentation or otherwise disrupt the class (phone use, shuffling papers around, whispering, etc.) this will negatively impact your grade.**

Attendance (non-speech days)

Your attendance at each class meeting is expected. There are 42 days of class. I will take attendance at the beginning of each class. If you are present, on time, and phone-free for at least 40 meetings, you will receive full credit for your attendance grade. It is your responsibility each class to make sure I recorded your attendance.

If you are absent, or late, for more than 2 class meetings, it will negatively impact your attendance grade, as well as your assignment grades, since this course is designed to use class time to prepare your assignments.

If you are absent for all, or a substantial part, of more than 2 classes you must provide documentation of an emergency which kept you from class. If you provide this documentation, then you may receive the option to make up attendance points or assignment points for the class that you missed. Assignments are not automatically excused even if attendance is excused. Attendance points will be considered at the instructor's discretion on a case-by-case basis and submitting documentation does not guarantee you full-credit make up opportunities.

Missed class:

If you do miss class, it is **your responsibility** to find out what you missed. To learn what you missed in class (including the assignment of homework, etc), ask your peers. While I can clarify content if you make an appointment to meet me, I cannot spend time re-stating the basic plot of a missed class.

If you are absent and wish to make up an assignment due that day for full credit, you will need to give me documentation of the emergency that kept you from class. Such documents could include a doctor's note, an obituary, a letter from a coach, etc. You must also provide an outline (or your most complete version of the assignment due) within 24 hours of the due date to show that you were ready to present/submit the assignment on the day in question.

If the assignment is a speech, and you have satisfied these two conditions, then you may schedule a make up. It is your responsibility to schedule the make up. Keep in mind that you will influence other students' schedules by failing to schedule your make up in a timely way.

If you are absent for a non-emergency reason, (e.g. your alarm clock didn't go off), and you wish to submit the assignment, or make up the speech, then you can submit it within a week of its due date for a maximum grade of a C.

Making up work for a class you did not miss:

Many of the homework assignments will be used in class, so not having them in class reduces your ability to participate in the activity assigned.

If you miss turning in an assignment during the class period it is due, you can turn it in via email by 10pm ON THAT DAY for reduced credit.

Submission Standards:

I expect your homework to be typed. You can expect point deductions if it is not typed. Assume I would like the work typed, even if I forget to mention it at the time of assigning it. If I ask for a physical document, please hand me a physical document (rather than an email). If your submission is not consistent with the way I've assigned the work, you can expect delays on getting it returned. For example, submitting late work electronically risks my forgetting about it.

Participation

Expect to speak in front of your classmates regularly.

I expect you to respond to my questions and attempts to initiate classroom discussion. Please know that my aim to create an atmosphere that is safe for you to share your opinions and ideas.

Electronic Devices

Silence cell phones and place them in your bag upon entering the classroom. Please note that text messaging in class has been proven to distract students resulting in overall lower grades. If I notice you texting, I'll remind you of this policy and ask you to turn the phone off and put it away. If I see you using the phone again, in that class period **or another class period**, I will ask you to leave class and you **will not earn the point for attending that day**.

Extra Credit: No extra credit assignment will be allowed.

Both students and instructor will work to create a supportive, exploratory and intellectually challenging academic community. I am asking you to take personal and academic risks in this class. This demands preparation for class discussions and

full participation in all assignments as well as offering honest but kind responses to the work of other students.

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.

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 the Tuesday of the concentrated study period, or "dead week".

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.

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.

[LSU Commitment to Community](#) - LSU 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.

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.” 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 or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

Tentative Course Calendar (Does not include 100% of assignments)

Week	Date	Material	Homework
Week 1	1/13	Introduction to the course Shared problem Framework	Put together your “Any Ole Bag Will Do” assignment
	1/15	Any Ole Bag Will Do Presentations Assign Metaphor	Do Metaphor-“Public Speaking is_____”
Week 2	1/18	No Class-- Martin Luther King Day	

	1/20	Metaphor presentations Introduce the Introductory speech assignment	Brainstorm topic for first speech
	1/22	Brainstorm topic for introductory speech assignment Nuts and Bolts—Research Participation; trigger warnings	Anticipate listening lesson: read chapter 4 Quiz on chapter 4 Read Ueland.
Week 3	1/25	Listening to speeches	Finalize your speeches
	1/27	Introduction Speeches. Audience response	
	1/29	Introduction speeches . Audience Response	Read Chap 3 Quiz on chapter 3
Week 4	2/1	Ethics...	Read Chapter 15 speaking to inform and take chapter 15 quiz
	2/3	Speaking to inform Go over assignment on informative speech.	Browse non-profits
	2/5	Definition of non-profit Example of informative speech	select charity/non-profit— sign up on Moodle & Read Chapter 8-Organizing
Week 5	2/8	No Class Mardi Gras	
	2/10	No Class-Mardi Gras	
	2/12	Organizing DEADLINE FOR SELECTING A NON-PROFIT	Read Chap 9-Introductions only & quiz
Week 6	2/15	Introductions	Read Chap 9- Conclusions only & quiz
	2/17	Conclusions	
	2/19	Outlining the speech And workshop	
Week 7	2/22	Informative Speech; Peer response	
	2/24	Informative speech; peer response	
	2/26	Informative speech; peer response	
Week 8	2/29	Informative speech; peer response	Read Chap 5- Audience analysis

	3/2	Analyzing the audience	Read Chap 7 –Supporting your Ideas; read extra material on evidence. QUIZ on CHAP 7-supporting & evidence
	3/4	Evidence- Go over assignment for problem speech	
Week 9	3/7	logos	Work on speech
	3/9	logos	Work on speech Read page 7 in chapter 16. Only the section on Ethos. Take ethos quiz.
	3/11	Ethos exercise	View videos on Ted Talks and take quiz.
Week 10	3/14	Hot Air Balloon	
	3/16	workshop	
	3/18	TBD	
Week 11	3/20-3/25	Spring Break—No Class	
Week 12	3/28	Problem speech; peer response	
	3/30	Problem speech; peer response	
	4/1	Problem speech; peer response	
Week 12			
	4/4	Problem Speech; peer response	
	4/6	Problem speech; peer response	Read portion of chapter 16
	4/8	Class VOTE TO 5 finalists DISCUSSION REFLECTION ON THE PROCESS SUBMIT QUESTIONS TO PEERS ABOUT THE PROCESS	

Week 13	4/11	Sign up for one of the 5 candidates for final non-profits; Go over the final speech assignment;	
	4/13	pathos	
	4/15	Pathos; Discussion of currency (if necessary) go over final exam assignment	
Week 14	4/18	workshop	
	4/20	workshop	
	4/22	Present Group Speeches	
Week 15	4/25	Present Group Speeches	
	4/27	Present Group Speeches	
	4/29	Vote—discussion, reflection on the process	
EXAM PERIOD		Depends on class needs.	