

Public Speaking

CMST 2060

Instructor: Dr. Johanna M. Broussard

Office: 124A Prescott Hall

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Office Hours: 8:30-9:30 M/F; 11:30-12:30 M/F; or by appointment. To make an appointment, either see me after class or email me. **Note:** I do not respond to email after 6:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. All emails should follow the following format: Formal Salutation (Dr. Broussard) – Body – Closing.

Course Description: 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 rhetorical 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 Materials: Lucas, Stephen. *The Art of Public Speaking*. McGraw Hill (12th Edition preferred)

Attendance: You are expected to attend every class meeting – even speech days on which you are not scheduled to speak. This is the same expectation of attendance that an employer would have for you at any job you may currently have or might have in the future. Attendance will be taken by either a roll call or by a quiz.

Absences/Late Work: Please inform me ahead of time if you will miss a speech day. Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech (either on another day during the same round, or during my office hours in front of myself and other Public Speaking instructors). If you must miss, you must **schedule a make-up within one week**.

Missed speeches that are not accompanied by proof of excused absence may be made up within one week of the original speech day for the **maximum grade of a C (70)**. Those who miss a speech due to an unexcused absence must schedule their make-up within twenty-four hours or they will not be allowed to make up the speech. If an unexcused makeup cannot be arranged during the speech round of class, you will either make up your speech in the Quad or in Free Speech Alley, because you need an audience.

Other course assignments will be due in-class unless otherwise stated. To clarify: I do not accept emailed submissions unless the assignment description specifies that such submissions are acceptable. All assignments are due on the dates specified. After that point, work will **no longer be accepted** without proof of extenuating circumstances (see above); such proof must be provided **upon your return to class** and make-ups must be completed within **one week** unless we make other arrangements.

Remember: "Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. (PS-22)"

Research Participation 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 28 November 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**

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

Academic Misconduct: 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 copied/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. 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.

Students with 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.

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
Campus Title IX Coordinator
jstewart@lsu.edu
LSU Office of Human Resource Management
110 Thomas Boyd Hall
Baton Rouge, LA 70803
225-578-8200

Maria Fuentes-Martin
Title IX Deputy Coordinator for Students
mari@lsu.edu
LSU Dean of Students
333 Student Union
Baton Rouge, LA 70803
225-578-9442

Departmental Contacts

Dr. Loretta Pecchioni, lpecch1@lsu.edu
Professor and Chair of the Department of Communication Studies

Dr. Bonny McDonald, bmcdo21@lsu.edu
Director of Basic Courses, Department of Communication Studies

Dr. Johanna M. Broussard, jbrou68@lsu.edu
Instructor of Record, Department of Communication Studies

Point Breakdown: The overall course is worth 1000 points with grades based on a 10-point scale with the +/- division in place. **I do not round up grades.** Different categories of assignments are worth different amounts of your overall grade, as follows:

Participation & Engagement

Research Credits:	30 points
Attendance and Engagement:	100 points (Moodle Does Not Show This)
Activities and Homework:	70 points

Speeches

Introductory:	100 points
Informative:	150 points
Persuasive:	200 points
Commemorative:	50 points
Outlines (4):	50 points total

Exams

Quizzes:	100 points
Final Exam:	150 points

Grading Scale:

970-1000:	A+
931-969:	A
900-930:	A-
870-899:	B+
831-869:	B
800-830:	B-
770-799:	C+
731-769:	C
700-730:	C-
670-699:	D+
631-669:	D
600-630:	D-
000-599:	F

Assignment Notes

Participation and Engagement: Attending class, doing the assigned readings prior to class, and participating in classroom discussions and activities are expected of you. Doing no more than that will earn you an average grade (70%) in Participation. To excel in participation, you should consider posing questions that you have after the readings, bring to class **examples** of the concepts discussed in the readings that you find in popular culture or in political discourses for our discussion, and visiting me during office hours or scheduling appointments to brainstorm or ask questions that you could not ask in class for whatever reason. The two greatest ways to lose participation points are not showing up on speech days and being on your cell phone/laptop while your classmates are speaking.

Lectures and Assigned Readings: You are expected to have read the assigned chapter(s) **before** you arrive in class for the day(s) we are to discuss those readings. During my lectures, I will choose the information that I feel is the most important. Should you wish to discuss some other aspect of the chapter, please ask a question related to that material. In addition, I will sometimes discuss topics that are not in your textbook but that either have informed the textbook or flesh out some of the details alluded to in the textbook. For clarity's sake, you should understand that any material I discuss in lecture is fair game for a quiz or exam question – even if it is not in your textbook.

Speeches: The bulk of your grade will come from the four speeches you will give during the semester. You will give the speeches before your classmates on one of the dates specified. Speaking order will be discussed early and a schedule will be posted on Moodle. More specific instructions are provided in the descriptions of the individual speeches. For each speech you must turn in the specified materials and a grade sheet. The rubric should be stapled as the last page in the packet you turn in. You will find the grade sheet posted on Moodle. **Failure to bring a grade sheet to class will result in the loss of one letter grade.** Should you wish to change to a new topic (not make revisions, but change the full topic) after you turn in materials, you must meet with me to discuss this.

Quizzes: *Quizzes* will be administered in class. In lieu of a traditional midterm exam, I have decided to administer one or more quizzes per week that cover every assigned reading and lecture for that week up until the day the quiz is administered (save for the lecture on the day the quiz is administered). Therefore, you should recognize that if you miss a lecture, you may miss information that will be on the quiz but may not be in your textbook. Quizzes cannot be made up unless documentation of a university-approved absence is presented.

Final Exam: Your final exam is yet-to-be-determined. However, you should recognize that the following: (1) As this is a skills and theory course, the final exam will be cumulative to a certain degree, and (2) any and all activities occurring during this class are subject to being exam or quiz questions.

Extra Credit Assignments: **No Extra Credit Work will be assigned. This is a departmental policy, so do not ask.**

Grade Appeals: With any returned graded work, you should wait 24 hours before submitting an appeal of grade. If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should submit a typed statement explaining the reason for the review, the original graded assignment, and any other supporting materials (i.e. your SD card) to me **within seven days** of receiving the graded assignment. No grade adjustments will be made after the seven-day period.

ASSIGNMENT SCHEDULE (Dates Subject to Change as Necessary)

Week Beginning 21 August

- M: Introduction/ Syllabus
- W: The Five Canons of Rhetoric (Not in Book)
- F: The Five Canons of Rhetoric (Not in Book)
(Assign Elevator Pitch)

Week Beginning 28 August

- M: Preparing to Speak
Read: Chapter 1
- W: Preparing to Speak
Read: Chapter 4
- Th: **Due: Scripts for Elevator Pitches Should be Uploaded to Moodle by 5pm.**
- F: **ELEVATOR PITCH**
Bring to Class: Grade Sheet

Week Beginning 4 September

- M: **LABOR DAY HOLIDAY (NO CLASS)**
- T: **Due: Outline for Introductory Speeches Should be Uploaded to Moodle by 5pm.**
- W: **INTRODUCTORY SPEECHES**
Bring to Class: Grade Sheet
- F: **INTRODUCTORY SPEECHES**

Week Beginning 11 September

- M: Listening to Speeches and Speaking to Inform
Read: Chapters 3 and 15
- W: Canon of Invention: Choosing Topics and Purposes
Read: Chapter 5

- F: Canon of Invention: Research and Support
Read: Chapters 7 and 8
Due: Evaluating Sources

Week Beginning 18 September

- M: **Research Day (No Class)**
Due: Research Assignment I on Moodle by 5pm.
- W: Canon of Arrangement: Organizing the Speech: Arrangement
Read: Chapter 9 - 11
- F: Artistic Proofs I: Ethos and Ethics in Speaking
Read: Chapter 2

Week Beginning 25 September

- M: Canon of Style: Using Language Effectively
Read: Chapter 12
- W: Using Visual Aids
Read: Chapter 14
- F: The Audience: Analyzing your Audience
Read: Chapter 6
In-Class: Audience Analysis Workshop
- S: **Due: Informative Speech Outline on Moodle by 5 pm.**

Week Beginning 2 October

- M: INFORMATIVE SPEECHES
Bring to Class: Grade Sheet
- W: INFORMATIVE SPEECHES
- F: INFORMATIVE SPEECHES

Week Beginning 9 October

- M: Speaking to Persuade
Read: Chapter 16
- W: Canon of Delivery
Read: Chapter 13
- F: Canon of Delivery

Week Beginning 16 October

- M: In Class Workshop Q & A Day (Bring Idea for Persuasive Speech)
- W: In Class Workshop Q & A Day (Bring Idea for Persuasive Speech)
- F: **FALL BREAK (NO CLASS)**

Week Beginning 23 October

- M: Artistic Proofs II: Logos
Read: Chapter 17
- W: Artistic Proofs II: Logos
Read: Chapter 17
- F: **Research Day (No Class)**
Due: Research Assignment II on Moodle by 5 pm.
- S: **Due: Persuasive Speech Brief on Moodle by 5 pm.**

Week Beginning 30 October

- M: PERSUASIVE SPEECHES
- W: PERSUASIVE SPEECHES
- F: PERSUASIVE SPEECHES

Week Beginning 6 November

- M: PERSUASIVE SPEECHES
- W: PERSUASIVE SPEECHES
- F: PERSUASIVE SPEECHES

Week Beginning 13 November

NCA ANNUAL MEETING (NO CLASS)

Week Beginning 20 November

- M: Artistic Proofs III: Pathos
Read: Lucas, Chapter 17

W: Artistic Proofs III: Pathos
Read: Lucas, Chapter 17
Due: Pathos Activity

F: **THANKSGIVING HOLIDAY (NO CLASS)**

SUN: Due: Outline for Commemorative Address should be Uploaded to Moodle by 5 pm.

Week Beginning 27 November

M: COMMEMORATIVE ADDRESS

W: COMMEMORATIVE ADDRESS

F: COMMEMORATIVE ADDRESS

Week Beginning 4 December (**FINAL EXAM WEEK**)

Other Course Policies:

1. While some activities will be facilitated by the use of a laptop computer, tablet, or smart phone, research has repeatedly demonstrated that the use of such devices to take notes results in lower grades. Therefore, I strongly suggest that you put these devices away during lecture.
2. I understand that certain things may necessitate leaving class early. If such an event occurs, please let me know before class that day and try to sit near a door so that your departure does not disturb other students.
3. 70% of student questions regarding assignments and course policies can be found in the syllabus. This should be the first place you check. Emailed questions that are directly answered in the syllabus will not receive a response.

Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message