

## CMST 2060-26: Public Speaking<sup>1</sup>

Fall 2017 | MWF 12:30 – 1:20 p.m. | 103 Charles E. Coates Hall

### Instructor Contact Information

Name: Rico Self, MA

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Office Hours: TR 12:00 – 1:00 or by appointment

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“Because the machine will try to grind you into dust anyway, whether or not we speak.”

— Audre Lorde

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### Required Text

Lucas, Stephen E. (2015). *The Art of Public Speaking*. (12<sup>th</sup> ed). McGraw Hill.

### Required Material

For this course, you will be required to have manila folders with your speech material(s) and one (1) blank evaluation sheet on speech days. Please also invest in slim Scanton forms and #2 pencils for your reading quizzes. Finally, please use a black or blue ink pen for all in-class/written activities.

You will need one (1) general SD Memory Card with at least 2GB of space (any SD, SDHC, or SDXC card will work, e.g., a SanDisk SDHC memory card or a Sony SDXC memory card / recommended CLASS 4, 6, or 10). You should be able to purchase one with much more space for around \$10. The video cameras are Canon Vixia HF R62.

### 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, to whom you wish to say it, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of public speaking.

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<sup>1</sup> Special thanks to Drs. Bryan McCann and Bonny McDonald whose own syllabuses were instrumental in the development of this one.

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 be able to do the following:

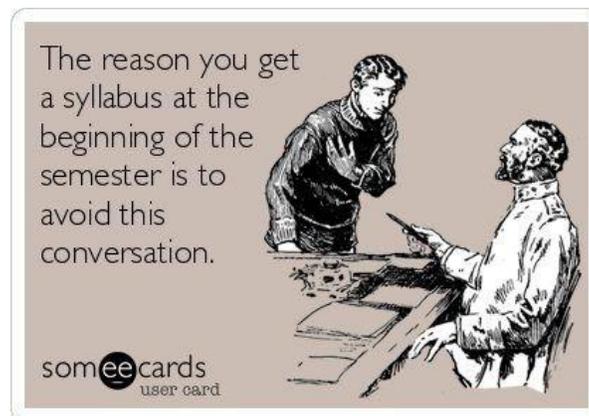
1. understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches;
2. choose topics for public speaking that are timely, relevant, and adaptable given varying situations in and different audiences for which the message may be delivered;
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; and
6. examine one's own biases as listeners, classroom community members, and consumers of information.

To achieve these goals, you will be graded on assignments and activities that provide you with the opportunity to:

1. Research, draft, receive feedback on, edit, and deliver four original formal speeches;
2. practice various speech composition and delivery techniques in informal (i.e., activity) speeches;
3. discuss readings of critical material;
4. practice critical and empathetic listening skills; and
5. practice giving and incorporating useful feedback to and from peers and instructor.

Please understand that this course is not about influencing your personal politics; rather, the course will periodically ask you to engage with political material and in political discussion. You will never be graded on the content of your opinions (the composition of your opinions, however, is always fair game).

### Course Policies



### Attendance and Participation Policy

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 were any other job. Your class participation grade will be determined based on in-class discussion participation (substantial contribution to class discussion), assignments/exercises, and analysis of in-class presentations throughout the semester. More details on class participation later in the syllabus.

Please be advised that absences in this course are not given merit based on whether they are excused or unexcused. Rather, all students are allowed only two absences (whether excused or unexcused). Upon the third absence, the student will be reported to LSU CARES and also will be penalized a letter grade sign for the third absence and every absence thereafter. If you feel that you may have to miss several days of class, you should consider enrolling in another section of this course.

Additionally, habitual tardiness (3 or more late arrivals) will result in similar consequences. Please note that when you are late, it is your responsibility to ensure that your attendance is recorded. Failure to do so might negatively impact your grade, and this impact is rarely negotiable.

### 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 limited to devices that aid in student learning. As a rule, students are also not allowed to record the instructor or other students without their expressed (not just implied) permission. Also, please adhere to the following directives:

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class.
  - However, if one student is found using these devices inappropriately (e.g., social media, watching movies, texting, etc.), the privilege will be revoked from the entire class for the duration of the semester.
- All other technological devices (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, you should notify your professor before class begins and attempt to sit near the entrance to the classroom.

### Email

All students must regularly check their University-issued email addresses, particularly because email is the best and quickest way to contact me outside of class time. Kindly allow up to 24 hours for a response. If you do not receive a response by the expiration of the 24-hour response period, please feel free to email me again. Also, please know that Moodle forwards all communication to your University-issued email address.

I will not, under any circumstances, communicate specific grade information via email or phone.

### Moodle

Please regularly and consistently check your Moodle (at least once per day) for updates to the class schedule, assignment guidelines, grade information, etc.

### Plagiarism Policy

You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any students 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. 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 yourself.
- 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/or place the source in your list of references.

### Extra Credit

No extra credit assignments/opportunities will be provided.

### Disabilities

The Americans with Disabilities Act and the Rehabilitation Act of 1973 state the following:

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(s) letter, please meet with me to discuss the provisions of those accommodations.

### Grades

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

Course Assignments and Percentages	
<u>Four Major Speeches</u>	<u>50% Overall Grade (500 Points)</u>
Introductory Speech	5% (50)
Informative Speech	15% (150)
Persuasive Speech	20% (200)
Commemorative Speech	10% (100)

<u>Research Participation/Class Activities</u>	<u>30% Overall Grade (300 Points)</u>
Research Participation Credit	3% (30)
Activity Speeches and Class Participation	12% (150)
Reading Assessments/Chapter Outlines	15% (150)
<u>Examinations</u>	<u>20% Overall Grade (200 Points)</u>
Midterm Exam	10% (100)
Final Exam	10% (100)

A portion 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. Be advised that speech outlines and evaluations are due for every student at the beginning of class on the first day of speeches. Failure to submit documents on time will result in a late penalty.

Please refer to Moodle for detailed instructions, grading rubrics, and submission guidelines.

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

### Grading Scale

Final grades will be assigned based on the following scale:

Letter Grade	Percent/ Point Range	Letter Grade	Point Range
A+	97.0 – 100 970 – 1000	C+	77.0 – 79.9 770 - 799
A	93.0 – 96.9 930 – 969	C	73.0 – 76.9 730 - 769
A-	90.0 – 92.9 900 – 929	C-	70.0 – 72.9 700 729
B+	87.0 – 89.9 870 - 899	D+	67.0 – 69.9 670 - 699
B	83.0 – 86.9 830 - 869	D	63.0 – 66.9 630 - 669
B-	80.0 – 82.9 800 - 829	D-	60.0 – 62.9 600 - 629
		F	< 60 < 600

### Return of Graded Work

Students can generally expect graded work to be returned within a week of the assignment's due date. However, there may be times during which the grading process may take longer.

### A Note on Class Participation

While attendance and punctuality are required, they do not, in and of themselves, constitute class participation. Moreover, I understand that students are shy and have serious concerns about participating in class, and I will do my best to ensure the environment is one in which all students

feel comfortable expressing themselves. However, please understand that no student will be excused from participating in class.

For grading purposes, participation in this course will be evaluated based on your meaningful and unsolicited contributions during class discussions (asking questions; responding to questions, including constructive disagreement; and making helpful/clarifying comments), respect for other students and their differences, and preparation and completion of in-class activities. Those who volunteer are likely to have higher participation grades than those who do not. Also, students who do not actively listen or are distracted by electronic devices are likely to have lower participation grades. This grade is determined by the teacher.

#### Missed Presentations and Late-Work

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 the last day of presentations for the assignment, the speech may be made up with the grade averaged with the zero score.

If you are unable to make a scheduled speech time, which are randomly assigned, you may still receive full credit for speech outlines if they are submitted 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 will not receive credit if turned in after the end of class on the day that they are due. Any work turned in during class time will be considered late and will automatically be reduced by one 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 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. By the same token, do not enter the classroom if someone is presenting a speech. Respectfully wait outside the door until you hear an applause, which is usually a safe indicator that the speech is over. 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 on the final day of class during the semester 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 were to prevent 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 absences and for coordinating make-up work, making every effort to plan before the absence when possible.

### Speech Day Environment

On the day of your speech, you should arrive in appropriate attire (i.e., not in pajamas or other clothing considered egregiously unprofessional) and be prepared to give your speech. Each student must submit a folder with an all speech material(s), including a polished outline and bibliography (if needed) and one (1) copy of the evaluation form (which I will make available on Moodle). You must also submit any notes you used during your speech once you have finished speaking. While you may use a laptop or other device to hold and reference material during your speech, you may not access the Internet while the speech is taking place for any reason other than to present a visual aid.

Your role as an audience member is equally important to a successful speech. Therefore, attendance on speech days is MANDATORY for everyone. You are also responsible for being a supportive audience member. This means that working on homework, typing on a laptop, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will result in a verbal warning from me and a ONE LETTER GRADE DEDUCTION from your own speech grade.

### Grade Discussions and Appeals

**Please be advised that I generally will not entertain questions or grade appeals in which the query or desired result is concerning/will result in a grade increase of five (5) points or less or a change in letter-grade symbol.**

I also do not discuss specific grades over any communications device or in class. If you would like to speak with me about an exam, assignment, final grade, or any other graded material, you must come to my office and speak with me face-to-face. If you cannot come to my office hours, I will gladly schedule an appointment time that works with your schedule.

If you wish to appeal a grade on an assignment, you must submit a grade appeal in writing by the next class meeting, and you must follow these procedures:

- Wait at least 24 hours before setting an appointment and submitting your written grade appeal to ensure that you have time to carefully read and consider the feedback.
  - o Focus less on explaining that you deserve a certain grade and more on proving that you accomplished specific objectives for which you were not give the appropriate credit.
  - o Make sure to cite specific instances from your assignment to provide support for your claims.
- After reading my feedback, submit a typed appeal in business-letter format that identifies the specific issue in question (e.g., quiz item, etc.) and explains the specific and well-supported reasons you believe the grade should be changed.
  - o Please refer to any class materials that support your rationale for a change.
- The written appeal should be submitted at least 24 hours prior to the appointment.

- When you arrive to your scheduled appointment, bring in your graded copy of the item in question (e.g., quiz, exam, etc.) and any additional evidence to support your claims and be ready to present them.
- After meeting with you, I may wish to contemplate the matter and will render a decision within two days.
- I will provide you written justification of my decision.
- Grade appeals will not be considered if initiated after the grace period, i.e., the statute of limitations, has expired.

You may feel compelled to compare grades with others in the class. If you and others are fine doing this, there is nothing I can do to stop you. However, keep in mind that when you appeal a grade, you are appealing your grade and not how you were graded compared to others. I strive to make sure grades are individual, rather than comparative, evaluations.

Research Participation
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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, November 28, 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](mailto:researchadmin@lsu.edu).

LSU Commitment to Community
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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, bmcd021@lsu.edu  
Director of Basic Courses, Department of Communication Studies

Rico Self, cself4@lsu.edu  
Instructor of Record, CMST 2060 Section 26

## 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 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](http://www.lsu.edu/cmst) or by contacting our undergraduate advisor Mr. Kent Filbel ([kfilli@lsu.edu](mailto:kfilli@lsu.edu)), whose hours are posted at his office, 135 Coates Hall.

## General Grading Rubric

The following is a *general* guideline and should not be understood as an official and/or binding rubric:

The *below average* speech (grade D or F) is seriously deficient in the criteria required for the C speech.

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; and
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 and 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; and
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 interests in the use of language; and
4. be delivered in a fluent, polished manner that strengthens the impact of the speaker's message.

Course Schedule
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Please see Moodle for semester schedule and other syllabus addenda.

Contractual Agreement
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Your acceptance of these conditions, as well as the policies outlined in this document, is implied by your continuance in the class, even if you register/begin attending after the initial discussion of the syllabus on the first day.

To maintain the integrity of everyone's grade and, ultimately, degree, all course policies are non-negotiable. Everything in this document, including the daily schedule, is subject to revision or modification due to unforeseen circumstances.