

CMST 2060: PUBLIC SPEAKING

Spring 2019

MWF: 2:30-3:20

(Coates 103)

Instructor: Taylor Dawson

Office: Coates 311

Email: tdawson1@lsu.edu

Office Hours: Wed 1:30-2:30 pm (or by appointment)

Text: Valenzano, et. al. *The Speaker's Primer : LSU Custom Edition*. Fountainhead Press, 2018.

Other readings/videos to be posted on Moodle.

Welcome: I know many of you dread this course, but I have also known many students who wind up thriving in this course despite their initial fears. I invite you this semester to step outside your comfort zone, to surprise yourself by developing new levels of confidence, and to engage deeply with the classroom learning community I hope we build together. The purpose of this course is to help you become an effective and competent public speaker. The course emphasizes the development of skills that will build you as a communicator of various types of speeches and will further your ability to partake in public discourse. The skills you acquire in this class are designed to foster growth in your own speaking abilities. We will focus on smaller speeches throughout the class but at the end of the course you should be able to deliver four types of speeches in an effective manner that demonstrates mastery of key concepts and subject matter.

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.

****Many thanks and much credit for ideas and language in this syllabus go to Dr. Ashley Jones-Bodie, Dr. Danielle McGeough, and Dr. Annemarie Galeucia, Dr. Bonny McDonald, Dr. Aimee Carillo-Rowe****

As a result of this course, students should:

- Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
- 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.
- Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
- Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
- Analyze and discuss speeches of historical, political and social significance.
- Examine one's own biases as listeners, classroom community members, and consumers of information.

COURSE POLICIES

Technology Policy: The class aspires to be an oasis from technological interconnectivity, preferring and examining the immediate experience instead. No phones or computers out unless directed or required for other reasons (disability resources). You can lose participation points for being on a screen unless directed.

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 speech is 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.

Extra Credit: Turn in a paper this Friday (1/11) that says your first and last name + a brief paragraph explaining your level of anxiety (1-10) in relation to public speaking (1 being extremely comfortable speaking in front of an audience and 10 being extremely uncomfortable speaking in front of an audience). Briefly explain why.

Grades: Final grades will be determined based on points earned in the following assignments. All work must be done during the semester. I reserve the right to make minor adjustments in the total points offered in the service

of flexibility and responsiveness to each class's interests. Rubrics will be offered and are to be engaged as a useful communication tool. You should be able to assess your own grade fairly and in fact will be expected to do so.

Missed Speeches:

The course moves quickly and we all rely on each other to show up on speaking days to make sure everyone's speeches fit into the tight schedule. **If a student is absent the day she/he is scheduled to speak and has not made prior arrangements with the instructor, the speech will be deducted 5 points(5% of your overall grade) every day late.** You will know your speaking day in advance, so the only possible way around this deduction is a formal university excused absence. If a speaker knows they cannot attend class the day of an assigned speech presentation, they can trade spots with another student without penalty. If you are too sick to make it to a speech day, please stay home and take care of yourself, but you must go get a doctor's excuse if you want to do the speech on a different day without penalty. Showing respect for your classmates by arriving on time to class on the day of presentations is of great importance to me.

Email: My inbox is a super high traffic zone and I ask you to try to find answers to questions for yourself before you email me. If you can wait to ask question in class or ask the question of your peers instead of me, please do. I reserve the right not to answer emails when the answer is in the syllabus or I said it 5 times in class or I previously emailed it to the class. If you do need to email, please include a greeting, a closing, and your name as a signature. Also, your subject should read: YOUR NAME, YOUR CLASS (2060), and the TIME OF YOUR CLASS. I will not accept any classwork via email as organizing work submitted in different forms is too cumbersome for me.

Tardy Policy: Promptness is expected as a general rule. You should be on time and prepared for class when class begins. Habitual tardiness over the course of the semester will affect your grade adversely. Three tardies will equate to one absence. You are only allowed two absences. Any absences after that will result in a grade deduction of your overall attendance and participation grade.

Late Policy: If you turn in any work after I have collected it, it is considered late and **will NOT be accepted.** We can never predict emergencies, illnesses, breakdowns, etc. Please give yourself enough time for any unforeseen circumstances. Exchange emails and phone numbers with two or three of your classmates and have them turn in your work if you have an unforeseen emergency. **In case of an emergency,** you can also email me a copy of the assignment and bring documentation and a hard copy of the assignment next time you come to class. This will excuse you from any points deduction.

CLASS RESOURCES

- Moodle - Moodle will be a hub for class readings, additional articles of interest, a place to give and get feedback, general questions, links to databases
- Acclaim - the video platform that comes with your textbook. This is a really user-friendly hub where you can post videos of yourself for self-assessment.
- LSU Library System - Research databases for all topics (be sure you are signed into myLSU to access all content); Research Librarians can offer tutorials on LSU's research capabilities and offer individual help with student research projects.
- Studio 151 - computer lab; presentation practice room with instant video playback; high quality recording equipment; writing and composition tutoring
- Groupme. Students from previous semesters have employed Groupme to help each other remember due dates, etc.

RESEARCH PARTICIPATION SYSTEM (RPS)

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 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
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

****YOUR NAME HERE****

CMST 2060 Section X 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.” 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.

ASSIGNMENTS

Research Participation System 2 points

Lab Assignments
(3 @ 5 points each) 15 points

Attendance & Participation 20 points

Speeches (4)

1. Introductory Speech (Pass or Fail) 8 points
2. Informative Speech (with outline) 15 points
3. Persuasive Speech (with outline) 25 points
4. Commemorative Speech (with outline) 15 points

Total Points

100

“A” means you have excelled in your performance or written work, expending special time and energy to make something you well know is impressive. “A” work makes me—and your peer audience—say “Wow!”

“B” means you have completed all assignments **and** have gone the extra step beyond. A “B” indicates that you have thoroughly prepared, followed the assignment requirements, and made the audience/reader interested in your work.

“C” means you have successfully accomplished the assignments and are able to construct and deliver a solid performance or written assignment, but have not put in the kind of extra time and energy that distinguishes your work from the average effort.

“D” and “F” indicate you have not met the basic criteria of assignments and/or you have turned in or presented deficient work.

COURSE ASSIGNMENTS

RPS (2 points total)

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

Lab (3 Lab Assignments, 5 points each, 15 points total)

Each student will complete five Interactive activity assignments in which course concepts are applied. This assignment will test your ability to apply course concepts outside the context of the classroom in various speaking situations. These assignments may include analyzing a political speech, a historical

speech, a special occasion speech, a protest held on campus, etc. They may also include an in-class activity. These assignments are designed to enhance knowledge and skills in public speaking and improve critical understanding of public discourse.

Attendance & Participation (20 points total)

I take role every day. Each student is required to attend class and actively participate in class discussion. You must come prepared to discuss material assigned for that day. I do understand that unforeseen circumstances arise and I will allow for **TWO** unexcused absences. You do not have to explain anything to me. Every absence after will result in a 2 point deduction from your overall attendance grade.

Everyone is expected to participate in in-class discussions. If you do not participate in-class, this will hurt your overall attendance & participation grade.

Speeches (68 points total)

Each student will be required to present four speeches. These four speeches are an essential requirement to pass 2060. Each speech assignment will consist of two components: (1) an outline and a speech delivery. In order to get passing grades on each speech, both components must be present since they will both be evaluated and graded. **If you do not show up on your assigned speech day you will receive a 50% deduction from your final grade.**

- 1) Introduction speech: In this 1-2 minute speech, students will introduce themselves in a more informal presentation.
- 2) Informative Speech: This 4-5 minute speech. This speech will help you learn how to organize and present information in a logically cohesive and coherent format. A complete outline is required.
- 3) Persuasive Speech: This 5-6 minute speech should advocate the support of or change in a current attitude and/or social behavior. Your position might be one that has substantial opposition in the general population, or even one which you do not personally agree with. This speech will help you learn to ethically and effectively participate in civil discourse. Specifics will be provided in class. A complete outline is required.
- 4) Commemorative speech: 3-5 minute speech. A complete outline is required.

Speech Outlines

All speeches are delivered in outline form, not essay form. Outline form is necessary in order to account for the organization and the flow of the speech. All speeches (excluding introductory) require an outline that will include basic speech content, in-text citations, and a bibliography.

On the day you present your speech you will:

- Turn in a typed, full sentence outline. If you do not have an outline with you in class, ready to turn in by the first 5 minutes of class, you will not present your speech. **The Introduction Speech is the only speech that does not require an outline.** Handwritten work will not be accepted.
- Outline must be double spaced, Times New Roman and 12pt. font. More information will be discussed in outlining workshops.
- Topic Approvals For each speech students will submit two different working topics that will be approved by **ME**. All topics must be approved well in advanced.

Tentative Course Schedule (Subject to change)

<u>Date</u>	<u>In-class Component</u>	<u>Due by in-class meeting date</u>
Week1 1/9	Course Introductions	
1/11	Course Objectives Learning objectives + My Pedagogy + No technology rule (w/ exception of workshops)	Read syllabus in depth (look over course schedule)
Week 2 1/14	In- Class Activity: Introductory Speeches (I bet I'm the only one in the room who . . .)	Introductory Speech: In-Class Activity Important day to be present
1/16	Introductory Speeches	Deliver Introductory Speeches
1/18	Introductory Speeches +In class activity	Continue Introductory Speeches (if necessary) + In-class Activity
Week 3 1/21	MLK DAY	NO CLASS
1/23	Chapter 1: Understanding Public Communication In- Class Discussion Ice Breakers + Fostering Community & Respect Chapter 2: Speech Anxiety Lecture + Discussion	Read: Chapter 1 (come ready to discuss in class) Read: Chapter 2 + Complete PG 15 of your book (be ready to discuss in class)
1/25	Chapter 3: Speaking and Ethics Lecture + Discussion	Read: Chapter 3 (be ready to discuss in class)
Week 4 1/28	Chapter 5: Culture & Diversity Lecture & Discussion	Read: Chapter 5 (be ready to discuss in class) Lab Assignment # 1
1/30	Chapter 14: Informative Speeches	Read: Chapter 14 (be ready to discuss in class)
2/1	Chapter 6: Topic Selection Topic Selection activity	Read Chapter 6 & Bring 2 - 4 possible topic ideas to class (Informative Speeches)
Week 5 2/4	Chapter 7: Research and Preparation Chapter 8: Audience Analysis	Read: Chapter 7 & 8 (be ready to discuss in class)

2/6	Chapter 11: Outlining Chapter 12. Introductions, Conclusions, and Connective Statements Delivery Workshop	Read Chapter 11 & 12 (be ready to discuss in class) Lab Assignment #2 Finalize Topics
2/8	Informative Speech Workshop (Outlining & Delivery)	Workshop (Bring Tech)
<u>Week 6</u> 2/11	Informative Speech Workshop (Outlining & Delivery)	Workshop (Bring Tech)
2/13	Informative Speech Workshop (Outlining & Delivery)	Workshop (Bring Tech)
2/15	NO CLASS: ACADEMIC CONFERENCE	
<u>Week 7</u> 2/18	NO CLASS: ACADEMIC CONFERENCE	
2/20	Informative Speeches	Deliver Informative Speeches + Outlines
2/22	Informative Speeches	Deliver Informative Speeches + Outlines
<u>Week 8</u> 2/25	Deliver Informative Speeches + Discussion depending on time	Informative Speeches + Outline +Discussion(depending on time)
2/27	Team meeting Chapter 19: Delivery	Read: Chapter 19 (be ready to discuss in class) Reflection on Informative Speeches + In-Class activity
3/1	Chapter 9: Supporting Materials Chapter 15 Persuasive Speeches	Read: Chapter 9 & 15 (be ready to discuss in class)
<u>Week 9</u> 3/4	MARDI GRAS HOLIDAY	NO CLASS
3/6	MARDI GRAS HOLIDAY	NO CLASS
3/8	Chapter 23: Crafting a Persuasive Speech	Read: Chapter 23 (be ready to discuss in class)
<u>Week 10</u> 3/11	Chapter 13: Reasoning	Read: Chapter 13(be ready to discuss in class) Lab Assignment #3

3/13	Choose Speech Days Delivery Workshop	Bring 2-4 persuasive speech topic ideas Finalize Persuasive Speech Topics
3/15	Crafting Persuasive Speeches Craft speech + Practice + Delivery	Persuasive Speech Workshop
<u>Week 11</u> 3/18	Persuasive Speech Workshop Craft speech + Practice + Delivery	Persuasive Speech Workshop (bring tech)
3/20	Persuasive Speech Workshop	Persuasive Speech Workshop (bring tech)
3/22	Persuasive Speeches (Record Speeches)	Deliver Persuasive Speeches + Outlines
<u>Week 12</u> 3/25	Persuasive Speeches	Deliver Persuasive Speeches + Outlines
3/27	Persuasive Speeches	Deliver Persuasive Speeches + Outlines
3/29	NO CLASS: ACADEMIC CONFERENCE	
<u>Week 13</u> 4/1	NO CLASS: ACADEMIC CONFERENCE	
4/3	Persuasive Speech Debrief /Discussion	Evaluations Due/Questions (part of persuasive speech grade)
4/5	Chapter 16: Commemorative Speeches Choose Speech Days	Read: Chapter 16 (be ready to discuss in class) Finalize Topic (commemorative Speech)
<u>Week 14</u> 4/8	Class activity + Discussion Commemorative Speeches	Commemorative Speeches
4/10	Commemorative Speech Workshop Craft speech + Practice + Delivery	Commemorative Speech Workshop (bring tech)
4/12	Commemorative Speech Workshop Craft speech + Practice + Delivery	Commemorative Speech Workshop (bring tech)
<u>Week 15</u> 4/15	SPRING BREAK	
4/17	SPRING BREAK	

4/19	SPRING BREAK	
<u>Week 16</u> 4/22	Commemorative Speeches	Commemorative Speeches + Outline
4/24	Commemorative Speeches	Commemorative Speeches + Outline
4/26	Commemorative Speeches Possible Breakfast Potluck	Commemorative Speeches + Outline
<u>Week 17</u> 4/29	Final exams	
5/1		
5/3		