

CMST 3060 ADVANCED PUBLIC SPEAKING¹
Spring 2019

Instructor: Dr. Bonny McDonald

Office: 226 Coates Hall

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Office Hours: W 9:30-11:30

Readings / Videos: Will be posted on Moodle

A note of welcome: Hi! I appreciate your interest in Advanced Public Speaking and am eager to dive in. This semester, I invite you to step outside your comfort zone, to surprise yourself by developing new levels of confidence, and to genuinely engage with the learning community we will build together. Please read this syllabus from top to bottom as it is filled with important information for how the course operates, expectations for you, and a detailed explanation of the Research Participation System, which you will be expected to complete outside of class on your own.

**I will consider your continued enrollment in the course after 1/24/2019 a contractual agreement that you have read, understand, and agree with this document in full.

COURSE DESCRIPTION/GOALS:

CMST 3060 is a *General Education Humanities Course* designed to familiarize students with the study and art 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. 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. Students will be expected to have experience in public speaking upon entering the course and will build on the fundamental concepts of public speaking. We will experiment with a variety of forms of public address, paying particular attention to crafting ethically conceived, artfully written, and powerfully delivered spoken messages.

As a General Education Humanities Course, CMST 3901 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:

- Understand the principles of rhetoric and effectively utilize them in crafting well-researched, reasoned, and appealing speeches.

¹ 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, and Dr. Ashley Mack-McCann.

- 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.

To achieve these goals, we will apply assignments and activities that provide you the opportunity to:

- Practice various speech composition and delivery techniques in many informal "activity" speeches.
- Research, draft, get feedback on, edit, and deliver four formal speeches.
- Discuss readings of critical material.
- Write detailed self-reflections incorporating key ideas of the course.
- Practice critical and empathetic listening skills.
- Practice giving and incorporating useful feedback to peers.
- Make speeches designed for delivery beyond the classroom.

Please know that this course is not about influencing your personal politics, but 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).

Communication-Intensive (C-I) COURSE:

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including

- instruction and assignments emphasizing informal and formal speaking and writing;
- teaching of discipline-specific communication techniques;
- use of feedback loops for learning;
- 40% of the course grade rooted in communication-based work; and
- practice of ethical and professional work standards.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu.

Course Assignments:

Detailed descriptions will be posted on Moodle for each assignment.

4 MAJOR SPEECHES

- 10 pts History of Voice Speech
- 10 pts Spoken Word Speech w/ research component
- 10 pts In Class Performance of Final Project Speech
- 10 pts Final Project Speech

EVERYTHING ELSE

- 5 pts Event planning / Audience building / peer prep for Final Project Speech
- 6 pts 3 Mini-speeches @ 2 points each
- 10 pts Attendance and Participation
- 10 pts Self Evaluations 5 @ 2 points each
- 5 pts Speech analysis paper of on campus speaking event of your choice
- 4 pts Haiku battle (10 haiku ready to perform on battle day)

History of Voice: a 3-5 minute narrative-based extemporaneous speech examining your positionality (along lines of race, class, gender, and/or ability) through the artifact of your own voice (its history, its sound, your dialect, your relationship to your own voice, etc.).

Spoken Word Speech: a 3-5 minute persuasive speech drawing on the model of spoken word poetry. You will tackle a social issue you care about using a highly creative linguistic mode. This speech is not necessarily a poem, per se, but draws on poetic devices.

Final Project Speech In-Class Performance: a 6-20 minute speech on any topic. Its form and content must be formally proposed and approved in advance, and ideally, it will draw on one of the previous speeches.

Final Project Speech Out-of-Class Performance: an improved draft of the above speech performed outside of class. This can be a speech at a political event or rally, a rant on free speech alley, a spoken word contest or open mic, a stand up routine, a fundraising speech, or part of a night of speeches we put on in a TBA venue as a class, etc.

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

Mini Speeches: 3 Mini speeches will stand in the place of reading assessments, frequently asking you to reflect on readings in a semi-formal way to be briefly presented to the whole class or small groups. Often, these speeches will help you to build components of upcoming major speeches.

Attendance and Participation: I will keep a daily record of your attendance. Total number of days we have class divided by 10 points possible will equal the point value of each day.

Self Evaluations: Self Evaluations are a critical part of self-improvement and I take them very seriously. You will be asked to apply terms from readings as part of your self-assessment. These are due via Turnitin on Moodle and will be part of the process of preparing for the final written paper.

Speech Analysis Paper: A report and analysis of an on-campus speaking event/speaker, which builds off of the content portions of the self-evaluation work you have already done.

Haiku Battle: A competitive spoken word format in preparation for the spoken word speech. You should have 10 haiku performances ready by the battle day. Winner gets 100% for the assignment. Second place gets 98%. Non-advancing semi finals bracket competitors receive 95%. 93% is highest grade possible for other competitors.

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
- LSU Library System - Research databases for all topics (be sure you are signed into myLSU to access all content); Research Librarian can offer tutorials on LSU's research capabilities and offer individual help with 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. You are welcome to use this resource as an informal way to communicate with peers.

COURSE POLICIES:

Attendance & Participation: This is a highly interactive, activity-based course and attendance at each class meeting is expected. Your class community will come to rely on you, your input, and your skills, and you will be missed if you are not in attendance. This class is very much about practicing the skill of public speaking (and listening) live and in person. **If you anticipate missing a lot of class, this is not the right section of this course for you.**

Technology Policy: The class aspires to be an oasis of sorts from technological interconnectivity, preferring and examining the immediate experience instead. No phones or computers out unless directed, please!

Plagiarism: Plagiarism is not worth it. If you are caught, you risk the permanent infraction of academic dishonesty on your transcript and even expulsion from the university. 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. 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 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.

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 10% per 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 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.

Late Work:

Sometimes life just happens and you are unable to turn in an assignment on time. I will accept late work, but with a penalty. If you can’t make an assignment deadline, you can turn the assignment in for 90% possible credit by 11:59pm CST. If the assignment is due in hard copy, it must be delivered to me in hard copy; if it is due via Turnitin, it must be submitted via Turnitin. I will not accept late work via email. After that point, work will be accepted within the following week for the maximum grade of a C (see below for extenuating circumstances). After 7 days, late work will no longer be accepted for credit. (Life happens, but not without consequences.)

In extenuating circumstances, I reserve the right to accept late work without penalty when a student has provided proper documentation of a university sanctioned emergency or conflict that has inhibited them from turning in an assignment on time. University sanctioned emergencies or conflicts include: family death/emergency, debilitating or contagious sickness,

religious observance, serious weather conditions, varsity athletic competition, sanctioned curricular requirements with documentation, court-imposed legal obligations.

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. Please don't take it personally—its not—I actually just don't have time to answer it. On the other hand, if you don't get a reply to something you really need addressing, go ahead and email me again! I won't be offended so long as your tone remains polite. If you do email, remember that email in an academic setting is a formal channel. Please include a greeting, a closing, and your name as a signature. Also, your subject should read: YOUR NAME, YOUR CLASS (CMST 3060), and some hint at the content. I will not accept any classwork via email as organizing work submitted in different forms becomes overly cumbersome.

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. Think of them as a spoiler alert for your grade. You should be able to assess your own grade fairly and will be expected to do so.

“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.

Your final grade assignment will be based on the average of your total scores at the end of the semester, with 97% and up being an A+, 94-96% being an A, and 90-93% being an A-. The other letter grades follow the same pattern.

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, bmcd021@lsu.edu
Director of Basic Courses, Department of Communication Studies
CMST 2060 Section -- 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.