

## **Public Speaking** CMST 2060, Spring 2015

Instructor: Dr. Jonathan Denham  
Department of Communication Studies

Office: COATES 151E (in Studio 151)  
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**Course Description:** Theory and presentation of public speaking, including audience analysis, selection and organization of speech materials, development of delivery skills and evaluation of message effectiveness. Presentations are required.

### Required text:

Lucas, S. (2012). *The art of public speaking*. (11<sup>th</sup> ed.). New York: McGraw-Hill.

### Course Objectives:

- 1.) **Public speaking skills:** Increased motivation to perform competently and effectively in front of an audience;
- 2.) **Research & evidence skills:** Begin to understand how to conduct research and use relevant information as support;
- 3.) **Organization skills:** Demonstrating outlining, and employing appropriate organizational schemes;
- 4.) **Competent language choice skills:** Learn to select words that accurately and precisely represent ideas;
- 5.) **Cultural awareness:** Demonstrate attention and ability to alter message strategies on the basis of audience analysis;
- 6.) **Effective communication skills:** Appropriate non-verbal expression, speaking, listening in the delivery of messages and arguments.

### Course Requirements:

Because this is a communication course, you will complete certain tasks in the different areas of communication. These include oral presentations, written papers, group discussions, practice applications of concepts, quizzes and examinations of learned concepts.

**Course Readings:** You are expected to read the designated chapters in the text **before** coming to class on the day the readings are due. Coming to class is **not** a substitute for reading the text, nor is reading the text a substitute for attending class. Class time will be used to build on your reading, not to review it. Come to each class prepared to ask questions you have about the reading, to explore challenging aspects of the material, and to provide examples and illustrations of the theories and concepts covered in the text.

**Writing Requirements:** There are some writing assignments in this course. You are expected to organize and express your ideas well. You will be expected to address any deficiencies in your subsequent writing assignments. Guidelines regarding the writing assignments for the course appear in this syllabus, and more specific expectations will be addressed in class orally and/or through handouts.

**Speeches (500 pts):** A description of each speech will be provided in class. A full content outline will be required for your informative and persuasive speeches.

**Basic Public Speaking Guidelines:** It is imperative that you be prepared to deliver your presentation on the day you are assigned to do so. There are NO make-ups for missed presentations. Tips to remember when presenting your speeches: (1) Prepare what you are going to say in advance. (2) Make a speaking outline on 4 X 6 (or 5 X 8) cards that have key words on them. (3) Do not read your speech. Use the cards as prompts for what you will say. (4) Be sure to make eye contact. (5) Keep within your time limits. (6) Be aware if you are exhibiting distractions. (7) Do not have gum in your mouth and speak clearly. (8) Practice your speech beforehand with a friend or family member as the audience. (9) Relax & have fun.

**A comment about oral presentations:** If you arrive after class has begun on a day for which speaking is scheduled, do not enter the room immediately. Instead, listen by the door to determine if a speech is in progress. If a student is speaking, wait until the end of that presentation to enter the room. Do not walk in during another student's presentation...you will lose points from your speech if you do. I will prepare a list of the speaking order for students and it will be posted on Moodle.

**Introduction to Research:** This is a research assignment aimed to introduce students to academic research and get you started on your outline. Students are required to use an educational database such as EBSCO to locate an article, go to the library to physically find the article, then identify and explain specific elements in the article. Each paper must be 2-3 pages, 12 pt. font, 1 inch margins, double-spaced, and typed. Proper grammar and language rules must be followed for you to receive a desirable grade. Please have your paper stapled and ready to submit when you arrive to class.

**Speech Reflection Paper:** After presenting your Informative Speech, you will write a 2-3 page summary of findings from your personal perspective of your public speaking experience. The purpose of this paper is to assist you in improving your future public presentations by becoming aware of what you did well and what you should improve. You will reflect on the entire process of creating your speech, from choosing a topic to the actual presentation of your speech. Please address the following in your paper: What did you learn from this experience? What are some things you did well? What are some things you would change if given a second chance? Consider how you prepared and researched for your speech. Explain why you chose this topic. Each paper must be 2-3 pages, 12 pt. font, 1 inch margins, double-spaced, and typed. Proper grammar and language rules must be followed for you to receive a desirable grade. Please have your paper stapled and ready to submit when you arrive to class.

**Class Participation:** You are expected to come to class alert, awake, and willing to participate. A course in *communication* **requires active participation** in class discussion and exercises. Participation will be evaluated by attendance, degree of preparation for class (including the timely completion of activities/exercises that are to be done outside of class and brought to class on a particular day), demonstrated efforts to learn and understand the material, and constructive input and receptivity to others during class. I will facilitate in-class discussion; it is your responsibility to participate. While I encourage open expression of ideas in this class, your freedom to share your thoughts should not infringe on other students' rights. Civility is expected. Please be considerate of others and of your instructor so we can all enjoy a dynamic, engaging, and comfortable environment!

We will complete in-class and outside of class exercises and assignments that require oral and/or written participation. You should bring your text to class with you for this reason. Occasionally, written exercises will be collected and points awarded to those who have completed the task. These assignments often will require group discussions with classmates. Other times, they will require you to complete an activity outside of class and be ready to discuss or submit reactions to the activity during a particular class period. Your participation will be considered when assigning points.

**Course Material Assessment:** The course text provides the tools that are necessary to effectively and successfully build and deliver speeches in this course. There will be 5 unannounced quizzes throughout the semester, each worth 15 points. Additionally, there will be group chapter presentations. In groups of 4-5, you will deliver a 15-20 minute presentation on an assigned chapter. The presentation will involve a summary of the chapter and a variety of other learning tools e.g., an in-class assignment, a video followed by discussion, or an in-class activity. The chapter presentations are an excellent way to practice your public speaking skills while also working in groups.

**Grades:** Most grades are available on Moodle; however **DO NOT** rely on any of Moodle's features to predict your grade. If you're wanting to know your grade, you can total all available points and divide by the total points possible. You may contact me **IN PERSON** during my office hours with any grading questions or concerns. ***As always, if you have questions about where you stand in the class, see me before it is too late.***

**General Information and Rules:** Please be on time to every class meeting prepared, with assignments completed, and ready to participate in the discussion. I understand that the parking lots can be aggravating; however, walking into class late is disruptive to your classmates. If you need to leave early please let me know beforehand and choose a seat near the door. While you are in the classroom, do not do work for other classes or bring in other reading materials. Please do not use laptops. Turn off cell phones and all other electronic devices; this class is an opportunity to learn and be respectful, not to be on your phone. Please be respectful and mindful to your classmates and do not interrupt, mock, laugh at, or cause a disturbance when they are talking. If I am talking, I expect the same respect. The rule is: one person has the floor at a time. You will be asked to leave class if you are disrupting the learning process.

<b>CMST 2060 Grading Breakdown</b>	
<b>Participation &amp; Writing Assignments:</b>	<b>325</b>
• Introduction to Research	50
• Speech Reflection Paper	50
• Activities/Assignments	120
• Attendance	75
• Research Requirement	30
<b>Speeches:</b>	<b>500</b>
• Delivery exercise (Intro Speech)	25
• Impromptu speech	25
• Informative speech	150
• Persuasive speech	200
• Special Occasion speech	100
<b>Course Material Assessment:</b>	<b>175</b>
• Quizzes	75
• Chapter presentations	100

### **FINAL GRADE CALCULATION**

The grade you EARN for this class will be based on the total number of points you accumulate (out of 1000). The Moodle gradebook will be updated regularly so that you should know approximately where you stand in the course. The plan is to base grades on the following scale:

A = 900 and above

B = 800 – 899

C = 700 – 799

D = 600 – 699

F = 599 and below

These ranges are not, however, carved in stone. The ranges are fluid depending on how the term goes. So, for instance, although I plan to assign the grade of “A” to students who earn 900 or more points, that lower-bound cutoff might be lowered to 892, 884, or some other number, depending on where the grades seem to break. The lower-bound cutoff for any given grade category will never be raised, only lowered (so this seemingly strange system is only to your advantage).

As a rule I do not discuss grades with students until at least 24 hours have passed since the assignment has been handed back. During this time you are to review and comments along with the assignment description and formulate succinct arguments and/or insightful questions that get to your core misunderstanding. **The purpose of this rule is not to discourage the discussion of your grade.** Instead, I wish to **encourage an intellectual rather than a strictly emotional discussion of a misunderstanding** concerning the grade, the assignment objectives, or other concerns that are likely to surface throughout the course of a semester.

It is **your** responsibility to keep up with your grades. If a discrepancy arises between what appears in Moodle and what you think you earned you need to bring this to my attention so we can resolve the issue.

**Per University policy, grades or grade disputes will not be discussed via email. Any conversations pertaining to grades or grade disputes must take place in person.**

## **AMERICANS WITH DISABILITIES ACT AND THE REHABILITATION ACT OF 1973**

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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 for Disability Services (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me to discuss the provisions of those accommodations as soon as possible.

## **ATTENDANCE POLICY**

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Students are expected to attend class. Absenteeism hinders the learning process and creates difficulties in completing the requirements for course credit. This is particularly true because class discussion may not necessarily follow the book's structure. Although I have set out plans with regard to daily class periods, as a discussion-based class, I cannot begin to foresee *exactly* what we'll talk about on a daily basis. So, there will be information presented in class that will not be found in your primary text. LSU's attendance policy can be summarized by the following:

**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 instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons.

**An absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid.** The University's *Policy Statement 22* discusses approved trips, activities, and other instances of excused absences.

Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. *Policy Statement 31* discusses the University's policy on observance of religious holidays in further detail.

Attendance for this class is worth 75 points (7.5% of your total course grade). Here's how it works:

- You're allowed 1 **unexcused** absence.
  - There's no need to inform me of the reason for your unexcused absence.
  - Each subsequent absence will result in a deduction of 5 points.
- You will be considered absent if you're 15 [or more] minutes late.
- Excessive tardies will be addressed.
- I will take roll at the beginning of class each day we meet.
  - If for some reason, you are late and roll has already been taken, be sure to inform me after class; otherwise, you'll be counted as absent that day.
- For **excused** absences, you must have a **valid** reason.
  - If you are physically unable to be in class, have a serious family emergency, or there are unforeseen circumstances preventing you from being in class, you **MUST** see me on the day of your return so we can discuss plans for you to make up any missed work.
    - **If you have a religious observance this semester, you must notify me IN WRITING by the end of the second week of classes.**
  - If you have a valid reason and you desire to make up any lost points, you'll need to meet with me in person during my office hours and we'll discuss the legitimacy of your excuse to determine if it is valid. **Please do not email me!**

## Late Assignments

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In the “working world,” deadlines are crucial. If you do not deliver your product on the date specified by a RFP or other formal agreement you will most likely lose the account. Therefore, I do not accept late assignments.

If prior arrangements have been made, the student and instructor, together, will decide on a reasonable due date and penalty, if applicable.

## PLAGIARISM

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In terms of plagiarism, my policy is simple: DO NOT DO IT UNDER ANY CIRCUMSTANCES. Do your own work. Do not turn in other’s work as your own. Do not excessively collaborate on assignments meant to be conducted individually. I do not tolerate plagiarists. If you cheat, and you are caught, I WILL FILE A FORMAL GRIEVANCE.

So you know where LSU stands ...

### **8.5. Academic Misconduct by Undergraduate Students**

#### A. Assigning a grade when there is academic misconduct

1. Absent sufficiently mitigating circumstances, a student found responsible for academic misconduct will, at a minimum, be dropped from the course in which the academic misconduct occurred and a permanent grade of "F" must be assigned in the course. In no instance may the student receive credit for the assignment on which the violation occurred.
2. If a student is charged with academic misconduct and the case cannot be resolved prior to the final date for filing a semester grade, the student should continue to complete all work and the instructor referring the matter shall report an "I" grade in the course in which the alleged academic misconduct occurred. If the student is not found in violation, a permanent grade shall be assigned to remove the "I" grade on the basis of the quality of work done in the course. If the student is found in violation of academic misconduct, the instructor shall assign a grade that incorporates the sanction issued.

#### B. Non-grade related sanctions for academic misconduct

1. For the first offense, the minimum sanction, in addition to the grade related sanction, is disciplinary probation for a period of at least one year. Circumstances may warrant a lengthier period of probation or separation from the University. Particularly egregious violations may warrant expulsion (under certain circumstances, examples may include, but are not limited to, falsifying an academic record relating to grades, entering a building or office for the purpose of changing a grade or accessing an unadministered test, substituting for another person or permitting any other person to substitute for oneself to take a test, or taking or otherwise obtaining a test without authorization.)
2. For the second offense, the minimum sanction is separation for one full year. The maximum sanction is expulsion.
3. For the third offense, the sanction is expulsion.

As is the case for any other course taught at LSU, no form of academic misconduct will be tolerated. All assignments in this course require your own original work. Students are advised to become familiar with the student code of conduct.

## UNDERGRADUATE RESEARCH REQUIREMENT

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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 1 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 of dead week (Tuesday, April 28).**

**ALL available options to earn credit are posted on an electronic bulletin board** located at <http://lsuhumanresearch.sona-systems.com/>. You can also access this link through the Department website ([www.lsu.edu/cmst](http://www.lsu.edu/cmst) - click on "Resources" then "Research Participation System"). 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 [www.lsu.edu/cmst](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](mailto:researchadmin@lsu.edu) .