

***Public Speaking***  
***Sections 19 and 24***

Communication Studies 2060, Spring 2014

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Public speaking is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of rhetorical public speaking.

*As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.*

As a result of this course, students should:

1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

**Required Text:** Crick, Nathan (2014). *Rhetorical Public Speaking*, 2<sup>nd</sup> Edition. Allyn & Bacon – Pearson Education, Inc.

**Course Readings:** Coming to class does not mean the same thing as reading the text, and one does not substitute for the other. Come to class prepared to ask questions about what Nathan Crick is writing about, to explore the issues (what issues?) that he does not cover, and to consider examples.

**Course Requirements:** These include speeches, exercises, practice activities, and exams.

**Speeches (280 pts):** Deliver four speeches. I provide a written description of each assignment at the end of this syllabus and we will discuss them thoroughly in class. For the enrichment, solicitation, and deliberation speeches, provide to me your outline and source printouts prior to speaking. While I genuinely want you to research what you want to research, I will coach all

students to adjust their topics or foci when necessary and many understand why when it happens. I audio-record all speeches.

| Type of Speech  | Points Possible | Content Requirements |
|-----------------|-----------------|----------------------|
| • Introduction  | 55              | none                 |
| • Enrichment    | 65              | Outline, sources     |
| • Solicitation  | 75              | Outline, sources     |
| • Commemoration | 85              | Outline, sources     |

**Exams (200 pts):** I will not grant make-up exams unless you persuade me to do so with compelling reasoning. The midterm and final exams are 100 points each.

**Homework and in-class assignments (30 pts):** These assignments vary from 5-15 points each. Homework assignments consist of questions that help you learn the textbook material. In-class assignments are similar to homework, but rely on in-class participation in order to complete.

**Research credits (16 points):** The material you will learn in this class owes its existence to original research. As a beneficiary and consumer of this research, you should have some familiarity with the process of conducting communication experiments. To this end, complete two research credits to earn 16 points in this class. You can earn research credits in three ways:

**A.** Participate in research studies conducted in the Department of Communication Studies. Studies that last 30 or fewer minutes count for one research credit. Studies that last from 31 minutes to an hour count for two research credits. During the semester, various studies will become available on the website below.

**B.** Participate in an approved departmental function, such as a debate tournament or speech competition.

**C.** Provide research assistance to a faculty member in the Department of Communication Studies; the researcher sets the requirements.

Go to <http://suhumanresearch.sona-systems.com> and create an account as soon as possible. Check this website periodically, as credit opportunities will appear and conclude throughout the semester. Research credits earned *or assigned* after Tuesday of dead week do not count.

The table below allows you to track your grade throughout the semester. If you have trouble at any point, schedule an appointment with me or see me during office hours.

| Assignment                        | Possible Points | Points Earned |
|-----------------------------------|-----------------|---------------|
| Introduction Speech               | 55              |               |
| Enrichment Speech                 | 65              |               |
| Solicitation Speech               | 75              |               |
| Deliberation Speech               | 85              |               |
| Midterm                           | 100             |               |
| Final                             | 100             |               |
| Homework and in-class Assignments | 30              |               |
| Research credits                  | 16              |               |
| <b>TOTAL POINTS</b>               | <b>526</b>      |               |

**Transcript Grades:** I follow the standard grade scale. 90%-100% = A; 80%-89.9% = B; 70%-79.9% = C; 60%-69.9% = D. Percentages below 60% = F. **There is no extra credit.**

**Note about grading:** No extra credit assignments will be allowed. I do not make grade adjustments unless I recognize a clerical or mathematical error. I will happily talk about how you can improve your academic performance. I discuss grades privately and confidentially with each individual student; in class is the wrong time and place to voice these concerns.

**Expectations:** Similar to a sports activity, this class will challenge you to coordinate physical and mental skills. Demonstrate your status as a punctual and reliable class member to show respect and support for your peers. The use of others' efforts claimed as one's own, such as fraternity files, reduces the value of your diploma. Everyone must generate all work for which he/she claims authorship. **Use the ideas of others with due credit given, especially in speeches.** Cases of plagiarism or cheating may earn you a grade of "F" for the class and possible dismissal from the university.

**Other policies:** If you want to re-do or practice a speech in class, you will need to wait for other students to give their speeches for the first time. Watch and listen to your classmates' speeches; if they are re-doing a speech, what is different? Because the class time belongs to everyone in class, students must notify the instructor as soon as they anticipate a scheduling problem so that we can make appropriate arrangements ahead of time. Examples of legitimate absences are *documentable* illness, injury, religious observance, family emergency, exceptional weather, and university business. Hangovers, forgetfulness, and lack of preparedness, are not legitimate reasons to adjust the assignment schedule.

**Preparation of assignments:** When completing both oral and written assignments, follow standard American English. I will not grade written work that fails to observe minimal standards of grammar and spelling. I will also grade poorly composed presentations accordingly. Written assignments normally cannot be revised and turned in again after the deadline. To receive help on assignments and editing your papers, please talk to me. You are allowed to "re-do" informative speeches before the midterm and persuasive speeches before finals week, but I will subtract 15% of the assignment's value from the grade. Consider this option if you "bomb" a speech.

**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.

### **Do you have a major?**

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, "To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills." We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and

make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

*A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.*

More information is available at [www.lsu.edu/cmst](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.

## Tentative Schedule

### January

- 15 Introduction
- 17 Canons of rhetoric
- 22 (continued)
- 24 Ethics
- 27 **Introduction Speeches**
- 29 **Introduction Speeches**
- 31 Logos: powers of language

### February

- 3 Ethos: becoming credible
- 5 Workshop
- 7 Speeches (six max; free redo)
- 10 Speeches (six max; free redo)
- 12 Speeches (six max; free redo)
- 14 Speeches (six max)
- 17 Speeches (six max)
- 19 Speeches (six max)
- 21 Speeches (six max)
- 24 Speeches (six max)
- 26 **Midterm exam (no speeches)**
- 28 Discuss persuasive speech

### March

- 5 Pathos: secrets of emotion
- 7 Workshop
- 10 Speeches (six max; free redo)
- 12 Speeches (six max; free redo)

- 14 Speeches (six max; free redo)
- 17 Speeches (six max; free redo)
- 19 Speeches (six max; free redo)
- 21 Speeches (six max)
- 24 Speeches (six max)
- 26 Speeches (six max)
- 28 Speeches (six max)
- 31 Speeches (six max)

### April

- 2 Fallacies: bad arguments
- 7 (continued)
- 9 (continued)
- 11 (continued)
- 21 (continued)
- 23 Discuss commemoration
- 25 Discuss media
- 28 Workshop
- 29 Research credits due (no class)
- 30 Catch up

### May

- 2 Review
- Commemoration speeches due
- 8 **(Thursday) Final exam for section 24: 7:30am-9:30am**
- 9 **(Friday) Final exam for section 19: 10am-Noon**

## Introduction Speech

You will introduce yourself to your classmates and the instructor. Class sessions are more enjoyable and useful when students know each other and can identify with each other's lives. By watching other people introduce themselves, you may even make new friends, or useful study partners for the future.

You will have to choose what you will talk about. Everyone can talk about himself or herself endlessly, but this assignment forces you to choose important and interesting things to disclose. The world may revolve around you, but you will not spend more than two minutes talking about yourself in this speech.

Everyone is nervous. This is normal. Get up there. Compared to the other four speeches you will give this semester, this assignment has few content requirements, so you can focus on giving a relaxing and enjoyable presentation. I want students to learn about what it is like to give a speech in our classroom, so take note of how far apart everyone sits, where the furniture is, and how much room you have to walk around. You may make small adjustments.

Learn how to memorize what you are going to say. This assignment is worth 25 points, so you won't lose too many points if you don't devote this speech to memory. However, the later speeches become progressively more valuable, so you should try to memorize a speech now.

This speech will teach you the virtues of practicing. In order to do well in this class, you must practice your speeches beforehand. Most students require at least three practice speeches before they even know how much they need to practice their particular speeches.

You have the option of delivering either an outline speech or a manuscript speech. I expect manuscript speeches to feature high quality, well written, prose.

Speaking assignments will be random. Of course, brave souls who wish to speak first will have that privilege.

There are no in-class make-up speeches. Even if you have a legitimate excuse to be absent, make-ups will occur elsewhere.

## Enrichment Speech

The informative speech assignment consists of the preparation and delivery of an informative speech to your classmates.

**1. Time:** Your speech has no minimum time requirements, but may not be longer than five (5) minutes. Nothing you say counts after five minutes.

**2. Arrangement:** Your speech should have structure. Specifically, your speech should have:

A. A clear introduction, which has:

1. An attention getter or hook;
2. A declaration of the topic of your speech (i.e., what are you informing us about?);
3. A preview of each of the main ideas that are in the body of your speech;

B. Two or three main ideas;

C. Transitions in between your main ideas;

D. A conclusion, which has:

1. A review of each of the main ideas that were in the body of your speech;
2. A reiteration of the topic of your speech (i.e., what did you inform us about?);
3. A return to your attention getter or hook.

E. Your main points should be selected and put into an order based on an arrangement strategy. *Specify what strategy you are using on your outline. If you are not using one of the main strategies, explain the strategy that you are using on your outline.*

### 3. Documents:

At the beginning of the first day of presentations, turn in the following typed documents:

A. A detailed outline of your speech. Indicate your usage of evidence using in-line citations. Cite your evidence where you will use it in your speech. *Do not use a bibliography or works cited section.*

B. A hard copy of the first page of each source that you used. If you used a source that originally existed as a hard copy, submit a photocopy. Basically, prove to me that you actually consulted the sources that you will cite and use. Obviously, if you use a person as a source, you will not be able to do this, so make sure to emphasize this on your outline.

Immediately after your speech, turn in any note cards brought with you as a memory aid.

**6. Invention:** Your speech must use and cite at least **three relevant sources**, and each of your main ideas must reference a different source. In order to cite a source properly, you must *report the following information* in your speech:

A. For a print published source:

1. The publication name
2. The publication date

Examples:

“According to The New York Times on October 5<sup>th</sup> 2008...”

“Frank McCourt wrote in his book, *Teacher Man*, published in 2005...”

B. For an Internet source:

1. The website address, or a concise and reliable way for an audience member to find the webpage.
2. When the author of the webpage last updated the evidence.
3. The webpage author’s credentials or company’s qualifications. Why is this person/business/company worthy of belief?

Example:

“Fred Hoffman, who hosts a weekly gardening radio show, shared his plant watering expertise on FarmerFred.com, last updated on September 7, 2010. He wrote that...”

C. For using yourself as a source:

1. Indicate that you are speaking from personal (your own) experience.
2. Establish your credibility by proving that you are *an expert, are trustworthy, and have goodwill toward your audience.*

**If you use a source without saying a clear citation for it, you will not earn any credit for that source.**

**The important thing here is that you make the class recognize *where and from when* you are getting your information.**

**7. Memory:** You may deliver your speech with the aid of a note card.

**Grading Rubric:**

Outline: 10 points

- Source printouts: 6 points (2 pts/source)
- Citation and use of evidence in speech: 15 points (5 pts/source)
- Arrangement: 15 points
- Memory, style, and delivery (turn in your memory aid): 9 points

## Solicitation Speech

The solicitation speech assignment consists of the preparation and delivery of an advocacy to your classmates.

**1. Time:** Your speech has no minimum time requirements, but may not be longer than *ten* (10) minutes. Nothing you say counts after ten minutes.

**2. Arrangement:** Your speech should have structure. This time, you are locked into three main points, for the three basic stock issues.

A. A clear introduction, which has:

1. An attention getter or hook;
2. A declaration of your thesis: what is your policy proposition? Every thesis should follow this format: [Agent] should [verb] [optional object/modifiers].
3. A preview of each of the three stock issues in your speech.

B. The body of your speech, which contains (a) **what** is happening **and why** it is **bad**, (b) **why we don't or can't solve** the problem on our own, and (c) **how your policy proposition solves** the issues raised in the second main point. Do not say 'inherency' or 'solvency' in your speech (choose other words).

C. Transitions *in between* your main ideas;

D. A conclusion, which has:

1. A review of each of the three stock issues that were in the body of your speech;
2. A reiteration of the thesis (policy proposition) of your speech;
3. A return to your attention getter or hook;

### 3. Documents:

Before you speak, turn in the following documents:

A. A complete outline of your speech.

*Do not copy/paste the above arrangement guide as your outline. **Start over!***

*Indicate your usage of evidence using in-line citations. Cite your evidence where you will use it in your speech. Do not make a bibliography or works cited section.*

B. A hard copy of the first page of each source that you used. If you used a source that originally existed as a hard copy, submit a photocopy. Basically, prove to me that you actually consulted the sources that you will cite and use. You do not need a printout for using yourself or another person as a credible source.

Immediately after your speech, turn in any note cards you brought with you as a memory aid.

**4. Invention:** Your speech must use and cite at least **three (3) relevant sources**, and each of your main ideas must reference at least one unique source. In order to cite a source properly, you must *report the following information* in your speech:

A. For a print published source:

1. The publication name
2. The publication date

Examples:

“According to The New York Times on October 5<sup>th</sup> 2008...”



“Frank McCourt wrote in his book, *Teacher Man*, published in 2005...”

B. For an Internet source:

1. The website address, or a concise and reliable way for an audience member to find the webpage. Do not cite complex or long addresses.
2. When the author of the webpage last updated the evidence.
3. The webpage author’s credentials or company’s qualifications. Why is this person/business/company worthy of belief (credible)?

Example:

“Fred Hoffman, who hosts a weekly gardening radio show, shared his plant watering expertise on FarmerFred.com, last updated on September 7, 2010. He wrote that...”

C. For using yourself or another person as a source:

1. Indicate that you are speaking from personal (your own) experience or are relying on another person.
2. Establish your credibility by proving that you are or the person you are citing is *an expert, is trustworthy, and have goodwill toward your audience*. You will lose points if you do not or cannot establish credibility.

**If you use a source without saying a clear citation for it, you will not earn any credit for that source, even for using yourself as a source.**

**The most important thing here is that you make the class recognize *where and from when you are getting your information*.**

**5. Memory:** You may deliver your speech with the aid of a note card.

**6. Grading:** This assignment is worth 75 points.

**Grading Rubric:**

Outline: 10 points

Source printouts: 6 points (2 pts/source)

Citation and use of evidence in speech: 18 points (6 pts/source)

Arrangement (preview, main points, transitions, review): 15 points

*Proper* use of stock issues: 15 points

Memory, style, and delivery (turn in your memory aid): 11 points

## Commemoration Speech

Maximum speech length: 7 minutes

Commemorate a person, a situation, or an action. During this speech, you should clearly explain why you either need to or deserve to commemorate the subject matter of your speech person/object/event. Develop a keen understanding of the speaking situation of your speech, either contrived or found. You can always refer back to Chapter 2’s section on speeches of commemoration (page 64). All speeches must be available as an online video. You are responsible for emailing a link to the video to the instructor on or before the due date.

For this speech, you must be creative. Your choice of language will be important during this speech. Because you will not be submitting *any* paperwork with this speech, you must ensure that your speech is able to stand for evaluation on its own.

|               |   |
|---------------|---|
| Introduction: | Hook<br>Topic<br>What/who are you commemorating (very brief)?<br>Why are <i>you</i> commemorating it/him/her?   |
| Body          | Preview<br>1. Subject matter<br>What/who is the subject matter of your speech?<br>Frame as either a situation, a person, or an action.<br>(transition)<br>2. Value<br>What is <i>the</i> value associated with the subject matter?<br>How (in what ways) does the subject matter represent the value? |
| Conclusion    | Review<br>Topic<br>What/who are you commemorating (very brief)?<br>Why are <i>you</i> commemorating it/him/her?<br>Return to hook   |

**YOU WILL BE EVALUATED ON THE FOLLOWING ELEMENTS:**

**Content:**

- Structure: Clear introduction, body, conclusion and transitions
- Justification: Clear explanation of why you chose to commemorate the subject matter
- Main points: Your speech must have two main points: the subject matter, and the value associated with the subject matter.
- Ethos: Throughout your speech, you must establish your trustworthiness, expertise, and goodwill. This requires you to demonstrate knowledge of your evoked audience.

**Delivery:**

- Pathos: How well the speaker uses his or her face, voice, and words to convey emotion
- Volume: How well the speaker projects his/her voice for the recording
- Rate: The speed at which the speaker is talking
- Emphasis: Looking for use of inflection, or changes in pitch
- Non-Verbal Gestures: Any movement or gestures on the part of the speaker
- Eye Contact: How well the speaker uses eye contact with the camera
- Time: Do not go over the maximum time limit.

All speech videos must be posted and links emailed no later than **Friday, May 2**.