

CMST 2060 PUBLIC SPEAKING

Spring 2016

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Office Hours: Mon: 2-3:30; Wed: 12:30-1:30 *or by appointment**

**Email to schedule a meeting that does not fit within office hours*

Welcome!

Public Speaking is required for students in many majors because ALL college students need excellent oral communication skills.

Academics – In coursework across campus, students need to contribute in large lectures, present their research in classes or at conferences, and present their work in groups. If they continue to graduate school, the need for great speaking skills only increases.

Professions – In every profession, college graduates need excellent communication skills. Just take a look at the classified ads; employers are looking for new employees who are well trained in their disciplines and who can communicate that knowledge to clients and peers.

Citizenship – Those same skills are necessary for effective participation in the community – for presenting to City Council, a fund-raising appeal for the PTA, or a protest to the judge when a speeding fine has been imposed!

Public Speaking is important for your academic and professional success! This course is designed to help you build skills in your communication with audiences—whether they are your classmates, clients, or fellow citizens.

You've probably had some experience with speaking in public, such as presenting a report to the members of a club or accepting a trophy at a sports banquet. This course will help you to build skills and confidence as you explore strategies for creating and delivering effective speeches.

Required Texts: Lucas, Stephen E. (2012) *The Art of Public Speaking* (11th ed). McGraw Hill.

COURSE DESCRIPTION

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.

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COURSE GOALS

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.

COURSE POLICIES

Attendance & Participation:

Your attendance at each class meeting is expected. You are expected to attend all classes just as you would be expected to go to work every day if this was any other job. Your class participation grade will be determined based on in-class discussion participation, assignments/exercises, online activities, and analysis of in-class presentations throughout the semester.

The design of this class is dependent on your contribution. Because this is a performance class, you need to have an audience when you give a speech, and you need to be part of the audience when others speak. Informal work, such as practice assignments and evaluations of peers in a synchronous environment, does yield participation points and can't be made up at a later date. If you have an illness or emergency documented through the office of your Dean, I will do everything possible to help you work through the problem and maintain good grades.

Note: Excuses are provided through the Student Health Center or the Dean's Office when you have to miss all of your classes because you are hospitalized, have a severe illness, experience a death in the family, or have some other trauma. Any of these must be documented. Begging your dean for an excuse because you didn't feel like giving your speech or lying about an illness is unethical and wastes everyone's time. In those cases, you might be subject to action by the University Honor System.

Missed Presentations & Late Work:

Major class assignments are to be turned in by the time class starts on the day that they are due. Assignments will not receive credit if turned in after the end of class on the day that they are due. Any work turned in during class time will be considered late and will automatically be reduced by one letter grade. *In other words if you arrive late to class, the assignment is late and will automatically be penalized one half letter grade.*

In the same sense, if you arrive late to class on the day of your speech, your assignment will be reduced by one letter grade, even if you are "on time" for your own presentation. Showing respect for your classmates by arriving on time to class on the day of presentations is of great importance. Major class assignments will be accepted prior to the established deadline.

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If you miss a speech presentation, you will be allowed to make up the presentation for partial credit and through arrangements with the instructor. Just as with any other job, you would certainly make every effort to contact your co-workers or boss if extenuating circumstances prevented you from meeting an important deadline. The same should be true for this class.

Prior arrangements must be made with the instructor if extenuating circumstances prevent you from meeting an important deadline. If prior arrangements have been made, a penalty of one letter grade will be assessed to any late work. If you miss work due to a university approved absence, you will be responsible for providing documentation to confirm the excused dates and for coordinating make-up work, making every effort to make arrangements before the absence when possible.

Technology Policy:

The goal of all course policies is to help create a successful course experience for you as the student; this includes your ability to learn course material and to do so in an effective classroom environment. As such, use of technology is prohibited to devices that aid in student learning. As a general rule in normal circumstances, students are also not allowed to record other students in the course without their permission.

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class. You should also have paper and a writing utensil on all days for group activities.
- All other technology (smart phones, etc.) are NOT permitted for use during class. Use during class will result in substantial reduction in overall course participation points.
- In case of emergencies requiring cell phone access during the class session, you should notify your professor before class begins and attempt to sit near the entrance to the classroom.

Recording:

Throughout the semester, we will record one or two of your speeches for you to view. These will be used as a training resource for you to improve on your speaking.

LSU CODE of STUDENT CONDUCT:

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)

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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 his or her own (either downloaded from the internet or written by another student) in part or in whole will immediately be reported to the Dean of Students.

The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html> .

Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Extra Credit: No extra credit assignments will be allowed.

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.

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GRADING

Final grades will be determined based on scores earned in the following assignments.

4 MAJOR SPEECHES (50% of overall course grade):

Speech 1 – Introductory Speech	5 %
Speech 2 – Concept Speech	10 %
Speech 3 – Progress Report Speech	15 %
Speech 4 – Persuasive Speech	20 %

NOTE: A portion of each of the four major speech assignments will be based upon written components (speech outlines, speech evaluations, etc.) in addition to an in-class presentation component.

PARTICIPATION & ACTIVITIES (30% of overall course grade)

Research Participation Requirement	3%
In-class Activities & Assessments	27%

EXAMS (20% of overall course grade):

Midterm Exam	10 %
Final Exam	10 %

Final grades for the course will be determined using this grading scale, based on the percentage of possible points achieved:

A+ = 97-100%	A = 93-96	A- = 90-92	
B+ = 88-89	B = 83-87	B- = 80-82	
C+ = 78-79	C = 73-77	C- = 70-72	
D+ = 68-69	D = 63-67	D- = 60-62	F = 59 and below

This course is designed to foster your success in this course and in your future experiences with public speaking. Consequently, you have many opportunities to demonstrate your understanding of the principles associated with public speaking and also your skill at making presentations. Your participation in the course is crucial to your growth AND to our ability to offer this course online. Those assignments allow you to accumulate lots of points -- points that you can control with your good work.

Please don't minimize that benefit. If you assume that 5% doesn't count for much in terms of your whole grade, just try factoring in some D's or F's that count as 5%; you'll quickly see that any low grades for participation can accumulate negatively to diminish your final grade.

Your Time Contributions

Any homework or online assignments are designed to enhance your learning. They are planned to meet the requirements of a standard 3-credit course.

The assignments are based on the standards of higher education—3 hours outside class for every hour in.

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Grading Criteria for Formal Presentations

Consider the following criteria as you review your graded work. Of course, graded work will be accompanied by notes from me, indicating the strengths of your oral or written presentation and suggestions for further development of your skills. Seek clarification of these comments if you have questions.

Average Presentation "C"	Good Presentation "B"	Superior Presentation "A"
1. Format: conforms to the assignment's length and format	1. Format: conforms to the assignment's length and format	1. Format: conforms to the assignment's length and format
2. Organization: exhibits appropriate organization	2. Organization: exhibits appropriate organization	2. Organization: exhibits appropriate organization
3. Accuracy: appropriate language and correct grammar	3. Accuracy: includes appropriate language and correct grammar	3. Accuracy: includes appropriate language and correct grammar
4. Support: demonstrates competent use of supporting data	4. Support: demonstrates competent use of supporting data	4. Support: demonstrates competent use of supporting data
5. Outline: accompanies correctly formatted outline (and bibliography if necessary)*	5. Outline: accompanies correctly formatted outline	5. Outline: accompanies correctly formatted outline
	6. Style: arouses audience interest and understanding through appropriate style and expression	6. Style: arouses audience interest and understanding through appropriate style and expression
	7. Visuals: designs and incorporates effective visuals	7. Visuals: designs and incorporates effective visuals
	8. Logic: establishes supported and documented logic and reasoning	8. Logic: establishes supported and documented logic and reasoning
	9. Credibility: enhances the presenter's credibility as a competent and dynamic speaker	9. Credibility: enhances the presenter's credibility as a competent and dynamic speaker
		10. Creativity: constitutes a genuinely individual, creative contribution
		11. Rhetoric: achieves a skillful mastery of rhetorical concepts
		12. Language: vivid and precise

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STUDENT GROWTH

Student Growth as a Speaker

This course will certainly help you build your speaking skills, and you may have the idea that you have a lot to accomplish or that you are an accomplished speaker already. If you've had speaking experiences in the past, you should build on those as you develop or refine skills in the following "canons of rhetoric," which have been acknowledged to be important in public speaking since the 5th century B.C.:

1. Invention 2. Arrangement 3. Style 4. Memory 5. Delivery

People who take Public Speaking should finish the course with at least basic competencies in these areas. (We will discuss them in detail in class and address them in out-of-class activities). Of course, you can achieve other levels of sophistication and accomplishment depending on your starting point and your own determination to improve. The course is designed with an emphasis on the same competencies for each speech, but with increasing levels of complexity. We can work together to help you to achieve competence and confidence.

The course is structured around the delivery of four major speeches that will help you to build your speaking skills. Each will be accompanied by reading and assignments that will alert you to the subtleties of content development, organization, and delivery.

Student Growth through Formal Writing

Written work will help you to organize and document your speeches, and it will assist you in processing information and reflecting on various standards for public speaking. Just as presentation is a component of speaking, it is also a component of writing. Readers make assumptions about your preparedness and your credibility based on the accuracy and style of your presentation. Your work must include the following components:

- **Appropriate content** meets the requirements of the assignment and reflects critical thinking on your part.
- **Specific details** support your main ideas by clarifying or expanding. Help your reader to get a clear picture!
- **Logical organization** helps a reader follow your train of thought. Presentation plans must be organized according to the directions provided for each assignment.
- **Presentation** includes correct grammar and usage, effective style, and appropriate language choices. Presentation also refers to the format you use for written work -- standard essay style, standard font (size 12), one-inch margins all around.
- **Documentation** (if necessary) should be evidenced in two ways: oral citation and bibliography in correct MLA/APA or Chicago formatting. When in doubt, document! Don't risk an Honor Code violation by incorporating another author's work into your own without citing it appropriately.
- **Submission** of materials should occur either in class (hard copy) or through Moodle. Include your name as part of the file name as shown on YOUR computer. That way, the file I received will show your name in the file.

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Connecting with Faculty and Students

Respect, respect, respect! Just as you would treat colleagues in the workplace or classmates in a classroom, your faculty and colleagues in this course also deserve your respect. Practice your communication skills whenever you post a message or send an email. Your tone should be friendly and professional.

Quality Engagement

Respect also involves providing quality work for others to receive and respond to. Don't waste the time of your classmates or faculty by submitting work you haven't spent any time developing. Engage in the conversation and the presentations with enthusiasm and depth.

You will also be providing feedback to peers about their work. Please offer constructive criticism so that your classmates can recognize what they did well when they gave their speeches and what they might do to improve for the next time. Provide meaningful and tactful comments. Give the kind of help you'd like to receive.

Punctuality

1. Attending class on time is particular important for your success. When we are in the classroom, we will be developing or presenting speeches. As a presenter or an audience member, you need to be ready as scheduled to participate fully so that we can make the most of our time together.

2. Submitting work online or in-class also requires punctuality. I am committed to evaluating work promptly and to help you to be ready for the next assignment. If you stay on schedule, you'll be ready! Of course, written work may be submitted late (with penalties as described in another part of this syllabus); however, the evaluation of that work will also be delayed because I am keeping up with the submissions of the class.

3. Email exchanges also hinge on punctuality. If you have a question or concern, please let me know immediately. Likewise, I will respond as soon as possible on weekdays during normal working hours. Although you may have sent email at 2 a.m., you can't expect me to respond until the next day – probably after classes are over for the day, but I will do my best with immediate responses.

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RESEARCH PARTICIPATION:

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by:

1. **Participating in research studies conducted in the Department of Communication Studies.** All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.
2. **Participating in an organized departmental function such as debate or public speaking competition.** Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.
3. **Serving as a research assistant for a faculty member in the Department of Communication Studies.** The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by *Tuesday* December 1 at 11:59 PM (the Tuesday prior to the start of the concentrated study period).

ALL available options to earn credit are posted on an electronic bulletin board located at <https://lsuhumanresearch.sona-systems.com/Default.aspx?ReturnUrl=/> . When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses.

Please note **that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester.** You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule.

It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. **Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement.** Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system are posted on the homepage of the Department of Communication Studies, <http://www.lsu.edu/cmst>.

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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.

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.

[LSU Commitment to Community](#) - LSU 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.

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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.