

CMST 2060 PUBLIC SPEAKING
Louisiana State University
Spring 2017—ONLINE

Instructor: Stephanie K. Heath
Office: Coates 322
Email: sheath4@lsu.edu
Office Hours: Office Hours—Please Email

Required Texts: Lucas, Stephen E. (2015) *The Art of Public Speaking (12th ed)*. McGraw Hill. (available at the LSU Bookstore with the required Connect Codes).

Course Description/ Goals:

CMST 2060 is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of 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..

COURSE POLICIES

Attendance & Participation: Since this is an online class your presence is expected at each class discussion forum. You are expected to participate weekly just as you would be expected to be present each day in a face to face class. Your class participation grade will be determined based on class discussion participation, assignments/exercises, and analysis of in-class presentations throughout the semester.

Plagiarism: You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) in part or in whole will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. 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 assignment 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.

Instructional Style: The course is designed in an experiential/discussion/group learning environment and a variety of teaching and learning strategies are utilized. Some of these activities will require that you interact with me or other students in the class. My hope is that you will find these methods engaging and that they will enable you to be more successful in learning the material in this course.

Please be aware that although you may have opportunities in this class to divulge information about yourself, **no one will be forced to share anything with which you may feel uncomfortable.**

Copies of work. Students should make copies of all written work before turning them in. All assignments should be typed; no handwritten assignments will be accepted unless we do an activity in class.

Checking e-mail. I will regularly communicate to the whole class and to you individually, by email, so I expect you to check your tiger email regularly and respond, if necessary, immediately. E-mail messages may include attendance, upcoming assignments, guest speakers, etc. I will use only your university email when sending group e-mails so please expect messages only at that address. If you need to contact me immediately, please use the e-mail listed at the top of this syllabus.

Class conduct: You must be respectful of your classmates and instructor at all times.

Use of potentially offensive language. You will be expected to refrain from using language in class discussions and all written work that might reasonably be considered offensive to specific groups of people (women, racial and ethnic groups, religious groups, gays, lesbians, transgendered and bisexuals, the elderly, etc.). Flagrant or continued disregard of this expectation will have a negative effect on my assessment of your work and may result in having your name reported to the Dean of Students for appropriate university action.

School safety issues. Any disclosure by a student, orally or in writing, whether related to class assignments or not, that communicates the possibility of imminent danger to the student or others will be shared with the appropriate authorities.

Assignments

Exams (35% of grade)—Both exams will be administered via Chi Tester. The exams will be open for a week leading up to the due date on the schedule.

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| 1. Midterm (15%) | 50 Pts. |
| 2. Final Exam (20%) | 100 Pts. |

Speeches (35% of grade)

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| 1. Introductory Speech (5%) | 4-6 min. | 100 Pts. |
| 2. Speech to Inform with Visual Support (10%) | 5-7 min. | 100 Pts. |

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| 3. Speech to Persuade (10%) | 6-8 min. | 100 Pts. |
| 4. Commemorative Speech (10%) | 3-5 min. | 100 Pts. |

Post your video as unlisted YouTube video to your group’s discussion forum: 1) the YouTube link, 2) the full-sentence and the key-word outlines by the due dates listed above. This gives a time stamp, so you can be marked as on time.

1. Assignments are due on the designated date(s). You will automatically be deducted ten (10) points from speeches and/or assignments if they are turned in late. Assignments will not be accepted beyond two days of the due date.
2. Time limit restrictions: Failure to abide by the time limits for each speech will incur the following penalties (minimum time limits must be reached):

Less than one-minute over	No Penalty
More than one-minute over	-5 Points
More than two-minutes over	-15 Points
More than three-minutes over	-25 Points
More than four-minutes over	Automatic E
Less than the required time	-25 Points

1. While the goal of each assignment will be specified, students are free to choose speech topics. Speakers are encouraged to address meaningful issues. Any topic that is well-prepared and deftly contemplated can be made relevant to the audience. All topics must be relevant. Inane and insignificant topics will not be scored. The key factor is significance. Provide relevancy within the content of the speech messages. Depth of thought, significance and relevance to current issues is to be considered. Humor is welcome.
2. All written work will be neatly presented after being proofread. Spelling, grammar, and punctuation will be considered in all written work.

Outline Requirements

The purpose statement must be presented at the beginning of the outline. Full-sentence outlines developed to at least the third level of subordination are required. Sub-points must have a direct connection of support and reasoned line of thought to major points, as well as for each level of subordination. Introductions and conclusions are to be completely written just as the speaker will present them.

A bibliography (minimum of three sources), reflecting the preparation for the speech, must be included. Minimally, one-third of all references must be publications (publications may be part of a website). Outlines are due the day the specified on the schedule. However, drafts may be submitted earlier for review and assistance.

A key-word outline is the only appropriate item a speaker should hold while speaking.

Activity Speeches (Critical Listening Projects) (12% of grade)

Two listening projects (critical evaluations) are required. Each is to be two printed pages, size 12 font, double-spaced and turned in via Moodle.

1. **Critical Listening Project 1—Significant Speech** 60 Pts.

Each student shall select a significant speech and prepare a written analysis of the speech. This can be either a historical speech (Martin Luther King, Winston Churchill, John F. Kennedy, Barack Obama, Franklin Roosevelt, Malcom X, Adolph Hitler, Sojourner Truth et al) or a TEDTalk speech. In addition, the student shall seek a more academic, deeper analysis to probe the symbols/themes used, the persuasive skills/techniques exploited, rhetoric, and relevance this speech (its internal strategy and deliver) had on the course of history. Enter www.americanrhetoric.com to access the all-time top 100 American Speeches. Also see Tom TEDTalks.

2. **Critical Listening Project 2—Live Speech** 60 Pts.

Each student will listen to a speech outside of class (lecture, after-dinner speech, sermon, etc.) and submit a written critique of the speech to include the following information.

- a. Purpose of the speech (one paragraph—three sentences, maximum, to include—who was the speaker, when, where, why, etc.)
- b. Brief (informal) sketch of the speech (one paragraph—three sentences, maximum, topic/subject matter, intent, persuasive or informative, etc.)
- c. Analysis of the strengths and weaknesses of the speech in terms of (at least) the following criteria (remainder of the written project). May include...
 - i. ...appropriateness to audience and situation.
 - ii. ...clarity of information or effectiveness of argument.
 - iii. ...effectiveness of organization and content (strategy, word/phrase selection, themes, sequence, coordination, structure, etc.)
 - iv. ...effectiveness of delivery (animation voice, poise, movement, vocal characteristics, segregates, etc.)

Reading Assessments/In-Class Assignments (15% of grade)

Online Connect Modules (5%)

Students are required to complete the corresponding online Connect Module for each chapter covered in class.

Participation (10%)

Since this is an online class, there will be online discussions and forums to assist in understanding and working through the course content. The participation points will be based on the level of participation in these online discussions and forums. Most discussions will have an “initial post” requirement with a suggested “three-responses” on other posts. Posts are counted if they are substantive (written out clearly as full sentences and contribute meaningfully to the discussion/workshop/forum). The participation breakdown will be as follows:

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| • 30+ Posts over the course of the semester | 100 Pts. |
| • 25-29 Posts over the course of the semester | 90 Pts. |
| • 20-24 Posts over the course of the semester | 80 Pts. |
| • 15-19 Posts over the course of the semester | 70 Pts. |
| • 10-14 Posts over the course of the semester | 60 Pts. |
| • 5-9 Posts over the course of the semester | 40 Pts. |
| • 1-4 Posts over the course of the semester | 20 Pts. |

Research Participation (3% of Grade)

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 November 29 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>. 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.

Grading:

An "A" grade fulfills the above with flair, expressing a polished and comprehensive presentation that artfully integrates verbal and nonverbal skills that demonstrate research and understanding to deliver an excellent rhetorical presentation. The speech is well animated, articulate, and within appropriate time restraints. Content, continuity, relevance and logic are excellent.

A "B" grade fulfills the presentation with greater depth of research and audience adaptability, and creativity. Speech delivery is primarily smooth (fewer than 10 segregates) with a poised presentation. No reading of a manuscript, and no averted eye attachment to note cards or printed outline. Speeches are above average, but have much farther to go to be considered "excellent." The introduction and conclusion to the speech is well prepared and delivered.

A "C" grade fulfills the basic requirements as specified for each assignment. It is considered average, that which is expected.

A "D" grade is obviously lacking proper rehearsal or preparation, and/or is based entirely on biased information or unsupported opinions. Continuity, pacing, poise, eye contact is lacking; and vocal segregates may be plentiful. Content is lacking reasonable conclusions.

An "E" grade does not meet the basic requirements, and/or uses fabricated supporting material, deliberately distorting evidence, and/or is plagiarized. The speaker expresses far too many segregates, lacks smooth continuity and poise, and is uncomfortable with the speaker audience experience. Content lacks the bases of sound reasoning.

Final grades will not be based on a curve but rather will be determined by the total points possible. Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester and not made up after the fact.

I strongly believe that grades should be a reflection of what you have demonstrated you have learned from this course, not a reflection of how hard you have worked or how much time you have spent. I recognize, however, that each of you brings to this class a different starting place in regards to the material and your academic abilities, that grading is subjective and may not accurately assess your learning, and that the effort often does count.

A grade is the LEAST important thing you will take from this course. My promise to you is that I will be as fair, hard-working, and accurate in grading as is possible. I have taught this class for a number of years, I receive training every year and am conscientious about my role as an instructor. If you do not understand (or disagree) with the score you have received on any graded component of the course, please contact me and let's talk (see policy below). Adjustments are possible. However, please come with meritorious reasons and arguments about changing the grade. Please do not tell me you worked REALLY hard or you REALLY need an A. These things will NOT impress me.

If you would like to see unsolicited reviews of my teaching please look me up on ratemyprofessors.com for a look at reviews from previous students, most from Public Speaking. Reviews are from my time teaching at Weber State University as well as Louisiana State University.

Missed Presentations and Late-Work:

If a student does not submit presentation work and has not made prior arrangements with the instructor, a ZERO grade will be recorded for the presentation portion of the assignment.

If you are unable to make a scheduled speech time, you may still receive full credit for speech outlines if they are submitted on or before the due date. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he must make arrangements with the instructor before the speech submission day.

I also provide sample speech plans, outlines, and grading rubrics for each speech assignment. It is up to you to make use of the tools provided for success in this course and beyond.

Questions about Grading:

Because of the brevity of the semester and the quick succession of classes, the following policy will apply for issues or questions regarding the grading of assignments. **Students with issue must wait 24 hours after receiving a grade before bringing concerns to the instructor.** Often grades and reasons for those grades are clearer after the first initial and often emotional reaction. If an issue is found, students have up to four days after the assignment grade is issued (and 24 hour grace-period) to question the grade. After four days, I will assume that there is no issue. This policy is in place to encourage you to check and verify your status in class. I try to be careful with all grading and recording, but I admit that mistakes do occur, so it is up to you to check after assignments are recorded.

If you are instructed to redo or make-up work by the instructor, you will have seven days to complete that work, after which time, the alternate assignment becomes void.

It's up to you! As with most things in life, what you put into this course will determine how much you get out of it.

Please feel free to talk to me at any time!

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 or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.