

Spring 2019  
Instructor: Ms. Emily Graves  
(Please address me as Ms. Graves.)

Syllabus CMST 2060 Public Speaking  
Email: [egrave3@lsu.edu](mailto:egrave3@lsu.edu)

Office: 148 Coates Hall (Don't give up. The office is really there.)  
Office Hours: T/Th 4:30-5:30 MW 10:30-11:30

I have a standing appointment from 12:00pm-1:20pm, and cannot linger after class.  
Please see me during office hours rather than before or after class.

Text: Valenzano, et. al. *The Speaker's Primer* : LSU Custom Edition. Fountainhead Press, 2018.

Other readings/videos to be posted on Moodle. You will need a notebook to bring to class. Print out this syllabus and bring it with you as a resource.

#### **CLASS RESOURCES:**

- Moodle – Moodle will be a hub for class readings, additional articles of interest, a place to give and get feedback, general questions, links to databases
- LSU Library System – Research databases for all topics (be sure you are signed into myLSU to access all content); Research Librarian can offer tutorials on LSU's research capabilities and offer individual help with research projects
- Studio 151 – computer lab; presentation practice room with instant video playback; high quality recording equipment; writing and composition tutoring

#### **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 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:

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

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

- Practice various speech composition and delivery techniques in many informal "activity" speeches.
- Research, draft, get feedback on, edit, and deliver four original formal speeches.
- Discuss readings of critical material.
- Collaborate with peers to complete a comprehensive final exam.
- Practice critical and empathetic listening skills.
- Practice giving and incorporating useful feedback to peers.

Please know that this course is not about influencing your personal politics, but the course will periodically ask you to engage with political material, and in political discussion, as well as to reflect on what might count as apolitical. You will never be graded on the content of your opinions (the *composition* of your opinions, however, is always fair game).

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

- **Technology Policy:** The class aspires to be an oasis of sorts from technological interconnectivity, preferring and examining the immediate experience instead. No phones or computers out unless directed, please! They should be put out of sight unless explicitly directed to use them. You can lose points from your

activity speech grade for being on a screen unless directed. I may not make a big deal of it in class, but I will document the usage and dock the points.

**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 (although it has also made it rather easy to test for plagiarized work). 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 speech is considered as plagiarized in part or entirely if you do any of the following:**

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

Speaking of plagiarism, I'll use the topic as the perfect segue to the citation below. I did not make this syllabus on my own. The end note gives credit to those who have helped me create this document.

**Grades:** Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester.

Course Assignments:

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

Speech I	Introduction Speech	5%
Speech II	Informative Speech	15%
Speech III	Persuasive Speech	20%
Speech IV	Commemorative Speech	10%

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.

Some of these speeches will be recorded for you to use as a tool for improving your delivery.

Research Requirement	2%
Reading Assessments	15%
Activity Speeches	12%
Final Exam	20%

“A” means you have **excelled** in your performance or written work, expending special time and energy to make something you well know is impressive. “A” work makes me—and your peer audience—say “Wow!”

“B” means you have completed all assignments **and** have gone the extra step beyond. A “B” indicates that you have thoroughly prepared, followed the assignment requirements, and made the audience/reader interested in your work.

“C” means you have successfully accomplished the assignments and are able to construct and deliver a solid performance or written assignment, but have not put in the kind of extra time and energy that distinguishes your work from the average effort.

“D” and “F” indicate you have not met the basic criteria of assignments and/or you have turned in or presented deficient work.

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

## **ASSIGNMENT DESCRIPTIONS**

Major Speeches: Detailed assignments for each major speech will be posted in full on Moodle along with grade sheets (rubrics) and instructions for self-evaluation. You may decide to use note cards (maximums vary in each case). However, reading heavily from your note cards will result in the **maximum** grade of an 80 B-.

In this class, we’ll focus on apologies as the basis for our speeches. Rather than practicing the skills associated with apologizing, we will take the apology as a subject of study.

Introductory Speech: a 2-3 minute narrative-based extemporaneous speech in which you share story about a relationship that was changed by either a good apology, or a bad apology (either yours or the other person’s).

Informative Speech: a 4-6 minute informative extemporaneous speech based on either an historical apology speech, or an historical speech that requests an apology. You

select the speech. You offer your analysis of the context surrounding the speech and the way the speech and context are represented in various political or social sources.

Persuasive Speech: a 5-7 minute persuasive extemporaneous speech in which you ground your argument in an apology that should have been made, or should have been made differently.

Commemorative Speech: a 2-3 minute apology, using language devices and focusing on connected delivery.

In-Class Activities: This grade will be determined based on in-class speaking (and other) exercises, and sometimes on the work derived from your fulfillment of out of class work, homework (speech preparation outlines, etc.), peer critique, and/or collaboration protocols throughout the semester.

Homework: The assignments might range from reading/viewing assessments (like quizzes or mini presentation prep), outlining, etc.

Final Exam: This is a traditional multiple choice and true-false format that uses a scantron, but it will be nontraditional insofar as you will be allowed to choose a partner in advance and to take the exam with them. You read that right. You'll each turn in your own, individual scantrons.

Research Participation System: This is outlined in more detail below. You are responsible for reading the below information and implementing it; grading for this element of the class is out of my hands.

**Policies:**

If you wish to discuss your grades, please contact me within 5 days of the grade posting/return in order to set up an appointment. Be sure to specify what in particular concerns you. I will consider the matter closed grade after such time has passed. Please also feel free to make an appointment to discuss your work before your assignment is due. I am happy to help you create your best work.

If you need to discuss an individualized issue, for example show me a doctor's note, please come to my office to do so. As a former supervisor once said to me, "I will promise you anything in the hallway, but when I get to my office, my brain resets." My brain works the same as hers does. In other words, it is your job to come to my office to present information that I need to process. If you initiate such a discussion directly before or after class, you risk the request getting lost in the shuffle.

## General Attendance expectations

### Attendance and etiquette on Speech Days

It is necessary to attend class on speech days. Please arrive on time for the presentation class days, and stay for the whole class. If you are running late, wait outside the door to hear applause before entering. **If you walk in during the middle of someone else's presentation, talk with a neighbor during someone else's presentation, or otherwise disrupt the class (phone use, shuffling papers around, whispering, etc.), this behavior will negatively impact your grade.** A major pet peeve of mine is a bad audience member.

### Missed class:

If you do miss class, it is **your responsibility** to find out what you missed. To learn what you missed in class (including the assignment of homework, etc), ask your peers. Please don't ask "what was that assignment?" I will clarify content if you make an appointment to meet me, but I will not re-teach the class for you solo, or re-state the basic plot of a missed class. "Ask three before me."

If you are absent and wish to make up an assignment due that day for full credit, you will need to give me documentation of the emergency that kept you from class. Such documents could include a doctor's note, an obituary, a letter from a coach, etc. You must also submit your most complete version of the due assignment no later than 12 hours following the class in which it was due to show that you were ready to present/submit the assignment on the day in question. Fulfill these two conditions and you earn the right to make up the work at full credit.

If the assignment is a speech, and you have satisfied these two conditions, then you may schedule a make up with no point deduction. It is your responsibility to schedule the make up. Keep in mind that when you reschedule, you are changing the schedule of the other 25 people in the class, not just mine. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he can find a replacement without penalty.

### Late Work:

Class assignments/homework 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 during class. Any work turned in during class time will be considered late and will receive a point deduction. In other words if you arrive late to class, the assignment is late.

### Submission Standards:

Assume I would like your work typed, unless I mention handwriting specifically. If your submission is not consistent with the mode in which I've assigned the work (e.g. you submit an email in lieu of a physical document), you can expect delays on its return to you. For example, submitting late work electronically risks my forgetting about it.

Extra Credit: No extra credit assignment will be allowed.

Both students and instructor will work to create a supportive, exploratory and intellectually challenging academic community. I am asking you to take personal and academic risks in this class. This demands preparation for class discussions and full participation in all assignments as well as offering honest but kind responses to the work of other students.

Disabilities: The Americans with Disabilities Act and the Rehabilitation Act of 1973 states: "If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged." After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

#### 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 2% of your total grade;** you will receive your 2% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by the *Tuesday* prior to the start of the concentrated study period, or "dead week."

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](mailto:researchadmin@lsu.edu).

#### LSU Commitment to Community:

The LSU Commitment to Community provides a guiding ethos to the University community. Students are encouraged to exemplify the Commitment to Community in their daily lives.

Louisiana State University is an interactive community in which Students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment.

It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of its community, I will:

- \* accept responsibility for my actions;
- \* hold myself and others to the highest standards of academic, personal, and social integrity;
- \* practice justice, equality, and compassion in human relations;
- \* respect the dignity of all persons and accept individual differences;
- \* respect the environment and the rights and property of others and the University;
- \* contribute positively to the life of the campus and surrounding community; and
- \* use my LSU experience to be an active citizen in an international and interdependent world.



The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles. (Adopted May 1995)

**TITLE IX & Sexual Misconduct Policy:**

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX and other applicable law, Louisiana State University (“LSU”) is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression.

Sex discrimination and sexual misconduct violate an individual’s fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

If you have concerns, contact:

**University Contacts**

Jennie Stewart Maria Fuentes\_

Martin Campus Title IX Coordinator Title IX Deputy Coordinator for Students,  
jstewart@lsu.edu mari@lsu.edu

LSU Office of Human Resource Management LSU Dean of Students 110 Thomas Boyd Hall 333

Student Union Baton Rouge, LA 70803 Baton Rouge, LA 70803 225-578-8200 225-578-9442

**Departmental Contacts**

Dr. Loretta Pecchioni, lpecch1@lsu.edu

Professor and Chair of the Department of Communication Studies

Dr. Bonny McDonald, bmcd021@lsu.edu

Director of Basic Courses, Department of Communication Studies

Ms. Emily Graves, egrave3@lsu.edu

CMST 2060 Section Instructor of Record

**Speech and Debate Team?**

If you are student who may be interested in debate, public speaking, or acting/performance, then the LSU Speech and Debate Team is perfect for you! Speech

and debate is an intercollegiate activity where students debate, interpret literature through oral performance, and write and perform their own persuasive and informative speeches! Membership is open to all LSU students and no prior experience is required. Our students travel to compete at other universities and colleges, produce performances and debates on campus, and curate community workshops. Students who've been affiliated with speech and debate programs find success from the courtroom to Hollywood! If interested check out our social media at: [https://www.facebook.com/LSUSpeechDebate/?ref=br\\_rs](https://www.facebook.com/LSUSpeechDebate/?ref=br_rs).

### **Organization for Communication Studies (OCS)**

The Organization for Communication Studies (OCS) is for any undergraduate LSU student interested in Communication Studies. Whether you are a CMST major, minor, or any student interested in Communication Studies, our goal is to create a network of students and faculty united by a shared interest in communication, a desire to better one's self through interpersonal interactions, and a sense of duty to the CMST Department and local LSU Community.

Members of OCS will have opportunities to meet with representatives from various businesses and institutions to receive career search tips and learn about areas such as hospitality, customer service, recreation and tourism, sales and marketing, and various entry level trainee programs.

OCS members will also participate in department events such as hosting the OCS Fall Kickoff, the Public Speaking Competition, and the annual department Awards Banquet.

If you are interested in joining OCS, please email your request to:

Dr. Joni M. Butcher, Faculty Advisor

[jbutche@lsu.edu](mailto:jbutche@lsu.edu)

### **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. 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.

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<sup>i</sup> Many thanks and much credit for ideas and language in this syllabus go to Dr. Ashley Jones-Bodie, Dr. Danielle McGeough, Dr. Annemarie Galeucia, Dr. Bonny McDonald, Dr. Laura Sells, Dr. Ari Gratch, and Dr. Mike Rold.