

CMST 2060: Public Speaking
 Department of Communication Studies
 Louisiana State University

“Speak your mind even if your voice shakes” – Maggie Kuhn

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 Office: Coates 319 | Hours: TuTh 10:00 – 12:00 & by appointment
 Sections 52 & 60

Required Texts: Lucas, Stephen E. (2012) *The Art of Public Speaking* (11th ed). McGraw Hill.
 & other readings available on Moodle.

Course Description & Goals

CMST 2060 is a General Education Humanities Course designed to familiarize students with the study 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:

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.

Assignments

Performentation	15 points
Informative Speech	15 points
Persuasive Speech	20 points
Research Participation	3 points
Discussion	12 points
Reading Assessments	15 points
Midterm	10 points
Final	10 points

Assignments are worth a total of 100 points. However, for each assignment you are able to earn fractions of points. If, at any point, you need to figure out your grade, divide the number of points you earned out of the total number possible. Detailed descriptions of all the assignments are available on Moodle. No extra credit will be granted.

A+ ...	97.0-100.00 points
A ...	93.0-96.9 points
A - ...	90.0-92.9 points
B + ...	87.0-89.9 points
B ...	83.0-86.9 points
B - ...	80.0-82.9 points
C + ...	77.0-79.9 points
C ...	73.0-76.9 points
C - ...	70.0-72.9 points
D + ...	67.0-69.9 points
D ...	63.0-66.9 points
D - ...	60.0-62.9 points
F ...	0-59.9 points

Discussion/Attendance/Engagement/Participation

Your attendance is expected daily yet presence does not constitute engagement. Students who are constantly late, on their cell phones, or who are falling asleep are not engaged and, as a result, not

able to earn discussion points. Discussion is worth 12% of your grade and I will look for five primary characteristics of good discussion: your ability to synthesize, to question, to argue, to recount the readings, and to hypothesize¹.

Scheduled class time for speeches ought to be considered sacrosanct. If a student is absent the day she/he is scheduled to speak and has not made prior arrangements with the instructor, a 10% grade reduction will be recorded each day for the presentation portion of the assignment (this includes making it up later the same day). If time permits on remaining days of presentations for the assignment, the speech may be made up.

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.

Students are welcome to discuss grade appeals with me on any assignment or test if it is believed to be graded incorrectly. However, you must submit your appeal in writing during the class period immediately following the return of the graded assignment. In the appeal, you must

1. Identify which assignment or test question you are appealing.
2. Justify why your answer or performance was correct or worthy of a higher grade and quantify the amount sought. To make your case compelling, you must cite course readings or lecture notes.
3. If applicable, include the original test or assignment.

There is zero tolerance for disruptions during speeches. A disruption is any action that distracts the audience’s attention or interferes with the delivery of a speech. Examples include: entering the room after a speech has begun, cell phone ringing, whispering, etc. The penalty for disrupting someone speech will result in a zero for you on that particular speech.

Course objective 5 has us analyzing and discussing speeches of historical, political and social significance. These speeches are detailed in the syllabus and must be watched outside and before class time begins. Students who have not watched them, and are not able to participate in their discussion, will fail discussion for the day.

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. Generally, cell phones and other electronics are not to be used. Students who use these inappropriately will be considered absent. Computers are only allowed for in-class workshops. Please see me if you have any questions or concerns.

LSU Code of Student Conduct & Plagiarism

To demonstrate my pride in LSU, as a member of its community, I will: (1) accept responsibility for my actions; (2) hold myself and others to the highest standards of academic, personal, and social integrity; (3) practice justice, equality, and compassion in human relations; (4) respect the dignity of all persons and accept individual differences; (5) respect the environment and the rights and property of others and the University; (6) contribute positively to the life of the campus and

¹ I am indebted to my former teacher and advisor Dr. Catherine Helen Palczewski for her discussion criteria.

surrounding community; and (7) use my LSU experience to be an active citizen in an international and interdependent world.

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.

Disability Accommodation

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.

TITLE IX & Sexual Misconduct Policy

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.

Research Participation

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. A detailed description of this process can be found on Moodle.

Week ²	Readings	Assignment	Key terms	Discussion Prompts & Questions
1. January 14: <i>Introduction to the Study of Human Communication</i>	Th: Lucas, Chapter 1		The power of public speaking, speech communication process, speaking in a multicultural world	Identify 3 personal reasons public speaking is essential, making reference to concepts in the chapter. What are the 7 elements of the communication process? What is their relationship to each other?
2. January 19, 21 <i>Talking Back & The Power of Narrative</i>	Tu: Lucas, Chapter 2 & hooks, Chapter 2 & 3 Th: West & Turner, Narrative Paradigm		talking back, dialogue, coming to voice, speaking as political, ethics Narrative paradigm, narration, assumptions of narrative theory, rationality, coherence, fidelity	What is the connection between ethics and public speaking? For hooks, how is talking back a political and revolutionary act? Do you agree humans are story tellers? What does that mean to you in a practical sense? When you listen to others' stories, how do you evaluate them?
3. January 26, 28 <i>Speaking as Yourself & About Others</i>	Tu: West & Turner, Standpoint Theory & Darius Simpson & Scout Bostley, Lost Voices (approx.. 5 minutes) available on Youtube. Th: The Problem of Speaking for Others		Standpoints, subversion of power, assumptions of standpoint theory, situated knowledges, Speaking for others	Do you believe all standpoints are partial? Think of 3 examples of situated knowledge in specific contexts. What are the limits of difference that ground a standpoint? What must be considered when speaking for/about others?
4. February 2, 4: <i>Speaking with the full power of language</i>	Tu: Lucas, Chapter 12 Th: Mary Fisher's A Whisper of AIDS (approx. 15 minutes) & Obama's Eulogy to Reverend Pinckney (approx. 35 minutes) both available on Youtube		Connotation, denotation, inclusive language, verbal imagery	What are the differences between denotation and connotation? What does it mean to say you should use language clearly in your speeches? What are 3-5 specific things that stood out to you from the various speeches? How did the rhetors' standpoints from the videos influence how you related to their speeches?

² Though I will do my best to ensure we stick to this outline, this syllabus is subject to change. Any change will be explicitly communicated with students.

5. February 9, 11 <i>Delivery & Workshop</i>	Tu: Lucas, Chapter 13 Th: Narrative Workshop		Methods of delivery, the speaker's body/nonverbal communication	What is nonverbal communication? Why is it important to effective public speaking? What type of delivery will be most useful to you? What rhetorical challenges do you have facing you?
6. February 16, 18 <i>Narrative Performentation</i>		Tu: Speeches Th: Speeches		
7. February 23, 25 <i>Developing an Effective Speech & Audience Analysis</i>	Tu, Lucas, Chapter 8 & 9 Th: Lucas, Chapter 6		Types of examples able to be used, testimonies, quoting & paraphrasing, organization patterns, types of connectives Identification, audience-centeredness, demographics, stereotyping, egocentrism	What are the required pieces for making an oral citation? What are the similarities and differences between the types of testimony? What organization patterns makes the most sense for your upcoming speech? Why must a public speaker be audience-centered? What does it mean to say that people are egocentric? What implications does the egocentrism of audiences hold for you as a public speaker?
8. March 1, 3 <i>Informative Speaking</i>	Tu: Lucas, Chapter 15 Th: Informative Workshop & Sample Speeches		Types of informative speeches	What can you do to relate your speech topic directly to the audience? What can you do to make sure your speech is not overly technical? What are ways you can be creative in your delivery?
9. March 8, 10 <i>Informative Speeches</i>		Tu: Speeches Th: Speeches		
10. March 15, 17 <i>Midterm</i>	Tu: Midterm Review Th: Midterm			
11. March 22, 24 <i>Spring Break</i>				
12. March 29, 31 <i>Persuasive Speaking</i>	Tu: Lucas, Chapter 16 Th: Lucas, Chapter 17		Persuasion, challenges of persuasion, questions of fact, policy, and value, cause-effect-solution pattern, types of credibility, evidence, types of reasoning,	What are the differences between persuasive and informative speaking? What are questions of fact, policy, and value? How are they different and why is it important to discern between the three? How might your persuasive speech be organized?

			identify the 10 fallacies, emotion	<p>What is credibility and how does it relate to public speaking?</p> <p>What are the various reasoning methods?</p> <p>What is the role of emotional appeals in persuasive speaking? Identify three methods you may use to generate emotional appeals in your speech.</p>
13. April 5, 7 <i>No Class – Southern States Communication Association</i>				
14. April 12, 14 <i>Preparing for Persuasive Speeches</i>	Tu: Sample Speeches Th: Persuasive Workshop			
15. April 19, 21 <i>Persuasive Speeches</i>		Tu: Speeches Th: Speeches		
16. April 26, 28 <i>Persuasive Speeches</i>		Tu: Speeches Th: Speeches		
17. May 3, 5 <i>Finals Week</i>	Section 52: Wednesday, May 4, 12:30-2:30 Section 60: Thursday, May 5, 3:00-5:00			