



CMST 333 • Advanced Public Communication

Department of Communication Studies

Room: P 2804 & through Zoom

Dates & Times: Tues/Thurs, 4:00 – 5:45pm

Fall 2020

Section: 60

Course ID: 003863

Instructor: Justin J. Rudnick, Ph.D. (“Dr. J”) (pronouns: he/she/they)
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Phone: (952) 358-9219 (office)
Office Hours: [Click here to schedule a meeting through MavConnect!](#)
Tues/Thurs: 1:00—3:30pm (Online only)
Wednesdays: 1:00—5:00pm (Online only)
**I am also available by appointment. Please contact me to set up a meeting.*

Required Texts:

There are no required textbooks for this class. All necessary readings will be made available on the Desire-2-Learn (D2L) system (<https://mnsu.ims.mnscu.edu/>). You are welcome to bring these readings to class in whatever format you prefer (electronic or printed), but you are expected to have them when you arrive for their assigned class session. Assignments, exams, and performances will draw extensively on the class readings.

Course Description and Objectives:

The purpose of CMST 333 is to cultivate and refine your mastery of public communication. The course will emphasize the analysis of the public communication situation through an in-depth study of major factors of the rhetorical situation, including context, audience, purpose, and delivery. As such, you should consider this course an advanced skills-based class partnered with a high degree of analysis. Although we will spend a short amount of time reviewing introductory public speaking skills, it is assumed you have some experience with public speaking. As such, this course will build on your existing knowledge and skills to help you master oral and written communication practices and analysis.

Your successful completion of this course will fulfill the following learning objectives:

1. Identify personal weaknesses in oral and written communication;
2. Develop strategies to improve oral and written communication weaknesses;
3. Recognize effective oral and written communication practices in diverse contexts;
4. Interpret and explain the role of context, audience, purpose, and delivery in public communication;
5. Demonstrate effective oral and written communication practices in diverse contexts;
6. Assess oral presentations for their strengths and weaknesses.

Nondiscrimination and Classroom Etiquette:

We live in a multicultural world that is diverse, distinct, evolving, and complex. This class will likely involve discussions and debates about a number of issues, some of them controversial. I hope we will all be mindful of each other regarding these issues and how they might easily relate to our identities. I also expect us to conduct ourselves with the utmost civility with each other as mature and educated adults. My hope is that you will come to realize that positions are neither right nor wrong—but they can be argued better or worse. In this class, we will encounter

different and opposing perspectives that will make us more aware, empathetic, and open to the difference and similarities we share. As an instructor, I will work to facilitate an amiable environment where ideas and thoughts can flow freely, creatively, and comfortably. As students, I hope you will enter our class with a similar commitment. As a final note, all MNSU nondiscrimination policies will be upheld and enforced in our class.

Accessibility and Academic Accommodations:

Minnesota State Mankato provides students with disabilities reasonable accommodation to participate in educational programs, activities, and/or services. Students with documented disabilities requiring accommodation to participate in class activities or meet course requirements should first register with Accessibility Resources (Memorial Library 132, ph: 507-389-2825, TDD 711, or email Julie.Snow@mnsu.edu) to establish an accommodation plan and then contact me as soon as possible. Through our Partnership Center, Minnesota State Mankato will cooperate with Normandale Community College to set up any accommodations you need to succeed in this class. I will gladly incorporate any accommodations you might need in order to successfully complete this course.

Face Coverings (Mask) Requirement:

Our campus community thrives on mutual respect, trust, and commitment to our health. In our collective effort to create and maintain a learning environment that is as safe as possible, we expect all members of the Maverick family to be familiar with state and university public health guidelines. These include:

1. Maintaining appropriate social / physical distancing (six feet minimum);
2. Wearing a face covering on campus, as per guidance from Governor Walz's Executive Order 20-74 and the Centers for Disease Control and Prevention (CDC). This requirement applies to anyone on the main campus or any of our additional locations, including (but not limited to) students, staff, faculty, contractors, vendors, suppliers, and visitors. The requirement includes wearing face coverings when:
 - Entering a campus building, including a residence hall hallways, classrooms, public spaces, common areas, and office spaces if social distancing of six feet is not possible. (When in a dorm room, the wearing of a mask is not required.)
 - Outdoors, if and where safe social distancing and gathering practices are not possible.

Additionally, face coverings must be worn correctly, i.e. must cover both mouth and nose. Individuals may supply their own face masks—but the University will provide a cloth mask to all students, faculty and staff prior to the start of the fall semester. Students who would prefer to have additional masks will need to supply their own.

Students who do not wear a face covering in instructional spaces (such as classrooms, studios, and labs) will be reminded about the requirement, directed to obtain a temporary disposable mask from the Department or College Dean's Office. In the case of refusal to abide by the face

covering requirement, the student will be asked to leave. If a student refuses, the instructor may leave the course to complete the class remotely.

Should you have specific concerns about the mask requirement, please contact the Department Chair (Dr. Sachi Sekimoto, sachi.sekimoto@mnsu.edu) and/or Dean of the College (Dr. Chris Brown, Christopher.brown@mnsu.edu). [Click here for more information on face coverings.](#)

Covid-19 Positive Notification Processes

The University values the health and safety of its students, faculty, staff, and visitors. To assist with maintaining a healthy campus community, the University asks students and employees to complete the [COVID-19 Self-Assessment Tool](#) to assist with any response to positive COVID-19 cases. [Click here for more information.](#)

Reporting is optional! Each individual with a positive COVID-19 case has the option to notify the University of their positive test result. This is not a requirement, and no one will be compelled to notify us. However, it is our hope that the individual will notify us so we can take appropriate steps to protect the campus community.

Potential Shifts in Class Format and Instruction

Due to higher education COVID-19 guidelines or other factors outside the University's control that results in a decision to end face-to-face instruction before the end of the semester, the format of this class will adapt as needed. In the case of such a scenario, the instructor will communicate with the students and clarify the nature of these changes.

Should the instructor become ill for an extended period, the department will take steps for a substitute instructor to teach the remainder of the class.

Should you, as the student, need to change your class attendance plan that was developed by the instructor, contact the instructor to discuss this further.

Rigor and Academic Honesty:

In keeping with Minnesota State Mankato's Academic Honesty policy, all work that engages in such inappropriate activities as plagiarism, cheating, or collusion will be subjected to the appropriate academic sanctions. These sanctions may include anything ranging from re-doing the assignment to receiving an automatic failing grade in the course. For more information on your rights and responsibilities as they relate to academic honesty, consult the university's policy at <https://www.mnsu.edu/policies/approved/academichonesty.pdf>.

Attendance and Participation in FlexSync Course:

CMST 333 is a performance-based class in that you cultivate a mastery of the course material by actively putting it into practice. As such, regular attendance and participation is required. Of course, the COVID-19 pandemic has created unusual and difficult circumstances in which our learning must take place. To provide you with an exceptional educational experience AND preserve the health and well-being of everyone in the class (myself included), our course will take place in a FlexSync format. Our class will meet at the regularly scheduled time each week in two formats: in-person at Normandale Community College (available to a limited number of

people), and real-time attendance through Zoom. Regardless of your attendance method, your attendance is required. I will take attendance every day and keep track of your meaningful participation in class discussions. **Due to the uncertainty of studying during the pandemic, there is no set number of “excused” absences. If you are unable to come to class for any reason, please check in with me so I know not to expect you.** Please note that it is your responsibility to make up any work you miss as a result of missing class. Any student missing more than 1/3 of the semester’s class sessions should withdraw and re-take the course in another term, as you will not be awarded a passing grade in the class.

Work Policies:

Any late work will be subjected to an automatic 50% grade deduction. I will not accept ANY late work a week after the due date. You should also note that, because of the constraints of meeting only once per week, there is no guarantee you will be able to make up oral presentations if you miss your assigned date.

I also have stylistic expectations for all written work in this class. Any written work, unless specified otherwise, should comply with the following expectations:

- All work must be submitted electronically through the appropriate dropbox on D2L;
- All work **MUST** be in a Word document or a format I can open with Microsoft Word;
- Type your work and double-space everything evenly;
- Use an APA-approved font and size (e.g., Times New Roman-12, Calibri-11, Arial-11, Georgia-11);
- Margins should be 1” all around;
- All assignments must include a cover page in proper APA format;
- Anything written by someone else and referenced in your assignment **in any way** should be cited in-text and included in a reference section according to the American Psychological Association (APA) style guide, 7th edition.

If the above requirements are not met, I will return the work to you—ungraded—and you will have the opportunity to make corrections, subjected to the late work penalty.

Course Assignments and Grades:

The following grading scale will be used in this course:

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|---------------|--------------|---------------|
| A- = 90—92.9% | A = 93—96.9% | A+ = 97—100% |
| B- = 80—82.9% | B = 83—86.9% | B+ = 87—89.9% |
| C- = 70—72.9% | C = 73—76.9% | C+ = 77—79.9% |
| D- = 60—62.9% | D = 63—66.9% | D+ = 67—69.9% |
| | F = 0—59.9% | |

Some students seem to have the misconception that simply doing an assignment results in an “A.” Failure to follow directions or meet criteria will result in you earning fewer points. Also, simply doing an assignment does not guarantee a passing grade regardless of perceived “effort.” Please note the definition of each letter grade:

“A” is reserved for work that is exceptional;
“B” is reserved for work that is above average;
“C” is reserved for work that is average (i.e., meets the minimum expectations);
“D” is reserved for work that is below average;
“F” is reserved for work that is failing, late, or not submitted for evaluation.

A note about contesting your grade: If you have questions about your grade, I encourage you to come discuss your grade with me, with these exceptions: (1) you may not ask me about your grade before you have received my feedback; and (2) I will not discuss specific assignment grades more than 2 weeks after they are distributed.

A note about final grades: At the conclusion of the course, I will assign letter grades based on the above percentage scale. As indicated by the scale, *I will round grades to the nearest tenth decimal (0.x)*. I will not round beyond this, so do not ask me to. ☺

The following assignments will be completed by each student in the class. You can determine your percentage (and grade) by totaling the points you have accumulated and dividing those points by the number of points possible.

- 1. Initial Assessment & Goal Setting** (15 points): Early in the semester you will complete an assessment of your current public speaking skills and identify personal goals that you hope to achieve through the class.
- 2. Final Assessment** (15 points): At the end of the semester, you will complete a reflection of your growth as a speaker and a citizen and assess how well you accomplished the goals you set at the beginning of the course.
- 3. Peer Critique Essays** (15 points each): For each speech in the class, you will be assigned to review one of your peers in class. For each review, you will take notes, complete an assessment, and provide feedback for how that peer can improve their performance in the future.
- 4. Pledge Speech** (75 points total): Your first speech will require you to make a pledge to educate yourself and act to advance racial justice. In addition to the speech itself, you will prepare a draft and final outline of the speech.
- 5. Commemorative Speech** (100 points total): Your second speech will require you to commemorate the life of a person of color who was needlessly killed during interactions with police officers. In addition to the speech itself, you will create a draft and final outline of the speech.
- 6. Technical Speech** (170 points total): Your third speech will require you to inform and educate the audience about complex forces that contribute to systemic racism and racial injustice, and which are often difficult to comprehend. In addition to the speech itself, you will create a draft and final word-for-word manuscript and an accompanying infographic to help clarify the material in your speech.
- 7. Civic Appeal Speech** (170 points total): Your final speech will require you to identify some way your community or government (local, county, state, or federal) can intercede to enact racial justice, and you will make an appeal to those influencers to take action. In addition to the speech itself, you will create draft and final notes (of your choosing) and an accompanying infographic to help clarify the material in your speech.

Tentative Schedule

Note: This schedule is subject to change at my discretion. I will attempt to give you fair warning and make reasonable accommodations if I need to adjust the schedule.

| Week | Date | Topic | Assignment |
|------|----------------|--|---|
| 1 | Tues 8/25 | Introductions & Course Overview <i>Assign: Initial Assessment & Goals</i> | Read: Hogan et al. Ch. 1 |
| | Thurs 8/27 | Documentary & Discussion, part 1 <i>Assign: Pledge Speech</i> | Due: Initial Assessment & Goals |
| 2 | Tues 9/1 | Documentary & Discussion, part 2 | |
| | Thurs 9/3 | Review: Organizing & Outlining | Read: Hostetler & Kahl (pp. 193-195) |
| 3 | Tues 9/8 | Delivery, part 1 | Read: Pelias & Stephenson Shaffer; Beebe & Beebe; Chawla & Rodriguez |
| | Thurs 9/10 | Delivery, part 2 | |
| 4 | Tues 9/15 | Speaking Digitally | Read: Newman; Iuliano |
| | Thurs 9/17 | Workshop | Due: Draft Outline |
| 5 | Tues 9/22 | Pledge Speeches <i>Assign: Commemorative Speech</i> | Due: Final Outline |
| | Thurs 9/24 | Purpose, part 1 | Read: Hogan et al., Ch. 6; Owens Patton; Triage Due: Peer Critique 1 |
| 6 | Tues 9/29 | Purpose, part 2 | |
| | Thurs 10/1 | Speaking in Stories | Read: TBA |
| 7 | Tues 10/6 | Flex Day—Used as Needed | |
| | Thurs 10/8 | Workshop | Due: Draft Outline |
| 8 | Tues 10/13 | Commemorative Speeches | Due: Final Outline |
| | Thurs 10/15 | Commemorative Speeches <i>Assign: Technical Speech</i> | |

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| 9 | Tues 10/20 | Working with Presentational Aids / Infographics | Read: O’Hair et al.; Kolowich; Jordan Due: Peer Critique 2 |
| | Thurs 10/22 | Communicating Complex Information | Read: Hostetler & Kahl (pp. 57- 61); Hogan et al., Ch. 11 |
| 10 | Tues 10/27 | Audience, part 1 | Read: Samovar & Porter; Lucas; Johnson |
| | Thurs 10/29 | Audience, part 2 | |
| 11 | Tues 11/3 | No Class—Election Day! | Due: Vote! Extra credit for submitting a photo with your voted sticker 😊 |
| | Thurs 11/5 | Workshop | Due: Draft Manuscript, Draft Infographic |
| 12 | Tues 11/10 | Technical Speeches | Due: Final Manuscript, Final Infographic |
| | Thurs 11/12 | Technical Speeches <i>Assign: Civic Appeal Speech</i> | |
| 13 | Tues 11/17 | Context, part 1 | Read: Bitzer; Sorrels; Husband Due: Peer Critique 3 |
| | Thurs 11/19 | Context, part 2 | |
| 14 | Tues 11/24 | Workshop | Due: Draft Notes, Draft Infographic |
| | Thurs 11/26 | No Class—Thanksgiving Break! | |
| 15 | Tues 12/1 | Civic Appeal Speeches | Due: Final Notes, Final Infographic |
| | Thurs 12/3 | Civic Appeal Speeches <i>Assign: Final Assessment</i> | |
| F | TBA | Final Assessments Due by 11:59pm | Due: Peer Critique 4 |