

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Speech, Communication, and Theatre Arts

BMCC is situated on the ancestral lands of the Lenape People. We pay respect to their members (both past and present) and recognize their contributions to the community. We also recognize our own privileges and the many legacies of violence, displacement, migration, and settlement that bring us together here today.

Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning, and civic participation.

Fundamentals of Public Speaking: SPE100.1103 (13757) Fall 2024

Class Hours: Monday/Thursday 11:30am -12:45pm

Class Location: Murray 1002 on Monday; Murray 214 on Thursday

Office/Student Hours: in-person W 10:30-11:30am and Th 2:30-3:30pm; online F 12:45-1:45pm

Office Location: Main Building S628-S

Instructor: Prof. Joanne Schultz, M.F.A.

Preferred Gender Pronouns: she/her/hers

Email: joschultz@bmcc.cuny.edu

Telephone: 212.776.6034

3 credits

Basic Skills/Prerequisites

Fundamentals of Speech (SPE 100 or SPE 102 for non-native speakers) is a required course for all BMCC students except Allied Health majors. Before registering for SPE 100, students must have completed or be exempt from: ENG 088, ESL 094 and RDG 062

"I began in a ball of nerves because I did not know any of my classmates. By the end of the semester, speaking in front of them became easier. . . It was a wonderful experience and I hope to use what I have learned in this class in my everyday life," writes former speech student Kari Carter.

Welcome to Fundamentals of Public Speaking (SPE100), a course that will transform your relationship to speaking up in public. The key to this is becoming more aware of yourself and how you relate to the world we live in. This semester you will have opportunities to explore and share your identity, aspirations, interests and values and to examine viewpoints and issues with your classmates while developing the skill of effectively communicating in today's personal and public spaces.

This section of Fundamentals of Public Speaking is designated as a First-Year Experience class. The First-Year Experience is designed to help you transition into a college-level academic learning community. FYE classes build on the mindsets and skills embedded within the BMCC college experience by targeting the learning needs of the whole student (cognitive, motivational, behavioral, and affective domains). FYE classes focus on three critical components that will help you to succeed at BMCC and beyond:

- **Academic Identity:** *Who are you as a student?*
- **Academic Stance:** *How do you identify and solve problems to be successful?*
- **Social Responsibility and Citizenship:** *What is your responsibility to, and in what ways do you contribute to the BMCC community?*

My name is Professor Joanne Schultz (for more information, see my BMCC faculty page <https://www.bmcc.cuny.edu/faculty/joanne-schultz/>). My training and background is in theater and I hope to bring the fun, energy and knowledge from that profession into this speech course. I'm pleased to be your instructor this semester and I look forward to getting to know each of you. Every student has a unique personality and set of experiences and these are the basis for their creativity and style of speaking.

As an educator I believe that if we create a positive learning environment in which we all feel included and respected, we can produce compelling work. With a background in theater and social change I endeavor to contribute to a creative and transformed world, and this interest informs my classroom teaching. I provide structured assignments in which students have freedom to creatively express themselves as well as explore issues important to them. Since communication between students and their instructor is important, please feel free to reach out to me with your questions, concerns or suggestions this semester.

Course Description

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organize ideas, masters elements of audience psychology, as well as practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

This semester, you'll learn how to write and deliver speeches through four approaches: 1) learning about concepts of communication and public speaking 2) developing ease of communication within a learning community; 3) becoming aware of your unique creative expression and your process as a public speaker through 4 speech presentations; 4) engaging with speakers and speech topics that are meaningful and current.

The course will be conducted in person in single-class sessions on Mondays and Thursdays. It is divided into 14 weeks with different topics related to public speaking. To ensure student success, I use a variety of learning modalities including reading, short Power Point lectures, videos, podcasts, discussions, class activities, writing, presentations/feedback and short homework assignments.

Required Materials:

Main open-source textbook, (free and online): *Start Here, Speak Anywhere: Empowering Our Voices for a Global Audience*, Second Edition by The Department of Speech, Communications and Theatre Arts at BMCC, 2022: <https://pressbooks.cuny.edu/startherespeakanywhere2e/>

Supplemental chapter readings in open-source textbook *The Public Speaking Project* (free and online) [https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_\(The_Public_Speaking_Project\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_(The_Public_Speaking_Project))

Purdue/Owl website produced by Purdue University provides an MLA formatting and style guide, which you can consult to be sure your citations and Works Cited lists are correctly formatted. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html

Other Resources:

Ted Talks, YouTube, PBS, CNN

Links, assignment guidelines, quizzes and short assignment worksheets in Brightspace

Evaluation of Students/Grading. Your grade average will be based on:

- | | |
|---|-----|
| • "Person, Place, Thing" speech based on student interview | 10% |
| • Group Presentation: "Solve the Problem Using BMCC Resources" | 10% |
| • Informative Outline/Speech, "I Want You to Know About This!" | 15% |
| • Persuasive Outline/Slideshow: "Make a Difference in Your World" | 20% |
| • Quizzes (5) on chapter readings | 20% |
| • Homework short assignments (8) | 15% |
| • Participation | 10% |

- **5% of Extra Credit** will be offered to attend BMCC Theatre Program's show *Almost Maine*, Nov. 20 – 24. Free admission for students.
- Your grades will appear in **Brightspace** throughout the semester as percentages.
- **Please read the Instructor's comments on all your graded assignments in Brightspace to gain useful feedback on your work.**
- Your final grade average will be converted to a letter grade in CUNYfirst. Percentages and their letter grade equivalents conform to the BMCC grading system posted in **Academic Affairs** on the BMCC web site. <https://www.bmcc.cuny.edu/academics/policies/grading-policies/grading-system/>

Course Materials and Course Work:

All of your course materials, including your textbook, supplemental reading, videos, podcasts, and assignment guidelines can be found on Brightspace for this course. Follow the course calendar in your syllabus to see what work is required from you. Anticipate 3-5 hours/week to complete homework assignments, and 6-8 hours/week when speeches are due.

Brief Descriptions of Speech Presentations:

- **“Person, Place, Thing” Speech**—1.5—2.5-minute speech based on an interview you conduct with a classmate about a meaningful person, place and thing for them. Submit a 2-page written report describing your interview BEFORE you deliver your speech from notecards with keywords during class.
- **Group Presentation: “Solve a Problem Using BMCC Resources.”** 8-minute speech by 4 speakers who identify a student problem, research available BMCC resources and then explain how a support service at BMCC can assist a student in managing an issue in their life so they can maintain focus on their academic success.
- **Informative Speech: “I Want You to Know about This!”**—3-5-minute speech in which you inform an audience about a space/place, process/procedure, event/history, concept/idea, institution/movement, artifact/object or living being. You choose the topic and the instructor must approve it before you begin your research.
- **Persuasive/Advocacy Speech: “Make a Difference in Your World.”** 4-6-minute speech in which you advocate for a solution to a social, cultural, or political issue by preparing an outline, converting it to a slideshow, and presenting it to the class.
- **All outlines must be submitted BEFORE a speech presentation can be delivered.**

Speech Tutoring: You can receive tutoring for your speech assignments through the BMCC Learning Center. Speech students affirm that their tutors have offered quick and excellent one-on-one support.

<https://bmcc.upswing.io/>

Quizzes: There are 5 short quizzes on assigned chapter readings; some quizzes also include the instructor's explication of these readings.

Written Assignments:

- **Major written assignments are due on Sundays at 11:59PM; short assignment guidelines vary but are always due at 11:59pm (see course calendar).**
- **Guidelines for written assignments are posted to Brightspace.**
- **All written work must be typed and double-spaced in MLA format, and proofread for errors.** Errors in grammar, spelling, punctuation, usage and formatting result in points subtracted from your grade. Submitted work will ordinarily be graded within one week after its deadline.

- **No use of Artificial Intelligence (AI) is permitted in your WRITTEN work.** This is a Pathways course in Creative Expression and it gives you an opportunity to develop your unique responses to the course subject matter. **You may use AI for imagery but you must cite your sources.**
- **Submitting Assignments:**
 - **Save your document using your last name and shortened assignment name, for example: Ortega_Persuasive.**
 - **Accepted file formats:**
 - **For DOCUMENTS, use Word, pdf, rtf;**
 - **For SLIDES use Power Point, Word, and pdf.**
 - **CONVERT GOOGLE DOCS TO WORD OR PDF BY CLICKING ON “FILE” IN THE TOP MENU, CLICK ON “DOWNLOAD,” AND CHOOSE WORD OR PDF.**
 - **Convert all Pages documents to PDFs.**
 - For visual files, use GIF, JPG, JPEG, BMP, PNG, TIF.
 - For audio files, use mp3, mp4, and WAV.
 - **Submitting Documents to Brightspace:**
 - ***You receive only 1 attempt to upload your document correctly; please give this process careful attention.***
 - **DO NOT EMAIL THE INSTRUCTOR YOUR WRITTEN WORK UNLESS YOU’RE INSTRUCTED TO DO SO.**

Late Assignments:

Postponements for speech presentations and extensions on written assignments are generally NOT given. If a deadline is extended because a particular request by email is granted, 20 points will be deducted from the assignment’s grade. **There are no make-ups for quizzes.** Please learn to manage your time well and meet your due dates.

Email to Instructor:

You’re encouraged to email your professor if you need support related to the course. **I check and answer my BMCC email on Mondays, Wednesdays and Thursdays: morning, afternoon and early evening.** Please stay in touch if you find yourself missing class because of a personal or family situation.

- **When you email your professor, always include a short subject line (for example, Absence.)**
- Use your school email account or one with a respectful address.
- **Use a greeting**, such as Hi/Hello/Dear Professor Schultz.
- Refer to your class section **SPE 100-1103.**
- **Keep your message brief and make sure your point is clearly stated.**
- **Write your full name at the end of the message.**

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work.

Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

Participation in This Speech Course:

Your participation in this speech course will be determined by your active involvement in class discussion and class activities. It's worth 10% of your overall grade. Any student response, comment or opinion in class contributes to the discourse of our learning community and adds value to the concepts the instructor teaches. Communicating with your peers and instructor and providing feedback helps you develop your public speaking skills. Class activities contribute to active learning. Please feel free to notify your instructor if you experience discomfort with some aspect of the course.

All of us in the class have a responsibility to create an environment in which we can all learn from each other. I expect everyone to respect and benefit from the insights and experiences that each person brings.

Community Norms and Expectations for Participation

- Participate with the concepts of transparency, responsiveness, inclusiveness, and accountability in mind.
- Be open to different perspectives/experiences and approach them with curiosity; lean into discomfort.
- Recognize our privileges and the space we occupy while working/interacting with others.
- Challenge one another constructively, respectfully, and responsibly by focusing on ideas without resorting to personal attacks.
- Listen actively, critically, and reflexively before formulating our questions and statements in response without interrupting one another.
- Silence and put away your phones during class unless you are instructed to use your phone for instructional purposes.

Absences and late arrivals will lower your Participation grade. If you arrive late, please notify the instructor at the end of class. If you miss a class, please keep up with course work by following the course calendar and accessing course materials, assignment guidelines and due dates on Brightspace. You may attend my Office Hours or call during them to catch up or consult a fellow classmate about what you missed.

Use of Technology:

- You must be able to access Brightspace to have access to all relevant information about the course.
- For your Email Address, Brightspace access, and Free MS account related issues, students can utilize BMCC's service desk <https://servicedesk.bmcc.cuny.edu/TDClient/33/Portal/Home/> located in S-141 in the Main Building.
- You can also download Office 365 from this link, which offers free Microsoft Power Point that you can use for your Persuasive/Advocacy slideshow.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, <https://www.bmcc.cuny.edu/>. For further information on integrity and behavior, please consult the college bulletin (also available online).

Gender-Inclusivity

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm

your gender identity at CUNY (including requesting a new ID card and/or email address), go here:

<https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity:

<https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

FREE BMCC STUDENT SUPPORT SERVICES

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Panther Station

Panther Station is a one stop resource for admissions, financial aid, health and immunization, and registration matters <https://www.bmcc.cuny.edu/panther-station/>

Advocacy and Resource Center (ARC) <https://www.bmcc.cuny.edu/student-affairs/arc/> room S230, 212-220-8195, arc@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center (formerly Single Stop) for assistance. Please contact us at arc@bmcc.cuny.edu, call 212-220-8195, or come by the office at room S230. You may also contact the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu, for assistance.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Accessibility www.bmcc.cuny.edu/accessibility, Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s: www.bmcc.cuny.edu/accessibility, Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.

Office of Compliance and Diversity <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity>, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Additional Student Resources

Learning Resource Center (LRC)

The LRC facilitates small group tutoring and conducts workshops in test-taking skills, note-taking skills and other learning areas. Also accessible are instructional computer labs that support course specific software, computer training workshops and instructional software offerings. Visit [our website](#) or contact us at lrctutoring@bmcc.cuny.edu or visit our homepage for "live chat" assistance.

Writing Center

The Writing Center assists students with developing and revising writing in all subject areas. Writing assistance is also available to support students in co-requisite courses including ENG 100.5 and developmental courses including ENG 095 and ENG 088 to help students achieve fluency and grammatical correctness in writing. Writing tutors assist students in understanding assignments, generating ideas, organizing papers, learning grammar and citing sources. They also assist students with transfer and application essays. Students in English 102, 201, or 300 courses can use the Learning Resource Center. Contact us at writingcenter@bmcc.cuny.edu

Randolph Library

library@bmcc.cuny.edu; (212) 220-8139 (Reference); (212) 220-1451 (Circulation); Room S-410

The Randolph Library provides students on-campus and remote access to thousands of books, eBooks and journals, along with dozens of available databases. Students may borrow laptops, tablets, calculators and battery chargers. Photocopying, scanning and printing are also available. Library faculty are available at the reference desk anytime the library is open, and are also available to meet with students by appointment. Instructional sessions can be scheduled by faculty to provide an overview of library resources or to discuss appropriate resources for an assignment due.

Derfner Communications Lab

The Derfner Communications Lab resources include interactive pronunciation software which supplements the instruction in Speech 102 classes. Speech 100 classes, general Communication classes, and Theater classes also make use of the Center. Students and faculty can request and book additional lab time as the schedule allows. Coordinator: Professor Lee W. Ritchey, (212) 220-7981, lritchey@bmcc.cuny.edu

Tools for Clear Speech

Here is a link to the Tools for Clear Speech website from Baruch College. In the Tools to Go tab, you can listen to and practice consonants and vowels, and rhythm and intonation of English, which is tailored to speakers of different languages. <https://tfcs.baruch.cuny.edu/about-tools-to-go/>

Course Calendar (subject to adjustment throughout the term):

Highlights indicate graded assignments.

Chapter readings assigned are due the following class.

Week and Topic	Classwork (In-person class)	Do/Submit	FYE Connections (optional read)
1. Introductions Th 8/29	-Brainstorm student interview questions -Student interviews in pairs -Students introduce themselves -FYE Course overview	-Read Ch. 2, The Importance of Public Speaking, due 9/5 -Take FYE pre-survey about your college experience (Common Measurable Activity)	From Classwork: -Introductory activities orient you to the course, college community and Brightspace (Goal 1-2) -FYE Survey: you reflect on your identity as a student (Goal 1)
M 9/2	No class, holiday		

<p>1. Importance of Public Speaking Th 9/5</p>	<ul style="list-style-type: none"> -Quiz, Ch. 2, Importance of Public Speaking -Lecture notes/discussion -View/discuss short video examples of Informative and Persuasive speakers and critique their speaking effectiveness -View Matt Abrahams video "Speaking Up Without Freaking Out" -Small group discussion: Share public speaking fears and tips to manage speech anxiety 	<ul style="list-style-type: none"> -Read Ch. 1, Questioning and De-Centering the History of Public Speaking, due 9/9 	<p>From Classwork:</p> <ul style="list-style-type: none"> -Class discussion encourages active, self-aware learning (Goals 1 and 2) -You learn and share strategies to maintain motivation in the face of academic challenges (Goal 1)
<p>2. Questioning and De-Centering the History of Public Speaking M 9/9</p>	<ul style="list-style-type: none"> -Lecture notes/discussion on Chapter 1 -Complete in-class Social Identity Wheel worksheets -Discuss worksheets in small groups -Self-selected students volunteer insights on their worksheets to entire class 	<ul style="list-style-type: none"> -Read Ch. 4, Listening due 9/12 -Formulate a SMART goal, due 9/11 -Complete Listening quiz, due 9/11 	<p>From Classwork:</p> <ul style="list-style-type: none"> -You participate in academic conversations and build an active learning environment (Goal 2). -You articulate how a learning experience contributes to your self-awareness (Goal 1) -Setting a SMART goal will help boost your motivation and give you a reference for tracking your academic goals (Goal 1) <p>-FYE weekly newsletter</p>
<p>2. Listening Th 9/12</p>	<ul style="list-style-type: none"> -Writing Center speaker -In pairs, students share results of Listening Quiz -Lecture Notes on Listening -Video "5 Ways to Listen Better" (Ted Talk) -Students discuss/evaluate video's strategies for listening and share own strategies -Explain guidelines/evaluation for "Person Place Thing" interview/paper/short speech 	<ul style="list-style-type: none"> -Listen to Randy Cohen interview podcast "Person Place Thing" due 9/16 -Bring laptop to class on 9/16 to take notes on interview 	<p>-FYE campus resource for 1st writing assignment</p> <p>From classwork: You continue to develop as a reflective, self-aware learner (Goal 1) and develop confidence participating in academic conversations in the context of a group process (Goal 2).</p>

3. Interviewing M 9/16	-Student self-select partners, sign up in Google Doc -Student pairs conduct partner interviews	-Write 2-page report describing interview, due 9/22	From Classwork: -You organize your approach to an assignment and utilize your affective skills (Goal 1) while collaborating with a partner (Goal 2). -FYE Weekly newsletter
3. Ethics in Public Speaking Th 9/19	-Lecture notes -Discuss student core values -View videos of Congress members to evaluate ethical behavior -Preparation given for 1 st speech	-Complete core values worksheet, due 9/26 -Prepare notecards for speech based on interview -Practice speech 5x	From classwork: -You continue to develop as a self-aware learner (Goal 1) -You participate in academic conversations expressing unique opinions in respectful dialogue. (Goal 2)
4. Speech Presentations M 9/23	-Physical/vocal group warm-up -Speaker presents individual speech "Person Place Thing" followed by partner's -Students provide verbal feedback on speeches	-Read Ch. 9, Informative Speaking, due 9/26	From classwork: -You offer respectful feedback (Goal 2)
4. Informative Speaking Th 9/26	-Quiz on Ch. 9, Informative Speaking -Notes/discussion -View/critique video examples -Explanation of small group speech assignment, "Solve the Problem Using BMCC Resources"	-Identify an issue in your personal or academic life -Search for and identify a BMCC support office/resource that might assist you with this issue, due 9/30	-FYE Weekly newsletter -You participate in creative activities to learn about problem-solving within the BMCC community
5. Group (relay) Speech Preparation M 9/30	-Notes on problem-solving -In groups of 4, students share and discuss issues, BMCC support offices/ programs, give feedback, choose an issue/support office as a speech topic, organize order of group speakers, assign/schedule tasks for speech completion	-Each student in group researches their selected BMCC support office/program and drafts their section of speech, due 10/7 -Read Ch. 13: Writing and Organizing your Outline, due 10/7	-FYE students interface with campus support offices From classwork: -You utilize strategies to maintain motivation and apply learning strategies to your research, and write and deliver a group speech (Goal 1 and 2).
Th 10/3	No class scheduled		
5. Outlining M 10/7	-Notes on Writing and Organizing Outline -Instructions for outlining	-Each student outlines a section of their group speech, "Solve the	-You learn about and speak on strategies to solve problems and maintain motivation in

	<ul style="list-style-type: none"> -Students compare student samples of outlining -Quiz on outlining 	Problem Using BMCC Resources” due 10/10	<p>the face of challenges (Goal 1)</p> <p>-FYE Weekly newsletter</p>
6. Group (relay) speech preparation Th 10/10	<ul style="list-style-type: none"> -In-class clinic to prepare group speech, “Solve the Problem Using BMCC Resources” -Notes on use of digital images for a speech 	-Each student uploads group outline, due 10/15	<p>From classwork:</p> <ul style="list-style-type: none"> -You collaborate in a group demonstrating teamwork, shared responsibility, and conflict resolution (Goal 2)
M 10/14	No classes, college closed		
6. Group Presentations T 10/15	<p>(Tuesday classes follow Monday schedule)</p> <p>Presentations and verbal feedback: “Solve the Problem Using BMCC Resources”</p>	-Read PDF “Audience Analysis and Topic Selection” due 10/17	<p>From classwork:</p> <ul style="list-style-type: none"> -You collaborate in a group and provide respectful peer feedback (Goal 2) -You continue to develop as a self-aware learner (Goal 1) who fosters a diverse learning environment (Goal 2)
7. Audience Analysis and Topic Selection Th 10/17	<ul style="list-style-type: none"> - Video: Obama and strategies of identification with audience -Notes/problem-solving on audience analysis in public speaking -Strategize on speaking to class demographic -Mind mapping a topic 	<ul style="list-style-type: none"> -Complete Worksheet for Topic Choice, due 10/20 -Read Ch. 12 on Library Research due 10/21 	<p>From classwork:</p> <ul style="list-style-type: none"> -You participate in academic conversations expressing unique opinions in respectful dialogue. (Goal 2) -You utilize a visual approach to brainstorming (Goal 1)
7. Library Research M 10/21	<ul style="list-style-type: none"> -Instruction on library research -Online chats with BMCC Librarian -Written citations and Works Cited list -Quiz on Chapter 12/Library Research 	<ul style="list-style-type: none"> -Research your topic finding minimum 3 sources of research -Complete worksheet “Exercise Four: Starting Your Research” due 10/23 -Read Ch. 15: Language and Speaking to a Global Audience, due 10/24 	<p>From classwork:</p> <ul style="list-style-type: none"> - Students will correctly identify key principles of ethical research (Goal 3) -Students interface with BMCC Campus resource -FYE Weekly newsletter

8. Language and Speaking to a Global Audience Th 10/24	-Small group/class discussion on nonverbal communication -Storytelling exercise with group reflection -Outline template for Informative Speech -NYPIRG speaker on voter registration	-Write full-sentence Informative Speech outline, due 10/27	From classwork: -You articulate how creative activities contribute to your personal and academic development (Goal 1) -You become an active learner (Goal 2)
8. Delivery of Your Speech M 10/28	-View/critique speakers on video -Notes on Delivery (from Ch. 12 of The Public Speaking Project) -Instructions on keyword outlining -Speaking oral citations -BMCC Speech tutor contact info reminder	-Read full-sentence outline aloud 3x -Make keyword outline -Practice speech with keyword outline 5x	From classwork: -You expand your knowledge of academic integrity (Goal 3) -FYE connection to campus support office/program -FYE Weekly newsletter
9. Informative Speech Presentations Th 10/31	-Informative speech presentations -Student self-assessment -Instructor and peer feedback		From classwork: -Your presentation reflects how you applied various learning strategies (Goal 1) -You assess other students (Goal 2)
9. Informative Speech Presentations M 11/4	-Informative speech presentations -Student self-assessment -Instructor and peer feedback		From classwork: -Your presentation reflects how you applied various learning strategies (Goal 1) -You assess other students (Goal 2)
10. Semester check-in Th 11/7	-FYE SMART Goal check-in -Feedback to individual students at mid-semester -Class activity: Read Ch. 10, Speaking to Persuade	- Read Ch. 10, Speaking to Persuade/Advocacy, due 11/11	Common Measurable Activity: You revisit your SMART goal and assess your success at achieving it (Goal 1)
10. Speaking to Persuade/Advocacy M 11/11	-Quiz on Ch. 10, Speaking to Persuade/Advocacy -Notes/discussion on Ch. 10 -View video examples of persuasive/advocacy speeches	-Read Ch. 6: Critical Thinking and Reasoning (from The Public Speaking Project) due 11/14 Optional: Fill out worksheets to explore speech topic	From classwork: -Exploring your interests to select a topic amplifies your self-awareness and helps you make real-life connections to the assignment (Goal 1)
11. Critical Thinking Th 11/14	-Notes on claims and argumentation -Outline for persuasive advocacy speech "Make a Difference in Your World"	-Write claim and argument due 11/17 -Outline your persuasive/advocacy speech, due 11/20	

11. Clinic on Claims and Outlines M 11/18	-In class clinic on claims and outlines -BMCC Speech tutor contact info reminder		Classwork: - You receive encouragement to consult a campus resource relevant to the assignment -FYE Weekly newsletter -Reminder about key campus resource for this course
12. Using Visual Aids in Speeches Th 11/21	-Lecture notes on slideshow design -Problem-solving on slide design	-Write and design slides for slideshow "Make a Difference in Your World" due 11/27	-BMCC Digital Tools and Services for Power Point as a campus resource for this assignment -You apply learning strategies to develop your individual presentation (Goal 1)
12. Clinic on Slideshows M 11/25	-Pairs and individual work -Instructor coaches on slideshow -Practice delivery of slideshow	-Practice delivery of slideshow 5x	From classwork: -You collaborate in a group to give/gain feedback (Goal 2)
Th 11/28	No class, holiday		
13. Slide Presentations M 12/2 & Th 12/5	- In-class practice -Persuasive/advocacy slideshows -Instructor and peer feedback		From classwork: -You apply learning strategies to complete culminating presentation (Goal 1) and provide respectful peer feedback (Goal 2) You develop as a self-aware learner (Goal 1)
14. Slide Presentations Th 12/9	- Persuasive/advocacy slideshows -Instructor and peer feedback		From classwork: -You apply learning strategies to complete culminating presentation (Goal 1) and provide respectful peer feedback (G 2) You develop as a self-aware learner (Goal 1)
14. Reflections Th 12/12	-Semester reflections -Feedback on course -Self-assessment/survey -Sharing success stories	-Take FYE post-survey -SMART goal self-assessment worksheet, in-class work due 12/12	From classwork: -Common Measurable Activity: FYE Post-Survey -SMART goal worksheet (Goal 1)

Your assessments are based on learning outcomes for each module (see Weekly Guide in Blackboard), as well as for the Student Learning Outcomes, BMCC's General Education Learning Outcomes, and Pathways Learning Outcomes (below).

Learning Outcomes

Listed below in the left-hand column are the specific skills you should be able to obtain and develop in this course. The assignments and activities used to assess your achievement of these student learning outcomes are in the right-hand column below.

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Prepare presentations for the listeners	Presentations and Outlines
2. Present presentations using effective delivery techniques including extemporaneous speaking, standard language, and eye contact with the audience	Presentations
3. Prepare presentations that locate, evaluate, select, and incorporate different forms of supporting material, including visual aids.	Presentations and Outlines
4. Demonstrate acceptable ethical standards in research and presentation of materials	Presentations and Outlines
5. Research and organize material to support a thesis	Presentations and Outlines
6. Listen critically and respectfully to others' speeches	Peer Evaluation/Feedback (Class Participation)

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)

X	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Presentations and Outlines
X	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	Statistical Charts, Graphs, and Visual Aids
	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	
	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	
X	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	Peer Evaluation/Feedback (Class Participation)
X	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Presentations, Outlines, and Quizzes
X	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Presentations, Outlines

Below are the learning outcomes of CUNY Pathways Creative Expression Flexible Core, the outcomes listed in the right-hand column indicate goals that will be covered and assessed in this course.

Creative Expression

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Presentations and outlines	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Presentations and outlines	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Presentations, outlines, peer evaluation/feedback (Class Participation)	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in Creative Expression <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Presentations, outlines, quizzes, and peer evaluation/feedback (Class Participation)	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
Presentations, outlines, quizzes, and peer evaluation/feedback (Class Participation)	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
Presentations and outlines	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
Presentations and outlines	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
Presentations and outlines	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.