

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Speech, Communications, 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.XXXX, Spring 2022

Class Hours: XXXX
Class Location: XXXX
Office/Student Hours: XXXX
Office Location: 199 Chambers Street Room S628B
Instructor: Dr. Vincent (Tzu-Wen) Cheng
Preferred Gender Pronoun: he/his/him
Email: tcheng@bmcc.cuny.edu

***“We realize the importance of our voices
only when we are silenced.”***

Malala Yousafzai (<https://malala.org/malalas-story>)



Welcome to SPE100 Fundamental of Public Speaking, a course that is more important than ever given the increasing demands and needs for ethical, effective, empathetic, and expressive communicators in the personal, academic, professional and civic realms.

My name is Dr. Vincent (Tzu-Wen) Cheng (for more information, feel free to visit my BMCC faculty page <https://www.bmcc.cuny.edu/faculty/vincent-cheng/>); it's a privilege to be your instructor this semester and I can't wait to embark on this journey with you. As an educator, I firmly believe that with the right conditions and environment, everyone can learn anything (even something as seemingly daunting as public speaking) and we all bring with us unique perspectives and experiences that should be explored, shared, and valued in the classroom. As an activist, I am passionate about equity, inclusion, and social justice issues and strive to help shape a more equitable, inclusive, and just world. These beliefs and passions inform my course design and classroom teaching and I very much look forward to learning, collaborating, and growing with you in the next 15 weeks as we collectively build a safe and supportive learning community for each and every single one of us to thrive in. We are all in this together so please feel free to reach out to me if you have any questions, concerns, and/or suggestions throughout the semester.

Course Description

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized 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.

Since SPE100 is a unique course that requires you to not only learn important theories and principles of public speaking but also apply them well in developing and presenting assigned speeches, you might find the following tips helpful as you prepare for this course and its assignments:



1. Learning is a process; manage your time strategically and effectively.

This class is designed in such a way that you do smaller amounts of work over a greater number of days; an hour of learning and work done every day over a four-day period is more beneficial than four hours of leaning and work done on a single day.

2. Seek help proactively and struggle productively.

While I expect you to work hard and challenge yourself in this class, I do not expect you to always be able to do your learning and work successfully. If you encounter any academic difficulties related to this course, please contact me; a little direction goes a long way. If you experience other hardships and challenges, please take full advantage of the available resources at BMCC (see Free BMCC Student Support Services and Additional Student Resources sections below). Again, we are all in this together; don't struggle alone.

“You don't have to be perfect but you do have to be 100% committed.”

Alexandria Ocasio-Cortez (https://en.wikipedia.org/wiki/Alexandria_Ocasio-Cortez)

Basic Skills/Prerequisites

SPE100 Fundamentals of Public Speaking or SPE102 Fundamentals of Public Speaking for Non-Native Speakers of English is a required course for all BMCC students except Allied Health majors. Before registering for SPE100 or SPE102, students must have completed or be exempted from ESL094 or have a Writing Index higher than 55.

Learning Outcomes

Listed below are the specific skills I hope you will obtain and develop in this course. Being an effective public speaker is crucial to our personal, academic, professional, and civic growth; all the assignments, presentations, and activities are designed to help you become the best public speaker you can be and it is my hope that you will not only use these skills in your daily life but also continue to develop them throughout your lifetime.

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 Exams
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, Exams, and Class Participation

***“The ability to read, write, and analyze;
the confidence to stand up and demand justice and equality;
the qualifications and connections to get your foot in that
door and take your seat at that table
– all of that starts with education.”***

Michelle Obama (https://en.wikipedia.org/wiki/Michelle_Obama)



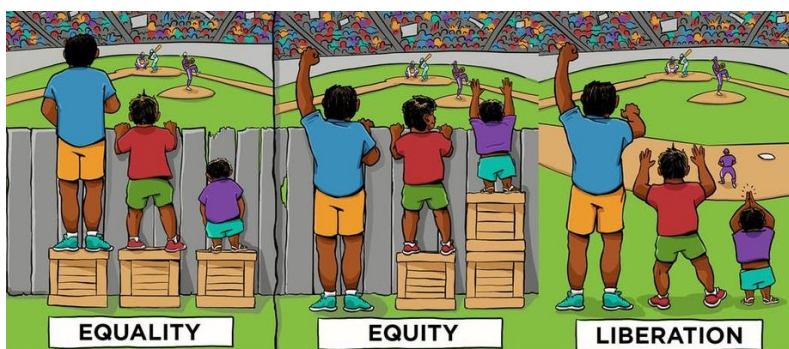
Below are the learning outcomes of CUNY Pathways Creative Expression Flexible Core, the outcomes listed in the right-hand column indicate goals that will be covered and assessed in this course.

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, quizzes, mid-term exam, final exam, as well as 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, mid-term exam, final exam, as well as 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, mid-term exam, final exam, as well as 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.

Required Textbooks and Readings

1. Textbook: *Start Here, Speak Anywhere: Empowering Our Voices for a Global Audience* 1st edition developed by the Speech, Communication, and Theatre Arts Department at BMCC (you may access it by clicking https://drive.google.com/drive/folders/1GOIb_hRnE-384IuzYKw8ERIo1AO9Irkv)
2. The *New York Times* (optional for Informative Speech/required for Persuasive Speech); we will learn how to access its articles (and articles from other newspapers/magazines/journals) by using our library databases.



To help you succeed in this required course without having to worry about the cost, quality, and accessibility of your main textbook, the department of Speech, Communication, and Theatre Arts here at BMCC has gathered a group of like-minded faculty to develop a free OER (Open Educational Resources) SPE100/102 textbook for all our students. Entitled *Start Here, Speak Anywhere: Empowering Our Voices for a Global Audience*, this textbook is written with the concerns about equity, inclusion, and social justice in mind and with the hope that it will enrich, enhance, and

elevate your learning experience.

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.

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

Community Norms and Expectations for Participation

1. Participate with the concepts of transparency, responsiveness, inclusiveness, and accountability in mind.
2. Be open to different perspectives/experiences and approach them with curiosity; lean into discomfort.
3. Recognize our privileges and the space we occupy while working/interacting with others.
4. Challenge one another constructively, respectfully, and responsibly by focusing on ideas without resorting to personal attacks.
5. Listen actively, critically, and reflexively before formulating our questions and statements in response without interrupting one another.
6. Any other additional norms/expectations to be developed with our learning community.

“I believe sharing stories and experiences is the best way to teach people to empathize.”



Jane Goodall (https://en.wikipedia.org/wiki/Jane_Goodall)

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, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

While learning by borrowing, copying, and/or imitating other people's ideas, words, techniques, and/or styles is common in many cultures, doing so without giving credit to the original author or creator is considered to be a dishonest and serious offence in our academic community. In this class, you will learn how to cite sources orally and in written materials so that you may confidently use other people's ideas, words, and/or work without committing plagiarism.

Evaluation of Students

Students will be graded as follows (1000 points total):

1. Class Participation and Attitudes towards Learning – 200 points
2. Two Quizzes (100 points each) – 200 points
3. Mid-Term – 100 points
4. Final Exam – 100 points
5. Two Short Oral Assignments (50 points each) – 100 points
6. Informative Speech (50 points) and Preparation Outline (50 points) – 100 points
7. Persuasive Speech (100 points) and Preparation Outline (100 points) – 200 points

While postponements for the oral presentations, as well as written assignments and exams are generally not granted, in the event that an exception is made for a particular case, a 20% point loss will be imposed.

Grade Definition Index

A	930-1000 pts	A-	900-920 pts	B+	870-890 pts
B	830-860 pts	B-	800-820 pts	C+	770-790 pts
C	730-760 pts	C-	700-720 pts	D+	670-690 pts
D	630-660 pts	D-	600-620 pts	F	Below 600 pts

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.

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 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.

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.



“Although I cannot move and I have to speak through a computer, in my mind I am free.”

Steven Hawking (https://en.wikipedia.org/wiki/Stephen_Hawking)

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 lrcutoring@bmcc.cuny.edu or visit our homepage for “live chat” assistance.

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

English as a Second Language (ESL) Lab

The ESL Lab offers weekly tutoring sessions for all ESL courses in addition to walk-in tutoring and conversation groups. Computer programs are available for practice in grammar, writing and speaking/listening. Books and audio CDs are available for use in the lab, and some books may be borrowed. For additional information, Email Joshua Belknap ESL Lab Coordinator jbelknap@bmcc.cuny.edu

Reading Lab

The Reading Lab helps students strengthen their reading skills and prepare for the CUNYACT reading test. It provides students with computers, textbooks, teacher-prepared assignments and audio/video materials to help develop and improve reading performance. For further assistance Email Joseph Johnson, Reading Lab Coordinator jjohnson@bmcc.cuny.edu

Supplemental Instruction **nalgu@bmcc.cuny.edu**

Supplemental Instruction (SI) is a free academic assistance program that utilizes out-of-class, peer-facilitated review sessions. Supplemental Instruction targets traditionally difficult academic ([Gateway](#)) courses – those that have a high rate of D or F grades and withdrawals.

*“Don’t be afraid to ask for help when you need it.
I do that every day.
Asking for help isn’t a sign of weakness,
it’s a sign of strength.
It shows you have the courage to admit
when you don’t know something,
and to learn something new.”*

Barack Obama (https://en.wikipedia.org/wiki/Barack_Obama)



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

Academic Advisement and Transfer Center (AATC) **aatc@bmcc.cuny.edu; (212) 220-8315; Room S-108**

Academic Advisement and Transfer Center (AATC) works with students to explore their interests and career goals, develop an educational plan, monitor academic progress, connect with campus resources, and get support for a successful transfer to a 4-year college.

[The Center for Career Development \(CCD\)](#)

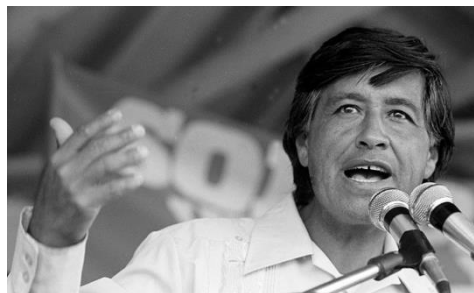
career@bmcc.cuny.edu; (212) 220-8170; Room S-342

The CCD delivers comprehensive career planning to students through individualized career advising, career workshops, and by providing 24-hour access to online resources for information on job opportunities, non-credit internships, and career fairs.

[Early Childhood Center \(ECC\) and Family Child Care Network](#)

CScottCroff@bmcc.cuny.edu; (212) 220-8250; Room N-375

ECC delivers developmentally appropriate programs that provide quality early-care education for the children of BMCC student parents, enabling them to pursue their college education. The Family Child Care Network, supervised by the ECC, consists of a group of licensed day-care homes serving children between two months and 12 years of age.



“You are never strong enough that you don’t need help.”

Cesar Chavez

https://en.wikipedia.org/wiki/Cesar_Chavez

[Peer Mentoring](#)

IMPACTMENTORS@bmcc.cuny.edu; (212) 220-8000 Ext. 5581; Room S-136H

The Peer Mentoring Program helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. The program matches successful continuing students with new students, connecting them as partners for a semester-long experience.

Based in the Peer Mentoring office, the CREAR FUTUROS Mentoring Program is focused specifically on actions that support college access, achievement, retention and graduation rates for Latino students in New York City.

[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.

[Scholarships](#)

scholarship@bmcc.cuny.edu; (212) 220-8133; Room N-365

This office provides assistance when students need help finding money to pay for tuition, books, and other necessities when federal and state financial aid is not enough. They offer information on funding educational endeavors through fellowships, essay contests, scholarships and short-term emergency assistance for students experiencing financial difficulties.

[Student Activities, Office of \(OSA\)](#)

osa@bmcc.cuny.edu; (212) 220-8160; Room S-230

OSA plans and coordinates extracurricular educational, cultural and social programs to enhance the college experience of BMCC students. The office oversees the registration of all student clubs, assigns classrooms for clubs to meet during club hours on Wednesdays, and assists in the production of club events.

Veterans Resource Center (VRC)

wcotto@bmcc.cuny.edu; (212) 220-8000 ext. 5363; Room S-115M

The VRC serves the needs of prospective and enrolled service persons, veterans, their dependents, their survivors, and other persons eligible to receive education benefits under various Department of Veterans Affairs (DVA) programs. The VRC supplements recruitment and retention efforts, provides counseling, program information, and certifies eligible students to receive DVA education benefits while maintaining productive relations with the Veterans Administration and other agencies serving veterans.

Women's Resource Center (WRC)

wrc@bmcc.cuny.edu; (212) 220-8165; Room S-340

The WRC facilitates weekly support groups and collaborates with students through its Sister2Sister Peer Mentoring Program. The Center also provides assistance and conducts special programs, seminars and workshops on domestic violence, LGBTQ, and gender related topics designed to educate and bring awareness to the entire BMCC Community.

There is always light, if only we're brave enough to see it.

If only we're brave enough to be it."

Amanda Gorman (https://en.wikipedia.org/wiki/Amanda_Gorman)



Accelerated Study in Associate Programs (ASAP)

asap@bmcc.cuny.edu; (212) 346-8660; Room M-1412

BMCC's Accelerated Study in Associate Programs (ASAP) assists students in earning associate degrees within three years by providing a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and mandatory fees, MTA MetroCards, and additional financial assistance to defray the cost of textbooks.

BMCC Learning Academy (BLA)

bmcccla@bmcc.cuny.edu; (212) 346-8640; Room M-1413

The BMCC Learning Academy (BLA) is a success program that helps students transition to college and stay on track through graduation and transfer. The Learning Academy is for students interested in a personalized academic advisor and a supportive, knowledgeable community of peers, faculty and academic resources.

College Discovery (CD)

cdp@bmcc.cuny.edu; (212) 220-8152; Room S-335

BMCC's College Discovery (CD) was established to provide comprehensive academic, financial, and social supports to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances.

Conexiones & Connections

connections@bmcc.cuny.edu; Room S-136

Conexiones & Connections provides an intentional community of support for Latinx students from their first day of class through graduation. Bilingual advisors and peer mentors curate culturally relevant co-curricular activities that empower students to meet their educational and personal goals. Each student receives guidance to make the connection between their major and career interests. The summer engagement programs strengthen students' networking, leadership and problem-solving skills. As they approach graduation, Conexiones students work with alumni success coaches to research and transfer to their preferred senior colleges.

[Degree Under Three](#)

du3@bmcc.cuny.edu; Room S-350

The Degree Under Three program was created to assist students who are committed to graduating in under three years. The program is committed to providing you with the necessary tools to stay on track and help reduce any barriers you may face in obtaining a college degree.

[Out in Two](#)

outintwo@bmcc.cuny.edu; (212) 220-8315; Room S-108

Out in Two is a presidential scholarship program with a supportive community designed to help you graduate from BMCC within two years and assist you in transferring to a senior college.

[Year Up](#)

AdmissionsNYNJ@yearup.org; (646) 341-6800; Room M-1116B

Year Up is an intensive, one-year program for students working towards their associate degree, combining hands-on skill development and internships at some of America's top companies.

[CUNY Educate, Develop, Graduate and Empower \(EDGE\)](#)

cunvedge@bmcc.cuny.edu; (212) 346-8485; Room M-1216B

Formerly known as COPE, **CUNY EDGE** is an initiative implemented by the City University of New York and the Human Resources Administration (HRA.) The goal is to support the specific needs of students who are receiving government assistance and are pursuing an undergraduate degree.

[Study Abroad](#)

jlevin@bmcc.cuny.edu; (212) 776-6429; Room S-750A

BMCC Study Abroad Programs will expand your educational experience, foster multicultural awareness and understanding while encouraging the exchange of knowledge about global relations, economies, histories, and cultures. This experience will enhance your skills for the 21st century workplace.

[Urban Male Leadership Academy](#)

aholmes@bmcc.cuny.edu; (212) 220-7276; Room S-430F

The Urban Male Leadership Academy (UMLA) at BMCC provides structured mentoring, tutoring and cultural activities to any student in the college, with a focus on black and Latino males. The primary objective of UMLA is to increase student graduation and transfer rates to senior colleges.

[Project Impact](#)

jappel@bmcc.cuny.edu; (347) 433-8773

Project Impact is an innovative program designed to meet the needs of students who are at risk of being impacted or who have been impacted by the justice system, either by being incarcerated or having an immediate family member who has been incarcerated. Project Impact provides support services, peer mentoring, academic tutoring, workshops and more.



“We have described for you a mountain.

We have Shown you the path to the top.

We call upon you to do the climbing.”

Murray Sinclair (https://en.wikipedia.org/wiki/Murray_Sinclair)

Outline of Speaking Assignments

1. Short Assignment (a): **WHO AM I?**

*“If I am not what you say I am,
then you are not who you think you are.”*

James Baldwin (https://en.wikipedia.org/wiki/James_Baldwin)



The purpose of this graded short assignment (50 points) is for us to know you better as an individual. Therefore, it is more important for you to be yourself and present your introduction naturally than to try to be “perfect.” Your introduction should be around **2 minutes** (between 1:30 and 2:30) and should answer **at least two questions** from **each of the four information areas** listed below. These questions are meant to be used as a guide; please choose only the one(s) that can be meaningfully answered within the given time limit and do not feel obligated to share any information that you are not comfortable disclosing.

Information Area I: Name(s)

- What is your given name?
- What is the meaning and origin of your given name? Who gave you your given name and why?
- Do you like or dislike your given name and why?
- Do you have a preferred name, nickname, or other alternative names? How did you get/choose it/them and why?

Information Area II: Identities

- Where were you born and raised? What was it like growing up?
- How do you currently identify yourself (including, but not limited to, your age, gender, racial, ethnic, national, regional, cultural, religious, sexual, socio-economic and/or political identities)?
- Are there differences between how you identify yourself and how others identify you; if so, how and why?
- Have you ever been stereotyped because of your identity (or identities); if so, what are these stereotypes and how do you feel about them?
- Have you ever gotten into conflict or trouble because of your identity (or identities); if so, how and why?

Information Area III: Values

- What are your core values (including, but not limited to, equality, individuality, peace, integrity, wealth, joy, happiness, love, success, recognition, friendship, family, fame, truth, authenticity, wisdom, power, status, influence, and/or justice)?
- How have you developed these core values and have they changed over time?
- How have you been practicing, living, and/or pursuing these core values?
- Have you ever encountered any challenges practicing, living, and/or pursuing these core values; if so, what steps have you taken to overcome them?

Information Area IV: Goals

- What is your current major/job?
- How did you choose your current major/job and why?
- Do you like or dislike your current major/job and why?
- What are your professional goals or what’s your dream job?
- What are the biggest challenges for you to reach your goals and what steps have you taken to be more successful in your career?

After you have identified and selected the questions you would like to share with us in class, put them sequentially into a rough **speaking outline** that contains only key words/phrases to remind yourself what to say next. Transcribe these key words/phrases onto large index cards (**one side only**) and rehearse with your prepared index cards to make sure

that you can comfortably introduce yourself within the given time limit (between 1:30 and 2:30). For this short assignment, you do not need to turn in any rough speaking outline or index cards; they are for your benefit only.

In class, present your prepared self-introduction **extemporaneously**, which means that you may quickly **glance at your index cards** when you need them but you should neither **memorize** nor **recite** your speech word for word. In addition, be sure to project your voice so that you can be clearly heard by everyone.

2. Short Assignment (b) **Our Orbit of Care**



For this 50-point short assignment, you will collaborate in assigned groups of 3 to 4 students to collectively present, in a relay format, an informative speech on a randomly selected support service/office/program here at BMCC.

On the day of the first scheduled group meeting, you will get together with your assigned group members and randomly select a BMCC support service/office/program for your group presentation. After familiarizing with one another and exchanging contact information, your group will brainstorm on how you will approach this project and decide on who will present which part of the speech.

- Speaker #1 will use around 2 minutes in total and at least two PowerPoint slides to present both the introduction and the conclusion of the speech. The introduction should include a “hook,” a topic statement, a credibility and goodwill statement, as well as a preview statement. The conclusion should include a summary statement and a strong closing statement (maybe one that echoes the “hook” in the introduction).
- Speaker #2 will use around 2 minutes and at least two PowerPoint slides to present the first main point in the body of the speech by addressing the following questions: How/why/when was your assigned support service/office/program established? and/or What are its mission and goals?
- Speaker #3 will use around 2 minutes and at least two PowerPoint slides to present the second main point in the body of the speech by addressing the following questions: What kind of specific services and programs does your assigned support service/office/program provide? Who are eligible for and/or can benefit from them? and/or How to apply for and/or take advantage of them?
- Speaker #4 (in a group of 4) will use around 2 minutes and at least two PowerPoint to present the third main point in the body of the speech by addressing the following questions: Who are the main staff members working in your assigned service/office/program? What impact does their work have on our students/community? and/or What challenges have they experienced in their line of work?

After deciding who will present which part of the speech, your group will then conduct preliminary research either collectively or individually to find relevant supporting materials (including examples, statistics, and/or testimonies) and possible images/texts to be included in the PowerPoint Slides for each part of the speech.

On the day of the second scheduled group meeting, you should collaborate with your group members on your research and finalize supporting materials and PowerPoint slides for each part of the speech. Arranging chronologically the PowerPoints slides from each speaker (at least two slides from each speaker) for each part of the speech, the group should then create **ONE PowerPoint file that includes all the slides** for the entire speech. Individually, you should also put together a rough **speaking outline** that contains only key words/phrases to remind yourself what you plan to say for your part of the speech. Transcribe these key words/phrases onto large index cards (**one side only**) and rehearse with your prepared index cards at least ten times to make sure that you can comfortably present everything within the given time limit (between 1:30 and 2:30).

On the day of your group presentation, a copy of your group’s PowerPoint file shall be submitted to the instructor via email before your group meets for one last rehearsal. During your presentation, a clicker will be provided to help your group navigate the group’s PowerPoint slides. You should present your designated part of the speech

extemporaneously, which means that you may quickly **glance at your index cards** when you need them but you should neither **memorize** nor **recite** your designated part of the speech word for word. In addition, be sure to project your voice so that you can be clearly heard by everyone.

For this short assignment, you do not need to turn in any rough speaking outline or index cards; they are for your benefit only. Also, since this short assignment is a group project, all group members presented on the day of your group presentation will receive the same score.

*“The single story creates stereotypes,
and the problem with stereotypes is not that they are untrue,
but that they are incomplete.
They make one story become the only story.”*

Chimamanda Ngozi Adichie

https://en.wikipedia.org/wiki/Chimamanda_Ngozi_Adichie



3. **Informative Speech (4-5 minutes):** For this graded assignment (50 points for your informative preparation outline and 50 points for your informative speech presentation) you will present extemporaneously* a researched informative topic (with at least three citations from credible sources) on a concept, object, person, group, organization, process, or event from your own community. While your community can be any identity related community (including, but not limited to your age, gender, racial, ethnic, national, regional, cultural, religious, sexual, socio-economic, or political community), you are strongly encouraged to develop an informative speech on a topic related to a community of yours that has been historically marginalized, minoritized, underrepresented, and/or underserved. Your topic must be submitted in advance and the use of visual aids is recommended.



*“Don’t raise your voice,
improve your argument.”*

Desmond Tutu

https://en.wikipedia.org/wiki/Desmond_Tutu

4. **Persuasive Speech (6-8 minutes):** For this graded assignment (100 points for your persuasive speech preparation outline and 100 points for your persuasive speech presentation), you will deliver extemporaneously* a researched persuasive speech, for which you have previously chosen and submitted a topic. You must use at least five citations from credible sources, among which, should be at least one recent article from the *New York Times*. In addition, you must incorporate all three means of persuasion (ethos, pathos, and logos) and visual aids into your presentation. While you may choose any persuasive topic that interests you, I strongly encourage you to develop a persuasive speech that addresses a pressing issue in your own community. Again, while your community can be any identity related community (including, but not limited to your age, gender, racial, ethnic, national, regional, cultural, religious, sexual, socio-economic, or political community), you are strongly encouraged to focus on a community of yours that has been historically marginalized, minoritized, underrepresented, and/or underserved.

*** For any extemporaneous speech, reading directly from your notes for more than 10% of your speech will result in a grade of “C” or less.**

5. Analyzing a StoryCorps Podcast and Preparing to Record Our Own Podcast:

• PART I

- LISTEN to this “StoryCorps” podcast—link follows: <https://storycorps.org/stories/reflections-on-growing-up-the-son-of-a-nyc-taxi-driver/>
- WRITE a brief reflection responding to these prompts:
 1. What is the StoryCorps Speaker’s Topic & Purpose (Thesis Statement)?
TOPIC (Subject matter or question/prompt) + PURPOSE (Speaker’s take or Point of View on Topic) = THESIS STATEMENT
 2. Who is the TARGET AUDIENCE or AUDIENCES for this Speech? (Who is the speaker primarily speaking to?)
 3. What could be a Visual Aid that the speaker could use to symbolize the Speech’s Topic & Purpose (e.g., an object, piece of clothing, photo or book that reminds the son of his father)?

• PART II

- READ the Getting Started, Great Question, Conversation Tips, and Recording Recommendations pages on [StoryCorps Connect – StoryCorps](#).
- CHOOSE: Who is a person that means the world to you—whom you would like to interview for your “StoryCorps” podcast? (Remember, they can be anywhere in the world)
- WRITE a brief Outline that includes:
 1. Who is the person that means the world to you whom you would like to interview and what is your relationship to them?
 2. What will be the Topic, Purpose and Target Audience for your podcast interview (what do you want our class and, possibly the StoryCorps audience to know about your relationship?)
 3. What are 3-5 questions/Discussion Topics that will help you achieve your Topic & Purpose?
 4. Will you keep your podcast interview private—just for the class—or do you want to share it with the StoryCorps archive? NOTE: even though the StoryCorps Connect recording portal allocates 40 minutes, please only use five-ten minutes...the Podcast we studied in Part I was in edited form.

• PART III

- UPLOAD, POST, and RESPOND:
For this Assignment, please post and upload to both the Discussion Board for class conversation and Assignments page for grading purposes. In addition, please respond to at least half of your classmates’ reflections and outlines, thanks!



6. Recording Your Own Podcast

Fantastic work with your last assignment **Analyzing a StoryCorps Podcast and Preparing to Record Our Own Podcast**. For this assignment, here are a few guidelines and considerations:

- GUIDELINES:

- To record your StoryCorps Connect podcast, you will need to open an account—please visit the following two links:
 - https://archive.storycorps.org/login/?show_signup=true&redirect_to=https%3A%2F%2Farchive.storycorps.org%2Faccount%2F
 - https://storycorpsorg-staging.s3.amazonaws.com/uploads/getting-started_V3_interactive.pdf
- For this assignment, only an audio podcast is required.
- Please keep this podcast between 5-10 minutes.
 - (PLEASE NOTE: The podcast we heard has been edited many times. As this is not an audio editing course, instead of editing, please consider recording additional interviews and choosing the best 5-10 minutes, thank you!)
- Upon completing your interview, please decide whether to keep it private (for only the class) or whether you would like to share this with the StoryCorps library and community—in which case you will also have to supply a photo of you and the person you interviewed.
- Either way, share a link to your StoryCorps Connect podcast interview with the class.
- Share the audio link to the Discussion Board.
- Also post a typed reflection to both the Discussion Board and Assignments page portal.
- In this reflection, address:
 1. How did it feel to hear the voice of yourself and “the person who means the world to you?”
 2. In hearing the final audio recording, did the Topic & Purpose and Target Audience change from your outlining and planning? What were these in your planning stage and what did it finally turn out to be? (Note: this is a common occurrence in the creative process)

- CONSIDERATIONS:

- It is impossible to summarize a life or relationship in 5-10 minutes
 - Choose one topic or situation—ideally a turning point event that changed your life
- Remember, your listeners are most likely strangers who do not know you intimately
 - Don’t just say “my neighborhood” say “Flushing or Flatbush or Fordham...”
 - How can you make it universal and personal? Global and local?
 - For different eras?
- Imagine this is a time capsule that people will listen to years, decades from now.
 - What would you want them to know?
- Consult StoryCorps Connect [StoryCorps Connect – StoryCorps](#) if/when you experience any challenges and/or difficulties.

Listen. Honor. Share.

STORYCORPS

Spring 2022 Schedule

WEEK 1

X/X Introduction / Course Overview/ Ice-Breakers

Assignments

Chapters 1 & 2 / Short Assignment (a)

WEEK 2

X/X **No Classes Scheduled**

Chapters 1 & 2 / Short Assignment (a)

WEEK 3

X/X Speaking in Public / **Short Assignment (a)** /
Ethics

Chapters 3 & 15 & 5

WEEK 4

X/X Listening / Speaking to Inform /
Selecting a Topic and Purpose

Chapters 6 & 7 & 8 / Informative Speech Topic

WEEK 5

X/X Analyzing the Audiences /
Gathering Materials / Supporting Your Ideas
[Due: Informative Speech Topic]

*Quiz-1 (1-3 & 5-8 & 15) / Chapter 9 /
Informative Speech and Outline*

WEEK 6

X/X **QUIZ-1** / Organizing the Body

Chapters 10 & 11 / Informative Speech and Outline

WEEK 7

X/X Introduction and Conclusion /
Outlining the Speech /
Short Assignment (b) Group Meeting (I)

*Mid-term Exam Chapters 9-11 / Chapters 13 & 14
Short Assignment (b) / Informative Speech and Outline*

WEEK 8

X/X **Mid-term Exam** / Delivery / Visual Aids /
Short Assignment (b) Group Meeting (II)

Short Assignment (b) / Informative Speech and Outline

WEEK 9

X/X **Short Assignment (b) Group Meeting (III)** /
Short Assignment (b) Presentations /
Speech Anxiety Clinic
[Due: Group PowerPoint File]

Informative Speech and Outline

WEEK 10

X/X **Informative Speech Day 1**
**[Due: Informative Speech Preparation
Outline]**

Informative Speech / Chapter 16

WEEK 11

X/X **Informative Speech Day 2** /
Speaking to Persuade

Chapters 17 & 12 / Persuasive Speech Topic

WEEK 12

X/X Methods of Persuasion / Using Language
[Due: Persuasive Speech Topic]

*Quiz-2 (Chapters 12-14 & 16-17) /
Persuasive Speech and Outline*

WEEK 13

X/X QUIZ-2 / Film Screening

Persuasive Speech and Outline

WEEK 14

X/X Persuasive Speech Day 1
[Due: Persuasive Speech Outline]

*Persuasive Speech / Final Exam /
Optional Extra Credit Assignment*

WEEK 15

X/X Persuasive Speech Day 2

Final Exam / Optional Extra Credit Assignment

WEEK 16

X/X *Last Day to Withdraw with a Grade of "W"
*Last Day to opt for an "NC" Grade

X/X No Class (Reading Day)

Final Exam / Optional Extra Credit Assignment

WEEK 17

X/X Course Wrap-Up / Final Exam
[Due: Optional Extra-Credit Assignment]

BMCC SPE100
Instructor: Dr. Vincent (Tzu-Wen) Cheng

Name:

<u>Short Assignments</u>		/ 100 points
a. Who am I?	/ 50 points	
b. Our Orbit of Care	/ 50 points	
<u>Quizzes</u>		/ 200 points
Quiz-1	/ 100 points	
Quiz-2	/ 100 points	
<u>Mid-Term Exam</u>		/ 100 points
<u>Informative Speech</u>		/ 100 points
Informative Speech Preparation Outline	/ 50 points	
Informative Speech Presentation	/ 50 points	
<u>Persuasive Speech</u>		/ 200 points
Persuasive Speech Preparation Outline	/ 100 points	
Persuasive Speech Presentation	/ 100 points	
<u>Participation and Attitudes towards Learning</u>		/ 200 points
<u>Final Exam</u>		/ 100 points
<u>Bonus Points</u>		
<u>Total Points</u>		/ 1000 points
<u>Final Grade</u>		