CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	THE 219
Course Title	Presentation Skills and Effective Communication
Department(s)	Theatre, Dance and Multimedia Performing Arts
Discipline	Performance and communication
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Introductory tools and techniques for powerful communication in a professional setting. Focus on verbal and non-verbal presentation skills, including presence and vocal production, as well as written communication.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course ☒ X revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☐ Scientific World
☐ Life and Physical Sciences	☒ X Creative Expression	

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	

If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
Mindset/Mindsight Paper Read Carol Dweck's *Mindset: The New Psychology of Success* pages 4-11 and Daniel Siegel's *Mindsight* pages 3-14. Write a 2-3 page paper which includes answers to the following questions. • In one sentence, how would you describe the central idea of each writer? • What aspects of their research might you apply to your own learning? • How are the two points of view similar and how are they different? • Give one example of how one of their approaches could be applied to support you when preparing for a presentation? This assignment appears in orange in the syllabus: Week 4.	• Gather, interpret, and assess information from a variety of sources and points of view.
Students will regularly participate in evaluating evidence for debates and presentations for example	• Evaluate evidence and arguments critically or analytically.

Debate Assignment Part I – Research and Preparation Research data that supports your given argument. Then work to find data that refutes it. Turn in a list of 5 data points for each side of the argument and your sources. Write a short description next to each data point of how you will use the data to support your argument or how you will counter data from the opposing side. This assignment appears in blue in the syllabus: Weeks 8-10	
Debate Assignment Part II – Presentation One student in the pair will be responsible for the opening statement, and the second student in the pair will be responsible for the closing statement. During the open debate students will be graded on: • Strength of arguments • Supporting data • Physical and verbal presentation skills Students will be graded separately. This assignment appears in blue in the syllabus: Weeks 8-10	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
Students will learn the fundamentals of improvisation and physical presentation techniques: For example. Spolin Technique Paper Viola Spolin is widely regarded as the mother of improvisation. Her book *Improvisation for the Theatre* explains the Spolin methodology and is the source of many of the exercises we do in class. We used Spolin's improvisational exercises to explore the foundational concepts of improvisation "Yes And" and "No Mistakes." Write a one-page paper discussing the ways those points of view could be used to advance or block a brainstorming session for a presentation. If you need a reminder of the techniques we used consult pages 55-61 from *Improvisation for the Theatre.* This assignment appears in green in the syllabus: Week Two	• 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.
	• 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.
Students will observe and analyze how meaning is conveyed through the voice and body. For example: Observation Paper	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Over the course of a week, observe both your physical response to stimuli and what you observe in others. Take special note of the physical aspects of presenting that we explored (eyes, body, breath, proprioception, kinesthetic response). Pay attention to moments of communication. Write one page about your experience of how use of the body affects communication. This assignment appears in purple in the syllabus: Week 3	
<u>Midterm presentations</u> Prepare a 3-minute pitch to promote your chosen project. Grading will be based on both verbal and non-verbal presentation techniques covered in class including: • Use of language • Clarity of argument • Presence • Eye contact • Ability to improvise in response to the audience in the question and answer session. This assignment appears in gray in the syllabus. Week 7	• Demonstrate knowledge of the skills involved in the creative process.
<u>Final presentation</u> Create a 5-minute final presentation. Use "One Search" on the library's home page as well as the library's database search feature to find journal articles to support your arguments. A portion of your grade will be based on the inclusion of a works cited page to confirm your sources. Be sure to coordinate your use of technology with your use of the body and voice. How can you use PowerPoint without being dependent on it? How can you interact with it without losing your connection to the audience? What tools can you use to make the presentation interesting without taking the focus away from you? This assignment appears in red in the syllabus: Week 14	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.