


## FSW Curriculum Meeting Agenda

January 17, 2025

1pm-3:30pm

Link: <https://fsw.zoom.us/j/85140741270>**I. Information Items**

Action	Presenter	Academic Year
Information Item	Dr. Martin McClinton/Dr. Rebecca Harris	2025--2026
Summary		
<p><b>Issue to be Resolved:</b> This memo serves to clarify the repeatability policy for SLS 1948 Work Experience I and SLS 1949 Work Experience II from three (3) credit hours to six (6) credit hours each. This update will support student who desire to continue their internships over multiple enrollment terms.</p> <p><b>Recommendation:</b> To increase the maximum repeatable credit hours for SLS 1948 Work Experience I and SLS 1949 Work Experience II from three (3) to six (6) credit hours each.</p> <p>KEY POINTS:</p> <ul style="list-style-type: none"> <li>• SLS 1948 (Work Experience I) - repeatable up to 6 credit hours</li> <li>• SLS 1949 (Work Experience II) - repeatable up to 6 credit hours</li> <li>• Enrollment Requirements: <ul style="list-style-type: none"> <li>o Vetting through FSW's Internship Coordinator</li> <li>o Meeting GPA and credit hour requirements</li> <li>o Securing an approved work-based learning opportunity</li> <li>o Completion and approval of internship application and agreement</li> </ul> </li> </ul>		
Decision	Motion	Comments
Choose an item.		

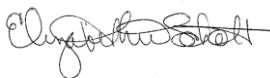
Action	Presenter	Academic Year
Information Item	Dr. Lisa Pickell	2025--2026
Summary		
Curriculum Proposal Cover Sheet		
Type of Proposal: Course- Information Item		

Department: Natural Sciences Department Chair/Program Director

Signature: Dr. Gerald Anzalone

Dr. Gerald Anzalone (Dec 10, 2024 14:49 EST)

Dean Signature:



Curriculum Committee Approval:

Notes:

Vice President of Academic Affairs Signature:

**Florida SouthWestern State College Curriculum Proposal**

<b>Type of Proposal</b>	Course- Information Item
<b>Department</b>	Natural Sciences
<b>Chair</b>	Dr. Gerry Anzalone
<b>Dean</b>	Dr. Libby Schott
<b>Proposer</b>	Dr. Lisa Pickell
<b>Presenter</b>	Dr. Lisa Pickell

**New Course(s)**

**Course Change(s)**

EVR 1001C Introduction to Environmental Science- Course Learning Outcomes

**Course Discontinuation(s)**

**Implementation Term:** Catalog Year 2025-2026

**Justification**

Apart from coinciding with a new textbook edition release, the main reason for conducting a course revision is to better align the online course with what we cover in our ground classes. Currently, online EVR students cover almost every chapter in the textbook in full - there are 18 chapters and online we cover all but 2. This is achieved by having the students complete 2

chapters and the associated assignments and labs in 1 week. We feel this is too much. Also, since we do not have the same timeframe in which to cover all of these chapters plus the labs in our ground classes, we end up either; merging related content from different chapters together, rushing over important subjects, and/or having to skip chapters altogether. This results in somewhat different content being covered in the two modalities.

To better synchronize these courses and condense the material covered, we propose to eliminate 4 CLOs - most of which have some related content that can be merged with and covered under other existing CLOs. For example; CLO 11 on atmosphere and pollution merged with CLO12 on climate change, CLO4 covered under CLO 2 (both pertaining to ecosystem functions), and CLO 8 on the importance of forest ecosystems covered under CLO 12 (climate change). We also propose to eliminate CLO 9 (basics of geology) altogether since this topic is thoroughly covered in Earth Science (ESC1000C). Eliminating/merging the above content negates the need to cover these chapters in full and have dedicated CLOs.

Eliminating the above CLOs would also allow time to separate out the important chapters in CLO13, which currently includes 4 chapters (chapters 15-18). Instead of having these all clumped together, we propose to separate this into 3 separate CLOs. Often in the ground classes, these end chapters are rushed over and/or skipped as time is running short, whereas online they are covering 2 full chapters in 1 week – this is the place of largest discrepancy between the courses.

**Designation(s):** General Education- Core

<b>Course: EVR 1001C Introduction to Environmental Science</b>	
<b>Course Description</b>	This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs. Students will apply the principles of the scientific method to explain biological concepts.
<b>Topic Outline</b>	Planetary Environmental Systems & Ecosystems Evolution, Biodiversity, and Ecology Human Population Trends and Projections Soil, Agriculture and Food Systems Environmental Health, Pollution and Toxicology Geology and Mining Forests and Forestry Fresh Water / Marine Science and Resource Management Atmospheric Science and Climate Change Economics and Environmental Policy Restoration, Conservation, Renewable Energy and Sustainability Strategies

<b>Course Learning Outcomes</b>	<p>In accordance with Florida Statute 1007.25, this course satisfies the General Education core in Distribution Area Natural Science and meets the state outcomes for EVR 1001C.</p> <p>Student Learning Outcomes:</p> <p>Students will apply critical thinking to analysis and interpretation of environmental information and model output.</p> <p>Students will apply the scientific method to explain natural experiences and phenomena.</p>
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	<p>Students will explain the basic chemical, biological, and physical principles of environmental science.</p> <p>Students will use empirical evidence to describe the historical and modern context of environmental problems and their solutions.</p> <p>All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:</p> <p><b>Communicate clearly in a variety of modes and media.</b></p> <p><b>Research and examine academic and non-academic information, resources, and evidence.</b></p> <p><b>Evaluate and utilize mathematical principles, technology, scientific and quantitative data.</b></p> <p><b>Analyze and create individual and collaborative works of art, literature, and performance.</b></p> <p><b>Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.</b></p> <p><b>Visualize and engage the world from different historical, social, religious, and cultural approaches.</b></p> <p><b>Engage meanings of active citizenship in one's community, nation, and the world.</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in</p>
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	<p>contributing to the student's general education along with the general education competency it supports.</p>
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	<p>General Education Competency: <b>Evaluate</b></p> <p>Describe the basic tenets of environmental science and identify key environmental systems.</p> <p>Outline and describe the nature and flow of matter and energy through ecosystems.</p> <p>Describe the key components of natural selection and evolution and how these affect biodiversity and population ecology.</p> <p><del>Identify and outline the types of species interaction and how biomes/communities change over time.</del></p> <p>Outline the factors affecting demographic changes in human populations and the impact of population growth on the environment.</p> <p>Appraise and assess the link between human population and environmental health.</p> <p>Describe the importance of soil and agriculture and their roles in the future of food availability.</p> <p><del>Summarize the importance of forest ecosystems and current management strategies including protected areas.</del></p> <p><del>Examine the basics of geology and the impact of mining.</del></p> <p>Explain the processes, properties, and importance of aquatic ecosystems.</p>
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~~Describe the basic tenets of atmospheric science and assess the link between humans and air pollution.~~



	<p>Define global climate change and appraise the role of humans on this occurrence.</p> <p><del>Discuss sources of energy, strategies for waste management, and effective methods of conservation and sustainability.</del></p> <p>Compare renewable and non-renewable energy sources.</p> <p>Examine major approaches to waste management.</p> <p>Recognize the role of sustainability in the urban environment.</p>
<b>Course Assessment Statement</b>	This course will be assessed by a combination of class participation, graded homework assignments, module/unit quizzes/exams, graded labs, and/or a comprehensive final exam.
<b>Prerequisites</b>	Demonstration of readiness for college-level communication and computation.
<b>Corequisites</b>	None
<b>Credit Hours</b>	3
<b>Contact Hours</b>	4 (2 lecture, 2 lab)
<b>Faculty Workload Hours</b>	4
<b>Other</b>	General Education- Core
<b>Decision</b>	
<b>Motion</b>	
<b>Comments</b>	
Choose an item.	

## II. Course Change Proposals

<b>Action</b>	<b>Presenter</b>	<b>Academic Year</b>
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Course Change	Dir. Cristy Estes	Choose an item.
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**Summary**


Curriculum Proposal Cover Sheet

Type of Proposal: Course- Change

Department: Social and Human Services



Department Chair/Program Director Signature:   
Cristy Estes (Dec 10, 2024 09:03 EST)

Dean Signature: 

Curriculum Committee Approval:

Notes:

Vice President of Academic Affairs Signature:

## Florida SouthWestern State College Curriculum Proposal

<b>Type of Proposal</b>	Course- Change
<b>Department</b>	Social and Human Services
<b>Chair</b>	Dir. Cristy Estes
<b>Dean</b>	Dr. Libby Schott (Acting)
<b>Proposer</b>	Dir. Cristy Estes
<b>Presenter</b>	Dir. Cristy Estes

**New Course(s)**

## Course Change(s)

HUS 1400 Alcoholism & Other Drug Abuse: Course Name, Course Learning Outcomes, Topic Outline

### Course Discontinuation(s)

**Implementation Term:** 2025-2026 Catalog Year

## Justification

Most courses in the SCNS at other institutions refer to HUS 1400 as some variation of "Introduction to..." The change to the course name brings us into line with other colleges, as well as common nomenclature in our own department. The Course Learning Objectives have been updated to better align with the course description.

Designation(s): N/A

<b>Course: Introduction to Alcoholism and Other Drug Abuse</b>	
<b>Course Description</b>	This course teaches the dynamics of drug addiction and dependence, classification and origins of drugs, short and long term effects, risk of dependence, and medical uses. Drug education, laws, treatment, and rehabilitation are additional areas of focus.
<b>Topic Outline</b>	<ul style="list-style-type: none"> <li>History of drugs and alcoholism</li> <li>Impacts of alcoholism and other drug abuse</li> <li>Classification of drugs</li> <li>Use of drugs for medical purposes</li> <li>Working with multicultural and special populations</li> <li>Interventions and techniques used for substance abuse treatment, prevention, and intervention</li> </ul>

<p><b>Course Learning Outcomes</b></p>	<p>All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:</p> <p>Communicate clearly in a variety of modes and media.</p> <p>Research and examine academic and non-academic information, resources, and evidence.</p> <p>Evaluate and utilize mathematical principles, technology, scientific and quantitative data.</p> <p>Analyze and create individual and collaborative works of art, literature, and performance.</p> <p>Think critically about questions to yield meaning and value.</p> <p>Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.</p> <p>Visualize and engage the world from different historical, social, religious, and cultural approaches.</p> <p>Engage meanings of active citizenship in one's community, nation, and the world.</p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.</p> <p>General Education Competency: <b>Think</b></p> <p>Develop an understanding of the history of drugs and alcoholism.</p> <p><b>B. Other Course Objectives/Standards</b></p>
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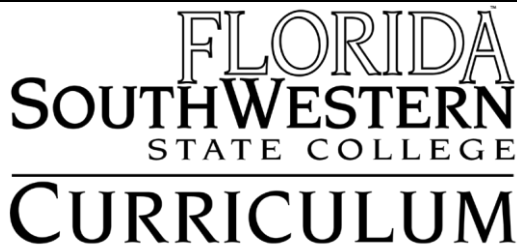
	<p>Develop an understanding of the impact of drug and alcohol use.</p> <p>Identify the different classifications of drugs.</p> <p>Describe how drugs can be used for medical purposes.</p> <p>Identify some treatment and rehabilitation models used for drug and alcohol use.</p> <p>Exhibit awareness of multiculturalism when working with special populations in substance abuse.</p>
<b>Course Assessment Statement</b>	Students in this course will be assessed through discussion posts, assignments, quizzes, and final exams.
<b>Prerequisites</b>	Demonstration of readiness for college-level communication.
<b>Corequisites</b>	None
<b>Credit Hours</b>	3
<b>Contact Hours</b>	3
<b>Faculty Workload Hours</b>	3
<b>Other</b>	
<b>Decision</b>	
<b>Motion</b>	
<b>Comments</b>	
Choose an item.	

Action	Presenter	Academic Year
Course Change	Dr. Monica Krupinski	2025--2026
<b>Summary</b>		

Curriculum Proposal Cover Sheet

Type of Proposal: Course- Change

Department: Humanities Department Chair/Program



Director Signature: **Monica**

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**Krupinski**

Monica Krupinski (Jan 7, 2025 12:36 EST)

Dean Signature: **Brian Page**

Brian Page (Jan 7, 2025 12:52 EST)

Curriculum Committee Approval:

Notes:

Vice President of Academic Affairs Signature:

**Florida SouthWestern State College Curriculum Proposal**

<b>Type of Proposal</b>	Course- Change
<b>Department</b>	Humanities
<b>Chair</b>	Dr. Monica Krupinski
<b>Dean</b>	Dr. Brian Page
<b>Proposer</b>	Dr. Monica Krupinski
<b>Presenter</b>	Dr. Monica Krupinski

**New Course(s)**

**Course Change(s)**

PHI 2010 Introduction to Philosophy- Course Description; Course Designation, Writing Intensive; Prerequisite

**Course Discontinuation(s)**

**Implementation Term:** Fall 2025

**Justification**

The Humanities Department is requesting that the Introduction to Philosophy course (PHIL 2010) be designated as Writing Intensive within the General Education curriculum beginning AY 2025-2026.

Students in Introduction to Philosophy will enhance their critical thinking skills and demonstrate their understanding of western philosophical views in accordance with the state Student learning Outcomes for the course. This demonstration of engagement with the discipline will include written discussions offering critiques and responses to another student's viewpoint as well as research-based written individual essays or projects summarizing and analyzing concepts of the philosophical tradition such as epistemology, metaphysics, and ethics.

In PHIL 2010 courses, project topics have included the Philosophy of Religion, Metaphysics and Epistemology, and Axiology. Written responses for these topics include essays offering a critical reflection on the topic in a traditional format, a creative writing format of a letter to a philosopher, and reviews of a film, book, or other form of artistic production as it relates to the current relevance of themes in the course.

Through written responses on a number of topics on philosophical questions and figures in the history of philosophy, students will receive feedback from the instructor regarding writing styles, mechanics, and grammar as well as course-specific commentary. Instructors will explain the Student Code of Conduct regarding academic integrity, offer writing support or support services, and devote class time equivalent to one day per semester to instruction of discipline-specific writing styles and formats, including literature reviews, presentations, or bibliographies when appropriate. These written essays and discussions will total 4,000 words per student each semester.

\*Please note that the red highlighted text in the course learning outcomes are the revised outcomes for all Humanities courses requested by FLDOE in November/December 2024.

**Designation(s):** General Education- Core Humanities; Writing Intensive

**Course:** PHI 2010 Introduction to Philosophy

<p><b>Course Description</b></p>	<p>In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.</p> <p><b>This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a "C" or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.</b></p>
<p><b>Topic Outline</b></p>	<p>The nature of philosophy and philosophical inquiry;  The nature of philosophy in contrast to science, religion, and politics;  Major areas of philosophy historically;  Philosophical questions of contemporary concern;  Important figures in the history of philosophy and their views;  Major philosophical movements from the history of philosophy;  Questions concerning the nature of humanity and meaning  Contrasting views on reality, knowledge, values, or political systems  Critiques of or alternatives to traditional western philosophy</p>



<b>Course Learning Outcomes</b>	<b>General Education Core Course State Standards</b>  In accordance with Florida Statute 1007.25, this course satisfies the General Education core in Distribution Area Humanities and meets the state outcomes for PHI 2010.  Student Learning Outcomes: <ul style="list-style-type: none"><li>● Students will develop critical thinking skills.</li></ul>
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- Students will demonstrate an understanding of classical western philosophical views.
- Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

**Communicate** clearly in a variety of modes and media.

**Research** and examine academic and non-academic information, resources, and evidence.

**Evaluate** and utilize mathematical principles, technology, scientific and quantitative data.

**Analyze** and create individual and collaborative works of art, literature, and performance.

**Think** critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**Visualize** and engage the world from different historical, social, religious, and cultural approaches.

**Engage** meanings of active citizenship in one's community, nation, and the world.




**A. General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: **THINK**

	<p>Recognize major figures and movements from the history of Western philosophy.</p> <p>Analyze major movements and positions from the history of Western philosophy.</p> <p>Identify contemporary issues of philosophical concern.</p> <p><b>Demonstrate intellectual curiosity by evaluating new ideas over time.</b></p> <p>2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental part in contributing to the student's general education along with the general education competency it supports.</p> <p>General Education Competency: <b>Visualize</b></p> <p>Explain critiques of traditional Western philosophy.</p> <p><b>Interpret the experiences and emotions of others in creative and analytical work.</b></p> <p><b>Apply course concepts to real-world situations by reflecting on connections between academic ideas and personal, professional, or societal contexts.</b></p>
<b>Course Assessment Statement</b>	In this course, student learning will be evaluated through a variety of course assessments to include writing assignments, class activities, projects, quizzes, discussion, and/or participation.
<b>Prerequisites</b>	Demonstration of readiness for college-level communication.
<b>Corequisites</b>	None

<b>Credit Hours</b>	3	
<b>Contact Hours</b>	3	
<b>Faculty Workload Hours</b>	3	
<b>Other</b>	General Education, Core Humanities; Writing Intensive	
<b>Decision</b>	<b>Motion</b>	<b>Comments</b>
Choose an item.		

<b>Action</b>	<b>Presenter</b>	<b>Academic Year</b>
Course Change	Dr. Evan Johnson	2025--2026
<b>Summary</b>		
Curriculum Proposal Cover Sheet		
Type of Proposal: Course- Change		
Department: Communication Studies		
Department Chair/Program Director Signature:		
Dani Peterson		
	<a href="#">Dani Peterson (Jan 2, 2025 15:16 CST)</a>	
Dean Signature: Brian Page		
	<a href="#">Brian Page (Jan 6, 2025 09:14 EST)</a>	
Curriculum Committee Approval:		

Notes:

Vice President of Academic Affairs Signature:

**Florida SouthWestern State College Curriculum Proposal**

<b>Type of Proposal</b>	Course- Change
<b>Department</b>	Communication Studies
<b>Chair</b>	Prof. Dani Peterson
<b>Dean</b>	Dr. Brian Page
<b>Proposer</b>	Dr. Evan Johnson
<b>Presenter</b>	Dr. Evan Johnson

**New Course(s)**

**Course Change(s)**

SPC 1017 Fundamentals of Communication Studies: Course Description, Course Learning Outcomes

**Course:** SPC 1017 Fundamentals of Communication Studies

<b>Course Description</b>	This course introduces students to the communication studies discipline. A variety of activities and class assignments are designed to acquaint students with the intrapersonal, interpersonal, and public speaking levels of communication. This course serves to demonstrate competency in both oral and written communication.
<b>Topic Outline</b>	Speech Communication Principles and Theories Intercultural Communication
<p style="text-align: center;">SPC 2608 Introduction to Public Speaking: Prerequisite, Course Learning Outcomes</p> <p><b>Course Discontinuation(s)</b>  <b>Implementation Term:</b> Fall 2025  <b>Justification</b>  Due to changes at the state level, we were asked to review our courses to see if those were in alignment with new standards. In that process we reviewed our Course Learning Outcomes and Course Description to align with our purposes and the state standards.</p> <p>Removing the composition prerequisite (ENC 1101) for SPC 2608 is intended to give students flexibility by allowing them to choose either SPC 2608 or SPC 1017, which has already had the ENC 1101 prerequisite removed. By removing the prerequisite, students could take the complementary courses of SPC 2608 and ENC 1101 simultaneously. This will also allow for more flexibility in pathways and majors requiring SPC 2608.</p> <p><b>Designation(s):</b> General Education- Institutional</p>	
	Interpersonal Communication Listening Computer-Mediated Communication Nonverbal Communication Public Speaking Small-Group Communication

<p><b>Course Learning Outcomes</b></p>	<p>All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:</p> <p>Communicate clearly in a variety of modes and media.</p> <p>Research and examine academic and non-academic information, resources, and evidence.</p> <p>Evaluate and utilize mathematical principles, technology, scientific and quantitative data.</p> <p>Analyze and create individual and collaborative works of art, literature, and performance.</p> <p>Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.</p> <p>Visualize and engage the world from different historical, social, religious, and cultural approaches.</p> <p>Engage meanings of active citizenship in one's community, nation, and the world.</p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.</p>
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	<p>General Education Competency: <b>Communicate</b></p> <p>Students will correctly identify and distinguish between intrapersonal, interpersonal, small group, intercultural, organizational/corporate, public and mediated communication contexts.</p> <p>Students will identify and explain principles of small group/team communication and leadership, recognize roles and group identities, and effectively apply the reflective thinking process to problem-solving groups.</p> <p>Students will contrast professional and personal interpersonal communication, describe conflict resolution strategies, and explain relational development, maintenance and dissolution in differing contexts.</p> <p>Students will conduct audience analyses to select an appropriate speech topic, outline and deliver speech content, and create professional presentational aids that enhance the verbal message.</p> <p>Students will apply appropriate audience-centered strategies to effectively communicate verbally and nonverbally in interpersonal, intercultural, small group and professional settings.</p> <p>Students will describe the listening process, identify listening barriers and apply strategies to enhance their listening effectiveness.</p>
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	<p>Students will demonstrate effective behaviors in mediated communication contexts (i.e., social media, email, text)</p>
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message, video conference) with consideration of their verbal messages, nonverbal cues, self-image and online etiquette.

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: **Think**

Students will identify ethical principles of communication and apply appropriate communication strategies when speaking and listening during interpersonal, intercultural, small group, presentational and mediated contexts.

Students will analyze personal communication and apply interdisciplinary theories to communicative interactions and cultural contexts.

Students will relate and apply communication concepts and theory to communicative interactions that directly relate to their field of study and career goals.

General Education Competency: **Research**

Students will locate, interpret and use information to develop meaningful presentation content, incorporating effective oral citations to credit sources, establish credibility and avoid plagiarism.

Students will distinguish credible information from noncredible information, utilizing sources widely accepted by scholars and experts.

	Students will document sources orally in presentations and use current APA Style in speech outlines, in-text citations and References pages.
<b>Course Assessment Statement</b>	In this course, student learning will be evaluated through a variety of course assessments including writing/speaking assignments, class activities, projects, quizzes, discussion, presentations, participation, and/or other assignments designed to meet course learning outcomes.
<b>Prerequisites</b>	Demonstration of readiness for college-level communication.
<b>Corequisites</b>	None
<b>Credit Hours</b>	3
<b>Contact Hours</b>	3
<b>Faculty Workload Hours</b>	3
<b>Other</b>	General Education- Institutional
<b>Course: SPC 2608 Introduction to Public Speaking</b>	
<b>Course Description</b>	This course focuses on developing effective public speaking skills. Specific objectives focus on designing informative and persuasive presentations for specific audiences; applying appropriate nonverbal vocal and physical behaviors to deliver speeches effectively; selecting appropriate multimedia to enhance presentations; and developing critical listening skills using both oral and written assignments.

<b>Topic Outline</b>	Public Speaking Anxiety Audience-Centered Ethical Speaking and listening Extemporaneous Delivery Style Listening Styles Speech Preparation and Speech Delivery Outlines Multimedia Presentation Aids Speaker Language and Style
	Informative Speaking Strategies Persuasive Speaking Strategies

<p><b>Course Learning Outcomes</b></p>	<p>All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:</p> <p>Communicate clearly in a variety of modes and media.</p> <p>Research and examine academic and non-academic information, resources, and evidence.</p> <p>Evaluate and utilize mathematical principles, technology, scientific and quantitative data.</p> <p>Analyze and create individual and collaborative works of art, literature, and performance.</p> <p>Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.</p> <p>Visualize and engage the world from different historical, social, religious, and cultural approaches.</p> <p>Engage meanings of active citizenship in one's community, nation, and the world.</p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.</p> <p>General Education Competency: <b>Communicate</b></p>
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	<p>Students will assess and identify their level of public speaking anxiety and apply techniques to manage anxiety.</p>
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	<p>Students will analyze speech content and select appropriate presentation aids including current multimedia technology to complement the specific purpose for the speech/outline.</p> <p>Students will learn to analyze their audience and draw logical conclusions to apply the results to identify appropriate speech topics and to deliver audience-centered presentations.</p> <p>Students will learn to distinguish between informative and persuasive speeches and to apply an appropriate organizational pattern to accomplish the specific purpose for the speech.</p> <p>Students will identify and apply appropriate nonverbal vocal and physical qualities while delivering speeches.</p> <p>Students will learn about the listening process and apply strategies to enhance their listening effectiveness.</p> <p>Students will recognize stylistic differences between presentations in live and mediated communication environments.</p> <p>Students will distinguish and learn how to develop and apply the appropriate types of outlines for speech preparation and speech delivery.</p>
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	<p>Students will identify the difference between oral and written language styles and incorporate appropriate language into their presentations.</p> <p>Students will learn to distinguish between the different types of speech supporting materials (e.g., examples, narratives, statistics, analogies, testimonies, etc.) in their speeches.</p>
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	<p>Students will extemporaneously deliver at least three speeches (including at least one persuasive and one informative speech) dressed in business casual attire.</p> <p>Students will incorporate oral citations in both the sentence outline and oral presentation in order to credit sources and avoid plagiarism.</p> <p>2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental part in contributing to the student's general education along with the general education competency it supports.</p> <p>General Education Competency: <b>Research</b></p> <p>Students will learn how to effectively locate, interpret and use information and evidence to develop content for informative and persuasive speeches.</p> <p>Students will identify and apply ethical and credible sources of information in their speeches.</p> <p>Students will create References in current APA format.</p> <p>General Education Competency: <b>Think</b></p> <p>Students will analyze the audience to determine appropriate demographic information as well as its attitudes, beliefs and values.</p> <p>Students will learn to exercise their freedom of speech 'responsibly' in the U.S. by applying ethical principles of communication while engaging in speaking and listening.</p>
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	<p>Students will learn to apply critical thinking standards (i.e., clarity, accuracy, relevancy, logic and sufficiency) to develop sentence/preparation outlines for speeches and Works Cited.</p> <p>Students will learn to apply critical thinking standards (i.e. clarity, accuracy, relevancy, logic, and sufficiency) when engaging in self-assessment, peer evaluation and/or when listening to outside speeches.</p>
<b>Course Assessment Statement</b>	In this course, student learning will be evaluated through a variety of course assessments including writing/speaking assignments, class activities, projects, quizzes, discussion, presentations, participation, and/or other assignments designed to meet course learning outcomes.
<b>Prerequisites</b>	Demonstration of readiness for college-level communication.
<b>Corequisites</b>	None
<b>Credit Hours</b>	3
<b>Contact Hours</b>	3
<b>Faculty Workload Hours</b>	3
<b>Other</b>	General Education- Institutional
<b>Decision</b>	
<b>Motion</b>	
<b>Comments</b>	
Choose an item.	

### III. Curriculum Business

<b>Action</b>	<b>Presenter</b>	<b>Academic Year</b>
Information Item	Prof. Jeremy Pilarski	2025--2026
<b>Summary</b>		

Reminder, date change for second CC meeting, Feb. 28, 2025.		
<b>Decision</b>	<b>Motion</b>	<b>Comments</b>
Choose an item.		