**SYLLABUS**

**Master of Public Administration**

**PAF 9103: Communication in Public Settings**

Fall 2023, Section 16117 UMA, Classroom: NVC 4-185

Professor Tiffany Lewis Office: 135 E 22nd Street, Room 808b

Pronouns: she/her/hers Email: tiffany.lewis@baruch.cuny.edu

Class Day(s) and Hours: Mon 6:05-9:05pm

Office Hours: before or after class, or email me to schedule an appointment

Zoom office hours or meetings: <https://baruch.zoom.us/j/7607370777>; Zoom password: PAF9103

**Course Description**

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

**PAF 9103 Course Learning Goals**

After completing this course, you should be able to:

* Make and defend clear, concise, and persuasive public arguments in oral and written form
* Identify your communication strengths while working on areas for improvement and articulate a plan to achieve your communication goals in professional and public contexts
* Adapt messages to diverse public audiences and contexts, understanding the impact and biases of dominant communication structures
* Understand and use various communication concepts, strategies, and tools

**Course Materials:**I will post all required readings on Blackboard, so you are not required to purchase any texts unless it is more convenient for you. *Some* of our course readings come from the following sources:

1) Chip Heath & Dan Heath, *Made to Stick: Why Some Ideas Survive and Others Die.* New York: Random House, 2008.

2) William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction.* New York: Harper Collins, 1976/2006.

3) Asao Inoue, *Above the Well: An Antiracist Literacy Argument from a Boy of Color.* Utah State University Press: 2021.

4) Samuel R. Delany, *About Writing: Seven Essays, Four Letters, and Five Interviews.* Middletown: Wesleyan University Press, 2005.

5) Anne Lamott, *Bird by Bird: Instructions on Writing and Life.* New York: Pantheon Books, 1994/2020.

6) Octavia E. Butler, *Bloodchild and Other Stories.* Seven Stories Press, 2005.

7) Robert Lehrman, *The Political Speechwriter’s Companion.* Washington, DC: CQ Press, 2010.

8) Adam Garfinkle, *Political Writing: A Guide to the Essentials.* London: M.E. Sharpe, 2012.

**Course Assignments:**

**Weekly Integration and Reflection Assignments for Your Future Self (30% of total grade)**

You will have one or two assignments due at almost every class. They are meant to provide structure to keep up with the readings, practice the skills we discuss in class, prepare for discussion, or learn from your classmates. The assignment details will be posted in the folder for the class they are due under the Weekly Schedule on Blackboard. These assignments include reading response papers, short speeches, reflections on your work, and peer feedback. The reading integration papers are designed to help you summarize and integrate the concepts from the reading so you are prepared for class discussion, can easily remind yourself of the reading’s key concepts in the future, and integrate the most helpful takeaways from the reading into your world view. Your audience for these assignments is your future self. I will read them, but they are meant to benefit you by analyzing, applying, and reflecting on what you are learning.

**Semester-Long Policy Project (SLPP):**

You will choose a public or organizational problem that you will research, write, and speak on in two policy memos and a policy advocacy speech. You can complete this project on your own, in pairs, or in groups of 3. Ideally you will focus on a problem that impacts a community that you are part of.

I encourage you to pick a topic that you are interested in and/or will be helpful to you professionally because you will work on it regularly throughout the whole semester.

* **Options Memo (20%):** You will write an options memo addressed to a decision-maker (or decision-making body) on the public or organizational problem of your choice. Your memo will describe and explain the problem, identify potential policy solutions to remedy or mitigate the problem, and analyze their strengths, weaknesses, costs, feasibility, solvency, proponents, and opponents. The introduction will clarify the purpose of the memo and include your Bottom Line Up Front (BLUF). The memo should be no more than two pages (not including endnotes or References), single-spaced, one-inch margins, and 12-point Times New Roman font.
* **Decision Memo (20%):** Once you get feedback from your classmates and I, you will revise and expand your options memo into a decision memo that clearly and persuasively advocates implementing one of the policies proposed in your options memo. Your memo will identify and explain a problem, analyze potential policy options, and recommend a policy solution. Your recommendation should provide support for the policy you recommend, and address the solvency and practicality of your plan. The introduction will clarify the purpose of the memo and state your Bottom Line Up Front (BLUF). The memo should be no more than three pages (not including endnotes or References), single-spaced, one-inch margins, and 12-point Times New Roman font.
* **Policy Advocacy Speech (20%):** You will present a speech advocating a policy solution to a public or organizational problem. Applying the persuasive strategies from class, you will make a clear, organized, and persuasive argument that is tailored to your audience’s level of expertise and needs. Your speech should identify a problem or need, offer a policy solution, and address the practicality of your plan. In addition to delivering the speech in class, you will submit two drafts of a detailed, written speech outline, your speaking notes and PowerPoint slides used during the delivery.

**Attendance and Course Completion (10%)**

To learn everything you can this semester and earn an A or A- grade, you must attend all classes and complete all assignments. I will make one absence exception for everyone, but if you miss more than one class for any reason other than a religious holiday, your final grade will drop by a third of a letter grade (A to an A-, A- to a B+, etc), and will drop by another third for every additional absence. If you ever miss a portion of a class, email or talk to a classmate to find out what you missed*.* I will post all materials from class in the folder for that night’s class (under the Weekly schedule).

**Grading Scale:**

I will use the University’s graduate grading scale to translate your overall percentage grade in the course to a letter grade/GPA. *For an A or A- grade, you must also complete all course assignments.*

Letter Grade Overall Percentage

A 93.0—100.0%

A- 90.0—92.9%

B+ 87.1—89.9%

B 83.0—87.0%

B- 80.0—82.9%

C+ 77.1—79.9%

C 73.0—77.0%

**Students with Disabilities:**

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services as early in the semester as possible. All discussions will remain confidential.   
Please note, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu). **Non-Discrimination:** All complaints under CUNY's [Policy On Equal Opportunity And Non-Discrimination](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/) should be reported to Baruch's Office of Diversity, Compliance & Equity Initiatives at: [Diversity@baruch.cuny.edu](mailto:Diversity@baruch.cuny.edu).

**Academic Integrity:**

Baruch College policy states, “Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”

*Cheating* is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise, which includes:

* Copying from another student or allowing another to copy your work
* Submitting portions of the same paper to two classes without consulting the second instructor
* Allowing other people, programs, or services to research and write your assignments

*Plagiarism*is the act of presenting another person's ideas, research or writing as your own, such as:

* Copying another person's actual words without the use of quotation marks or citations (a functional limit is four or more words taken from the work of another)
* Presenting another person's ideas or theories in your own words without acknowledging them
* Using information that is not considered common knowledge without acknowledging the source
* Failure to acknowledge collaborators on homework assignments

Additional information regarding Baruch College’s policy on Academic Integrity is available at: <http://www.baruch.cuny.edu/academic/academic_honesty.html>

**Course Policy if Academic Dishonesty Occurs**:

My policy is to give an “incomplete” or “missing” grade to any assignment that involves plagiarism or cheating. In addition, I am required by College policy to submit a report of suspected dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

**Support Services for Students**

**The Writing Center** (NVC 8-185 and Newman Library Reference Desk; 646-312-4012)

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we're always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling, by emailing the Center ([writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu)) or its director, **Diana Hamilton** ([diana.hamilton@baruch.cuny.edu](mailto:diana.hamilton@baruch.cuny.edu)), or by stopping by our location in the NVC.

**Tools for Clear Speech (TfCS)** ([tfcs@baruch.cuny.edu](mailto:tfcs@baruch.cuny.edu); 646-312-2032)

The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and non-native English speakers at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. TfCS offers a range of in-person services with our professional Speech Consultants, including One-to-One Sessions, small-group Focused Skills Series sessions, large-group Overview Workshops, and a weekly Conversation Hour. In addition, participants can find extensive practice materials on our online platform [*Tools To-Go*](http://tfcs.baruch.cuny.edu/about-tools-to-go)*,* and through our program podcast, [*Just to Be Clear*](http://jtbc.baruch.cuny.edu/). Visit the TfCS website at [tfcs.baruch.cuny.edu](https://tfcs.baruch.cuny.edu/) for more information or email [tfcs@baruch.cuny.edu](mailto:tfcs@baruch.cuny.edu). The TfCS director is **DJ Dolack**.

**William & Anita Newman Library** (Newman Library Building, 2nd floor; 646-312-1610)

Newman Library provides a wide range of information resources and services for students with strong emphasis on assisting students individually and in groups with finding, using, and evaluating information for specific purposes. Library faculty members are available for scheduled consultations with students, creating guides for specific assignments and course topics, and offering drop-in assistance at the Reference Desk. **You can schedule a research consultation with a librarian here:** [**https://library.baruch.cuny.edu/help/schedule-a-research-consultation/**](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flibrary.baruch.cuny.edu%2Fhelp%2Fschedule-a-research-consultation%2F&data=05%7C01%7CTiffany.Lewis%40baruch.cuny.edu%7C5e4831e2ea9e42398cee08db99d0a29c%7C6f60f0b35f064e099715989dba8cc7d8%7C0%7C0%7C638272893587034961%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=nsjseoz27pIsHDplfL4JKYAH8g3kg9bTbCE7eomx6Kg%3D&reserved=0)

**Counseling Center**(137 E. 25th Street, 9th floor; 646-312-2155)

Through culturally sensitive counseling, psychological services, and outreach, the Counseling Center assists students in achieving their academic, professional, and personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom. Counseling services to students include intake assessments during first visits, short-term individual psychotherapy, group therapy, psychiatric medication evaluations and treatment, emergency and crisis intervention, outreach, psychological testing, internal and external referrals to other services, and consultations for faculty, staff and alumni. Students interested in individual and/or group therapy at the Counseling Center can make an initial appointment by calling 646-312-2155, emailing [counseling@baruch.cuny.edu](mailto:counseling@baruch.cuny.edu) or making an online appointment at [www.baruch.cuny.edu/studentaffairs/counselingcenter.htm](http://www.baruch.cuny.edu/studentaffairs/counselingcenter.htm). For more information, please contact **Dr. Teresa Hurst**, the acting director of the Counseling Center, at [teresa.hurst@baruch.cuny.edu](mailto:teresa.hurst@baruch.cuny.edu).

**The** **Campus Intervention Team (CIT)** works together as a support system to provide assistance to students in crisis. Any member of the college community (faculty, students, staff) can reach out to the CIT to report a concern about a student. The CIT is constituted to assist in providing support for *students* in crisis. (Faculty or staff concerns should be reported to the Office of the Provost or to Human Resources, respectively.) Concerned faculty, staff or students may fill out an [**Incident Communication Form**](https://www.pavesuite.com/Baruch/PublicPortal/HomePage?) if they have noticed student behavior which is perceived to be harmful to the student him/herself or to others, including: Unusual or erratic behavior in class; Extended absence from class by a typically engaged student; Written work with troubling themes or references; Verbal or written threats made by a student toward another student; Written or verbal expressions of suicidal ideation; Messages on social media with concerning language; Other actions which cause an alarm or call into question the safety of the student or his/her peers. **All reports are confidential** and will be handled by members of the CIT. **To alert the CIT to a concern**, complete and submit the [Incident Communication Form](https://www.pavesuite.com/Baruch/PublicPortal/HomePage). A member of the team will receive and review your submission. Please note that you may be contacted for follow-up information. Members of the CIT may be emailed at [cit@baruch.cuny.edu](mailto:cit@baruch.cuny.edu) or call us at 646-312-4570.

**Student Disability Services (SDS)**(NVC 2-272; 646-312-4590)

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu) or call 646-312-4590.

**Veterans Student Advisor/Coordinator** (NVC 3-217; [646-312-4745](tel:(646)%20312-4570))

The Veterans Coordinator serves Baruch’s active duty, guard, reserve, veteran, and military family members on campus. They may stop by to chat, grab a cup of coffee, or have a snack. We can help them with their job or internship searches, and with questions about benefits, financial assistance, academic concerns, and health and wellness. The Veterans Coordinator is the single point of contact for navigating resources at Baruch and in the community. **Molly Pearl**, LMSW, Veteran Student Advisor, LEADS Job Developer: [molly.pearl@baruch.cuny.edu](mailto:molly.pearl@baruch.cuny.edu)

**COURSE SCHEDULE**

\*\*\*\*The most up-to-date schedule will always be on Blackboard under the “Weekly Schedule” tab.\*\*\*\*

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| **Class Meeting** | **Class Topics** | **Assigned Readings** | | **Assignments Due** |
| Week 1  Mon 8/28  In-person | Course and Classmate Introductions  Power of Language in Public Contexts  Negotiate Grading Process  Strengths & Standpoint Inventory  Public Speaking Anxiety | 1. Lewis, “Thoughts on Grading.” 2. Asao B. Inoue, “Charter for Compassion,” *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom.* 3. The Center for Courage & Renewal, “Boundary Markers.” | | Come to class ready to discuss the assigned readings  Due at the end of class (will be completed in class):  Strengths & standpoint inventory |
| Mon 9/4 | No class | Happy Labor Day! | |  |
| Week 2  Mon 9/11 In-person | Elevator Speeches  The Curse of Knowledge  Stock Topics & Central Ideas  Kinds of Claims: Fact, Value, & Policy  Introduce SLPP | 1. Heath & Heath, “Introduction,” *Made to Stick.*  2. Heath & Heath, “Simple,” *Made to Stick.*  3. Pinker, “The Curse of Knowledge,” *The Sense of Style.*  4. Optional: The readings on elevator speeches provided on Blackboard | | Due:  1. Deliver elevator speech  2. Reading Integration Paper on the Curse of Knowledge |
| Week 3  Mon 9/18  online | Using Narrative and Pathos Appeals in Public Arguments  Dangers of a Single Story and Emotional Fallacies  Case Studies:  -Ronald Reagan’s anti-welfare narratives  -Mary Fisher, [“Whisper of Aids.”](https://www.youtube.com/watch?v=0vTKDFcRDLY)  Assign public narrative speech  Library Research: Finding Sources and Evidence | Required:  1. Heath & Heath, “Stories” *Made to Stick.*  2. Heath & Heath, “Emotional,” *Made to Stick.*  3. Adichie, “Danger of a Single Story.”  4. Ricardo Aca, “The Looming Uncertainty for Dreamers Like Me,” *New York Times.*  5. Gloria Malone, “I Was a Teenage Mother,” *New York Times.*  6. Schwarzenegger’s Kristallnacht Story  Optional:  -Gallo, “Master the Art of Storytelling.”  -Ganz, Public Narrative | | Due:  1. Reading Integration Paper on Narratives & Pathos appeals  2. Self-Reflection on Elevator Speech  3. 1 or 2 potential topics/problems for your semester-long policy project |
| Mon 9/25 | No class |  | | Due:  -Discussion Board Post: Problem summary |
| Mon 10/2  Week 4  In-person | Public Narrative Speeches  Pick policy speech dates |  | | Due:  1. Narrative Worksheet  2. Deliver your narrative speech |
| Mon 10/9 | No class. Class meets **Tuesday** this week. | | |  |
| Week 5  **\*Tues\*** 10/10 online | Writing Policy Memos  AI and the Writing Process | Guidelines for Writing Memos:  1. Garfinkle, “Memorandum,” *Political Writing.*  2. Behn, “The Craft of Memo Writing.”  3. Danziger, “Option and Decision Memos.”  4. Stone, “Memo on Memo Writing.”  5. MIT COMM Lab, “Policy Memo.”  6. U of Chicago, “How to Write a Policy Memo.”  7. Brodsky, “How to write a Policy Memo.”  Sample Policy Memos:  1. Ball, “Fare Evasion in New York City.”  2. Navarro’s Memo to Trump re: covid, 2020.  3. Matheny, “Integrating NYC Public Schools,” 2023.  4. Carnegie, “Affordable Housing Crisis in NYC.”  5. Buckeye Institute, “Mental Health Services,” 2020.  6. Bockelman, Funds to Address Systemic Racism in Amherst,” 2021.  7. ACLU, “Closure of ICE Detention Facilities,” 2022. | | Due:  1. Reading Integration Paper on Memo Writing  2. Self-Reflection on narrative speech  3. Discussion Board Post: Policy Options |
| Week 6  Mon 10/16  In person | Academic and Professional Writing  Editing, Revising, and Reverse Outlining  Active Voice  White Language Supremacy | Writing and Revising Process:  1. Anne Lamott, “Shitty First Drafts,” *Bird by Bird.*  2.Garfinkle, “Becoming a Better Writer,” *Political Writing: A Guide to the Essentials*.  3. Sam Delany, “Good Writing vs Talented Writing,” *On Writing.*  4. Octavia Butler, “Furor Scribendi.”  5. Zadie Smith, “10 Rules for Writing,” *Guardian.*  Editing & Revising:  1. Zinsser’s, “Simplicity,” *On Writing Well.*  2. Zinsser, “Clutter,” *On Writing Well.*  3. Zinsser, “Bits & Pieces,” *On Writing Well.*  White Language Supremacy:  1. Inoue, “Language, Politics, and Habits,” *Above the Well: An Antiracists Literacy Argument from a Boy of Color.*  2. Lysicott, “[Three Ways to Speak English](https://www.youtube.com/watch?v=k9fmJ5xQ_mc).” | | Due:  1. Reading Integration Paper on Professional Writing  2. Reading Integration Paper on White Language Supremacy  3. Discussion Board Post: Policy Analysis |
| Week 7  Mon 10/23  online | Writing Process Reflection  Liz Lerman’s Critical Response Process |  | | Due:  1. Options Memo  2. Writer’s Statement |
| Sun 10/29 Midnight |  | Due:   1. Sign up for your workshop conference 2. Writer’s Statement for Instructor | | |
| Week 8  Mon 10/30  online | Workshop conferences with instructor  Assign Decision Memo  Ethos & Logos  Fallacies  Case studies:  - Barbara Jordan, “Statement on the Articles of Impeachment.” | **Methods of Persuasion**  1. Heath & Heath, “Credible,” *Made to Stick.*  2. Whalen, “Making People Believe You: Persuasive Communication.”  3. Heath & Heath, “Concrete,” *Made to Stick.*  4. “Why Piling on Facts May Not Help in the Battle Against Fake News,” *NPR,* March 2017. | | Due:  1. Watch Video on Decision Memo  2. Submit policy claim for final assignments  3. Reading Integration Paper on Ethos & Logos |
| Week 9 Mon 11/6 online | Workshop conferences with instructor  Framing and Persuasive Messaging | Shenker-Osorio & Center for Community Change Action, “Messaging This Moment.” | | Due:  -Reading Integration Paper on Framing |
| Week 10 Mon 11/13  in person | Audiences and Publics  Assign Policy Advocacy Speech  Speechwriting, Structure, Outlines  Case study:  - Ted Kennedy, [“Truth and Tolerance in America,”](http://www.youtube.com/watch?v=rTqePZLlv10) 1983.  - Lyndon Johnson’s “We Shall Overcome”  Delivery  Visuals and PowerPoint | Audiences  1. Lehrman, “Audiences*.”*  2. Garfinkle, “How to Win Arguments*.”*  Speechwriting:  1. Garfinkle, “Speechwriting,” *Political Writing.*  2*.* Lehrman, “Structure,“ “Beginnings,” and “Conclusions.”  4. Whalen, “Message Packaging.”  5. Example Outlines  Visual Aids and PowerPoint:  1. Gallo, “Paint a Mental Picture.”  2. Whalen, “Maximum PowerPoint.”  Delivery:  1. Gallo, “Have a Conversation.”  2. Whalen, “Message Strategies—What to Speak & What to Write.” | | Due:  -Decision Memo |
| Week 11 Mon 11/20 online | Peer Review of Speech Outlines | **Due:** Speech Outlines due at noon | | |
| Week 12 Mon 11/27  in person | Policy Speech Day | Group #1 | On your speech day, turn in:  1. Your final/revised preparation outline  2. Speaking notes | On your listening day, you will:  1. Actively listen to classmates’ speeches  2. Ask questions  3. Complete peer feedback |
| Week 13 Mon 12/4  in person | Policy Speech Day | Group #2 |
| Week 14 Mon 12/11  in person | Final Class Wrap-Up  Due: End-of-Semester Reflection and all Grade Declaration Surveys | | | |