# LaGuardia CTL Seminar 2021–2022 Food Inequity, Insecurity, and Justice (FIIJ)

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| **Communication Studies/Public Speaking**  **FIIJ Reflection and Assignment Plan**:  “Neighborhood Food Access”  During the Food Insecurity, Inequity, and Justice Seminar, I realized I was not doing enough about these issues.  My individual actions have limited impact compared to giving students the opportunity to share their knowledge,  voice the inequities they experience, and reflect on their actions as consumers. The informative speech, required  in the Public Speaking course, offers an adequate platform to explore food access in New York City neighborhoods.  In addition, the similarities between an essay and an informative speech organization usually help students with organizing the content, which leaves more time to focus on audience. To prepare students for this semester’s remote interviews and meetings, the informative speech was designed as a video presentation to be shared with French students. Not only did students have to consider the audience (language difference and perceptions), they also had to think about the relationship between images and text. The only requirement was to be visually present and to pause the recording only when necessary.  The videos reveal that students addressed the issue of food accessibility, mostly in relation to food affordability, although only a few indicate audience awareness in the choice of location and images. On the other hand, students deliver their message with more ease, fluency, and engagement than in person or on zoom. Unfortunately, we didn’t debrief the assignment, nor did I require a reflection. However, the topics for the following persuasive speech reflect students’ interest. They want to know why food is so expensive, why produce goes bad quickly, and why supermarkets are far from their homes. In the Fall, I will extend the theme to all the speeches. Students will first record a short descriptive video to identify issues with food access in their neighborhood that they will develop in a longer inquiry project for the informative and persuasive speeches. | | | |
| **Instructor:**  ProfessorPatricia Sokolski | **Discipline/ Program**  Communication Studies Level: Public Speaking is a pre-requisite course for Communication Majors and a flexible-core course, students usually take the first or second semester. | **Competency** This assignment was not created for a specific competency although it does address the Oral Communication ability. | **Mid-stakes Assignment**  Time Frame: Over three weeks.  The assignment is scheduled for weeks 3–5 in the semester. The steps lead to the informative speech presented week 5. |
| **Purpose, objectives, format, materials, and assessment** | | | |
| **The purpose** of the course for which I have designed this activity is to introduce the language and key concepts of public speaking. Successful completion of this particular activity will contribute to the practice of skills essential to successful learning in this course, in future courses, as well as in professional fields and life beyond college. | | | |
| **Assignment goal:** to organize and practice informative speech  Objectives:   * create a four-minute video; * identify a specific audience, and structure a speech that communicates information tailored to the audience’s identity and interests. | | | |
| **Assessment:** The completed video assignment allows for revisions before final submission; it is composed of four steps, the points for which are aligned with a rubric. | | | |
| **Materials** for this assignment include the following:   * NYC data for each neighborhood: https://www.city-data.com/city/New-York-New-York.html * Food Sovereignty: What it is and why it is important https://www.youtube.com/watch?v=WuzoT\_6CEEY * Food access: <https://www.grownyc.org/greenmarket> * Textbook Readings: Chapter 9, “Speaking to Inform” and Chapter 6, “Organizing Your Speech.”  OER Textbook access - https://lumenlearning.com/courses/public-speaking/ * Optional: How to make phone videos look professional 5 tips. | | | |
| **The Activity: Informative Speech #2**  **(Performing the Objectives)**  **Assignment Description**  Your second assignment requires that you assume the role of tour guide about food access in your neighborhood. In an informative video, you will speak to a captive? audience of French students about your neighborhood and the access folks have to food. The more you are invested in the topic, the better your speech will be!  **Remember:** Your video is 4 minutes! Each assignment step is described on Blackboard. Below is the overall organization of the assigned Speech #2. | | | |
| **Four Steps in Creating the Video**  **First,** complete two Discussion Boards (DB): the topic of DB4 is about presenting facts and opinion about your neighborhood. The topic of DB9 is about presenting facts about food access in your neighborhood  *Please note:* Interacting with others about these topics will help to generate ideas; shared feedback will also help you to organize your thoughts. Practice clarity when communicating.  **Second,** in class, you will join small groups to share the information you gathered and explain how you will  organize and show this information in your video.  **Third,** use the peer feedback received during class to create a storyboard for Speech#2; I will provide additional feedback.  **Fourth,** submit your 4-minute video on Flipgrid.   |  |  |  |  | | --- | --- | --- | --- | | **Assignment Steps and Timeline** | | | | | **Steps** | **Points** | **Week** | **Due Date** | | 1 DB4 My Neighborhood | 5 | 3 | Sun 3/27 | | 2 DB9 Food Access in my Neighborhood | 5 | 4 | Wed 3/30 | | 3 Speech#2 Live Draft Presentation | 10 | 5 | Wed 4/6 | | 4 Speech#2 Storyboard | 30 | 5 | Fri 4/8 | | 5 4min. video | 100 | 5 | Sun 4/10 | | Total 150 points = 15% of the total grade | | | | | | | |
| **Grading: Speech#2 Informative Rubric**  The rubric is divided into four sections: Content, Delivery, Video, and Comments. The points range from 1 to 5.   * Content (70pts) includes the elements for an informative speech following an Introduction – Body – Conclusion organization. This section carries the most points to account for the work done to prepare and organize the presentation. * Delivery (10pts) for clarity of expression and body language. At this point in the semester, we haven’t discussed delivery in detail. These two categories are broad on purpose. My comments offer specific suggestions for the next presentation. * Video (20pts) for speaker’s presence and the congruence between image and text which are the only two requirements for the video.   [Speech#2 Grading Rubric](file:///C:\Users\psokolski\Desktop\Spring%202022\Speech#2 Informative Video rubric.docx) | | | |
| **Student Reflection/Closure** The plan was to spend one session debriefing the assignment. We did not have time. | | | |
| **Accessibility** The details below show how the assignment is designed to be accessible to all students.  **Reading materials**   * The online textbook platform provides both readings and closed-captioned videos to accommodate different learning styles. * Word documents were checked for accessibility.   **Speech #2 activities**   * Discussion boards are written. I haven’t offered the possibility or submitting audio responses. Points are given for submitting the work. General comments are made as a reply. Specific comments are made to individual students on Blackboard. * Story Board: students have submitted both drawings and text. * Speech#1 Live Draft: offers students the possibility to present the information orally rather than in writing.   **Videos**   * Videos alleviate the anxiety of in-person presentations. Students submit the version they are satisfied with. * Flipgrid adds captions to all the videos. It is not perfect, but it is useful. * Students can have somebody help them with the recording of the video.   **Timeline**   * Revisions are encouraged until the video is due. * Extensions are possible after discussion with me. | | | |