



School District of Marshfield

Course Syllabus

Course Name: Speech

Length of Course: Semester

Credits: ½ Credit

Course Description: With speech writing and delivery as absolute classroom (and professional) expectations, gain experience in and control of informal, formal and nonverbal communication. Learn and practice the essentials of speech building and delivery. Practice the art of listening and become a more discerning evaluator of public and mass communication. Recognize the role of personal speeches and how to handle speech anxiety while finding an authentic voice through persuasive and discussion activities. Discover the art of speech as a social experience and develop audience awareness while recognizing the interdependency of message and receiver.

Learning Targets:

Speaking and Listening:

Comprehension and Collaboration

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - *(Each unit's discussion activity applies.)*
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - *(Units 4, 5 and 6.)*

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 - *(All Units.)*

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - *(Units 4, 5 and 6.)*
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - *(Units 4, 5 and 6.)*
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3) (
 - *All Units.)*

Language:

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
 - *(All Units.)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.
 - *(All Units.)*

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - *(Focus in units 5-7.)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
 - *(Each unit's discussion activity applies.)*
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - *(All Units.)*

Reading: Informational Text (Typically Speeches or Excerpts from Speeches)

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - *(Each unit's discussion activity applies.)*
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 - *(Each unit's discussion activity applies.)*
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - *(Each unit's discussion activity applies.)*

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
 - *(Units 6 and 7.)*
- Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - *(Each unit's discussion activity applies.)*
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
 - *(All Units.)*

Integration of Knowledge and Ideas

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
 - *(Units 4, 5 and 6.)*

- 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features and range of reading and Level of text Complexity
(Units 2 and 7.)

Writing:

Production and Distribution of Writing

Note: These three standards will be used to address different styles and purpose for outline speeches including but not limited to narrative, informative and argumentative. These purposes are described in more detail in Writing Anchor Standards 1-3.)

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (Units 2-7.)
- Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
 - (Units 2-7.)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - (Units 4-7.)

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - (Units 4-6.)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - (Units 4-6.)

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
 - (All Units.)

First Quarter (Third Quarter if taught second semester):

Note: The first 7 units are all required, but the Unit 8 can be adjusted to include one or two of the suggested units based on class need, interest and time allotted. Smaller class sizes will finish presentations faster and result in more time to explore alternative units.

Topic Outline—Units and Themes with Targets:

Unit 1 (Weeks 1-3): Overview of the Communication and Speech Process: What Makes an Effective Speech?

1. A. Learning Targets (See Common Core Standards Above as well)
 - A. Understand the role of audience, message, purpose and structure in creating an effective speech
 - B. Evaluate effective speeches and the role of word choice and language
 - C. Connect word choice and language as methods to enhance or detract from a speech
 - D. Understand basic process of speech outlining and delivery methods
 - E. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
2. Texts (Recommended Speeches to Evaluate):
 - A. Barbara Jordan's Democratic Convention Key Note Speaker Speech (formative 1).
 - B. Barack Obama's "Together We Thrive" response to Arizona Shooting (Formative 2, and First Discussion Activity Formative).
 - C. Steve Job's Commencement Address (Used for Summative Assessment)
3. Activities and Assessments
 - A. Introduction to Class Expectations, Exam Expectations (See final exam) and Discussion Expectations
 - B. How Communication Works
 - a. Formative 1-minute introduction speeches. Give students preliminary feedback on oral presentation skills
 - b. Building a Speech- Outlining- Teaching Model, then group created outline (Formative)
 - c. Review Delivering a Speech
 - C. Listening and Evaluating- Barbara Jordan, then "Together We Thrive" (Formative)
 - D. Fish-Bowl "Together We Thrive" Discussion- (formative, give students feedback on discussion skills
 - E. Watch Steve Job's Commencement Address as class- Students complete short answer and objective test assessing Steve Job's Commencement Address (Summative)

Unit 2: Personal Speeches: How Do We Communicate Who We Are and What We Believe? (Weeks 4-5)

1. Learning Targets:
 - A. Learn and Understand different purposes, audience and messages behind a variety of personal
 - B. speeches

- C. Recognize and evaluate role of effective word choice in various personal speeches
- D. Create and revise personal speech outlines, using accurate language and purposeful word choice
- E. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
- 2. Recommended Text: Use sample texts from Basic Speech Experiences (pages 60-88)
- 3. Activities and Assessments
 - A. Review Personal Speeches and Examples
 - a. The Introductory Speech
 - b. A Communication Apprehension Speech
 - c. Personal Experience Speech
 - d. The Pet Peeve or Personal Opinion Speech
 - B. Model Outline Expectations
 - C. Complete preparation worksheets (formative)
 - D. Discussion of Robert Boyd's "The Arrogance of Power" and accompanying materials (summative)
 - E. Rough Draft of 1 type of personal speech (formative)
 - F. Present personal speeches (summative)
 - G. Audience completes audience evaluation sheets (formative for Unit 2)

Unit 3: Social Speeches: How to Adjust Speeches to Social Occasions (Week 6-7)

- 1. Learning Targets
 - A. Understand differences between a variety of social occasion speeches including impact of venue, audience, purpose, message and word choice
 - B. Evaluate effective and ineffective social occasion speeches
 - C. Present short speeches without reliance on outlines
 - D. Prepare TWO types of special occasion speeches according to expectations of each occasion
- 2. Recommended Text: Use sample texts from Basic Speech Experiences (pages 148-204). If time allows can show clips of award (Oscar's) acceptance speeches, Ally McBeal-Farewell Speech to Friends, etc.
- 3. Activities and Assessments:
 - A. Review Types of Social Occasion Speeches (Students will produce two of the following)
 - a. Impromptu
 - b. The After Dinner Speech
 - c. The Acceptance Speech
 - d. The Welcoming Speech
 - e. The Farwell Speech
 - B. Complete Preparation Worksheets/Research (Formative)-Visual Aid Encouraged
 - C. Students formatively present ONE of their selected speeches (Formative)
 - D. Students present different type of selected speech (Summative)
 - E. Audience evaluates classmates (summative)

- F. No Discussion Suggested- but instead create formal business dinner/celebration environment

Unit 4: How to Create an Effective and Informative Presentation (Weeks 7-9):

1. Learning Targets:
 - A. Evaluate effective informative speeches- what makes these speeches engaging, and what helps ensure the audience leaves with new knowledge?
 - B. Narrow and organize topic sufficiently
 - C. Conduct research to add to informative information (use variety of sources)
 - D. Cite researched information correctly in outline and speech delivery
 - E. Revise informative speech for organization and purposefully maintaining audience engagement
 - F. Create visual aids that enhance speech effectiveness
 - G. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
2. Recommended Texts: Excerpts from Basic Speech Experience pages 102-110, "This is Water" Commencement Address delivered by David Foster Wallace (use for discussion), TED Talk Clips including Julian Treasure: How to Speak so That People Want to Listen.
3. Activities and Assessments
 - A. Brainstorm strengths and weaknesses of previously seen informative speeches
 - B. Review strengths and weaknesses of The Heart Attack Bug (page 107)
 - C. Reverse Outline The Heart Attack Bug
 - D. Model note taking, work cited page and research of teacher topic
 - E. Students begin research project (note check and topic check-formative)
 - F. Rough Draft of Informative Outline- organized well, correct citations, attention to audience engagement (formative)
 - G. Revise Drafts/ Create Visual Aids
 - H. "This is Water" Discussion (break from research/revision and presentations) (summative)
 - I. Oral Presentations of Informative Speech (Summative)
 - J. Student audience evaluations (Summative)

Second/ Fourth Quarter:

Note: This is a good time to review final exam requirements and potentially give students some time to prepare for their final exams. In general, final exam preparation days can be built into the remaining units to also allow for enough formative feedback and revision time, or a break from watching too many presentations in a row.

Unit 5: The Demonstration Speech (Weeks 10-12)

1. Learning Targets:
 - A. Evaluate effective demonstration speeches-when demonstrating how must the speaker relate to their audience? How can the speaker ensure the audience learns with a new skill?

- B. Narrow and organize topic sufficiently
 - C. Conduct research to add to informative information (use variety of sources)
 - D. Cite researched information correctly in outline and speech delivery
 - E. Revise informative speech for organization and purposefully maintaining audience engagement and guiding audience through transitions
 - F. Use visual aids that enhance speech effectiveness
 - G. Plan for effective visual aid use
 - H. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
2. Recommended Text: *Basic Speech Experiences* (pages 94-102), Youtube Clips of Michael Jordan Basketball demonstration techniques
 3. Activities and Assessments
 - A. Shoe Tying Partner Activity- what worked for instruction/what didn't
 - B. Brainstorm other traits of effective and ineffective technique
 - C. Evaluate Start Canoeing and Enjoy Your Weekends
 - D. Model Demonstration Speech planning, outline and preparation (teacher topic)
 - E. Students complete preparation and planning worksheet (formative)
 - F. Students complete rough draft with attention to citing references, transitions, and visual aid use (formative)
 - G. Students peer edit rough drafts following teacher rubric (formative) and then revise
 - H. Students present demonstration speeches (summative)
 - I. Audience evaluations (summative)
 - J. Discussion Activity (open to student interest adjustment), but also a good place for discussion of social values/morals, educational values/morals- using a variety of TED talk speeches to inspire this discussion- addressing the concern: What should students learn in school? (summative)

Unit 6: Rhetoric and Structure of Persuasion (Weeks 13-15)

1. Learning Targets
 - A. Examine and evaluate a variety of persuasive speeches and the effectiveness of structure, including clarity of arguments, organization, engagement
 - B. Recognize fallacy in arguments
 - C. Identify different purposes of persuasive speeches and the speaker's relationship to the audience (ie. goodwill speech with a disagreeing audience, motivational speeches, etc).
 - D. Narrow and organize topic sufficiently
 - E. Conduct research to add to argumentative information-
 - F. Support persuasive argument with research, cited evidence and analysis.
 - G. Cite researched information correctly in outline and speech delivery
 - H. Revise persuasive speech for organization and purposefully maintaining audience engagement and guiding audience through analysis, use of persuasive techniques
 - I. Use visual aids that enhance speech effectiveness
 - J. Plan for effective visual aid use (Not required but encouraged)

- K. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
- 2. Recommended Texts: Basic Speech Experience (pages 116-143), as well as variety of speeches from 368-414. TED Talk also incorporates a variety of persuasive speeches and model different ways topics can be narrowed down, ie. Gary Slutkin: Let's Treat Violence Like a Contagious Disease
- 3. Activities and Assessments:
 - A. Brainstorm weak and strong argument (or persuasive techniques) - How would you convince your parents to buy you a car?
 - B. Mini-partner debate over controversial issues
 - C. Evaluate a variety of persuasive speeches
 - D. Review Fallacies and identify them in common arguments
 - E. Teacher Model persuasive research and outline
 - F. Conduct research to narrow and organize a persuasive topic- complete preparation worksheet (formative)
 - G. Finalize research notes into organized outline- picking strongest evidence for analysis, citing evidence correctly, works cited page, etc- Rough Draft (formative)
 - H. Discussion/Large Debate- poll class on controversial topics and use one or several of these to guide classroom discussion/debate (summative)
 - I. Oral Presentations of Persuasive Speeches and final drafts of outlines (summative)
 - J. Audience evaluation of peers (summative)

Unit 6: The Importance of Words: Special Occasion Speeches (Weeks 16-18)

- 1. Learning Targets:
 - A. Understand differences between a variety of special occasion speeches including impact of venue, audience, purpose, message and word choice
 - B. Evaluate effective and ineffective special occasion speeches
 - C. Conduct minimum research depending on special occasion selected
 - D. Write and revise engaging and powerful special occasion speech (not in outline form) with special detail to effective word choice
 - E. Participate in discussion that includes evaluation, critique, collaboration and citing evidence
- 2. Recommended Texts: Basic Speech Experience pages 210-241, and excerpts from various 9/11 Speeches, Reagan's Challenger Tribute Speech, etc.
- 3. Activities and Assessments
 - A. Review and evaluate a variety of special occasion speeches (students will ultimately choose one) including Eulogy or Tribute Speeches, Dedication Speeches, Anniversary Speeches (including wedding toasts), and the Commencement Address
 - B. Conduct research if necessary- otherwise complete preparation outline (formative)
 - C. Write rough drafts of speeches (formative)
 - D. Peer edit speeches (according to rubric) (formative)
 - E. Oral delivery of final draft (Summative)

- F. Participation in group discussion on cyber-bullying news stories, encourage students to bring in own research as well to discuss the impacts of cyber-bullying decisions

Suggested Units (all should use *Basic Speech Experience*) if there is flex time and student interest in these units. These units should be incorporated based on student need and interest.

1. Business and Career Speaking
 - A. Review all styles of speaking in a business setting
 - B. Recommend that students create either their own sales talk, interview setting or conduct their own interview
 - C. Clips from Shark Tank excellent for strong sales talk
2. Mass Media Unit
 - A. Speaking in the News
 - B. Radio/Television and Movies
 - C. Review Speeches
 - D. Show The King's Speech and examine role of speech historically, and the layered meaning of speech within the movie (permission slips required).
3. Revise or create new speeches to meet Goodwill or Motivational speech requirements, rather than strictly persuasive
 - A. Political Speeches
 - B. Types of political speeches and purposes
 - C. Evaluate and analyze speech delivery, message, content and effectiveness
 - D. "Best of" Speeches Research Project
 - E. Group project to research and evaluate historically and contemporary strong speeches

FINAL EXAM: Students will be notified of final exam requirements at the beginning of the semester.

Students should prepare and deliver a speech for a context and audience outside of their speech class. Students will be assessed on their preparation of this speech, actual delivery, and reflection of the speech process. Ideally, students should be able to present this speech in a setting outside of class as the ultimate goal of taking a speech class is to feel comfortable and confident in adjusting one's speaking skills to a variety of settings.

Recommended Texts for Course:

Primary Text:

- Carlile, Clark S., and Dana V. Harvey. *Basic Speech Experiences* 11th Edition. Logan: Perfection Learning Corporation, 2005. Print.

Supplemental:

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience Centered Approach* Third Edition. Needham Heights: Allyn and Bacon, 1997. Print.

It is also encouraged that contemporary speeches drawn from current and balanced political sources and or resources such as TED Talks be used to supplement units.