

# Public Speaking

## Course Syllabus



### Supervising Teacher

Name: Stephanie Childress  
 Email: stephaniechildress@idahoidea.org  
 Phone: (208) 457-1019

### Course Description:

**Public Speaking** 1 semester 1 credit Grades 9, 10, 11, 12

*Required for graduation; meets the Idaho Content Standards for Speech.* This course deals with public speaking situations. It explores various means of expression and communication. Emphasis is placed on preparation and delivery of various speaking circumstances.

### Textbook Options:

Choose one of the following Texts:

Text (Required)	Strengths	Weaknesses	Recommended	Optional
MCDUGAL LITTELL Essentials of Speech Communication SE 2006 edition I-DEA TOP PICK	<ul style="list-style-type: none"> <li>• Clear speech assignments</li> <li>• Resource guide available</li> <li>• Section on evaluation included</li> </ul>	<ul style="list-style-type: none"> <li>• Black and white format</li> <li>• Missing sections on debate and oral interpretation</li> </ul>	MCDUGAL LITTELL Essentials of Speech Communication Teacher's Resource Manual 2006 edition I-DEA TOP PICK	MCDUGAL LITTELL Essentials of Speech Communication Guide to Internet Resources
MCGRAW-HILL - GLENCOE Speech SE 2005 edition I- DEA TOP PICK	<ul style="list-style-type: none"> <li>• Higher level text</li> <li>• Good review sections</li> <li>• Colorful, interesting format</li> </ul>	<ul style="list-style-type: none"> <li>• No workbook</li> <li>• Weak speech assignments</li> <li>• No in-text evaluation sections (included in teacher resources)</li> </ul>		MCGRAW-HILL - GLENCOE Speech TE 2005 edition I- DEA TOP PICK
MCGRAW-HILL - GLENCOE The Basics of Speech Student Edition 2005 edition I-DEA TOP PICK	<ul style="list-style-type: none"> <li>• Good speech assignments</li> <li>• Workbook available</li> <li>• Sections on evaluation included in each chapter</li> <li>• Colorful format</li> </ul>	<ul style="list-style-type: none"> <li>• Weak examples</li> <li>• Lower level text</li> </ul>	MCGRAW-HILL - GLENCOE The Basics of Speech Workbook  MCGRAW-HILL - GLENCOE The Basics of Speech Workbook Teacher Edition	MCGRAW-HILL - GLENCOE The Basics of Speech Teacher Wrap around 2005 I-DEA TOP PICK

### Supplemental Materials or Software:

#### Required:

Headset with microphone (Item # 0000053221 in the I-DEA catalog).

#### Recommended:

High Speed Internet Access

### **Optional--Group Participation:**

As part of this course requires that students improve listening and viewing skills, the students may wish to participate in local group activities. Students may want to look into local speaking groups, such as Toastmasters, International ([www.toastmasters.org](http://www.toastmasters.org)) or ICC (Institute for Cultural Communicators <http://www.instituteforculturalcommunicators.org/>). Local high schools often also have Speech and Debate clubs or there may be local speech tournaments in which the student may participate. Students are encouraged, but not required, to seek local opportunities for speech presentation/observation.

- We will use iLink (internet based meetings) sessions to present speeches in this class to our classmates.

### **End of Course Assessment Options:**

#### ***Monthly Anchor Assignments***

Monthly Anchor Assignments will be submitted (see Moodle page for details) and will be graded by the supervising instructor. Information on the Anchor Assignments will be provided at the beginning of the course, along with the rubrics that will be used to evaluate each assignment. Grades on anchor assignments will be posted in Moodle for the student to gain feedback. Anchor assignments will be due each month as follows (specific dates and assignments will be posted in Moodle):

Anchor #1 – covers Standard 6.1

Anchor #2 & #3 – cover Standard 6.2; involve presenting speeches

Anchor #4 – covers Standard 6.3

Semester A:

October

November

December

January

Semester B:

February

March

April

May

### **Course Evaluation:**

A. End of course Assessment: 40% of semester grade

Anchor Assignments, see above

B. Home Participation: 60% of grade

Home participation is to be determined by the parent teacher in collaboration with the contact teacher. The grades given may include, but are not limited to, textbook activities, quizzes, unit tests, projects, oral reports, speeches, presentations, group participation, or research papers. Grades for home participation will be submitted to the contact teacher. The student / parent-teacher should verify that the student is spending an average of one hour per school day to earn high school credit for this course.

C. Grading Scale:

90-100%      A

80-89%        B

70-79%        C

60-69%        D

0-59%          F

### **Standards Based Portfolio**

A Portfolio containing graded examples of student work from the selected curriculum will be required as per school policy, and should be shared with the assigned Contact Teacher once per semester.

## Pacing Guides

Note: These pacing guides suggest material to be covered; not all chapters in the books are included. The pacing guides are set up to cover the material required by the Standards.

### MCDUGAL LITTELL Essentials of Speech Communication SE 2006 edition

Weeks	Topics
1	CH 1: CONTEXTS OF COMMUNICATION
2	CH 2: SENDING AND RECEIVING
3	CH 3: LISTENING ALSO P. 357 – 358 (CRITICAL LISTENING)
4	CH 4: COMMUNICATION CONFIDENCE
5	CH 5: INTERPERSONAL COMMUNICATION
6 - 7	CH 9: INFORMATIVE SPEAKING ALSO P. 366 (INFORMATIVE SPEECH)
8 - 9	CH 10: PERSUASION AND RHETORIC ALSO P. 367 (PERSUASIVE SPEECH)
10 - 11	CH 11: OTHER TYPES OF PUBLIC SPEAKING ALSO P. 371 (EULOGY)
11 - 12	CH 12: RESEARCHING A SPEECH ALSO P. 373 (IMPROMPTU SPEECH)
13	ORAL INTERPETATION: SUPPLEMENTAL INFORMATION (SEE MOODLE PAGE)
14	CH 13: PREPARING A SPEECH ALSO P. 374 (PREPARING A SPEECH)
15	CH 14: EFFECTIVE LANGUAGE
16	CH 15: DELIVERING A SPEECH ALSO P. 380 (SPECIAL OCCASION SPEECH)
17	CH 16: EVALUATION AND FEEDBACK ALSO: P. 359 – 365 (EVALUATION RUBRICS)
18	MEDIA PRESENTATIONS ( SEE MOODLE)

### MCGRAW-HILL - GLENCOE Speech SE 2005 edition

Weeks	Topics
1	CH 1: BUILDING RESPONSIBILITY
2	CH 3: LISTENING
3	CH 4: NONVERBAL COMMUNICATION
4	CH 5: INTERPERSONAL COMMUNICATION
5	CH 9: ORGANIZING YOUR SPEECH
6	CH 10: LOGIC AND REASONING
7	CH 11: EFFECTIVE LANGUAGE
8	CH 12: EFFECTIVE DELIVERY
9 - 10	CH 13: SPEECHES TO INFORM
11 - 12	CH 14: SPEECHES TO PERSUADE
13 - 14	CH 15: EXTEMPORANEOUS AND IMPROMPTU SPEAKING
15	CH 16: ORAL INTERPRETATION
16	CH 17: SPEECHES FOR SPECIAL OCCASIONS
17	CH 18: SUPPORTING YOUR VIEWS
18	MEDIA PRESENTATIONS ( SEE MOODLE)

## MCGRAW-HILL - GLENCOE The Basics of Speech Student Edition 2005 edition

Weeks	Topics
1	CH 1: THE COMMUNICATION PROCESS
2	CH 2: ELEMENTS OF COMMUNICATION
3	CH 3: THE WORK OF SPEAKING AND LISTENING
4	CH 9: INTRODUCTION TO PUBLIC SPEAKING
5	CH 10: FINDING AND USING INFORMATION
6 - 7	CH 11: CONSTRUCTING THE SPEECH
8 - 9	CH 12: DELIVERING THE SPEECH
10 - 11	CH 13: CREATING THE INFORMATIVE SPEECH
12 - 13	CH 14: CREATING THE PERSUASIVE SPEECH
14	CH 15: LEARNING ABOUT DEBATE
15	CH 16: PREPARING FOR ORAL INTERPRETATION
16	CH 17: PERFORMING ORAL INTERPRETATION
17 - 18	MEDIA PRESENTATIONS ( SEE MOODLE)

Covering these topics in the order listed will ensure that the student has covered the necessary material to complete the anchor assignments.

### I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

**Course Standards:**

**Standard 6: Communication**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
<b>Goal 6.1: Acquire Listening Skills</b>	<b>9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. (754.02.a; 754.03.a)</b>	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. (754.01.b; 754.02.a)	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. (753.03.a)	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. (754.03.a)	9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). (754.03.a)						

<p><b>Goal 6.2: Acquire Speaking Skills</b></p>	<p><b>9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. (755.01.b)</b></p>	<p>9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. (755.01.b)</p>	<p>9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (755.01.b)</p>	<p>9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. (755.01.c)</p>	<p>9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. (755.01.a)</p>	<p>9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.</p>	<p>9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. (755.01.b; 755.01.c)</p>	<p>9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. (755.01.b; 755.01.c)</p>	<p>9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. (755.02.a)</p>	<p>9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. (755.01.a; 755.01.b; 755.01.c)</p>	<p>9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. (755.01.b)</p>
<p><b>Goal 6.3: Acquire Viewing Skills</b></p>	<p><b>9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). (755.01.b; 756.01.a; 756.02.a)</b></p>	<p>9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (756.03.a)</p>	<p>9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. (756.03.a)</p>	<p>9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. (756.02.a)</p>	<p>9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. (756.02.a)</p>						