

El Monte Union High School District

Course Outline

June 2009

High School District-Wide

Title: <u>Speech 3P</u> Transitional* _____ (Eng. Dept. Only) Sheltered (SDAIE)* ___ Bilingual* ___ AP** _____ Honors** _____ Department: <u>English</u> Grade Level (s): <u>10-12</u> Semester _____ Year <u>X</u> Year of State Framework Adoption _____	This course meets graduation requirements: (X) English () Fine Arts () Foreign Language () Health & Safety () Math () Physical Education () Science () Social Science	Department/Cluster Approval _____ _____ _____ _____ _____ _____ _____ _____	Date _____ _____ _____ _____ _____ _____ _____
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*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):
 Completion of Speech 2P with a grade of C or better and consent of the instructor/counselor

2. Short description of course which may also be used in the registration manual:
 Speech 3P is a year-long course which is designed to give students advance intermediate level practical speaking skills, particularly in the development and presentation of speeches to be given publicly in the English language, to English speaking audiences. The course aim is to help students develop excellent speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, speech writing and the use of research in speaking. The course also prepares students to compete at the Varsity level (students with two years prior competitive speaking experience) with the school's interscholastic speech and debate team, which is a member of the Southern California Debate League and the National Forensics League.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):
Speech 2P will:
Develop socially responsible individuals by training students how to utilize public speaking as an adjunct to their everyday lives. Students will learn how to analyze issues and correctly argue positions; how to be effective public communicators and properly target remarks to appropriate audiences; how to research, organize and write effective speeches that have the potential for implementing change in the community.
Develop healthy individuals by training students how work effectively in groups; how to reduce speaking anxiety; and how to increase self-esteem through successful interscholastic speech and debate competitions.
Develop critically thinking individuals by training students how to correctly recognize the parts of an argument; how to utilize classic elements of rhetoric to formulate arguments and defend positions in speeches and debates; and how to better express these concepts in written and oral forms of English.
Develop quality producers by training students how to set goals for personal improvement and greater success in interscholastic forensic competitions; how to develop public speaking skills that meet the rules of competition for the debate and individual speaking categories of the California High School Speech Association (CAHSSA); how compete effectively as a member of the Arroyo Speech and Debate Team; and how to earn achievement points, membership, and performance degrees in the National Forensic League, the national honorary society for high school speech and debate.
Develop effective communicators by improving the written and oral English skills of all students; by specifically targeting improvement in the language acquisition skills of English Language Learners; by improving the ability to incorporate into written documents and speeches knowledge acquired across academic disciplines.
4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:
Speech 1P quickly integrates English Learners into the fabric of democratic discourse and mastery of English language conventions. Students improve rhetorical competence using cooperative learning groups, intensive practice, and SDAIE instructional strategies in the context of debate training. Students need more motivation to become fluent in English and more English practice than class time can give. Speech 1P was designed to reverse this trend by providing students with a high-interest alternative to additional language labs and more English classes. Students with uncertain English language skills can more quickly integrate into civic participation and achieve language parity. English Language Learners benefit from accelerated progress in school and increased self-esteem and recognition from media, parents, teachers, and peers.
5. Describe the interdepartmental articulation process for this course:
Students receive intense, directed instruction in English rhetoric, writing, and grammar conventions that can be utilized in oral and written communication. Students will also do extensive research into current issues of social science, natural science and applied science in order to effectively formulate values and arguments to be used in a variety of debate formats such as Team Debate (public policy) Lincoln-Douglas Debate (Values), Public Forum Debate (Current public issues) and Parliamentary Debate (policy and values debate with limited preparation time).

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts: Without rhetorical competence, citizens are disabled in school and careers and disenfranchised in the public arena. Speech 1P will ignite student-interest in careers that rely on competent public speaking such as law, business and education.
7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Glencoe Speech, McCutcheon, Schaffer, Wycoff. 2nd Ed. 2005. Glencoe/McGraw-Hill Companies. Columbus, OH.

B. Supplemental Materials and Resources:

Lincoln-Douglas Debate: Values in Conflict, 2nd Edition, Wiese and Lewis, Clark Publications, 2001; ISBN 0931054613

Economist, Newsweek, Time, U.S. News & World Report,

The Value Debate Handbook, West Coast Publishing, 2005

Breaking Down Barriers: How to Debate, West Coast Publishing, 2005

Lincoln Douglas Debate, Parliamentary Debate, Public Forum Debate, Policy Debate, Congress Debate,

Persuasive Speaking; Rosen Publishing, 2007

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Four classroom computers with internet access available for students to do online research and writing; computer projector for use Power Point-based instructional lesson and student-designed work products; Variety of instructional videos from the National Forensic League to enhance training in skills required to compete effectively in interscholastic debate tournaments.

8.

▪ Objectives of Course

Speech 2P is a year-long course which is designed to give students practical speaking skills, particularly in the development and presentation of speeches to be given publicly in the English language, to English speaking audiences. The course aim is to help students develop excellent speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, speech writing and the use of research in speaking.

Within the course, the concept of communication will be explored. This exploration will include brain and linguistic information associated with learning and communication. It will include the role of communication in interpersonal contacts, mass media, interviews, formal and informal introductions, as well as when using the nonverbal communications, namely mannerisms and gestures.

The course will also include classroom and public presentations, both formal and informal.

Students will also learn to assess speeches presented by others, including speeches known for historic and other value, as well as speeches given by student peers, both current and past.

Learning Expectations:

At the semester's end, student(s) will:

Demonstrate Quality Work by

- Crafting a speech with an effective Introduction, Body & Conclusion, by effectively applying all relevant points of the specific rubric.

- properly and effectively using within the speech transitions, signposts, internal previews and internal summaries.
- utilizing in speech presentations a variety of support materials from statistics to visual aids.

Demonstrate Collaborative Work by

- assessing various types of speeches, as well as be able to identify and to critique the delivery techniques used in any speech presentation.
- analyzing in a group setting any material relevant to speaking.
- collaboratively planning and presenting group and paired speaking activities.

Demonstrate Creative and Analytical Thinking by

- effectively structuring their speech presentations.
- developing a speech utilizing a designated outline format.
- beginning the speech planning and speech writing phase by first establishing the 1. General Purpose, 2. Specific Purpose, 3. Main Points and then the 4. Central Idea, and to develop each in that order.
- properly formulating, punctuating and capitalizing each of the above (4) aspects, while using only one sentence for each.
- choose the appropriate organizational method when writing the Main Points, and when writing the Body of the speech.
- write reflectively about the speech writing and presentation experience, recognizing self-evaluation as an important part of learning.

Demonstrate Self-Directed Learning by

- utilizing a learned step-by-step, ordered approach to speech writing, while recognizing the value of such an approach.
- formatting the Preparation Outline in the style taught
- demonstrating knowledge of a Speaking Outline, a Speech Manuscript and Speaking Notes.
- building a personal Student Speaker Notebook to use as a resource for all future speech writing and presenting.

Demonstrate Effective Communication by

- writing and presenting several basic types of speeches.
- familiarizing self with an array of other speech types.
- becoming increasingly comfortable speaking before small and large groups.
- informally introducing any two people to each other.
- formally introducing two world leaders to each other.
- properly addressing international leaders and other persons of title.

- Unit detail including projects and activities including duration of units (pacing plan)

Scope and Sequence:

- ❖ *Main Units*

Informative Speech (3 minutes-Mandatory Formal Speech)

Skills Introduced: utilizing topic search techniques; analyzing the audience; including reference citations within the speech, itself;

using visual aids

Skills Reinforced: researching and developing speaking notes; using the MLA style of bibliography for the final research list

Introduction Speech (2 minutes-Mandatory Formal Speech)

Skills Introduced: dealing with stage fright; developing coping skills to decrease nervousness; utilizing a conversational style of delivery; reinforcing learning through self-reflection and self-evaluation; experiencing delivery of a formal speech to an auditorium audience, on a stage, behind a lectern, and with the use of a microphone; developing delivery enthusiasm, and topic enthusiasm; using an appropriate tone of voice; using appropriate vocal variety; researching and developing speaking notes; using the MLA style of bibliography for the final research list

Skills Reinforced: consciously using appropriate posture and poise; utilizing appropriate facial expressions

Persuasive Speech (5 minutes-Mandatory Formal Speech)

Skills Introduced: using a pre identified strategic organizational pattern to build the main points of the persuasive arguments; using these models of strategic organization for the appropriate type of speech: Problem-Solution, Motivated Sequence, Problem-Cause-Solution, or Comparative Advantages; identifying audience characteristics/demographics; identifying the target audience before pre planning; organizing so to maximally persuade the target audience; observing and maintaining ethical speaking standards; establishing the type of question the foundation of the speech will be built around: Question of Fact, Value, or Policy; sorting data and topic choices according to fact, value or policy; utilizing various methods to collect valid data

Out-Of-Class Speech (situation-dependent time-Mandatory Formal Speech)

Skills Introduced: seeking out and arranging an opportunity to present a "real-life" speech to an adult audience; obtaining early, pre obtained approval from the teacher ; before the speech presentation, asking (3) potential adults to evaluate the speech presentation, completing a teacher- generated form immediately afterwards; determining the time and type of speech rubric to be used, according to the speaking situation; gathering the completed confidential evaluation forms directly after the speech presentation, each one having already been confidentially placed in a sealed envelope; demonstrating course knowledge in the pre writing work; demonstrating course knowledge regarding the writing of the formatted Preparation Outline; dressing in formal, or otherwise appropriate, attire for the speech delivery

Informative-Demonstration Speech (5-10 minutes-Mandatory Formal Speech)

Skills Introduced: utilizing a demonstration space; communicating clearly while actively demonstrating; keeping a clear, non distracting focal area; explaining a step-by-step procedure; preparing and utilizing multiple visual aids

Skills Reinforced: researching and developing speaking notes; using the APA style of bibliography for the final research list

Impromptu Speech (1 minute speech)

Skills Introduced: responding to an unanticipated topic; rapidly organizing thoughts and writing notes; presenting after a very limited amount of preparation time; using a coherent organizational pattern; using a "catchy opening" to begin the Introduction; leading listener through vivid examples; "tying in" or "closing the package," Conclusion back to Introduction

Narrative Speech (1-2 minute speech)

Skills Introduced: using proper diction; using direct eye contact with audience members; incorporating gestures; assuming a formal posture with poise; conveying enthusiasm for the topic and the speech; developing an awareness of having appropriate facial expressions

Interview Speech (5-7 minute speech)

Skills Introduced: using direct, one-on-one, eye contact with listeners; experiencing/offering proper handshake; choosing proper responses; appropriately eliciting desired information

Skills Reinforced: using proper diction; assuming a formal posture with poise; developing a further awareness of appropriate facial expressions

Instruction will be provided in the following competitive speech events:

Humorous Interpretation Humorous interpretation is a humorous cutting which represents one or more characters from a play or

plays of literary merit. This material may be drawn from stage, screen or radio. Maximum time limit is 10 minutes, including transitions and the delivery of an original introduction.

Dramatic Interpretation Dramatic interpretation is a dramatic selection representing one or more characters from a play or plays of literary merit. This material may be drawn from stage, screen or radio. Maximum time limit is 10 minutes, including transitions and the delivery of an original introduction.

Duo Interpretation A cutting from a play, humorous or serious, involving the portrayal of two or more characters presented by two individuals. The material may be drawn from stage, screen, or radio. This is not an acting event. Thus, no costumes, props, lighting, etc. are to be used. Presentation is from the manuscript and focus should be off-stage and not to each other. Maximum time is 10 minutes including introduction.

Original Prose and Poetry Original prose or poetry is a selection that has been written by the student. It represents one of more characters. Maximum time limit is 10 minutes, including the introduction and transitions.

Original Oratory In original oratory, speakers choose a topic that interests them and develop a 10 minute persuasive speech on that subject. The topic does not have to be serious. They address current problems and propose solutions. The key element in original oratory is the persuasiveness of the work.

Thematic Interpretation A selection that must be drawn from more than one source of literary merit, but all selections are related by a theme. The use of a manuscript is required. Maximum time limit is 10 minutes, including an introduction.

Expository Contestants will be given three topics in the general area of current events, choose one, and have 30 minutes to prepare a speech that is the original work of the student. Maximum time limit for the speech is 7 minutes. Limited notes are permitted. Students will speak in listed order. Posting of topics will be staggered.

Lincoln-Douglas Debate Lincoln-Douglas Debate is a one-person (per side), persuasive, policy debate on traditional stock issues. Competitors in Lincoln-Douglas will be evaluated on their analysis, use of evidence, and ability to effectively and persuasively organize, deliver, and refute arguments. Speeches should be pleasant, comprehensible, and persuasive in tone. Students should only use evidence that is accurate and thoroughly referenced in their speeches.

Policy Debate Policy Debate is a two-person team debate, in which you and a partner support the affirmative or negative position of a resolution against another team. At each tournament you have the opportunity to compete in several rounds, on both the affirmative and the negative side of the resolution. The affirmative must present a case that supports the resolution. The negative must attempt to disprove the case. Rounds are carefully structured so that each side has adequate opportunity to present their side.

Congress Congress is modeled after the procedure for floor debate in a legislature. Bills and resolutions to be debated have been determined in advance, and students have had time to prepare to speak on these issues. It is designed to test a student's ability to speak to an issue in both an extemporaneous and impromptu manner and to reveal the individual's knowledge of parliamentary procedure. Each session of Congress is one hour and twenty minutes long.

4. Time Parameters:

Each of the preceding topics will absorb approximately 1-4 weeks, with extra skill reinforcement extending the time. Impromptu Speeches will be interspersed throughout the course, as will skill-specific class activities.

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)

CORRELATION TO CALIFORNIA LANGUAGE ARTS STANDARDS

Section 1: Classroom Debate

Classroom debate activities meet the following California Language Arts Content Standards:

LISTENING AND SPEAKING GRADES 9/10

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

1.1 formulate judgments about the ideas under discussion and support those judgments with convincing evidence

Organization and delivery of Oral Communication:

1.6 present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

Analysis and Evaluation of Oral and Media Communications:

1.12 evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 9/10 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.4 deliver oral responses to literature that

(1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages (i.e., makes and supports warranted assertions about the text)

(2) support key ideas and viewpoints through accurate and detailed references to the text or to other works

2.5 deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that

(1) structure ideas and arguments in a coherent, logical fashion

(2) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning)

(3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning

(4) anticipate and address the listeners' concerns and counter arguments

LISTENING AND SPEAKING GRADES 11/12

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gesture, tone, and vocabulary tailored to audience and purpose.

Analysis and Evaluation of Oral and Media Communications:

1.12. identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, over generalization, bandwagon)

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR

CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 11/12 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.3 deliver oral responses to literature that

(3) support key ideas and viewpoints through accurate and detailed references to the text or to other works.

Section 2: Informative and Persuasive Speaking Speeches to Inform and Persuade Apply to the Following California Language Arts Content Standards.

LISTENING AND SPEAKING GRADES 9/10

1.0. LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

1.1. formulate judgments about the ideas under discussion and support those judgments with convincing evidence

1.2. compare and contrast how media genres (e.g., nightly news, news magazines, documentaries, on-line information) cover the

same event

Organization and Delivery of Oral Communication:

- 1.3. choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause
- 1.4. choose appropriate devices for introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources)
- 1.5. recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating rational arguments and applying the art of persuasion and debate
- 1.6. present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance
- 1.7. use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations
- 1.8. produce concise notes for extemporaneous delivery
- 1.9. analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact)

Analysis and Evaluation of Oral and Media Communications:

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

GRADES 9/10

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR

CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the Grades 9/10 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.1. Deliver narrative presentations:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- Structure ideas and arguments in a coherent, logical fashion.
 - Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Anticipate and address the listener's concerns and counterarguments.
- 2.6 Deliver descriptive presentations:
- Establish clearly the speaker's point of view on the subject of the presentation.
 - Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

GRADES 11/12

1.0. LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language)
- analyze the impact of media on the democratic process (e.g., influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels
- interpret and evaluate the various ways that visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers) present events and communicate information

Organization and Delivery of Oral Communication:

- use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect
- Distinguish between and use various forms of classical and contemporary logical arguments, including:
 - Inductive and deductive reasoning
 - Syllogisms and analogies
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- Use effective and interesting language, including:
 - Informal expressions for effect
 - Standard American English for clarity
 - Technical language for specificity
- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

GRADES 11/12

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 11/12 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.1 Deliver reflective presentations:

- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g.,

narration, description, exposition, persuasion).

b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:

a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.

d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).

b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).

c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

Section 3: Oral Interpretation (Oratorical Interpretation, Dramatic Interpretation, Humorous Interpretation)

Oral Interpretation of Literature applies to the following California Language Arts Content Standards

LISTENING AND SPEAKING GRADES 9/10

1.0. LISTENING AND SPEAKING STRATEGIES: Students formulate adroit

judgments about oral communication. They deliver focused and coherent

presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR

CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 9/10 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.1. Deliver narrative presentations:

2.4 Deliver oral responses to literature:

GRADES 11/12

1.0. LISTENING AND SPEAKING STRATEGIES: Students formulate adroit

judgments about oral communication. They deliver focused and coherent

presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 11/12 speaking strategies outlined in Listening and Speaking Standard

1.0, students:

2.1 Deliver reflective presentations:

2.2 Deliver oral reports on historical investigations:

2.3 Deliver oral responses to literature:

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.

- **Student performance standards**

In this class, students prepare and practice for speech events at weekend tournaments; events include Lincoln-Douglas and team debate, extemporaneous speaking, congress, persuasive speaking, oratory, and interpretation. Students enrolled in the class are required to attend a minimum of five weekend tournaments each semester to receive credit – 70 percent of the grade will be based on classroom activities and homework and 30 percent will be based on tournament competition.

- **Evaluation/assessment/rubrics**

SPEECH RUBRIC

SKILLS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Topic</i>	Appropriately focused topic with a clearly communicated understanding of the purpose for the speech	Focused topic with partially demonstrated understanding of the purpose for the speech	Somewhat focused topic or a vague sense of the purpose for the speech, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience
<i>Research Analysis</i>	Clear and convincing command of facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments	Clear use of facts and information with partially developed explanations in support of the speaker's ideas or arguments	Partially clear use of facts and information with limited or incomplete explanations to support the speaker's ideas or arguments	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speakers ideas or arguments
<i>Organization</i>	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at organization with a beginning, middle, and end and an attempt to use transitions	Some inconsistencies in organization and/or a lack of sustained focus throughout the speech with inconsistently use transitions	A lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
<i>Language</i>	Uses sophisticated and varied language that is suited to the topic and audience; word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the speech	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose of the speech; word choice lacks originality and fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal or too imprecise given the topic and purpose of the speech
<i>Stylistic Devices</i>	Skillful use of various stylistic devices (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) greatly	Effective use of at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of	An attempt to use at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) but it	No attempt to use stylistic devices to enhance the meaning of the speech

	enhance the effectiveness of the speech	appeals) enhances the effectiveness of the speech	does not enhance the effectiveness of the speech	
<i>Delivery</i>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhance the speaker's words	A combination of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures are used but without the smoothness of level four	Inconsistent use of eye contact, clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of the speech	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the speech difficult to follow
<i>Overall Effectiveness</i>	Speaker remains enthusiastic, audience attention is maintained, and the purpose of the speech is achieved	Speaker shows some enthusiasm, the audience remains mostly interested, and the purpose of the speech is achieved	Speaker shows limited enthusiasm, audience interest is not sustained, and the purpose of the speech is only partially achieved	Speaker lacks enthusiasm, the audience shows a lack of interest, and the purpose of the speech is not achieved

- Include minimal attainment for student to pass course

Grading scale will be:

90> A

80>B

70>C

60>D

<60F

Students must achieve a 2 or better on a 5-point rubric to pass with a letter grade of D each of the following assignments:

1. Completion of a five-minute impromptu speech
2. Completion of seven-minute extemporaneous speech
3. Completion of a 10-minute original oratory
4. Completion of a 10-minute dramatic or humorous interpretation of literature
5. Completion of a 10-minute Duo interpretation of literature
6. Completion of a 10-minute expository presentation with graphics that explains a concept or demonstrates a skill.
7. Participation in at least eight interscholastic debate tournaments per semester.