

Speech I Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: May 19,2016

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

Speech I is designed to introduce students to the art of public speaking. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to analyze professional and peer models.

Course Description

Speech I is designed to introduce students to the art of public speaking and to prepare them for speaking in both competitive speaking opportunities and real-world settings, including professional and personal environments. Students will focus on practicing all communication skills, including reading, writing, speaking, listening, and analyzing information. Competitive speaking events taught in this course will include: prose/poetry and storytelling.

Speech I Curriculum Team

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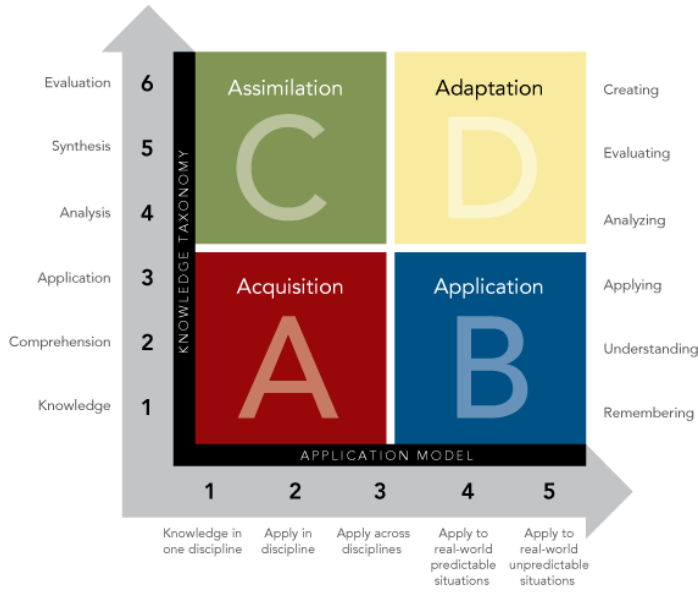
[Curriculum Cycle Work](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

**Units & Standards Overview
Semester 1**

<p align="center">Unit A: Speech Delivery and Listening Skills</p>	<p align="center">Unit B: Prose/Poetry</p>	<p align="center">Unit C: Argumentative Speech Writing and Techniques</p>
<p align="center">PE Standards: Demonstration speech W4, W5, W8, SL6, L1, L6</p>	<p align="center">PE Standards: Prose/poetry reading RL2, RL3, RL4, RL5, W4, SL6, L1</p>	<p align="center">PE Standards: Argumentative speech (Final Performance Event) RI1, W1, W4, W5, W8, W9, SL4, SL6, L1, L6</p>
<p align="center">Unit Standards: RI1, W2, W3, W4, W5, W8, W9, W10, SL1, SL3, SL4, SL6, L1, L6, ISTE 2a</p>	<p align="center">Unit Standards: RL2, RL3, RL4, RL5, RI1, W4, W9, W10, SL1, SL3, SL6, L1, ISTE 2b</p>	<p align="center">Unit Standards: RI1, RI2, RI6, W1, W4, W5, W7, W8, W9, SL1, SL3, SL4, SL6, L1, L6, ISTE 3b, ISTE 3c, ISTE 4a, ISTE 4c</p>

[Speech I Final Exam](#)

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	Speech Delivery and Listening Skills: Students will learn and practice basic organization, delivery, and presentation skills. They will prepare and present various speeches (such as introduction, impromptu speech, etc.) leading up to the demonstration speech performance event.	6-7 weeks	Students will write and deliver a 5-7 minute demonstration speech which involves manipulating items.	W4, W5, W8, SL6, L1, L6
Semester 1	Prose/Poetry: Students will read and analyze a variety of prose and poetry pieces, focusing on purpose, tone, and mood.	3-4 weeks	Students will deliver an 8-10 minute reading of a selected prose or poetry piece and compose an artist's statement explaining their delivery choices.	RL2, RL3, RL4, RL5, W4, SL6, L1
Semester 1	Persuasive Speech Writing and Techniques: Students will focus on persuasive writing: claim, evidence, and warrant/analysis. They will read, listen, and analyze persuasive speeches, in addition to preparing micro-arguments in preparation for the performance event.	8-9 weeks	Students will select a current topic, research, write, memorize, and deliver an 8-10 minute persuasive speech.	RI1, W1, W4, W5, W8, W9, SL4, SL6, L1, L6, ISTE 3b, ISTE 3c, ISTE 4a, ISTE 4c

Unit A: Speech Delivery and Listening Skills

Content Area: English Language Arts	Course: Speech I	UNIT: Speech Delivery and Listening Skills
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Unit Description: Students will learn and practice basic organization, delivery, and presentation skills. They will prepare and present various speeches (such as introduction, impromptu speech, etc.) leading up to the Demonstration speech performance event.	Unit Timeline: 6-7 weeks
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DESIRED Results
Transfer Goal - Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – Students will understand that... (Big Ideas)

1. ...good public speakers have strong reading comprehension skills.
2. ...good speeches are well-organized in advance, just like a written text.
3. ...good public speakers edit and rehearse their speeches numerous times.
4. ...good delivery skills, such as appropriate tone and volume, are critical.
5. ...good presentation skills, such as eye contact and gestures, help to engage an audience.

Essential Questions: Students will keep considering...
<ul style="list-style-type: none"> ● Why do you want to be heard? ● What makes you want to listen?

Students will know/understand...	Standard	Students Will Be Able to...	Standard
Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.	RI1	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.	RI1

<p>Informative writing requires a clear topic. It needs to be organized with transitions. It should be written in a formal style.</p>	<p>W2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p>	<p>W2</p>
<p>Good writers purposely work to make a story interesting through detail about characters, setting, etc.</p>	<p>W3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	<p>W3</p>

<p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers follow a process when they write. The process includes prewriting, drafting, revising (based on feedback), editing, and publishing. Writers are aware of audience and purpose, and choose appropriate form to suit them.</p> <p>A variety of credible sources should be used, and citations should be included.</p>	<p>W4</p> <p>W5</p> <p>W8</p>	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, and resolution).</p> <p>d. Use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p> <p>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.</p>	<p>W4</p> <p>W5</p> <p>W8</p>
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<p>Writers use evidence to support or refute an idea or answer.</p>	<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature b. Apply grades 11-12 Reading standards to literary nonfiction 	<p>W9</p>
<p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p>	<p>W10</p>	<p>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.</p>	<p>W10</p>
<p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>SL1</p>	<p>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.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. Respond thoughtfully to diverse 	<p>SL1</p>

<p>Speakers make powerful arguments with evidence, logic, word choice, and delivery.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters modify speeches depending on audience and task.</p> <p>Use correct grammar when writing and speaking.</p> <p>Know your audience and use the proper vocabulary, or jargon, when speaking.</p>	<p>SL3</p> <p>SL4</p> <p>SL6</p> <p>L1</p> <p>L6</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>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 as needed.</p> <p>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</p>	<p>SL3</p> <p>SL4</p> <p>SL6</p> <p>L1</p> <p>L6</p>
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		word or phrase important to comprehension or expression. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	ISTE 2a
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Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#2 #3 #4 #5	W4 W5 W8 SL6 L1 L6	<p>Description of Assessment Performance Task(s): Students will write and deliver a 5-7 minute demonstration speech which involves manipulating items. Performance Task (NOTE: Teachers will make every effort to invite community members with speaking backgrounds such as parents, former speech teachers, administrators, content leaders, etc.)</p> <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Speech outline 2. Introduction, demonstration, explanation, conclusion, use of time 3. Supplies, volume, nonverbals (stance, poise, and eye contact) 4. Modified for appropriate audience <p>Performance: Mastery: Students will show that they really understand when they earn at least three out of four points in each of the above sections.</p> <p>Scoring Guide</p>	D 21 Century critical thinking, communication, creativity

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Students will watch a recorded demonstration speech ([5 minute tie a tie demonstration speech](#)) and write a brief review on a [Google Doc](#) of the strengths and weaknesses of public speaking to show what the students already know and where instruction should begin.

Understanding	Standards	Major Learning Activities: (explanation of structures listed in activities)	Instructional Strategy:	R/R Quadrant: 21C:
#2 #4 #5	W3 W4 SL4 SL6 L1	1. Activity: Speech #1 Introduce a classmate Resource Link Here 1. The teacher should assign partners randomly; ideally the students will be assigned with someone they have never met. 2. Once the student is paired with his/her partner, they should use the questions provided in the above link as a basis for the interviews. The answers to these questions will be the basis of their speeches. 3. Each student will then write the speech and introduce their partner.	Cues and Questions	B communication, collaboration, creativity
#1	RI1	2. Activity: Introduction to Public Speaking Resource link here 1. Students will read chapter 1 in <i>Speak Up!</i> individually and annotate what new information they have learned after the pre-assessment. 2. Using All Write Round Robin or Jot Thoughts, students will answer the questions about the chapter.	Cooperative Learning	B collaboration
#1 #4 #5	RI1 SL1 SL4	3. Activity: Basic Speaking Skills Resource link here 1. Students will read chapter 13 in <i>Speak Up!</i> 2. Using one of the following strategies: focused reading, say something, first turn; last turn, students will complete the chapter questions sheet. 3. Using Rally Robin, students will name a speech delivery skill and provide a verbal example in front of the class.	Cooperative Learning	B critical thinking, communication, creativity
#1 #2 #4 #5	W4 SL4 SL6 L1 L6	4. Activity: Speech #2 Impromptu speech Resource link here 1. Using one of the following strategies: focused reading, say something, first turn; last turn, students will read and complete the chapter 9 questions sheet. 2. Students will apply vocal variety, purposeful movement patterns, organizational patterns, and proper introductions and conclusions learned in chapter 9 and 13 of <i>Speak Up!</i> to perform a three point impromptu speech.	Providing Practice	B critical thinking, communication, creativity
#1	RI1	5. Activity: Audience Analysis Resource link here	Cooperative	C

	<p>W9 SL1 SL4</p>	<ol style="list-style-type: none"> 1. Before reading chapter 5, students will do a Chalkboard Splash around the question “What should be considered regarding the audience of a speech?” 2. Students will read chapter 5 in <i>Speak Up!</i> paying close attention to any information not mentioned during the Chalkboard Splash. 3. Using the information from chapter 5, complete an audience analysis for the class found, and explain the impact on the content and delivery of the students’ speech. 	Learning	critical thinking, communication, creativity
<p>#1 #2 #4 #5</p>	<p>W4 W8 SL1 SL3 SL6 L1 L6</p>	<ol style="list-style-type: none"> 6. Activity: Speech #3 Extemporaneous Speech <ol style="list-style-type: none"> 1. Jigsaw Classroom Model: <ol style="list-style-type: none"> a. In an effort to divide the reading of chapters 10 and 11, students will each get assigned a section of either introductions, outlining body paragraphs, or conclusions to read individually. b. Then, students will meet in “like” section groups to discuss their section and put together a 2 minute presentation of the material to present to their “unlike” group in the next class period. Topics to be discussed in “like” groups include information and questions about introductions, outlining body paragraphs, and conclusions from chapter 10 and chapter 11. c. The next class period, students will be in their “unlike” groups to present their information and take notes on the presentations of the other two sections. Resource for students note taking. 2. Extemporaneous Speech: <ol style="list-style-type: none"> a. Focusing on including all of the necessary elements in a strong introduction, body, and conclusion, students will write and deliver an extemporaneous speech. Resource link here for possible topics; Resource link here for speech outline b. Students will provide peer review for in-class practice prior to delivering the assignment. Peer Review Resource link here 	Providing Practice and Feedback	C critical thinking, communication, creativity, collaboration
#2	W10	<ol style="list-style-type: none"> 7. Activity: Demonstration Speech Brainstorming Resource link here, Resource link for list of possible topics <ol style="list-style-type: none"> 1. For the performance task, students will use mind mapping strategy or graphic organizers to brainstorm possible topics. 2. Once students have 3 viable ideas, they will use Resource link for developing ideas, to flesh out steps, supplies, and objectives. This proposition will be submitted to the teacher for approval. 	Non-Linguistic Representation Advance Organizers/ Frontloading	C critical thinking, communication, creativity

#2 #3 #4 #5	W2 W4 W5 L1 L6 ISTE 2a	8. Activity: Speech #3 Outlining Demonstration Speech Resource link: Google slide presentation for outlining <ol style="list-style-type: none"> Once a topic has been approved students will create a full sentence outline of their speech. Students will create a video of their demonstration speech using a program like Camera App at home and upload to Google Drive, then share the link on a Schoology course page for the purpose of practice and peer feedback (not final presentation). The videos will be peer reviewed with a Google Form. Make a copy of the feedback form for each speaker and place in Schoology course. Each response will be tabulated into a spreadsheet for each speaker. The Google spreadsheet can then be privately shared with the speaker. 	Nonlinguistic Representation Feedback	D critical thinking, collaboration, creativity, communication
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Unit 1: Resources

UNIT RESOURCES	
Teacher Resources:	
<ul style="list-style-type: none"> • http://www.speaking-tips.com/Glossary.aspx#P • www.webenglishteacher.com/speech.html • Fraleigh, Douglas M., and Joseph S. Tuman. <i>Speak Up! An Illustrated Guide to Public Speaking</i>. St. Martins: Bedford, 2009. Print. • Fraleigh, Douglas M., and Joseph S. Tuman. <i>Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking</i>. St. Martins: Bedford, 2009. Print. 	
Student Resources:	
<ul style="list-style-type: none"> • <i>Speak Up! An Illustrated Guide to Public Speaking</i>. St. Martins: Bedford, 2009. Print. • Camera App on phone or iPad • Schoology • youtube.com • Google Drive 	
Vocabulary:	
<ul style="list-style-type: none"> • Audience: a group of people assembled to watch and listen to a speech • Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can 	

use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.

- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Conclusion Paragraph: the final part of a speech in which the speaker summarizes the main points and leaves the audience with a clincher, such as a vivid quote, image or call to action.
- Drafting: write and plan out a preliminary version of a speech
- Informative Purpose: the rhetorical purpose that aims to educate and increase an audience's understanding and awareness of a topic.
- Impromptu Speech/Speaking: speaking without a specific or limited preparation time on a sometimes surprise topic.
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Introduction Speech: a speech designed to compliment and present a person to a large group; generally the tone is light-hearted and complementary.
- Organizational Patterns: the organizational method one uses to plan a speech before writing it.
- Outlining: a written means of organizing a speech using sentences, phrases, or keywords. An outline includes the main ideas of a speech's introduction, body, and conclusion
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Prewriting: brainstorming and planning how a speech will be written
- Supporting points: examples, definitions, testimony, and statistics that support or illustrate a speaker's main points
- Thesis Statement: a single sentence that conveys the topic and purpose of the speech. All the different parts of a speech, such as main points and subpoints, should tie into the thesis statement; is sometimes referred to as the "topic statement".
- Tone: the intended mood of a speech or atmosphere.
- Writing Process: the steps in which students take part in while writing a speech (prewriting, drafting, editing, proofreading, publishing)
- 6+ Traits of Quality Writing: Identifies the 6 aspects (conventions, ideas, sentence fluency, organization, voice, and word choice) needed for effective writing

Unit B: Prose/Poetry

Content Area: Communication Arts	Course: Speech I	UNIT: Prose/Poetry
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Unit Description: Students will read and analyze a variety of prose and poetry pieces, focusing on purpose, tone, and mood.	Unit Timeline: 3-4 weeks
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DESIRED Results
Transfer Goal - Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – Students will understand that... (Big Ideas)

1. ...analyzing an author’s literary devices is critical to a thorough understanding of the text.
2. ...delivering poetry/prose requires attention to the author’s purpose, tone, mood, etc.
3. ...rehearsal of a poetry/prose speech is necessary, even though you will be reading from the text.
4. ...listening is an important skill, even for public speakers.

Essential Questions: Students will keep considering...
<ul style="list-style-type: none"> ● How do you make the written word come to life? ● How is hearing better than seeing?

Students will know/understand...	Standard	Students Will Be Able to...	Standard
The theme is the author’s universal message, and it appears throughout a work of literature. A summary reduces a work to its main plot points and events.	RL2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	RL2
Writers use plot, characters, and setting to vividly communicate stories.	RL3	Analyze the impact of the author’s choices regarding how	RL3

<p>You can use context clues, the surrounding words and phrases, to help determine the meanings of words that you don't understand.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.</p> <p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers use evidence to support or refute an idea or answer.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p>	<p>RL4</p> <p>RL5</p> <p>RI1</p> <p>W4</p> <p>W9</p> <p>W10</p>	<p>to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>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.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature b. Apply grades 11-12 Reading standards to literary nonfiction <p>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.</p>	<p>RL4</p> <p>RL5</p> <p>RI1</p> <p>W4</p> <p>W9</p> <p>W10</p>
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<p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>SL1</p>	<p>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.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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. 	<p>SL1</p>
<p>Speakers make powerful arguments with evidence, logic, word choice, and delivery.</p>	<p>SL3</p>	<p>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</p>	<p>SL3</p>

<p>Presenters modify speeches depending on audience and task.</p> <p>Use correct grammar when writing and speaking.</p>	<p>SL6</p>	<p>emphasis, and tone used.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL6</p>
	<p>L1</p>	<p>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.</p> <p>Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media formats.</p>	<p>L1</p>

Unit 2: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>#1 #2 #3</p>	<p><u>Standards</u></p> <p>RL2 RL3 RL4 RL5 W4 SL6 L1</p>	<p><u>Unit Performance Assessment:</u></p> <p>Description of Assessment Performance Task(s): Students will deliver an 8-10 minute reading of a selected prose or poetry piece and compose an artist’s statement explaining their delivery choices. Performance Task Link</p> <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Performance of piece <ol style="list-style-type: none"> a. vocal variety b. interpretation of author’s intent c. eye contact 2. Introduction of piece 3. Selection of piece <p><u>Performance:</u> Mastery:Students will show that they understand when they earn at least three out</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u> critical thinking communication creativity</p>
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of four points in each of the above sections. [Scoring Guide](#)

Unit 2: Sample Activities

SAMPLE LEARNING PLAN

Understanding	Standards	Major Learning Activities: <i>(explanation of structures listed in activities)</i>	Instructional Strategy:	R/R Quadrant: 21C:
#1	RI1 W9 ISTE 2b	1. Activity: Listening Skills Resource link for listening skills Google slides 1. Students will play agree/disagree with a set of anticipatory questions regarding listening. Resource link for anticipatory questions 2. Students will read chapter 4 in <i>Speak Up!</i> and discuss main points of the chapter on an online discussion forum such as Schoology, Google Classroom, etc. Resource link for Chapter 4	Advance Organizers, Cooperative Learning	B communication
#4	W2 W10	2. Activity: Listening Log and Self Analysis Resource link for listening log 1. Students will keep a log of their listening habits over a 48 hour time frame. 2. Students write an analysis of their listening patterns.	Summarizing and Notetaking	B critical thinking
#1 #2 #4	W10 SL1 SL3	3. Activity: Prose and Poetry Video Analysis 1. Students will watch videos of state champion prose and poetry readers. Resource link for Prose and Poetry Videos . Using Mix-Pair-Share or Numbered Heads Together, students will discuss their analysis of the videos. 2. Students will analyze the performances for required elements using Talking Chips, or Think-Write-Round Robin.	Identifying Similarities and Differences	C critical thinking, communication collaboration
#1 #2 #3	RL2 RL3 RL4 RL5 W4 SL6 L1	4. Activity: Prose and Poetry Cutting Resource link: Google slide for selecting and cutting prose/poetry 1. After selecting a piece of prose or poetry, students will annotate their piece. Resource link for prose/poetry annotation . 2. Upon completion of annotation and writing introduction, students will practice reading their piece for interpretation and timing.	Summarizing and Notetaking	C critical thinking creativity

UNIT RESOURCES

Teacher Resources:

- <http://www.speaking-tips.com/Glossary.aspx#P>
- www.webenglishteacher.com/speech.html
- <http://www.poetry.org/>
- Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Fraleigh, Douglas M., and Joseph S. Tuman. *Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.

Student Resources:

- Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- <http://www.poetry.org/>

Vocabulary:

- Active Listening: a way of listening that focuses entirely on what the other person is saying and confirms understanding of both the content of the message and the emotions and feelings underlying the message to ensure that understanding is accurate
- Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.
- Audience: a group of people assembled to watch and listen to a speech
- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Closed Mindedness: a barrier to effective listening, this is refusing to accept ideas that are different to your own
- Critical Listener: Hearing- the reception of sound
- Distractions: anything that draws the mind or attention away in the opposite direction
- Drafting: write and plan out a preliminary version of a speech
- Feedback: an audience's verbal and nonverbal responses to a source's message
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Listening: actively receiving and processing messages to understand their meaning and remember their content
- Listening Process: the process of receiving, interpreting, evaluating, and responding to messages

- Note taking: something written down, both formally and informally, often in abbreviated form, as a record or reminder
- Open Mindedness: a tool for effective listening, this is the willingness to listen to all aspects of a question before making a decision.
- Passive Listening: Listening to another person's message without verbally or nonverbally responding
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Poetry Reading: a reading done for the entertainment. During a poetry reading, the speaker should pay close attention to the tone and the placement of pauses.
- Prose Reading: a reading done for entertainment. During a prose reading, the speaker should pay close attention to the tone and theme of the story.
- Selective attention: the act of paying attention to those things that are considered important and to ignore those that are not.
- Tone: the intended mood of a speech or atmosphere.

Unit C: Argumentative Speech Writing and Techniques

Content Area: Communication Arts	Course: Speech I	UNIT: Persuasive Speech Writing and Techniques
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Unit Description: Students will focus on persuasive writing: claim, evidence, and warrant/analysis. They'll read, hear, and analyze persuasive speeches, in addition to preparing micro-arguments in preparation for the performance event.	Unit Timeline: 8-9 weeks
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DESIRED Results
Transfer Goal - Students will be able to confidently prepare and deliver speeches in real-world settings including professional and personal environments.

Understandings – Students will understand that... (Big Ideas)

1. ...good persuasive speakers have strong reading comprehension skills.
2. ...good persuasive speeches require a compelling, relevant topic, as well as claims supported by evidence.
3. ...credible evidence is critical for providing the ethos necessary to persuade an audience.
4. ...a public speaker's analysis of his/her claims and evidence is critical for providing the logos necessary to persuade an audience.
5. ...good delivery and presentation skills are critical for providing the pathos necessary to persuade an audience.

Essential Questions: Students will keep considering...
<ul style="list-style-type: none"> • What makes you trust another's ideas? • How can the power of persuasion help you achieve your goals?

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
Making an inference requires thinking beyond the text. Inferences need to be supported with evidence from the text.	RI1	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.	RI1

<p>A text has a purpose, or main idea. A summary reduces the text to its main and supporting ideas while omitting the detail.</p> <p>It's important for writers to have a clear point of view, purpose, and style.</p> <p>A well-written argument needs a claim supported by evidence and reasoning. Counterclaims should also be addressed. The argument needs to be organized and formal in style.</p>	<p>RI2</p> <p>RI6</p> <p>W1</p>	<p>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 one another to provide a complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>RI2</p> <p>RI6</p> <p>W1</p>
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<p>Good writing is clear, organized, and tailored to a specific audience and task.</p> <p>Writers follow a process when they write. The process includes prewriting, drafting, revising (based on feedback), editing, and publishing. Writers are aware of audience and purpose, and choose appropriate form to suit them.</p> <p>Thorough research is necessary when selecting a topic and when providing an in-depth explanation or analysis.</p> <p>A variety of credible sources should be used, and citations should be included.</p> <p>Writers use evidence to support or refute an idea or answer.</p> <p>Participating in a discussion requires preparation, respect, listening, and responding.</p>	<p>W4</p> <p>W5</p> <p>W7</p> <p>W8</p> <p>W9</p> <p>SL1</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p> <p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature b. Apply grades 11-12 Reading standards to literary nonfiction <p>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'</p>	<p>W4</p> <p>W5</p> <p>W7</p> <p>W8</p> <p>W9</p> <p>SL1</p>
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<p>Speakers make powerful arguments with evidence, logic, word choice, and delivery.</p> <p>Presenters are clear in conveying their message and</p>	<p>SL3</p> <p>SL4</p>	<p>ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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. <p>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.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>SL3</p> <p>SL4</p>
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<p>purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters modify speeches depending on audience and task.</p> <p>Use correct grammar when writing and speaking.</p> <p>Know your audience and use the proper vocabulary, or jargon, when speaking.</p>	<p>SL6</p> <p>L1</p> <p>L6</p>	<p>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.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>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 as needed.</p> <p>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.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p>	<p>SL6</p> <p>L1</p> <p>L6</p> <p>ISTE 3b</p> <p>ISTE 3c</p> <p>ISTE 4a</p> <p>ISTE 4c</p>
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Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
<p>#1 #2 #3 #4 #5</p>	<p>RI1 W1 W4 W5 W8 W9 SL4 SL6 L1 L6 ISTE 3b ISTE 3c ISTE 4a ISTE 4b</p>	<p>Description of Assessment Performance Task(s): Students will select a current topic, research, write, revise, memorize, and deliver an 8-10 minute persuasive speech. Performance Task</p> <p>Teacher will assess: In order of importance:</p> <ol style="list-style-type: none"> 1. Persuasiveness of argument 2. Introduction, sources used (claim, warrant, impact), conclusion, use of time 3. Memorization, volume, nonverbals (stance, poise, and eye contact) 4. Modified for appropriate audience 5. The students' understanding of The Research Process by showing mastery of the following steps: Define Task, Locate and Document Sources, Organize and Synthesize Information, Evaluate Process and Product. <p>Performance: Mastery: Students will show that they understand when they earn at least three out of four points in the above sections.</p> <p>Performance Task Rubric</p>	<p>D 21 Century critical thinking, communication, creativity</p>

Unit 3: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Ask students to quick write about a time when they persuaded someone to do something and then list out the moves they used to persuade. After thinking about this time, students will quick write about the two essential questions:

- What makes you trust another’s ideas?
- How can the power of persuasion help you achieve your goals?”

Understanding	Standards	Major Learning Activities: <i>(explanation of structures listed in activities)</i>	Instructional Strategy:	R/R Quadrant: 21C:
#1 #2 #3 #4	RI1 SL 1 ISTE 3b	1. Activity: Ethos, Logos, Pathos. Resource link for ethos, logos, pathos 1. Students will be given a set amount of time to research information of using ethos, logos, pathos online. Using a Chalkboard Splash technique, students will report their findings. 2. Students will read chapter 17 in <i>Speak Up!</i> on their own. Then, in groups of 4, students will discuss their findings of ethos, logos, and pathos using Round Robin or Talking Chips. 3. Students will use Evidence Extraction or Warrant Workout to analyze “Extra Credit You can Live Without” persuasive speech at the end of chapter 17, page 534 in <i>Speak Up!</i>	Argumentative Writing	C critical thinking, communication, collaboration
#1 #5	RI1 W1 SL1 ISTE 3b ISTE 3c	2. Activity: Using Rhetorical Devices Resource link here 1. Students will research definitions of a list of rhetorical devices online. They must use credible websites. 2. Using Inside-Outside Circles, students will create examples of phrases using rhetorical devices that they could use in a speech about extending lunch times at school.	Reinforcing Effort/Providing Recognition	C critical thinking, creativity
#1 #2 #3 #4 #5	RI1 RI2 RI6 W1 W4 W9	3. Activity: Analyzing Famous Speeches 1. Students will annotate MLK “I Have a Dream” speech as a group Resource for "I have a dream" . 2. Students will individually choose to watch/listen to a famous American speeches on American Rhetoric and create a presentation of their analysis. Resource Speech Analysis Presentation	Summarizing and Notetaking, Generating and Testing Hypothesis	C critical thinking, communication

	SL3 SL4 SL6 L1			
#1 #2 #3 #4	RI1 RI6 SL3	4. Activity: Nature of Persuasion, Chapter 16 Resource link for chapter 16 <ol style="list-style-type: none"> 1. Students will read chapter 16 in <i>Speak Up!</i> Using one of the following strategies: focused reading, say something, first turn; last turn, students will complete the discuss the content. 2. Students will use Evidence Extraction or Warrant Workout to analyze for elements of persuasion in “Women with Disabilities: How to become a Boat Rocker in Live” persuasive speech at the end of chapter 16, page 539 in <i>Speak Up!</i> 	Cooperative Learning, Generating and Testing Hypothesis	C critical thinking, communication, collaboration
#2	W4 W7 ISTE 4a ISTE 4b	5. Activity: Persuasive Speech Topic Brainstorming Resource link here <ol style="list-style-type: none"> 1. Students will use Jot Thoughts to brainstorm real world problems that would be relevant to the audience. 2. Students will then use Jot Thoughts to brainstorm possible solutions prior to beginning research on database. 3. After Jot Thoughts, students will use online resources to further research current problems and solutions to narrow their topic. 	Advance Organizers	B creativity
#1 #2 #3 #4 #5	RI1 W1 W4 W7 W8 W9 L1 L6 SL6 ISTE 3b ISTE 3c	6. Activity: Persuasive Speech Outline Resource link here <ol style="list-style-type: none"> 1. Students will conduct research necessary on online databases such as <i>Opposing Viewpoints in Context</i>, for creating a persuasive speech. 2. Students will contact an expert in the area of their research via social media or email for feedback on the claim and/or components of their outline. 3. Students will write the speech using the provided outline and notes from chapter 16. 4. Students will rehearse and revise speech as needed Resource link for Research Process. 5. Students will memorize the speech Resource link here. 	Argumentative Writing	C critical thinking

UNIT RESOURCES

Teacher Resources:

- <http://www.speaking-tips.com/Glossary.aspx#P>
- www.webenglishteacher.com/speech.html
- <http://examples.yourdictionary.com/examples-of-rhetorical-devices.html>
- Opposing Viewpoints in Context Database
- Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Fraleigh, Douglas M., and Joseph S. Tuman. *Instructor's Resource Manual, Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.

Student Resources:

- Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up! An Illustrated Guide to Public Speaking*. St. Martins: Bedford, 2009. Print.
- Online Databases such as Opposing Viewpoints in Context

Vocabulary:

- Alliteration: repetition of the initial consonant sound of close or adjoining words.
- Antithesis: a language technique that combines opposing elements in the same sentence or adjoining sentences
- Amplification: the art of developing ideas by finding ways to restate them in a speech.
- Attention-Getter (Hook): Material intended to capture an audience's interest in the introduction of a speech. Techniques a speaker can use to get an audience's attention include telling a story or anecdote, offering a provocative statement, building suspense, letting listeners know the speaker is one of them, using humor, asking a rhetorical question or providing a quotation.
- Audience: a group of people assembled to watch and listen to a speech
- Bias: word choice that suggest prejudice or preconceptions about other people.
- Boolean Search-using an online search system of symbolic logic that uses combinations of logical operators such as "AND," "OR," and "NOT"
- Brainstorming: a strategy for generating topic ideas in which a potential speaker lists every ideas that comes to mind—without evaluating its merits—in order to develop a sizable list of ideas quickly
- Citation: attribution, or method of acknowledgment of source material
- Conclusion Paragraph: the final part of a speech in which the speaker summarizes the main points and leaves the audience with a clincher, such as a vivid quote, image or call to action.
- Drafting: write and plan out a preliminary version of a speech
- Ethos (credibility): inspiring belief in an audience by conveying a sense of the speaker's knowledge, honesty, trustworthiness, experience, authority, and/or wisdom.
- Euphemism: the act or an example of substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive
- Hyperbole: a deliberate over exaggeration for the purpose of comparison

- Hypothetical example: an imagined example or scenario that a speaker invites his or her audience to consider in order to help them follow a complicated point presented immediately afterward.
- Imagery: mental pictures or impressions painted with vivid language.
- Informative Purpose: the rhetorical purpose that aims to educate and increase an audience's understanding and awareness of a topic.
- Introduction: occurs at the beginning of a speech and serves several purposes, including gaining the audience's attention, establishing a speaker's credibility, building common ground with the audience, presenting the thesis statement, and previewing the speech's main points.
- Logos: the sound reasoning that supports a speaker's claims and makes the argument more persuasive to an audience.
- Note taking: something written down, both formally and informally, often in abbreviated form, as a record or reminder
- Organizational Patterns: the organizational method one uses to plan a speech before writing it.
- Outlining: a written means of organizing a speech using sentences, phrases, or keywords. An outline includes the main ideas of a speech's introduction, body, and conclusion
- Parallelism: the similar arrangement of a pair or series of related words, phrases, or sentences.
- Pathos: appealing to an audience's emotion.
- Peer Editing: reading through, giving feedback, and revising another person's speech
- Prewriting- brainstorming and planning how a speech will be written
- Primary Source: a document or physical object which was written or created during the time under study.
- Purpose: the intended and/or stated goal of the speech
- Reliability: dependability and suitability
- Repetition: reiteration of the same word or set of words at the beginning or end of successive clauses or sentences.
- Research plan: a strategy for finding and keeping track of information in books, periodicals, Websites, and other sources a speaker might use to prepare a presentation.
- Rhetoric Device: a use of language by speakers and writers to create a lasting effect on listeners and readers.
- Rhetorical Questions: questions that have a self-evident answer, or that provoke curiosity that the speech then proceeds to satisfy.
- Rhythmic Triad: the deliberate placement of three similar ideas for the effect of memory (ex: live, laugh, love or reduce, reuse, recycle).
- Secondary Source: interprets and analyzes primary sources.
- Sentence Fragments: the deliberate use of incomplete sentences for brevity and sound effect in a speech.
- Supporting points: examples, definitions, testimony, and statistics that support or illustrate a speaker's main points
- Thesis Statement: a single sentence that conveys the topic and purpose of the speech. All the different parts of a speech, such as main points and subpoints, should tie into the thesis statement; is sometimes referred to as the "topic statement".
- Tone: the intended mood of a speech or atmosphere.
- Writing Process: the steps in which students take part in while writing a speech (prewriting, drafting, editing, proofreading, publishing)
- 6+ Traits of Quality Writing: Identifies the 6 aspects (conventions, ideas, sentence fluency, organization, voice, and word choice) needed for effective writing.