

NEWPORT-MESA UNIFIED SCHOOL DISTRICT Course Description

SPEECH IA

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

Overview:

This course is designed for the student to develop oral and written communication skills through the presentation of various types of speeches. The student will respond to prompts and generate impromptu speeches in order to understand the difficulties and nature of unprepared discourse and to improve his/her abilities in informal communication techniques. The student will become aware of the importance of preparation and presentation when delivering a speech essentially about himself/herself. The student will come to understand that body language is an effective communication tool and apply the knowledge to all speaking activities. By carefully researching his/her audience and the topic of his/her speech, the student will understand, by experience, that the most common method used to convince an audience of something is by talking in a logical way and using evidence to support his/her ideas. In developing those skills that may be required in the commercial world of work, the student will have practice in preparing and delivering a sales speech, where appearance, congeniality, and friendliness, as well as belief in his/her product, are given special attention. By actively evaluating speeches and speaking techniques, the student will determine the varied processes of communication that daily life demands. The student will understand that language carries both the content and process of learning and will develop effective oral skills can lead him/her to function effectively in the worlds of learning and work.

Course of Study Objectives:

1. The student will read, view, and listen to speeches—representing many different styles, purposes, and historical periods—that will provide models for the development of effective communication skills: stylistic techniques of speech delivery, assessment of speaker's point of view, rationale for arguments presented, and the use of persuasive devices.

1.1 STUDENT ACTIVITIES:

The student will read the textbook and read, view, and listen to selected speeches that will serve as examples of specific styles and modes. The student will think, write, and talk with classmates about the content and ideas of the speech he/she is reading, viewing, or listening to in order to understand content, methods of delivery, and the author's purpose. The student

will explore his/her own interests as a speech writer and speaker in order to develop a portfolio that will contain records of the content and technical aspects of his/her own speaking. The student will participate in a reading program appropriate for the academic discipline of speech in order to attain a well-rounded knowledge base, the essential foundation for successful speech development.

1.2 INSTRUCTIONAL MATERIALS USED:

- Text and selected speeches
- Appropriate audiovisual materials from the District Library and school-based materials that have been approved as outlined by the District's evaluation process
- Supplementary materials

1.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Model effective reading, listening, and speaking habits
- Assign speech journal activities
- Evaluate student work

2. The student will develop a body of speeches that represent specific speech types: Informational, impromptu, persuasive, and autobiographical.

2.1 STUDENT ACTIVITIES:

The student will participate in a variety of writing activities when making entries in his/her speech journal to develop an understanding of those speaking techniques and methods of delivery necessary for effective language use prior to the act of drafting his or her speech. The student will write in a variety of styles and modes developing a sense of voice through his/her encounters with the speech models. The student will expand and develop revising and editing abilities by listening to other student's judgments in order to expand his/her awareness of audience and purpose.

2.2 INSTRUCTIONAL MATERIALS USED:

- Text and selected speeches
- Supplementary materials

2.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Maintain classroom atmosphere where students want to express themselves and communicate with others
- Assist students in their revising efforts
- Model effective writing by writing along with student
- Assign prompts for written speeches along with evaluation forms

3. The student will prepare and practice all the techniques of speech delivery in developing an awareness, identification, and image of the body as an instrument of expression.

3.1 STUDENT ACTIVITIES:

The student will participate in multiple opportunities, both formal and informal, to develop his/her skill as a speaker. The student will learn to use body actions and gestures to assist him/her in fulfilling his/her purposes as a communicator. The student will understand and use the technique of voice projection—where the voice is easily heard by all but not strained. The student will demonstrate a sensitivity to and awareness of audience by using effective eye contact during all speech deliveries.

3.2 INSTRUCTIONAL MATERIALS USED:

- Mirror
- Student speeches
- Tape recorder, video camera and monitor
- Appropriate audiovisual materials from the District Library and school-based materials that have been approved as outlined by the District's evaluation process

3.3 TEACHER ACTIVITIES:

- Promote listening/speaking by modeling listening/speaking skills along with students
- Provide materials for the listening/speaking audience that will demonstrate the power of the language enhanced by well delivered speaking techniques
- Provide direct instruction of listening/speaking techniques

4. The student will present a variety of speeches—informational, impromptu, persuasive, and autobiographical—that will demonstrate an understanding of the techniques and methods of successful oral communication.**4.1 STUDENT ACTIVITIES:**

The student will deliver prepared speeches to a student audience employing such nonverbal techniques as posture, gestures, facial expressions, and eye contact and verbal techniques of intonation and pacing. The student will prepare and utilize any visual aids necessary for audience appeal and effective use of props.

4.2 INSTRUCTIONAL MATERIALS USED:

- Supplementary materials
- Student speeches

4.3 TEACHER ACTIVITIES:

- Provide collaborative learning activities for sharing and responding to speeches
- Model good oral communication techniques
- Provide evaluation forms for student assessment of speeches
- Provide direct instruction in the art of speaking with meaning and expression

5. The student will demonstrate the ability to use higher-order thinking skills while engaged in the preparation, presentation, and evaluation of speeches.**5.1 STUDENT ACTIVITIES**

The student will view and/or listen to speakers/speeches and apply critical thinking skills to determine a speaker's point of view and rationale for arguments presented and explain the use of persuasive devices. The student will assess the verbal and nonverbal techniques used in the speech and evaluate their effectiveness. In preparation of speeches, the student will discover issues relevant to the assignment, develop logical arguments to support specific positions, present materials clearly and concisely, and, where appropriate, refute opposing arguments used by others in an effective manner. The student will use self-assessment charts and responses from peers and the teacher to evaluate both the content and technical aspects of his/her own speaking: facial expression, eye contact, movement, articulation, rate, and language choice.

5.2 INSTRUCTIONAL MATERIALS USED:

- Speech evaluation guides

5.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions on speech evaluation

6. The student will learn the conventions of the English language.**6.1 STUDENT ACTIVITIES:**

The student will learn correct usage and grammatical correctness through listening, speaking, reading, and writing. The student will read, view, and listen to literary selections and speeches that model effective English language communication.

6.2 INSTRUCTIONAL MATERIALS USED:

- Text and supplemental materials
- Appropriate audiovisual materials from the District Library and school-based materials that have been approved as outlined by the District's evaluation process

6.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning groups for the purpose of recognizing and correcting errors in oral communication
- Direct instruction of speaking conventions when student need arises

- Review student speeches and return to student for personal editing
- 7. **The student will broaden his/her listening and speaking vocabulary.**
 - 7.1 **STUDENT ACTIVITIES:**
From listening, reading, and viewing experiences the student will compile, in his/her speech journal, words and phrases that will enhance his/her effectiveness as a speaker. The student will make mental note of words according to their usage in speech development and delivery, categorize, and organize words by their emotional and logical effectiveness.
 - 7.2 **INSTRUCTIONAL MATERIALS USED:**
 - Speech journals to record and define vocabulary words from a reading selection
 - Dictionaries and thesaurus
 - 7.3 **TEACHER ACTIVITIES:**
 - Conduct lectures/discussions, facilitate collaborative learning situations
 - Supervise student activities by presenting vocabulary words that relate to significant oral techniques and methods
- 8. **The student will demonstrate the ability to locate and make appropriate use of information from varied reference materials.**
 - 8.1 **STUDENT ACTIVITIES:**
The student will plan and conduct research necessary in fulfilling an assignment and generate note cards on the information gained and then move to an outline mode in the preparation of a speech. The student will use information gathered to prepare an informational and/or persuasive speech.
 - 8.2 **INSTRUCTIONAL MATERIALS USED:**
 - Nonfiction material, newspapers, periodicals
 - Dictionary, encyclopedia
 - 8.3 **TEACHER ACTIVITIES:**
 - Conduct lectures/discussions, facilitate collaborative learning situations for the purpose of development of research strategies and researched information
 - Assign research activities and speech type
 - Supervise student activities
 - Prepare prompts and scoring guides/rubrics for the purpose of assessment of students' oral presentation
- 9. **The student will use all media and technological resources such as word processor, computers, library books, films, audiotapes, videotapes, newspapers, magazines, dictionaries, and encyclopedia as learning and communication tools.**
 - 9.1 **STUDENT ACTIVITIES:**
The student will have direct access to word processing for the purpose of creating specific speech types. The student will become familiar with word processing for the purpose of revising individual writing. The student may use a video camera and monitor to record, view, and evaluate speeches. The student will be allowed access to all forms of resource materials appropriate to the language arts course of study.
 - 9.2 **INSTRUCTIONAL MATERIALS USED:**
 - Computers/word processor
 - Supplementary materials
 - 9.3 **TEACHER ACTIVITIES:**
 - Direct instruction on the use of media technology
 - Assign computer time for various activities
 - Instruct and supervise student activities using computers and resource materials

INSTRUCTIONAL MATERIALS

CORE WORKS/EXTENDED READINGS

CORE WORKS represent a selection of literary works that are eloquent statements of experiences

common to all human beings from which all students can benefit. EXTENDED READINGS are literary works that will satisfy the students' curiosity about the ideas encountered in the core works. The authors and titles listed below are representative of students' interests and abilities at this age level; however, the list is not all inclusive, required, nor restrictive.

Anthologies

Aly, Bower, and Aly, Lucile, ed. *American Short Speeches*
Arnold, Ehninger, and Gerber. *The Speaker's Resource Book*
Grisso, Walker D.. *From Where the Sun Now Stands; Addresses by a Posse of Famous American Western Speakers*
Peterson, Houston. *A Treasury of the World in Great Speeches*

Audio-Visual Materials:

- Films, filmstrips, and videocassettes from the District Library
- School-based materials that have been approved as outlined by the District's evaluation process
- Other teacher-approved materials that coordinate with outlined curriculum