

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

SPEECH AND DEBATE 1

DATE: May 2008

SCHOOL: Folsom High School

COURSE TITLE: Speech and Debate 1

SUBJECT: VAPA

GRADE LEVEL: 9-12

COURSE LENGTH: 1 Year

GRADING: A – F

NUMBER OF CREDITS: 5/semester

PREREQUISITES: None

COURSE DESCRIPTION:

With a combination of theory, skills practice, and competency evaluation, students (1) learn to understand the major concepts of communication theory and research, (2) are able to recognize those concepts in their own experiences and those of others, (3) have access to a range of choices concerning their communication behavior, thus increasing communication competence. In addition, students can export acquired information, and begin a process of life long learning about effective communication skills. Students will study the fundamentals of written and oral communication, will experience a variety of writing opportunities and participate in numerous interactive simulations.

GOALS/PURPOSES:

Course Objectives

This course will introduce students to effective communication skills needed for educational, personal and professional success. Going beyond simple speeches of presentation, students will develop confidence with multiple forms of communication, both oral and written.

Students will:

- Be able to discuss the significance of communication in their lives.
- Develop proficient communication skills to achieve success in higher education, forensic competitions, the workplace, and their personal activities.
- Write effectively for a variety of purposes and audiences.
- Access, evaluate, organize, and utilize information from a multitude of sources.
- Gain self-confidence and poise when speaking for all occasions, situation, and varying audiences.
- Be capable of providing and accepting written and oral constructive criticism essential for improving personal and career-oriented growth.
- Maintain an interactive notebook for use with class notes, quotations and simulations.
- Analyze the importance of historical speeches and the influence of media on societal impressions.
- Write arguments for or against a controversial topic.
- Define the various legal definitions of the first amendment speech.
- Review the rights and responsibilities of free press.
- Critically assess the value of various arguments. (Content Standard 1)
- Creatively display graphic visuals and appropriately incorporate into presentations.
- Delineate and construct the parts of an effective and cogent argument. (Content Standards 2, 3)
- Recognize and refute illogical and fallacious arguments. (Content Standards 1, 3)
- Evaluate the merits of various types of evidence. (Content Standard 13)
- Access, evaluate, organize, and utilize information from a variety of sources. (Content Standard 13)
- Write effectively in exposition and position papers. (content Standard 10)

STUDENT READING COMPONENT:

Texts:

Essentials of Speech Communication; Franklin, Sharon, and Deborah J. Clark, McDougal Littell, 2001.

The Debater's Guide; Ericson, Jon M., James Murphy, and Raymond Zeuschner, Southern Illinois University Press, 1987.

Official Materials for the California Mock Trial Competition; Constitutional Rights Foundation, State Department of Education, Yearly Material.

Supplemental Instructional Materials:

Speeches, News Scripts, Research, Articles, Constitutional Interpretation/Laws.

STUDENT WRITING COMPONENT:

Analysis of historically significant speeches, review of group process, interactive notebook, self evaluations, speeches, interview questions, business letters, resume and application writing.

STUDENT ORAL COMPONENT:

Various speeches, discussion groups, mock trials, debates, quote responses, group commercial, peer critiques, impromptu resolve speaking, multimedia business presentations, mock "job" interview with questions and responses.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Introduction to Public Speaking

- A. Elements of Effective Communication
- B. Communication Settings and Audience Analysis
- C. Impromptu versus Planned Presentations

Unit 2: Speaking and Listening

- A. Speech from Literature
- B. Small Group Communication
- C. Interpersonal Communication
- D. Advertising and Media Analysis
- E. Instructional Speech (How To...)
- F. Speaking to Inform

Unit 3: Nonverbal Communication

Unit 4: Argumentation and Debate

- A. Debate – Fact, Value, Policy
- B. Resolutions
- C. Lincoln Douglass Debates

Unit 5: Legal Procedures

- A. Mock Trials

Unit 6: Ceremonial Speeches

- A. Speeches of Acceptances
- B. Commemorative Speeches

Unit 7: Business and Professional Communication

- A. Career Research
- B. Interviewing
- C. Business Letters

Instructional Methods and/or Strategies:

- Simulations
- Discussion Group
- Individualized Instruction
- Lecture
- Panel Discussion
- Guided Reading Notes
- Multi-Media Review
- Peer Support and Evaluation
- Writing Process Activities
- Learning Logs Cooperative Learning
- Demonstration
- Technology-Assisted Research
- Interactive Notebook
- Review and Practice
- Monthly Calendar Assignments
- Quick Write Journal Entries
- Mock Events (Trials, Broadcasts, Interviews)
- Mapping
- Anticipation Guides
- V a V
- View and critique films, videos, and audiocassettes of famous speeches
- Debates, interviews
- Participate in local Forensic, Mock Trial, and Speaking
- Competitions

Assessment Methods and/or Tools:

- Authentic Assessment
- Portfolio
- Reciprocal Questioning
- Assignment-based Rubrics
- Interactive Notebook
- Paragraph and Essay Evaluation
- Video taped performances evaluated by students

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Language Arts:

Reading

2.0 Reading Comprehension (Focus on Informational Materials)

2.3 Generate relevant questions about readings on issues that can be researched.

Writing

1.0 Writing Strategies

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

2.0 Writing Applications (Genres and Their Characteristics)

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Listening and Speaking

1.0 Listening and Speaking Strategies

- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 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 the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 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.

2.0 Speaking Applications (Genres and Their Characteristics)

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. 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).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

- d. Anticipate and address the listener's concerns and counterarguments.

Visual and Performing Arts:

3.0 Historical and Cultural Context

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

5.0 Connections, Relationships, Applications

- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.
- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners: who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.

Constructive Thinkers: who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing.

Effective Communicators: who take pride in all assignments and realize the value of creating an error-free product that is original in substance.

Collaborative Workers: who reflect on their reading, writing, and listening to enhance the outcomes of their work. Students will demonstrate this skill through both oral and written assignments and discussions.

Quality Producers/Performers: who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as article analysis and historical reports.

Responsible Citizens: who are prepared to contribute to our democracy in positive ways. Through their interpretation of various media, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of society.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625