

Argo Community High School

English Department

Speech & Communication (EN315) / Honors Speech & Communication (EN915)

This course will continue to develop students as writers in all areas while focusing on large group and small group speaking. The course will continue to work on research skills started in Writing 1. Students will deliver focused and coherent speeches that convey clear messages, using non-verbal communication (gestures, tone). The course focuses on the importance of audience in communicating through writing or speaking and the choices the writer or speaker can make to communicate effectively. This course also extends computer literacy and media literacy that students learned in Writing 1. In this course, students will research, write, and deliver speeches to their classmates. They will also engage in small-group discussions. This course will focus on the job interview as one of the interpersonal communication units. **This course satisfies .5 of the ISBE 2-year graduation requirement for "Intensive Writing."* ***This course completes the district's Computer Literacy sequence begun in Writing 1 and includes the Illinois-required Media Literacy / Online Safety & Media Literacy unit of instruction.*

Honors/Standard Course Structure: Speech & Communication and Honors Speech & Communication are stacked and taught concurrently. Both courses share the same essential curriculum and major assessments. Honors students demonstrate greater depth and complexity through additional reading, more rigorous vocabulary assessments, higher performance expectations on writing and speaking rubrics, and longer speech requirements.

Course Overview:

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Unit 1: Foundations of Public Speaking	• Importance of communication • Communication = verbal, nonverbal, listening, visual, and audience-related choices • Stage Fright • Types of Speeches ○ Impromptu ○ Extemporaneous ○ Manuscript	Summative: • Introductory Speech • Outline • Introductory Speech Reflection Formative: • Videos • Lecture Notes	Readings: • "Ahem, Ummm, Well (5 pages) • "A Must-Have Skill, Public Peaking Should be a Mandatory Class (4 pages) – Honors Only • "Overcoming Stage Fright" (2 pages) – Honors Only Videos:	1 week

	○ Memorization • Analyzing Audience • Take effective lecture notes • Keyword-based speaking notes • Eye contact, volume, enthusiasm, and audience awareness.	• Ahem, Ummm, Well – Reading, annotation, & Discussion • Public Speaking Anxiety / Stage fright Activities • Verbal & Nonverbal Speech Analysis • Partner Interview • Note Card Prep • Introductory Speech Practice Recording • Reading Checks • Discussions	• Fight Flight Freeze – Anxiety Explained for Teens (3 min) • Charlie Brown – Fear of Speaking • Breathing Exercises for Confident Public Speaking • Working on Fear of Speaking • How to Analyze an Audience for Public Speaking (7 min) • Taking Notes (9 min) • Overcame my Fear (8 min) • Types of Delivery (5 min) • Communication Analysis (7 min) • Introductory Speech Example #1 – Jack (2:30 min) • Introductory Speech Example #2 – Jakota (2:30 min)	
Unit 2: Structure & Delivery	<i>Speech Structure</i> • Attention Getter ○ Main types of attention getters • Thesis • Preview of Main Points (P.O.M.P.) • Transitions • Summary of Main Points (S.O.M.P.) • Round-Off • Signposting <i>Speech Delivery</i> <i>Non-Verbal:</i>	<i>Summative:</i> • Group Speech • Structure & Delivery MC Quiz <i>Formative:</i> • Structure & Delivery - Lecture Notes • Creating an Attention Getter • Creating a Thesis & POMP • Peer Feedback – Thesis / Main Points • Research Source Organizer • Small-group Research Discussion • Speech Outline • Body language video Questions	Readings: • Media / Digital Research Packets: ○ Algorithms & Echo Chambers: How Social Media Shapes What We See ○ Social Media Influencers: Influence, Consumer Behavior & Public Health ○ Social Media & Mental Health: Understanding the Effects on Teenagers ○ Deepfakes: Truth, Privacy & Misinformation in the Digital Age ○ Internet Safety: Protecting Personal	3 week

	• Eye contact • Facial Expression • Posture • Body Movement • Gestures <u>Verbal / Paralanguage:</u> • Volume (Strategic use of Volume) • Tone • Pauses (Strategic use of pauses. Pausing for emphasis) • Breathing • AVOIDING Fillers ○ Vocalized pauses ○ Interjection fillers ○ Repetition Fillers Research • What is Evidence? ○ Facts ○ Stats ▪ Different ways to present stats ○ Expert opinion • Organizing Evidence • Keyword Outline	• Bad Speech – Structure & Delivery Critique • Note Card Preparation • Group Speech Practice Recording • Group Speech REflection • “Verbal Practice Delivery” – Recording • Speech Outline	Information & Navigating Online Threats ○ Artificial Intelligence: Benefits, Risks & Ethical Use ○ Digital Citizenship: Digital Footprints, Online Behavior & Responsibility • Honors: <i>Is “Textese” Hurting Our Verbal Communication?</i> Videos: • <i>Stanford Group Speech on Body Language</i> – Video (15 min) • <i>7 Tips for Delivery</i> (7 min) • <i>Bad Speech</i> - Speech Critique Video	
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	Computer Literacy Collaborating on Word Document			
Unit 3: Informative	Research - Selecting a TOPIC - Databases (EbscoHost) - Written citations - Spoken citations - Types of plagiarism - MLA & APA Rulebooks - Works Cited - Using quotation marks for exact phrase searching - Search operators: - Site: - quotes - and - or - minus (exclusion) - Distinguish acceptable and unacceptable research sources - Use at least 3 credible sources to develop a topic - Organize research using a source organizer Writing - Formatting of essays - Embed quotes	Summative - Informative Essay - Informative Speech (3-5 min) / (4-6 min) - Honors - Google Search - questions Formative - Informative Speech outline - Note Card preparation - Informative Essay Model / Analysis - Lecture Notes	Readings: <i>Social Media & Mental Health</i> — Informative Essay Exemplar - Informative Speech Outline Exemplars - Works Cited Example Videos: - Google Search Operators – Instructional Video - Informative Speech Example – Melissa (8 min)	7 weeks

	• Paraphrase • Transitions • Intro • Conclusions • Reasoning Toolbox ○ Analogy ○ Compare/contrast ○ Cause/effect ○ Counterargument ○ Speculation ○ Counterfactual ○ Drawing conclusion <i>Speaking</i> • Using visual aides • How to be a good audience member (feedback, eye contact, etc) <i>Computer Literacy</i> • PowerPoint Transitions • PowerPoint Animation • PowerPoint • Creating Charts and Graphs using Microsoft • Screenshotting • Hyperlinks in Word document • Using ChatGPT Properly			
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Unit 4: Small Group Communication	Small Group Communication • Active listening • Collaboration • Conflict resolution • Types and purposes of small groups • Task vs. relationship groups • Group roles, norms, and expectations • Interdependence • Synergy • Social loafing • Analyze verbal and nonverbal communication within groups • Identify strategies for improving group effectiveness • Build on, question, clarify, and respond to others' ideas • Encourage participation from all group members • Evaluate effectiveness of group communication Research / Speaking • Research and analyze a small group portrayed in film / television • Locate and use credible sources	Summative: • Recorded Small Group Discussion • Small Group Speech (3–4 min.) Formative: • TXBK 13.1 – Small Groups & Types: Reading / Response • “Get Better at Talking” – Discussion • Small Group Topic Brainstorm • Research Source Organizer • Improving Group Exercises • Listening Skills – Annotation / Response • Initial / Final Small Group Speech Outline • Note Card Preparation • Small Group Research Discussion • Small Group Speech Reflection •	Readings • <i>TXBK 13.1 – Small Groups & Types</i> • <i>Talk Less, Listen More / Listening Skills</i> • <i>Improving Group Exercises</i> Videos / Media • <i>Get Better at Talking</i> – Video • Listening Skills video • Student-selected film / television example for Small Group Communication analysis	2 weeks
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	• Apply small-group communication concepts to real examples • Orally cite sources • Organize findings into a group speech • Collaboratively plan, rehearse, and deliver a presentation • Reflect on group preparation, communication, and performance			
Unit 5: Persuasive Speaking	• Logical Appeals (Logos) • Ethical Appeals (Ethos) • Emotional Appeals (Pathos) • Concession • Amplification • Rhetorical questions • Logical Fallacies: ○ Ad hominem ○ Begging the question ○ Appeal to ignorance ○ Slippery slope ○ Appeal to authority ○ Bandwagon ○ Red herring ○ False analogy WRITING	Summative: • Persuasive Essay • Persuasive Speech (5-7 min) / Honors (6-8 min) Formative • Persuasive Speech Outline • Exemplar – Reflection • Persuasive Lecture Notes • Topic Brainstorm • Claim & P.O.M.P. Practice / Peer Feedback • Logical Fallacies Quiz • Research Source Organizer • Works Cited Activity • Writing Your Own Hooks • Initial Outline / Peer Review • Note Card Preparation • PowerPoint Preparation • Persuasive Speech Model – Video Analysis / Discussion	Readings • <i>Hooking the Reader Right From the Start</i> • <i>Persuasive Model</i> • Student-selected persuasive research sources Video • <i>Persuasive Model 1 — Persuasive Speech Exemplar (5 min.)</i>	5 weeks

	• Problem / Solution organization	• Practice Recording • Persuasive Speech Reflection		
MEDIA LITERACY	• Evaluating Evidence Online • Reverse Image Search • Geolocation • Critical Observation • How to Search like a Pro • Levels of Scientific Evidence • Magnifiers • Lateral Reading • Advanced: Lateral Reading • Internet Reading • Algorithms in social media • Click Restraint • Internet Archives • Wayback Machine • Identifying bias / perspective in media • Basic Internet Safety • Changing dates on Google Maps • Using Google Streetview • Trustworthy Checkers: ○ Snopes ○ Factcheck • AI Detection ○ https://app.illuminary.ai/#/	Formative: • March to End Covid-19 – Image Analysis • Coronavirus Explained – Image Analysis • March on Fast Food – Image Analysis	• “These Look like Prizewinning Photos. They’re Ai Fakes.” (NYTimes) •	Throughout

	<i>Computer Literacy</i> • Ctrl Plus • Ctrl Minus • Ctrl T • Ctrl F • Highlight and right-click search			
Vocabulary	• Word knowledge • Mastery of 80% of 120 new words • Word Stems • Words in Context	<i>Summative:</i> • Bi-Weekly Unit Quiz • 7-9 Test • 7-12 Test <i>Formative:</i> • Complete Sentences Exercise • StudyMate Flashcards • Practice quiz per unit	N/A	Throughout
ACT Grammar & Language	• Sentence boundaries • fragments, run-ons, comma splices • Comma usage: essential/nonessential information and other comma rules • Apostrophes & possessives • Subject-verb agreement • Verb tense & verb forms • Pronoun usage & agreement	• ACT-style bell ringers • Progress monitor: M4, M5, and M6 Grammar Assessments		Throughout (bellringer work)

	• Semicolons, colons & dashes • Transitions & logical relationships • Word choice, redundancy & concision • Commonly confused words			
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Major Course Skills:

Critical Thinking	Public Speaking	Audience Analysis	Researching
Source Evaluation	Evidence Integration & Citation	Note-taking	Informative Writing & Speaking
Persuasive Writing & Speaking	Argumentation & Rhetorical Appeals	Reflection / Self-Assessment	Verbal Delivery
Nonverbal Communication	Active Listening	Small-group Collaboration / discussion	Media Literacy
Computer / Digital Literacy	Vocabulary Development	Grammar & Language Conventions	

Grade Weights

Category	Types of assignments	Weight
SUMMATIVE	Formal Papers, Podcast Submissions, PowerPoint Projects, Quizzes	70%
FORMATIVE	Video Quizzes, Lecture Notes, Class Discussions, Guided Readings, Annotations, Worksheet Assignments	30%

State of Illinois Requirements / Mandates

STATE REQUIREMENT	UNITS that Cover REQUIREMENT	Enduring Understanding	Assessment / Activity
Writing-Intensive Coursework — 105 ILCS 5/27-22 Illinois requires two years of writing-intensive coursework; one year must be English. Speech & Communication fulfills .5 credit / one semester of this requirement.	Coursewide — All Units	• Write for multiple purposes and audiences • Organize ideas clearly and coherently • Develop claims using relevant evidence and reasoning • Plan, draft, revise, and edit formal writing • Integrate research through quotation, paraphrase, and commentary • Use written citations and Works Cited pages • Adapt language and organization to purpose and audience • Reflect on and evaluate one's own communication	• Informative Essay • Persuasive Essay • Speech outlines • Research Source Organizers • Works Cited / citation activities • Written reflections following major speeches • Honors reading responses • Peer review and revision • **ACT Style Writing Assessment – Progress Monitor
Computer Literacy — 105 ILCS 5/27-605 Illinois requires one year of a course that includes intensive instruction in computer literacy. Speech & Communication fulfills .5 credit / one semester of the district's one-year computer literacy sequence. The remaining .5 credit is fulfilled through Writing 1.	Embedded throughout course; particularly Units 2–3	• Create, format, and collaborate on digital documents • Create effective digital presentations and visual aids • Use digital tools to organize and communicate information • Create charts and graphs using Microsoft tools	• Collaborative Microsoft Word documents • PowerPoint presentations • PowerPoint transitions / animation • Charts and graphs • Screenshots and hyperlinks • EBSCOhost/database research • Google Search Operator activities

		• Use hyperlinks, screenshots, and document features effectively • Conduct efficient online and database research • Use search operators and digital research tools • Use keyboard shortcuts and productivity features efficiently • Use generative AI appropriately within course expectations	• Digital research source organizers • Keyboard shortcut practice • Appropriate use of ChatGPT / AI tools
Media Literacy / Online Safety & Media Literacy — 105 ILCS 5/27-415 and 105 ILCS 5/27-405 Illinois requires high schools to provide a unit of instruction in media literacy. The expanded requirement includes media literacy and Internet safety, including evaluating the credibility and authenticity of online information, recognizing misinformation and fabricated content, understanding responsible online behavior, and practicing safe and effective Internet use. This course is designed to address both the current and expanded state requirements.	Unit 2 and embedded throughout research, informative, and persuasive units	• Evaluate the credibility, trustworthiness, and authenticity of information • Analyze media for author, audience, purpose, technique, bias, and perspective • Distinguish reliable information from misinformation and fabricated content • Evaluate evidence across multiple media platforms • Use lateral reading, click restraint, reverse-image searching, geolocation, archives, and fact-checking tools • Understand how algorithms and social media influence information consumption • Understand digital footprints, Internet safety,	• Media / Digital Literacy Research Packets & Group Speech: Algorithms & Echo Chambers; Social Media Influencers; Social Media & Mental Health; Deepfakes; Internet Safety; Artificial Intelligence; Digital Citizenship • Reverse Image Search activities • Geolocation activities • Lateral Reading / Click Restraint activities • Wayback Machine / Internet Archive research • Snopes / FactCheck verification • <i>March to End Covid-19</i> Image Analysis • <i>Coronavirus Explained</i> Image Analysis • <i>March on Fast Food</i> Image Analysis

		and responsible online behavior • Create clear written, oral, visual, and multimodal messages for specific audiences • Communicate about contemporary issues using evidence and reason	• <i>These Look Like Prizewinning Photos. They're AI Fakes</i> • Informative and persuasive research / presentations
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