

Public Speaking

Instructor:

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Prerequisite: Successful completion of English 9 and 10, or by permission of instructor.

This course will encompass many aspects of oral communication. Students will learn to be good speakers and good listeners in a variety of informative, persuasive, and demonstrative speaking contexts. Students will present both prepared and improvised speeches, as well as texts written by themselves and written by others. Emphasis is placed on speaking for different audiences and venues, and traveling to public events outside of class is required. The curriculum for this course is influenced by the competitive events of the Maine Forensic Association Tournaments, but will also include topics such as: special occasion speaking, presenting visuals, and hobby demonstrations.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

ELA STANDARDS:

Reading Comprehension (CCRA 10) Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Reading Interpretation (CCRA 7, 10) Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Writing Arguments (CCWA 1, 4, 10) Write clear and coherent arguments for a range of tasks, purposes, and audiences.

Writing Informative and Narrative Texts (CCWA 2, 3, 4, 10) Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Writing Process (CCWA 5) Develop and strengthen writing.

Speaking and Listening Discussion (CCSLA 1) Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Speaking and Listening Presentation (CCSLA 4) Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1 Public Speaking: "It's Not What You Said, It's How You Said It"

Summary Students learn critical skills for effective self-presentation, including correct vocal technique, and appropriate body language and eye contact.

Performance Indicators Establish and maintain a formal style and objective tone. (W.1d; W.2e)

Assessed in Unit Adapt speech to a variety of contexts and tasks. (SL.6; L.3)

Acquire and use accurately general academic and domain-specific words and phrases,

sufficient for speaking and listening at the college and career-readiness level. (L.6)

Unit 2 Speaking to Entertain

Summary Students practice reading and reciting a variety of texts with the purpose of entertaining an audience. Using originally-composed personal narratives, students practice retelling stories to create impact and significance. Speaking strategies are further refined by selecting a poem by an established author and learning how to give a dramatic recitation, using the National Endowment for the Arts' program, "Poetry Out Loud."

Performance Indicators Assessed in Unit Engage and orient the listener 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. (W.3a)

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RI.4; L.4, 5, 6)

Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL/I.5)

Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL/RI.6)

Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f, W.3d)

Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal texts. (SL.4)

Unit 3 Speaking to Inform

Summary Students learn how to educate an audience on topics of their choice, using a process analysis, in which the speaker demonstrates how to perform a task, and a PechaKucha, a contemporary speaking event in which the speaker is limited to a certain amount of speaking time and supported by a slideshow.

Performance Indicators Assessed in Unit Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.3)

Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL/RI.6)

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. (W.2a)

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. (W.2b)

Use appropriate and varied techniques, transitions, and syntax to link the major sections of the text, create cohesion, and build toward a particular outcome. (W.2c, W.3c)

Use precise language, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d, W.3d)

Make strategic use of digital media in presentations. (SL.5)

Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal texts. (SL.4)

Unit 4 Speaking to Persuade

Summary Students build on previously established argumentative writing skills by translating a successful written argument to a persuasive speech. Using two conventional National Forensics Association categories, Oratorical Declamation and Original Oratory, students learn from well-known speakers by re-creating the delivery of famous speeches, and from the experience of composing their own thoroughly supported argument on a topic of their choice. Students may also work in teams to create a presentation to persuade a real-world audience (such as a school board or private investor).

Performance Indicators Assessed in Unit Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8)

Develop a clear line of reasoning that addresses alternative or opposing perspectives. (SL.4)

Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify relationships between claims, reasons, and evidence. (W.1c)

Establish and maintain a formal style and objective tone. (W.1d; W.2e)

Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)

Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal texts. (SL.4)