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## Speech

# Course Syllabus

## Fall Semester of English 9

**Mrs. Kokes**

### Mission

The mission of Avon School District is to ensure that all students successfully reach their potential (1[[1]](#endnote-1)).

### Vision

The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff (1).

### Course Description/Overview

Have you ever been misunderstood? Being a great communicator can eliminate misunderstandings. During this course, students will understand appropriate forms of communication in school and workplace settings. They will learn the skills to help them be successful in various life circumstances. The class will focus on three areas, supported by the textbook:

1. Elements of Communication
   * What, why, and how do we communicate?
2. Leadership Skills and Working in Groups
   * Parliamentary Procedure and class discussions/activities
3. Speaking in Public
   * Variety of speaking/listening activities

### Course Learning Objectives (Essential Questions)

1. What is communication? (Define and give two examples of the different types of communication)
2. Why do we communicate? (Give two or more examples to support the reasons we communicate and how the message is sent/received depending on the speaker’s purpose)
3. How do we communicate? (Give two or more examples of how the message is sent/received)
4. Why is communication important? (Give two to three examples of how communication is used in different aspects of life and explain the positive impact of quality speaking skills)
5. What are the elements of a successful speaker?
   * Physical elements
     + Body language
     + Eye contact
     + Volume, rate, pitch
   * Technical elements
     + Outline with introduction, thesis, main points, conclusion
     + Practicing (not reading from notes)
6. How do I create a speech for a specific purpose? (Students will create the following presentations. Detailed guidelines for each activity will be given later in class.)
   * Partner interview- 1 minute
     + How well do you know your fellow classmates?
   * Million dollar speech- 2 minutes
     + How would you spend $1,000,000?
   * Persuasive speech- 2 minutes
     + How do you convince others to change their point of view?
   * Demonstrative speech-3 minutes
     + How do you perform a task that others can learn?
   * Final speech (informative speech)- 3 minutes
     + What topic do you find interesting that you would like to share with others?
   * Parliamentary Procedure (group work)
     + How are organizational meetings conducted?
   * Mock job interview (if time allows)
     + How can you use current speaking skills in the future?

### English/Language Arts Common Core Standards

**Presentation of Knowledge and Ideas**

* SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
  + Students will write outlines for each speech presented
  + Students will use outlines during presentation
* SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  + Students will find credible statistics to support thesis statements and main points
  + Students will create presentations utilizing PowerPoint and imbed photographs, maps, and graphics to support thesis statements.
* SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  + Students will present a variety of individual speeches for class
  + Students will work in small groups to carry out Parliamentary Procedure
  + Students will work individually to conduct a successful job interview

**Comprehension and Collaboration**

* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  + Students will 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.
  + Students will work with peers to set rules for discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  + Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  + Students will respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
* SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  + Students will analyze examples of various speeches for accuracy and credibility
  + Students will examine examples of speeches and present constructive criticism
* SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  + Students will analyze examples of various speeches for accuracy and credibility
  + Students will examine examples of speeches and present constructive criticism

### Course Resources

#### Course Website(s)

* Mrs. Kokes Website <http://lk115.k12.sd.us/> (Also accessible through Avon School site)
* South Dakota State Library [www.library.sd.gov](http://www.library.sd.gov)

#### Required Course Text

* *Essentials of Speech Communication* (2001)

#### Course Supplies

* Paper/writing utensil
* Note cards (optional)
* Computer/internet (class time will be provided for research and outline typing)

### Grading

#### Criteria

Grades will be based on the following:

|  |  |
| --- | --- |
| Daily Work | *At least* 5 points per assignment (varied) |
| Speeches | 100 points each |

#### All assignments are weighted equally, but will be given varying point value. Semester grade is determined by 40% first quarter, 40% second quarter, and 20% semester exam. Not all students will take the semester exam. (See Semester Examinations Policy page 14 of Student Handbook.)

#### Rubrics

Students will be graded according to a rubric for each speech. Each speech is worth 100 points. Students will have a typed outline for every speech. Each outline will include student’s name, introduction, thesis statement, main points, and a conclusion. (Each of these requirements will be discussed in depth during class.)

See Sample Speech Rubric on Page 8.

#### Late Assignments

Speaking order will be determined before the first presentation day. If students are not prepared to speak on their assigned day they will lose ten points for each day they are late. (For example if you are two days late you lose 20 points from your original score.) If there is a specific reason you cannot present on your assigned day speak to Mrs. Kokes **beforehand** to make other arrangements and you **will not lose points**. (For example if you need ingredients to make cookies for your demonstrative speech but you will not be able to go to the store before your assigned day you would need to talk to Mrs. Kokes to speak on a different day.)

If you are absent on the day you were assigned to present, you need to be prepared to speak on the day following your return (per makeup work policy page 3). (Example: If you were absent Monday and returned on Tuesday, then you would speak on Wednesday.)

Daily work and projects are created by teachers in order to see which concepts you fully understand and which areas you still need to review. If you do not understand an assignment, you need to see Mrs. Kokes before/after school, during study hall, or set up another time that works for **your** schedule. Late work will not be tolerated. If you fail to hand in a daily assignment you will attend 8th Period after school until the assignment is completed with quality. (Quality means 60% or more of the answers must be correct.) You will lose 25% of your original grade for any assignment turned in after the due date. You will not be allowed to skip a speech. You will present each and every speech, regardless of how late it may be and how many points you may/may not receive. If you do not understand the assignment, seek extra help or ask questions. Not handing in your assignment is NOT an option.

If you are absent, the district makeup policy will be followed. You will receive one school day for each day missed. For example, if you miss 3 days of school, you receive 3 days to make up the work. (See page 3 of the handbook.)

**Grading Scale**Percentage GPA Points

A+ . . . 100 Superior 4.00   
A . . . 95 - 99 Superior 4.00   
A- . . . 93 - 94 Superior 3.67   
B+ . . . 91 - 92 Above Average 3.33   
B . . . 88 - 90 Above Average 3.00   
B- . . . 86 - 87 Above Average 2.67   
C+ . . . 83 - 85 Average 2.33   
C . . . 78 - 82 Average 2.00   
C- . . . 75 - 77 Average 1.67   
D+ . . . 72 - 74 Passing, Below Average 1.33   
D . . . 63 - 71 Passing, Below Average 1.00   
D- . . . 60 - 62 Passing, Below Average 0.67   
F . . . 59 & Below Failing 0.00

### Course/District Policies

* Cheating – **AVON SCHOOL DISTRICT 4-1 CHEATING POLICY** (19)
  + Definition of cheating: Soliciting, acquiring, supplying or use of answers on

tests, quizzes, study guides or other assignments. Any type of plagiarism and/or copyright infringement on work turned-in is in violation of the cheating policy.

* + Punishment:
    - 1st Offense: Inform Parents; 1 day in-school suspension; Mandatory Semester

tests, 1 hour Saturday detention, "0" credit for the assignment.

* + - 2nd Offense: Inform Parents; 2 day in-school suspension; mandatory semester tests throughout high school; 3 hour Saturday detention;

"0" credit for assignment; Not eligible for the honor roll for the remainder of the year.

* + - 3rd Offense: Meeting with parents; 3 day out-of-school suspension; loss of credit for the class.
  + The classroom teacher will bear the responsibility to verify any and all cheating.
  + Only the classroom teacher and/or the secondary principal may impose the punishment.
* Cell Phones- See revised Avon School Policy 2012-13
* Food- Candy and gum chewing is allowed if it is done in a proper manner. HOWEVER, individual teachers may ask students not to eat candy or chew gum in their classrooms or study hall. There will be NO POP OR FOOD allowed in classrooms without prior approval from the administration (6). During demonstration speeches you MAY be allowed to eat/drink if classmates are providing food.
* Comments/Questions During Speeches- Bullying and harassment of students is not tolerated by the Avon School District. The school district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Therefore, the school district prohibits harassment or bullying (26).
  + Keep your comments to yourself as someone speaks. You are free to agree/disagree but you do NOT have the right to voice your thoughts with the class during or after a presentation.
  + If you make a disrespectful comment/noise/gesture about/during someone’s speech/presentation, you will lose 25 points from your own presentation score.
  + Consider this your first and only warning. You will NOT receive a verbal warning during class.
* Classroom Disruptions/Behaviors- refer to the Disciple Grid on pages 6-7 in handbook.

### Course Schedule (Tentative)

*Week of*

*Aug 19*  Course introduction

Textbook readings and discussions

*Aug 26* Interview Speech Work Time

*Sep 2* Present Interview Speeches- Feedback

*Sep 9* Million Dollar Speech Work Time

*Sep 16* Present Million Dollar Speeches  
  
**Midterm Wednesday, September 18**

*Sep 23* Discuss Persuasion Techniques

*Sep 30* Art of Persuasion in Culture

*Oct 7* Persuasive Speech Work Time

*Oct 14* Present Persuasive Speech

**End of the First Quarter Thursday, October 17**

*Oct 21* Demonstrative Speech Work Time

*Oct 28* Present Demonstrative Speeches

*Nov 4* Final Speech (Informative) Work Time

*Nov 11* Work Time/Present Final Speeches

*Nov 18* Present Final Speeches

##### Midterm Monday, November 18

*Nov 25* Parliamentary Procedure

*Dec 2*  Work Skills, Job Applications, and Resume Writing

*Dec 9* Job Interview Skills

*Dec 16* Semester Test Review

**Semester Test TBA (Thursday, December 19 or Friday, December 20)**

Sample Speech Rubric

**Time -5 pts**

* 1 minute or over (5)
* 31-59 seconds (3)
* 30 seconds or under (2)

**Eye Contact- 5 pts**

* With entire class (5)
* With half class (4)
* With 3-5 people in class (3)
* With one person (2)
* With no one (1)

**Volume- 5 pts**

* Perfect projection (5)
* Loud enough but louder would be better (3)
* Too quiet- couldn’t hear you (1)

**Pace- 5 pts**

* Perfect pace (5)
* Too slow/fast (1)

**Voice Variety- 5 pts**

* Changed with your words (5)
* Monotone (1)

**Appearance- 5 pts**

* Neat (5)
* Gum chewing (1)

**Stage Presence- 30 pts**

* Confident (10)
* Used gestures (10)
* Good posture (10)
* Nervous (5)
* No gestures (5)
* Leaned on podium (5)

**Introduction- 5 pts**

* Attention Getting (5)
* OK (3)
* Not used (1)

**Thesis- 5 pts**

* Thesis clear (5)
* Thesis not stated (1)

**Body of Speech (Main Points) -5 pts**

* Clear organization (5)
* Difficult to follow (1)

**Presentation of Material- 5 pts**

* Familiar with topic (5)
* Reading from notes /slides (1)

**Conclusion- 5 pts**

* Good summary (5)
* Off the topic (3)
* Not used (1)

**Outline- 10 pts**

* Well organized with no errors (10)
* Organized with 1-3 errors (7)
* More than 3 errors (4)
* Name on outline (1)

**Overall Presentation- 5 pts**

* Followed outline and spoke well (5)
* Missed one main point/aspect on outline (3)
* Missed two or more main points/aspects (1)

***TOTAL: \_\_\_\_\_\_\_\_\_100 pts***

1. *Cited handbook pages can be accessed through the “Handbook” link on the Avon School Website or through the Avon School Main Office* [**www.avon.k12.sd.us**](http://www.avon.k12.sd.us) [↑](#endnote-ref-1)