

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

New Course of Study Information Page

Course Title: Introduction to Speech (#141)	
Rationale: Speech Communication concerns itself with the physical, physiological, psychological, sociological, economic, historical and rhetorical factors involved in speaking and listening. Speech Communication pervades all human activity. It crosses all academic disciplines and underlies all learning. Confronted with sophisticated media, today's youngster more than ever is reached through oral means. The telephone, radio, television, movies and other media convey messages of a aural nature and people respond orally. Hence instruction in Speech Communication focuses on the major functions and forms of oral discourse important to the life of man as a human being and a citizen.	
Course Description: This course is designed to aid the student in attaining competence in basic oral communication skills.	
Length of Course:	Semester
Grade Level:	9
Credit: Number of units <u> 5 </u> <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	* This course will offer another alternative for freshmen in the semester before and after Health.
Prerequisites:	Must be reading and writing at or above grade level.
Department(s):	English
District Sites:	Ponderosa High School
Board of Trustees Adoption Date:	January 9, 1996
Textbook(s)/Instructional Materials:	None. N/A (Class syllabus will be used)
Date Adopted by the Board of Trustees:	

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UNIT #1: Introductory Unit

- GOAL:
- A) To teach students proper techniques for presenting a speech to an audience.
 - B) To demonstrate the importance of speech training to facilitate communication.

OBJECTIVES	ACTIVITIES
The student will:	
<p>A. Development of student understanding.</p> <ol style="list-style-type: none"> 1. Learn the nature and importance of speech training. 2. Develop careful, thoughtful and discriminating listening skills 	<p>Group and whole class brainstorming/instructor information on importance of speech training to the student as an individual in: a free society in the business world in the classroom and in the school.</p>
<p>B. Development of student skills.</p> <ol style="list-style-type: none"> 1. Acquire self-confidence through speaking informally before the class. 2. Will establish habits of good posture while walking, sitting and standing. 3. Will begin to establish habits of good eye contact with an audience. 	<p>Exercises in:</p> <ul style="list-style-type: none"> Approaching the audience Establishing eye contact with the audience Standing relaxed on both feet Using gestures/relaxing arms Exiting platform <p>Class arrangement by birthdate or alphabetically</p> <ul style="list-style-type: none"> One-on-One information exchange/presentation Small group questioning/response/presentation Self-Introductory speeches Fill out :Self-Interview" paper and organize material in on-to-two minute presentation
<p>C. Development of student attitudes.</p> <ol style="list-style-type: none"> 1. Develop an awareness of the preparation necessary to be a good speaker. 2. Develop an appreciation of good speech and good speakers. 	<p>Evaluation</p> <ul style="list-style-type: none"> First activities are ungraded Students receive written comments from teacher and other students, emphasizing positive comments.

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UNIT #2: Listening

- GOAL:
- A) Learn that active listening improves understanding and communication between speaker and audience.
 - B) Learn that critical listening enhances listeners' ability to evaluate the message.

OBJECTIVES	ACTIVITIES
The student will:	
A. Identify active (effective) listening behavior.	Instructor information on process of message transmission followed by student activity with story-telling.
B. Identify passive (ineffective) listening behavior.	Instructor information on listening taxonomy Discriminatory listening Comprehensive listening Critical listening Therapeutic listening Appreciative listening
C. Become aware of barriers to effective listening.	Student activities Group brainstorming on importance of good listening in different situations Mirroring exercise Following directions Crazy Helen puzzle Class discussion on difference between fact and inference Students keep listening logs Critical listening activity to identify parts of a persuasive speech Listening for feeling tone exercises Appreciative listening exercise with musical selection
D. Evaluate critically the oral presentation of a speaker	Evaluation Written quiz on principles of listening Student listening logs Check for specific information about various speeches on different days -- thesis, main points, evidence, conclusion
E. Practice effective listening habits	

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UNIT #3: Language Process

GOAL: To improve student's speaking style and poise

OBJECTIVES	ACTIVITIES
The student will: 1. Demonstrate an understanding of adequate volume, pitch, articulation, and tone.	Breathing exercises Individual and small group readings of selected works read to convey different emotions Relaxation exercises Practice with tongue twisters Speech game with flash cards to identify nervous habits
B. Demonstrate a command of techniques to combat nervous habits.	Evaluation: Written examination Written critiques by teacher and peers for correct usage in speeches
C. Diagram on paper the communicative process and discuss each part of the process.	

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UNIT #4: Expository Speech

GOAL: To increase the knowledge of the use of gesture and movement to enhance speaking skill.

OBJECTIVES	ACTIVITIES
The student will: A. Demonstrate the effective use of visual aids by correct use in assigned speech.	Instructor information: Gestures Use of visual aids Student activities: Pantomime Watch videotapes of famous speakers and play with no sound. Watch video tapes of student speakers and play with no sound. Small group and whole class discussion on various types of visual aids appropriate to specific expository speech topics. Students will present expository speeches in class.
B. Demonstrate an understanding of the major forms of gesture by their presence in assigned speeches and written examination.	Evaluation: Written critiques by teacher and peers of use of visual aids. Written examination

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UNIT #5: Speech to Inform

GOAL: To teach students to research, analyze, and organize materials, and to utilize effective language.

OBJECTIVES	ACTIVITIES
The student will:	
A. Be able to use the library and other sources to gather materials to be utilized in developing speeches.	Instructor information: Selecting a topic Audience analysis Outlining organization Gathering information Analyzing information Facts Statistics Testimony Examples Illustrations Purpose of introduction Generic types of introductions Cautions about introductions Patterns of outlining Chronological Spatial Topical Logical Inductive Deductive Cause-effect Problem-Solution Purposes of conclusions
B. Be aware that a successful speech must have a clear purpose, thesis, and organization structure.	
C. Prepare written outlines for all informative speeches.	
D. Write effective introductions.	
E. Write effective conclusions.	
F. Demonstrate the use of adequate support materials.	Student activities: Read four speeches from <u>Vital Speeches</u> and classify the types of introduction. Select a topic and write three different introductions. Prepare a sentence outline. Correct a scrambled outline. Small groups write outlines on different suggested topics. Present speeches to inform in class.
	Evaluation: Written examination on principles of outlining. Evaluate student outlines. Written critiques by teacher and peers on speech. Presentation on introduction, organization of ideas and supporting materials and appropriateness of conclusion.

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UNIT #6: Group Discussion

- GOAL:
- A) To teach students a method of pooling ideas and information with others to come to some general conclusions.
 - B) To develop leadership ability in all students and to show that each student must have the responsibility of contributing his share.
 - C) To teach students that discussion is the right and privilege of free people in a democracy.
 - D) To help students develop an awareness of divergent points of view and backgrounds.

OBJECTIVES	ACTIVITIES
The student will:	
A. Define group discussion/cooperation problem solving.	Instructor information: Types of discussion Symposium Panel discussion Round table discussion Open forum discussion Suitable topics for discussion Purposes of discussion Difference between discussion and debate Uses of discussion in everyday life Steps of reflective thinking Clarification of the problem Analysis Suggested solutions Evaluation of suggested solutions Adoption of a solution Good traits of a discussion member Guideposts for a discussion leader
B. Define symposium and panel.	
C. Identify suitable topics for group discussion and write topics for group discussion.	
D. Research and develop a topic for group discussion.	
E. Identify, define, and utilize the steps of reflective thinking.	
F. Identify appropriate and inappropriate behaviors in a group leader.	
G. Lead and/or actively participate in a group discussion.	Student activities: Small groups generate topics Outline for discussion in small groups Each member prepare an individual outline Each member spend time as leader of group discussion Participate in peer evaluation
	Evaluation: Evaluate student topics Evaluate student outlines Evaluate student participation in discussion Evaluate student leadership of the group

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UNIT #7: Interviewing Skills

GOAL: To teach students effective interviewing skills

OBJECTIVES	ACTIVITIES
The student will:	
A. Demonstrate an understanding of different types of interviews.	Instructor information: Purposes of interviews Preparation for interviews Resumes Scheduling appointments Physical appearance Promptness First impressions Communication Questioning techniques Information Probing Mirror Loaded questions Etiquette Introductions Communication during the interview After the interview
B. Write a one-page resume suitable for different types of interviews.	
C. Learn to write questions for interviews.	
D. Learn the appropriate etiquette for an interview situation.	Student activities: Write a one-page resume Group discussion of personal experience Brainstorming for questions for different interviews Role play with a partner Write a practice thank you note Interview an adult outside of school and present results
	Evaluation: Evaluate resumes Evaluate student questions Evaluate student responses Evaluate by peer and teacher of videotape of student peer interviews Written examination

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UNIT #8: Impromptu Speech

- GOAL:**
- A. To teach students to organize and present ideas with a minimum amount of direct preparation.
 - B. To help students gain experience in ad-libbing ideas and language as they speak “off the cuff.”

OBJECTIVES	ACTIVITIES
The student will:	
A. Define impromptu speaking.	Instructor information on time limitations, use of notes, direct vs indirect preparation.
B. Identify situations in which spontaneous speaking is appropriate.	Group and whole class brainstorming for situations appropriate to impromptu speaking. Job interviews In class News reports Club, business meetings Spontaneous commentary
C. Discuss and utilize different organizational methods for impromptu speaking.	Instructor information: Introduction techniques Body organization methods Conclusion Common characteristics of good impromptu speakers Sense of organization Abundance of background material Ability to gain attention Fluency Awareness of audience Types of impromptu topics General quotations One-word abstracts General analytical General literacy Impromptu speech delivery
D. Will prepare and deliver impromptu speeches for evaluation.	Student activities: Students prepare topics Small groups analyze and organize a speech Students prepare and deliver an impromptu speech in small groups Students prepare and deliver an impromptu speech to the entire class

OBJECTIVES	ACTIVITIES
The student will:	Evaluation: Instructor evaluation of student topics Instructor evaluation of student outlines Instructor evaluation of student presentation of impromptu speech Written quiz over elements of impromptu speech

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UNIT #9: Persuasive Speech

- GOAL:
- A) To teach students an understanding of the persuasive techniques used in the everyday world.
 - B) To help students develop and practice techniques used to change attitudes or call to action.
 - C) To teach students critical thinking skills as they learn to analyze persuasive appeals.

OBJECTIVES	ACTIVITIES
The student will:	
A. Develop a written speech using organizational tonal structure.	Instructor information: Three propositions that determine success Characteristics of an effective persuasive speech Audience analysis Paraphrasing research Quoting/documentation within the speech Organizational skills Outlining Introduction/conclusion Delivery skills/techniques Tests of evidence Source Consistency Facts/statistics Testimony Tests of reasoning Generalizations Analogies Causal arguments Propaganda techniques Persuasive appeals Ethos Logos Pathos Morality Use of literary allusion, quotations, metaphor, simile
B. Identify and prepare the parts of the persuasive speech.	
C. Recognize and use emotional appeal (pathos) in speech.	
D. Substantiate an argument with a variety of support/reasons.	
E. Analyze self, audience and situations.	
F. Differentiate between the use of research in oral and written communication.	

OBJECTIVES	ACTIVITIES
The student will:	
G. Analyze the ethical obligation persuasion imposes.	Student activities: Identify persuasion Ethos, logos, pathos reinforcement exercise Audience analysis Analyze famous speech from history for persuasive techniques Topic selection Research Speech preparation Presentation of persuasive speech for teacher and peer evaluation
H. Analyze speaker credibility.	
I. Develop and present a persuasive speech employing appropriate research skills with a variety of sources.	
J. Deliver persuasive speeches for teacher and peer evaluation.	Evaluation: Written quiz on persuasive techniques Teacher evaluation of speech presentation Student self-evaluation of video tape of speech
K. Evaluate persuasive speaking using a given set of criteria.	

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UNIT # 10: Oral Communication

- GOAL:
- A) To teach students to communicate effectively through oral reading of prose, poetry and drama.
 - B) To develop student's ability to read, comprehend, and analyze literature.

OBJECTIVES	ACTIVITIES
The student will:	
A. Learn to analyze major literary components (character, setting, mood, plot, point of view, theme) and to utilize that analysis in presenting oral interpretative presentations.	Instructor information: Definition of interpretation Comparison to other forms of public speaking Standards for selection of material Considerations for selection Speaker's taste Audience Occasion Preparation of selection
B. Learn how to distinguish oral interpretation from other types of public speaking and from drama.	
C. Learn how to select and evaluate materials for oral interpretation.	
D. Develop proper reading techniques.	Student activities: Vocal exercises Tongue twisters to improve diction Small group work in oral reading Non-verbal exercises Body movements Facial expressions Role-playing Character analysis in small groups Watch videotapes of selected performances Select selections from core or extended reading to present in class
E. Increase awareness of the impact of the voice in expressing thought, emotion, and aesthetics of a work of literature.	
F. Learn to reveal mood and emotion by appropriate bodily action.	

OBJECTIVES	ACTIVITIES
<p>The student will:</p> <p>G. Gain poise and self-confidence.</p>	<p>Evaluation:</p> <p>Non-verbal exercises may be ungraded</p> <p>Verbal exercises may be graded on</p> <ul style="list-style-type: none"> Choice of selection Communication of meaning Communication of moods Character suggestion Vocal variety Vocal projection Diction Dramatic impact
<p>H. Develop an awareness that good literature is a chronicle of our diverse lives and times.</p>	