

# SPEECH CLASS 101

## TWO APPROACHES TO TEACHING THE INTRODUCTORY SPEECH CLASS



STEVE MEADOWS, DANVILLE HIGH



MICHAEL ROBINSON, CALLOWAY COUNTY HIGH

### English Language Arts Standards

#### Speaking & Listening

##### Grades 9-10 Comprehension and Collaboration

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**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.

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.

Work with peers to set rules for collegial 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.

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.

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.

**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.

##### Grades 9-10 Presentation of Knowledge and Ideas

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**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.

**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.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

##### Grades 11-12 Comprehension and Collaboration

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**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

##### Grades 11-12 Presentation of Knowledge and Ideas

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**SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.5.** 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.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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### Intro:

Attention-Getting Device

Seinfeld quotation

Lead in to Topic

Public Speaking / Past and Present

Explain Topic

Present has changed / New Standards, New Emphasis

Thesis

Today we will learn what the new Common Core Standards are in Speaking and Listening, how an elective course addresses them, how a required course addresses them, and what other factors might be important to emphasize when planning an introductory Speech class to help students learn these skills.

### Point One:

#### The Standards

Support A

Grades 9-10

Support B

Grades 11-12

Support C

What ISN'T covered

### Point Two:

#### Danville High, Speech 1

Support A

The Un-Covered

Support B

The Idea of it

Support C

The Methods

### Point Three:

#### Calloway County High, Oral Communications

Support A

Glossophobia

Support B

Presentations

Support C

Additional Resources

### Conclusion:

Quick Review of Our Main Points

One More Thought

Stepping Out of the Coffin (Tieback to Seinfeld)

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## STEVE'S METHOD – SPEECH 1 – DANVILLE HIGH SCHOOL – ELECTIVE

### **Getting to Know You**

*Introduction to Communications and Each Other in Class*

**SL 9-10.1, SL 9-10.4, SL 9-10.6**

### **If Verse Comes to Verse**

*Beginning eye contact and vocal variety (paralanguage)*

**SL 9-10.6**

### **Nonverbal Communication**

*Introduction to Nonverbals – vocal and nonvocal*

**SL 9-10.1, SL 9-10.4**

### **You in a Box Speech**

*Organization and poise*

**SL 9-10.4, SL 9-10.6**

### **Declamation**

*Eye Contact, gesture/movement*

**SL 9-10.4, SL 9-10.6**

### **Demonstration Speech (How-To/Process Speech)**

*Putting it All Together plus audience analysis*

**SL 9-10.2, SL 9-10.4, SL 9-10.5, SL 9-10.6**

### **Expository Speaking**

*Organization, paralanguage, gesture/movement, eye contact*

**SL 9-10.2, SL 9-10.4, SL 9-10.6**

### **Impromptu Speaking**

*Organization and poise*

**SL 9-10.4, SL 9-10.6**

### **Persuasion and Rhetoric**

*How to persuade*

**SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6**

### **Scripted Oral Interpretation**

*Script analysis, eye contact, paralanguage, gesture*

**SL 9-10.6**

### **Public Forum Debate**

*Persuasion, poise, listening, research skills*

**SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6**

### **Group Discussion**

*Group dynamics, teamwork, and compromise*

**SL 9-10.1, SL 9-10.3, SL 9-10.4, SL 9-10.6**

### **Advertising and Sales**

*Real-world skills plus poise, organization, persuasion*

**SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.5, SL 9-10.6**

### **Actuation Persuasion Symposium**

*Group dynamics, persuasion, technology use, research skills*

**All six standards.**

### **Final Exam Speech**

*Reflection and culmination of all skills learned in class*

**All six standards.**

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### MICHAEL'S METHOD – ORAL COMMUNICATIONS – CALLOWAY CO. HIGH SCHOOL – REQUIRED

#### Course Description:

Oral Communication introduces students to the art of public speaking. Specific areas of study will include an overview of the responsibilities and challenges that accompany public speaking, the various types of communication, how to prepare a speech, and lessons on effective listening and delivery.

#### UNITS OF STUDY

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Introduction	<b><u>Who Am I?</u></b> (SL.11-12.1, 6; SL.9-10.1, 6; L.11-12.1) Past, Present, Future Presentation Favorite Movie Presentation <i>Introduction to Oral Communication and the students in the class.</i>
Poise	<b><u>Dramatic Reading</u></b> (SL.11-12.1, 6; SL.9-10.1, 6; RI.11-12.1-6) Interpretation of Literature <i>Prepared reading from a poem, short story, play or famous speech.</i>
Body Language	<b><u>Nonverbal Communication</u></b> (SL.11-12.1, 6; SL.9-10.1, 6) Observations on Public Speaking <i>Written critique and evaluation of a formal presentation.</i>
Research	<b><u>What is Credible Research?</u></b> (SL.11-12.1-4, 6; SL.9-10.1-4, 6; RI.11-12.4-6; W.11-12.2, 4-5) Journal Article Presentation <i>Using the internet to research for a presentation.</i>
Organization	<b><u>Something to Talk About</u></b> (SL.11-12.1-6; SL.9-10.1-6; L.11-12.1-6; W.11-12.2, 4-5, 10) Informative Presentation <i>Formal prepared presentation about a person, group, event, place or thing.</i>
Rhetoric	<b><u>Tell Me Why</u></b> (SL.11-12.4, 6; SL.9-10.1-4; RI.11-12.4-7; L.11-12.1-6; W.11-12.1; W.11-12.2-3, 4-5, 7-10) Persuasive Presentation <i>Formal prepared presentation about a serious topic confronting our society today.</i>
Media	<b><u>Sell Me on It</u></b> (SL.11-12.1-6; SL.9-10.1-6; RI.11-12.4-6; L.11-12.1, 6) Sales Presentation <i>Formal prepared presentation selling a specific item or idea.</i>
Group	<b><u>Collaboration</u></b> (SL.11-12.1-4, 6; SL.9-10.1-4; RI.11-12.4-7; L.11-12.1-6; W.11-12.1-2, 4-5, 7-10) Public Forum Debate <i>Formal prepared team debates on an assigned topic.</i>