

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

SPEECH AND DEBATE 2

DATE: May 2008

SCHOOL: Folsom High School

COURSE TITLE: Speech and Debate 2

SUBJECT: VAPA

GRADE LEVEL: 10-12

COURSE LENGTH: 1 Year

GRADING: A – F

NUMBER OF CREDITS: 5/semester

PREREQUISITES: Speech and Debate 1

COURSE DESCRIPTION:

Improved skills in observing, analyzing, participating in, and critically examining rhetoric's power form the course's primary aim, the achievement of which hinges on substantial, integrated written work. Students will study the fundamentals of written and oral communication, will experience a variety of writing opportunities and participate in numerous activities. This course extends and builds upon principles, performances, and ideas addressed in Speech and Debate 1. The course emphasizes the theory and practice of rhetorical criticism. Criticism is the "systematic process of illuminating and evaluating" human discourse designed to induce identification or persuasion. Students of criticism should develop an appreciation for both the diversity of rhetorical experiences studied and the multiple approaches available for their analysis.

GENERAL GOALS/PURPOSE:

This course is designed to introduce students to the communication process. Students will:

- Be able to discuss the significance of the communication in their lives,
- Use traditional forms of criticism (Situation/Audience, Speaker, Message) to analyze historically significant speeches.
- Develop proficient communication skills to achieve success in higher education, forensic competitions, the workplace, and their personal lives.
- Write effectively for a variety of purposes and audiences.
- Access, evaluate, organize and use information from a multitude of sources.
- Gain self-confidence and poise when speaking for all occasions, situations, and varying audiences.
- Be capable of providing and accepting written and oral constructive criticism essential for improving personal and career-oriented growth.
- Demonstrate proficiency in writing a controversial issue speech in which the speaker presents arguments on both sides of an issue, then convincingly supports one position with a clearly presented case.
- Analyze the importance of historical speeches and the influence of media on societal impressions.
- Critically assess the value of various arguments (Content Standard 1)
- Creatively display graphic visuals and appropriately incorporate into presentations.
- Delineate and construct the parts of an effective and cogent argument. (Content Standards 2, 3)
- Recognize and refute illogical and fallacious arguments. (Content Standards 1,3)
- Evaluate the merits of various types of evidence. (Content Standard 13)
- Access, evaluate, organize, and utilize information from a variety of sources. (Content Standard 13)

STUDENT READING COMPONENT:

Texts:

Essentials of Speech Communication; Franklin, Sharon, and Deborah J. Clark, McDougal Littell, 2001.

The Debater's Guide; Ericson, Jon M., James Murphy, and Raymond Zeuschner, Southern Illinois University Press, 1987.

Official Materials for the California Mock Trial Competition; Constitutional Rights Foundation, State Department of Education, Yearly Material.

Supplemental Instructional Materials:

Speeches, News Scripts, Research, Articles, Constitutional Interpretation/Laws.

SUDENT WRITING COMPONENT:

Analysis of historically significant speeches, review of group process, self evaluations, speeches, interview questions, business letters, resume and application writing.

STUDENT ORAL COMPONENT:

Various speeches, discussion groups, mock trials, debates, quote responses, group commercial, peer critiques, impromptu resolve speaking, multimedia business presentations, mock "job" interview with questions and responses.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Introduction to Public Speaking

- A. Elements of Effective Communication Review
- B. Communication Settings and Audience Analysis
- C. Impromptu versus Planned Presentations
- D. Written Analysis

Unit 2: Speaking and Listening

- A. "A Picture is Worth a Thousand Words" Speech
- B. Advertising and Media Analysis
- C. Persuasive Speaking
- D. Instructional Speech (How To...)
- E. Speaking to Inform

Unit 3: Nonverbal Communication

Unit 4: Rhetorical Criticism

- A. Introduction
- B. Application
- C. Critical Essay Argument

Unit 5: Argumentation and Debate

- A. Debate
- B. Resolutions
- C. Positions of Policy
- D. Lincoln Douglass Debates

Unit 7: Ceremonial Speeches

- A. Speeches of Introduction
- B. Speeches of Presentation
- C. Speeches of Acceptance
- D. Commemorative Speeches

Unit 8: Business and Professional Communication

- A. Career Research
- B. Interviewing
- C. Business Letters
- D. “Higher Level Education” research and presentation

Instructional Methods and/or Strategies:

View and critique films, videos, and audiocassettes of famous speeches, debates, interviews. Participate in local Forensic, Mock Trial, and Speaking Competitions.

- Simulations
- Discussion Group
- Individualized Instruction
- Lecture
- Panel Discussion
- Guided Reading Notes
- Multi-Media Review
- Peer Support and Evaluation
- Writing Process Activities
- Learning Logs
- Cooperative Learning
- Demonstration
- Technology-Assisted Research
- Review and Practice
- Monthly Calendar Assignments
- Quick Write Journal Entries
- Mock Events (Trials, Broadcasts, Interviews)
- Mapping
- Anticipation Guides

Assessment Methods and/or Tools:

- Authentic Assessment
- Portfolio
- Reciprocal Questioning
- Assignment-based Rubrics
- Paragraph and Essay Evaluation
- Video taped performances evaluated by students

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR CSTs:

Writing, Reading, Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Language Arts:

Reading

2.0 Reading Comprehension (Focus on Informational Materials)

- 2.3 Generate relevant questions about readings on issues that can be researched.

Writing

1.0 Writing Strategies

- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

2.0 Writing Applications (Genres and Their Characteristics)

- 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 2.5 Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Listening and Speaking

1.0 Listening and Speaking Strategies

- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
 - a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.

Visual and Performing Arts Content Standards:

3.0 Historical and Cultural Context

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.
 - 4.0 Aesthetic Valuing
 - 4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
 - 4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.
 - 4.2 Report on how a specific actor used drama to convey meaning in his or her performances.
- 5.0 Connections, Relationships, Applications

- 5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media.
- 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners: who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.

Constructive Thinkers: who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing.

Effective Communicators: who take pride in all assignments and realize the value of creating an error-free product that is original in substance.

Collaborative Workers: who reflect on their reading, writing, and listening to enhance the outcomes of their work. Students will demonstrate this skill through both oral and written assignments and discussions.

Quality Producers/Performers: who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as article analysis and historical reports.

Responsible Citizens: who are prepared to contribute to our democracy in positive ways. Through their interpretation of various media, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of society.