



“Your silence will not protect you.” – Audre Lorde

(351) SPEECH SYLLABUS

Course Description

This course prepares students to make effective informative and persuasive presentations incorporating audiovisual enhancements; and, to utilize active listening techniques. The responsibilities of both the speaker and the listener are stressed. Practical experience in preparation, delivery, participation, and evaluation are provided. In addition, interpersonal communication, interview skills, and debate will be explored.

Required Course Materials

- Texts provided by the instructor
- Pencils/ Pens
- 1 Subject Notebook
- Google Classroom Code: efxjtiv

**Due to the active nature of this course, students recognize that the iPad will be used only on occasion when we are in-person.*

Learner Outcomes and Assessments

- Analyze one’s presentation of “self” to others and evaluate effectiveness across a variety of communication contexts.
ASSESSMENT: Self Assessment
- Identify, evaluate, and responsibly address ethical issues within and across a variety of communication contexts.
ASSESSMENT: Ethical Reflection Assignment
- Engage in respectful dialogue, seek to understand, and adapt messages to diverse human characteristics and attitudes within public communication.
ASSESSMENT: Classroom Socratic Sessions
- Select, demonstrate, and adapt appropriate forms of verbal, nonverbal, and mediated expression that support and enhance the meaning of messages.
ASSESSMENT: 7 different Speeches
- Identify and explain how fundamental communication processes influence the outcome of communication interactions within and across a variety of communication contexts.
ASSESSMENT: Listening Analysis Exercise/ Notetaking Outlines
- Create and analyze message strategies that generate meaning within and across a variety of communication contexts.
ASSESSMENT: Peer evaluations of speeches



Speech List

- Informative Speech
- Persuasive Speech
- Special Occasion Speeches: Introduction, Impromptu, Specific Topics
- Literature Performance

Work Environment (In-Person/ Remote)

For each class (In-person) a student needs to...

- Be punctual and attend every class, except in sickness and emergencies.
- Have the appropriate uniform and supplies required each day.
- Have read the assigned material and be prepared to discuss any readings.
- Listen attentively and participate through class discussions and group lessons.
- Respect everyone's point of views and ideas.
- Choose to learn as much as possible and show a positive attitude about the material.
- Develop positive learning habits throughout the class.
- Ensure that when you view another student's work, you will do so with an open mind.

For each class (Remote) a student needs to

- Follow all of the school's rules for remote learning.
- Sign on to Zoom Link within the first minute or so of class. I may be talking to the class, but as soon as you sign in, I (or the Remote Buddy*) will fill you in.
- Recognize that some aspects of this class can only be done live, make your peace with that, and accept how that lesson needs to be accommodated.

***Remote Buddy will be the student who sits near the computer and will help all students who are remote.**

Accommodation Statement

Students who may need accommodations/modifications in this class, are encouraged to contact me as soon as possible to ensure that such accommodations/ modifications are implemented in a timely fashion. I will work with the Counseling Department to ensure that all students are provided equity in their education.

Equity Statement

The Fine Arts Department is deeply committed to ensuring an inclusive and welcoming environment in our spaces for people of all diverse backgrounds. All people should enjoy an educational experience free from any form of harassment, discrimination, or violence. It is our intent that all students be served by this course and that their learning needs be addressed both in and out of class, and that the Fine Arts faculty will be responsive to concerns that disrupt the learning environment. As instructors, we recognize that we attend school and create art on the ancestral lands of the Kickapoo, the Sioux, the Miami, the Peoria, and the Potawatomi. We thank them for caring for the land since time immemorial. In creating a space that is both safe and brave, our hope is that every student will see themselves reflected in the work that we explore, create, and analyze. We believe that it is our duty to foster safe and brave spaces in which individual student strengths and perspectives will enrich the classroom community while building bridges to larger civic responsibilities. The importance of the arts should never be questioned.



Weekly Schedule

Date	Activities
Week of Aug 24-28	Communication Models (Storytelling, Transactional) Speaking Apprehension Introduction Speech Demo
Week of Aug 31- Sept 4	Verbal/ Nonverbal Communication Speech Organization Speaking Apprehension Introduction Speech Prep
Week of Sept 7-11	Introduction Speech Presentations
Week of Sept 14- 18	Impromptu Speaking Prep Impromptu Speech Presentations
Week of Sept 21- 25	Interpretation of Literature Literature Speech Prep
Week of Sept 28- Oct 2	Interpretation of Literature Speech Presentations
Week of Oct 5- 9	Informative Speaking Description/ Definition/ Demonstration
Week of Oct 12- 16	Informative Speaking Prep Researching, Organizing, Rehearsing
Week of Oct 19- 23	Informative Speech Presentations
Week of Oct 26- 30	Persuasive Speaking Questions of Fact, Value, Policy
Week of Nov 2- 6	Persuasive Speaking Prep Researching, Organizing, Rehearsing
Week of Nov 9- 13	Persuasive Speech Presentations
Week of Nov 16- 20	Debate and Panel Discussion
Mon, Nov 23- Tues, Nov 24	Special Occasion Speaking
Week of Nov 30- Dec 4	Special Occasion Speaking Prep
Week of Dec 7- 11	Special Occasion Speech Presentations
Final Exam Prep	Finals Week- good luck!