



Speech Syllabus
CHS Language Arts Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Speech - 163

State Course # 050500

Prerequisite: None

Elective

Grade: 10-12

Graded Conventionally

Credit: .5

Public speaking stresses communication in varied contexts such as informational, persuasive, and informal speech (including toasts and extemporaneous speaking). The course incorporates the basic skills of speaking and listening, as well as techniques of presentation and non-verbal skills. Speech and effective communication skills as well as speech composition will be stressed. In the second half of the class, students will further develop skills in effective oral communication, critical thinking, analysis, argumentation, and expression by learning different formal and informal debate techniques through active participation. Methods of research, persuasion, logic and reasoning, and speech delivery will be stressed.

This course may be taken for dual credit through Southern State University.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**
 - **Unit I: The Communication Process**

- **Big Idea #1: I understand what communication looks and sounds like.**
 - *Essential Question #1:* What tactics do we use when we communicate interpersonally?
 - *Essential Question #2:* How is intrapersonal communication different?
 - *Essential Question #3:* What is non-verbal communication?
- **Big Idea #2: I understand how basic communication skills are essential to good speaking.**
 - *Essential Question #1:* What do we expect from a public speaker?
 - *Essential Question #2:* How does a speaker make a connection with his/her audience?
 - *Essential Question #3:* What can we use from the communication process to make speeches effective?
- **Big Idea #3: I understand what vocal tools one needs in order to speak like a professional.**
 - *Essential Question #1:* What is vocal pitch and tone?
 - *Essential Question #2:* How does volume improve one's ability to communicate with an audience?
 - *Essential Question #3:* How do I use diction to communicate with an audience?
- **Unit II: Informative Speech**
 - **Big Idea #1: I understand the basics of informative speaking.**
 - *Essential Question #1:* What are the four types of informational speeches?
 - *Essential Question #2:* How does a speaker create an effective introduction and thesis for a speech?
 - *Essential Question #3:* How do I use the writing process to draft an organized speech?
 - *Essential Question #4:* How do I avoid bias?
 - **Big Idea #2: I can give informative speeches about myself and other topics.**
 - *Essential Question #1:* How do I use ten items to show who I am and what I enjoy?
 - *Essential Question #2:* How can I organize my speech and items to give the best picture of me?
 - **Big Idea #3: I can speak about and demonstrate a skill.**
 - *Essential Question #1:* How do I pick the right topic for this audience?
 - *Essential Question #2:* How do I locate the appropriate research?
 - *Essential Question #3:* Why should a speaker practice a speech before giving it formally?
 - *Essential Question #4:* How can feedback help to improve a speech?
- **2nd or 4th Quarter**

- **Unit III: Argumentative Speech and Debate**
 - **Big Idea #1: I understand what argumentation is.**
 - *Essential Question #1:* What is Argumentative speech?
 - *Essential Question #2:* How do information and persuasion combine to create an argument?
 - *Essential Question #3:* How is a debate different from a standard speech?
 - **Big Idea #2: I can argue for any topic, even one I am opposed to.**
 - *Essential Question #1:* How do I argue my side effectively (especially if I do not agree with my side)?
 - *Essential Question #2:* How do I research appropriately?
 - *Essential Question #3:* How can I separate my emotions from the topic I am researching and speaking about?
 - **Big Idea #3: I can work as part of a team and support my team in debate.**
 - *Essential Question #1:* How do we choose roles as a team?
 - *Essential Question #2:* How do we divide the information and tactics between us?
- **Unit IV: Storytelling**
 - **Big Idea #1: I can engage in storytelling.**
 - *Essential Question #1:* What is storytelling?
 - *Essential Question #2:* How does one properly tell a story?
 - *Essential Question #3:* What is the purpose of telling a story?
 - **Big Idea #2: I can see how storytelling can improve speeches.**
 - *Essential Question #1:* How does storytelling engage an audience?
 - *Essential Question #2:* How does a story help to explain concepts?
 - *Essential Question #3:* How can a story be educational or persuasive?

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

Textbook:

- *Glencoe Speech*

Electronic Resources:

- Google Suite, including Google Classroom
- Remind
- Edulastic

Course Expectations:

- Students are expected to attend class and exhibit a positive attitude on a daily basis, as well as complete assignments in a timely manner.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing**Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Speech Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____