

Language Arts Curriculum

Public Speaking

5-07-07

I. Description and Purpose of the Course

The primary concern of this course is to assist students in developing their speaking abilities for both formal and informal occasions. Students will learn how to prepare and present a speech and will engage in numerous activities that will increase fluency in oral communication. This course is required for all college tech prep students and may be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

II. Academic Expectations, Goals and Content Standards

Academic Expectation 1: Students will read and write critically and effectively for a variety of purposes.

Academic Expectation 2: Students will speak clearly and communicate ideas accurately in a variety of settings.

Academic Expectation 4: Students will employ effective research and study skills.

Academic Expectation 5: Students will demonstrate critical thinking skills.

Goal 1: Students will improve their technical skills as public speakers.

Goal 2: Students will become skilled and effective evaluators of others' public speaking skills.

Goal 3: Students will become skilled speechwriters.

Goal 4: Students will build their personal confidence as public speakers.

Content Standard One: Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.

Content Standard Two: Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Content Standard Three: Students will apply the conventions of standard English language in written and oral communication.

III. Objectives/Evidence

.GOAL 1: Students will improve their technical skills as public speakers.

Performance Standard/Student Outcome 1: Students will learn the fundamentals of effective delivery, including voice quality, projection, inflection, pitch, pronunciation, expression and rate.

LEARNER OUTCOMES

The student will recognize the aspects of voice quality by:

- 1.1** understanding the importance of sufficient volume and the means of attaining it.

- 1.2** understanding the importance of clear articulation.

- 1.3** understanding the desirability of expression in the voice.

- 1.4** recognizing the rate appropriate to speechmaking.

- 1.5** recognizing the importance of facial expression and posture.

ASSESSMENTS

in both prepared and impromptu speeches, students will:

- demonstrate an ability to project the voice.

- demonstrate the ability to speak clearly and enunciate all sound units within words ***(PS1, PS2)**.

- demonstrate the ability to convey meaning through inflection (connotation) and pitch variation **(PS3, PS4, PS5)**.

- demonstrate appropriate rate of delivery.

- demonstrate appropriate facial expression and posture **(PS6)**.

*These codes refer to sample assessments and rubrics that appear as attachments to the curriculum, beginning on page 9.

SAMPLE INSTRUCTIONAL ACTIVITIES AND STRATEGIES For Outcome 1

- An exercise designed to teach the difference between raising the voice (shouting) and projecting
- Exercises designed to reinforce articulation of common words
- Reading aloud from diverse prose and verse
- Reciting “tongue twisters”
- Rubrics for self-evaluation
- Rubrics for peer evaluation
- Storytelling
- Exercises designed to shape the meaning of language through inflection, tone, and pauses
- Exercises designed to demonstrate the desirability of expressive delivery
- Modeling public speaking techniques
- Discussions
- Relevant articles from periodicals
- Model speech video and audio recordings

GOAL 2: Students will become skilled and effective evaluators of others' public speaking skills.

Performance Standard/Student Outcome 2: Students will produce written and oral peer assessments.

LEARNER OUTCOMES

Students will learn to evaluate peer presentations

- 2.1** by applying an oral evaluation strategy to provide immediate feedback.
- 2.2** by applying an evaluation strategy to provide written feedback

ASSESSMENTS

The student will:

- employ the "whip around" technique to give targeted criticism/praise.

- complete evaluation rubrics designed to judge targeted skills and make general and specific observations.

SAMPLE INSTRUCTIONAL ACTIVITIES AND STRATEGIES For Outcome 2

- "Whip Around" verbal assessment
- Rubrics for written assessment
- Videotapes of professional public speakers with rubrics for student assessment
- Dr. Martin Luther King Jr.'s I Have a Dream speech with viewer's guide
- Exercises designed to reinforce effective listening skills

GOAL 3: Students will become improved speechwriters.

Performance Standard/Student Outcome 3: Students will learn and apply conventions of speechwriting for a variety of occasions.

LEARNER OUTCOMES

The student will use research and composition skills to gather information, and write and deliver informative and persuasive speeches by

- 3.1** selecting a magazine article reflecting a personal interest and use pre-writing and composition skills to write a simple informative speech.
- 3.2** selecting a type of informative speech: description, expository, process, or definition. Use pre-writing skills to organize information. Write a manuscript.
- 3.2** selecting a topic for a persuasive speech utilizing Monroe's Motivated Sequence: attention, need, satisfaction, visualization, and action.
- 3.3** selecting a topic for a persuasive speech in which concession and refutation are employed. The speech will appeal primarily to logic, with minimal appeals to emotion.
- 3.4** writing a speech that functions as the final examination. The speech is fifteen minutes in length and is designed to impart a skill that the speaker has mastered (i.e. a sport, musical instrument, cooking, etc.).

ASSESSMENTS

-Students will

-deliver an informative speech that summarizes main ideas and is evaluated by teacher and peers with a rubric **(PS7, PS8)**.

-deliver an informative speech of description, process, exposition, or definition. Speech is evaluated by teacher and peers with a rubric **(PS9, PS10, PS11)**.

-deliver a persuasive speech utilizing Monroe's Motivated Sequence. Speech is evaluated by teacher and peers with a rubric **(PS12, PS13, PS14)**.

-deliver a persuasive speech evaluated by teacher and peers with a rubric **(PS15, PS16)**.

-deliver a fifteen minute interactive speech evaluated by peers and teacher, using a rubric **(PS17, PS18)**.

SAMPLE INSTRUCTIONAL ACTIVITIES AND STRATEGIES For Outcome 3

- Modeling
- “Practice” speeches, both prepared and extemporaneous
- Research skill mini lessons
 - Using the Library Media Center
 - Using the Reader’s Guide to Periodical Literature
 - Using Taking Sides
 - Preparing note cards
 - Pre-writing strategies

- English department plagiarism policy
- Lessons on appeals to logic
- Lessons on appeals to emotion
- Lessons on fallacious reasoning
- Writing effective thesis statements
- Writing effective introductions
- Writing effective conclusions
- Making effective transitions
- Lessons on Monroe’s Motivated Sequence
- Analysis of Patrick Henry’s “Speech in the Virginia Convention”
- Analysis of Abraham Lincoln’s “Gettysburg Address”
- Video recordings of student speeches for home viewing/reflection
- Setting up a portable sound system
- Using a microphone
- Rubrics

GOAL 4: Students will build their personal confidence as public speakers

Performance Standard/Student Outcome 4: Students will learn and apply techniques designed to increase their confidence, and practice them through repeated exposure to public speaking situations, both formal and informal.

LEARNER OUTCOMES

The student will increase self-confidence by:

4.1 using relaxation techniques.

4.2 speaking extemporaneously.

4.3 speaking formally.

4.4 improvising verbally and nonverbally.

4.5 warming up the voice.

ASSESSMENTS

The student will:

-utilize relaxation strategies
(PS19).

-deliver extemporaneous mini
speeches **(PS20).**

-deliver rehearsed speeches
(PS7, PS10, PS13,PS15, PS17).

-improvise through gesture
and extemporaneous speech.

-use pitch, volume, and articulation
exercises
(PS2, PS3, PS4, PS5).

SAMPLE INSTRUCTIONAL ACTIVITIES AND STRATEGIES, For Outcome 4

- Videotape: Public Speaking for Dummies
- Instructor-created handouts
- Instructor-led relaxation breathing/stretching exercises
- Improvisational exercises
- Storytelling
- Reading aloud
- Mad-Libs
- Charades
- Prompts for self-reflection after formal and informal speeches
- Speaking through a microphone on stage in the auditorium
- Mock job interviews

IV. Materials Overview

Video:

Dr. Martin Luther King, Jr., “I Have a Dream”
Public Speaking for Dummies

Print:

Patrick Henry, “Speech in the Virginia Convention”
Abraham Lincoln “Gettysburg Address”

Storybooks:

Dr. Seuss (Theodor Geisel), Green Eggs and Ham
Dr. Seuss (Theodor Geisel), If I Ran the Zoo
Olive A. Wadsworth, Over in the Meadow
Deborah Guarino, Is Your Mama a Llama?
Mary Ann Hoberman, The Seven Silly Eaters

Miscellaneous:

Roger Price and Leonard Stern, Mad Libs

V. Model Assignments and Rubrics

PS-1

Pronunciation

Read the words in columns A, B, and C. Does the word in column A rhyme with B or C?

A	B	C
get	bet	bit
for	ore	purr
again	pen	pin
cause	buzz	pause
any	ninny	penny
duty	booty	beauty
assume	doom	fume
new	mew	moo
err	fur	dare

Tongue Twisters

1. Rubber baby buggy bumpers.
2. Red leather, yellow leather.
3. The shell-shocked soldier shot his shotgun.
4. He sawed six slick, slender, slippery, silver saplings.
5. She sells seashells by the seashore. If she sells seashells, the seashells are real seashells, I am sure.
6. A swan swam over the swell; swim, swan, swim. A swan swam back through the swell; well, swum, swan!
7. The big black bug bled blue-black blood.
8. The big black bug's big blisters bled blue blood badly; the big blue bug's big blisters bled blue-black blood.
9. A tree toad loved a she-toad that lived up in a tree. He was a three-toed tree toad, but a two-toed toad was she. The three-toed tree toad tried to win the she-toad's friendly nod, for the three-toed tree toad loved the ground that the two-toed tree toad trod.
10. Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles thrust three thousand thistles through the thick of his thumb. See that thou in sifting a sieve full of unsifted thistles thrust not three thousand thistles through the thick of thy thumb.

PS-3

EXPRESSION:

By varying your rhythm, pace, emphasis, pitch or inflection, find three different ways to say these sentences. Consider how each variation changes the meaning of the sentence.

1. I don't believe it.
2. You did that.
3. Give me a break.
4. So that's what you've been up to.
5. I'm trying to be polite.
6. Yes, indeed. I love it.
7. You didn't think I knew that, did you?
8. Is *this* what you want me to say?
9. There is a good chance we can go.
10. I don't really have any hope.
11. What do you mean "maybe?"
12. Don't bother me right now.
13. There's a slim chance, but I'd like to try.
14. I don't believe you for a minute.
15. Definitely.
16. How can you doubt it?
17. I'm trying to think positively.
18. Yes, I can.
19. Come here, please.
20. Is that you?
21. No, it can't be.
22. Of course she's the winner.
23. You'd better stop that now.
24. At last.
25. It's about time.
26. Of course I don't mind.
27. Thank you so much.

INFLECTION

Look at the difference in meaning that punctuation makes when we read a sentence. When we are speaking, we do not have the benefit of punctuation and have to use our voices instead. Try reading these sentences so that the listener can easily tell the difference in meaning.

1. What? Have you told him already?
2. What have you told him already?
3. He wore a bright, green shirt
4. He wore a bright-green shirt.
5. The papers which Cecil drew up have been lost.
6. The papers, which Cecil drew up, have been lost.
7. The family has been told. I'm exhausted.
8. The family has been told I'm exhausted.
9. Woman without her man is nothing.
10. Woman -- without her, man is nothing.
11. The teacher said the principal is an idiot.
12. "The teacher," said the principal, "is an idiot."
13. Please don't! Stop!
14. Please don't stop!

Communicating Feeling

Effective public speakers are able to communicate feeling through their voices by varying inflection, tone, emphasis, volume, etc. Below are listed some easy nursery rhymes. your job is to read one aloud with one of the following feelings:

longing	accusation	nervousness
anger	fear	sweetness
sorrow	JOY	humor
excitement	meeekness	sarcasm
wisdom	aggression	mocking

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle-shells,
And pretty maids all in a row.

Jack be nimble,
Jack be quick,
Jack jump over The candlestick.

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

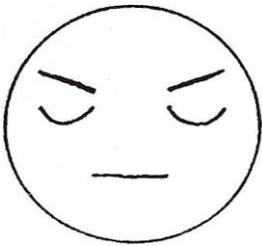
Hippety hop to the barber shop
To get a stick of candy,
One for you and one for me,
And one for sister Mandy.

Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock!

Peas porridge hot,
Peas porridge cold,
Peas porridge in the pot,
Nine days old.

PS-6

Look at the following diagrams of facial expressions or body language. Below each write a word or phrase which describes what is being communicated. Compare your answers to those of other class members.



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PS-7

Informative Speech #1 Summary of Magazine Article

- **Topic**

You choose the topic. Be sure your article has enough information to carry you through the required length (two minute minimum, three minute maximum). Make sure to get my approval on the topic before you begin your outline and speech.

- **Purpose**

This speech is designed to feature your vocal qualities, since the speech will be delivered to the backs of your audience. We will evaluate the following: volume, clarity, expression, intonation, inflection, pronunciation, fillers, rate, and confidence.

- **Scope**

The speech must be two to three minutes in length. I begin timing you when you utter your first word. Rehearse and time yourself. Tape record yourself to self-evaluate, if you can, before you give the speech for a grade.

- **Materials**

You may work from a manuscript, your outline, or note cards. Decide how you will introduce your topic and how you will conclude. What will be included in the body?

- **Outline**

A typed outline is required, using the format provided in class.

Types of Informative Speeches

Definition

A speech of definition provides a definition of a concept by using examples, narratives, description and statistics so that listeners get a richly detailed picture of its meaning.

Examples:

homeopathic medicine
chief characteristics of wetlands genetic testing
dyslexia
vegetarianism

Description

A speech of description describes a person, place, object, or an event using vivid and concrete language that appeals to the senses.

Examples:

how a volcanic eruption looks, sounds, and feels the pleasures of
white water rafting
Paris
the president of the United States
your treasured relative or friend

Process

A speech of process explains the steps or stages by which something is done or made.

Examples:

how to refinish furniture
how plastic surgeons perform face lifts how film makers create
illusion
how to bake bread
how the pyramids were built

Expository

The expository speech is an oral report or lecture which involves research rather than personal experiences.

Examples:

why dinosaurs became extinct
how a person's credit rating is determined and used causes and
impacts of illiteracy

PS-10

Informative Speech #2

Emphasis:

Vocal Qualities
Eye Contact Body
Language
Introduction
Conclusion
Organization
Support

Length:

Three-minute minimum
Five-minute maximum

Topic:

An informative speech of one of these four types:

- . Definition
- . Description
- . Process
- . Exposition

The topic is your choice, pending teacher approval.

Dates:

For teacher approval: _____

To deliver the speech: _____

PS-11

Informative Speech #2

Speaker: ,

Evaluator:

	Weak	Average	Good	Excellent	Comments
Introduction (attention- getting? Focusing?)					
Organization (orderly flow of ideas)					
Sincerity Enthusiasm					
Conclusion (effective?)					
Body gesture and posture					
Face: Expression and eye contact					
Poise! self-control					
Volume and pace					
Intonation! Inflection					

Additional praise and suggestions for improvement:

Monroe's Motivated Sequence

Monroe's Motivated Sequence is a commonsense approach to persuasion designed to sell a product or service or mobilize listeners to take a specific action. It is suitable for any type of audience-unaware, hostile, apathetic, neutral, or favorable.

The steps are:

- 1. Attention.* Grab the audience's attention at the beginning through a rhetorical question, a quotation, a startling statement, a statistic or any of the others techniques discussed...~ in class.
- 2. Need.* Show your audience that there is a serious problem that needs action.
- 3. Satisfaction.* Satisfy the need by presenting a solution, and show how your solution works.
- 4. Visualization.* Paint a picture of the results. Help the listeners visualize the good things when your solution has been put into effect. If possible, show how they personally will benefit. .
- 5. Action.* Request action from the listeners. Be specific. "Sign this petition." "Write to your senator."

PS-13

Persuasive Speech #1 Monroe's Motivated Sequence

Persuasive speech # 1 is the first graded speech of the two you will give in this second marking period. It is part of the 40% segment of your grade. In addition to the speech you must hand in an outline on the form you get from me, and you must write a post-performance reflection; the form will be provided for you.

Due date for speech approval: _____

Date you will give your speech: _____

Date due for outline: _____

Date due for reflection: _____

If you are late on any of the above, the usual point deductions apply.

You must give a five to seven-minute persuasive speech that clearly follows the five steps of Monroe's Motivated Sequence: Attention, Need, Satisfaction, Visualization, and Action. I will, of course, also assess your vocal qualities, eye contact, body language, and content issues related to any speech situation (support, clarity, illustrations, elaboration, etc.). I must approve your topic before your speech; see me before you do your research.

PS-14

Evaluation: Persuasive Speech:
Monroe's Motivated Sequence

Speaker:

Subject:

Evaluator:

Date:

	Excellent	Good	Average	Weak	Comments
Introduction Attention Grabber					
Need Established					
Satisfaction					
Visualization					
Support (and clarity)					
Conclusion (<u>Summary!</u> restatement)					
Can to Action					
Nonverbals					
Verbals					

Additional Comments

PS-15

Persuasive Speech #2

The second persuasive speech is the last graded speech before your final exam speech. It is part of the 40°.10 segment of your marking period grade. In addition to the speech you must hand in an outline on the form you receive, and you must write a post-performance reflection; the form for it will be provided for you.

Due date for speech topic approval:

Date you will give your speech:
(outline is due on this date)

Required length: Three to five minutes for the speech and two to three minutes for the Q&A from the audience

The following must be contained in your speech:

- ◆ the proposition (thesis) is prominently stated, carefully limited in scope, and plausible
- ◆ the weightiest objections are answered, either by concession (granting the truth of a statement without agreeing to its supposed importance) or by refutation (proving a statement untrue)
- ◆ at least two refutations/concessions, or one of each
- ◆ the evidence, or body of supporting statements has at least three points
- ◆ a strong, primary appeal to logic; appeals to emotion should be only an enhancement

In addition, questions will be chosen at random by drawing the names of your classmates. Everyone is expected to have a serious question ready that pertains to your proposition. The questions and answer period will last two to three minutes.

As always, rehearsal is vital. In addition to timing yourself, try to anticipate questions that the audience will ask, and have answers ready in your mind. **This speech obviously requires significant research and planning.**

PS-16

Persuasive Speech #2

Speaker:

Evaluator:

Topic:

	Excellent	Good	Average	Weak	Comments
Introduction					
Support (minimum of 3)					
Concession/Refutation (minimum of 2)					
Conclusion (must inc. call to action)					
Delivery (verbal and nonverbal)					
Response to Questions					

Additional Comments:

Evaluator's Question:

The Teaching Lesson
Final Exam

As with any regular English class at Ledyard High School, Public Speaking has a final exam that counts as 20% beyond the marking period grade. Seniors who have an "A" average are exempted from this final. The final in Public Speaking is not written; it is a speech designed to demonstrate all the skills that you have learned over the semester. This includes all aspects of delivery as well as speech writing and organization.

Your final exam is to teach a fifteen-minute lesson to your classmates. As with the other speeches, the order in which they are to be given will be determined by a lottery. If you are not prepared on the day your lesson is scheduled, your exam grade will be lowered by a full letter grade.

The lesson should have a minimum of five minutes of introduction, lecture, and demonstration before you begin interacting with your audience. The audience must be involved in some way. Plan for two to three minutes at the end for questions from the audience. That means the interaction time with your audience should be around seven minutes, including a concluding section. Plan accordingly.

Some kind of teaching aid is required: audiovisual, hands-on participation (ex: tying knots, making balloon animals), charts, graphs, power point, video, the chalkboard, an overhead, etc.

If you want to take us to a different venue, be sure that the space and any materials that you need will be available that block and day. (Ex: you want to use the auxiliary gym to teach lay-ups: you will need permission to use the gym, it needs to be unlocked, the lights need to be on, and you will need access to a bag of basketballs. Be advised that I do not have keys or access to this part of the building, that's why it is necessary to take care of this ahead of time with the person in charge.)

If you need copies made of something like directions, a recipe, etc., make sure that I have it at least a day in advance to get the proper number of copies made for your classmates. I can't help you on the day of your speech, so plan accordingly. You may see me directly or drop it with a note in my mailbox.

Be smart about your presentation. If you expect people to participate, have enough materials to go around. If you need a partner, make sure that person is prepared and available to help you.

Topic
due:

Speech
date:

PS-18

Teaching Lesson Evaluation Form

Speaker:

Subject:

Evaluator:

	excellent	good	avg	weak	Comments
Did the introduction gain audience's attention and focus on the subject?					
Appropriate visual aid and execution				-	
Logical sequence of instructional steps					
Thoroughness-was the lesson complete?					
Delivery-- Verbal and nonverbal					
Conclusion-was there closure to the lesson?					
Did you find the lesson interesting??					
Did you learn what the teacher taught?					

Additional comments:

PS-19

Handle Specific Symptoms of Nervousness

Symptom	Solution
trembling hands, rattling manuscript	use 3x5 notecards; keep them flat on the lectern and slide them to the side as you finish each one
stumbling over words; becoming tongue-tied	deliberately slow down your rate until the problem disappears
breathlessness	speak slowly; take longer pauses between sentences, breathe from your diaphragm through your nose
reluctance to make eye contact	look slightly to one side of their faces or just above their heads; gradually make eye contact, first with the friendliest faces
excessive perspiration	ignore it! Don't call attention to it by wiping at it
tense muscles, shaking legs, racing heart, other physical manifestations of nervousness	use gestures and movement to bum a little energy; breathe deeply and slowly
feeling inferior	dress in a way that you know makes you look your best, and realize that what you're saying matters as much as anyone else's speech and that everyone gets nervous; fake confidence (most people can't tell the difference)

NEVER UNDERESTIMATE THE POWER OF REHEARSAL! Coming in to your speech with ample preparation and practice will make you feel confident and leaves less room for fumbling, stumbling, and bumbling. Do the work ahead of time, and practice, practice, practice.

(continued – next page)

Dealing with Speech Anxiety

Remember...

Nervousness is natural, and the energy it creates can actually help your performance.

Your audience wants to see you succeed, and they're pulling for you.

No one is as concerned as you about your nervousness.

Thorough preparation will make you feel more confident.

Rehearsal will make your performance better.

Compose yourself before starting. Breathe. Relax.

Focus on the content, not on the way you're feeling.

Breathe. Breathe. Breathe.

Establish eye contact.

Act confident, even if you have to fake it.

Never call attention to your nervousness.

Keep going if you stumble. Don't call attention to mistakes. Correct yourself and proceed.

Work on gestures and movements to reinforce your message.

Don't indulge in negative, self-defeating thinking.

Visualize yourself being successful.

Relaxation Breathing

Standing up, breathe in and raise the arms outwards and upwards until they are stretched above the head. The movement of the arms will assist the movement of the ribs and help to sustain them in a raised position during the second part of the exercise. While the arms are raised, pant in and out three times. The stomach will move in and out. The arms should then be lowered slowly as further breath is exhaled.

The exercise may be extended by slowing the inspiration and expiration of the breath while the arms are raised.

PS-20

Practice Speech "Describing a Friend"

Consider this a final "dry run" before you give your second graded informational speech. Prepare for it exactly as you would for a graded speech. Focus: Introduction, adequate support, conclusion, and of course, delivery. Rehearse and time yourself Use a mirror if you cannot find an audience.

Directions: Select one of your friends. Now think about what personal traits he or she has that make you like him or her. Some traits are listed below to help you get started. Choose any four of these adjectives or use some of them and add some of your own. Write a two-minute speech that includes an attention getting introduction, a discussion of each of the four traits with smooth transitions, and a well-constructed conclusion.

Time: 2 minute minimum; 3-minute maximum

When you will give it: next
class

Athletic	happy	opinionated
Caring	hardworking	patient
Considerate	humorous	polite
Creative	intelligent	pretty
Dramatic	interesting	reliable
Generous	kind	sophisticated
Handsome	loyal	tolerant
Courageous	open-minded	trustworthy

