

Glendale Unified School District

Senior High School

May 17, 2011

Department: English/Language Arts

Course Title: Speech/Debate

Course Number: 1422/1423

Grades: 10, 11, 12

Semester Credits: 10 (2 semesters)

Prerequisite: English 9 or English 9 Honors

Course Description: This course will assist students in refining skills in listening and speaking through a variety of presentations, including impromptu, interpretive, persuasive, and formal debate formats. Students will continue to develop strategies for oral communication skills through response to reading both topical and literary texts, and in writing for multiple genres with appropriate use of conventions. Students will have the opportunity to practice and perfect communication and critical thinking skills within local and state competitions. *This course will seek approval as a "g" requirement for admission to the University of California system.*

I. Student Learning Objectives

A. Reading

Reading Comprehension-Expository/Informational Materials. Students read and understand grade-level-appropriate materials. They analyze the organization patterns, arguments, and positions advanced.

1. The student will prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
2. The student will generate relevant questions about readings that can be researched. 2.3
3. The student will synthesize the content from several sources or work, written by a single author; dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. 2.4

4. The student will extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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5. The student will evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone (e.g., professional journals, editorials, political speeches, primary source material). 2.8

B. Literary Response and Analysis

Students read and respond to historically or culturally significant works or literature that enhances their studies of history and social science. They conduct in-depth analyses of recurrent patterns of argument, style, and themes.

1. The student will compare and contrast the presentation of a similar theme or topic across genera to explain how the selection of genre shapes the theme or topic.
2. The student will recognize and understand the significance of various literary elements and techniques, including figurative language, imagery, allegory, and symbolism, and explain their appeal. 3.7
3. The student will interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. 3.8
4. The student will explain how voice, persona, and narrator affect tone and credibility.
5. The student will evaluate the aesthetic qualities of style, including the impact of diction and figurative language in tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach). 3.11
6. The student will analyze how a work of literature is related to the themes and issues of its historical period (Historical approach). 3.12

C. Writing

Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates student

awareness of the audience and purpose. Students progress through the states of the writing process, as needed.

1. The student will establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. 1.1
2. The student will use precise language, action, verbs, sensory details, appropriate modifiers, and active rather than passive voice.
3. The student will use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
4. The student will develop main ideas within the body of the compositions through supportive evidence (e.g., scenarios, commonly held beliefs, hypothetical, and/or definitions). 1.4
5. The student will synthesize information from multiple sources and identify complexities and discrepancies in the information of different perspectives found in each medium (e.g., almanacs, new sources, in-depth field studies, speeches, journals, and technical documents).
6. The student will integrate quotations and citations into written text, while maintaining the flow of ideas.
7. The student will revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context organization, consistent point of view, and transitions among paragraphs, passages, and ideas. 1.9

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D. Writing Applications (genre and their characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description, to produce speeches. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined above.

1. The student will write expository compositions, including analytical essays and persuasive essays that:
 - a) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

- b) Convey information and ideas from primary and secondary sources accurately and coherently.
 - c) Make distinctions about the relative value and significance of specific data, facts, and ideas.
 - d) Anticipate and address reader's potential expectations.
 - e) Use technical terms and notations accurately.
2. The student will write persuasive compositions that:
- 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).

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- c) Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.
- d) Address reader's concerns, counterclaims, biases and/or expectations.

E. Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- 1. The student will demonstrate an understanding of proper English usage and control grammar, paragraph and sentence structure, direction, and syntax. 1.3

F. Listening and Speaking

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and direct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- 1. The student will formulate judgments about the ideas under discussion and support those judgments with convincing evidence. 1.1

2. The student will compare and contrast how media genera (e.g., nightly news, news magazines, documents, on-line information) cover the same event.
3. The student will choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and persuade by soliciting.
4. The student will choose appropriate devices for the introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources).
5. The student will recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion).
6. The student will present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, instance) that meet standard tests for evidence, including credibility, validity, and relevance. 1.6
7. The student will use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
8. The student will produce concise notes for extemporaneous delivery. 1.8

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9. The student will analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable (e.g., Abraham Lincoln's *Gettysburg Address*, Martin Luther King's *I Have a Dream*).
10. The student will assess how language and delivery affect the mood and tone of the oral communication and impact the audience.
11. The student will evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction and syntax. 1.12
12. The student will analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic. 1.13

G. Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined above.

1. The student will deliver expository presentations that:
 - a) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b) Convey information and ideas from primary and secondary sources accurately and coherently.
 - c) Make distinctions about the relative value and significance of specific data, facts, and ideas.
 - d) Organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.
 - e) Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f) Use technical terms and notations accurately.
2. The student will deliver oral responses to literature that:
 - a) Advances a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages (i.e., makes and supports warranted assertions about the text).
 - b) Supports key ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c) Demonstrates awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d) Identifies and assess the impact of perceived ambiguities, nuances, and complexities within the text.
3. The student will deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that:
 - a) Structure ideas and arguments in a coherent, 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/or expressions of commonly accepted beliefs and logical reasoning.
- d) Anticipate and address the listener's concerns and counter-arguments.

II. Sample Assessments

A. Reading

- 1. Oral assessment
- 2. Essays
- 3. Class presentations
- 4. Note-taking

B. Writing

- 1. Essays
 - a) Persuasive
 - b) Expository
- 2. Writing process, including peer evaluation

C. Written and Oral Conventions

- 1. Ongoing notes
- 2. Teacher-made tests

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- 3. Essays

D. Listening and Speaking

- 1. Speeches

2. Note-taking
3. Oral presentations
4. Collaborative projects
5. Peer evaluation
6. Interviews

III. Proposed Timeline

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| A. Reading | 20% |
| 1. Literature | |
| 2. Expository | |
| B. Writing | 20% |
| C. Written and Oral Conventions | 10% |
| D. Listening and Speaking | 50% |

IV. Recommended Materials

Anthology

Holt Literature and Language Arts

Reading/Language Arts Course Four

Holt, Rinehart and Winston, 2003

Rhetorical Selections

Topical Selections/ Newspapers & Internet

L.A. Times

Tornado Times

Public Documents

Historical Documents

Commercial Documents