

Speech and Debate A

Course Overview:

Over the next five weeks, students will learn the techniques for building and delivering a successful speech. Students will engage in delivering speeches, as well as, participating in debates. In addition, students will have the necessary skills to critique, analyze and question speeches and debates delivered by others.

Course Description:

The major purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussion and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. Students will also read, discuss, and write about speeches in order to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. They will analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Course Goals and Objectives

California Common Core Anchor Standards for Language Arts

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Apply principles of informal speech to practice social introductions, and social conversations.
- Conduct an interview that successfully achieves its purpose.
- Identify the audience for a speech and cite specific examples of how the speech was adapted to its audience.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. (Rhetorical Analysis)
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Take notes that identify the central idea, main points, and essential details of a speech.
- Employ posture and bodily actions that express desired meaning to an audience.
- Practice effective voice and articulation skills in a variety of speaking situations.
- Prepare for and participate in several types of effective group discussions.
- Write an outline to organize patterns of arrangement and development for speech assignments.
- Recognize and use valid types of evidence and reasoning.

Course Materials:

1. A one-subject notebook
2. A pack of index cards
3. Black pens
4. Highlighter

Course Grading

In-Class/Homework Expectations

The student will work on speech preparation in class after learning the various techniques on how to do so. Homework will be given once or twice a week and will consist of readings (provided) and/or speech preparation sheets which help students with speech preparation. Below is the grading scale which gives a percentage break-down of how students are graded in the speech and debate class.

Grading Scale

In-class speeches	50%
Speech preparation sheets	20%
Class participation	20%
Peer evaluations	10%

Academic Integrity

Plagiarism

Plagiarism: “1. the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.”

("Plagiarism." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 20 Feb. 2009. <Dictionary.com <http://dictionary.reference.com/browse/Plagiarism>>.)

Access to technology makes it easier to copy the work of others. Students will learn what constitutes plagiarism and how to steer clear of it. As a rule, if there are three words in a row that someone else can claim, cite it. Plagiarism is stealing and cheating and will not be tolerated. Plagiarism is against the law.

The first time a student is caught plagiarizing, there will be a teacher/student conference, a phone call home, no credit given for the assignment, and notification given to the SAEP office.

Copying from a fellow classmate is also unacceptable on homework assignments and individual assessments. The consequences are the same as above.

Teacherease.com:

Parents and students can access grades and attendance through a web-based grade program at teacherease.com. By the end of the first week, parents will be e-mailed the password to access the program. If you do not receive your password via e-mail, please contact the office staff at saep@csun.edu and request the password to be re-sent. It is beneficial for you to refer often to the website to check your child's progress and attendance in class. If you have any questions, please feel free to e-mail me.

Classroom Behavior:

The student is expected to demonstrate mature, polite behavior and extend courtesy to everyone at all times:

1. Actively participate, and respectful verbal and nonverbal interaction with all opinions must be shown at all times.
2. Since differing views will be expressed, the teacher and the student(s) will mutually maintain a safe environment for courteous dialogue.
3. Respect is to be shown for all CSUN property.
4. No food or beverages will be permitted in the classroom. Snacks must be eaten outside between the designated breaks.
5. Warnings for behavior / discipline problems will be given once. Any further problems will result in a phone call to the parent(s) or guardian(s) and possible dismissal from the program.

SAEP Electronics Policy**Cell phones, music players and headphones are not permitted to be used during class hours.**

- a. Please put your cell phone on silent (NOT vibrate).
- b. No texting is allowed during class.

You will be given one verbal warning if the above is not followed. Should a second warning be necessary, your cell phone, music player and/or headphones will be confiscated and held by the teacher until after class. If a third time occurs, your cell phone, music player and/or headphones will be confiscated and held in the SAEP office and **MUST BE PICKED UP BY A PARENT.**

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After reading through the syllabus, please sign and date and have your student return it to class. The signature constitutes your commitment to the class as we partner to make the next five weeks a life-long educational experience for your student.

## **Student/ Parent Agreement:**

Please bring this signed and dated **Speech and Debate A** syllabus agreement to class tomorrow.

If you do not understand any portion of this syllabus, or if you have any questions regarding this class, please do not hesitate to email the teacher.

We have read and understand the contents of this syllabus.

Student name \_\_\_\_\_

Student signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_