

Course Syllabus: Speech

Edwin G. Foreman High School

2012-2013

Teacher: Mr. Wankoff:

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Course Description

This course focuses on the development of the student as a speaker and listener.

Students will:

- Learn effective strategies for speaking in formal and informal settings.
- Give speeches
- Learn speaking and listening strategies and routines
- Engage in small group and whole class discussions.
- Give recitations and dramatic readings.
- Learn effective reading and research strategies.
- Engage in research to prepare for speeches and debates.
- Participate in debates.
- Review English grammar and vocabulary.
- Pursue national standards and ready students for college and career.

Standards Addressed

Comprehension and Collaboration

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Instructional Materials

38 Basic Speech Experiences, Creative Communication, Speak Out!, videos, research packets.

Student Required Materials

3-Ring Binder
Dividers
notebook paper.
Pens or Pencils
Index Cards

Assignments and Grading

1. Assignments are broken into categories.
 - a. Assignments (Daily Homework) 15%
 - b. English Skills (Grammar) 10%
 - c. Formal Speeches and Debates 20%
 - d. Class and Small Group Discussions 20%
 - e. Research Reports (prepared before speeches or debates) 10%
 - f. Quarterly and Semester Assessments 25%
2. Grading Scale (unless otherwise indicated by an I.E.P.)

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
3. **Major assignments must be completed to a "C" level.** Students must achieve at least a "C" on one major assignment per semester to pass the class. Students who have not reached a "C" on major assignments will fail the course.
4. **Extra Credit:** Extra credit is rarely given. You must succeed in the assigned work to succeed in the class.

Late Work And Plagiarism

1. Late Work: All assessments must be submitted on the day they are due. Late assignments will receive a deduction in the final grade. Some assignments will not be accepted late.
2. Plagiarism, using another person's work without giving due credit, is unacceptable as per the CPS Code of Conduct.
 - 1st Offense: Mandatory parent conference with the opportunity to redo the assignment with penalty
 - 2nd Offense: Mandatory parent conference with teacher and disciplinarian with school discipline and redo assignment with penalty
 - 3rd Offense: Mandatory conference with parent and administration and course failure for semester.

Rewrite or Retake for a Higher Grade

Some assessments will be available for re-takes.

Rules & Procedures (aligned with CPS Code of Conduct)

- a. Students must follow the Foreman High School Uniform Policy.
- b. Students must be prepared with required materials.
- c. There is no food or drink permitted in the classroom.
- d. Students are expected to be on time; that means you are in the classroom when the bell rings

Parents' Role

Parents should monitor their child's performance through student portal and by maintaining contact with the bilingual office and the teacher. Students, parents, and teachers should work together toward success.

Parent / Guardian & Student Acknowledgement

Course: Speech for English Language Learners

Teacher: Mr. Wankoff Period: 1 2 3 4 5 6 7 8

Teacher Contact: jmwankoff@cps.edu/773.534.3400

By signing and returning this portion of the syllabus you and the student are stating that you have read, understood, and agree to the course structure, rules/guidelines, materials necessary for success, and procedures. You are accepting that you will be an active part of the student's educational success and have the information necessary to contact the teacher for any reason. (Parent – please keep the top portion of this paper for your records.)

Parent / Guardian

Name: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

E-mail: _____

Is there anything you would like me to know that may interfere with the students success in this course?
Is there anything you would like me to know about the students learning?

Signature: _____ Date: _____

Student

Name: _____ Div.: _____

Signature: _____ Date: _____

Please return this signed form to your teacher by _____ for a grade. Students will not be given credit for this course until this form is returned.