

Overview: Speech & Debate (CP)

Teacher: Ian Ruderman Email: iruderman@winchesterps.org

This one-semester elective will introduce students to persuasive speaking, public speaking, debating, interviewing skills and public readings. Emphasis will be on the researching, outlining, and drafting of speeches and presentations, employing rhetorical strategies and overcoming nervousness. During the semester, students will have numerous opportunities to share speeches live and on video. They will also be expected to be good listeners and provide constructive feedback to their peers.

Essential Questions

- How can a speaker inspire action or raise awareness?
- How is credibility built within a speech?
- How can a speaker appeal to both the emotions and intellect of the audience?
- How can we develop strategies to argue for ideas we do not necessarily agree with?
- What is the difference between intent and impact? How does understanding the difference affect both speaker and audience?
- How can people with varying opinions engage in civil and productive discourse?

Website: [Mr. Ruderman's Classes](#): I primarily post work and information on Google Classroom. However, I do “store” some information here. Students can bookmark it or Google my name to find it quickly.

Most homework is turned in through Google Classroom. To submit work, hit the “Turn it In” button. **Note: if you have not put the work in the proper folder and hit “Turn it In,” I will not grade it or give you credit for it.**

Units of Study:

- **Introduction to Rhetoric and Speechmaking** We will learn about being persuasive and how great speeches are made.
- **Introduction Speech/Video Workshop:** Let's introduce ourselves and learn about the various technologies we will use this year.
- **Two Truths and a Lie Speech:** Here is a chance to use narrative techniques to engage an audience.
- **Informational Speech/Ted Talk:** What are the steps for developing a clear presentation?
- **Media Literacy and Political Rhetoric:** How does language shape politics and how do politics shape language?
- **Practicing and performing** a speech that someone else wrote, or even a nonsense speech, can help us better understand the skills needed for public speaking
- **A Debate of Contemporary Issues:** Let's learn the ropes of debating.
- **The Argumentative or Persuasive Speech** is one of the oldest and most studied forms of public speaking. Let's use this form to raise awareness, provoke action or even to pitch a product.

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Reading & Writing: There will be some assigned reading, but most speech and debate topics will be student selected. Therefore, students will be responsible for finding, reading and taking notes on the information they gather. In addition to working independently to craft presentations, students will write a number of reflections and critiques.

Required Materials & Participation: You should always bring your device and any handouts we may be studying to class. Also, a good class is one in which everyone shares ideas and/or works diligently on their assignments. In determining your speaking grade, I consider not only how much you talk, but also the thoughtfulness of your comments, your attentiveness, your contributions to group activities and your overall engagement.

Attendance & Tardiness: Come to class on time. If you are late for a first-period class, you will need a pass from the office. Be prepared to read, write, discuss, and ask questions. I will enforce the school's policies on attendance. If you need to leave class to use the bathroom, note that only one person may leave at any given time, that you must take a hall pass, and if you are gone for more than fifteen minutes, you will be given a cut for the class.

Make-up Work and Late Assignments: If you are absent, it is your responsibility to complete missing assignments. If you know in advance you will be absent, please let me know.

Cheating and Plagiarism: Do not use AI to write your assignments. Do not copy words, answers or ideas from anyone or any source. Do not cut and paste sentences, paragraphs or ideas directly from internet sources. I will enforce the school's rules on plagiarism and cheating.

Extra Help: Please contact me via email or in person if you would like to set up a meeting.

Conduct:

- Our classroom and our Zoom meetings—if we have any—should be places where people are safe to express ideas and ask questions. Please be courteous, tolerant and cooperative. I would appreciate being able to see everyone's face, and if I give you access to the chat or screen-sharing functions on Zoom, I expect you to use the only to exchange ideas about the topic we are studying
- No food is allowed in class, but you may bring water with you.
- At the end of class, please pick up around your desk.
- No video games, social media or streaming video, please.
- Cell phones and earbuds/headphones should be kept in backpacks and not on your person. Phones will be confiscated if seen or heard.

Grades: I use the principles of equity grading. Work in this class will be graded on a point system and will be categorized into one of the following categories:

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| Writing | 35% |
| Speaking/Listening | 35% |

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| Reading | 15% |
| Language | 15% |

Daily homework will count for roughly 20% of the overall grade. Larger/Summative assessments will count for 80% of the grade. The minimum grade for all assignments is 50% (I do not give zeroes) and I do not penalize work for being late. In addition, students who have not achieved mastery for an assignment may redo the work for full credit after a consultation with the teacher up to two weeks prior to the end of a quarter. Extra credit will not be awarded.

Summer Reading: I hope you completed it.