

**MOUNT VERNON HIGH SCHOOL
COURSE DESCRIPTION**

SPEECH

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This elective course will enhance students' ability to effectively produce and participate in expository speaking. The course will introduce the basic modes of communication, characteristics of these modes, and common problems associated with communication. Major units will focus on building confidence and developing public speaking skills such as body language, eye contact, and tone of voice. Students will also analyze the distinct differences between written, oral, non-verbal, and electronic/mediated communication.

PHILOSOPHY:

This is a *public speaking* class. You will be presenting material in front of your peers. Conversely, they will also be presenting in front of you. Everyone has stage fright. *Treat others the way you wish to be treated.* It is my hope that we establish a supportive, respectful community of learners. Let's help everyone reach his or her potential and improve as a speaker.

STANDARDS & LEARNING TARGETS

The learning in this course is organized around two standards. Feedback on how well students are meeting proficiency in each learning target is provided using formative and summative assessments

STANDARDS	3A. Presentation of Knowledge and Ideas	1C. Production of Writing
LEARNING TARGETS	<i>I can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate, and convey my message at the target level through formal speaking experiences.</i>	<i>I can independently produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

PROFICIENCY SCALE

4	3	2	1
Exceeding Proficiency	Meeting Proficiency	Approaching Proficiency	Beginning Proficiency

COURSE OUTCOMES

In order to make satisfactory progress towards course standards, students will need to:

1. Demonstrate critical listening in public speaking contexts.
2. Assess public communication for logical reasoning and effectiveness.
3. Analyze verbal messages and adapt language skills specifically as they apply to public communication.
4. Analyze and use nonverbal skills effectively as they apply to public speaking contexts.
5. Analyze audiences in order to create appropriate messages for diverse perspectives in a public speaking context.
6. Deliver an effective and ethical persuasive argument in a public speaking context.
7. Effectively integrate presentation media in a public speaking context.
8. Demonstrate appropriate research and organizational skills in a public speaking context.

SPECIFIC COURSE UNITS

- **Personal Experience / Storytelling**
- Accent (Current Event)
- Newscast
- **Demonstration / Process Speech**
- **Persuasion / Advocacy Speech**
- Student Congress (Policy Debate)
- Panel Discussion
- Oral Interpretation of Literature
- **Informational / Research Speech**

Bold speeches are required; other speeches will be used in semesters as interest/time allows

TEXTBOOK

Public Speaking by Sarah Billington and Shirene McKay, <https://slcc.pressbooks.pub/comm1020/>

MAKEUP POLICY

Summative work is due on the published due date and work will not be accepted after the end of the grading period. Incomplete assessments result in a lack of evidence and may cause a student to fail. Proactive communication is key; let me know what you're struggling with and how I can help.

GRADE DETERMINATION

PowerSchool will house all assessments used as evidence towards a final letter grade. Click on the white and orange clipboard ("Evidence Based Reporting") to see the scores sorted by standard and assignment. PowerSchool, our online gradebook, *predicts* a letter grade based on the most common scores in the data set. The goal is for a student to demonstrate mastery over time. The scores are not calculated mathematically. It is important to note that when there is a tie, PowerSchool will predict the lower letter grade. *It is important for students to understand this process and talk to their teachers about letter grades and academic progress.* For more information about EBR grading, please visit <http://mvteachlearn.org>.

The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retained proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

Semester Letter Grade	Trends in Proficiency Levels on Course Standards
A	All standards at "3" or "4" level
B	One standard at "2" level
C	Two or more standards at "2" level
D	One standard at "1" level
F	Two or more standards at "1" level

STANDARD 3A - PRESENTATION OF KNOWLEDGE AND IDEAS

I can independently deliver a speech using above-level strategies.	<i>I can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate, and convey my message at the target level through formal speaking experiences.</i>	I can deliver a speech using nonverbal and verbal strategies some of the time or with help.	I can deliver a speech.
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STANDARD 1C - PRODUCTION OF WRITING

I can independently produce information using above-level strategies.	<i>I can independently produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</i>	I can produce information appropriate to topic, audience, and purpose with help.	I can produce information.
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Note: *mastery* in public speaking inherently entails presenting information on time, in front of an audience. All speaking assessments must be presented on the day they are due unless a student has received prior approval for an alternate assessment due to an IEP/504.