**Maggie L. Walker Governor’s School**

**for Government and International Studies**

# Syllabus for

# Foundations of Independent Research and Communications, 2018 - 2019

# COMPONENT: Public Speaking (9th grade)

Mrs. Celie Boswell

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workroom: 330: planning periods: 1st, 6th, & 7th

**Course Description:** In the nine-week public speaking module of FIRC, ninth grade students will gain exposure to and learn the basic principles of argumentation necessary for speaking effectively. Students will link those principles to practice by demonstrating increasing levels of proficiency in speech composition, evaluation, and delivery for a number of speaking purposes. Students will gain and sharpen skills in audience analysis, delivering messages confidently, listening for and evaluating speech effectiveness, forming appropriate theses, conducting research requisite for making and supporting claims, and employing stylistic devices to impact audience reception of messages.

**Web Page:** <https://mlwgs.itslearning.com/index.aspx> and/or [bosnet.weebly.com](http://www.bosnet.weebly.com)

**Objectives / Goals:**

1. To distinguish among the purposes for speaking, including to entertain, inform, inspire, & persuade
2. To analyze an audience and adapt a message to an audience and occasion
3. To design and deliver a cogent discourse with a recognizable introduction with thesis, body with main points and sub-points, and conclusion
4. To develop research skills needed to locate reliable, relevant evidence sufficient to support claims
5. To develop the capacity to critically evaluate the credibility and soundness of evidence
6. To demonstrate increasing mastery in using visual presentation aids to reinforce your claims/points
7. To demonstrate increasing mastery of speech composition skills through well-planned outlines
8. To develop the capacity to listen to & evaluate a speech with comprehension and critical insight
9. To use clear, vivid, and appropriate language in speaking
10. To speak with a level of confidence that demonstrates increasing management of speech anxiety
11. To demonstrate increasing vocal mastery of rate, pitch, volume, articulation, and cadence
12. To demonstrate increasing mastery of eye contact, physical gestures, and body language
13. To deliver a carefully prepared extemporaneous speech from minimal notes or mental outline
14. To recognize and avoid plagiarism by appropriately applying MLA documentation requirements

**Classroom Expectations:**

Honor and mutual respect are the governing ideals of this classroom. I expect you to honor the commitment to check your agenda daily in order to come to class well-prepared, on time, and to act in a respectful manner toward your fellow students, me as your teacher, and any substitutes or visitors you may have. In class discussion and peer evaluation of speeches, respect means that you do not have to agree, but you are asked to thoughtfully listen and carefully consider all perspectives presented. I support the tenets of the Honor Code implicitly, and my response to any sort of infringement or lack of integrity will be serious. I ask you to maintain the same regard for what is right and lack of tolerance for what is not for the sake of our classroom integrity and the safeguarding of your personal character. Missed speeches and formal outlines must be made up on the day you return to school.

Your standing homework assignment is to read all speech unit content handouts (located on webpages in itslearning) and to print out and bring to class speech assignments (located on webpages in itslearning) that we will discuss during the following day in class and mark any questions you have. I will list the specific unit content handout that are assigned to be read on the FIRC agenda on my website. I encourage you to find a study-buddy whom you can call to find out about lecture/discussion/video notes and handouts you missed while absent. **All missing work will be entered into the gradebook as a 0 – this acts as a reminder to you to make it up promptly.** If more than one school week passes before you contact me and discuss a plan for making up missed work, your window of opportunity for making it up may close, resulting in an F for that grade.

**Assessment / Evaluation Procedures:**

Public speaking is by nature a performance class, and speakers need audiences. It is imperative that you attend class regularly, come on time, and listen critically so that you are ready to comment thoughtfully on the speeches you have heard. Failure to comply with any of these obligations is a sign of disrespect toward your peers and ultimately may create a hostile audience, which will affect your own performance. Numerous absences may lower your grade. Similarly, you are expected to be prepared to speak on the date assigned. Failure to do so will result in a twenty point (20) grade deduction (10 pts per day) for the assignment unless you are absent that entire day from school. Unexcused late speeches will be delivered ***if and when*** they fit the schedule. Written assignments are subject to the same rules stated above. All speech outlines are due on the first day of each speech round, regardless of speaking order assigned.

Evaluation and assessment will be based on speeches, formal outlines for speeches, and class participation. Grades are calculated on a point basis within larger weighted categories, using the following approximate percentage breakdown:

Speeches: 65%

* Speech #1 Pet Peeves to Express (Impromptu -- Practice) (0%)
* Speech #2 Oral Interpretation of Poetry or Prose to Entertain (15%)
* Speech #3 Introduction to Inform (20%)
* Speech #4 Tribute to Inspire (Impromptu – Additional Practice) (5%)
* Speech #5 Persuasive Research PowerPoint (75%I/25%G) (25%)

Formal Outlines: Introduction & Persuasive w/ MLA documentation (25%)

Class Participation: 10%

**100%**

**Course Outline:**

Week 1: Course/syllabus introduction; communication basics: speaker/audience relationship – encoding

& decoding messages; audience analysis & adaptation; speech delivery methods; **speech** **evaluations methods** (instructor eval; peer eval & summary; and video self-eval); building confidence & overcoming stage fright; **Delivery** **Strategies**: vocalization, eye contact, gestures, and body language; Review oral interpretation strategies: selecting a piece, truncating & splicing, marking text, and introducing background on author & piece

**Speech 1: Impromptu to To Express**

Week 2: **Speech #2**: **Oral Interpretation of Poetry or Prose Speeches;** peer, self, & video evaluations

Week 3: **Speech** **organization**: intro/thesis, body, conclusion; hamburger; Aristotle’s ethos, logos, pathos;

Identifying ethos, logos, pathos in famous speeches; Review introductory speech assignment; interview introduction partners; **Rules for** **formal outlining**; outlining exercise; editorial organization; delivery; note cards

Week 4: **Speech #3:** **Introduction Speeches** **& Outlines;** peer, self, & video evaluations

Week 5: Epideictic inspiration; **Stylistic devices**; great orators; Review tribute speech assignment;

**Impromptu Speech 4: To Inspire**

Week 6: **Persuasion & Argumentation**: Thesis w/CTA, reasons, qualifier; Reasons supported by evidence;

Counterargument, Concession, & Rebuttal; **Evidence**: types of evidence

**Citing Evidence**: MLA Works Cited page & parenthetical citations

**PresentationZen:** using presentation aids; Group Delivery Transition Techniques

Week 7: **Research Methods**: evaluating & citing websites & images (DeGroat lecture)

**Research**: researching and creating informative Zen PowerPoint presentations & handouts

Week 8: **Research**: researching and creating informative Zen PowerPoint presentations & handouts;

**Peer Review** of PPT handout w/image slides, Outline/Parenthetical Citation notes, & WC slides

**Speech #5:** **Persuasive Research PowerPoint Speeches with backing and PPT Handouts**

Week 9: **Speech #5:** **Persuasive Research PowerPoint Speeches with backing;** course evaluations

**Materials Needed:** Space for handouts in a three-ring binder; paper and pen for taking notes during class and completing peer evaluations of speeches

# Return Page of the Syllabus for

# Foundations of Independent Research and Communications, 2018 - 2019

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## Instructions:

Both the student and a parent/guardian should read this syllabus, sign the bottom of this page, and return this page to the instructor.

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Student’s name and class period (please print)

**Technology Questionnaire:**

I do / do not have access to a computer

I do / do not have access to a printer

I do / do not have access to the internet

to complete homework assignments for this class, including conducting research for speeches and completing an outline or tech plot analyses for each speech.

Please let me know if access to technology (computer, printer, or internet) will cause a hardship in completing assignments for this class.

## Signatures:

I have read and understood this syllabus.

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Student’s signature and date

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Parent’s signature and date

**Contact Information:** (please print)

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Student’s name preferred email address phone number (please print)

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Parent’s name preferred email address phone number (please print)