

Name of School:

Name of Course: **Advanced Public Speaking**

### Instructor Information

**Name:**  
**E-mail address:**  
**School phone number:**  
**Web page address:**  
**Best times to be reached:**

### Course Description

*Advanced Public Speaking* places special emphasis on competitive speaking situations and advanced training in the use of logical, ethical, and emotional evidence as a motivating factor in speaking. Students work both independently and cooperatively in areas of individual interests. This two-term course may be taken twice for credit.

### District Standards and Power Benchmarks

**Standard:** Students will apply reading, writing, and speaking skills to communicate effectively.

**Power Benchmarks:**

- Students will be able to use speaking and listening strategies and technological tools to learn to communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

### Course Information

*Advanced Public Speaking* is an elective, two-term course open to juniors and seniors. This course receives 1 unit of credit for Language Arts. The prerequisite for this course is *Public Speaking 1 and 2*.

## Course Outline/Calendar

### List of Units:

Research  
Debate  
Extemporaneous Speaking  
Interpretive Speaking  
Original Oratory  
Advanced Training in Use of Logical, Ethical, and Emotional Evidence  
Individual Speaking Projects  
Required Academic Vocabulary Instruction (ongoing)

### Text/Other Required Materials/Resources

- *Creative Speaking*
- *Student Congress & Lincoln-Douglas Debate*
- *Getting Started in Debate*
- *Advanced Debate*

### Instructional Procedures & Support

1. Whole class instruction, modeling, and practice
2. Pairs and small learning groups
3. Teaching Strategies: graphic organizers, reading strategies, critiquing strategies
4. District Literacy Initiative strategies
5. Individual and small-group presentations for Debate, Extemporaneous Speaking, Interpretive Speaking, and Original Oratory
6. Analysis and Evaluation of Presentations

### Classroom Management Procedures

## Assessment Plan

Students' grades are based on class participation, assignments, presentations, discussions, projects, and exams. Assessment will employ a variety of evaluation techniques using district rubrics for each assigned project/presentation. Evaluation will be based on clarity, creativity, and thoroughness of research, effectiveness of presentation, and effective writing and speaking skills. Participation in contests and tournaments will also be part of the total evaluation. Students will receive an end-of-term assessment involving an evaluation of speaking and presentation skills.

## Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
<b>A<sup>-</sup></b>	90 - 92	
<b>B<sup>+</sup></b>	87 - 89	
<b>B</b>	83 - 86	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
<b>D<sup>+</sup></b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained

<b>D</b>	63 - 66	Some important skills not attained
<b>D-</b>	60 – 62	Deficient in many of the prerequisites for later learning
<b>F</b>	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning