

Name of School:

Name of Course: **Forensic Speech-Inclusive 1 &
Forensic Speech-Inclusive 2**

Instructor Information

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

Course Description

Forensic Speech-Inclusive 1 and Forensic Speech-Inclusive 2 provide the motivated student with an overall communications program. This is an intensive course designed for students who possess a high level of interest and public speaking skills. The course provides the student with a variety of experiences that teach self-discipline, leadership skills, creative thinking skills, and effective writing and speaking skills. *Forensic Speech-Inclusive 1* includes research, debate, extemporaneous speaking, interpretive speaking, and original oratory. In *Forensic Speech-Inclusive 2*, additional debate, oratory, and interpretive events are taught along with additional independent projects or study trips that provide students with an opportunity to place the art of public speaking into real world contexts. Tournament or contest participation is strongly encouraged as a means of transferring the skills learned to an actual communication situation. Therefore, students interested in business, law, communications, or the science field would find this course the perfect companion to developing leadership skills and in preparation for furthering their education.

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

Forensic Speech-Inclusive 1 & Forensic Speech-Inclusive 2 is a two-term elective course open to sophomores, juniors, and seniors. Each term receives .5 credit in the Language Arts curriculum. The prerequisite for *Forensic Speech-Inclusive 1* is Speech or permission of the Forensic Speech instructor. The prerequisite for *Forensic Speech-Inclusive 2* is *Forensic Speech-Inclusive 1*.

Course Outline/Calendar

List of Units:

- Research
- Debate
- Extemporaneous Speaking
- Interpretive Speaking
- Original Oratory
- 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, speaking strategies, listening strategies, and critiquing strategies
4. District Literacy Initiative strategies will be used.
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 specific 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

A	93 and above	Firm command of knowledge domain
A⁻	90 - 92	High level of skill development Exceptional preparation for later learning
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
B	83 - 86	Has prerequisites for later learning

B-	80 - 82	
C+	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C-	70 - 72	
I		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.
D+	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D-	60 - 62	
F	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