

Public Speaking

Course Overview

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Outline

Unit 1: The What and Why of Public Speaking

Students view and analyze a speech of introduction; study active listening and effective feedback; and learn the fundamental presentation techniques: eye contact, volume, and pacing. They practice breathing and stretching exercises that help manage nervousness, then prepare and deliver a brief speech of introduction and give and respond to feedback.

Course Introduction

Public Speaking in Daily Life

The Elements of Public Speaking

Effective Listening

The Speaker–Listener Connection

Managing Nervousness

View, Reflect, and Plan

Unit 2: Powerful Stories: Using Narratives in Public Speaking

Students review the elements of narratives and explore their use in public speaking. They view and analyze a narrative speech, then adapt a narrative of their choice for retelling. They explore appropriate tone and diction, audience analysis, and ethical use of narratives. They learn and practice techniques for managing nervousness, then retell a narrative, giving and reflecting on feedback.

What Is a Narrative?

Public Speaking, Not Public Writing

Stories That Resonate

Know Your Audience

Narratives in Ads and Appeals

Managing Nerves

View, Reflect, and Plan

Unit 3: What Do You Think? Connecting to Listeners' Lives

Students learn how speakers use personal narratives to inform, persuade, and move audiences. After viewing and analyzing a speech, they adapt and present a personal narrative from their own experience, with a special focus on creating effective introductions. They examine the importance of identifying and managing bias, practice presentation techniques, and present personal narratives, giving and receiving feedback.

The Impact of Personal Narratives

Effective Introductions

Developing Your Personal Narrative

Public Speaking and Self-Presentation

Managing Nerves: Helpful Distractions

View, Reflect, and Plan

Unit 4: Three Ways to Deliver a Speech

Students compare three types of delivery: scripted, extemporaneous, and impromptu. They describe appropriate uses of each type, view and analyze a scripted poetic reading, choose a published work to read, and mark up the script for delivery. They review primary and secondary source research, practice effective nonverbal communication as speakers and listeners, and practice effective pacing. They present dramatic readings, giving and receiving feedback.

Stick to the Script, or Speak Off-the-Cuff?

How to Read, When You Read

Research Your Scripted Speech

Acting and Speaking

Slow Down!

View, Reflect, and Plan

Unit 5: Public Speaking for School and Work

Students explore voice-only communications; analyze effective and ineffective voice-only communications; and practice pacing, clarity, preparation, and demeanor. They learn to groom their online personas, practice note-taking skills, and learn why and how to limit verbal clutter. They research career and academic opportunities, prepare and record messages, and give and receive feedback on their voice-only communications.

Your Voice Represents You

Volume and Pacing in Voice-Only Communications

Preparing for Voice-Only Communication

What's the Matter with Verbal Clutter?

View, Reflect, and Plan

Unit 6: Speech Roadmaps: Introductions, Transitions, and Conclusions

Students focus on the structural elements of speeches and learn to use introductions, transitions, and conclusions to guide listeners through a speech. They view and analyze an information oral report, exploring how simple visual aids help listeners comprehend speeches. They learn techniques for engaging audiences, research and draft an oral report or review, and develop a simple visual aid. They manage nerves by practicing with the aid and then present their oral report or review.

Introductions: Beyond the Basics

Guiding Listeners with Transitions

Effective Conclusions

Reliable Sources and the Speaker's Credibility

Simple Visual Aids

View, Reflect, and Plan

Unit 7: You're the Expert: Informing Listeners

Students study four patterns of organization (spatial, causal, narrative, and process) often used in speeches. They view and analyze a brief speech that incorporates props, then apply what they know about audience analysis to research for a speech of demonstration or explanation. They draft the speech, practice techniques for using props to clarify and reinforce content, then present, give feedback on, and respond to peers' feedback.

Organization: Why Bother?

Spatial and Causal Patterns of Organization

Organization: Narratives and Process Speeches

What Your Audience Needs to Know

Using Props in a Speech

View, Reflect, and Plan

Unit 8: Making Your Point: Ways to Organize

Students study four patterns of organization (comparison-contrast, advantage-disadvantage, topical, and problem-solution) often used in speeches. They view and analyze a problem-solution speech that incorporates a slide presentation, explore basic design elements, and learn how to effectively integrate slide presentations into speeches. They learn techniques for interacting with live audiences, research and draft a problem-solution speech with slides, present a speech to a live audience, and reflect on audience feedback.

Topical and Problem-Solution Patterns of Organization

Organizational Patterns That Compare

Effective Slide Presentations

Live and In Person

Read, Reflect, and Plan

Unit 9: Speaking to Persuade

Students explore persuasive speaking, identifying basic fallacies in reasoning that may jeopardize a speaker's credibility. They practice presentation techniques that build speaker credibility and learn to handle audience questions. They view and analyze a speech, then begin to research and plan a persuasive speech incorporating a slide presentation, to be presented at the end of Unit 10.

Speaking to Persuade

Persuading Ethically

Listening Critically

Researching a Persuasive Topic

Your Credibility as a Persuasive Speaker

Managing Nerves in High-Stakes Speeches

Unit 10: Methods of Persuasion

Students identify ethical and unethical uses of appeals to emotion and reason. They discuss a model speech and describe their own reactions to persuasive speech. They learn techniques for handling aggressive audience members, and continue drafting and creating the slide presentation for their speech. They develop long-term strategies for practicing public speaking and managing nervousness. They present their speeches and give and receive feedback. Finally, they reflect on what they have learned in the course.

Appeals to the Heart

Appeals to the Mind

Coordinating the Speech's Content and Goals

Handling Audience Interruptions

Managing Nerves in the Long Run

View, Reflect, and Look Ahead

MHS Learning Expectations:

- 1) Write effectively using standard English
- 2) Demonstrate the ability to read effectively
- 3) Demonstrate the ability to communicate effectively
- 4) Demonstrate the ability to use technology responsibly and effectively
- 6) Demonstrate an understanding of art and culture

MHS Course Goals:

Melrose High School students will:

- I. Write speeches that reflect knowledge of formal written English, including appropriate ideas, organization, voice, word choice, and sentence fluency.
- II. Read age and grade-level appropriate speeches for comprehension and analysis.
- III. Complete several original works for presentation, including short and longer speeches.
- IV. Prepare an oral presentation.
- V. Develop authentic voices as writers for use in a variety of academic, personal and professional settings.

Learning Standards from the Massachusetts Curriculum Frameworks:

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. .
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.