

Speech (Eng.153)

Mrs. Duccini 552-5172 (7:00- 7:30 or leave a message) bduccini@dbqschools.org

Students will be given the opportunity to learn about and practice techniques used in interpersonal, group and public speaking settings. Students will actively participate in units such as listening, group communication, interpersonal communication, research, writing, outlining, organizing and presenting speeches. Students will learn how to apply technology to communication situations.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily of the 9-10th grade-band

Iowa Core Standards:

Standard 4: Speaking and Listening

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Assessments:

- * Speech Performances
- * Use of Rubrics
 - Self evaluation
 - Journaling reflection
 - Conferencing and anecdotal records

Formative and Summative assessments mainly performance based, but some quizzes/tests will be used.

Content: (See course outline at the end of this document)

Instructional Strategies I will utilize to help my students become independent, critical thinkers.

1. Student-Centered
2. On-line Learning Management through Google Docs
3. Discussion centered within the classroom and on-line
4. Modeling

Resources:

Perfection Learning Text: *38 Basic Speech Experiences*

Expectations- As Mustangs, we demonstrate PRIDE in our classroom.

<u>P</u>repared	<u>R</u>esponsible	<u>I</u>nclusive	<u>D</u>ignified	<u>E</u>mpowered
*Arrive on Time (Two feet in when bell rings) *Have necessary materials *Have agenda *Organize & prioritize	*Be honest *Comply with teacher requests without arguing *Leave no trace *Appropriate use of technology/electronic devices	*Be respectful *Help others when needed *Stand UP for others *Collaborate with classmates	*Respect personal property *Allow others the best opportunity to learn *Resolve conflict with maturity	*Participate in class *Be an active and respectful listener *Collaborate with classmates *Respect opinions of others *Ask questions when you need help

Discipline: I will first address inappropriate behavior with the student. If the student does not improve his or her behavior, a parent contact and/or A.P. referral will be made.

Grading:

- I expect students to hand in assignments on time. Late work from students who were not absent from class will only be accepted after a student- teacher conference. Late assignments with a point value of 25 or less will have a 50% grade reduction, while major assignments will have a reduction value designated on the assignment sheet (i.e., speech =10% reduction for each day it is late).
- Don't be alarmed, a "0" will go in PowerSchool when a student is absent and misses an assignment. PowerSchool will be update as soon as the student submits the work.
- For students who are absent, the make-up ration is 1:2. (i.e. 1days sick = 2 days to make up work). After 3 or more consecutive days of being absent, the student needs to communicate with the teacher on the first upon return to discuss a make-up plan. Late work for a particular unit will not be accepted beyond the date of the completion of the unit.
- If you are absent the day before a long-range assignment is due (e.g. research paper or major project), I still expect you to turn in the assignment the day you return.
- Assignments can easily be submitted through Canvas anytime, anywhere.
- Communicate with the teachers about your concerns. We will be reasonable when it comes to legitimate emergencies or illness circumstances.

Plagiarism Guidelines:

(This is what can be found on pp. 32-33 of the student planner.)

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding **plagiarism**, which is a form of cheating.

All Hempstead teachers are committed to educating our students about **plagiarism**, helping them understand what **plagiarism** is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by www.dictionary.com as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding **plagiarism**."

Cheating, including **plagiarism**, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental **plagiarism** will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant **plagiarism** and repeated acts of incidental **plagiarism** are listed below.

Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

***Freshmen:** 1st occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

GRADING: My standard grading scale for all my classes is as follows:

	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F = 0-59

I do not weight grades; grades are based on total points with approximate percentages for grading categories: homework 30-40%, writing 15-20 % (obviously higher for a writing course), 15-20 quizzes and tests, and 15-20% for the semester final.

As grades are available online, it will be the student's responsibility to check his or her grades. Perceived discrepancies should be directed to the teacher through e-mail or during teacher office hours.

OTHER INFORMATION YOU SHOULD KNOW...

Cell Phone usage: your cell phone should be shut off and put in your bag during class time. 1st Offense of using cell phone during class time- warning 2nd Offense – taken away for class period 3rd Offense- referral to office and parent phone call I will encourage self-monitoring. Be Responsible.

Food/Drinks in the Room

Water is the only beverage that will be allowed in the classroom.

No eating of food is allowed in the classroom. Gum is allowed, but should never be chewed when one is presenting.

Communication: Students if you know ahead of time that you are going to miss class, let's work out a plan! If you have any questions or concerns about your grade, my expectations, etc., don't hesitate to discuss them with me. I am known as very approachable person. I'd be happy to offer you extra help. Catch me when I have a "free minute", and we will set up a time to meet.

SPEECH COURSE OUTLINE

MRS. DUCCINI

After taking this course you will have a more relaxed and confident attitude towards speaking. You will be more effective in the following areas of communication:

- conversation
- listening
- self-understanding and self-confidence
- group discussion
- organizing ideas
- presenting ideas
- persuasion
- demonstration
- evaluating self and others
- impromptu speaking (speaking on short notice)

SPEECH UNITS

1: "Introduction to the Course"

(Meet the Group Activities, Expectations, Data cards/sheets) **"Basics of Effective Communication"**

"Intro.:Basics of Speech Building"

- **Introductory Speech - "Backpack speech"**
(vocabulary with unit focus)

2: "How Communication Works"

(What is Communication, Communication our Lives, Freedom of Speech)

**"Verbal and Nonverbal Communication" - nonverbal
skits "Listening and Evaluating"**

- **Pet Peeve Speech**
(vocabulary with unit focus)

3: "Intrapersonal Communication"

(Perception, Self-understanding, confidence)

***Personal Experience Speech**
(vocabulary with unit focus)

4“Interpersonal Communication”

(Speaking Informally/Formally)

(Impromptu vs. Extemporaneous Speaking- Trying “Impromptu” speeches) (Giving and Accepting Criticism)

“Interviewing Skills”

“Group Behaviors/Discussion”

□ **Business Start-up or Group Proposal**

(vocabulary with unit focus)

5. “Public Speaking: Formal Presentation”

Topics revisited:

Choosing Your Topic, Knowing Your Purpose, Thesis Statement
Gathering Information, Planning, Organizing, & Outlining, Using
Effective Language, Presenting Your Speech

After Dinner Speech “What Really Matters in Life” or “Passion”

□ **speech (vocabulary with unit focus)**

6. “Speaking for a Purpose”

“Speaking to Inform”

(Review Presentation Skills and Research Skills)

• **Expository and Demonstrative Speeches**

“Speaking to Persuade”

• **Persuasive Speech (Final Presentation–PowerPoint)**

(vocabulary with unit focus)

* **Final Objective Test**

7. Optional Unit to be chosen from...

“Mass Media”: News Casting, Film or Television Program

Review, “Oral Interpretation”, or “Debate”

(vocabulary with unit focus)

