

PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT

ENG715 Public Speaking- HIGH SCHOOL

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I. OVERVIEW

Public Speaking is designed to be a semester course offered for students at the High School level. The students will build upon their existing knowledge of what makes a good speaker, and work toward strengthening those techniques within their own attempts at public speaking. The course starts with a focus on the basic components of public speaking--namely non-verbal body language and various elements of vocal strength--before focusing on a variety of speech styles that the student may encounter in both their everyday lives and in the academic sphere.

The Public Speaking course emphasizes the importance of varying both the importance of becoming a proficient public speaker and in assessing the strengths, weaknesses and biases in other public speakers. As such, though much of this course is spent developing the speaking skills of the student in a variety of contexts (interviewing, impromptu speaking, auditioning, persuasive speaking, informative speaking, debating, and storytelling), a portion of each unit is spent assessing other speakers. This is done in utilizing both filmed examples and by taking opportunities both within and outside of the school to hear live speakers. In doing so, students are able to better assess the legitimacy of the information they are being presented with and the credibility of the speaker themselves, based on the skills/methods they either do or do not utilize. Students will also spend a good deal of time discussing the proper methods of speech research and formatting, so that they are better equipped to deliver a well-organized, well-balanced, and unbiased speech.

The assessments utilized in this course are mostly performance-based, though there are some written requirements as well. These written assessments include speech outlines, written reflections/assessments, and online discussion boards. Grading is based partially on a set standard, however there is significant consideration given to personal growth during the grading process. This is done in order to encourage academic risk-taking and a growth-based mindset in the students.

II. RATIONALE

Public Speaking will be offered as an elective to all levels of students who have varying abilities and interests in relation to this field of study. Each student will have the opportunity to explore a variety of areas in the field (see examples listed under "Overview"). It provides strong interdisciplinary connections, specifically through interdisciplinary activities in collaboration with other classes such as Social Studies, English, IPLE and other electives. Students will also be afforded the opportunity to make real-world connections during a variety of "guest teacher" opportunities that brings in members of the community with jobs requiring one or more of the relevant public speaking styles. In this way, students will be able to understand the applicability of the learned material to situations outside of the classroom.

The Public Speaking curriculum is aligned with the current New Jersey Student Learning Standards.

III. STUDENT OUTCOMES

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. Demonstrate both the ability to use non-verbal communication to communicate a mood or message and the ability to read non-verbal communication of others.
2. Demonstrate the ability to deliver and format different kinds of speeches.
3. Demonstrate the ability to use appropriate and effective communication skills in a variety of situations that require oral communication.
4. Use technology as a tool to enhance specific speeches.
5. Demonstrate the ability to use voice as a means to communicate mood.
6. Demonstrate specific actions/behaviors which reflect effective listening.
7. Understand the importance of considering the audience's needs, values, and biases when delivering a speech.
8. Evaluate speakers for their adherence to, and demonstration of, proper speech delivery techniques.
9. Gain an awareness of the role of public speaking skills within a variety of real-world, occupation-based contexts.

Link to NEW JERSEY STUDENT LEARNING STANDARDS

- [3 - English Language Arts](#)
- [8 - Technology](#)

Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [Curriculum Modifications and Adaptations](#) included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

IV. ESSENTIAL QUESTIONS AND CONTENT

Overarching Essential Questions:

- a) How can a speaker ensure that their message is properly received by a listening audience?
- b) How can a speaker improve in both vocal and physical delivery?

- c) What are the different styles of speech and which is most effective in a given setting?
- d) What role does the audience play in the construction and delivery of a speech?
- e) How can we--as listeners--grow as effective critics of public speakers and the messages that said public speakers deliver?
- f) In which authentic, every settings are public speaking skills utilized and how do they--when used effectively--lead to the success of the real world individual?
- g) How can the individuals within a group work together so that their final verbal and physical presentation is consistent across speakers?

Content:

Non-Verbal Communication

- What role does body language have in imparting a message to the given audience?
- How can an individual manipulate his or her body language so as to persuade an audience?
- How can we “read” a speaker’s body language and what do we do with that information once we compare it to their verbal message?
- What role does gender and culture have in shaping body language?
- How does the media utilize body language and can we improve upon existing use of said body language?

Improvisation

- What are the benefits to the improvisation style of speech? What are the drawbacks?
- How can we use the immediate needs, emotions and mood of a situation in order to drive our improvisation-styled speech?
- In what modern venues do we find improvisational speech?
- How can we become comfortable “speaking off of the top of our head” ?
- How should approach--in terms of formatting and content--an improvisational speech?

Oral Interpretation

- What role does the tone of a speech have in the way an audience “receives” the content of the speech?
- How does shifting the tone of a piece alter the delivery?
- How should a speaker “map” a piece for oral interpretation ?

Listening/Interviewing

- What are the most effective listening techniques and how should they be implemented?
- What is meant by the term “critical listening” and how can it be utilized during discussions of “hot- button” topics?
- How does one conduct an effective interview?
- How can material gathered during an interview be revisited during a verbal presentation?

Speech Formatting/ Research

- What is the proper way to format a speech for an extemporaneous style speech?

- What are the four types of speeches, how do you format each type, and what are the strengths and weaknesses of each method of outlining?
- How can we tell if a source is credible or not?
- How should one implement pathos, ethos and logos into a speech in order to give it universal appeal?
- How can we, as listeners, determine if a speech is flawed in terms of research or organization?

Informative Speech

- What is the main difference between an informative speech and a persuasive speech?
- How can a speaker eradicate personal bias during their informative speech?
- How can a speaker effectively utilize visual aids in order to strengthen their informative speech?
- How should a speaker go about “narrowing down” a piece of informational writing in a way that makes it more understandable to a listening audience?

Persuasive Speech

- What role does evidence, reasoning and logic play in persuasive speech?
- What are the four main types of reasoning utilized during persuasive speech?
- What are the major types of fallacies that can be found in both speeches and advertising?
- How can we utilize fallacies during advertising in a way that is subtle enough to be persuasive?
- Can an argument be both biased and persuasive?

Debate

- What are the main roles in a group debate and what are the responsibilities for each?
- How should a debate team go about effectively and accurately assigning its members one of these roles?
- How can a group work together effectively during the research phase of a debate?
- How can we grow as effective critical listeners during debates (political and otherwise)?

Storytelling/Anecdotal-Based Speech

- How can a speaker effectively and appropriately draw upon their personal experiences in order to establish ethos with an audience?
- How can a speaker use personal anecdotes in order to establish the mood/theme/message of a speech?

V. STRATEGIES

- Student projects (both individual and group)
- Group discussion (both online and in person)
- Speeches (both individual and group)
- Reflective Writing pieces
- Quizzes

- Growth-based strategies

VI. EVALUATION

Major Assessments: 50% - Final speeches, Larger group based projects with significant technology implementation, Larger (a traditional essay in terms of length) written critiques.

Minor Assessments: 35% - Outlines/drafts of speeches and projects, quizzes, Online discussion boards, Discussion circles, Smaller group based projects with limited or no technology implementation, Smaller written critiques (no longer than a standard paragraph).

In Class Assignments/Homework: - 15% - This is primarily day-to-day participation in small scale practice sessions, but can also include responses posted to their peers in online discussion forums or bringing in materials required for the “drill” of the day.

VII. SUGGESTED RESOURCES

TEXTBOOK

McCutcheon, Randall James Schaffer and Joseph Wycoff. Speech. New York: Glencoe/McGraw-Hill Companies, Inc., 2005.

VIDEOS

Sicko. Dir. Michael Moore. Perf. Michael Moore, Tucker Albrizzi, Tony Benn. 2007. The Weinstein Company, 2007. DVD.

DATABASES (available on school media center website)

Issues and Controversies

New York Times

SIRS Knowledge Source

WEBSITES

Ad Council (www.adcouncil.org/Our-Work)

American Rhetoric (www.americanrhetoric.com)

Google Classroom (<https://classroom.google.com>)

The Monologue Database (<http://www.monologuedb.com>) PollEverywhere (www.polleverywhere.com)

Prezi (www.Prezi.com)

ReadWriteThink (www.readwritethink.org)

TED Talks (www.ted.com)

Toastmasters (www.toastmasters.com)

TurnItIn (www.turnitin.com)

The Wall Street Journal (www.wsj.com)

YouTube (www.youtube.com)

OTHER MATERIALS

Table Talk : A Game of Conversations

VIII. SCOPE AND SEQUENCE

1. Non-Verbal Communication: (About 5 days)

Standards Covered: RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.7, W.11-12.2 A-F, W.11-12.6, W.11-12.7, W.11-12.10, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1

Sample of Suggested Activities:

- a. Students review information at following website regarding non-verbal body cues. Large group discussion to follow:
http://www.ohiotesolmoodle.org/2010/handouts/f/f60_What%20every%20Body%20is%20saying.pdf
- b. Students utilize information at aforementioned website to “read” the body language of various politicians during presidential debates. This activity should be done with the sound muted.
- c. Small group Powerpoint presentation of existing print media campaigns as they relate to effective body language. Groups will discuss the role of the body language in terms of how well it “sells” the qualities associated with the product. They will also revamp an existing campaign so that the body language is more in keeping with the intended message than the original body language used.
- d. As a class, students will read aloud from pages 90-93 of the textbook. They will take notes on the role of culture and gender in terms of socially “acceptable” body language. They will determine where they fit in terms of their own cultural and gender-based body language. A social experiment should follow, in which they switch up that body language to either be that of the opposite gender body language that they typically use or of a culture with distinct differences in body languages. They will write up their findings on GoogleClassroom and respond to the postings of peers.

2. Improvisation: (About 7 days)

Standards Covered: W.11-12.1 A-E, W.11-12.6, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.4, SL.11-12.5, _____ SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.3

Sample of Suggested Activities:

- a. Opening up with the “Getting to yes” activity. Students must get another person in the class to agree to a situation that is posed to them. Example: Switching from their intended collegiate course of study to another one. They must use their improvisational skills to think off of the top of their head regarding the reasoning behind their posed argument. This is a way of

helping students understand the role of addressing the other party's concerns, needs and desires and anticipating/addressing them during speech.

- b. Students watch clips from "Whose Line is it Anyway?" (screen for school appropriate clips on Youtube) and identify techniques that help the actors improvise a scene as a group. Students will then engage in similar impromptu exercises while implementing the identified techniques. They will reflect on their strengths and weaknesses on GoogleClassroom and identify strategies for strengthening said weaknesses during following impromptu exercises.
- c. Students will be introduced to the brainstorming process of an impromptu speech. For the sake of this class, this suggests that there is a 3 minute brainstorming session given before the speech takes place. Students will practice the brainstorming approach (thesis, main points with interested parties addressed, counterpoint, opening, clincher) with several sample topics and reflect on the process as a class in small group discussions.
- d. Students will give their final impromptu speech which demonstrates their knowledge of proper approach to outlining and building off of main talking points. Audience members should take notes on perceived strengths and weaknesses, as well as suggestions for improvement, which will then be verbally presented at the end of the speech. Student speaker will write a self-reflection and post it on GoogleClassroom.

3. Oral Interpretation: (About 7 days)

Standards Covered: RL.11-12.4, RL.11-12.5, RL.11-12.6., RI.11-12.4, W.11-12.1.A, W.11-12.6, W.11-12.3 A-E, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.3

Sample of Suggested Activities:

- a. As a warm up, students will write a quick paragraph meant to serve as the intro of a speech with a specific emotional tone in mind and certain words that should be stressed. They will then hand these introductions off to another student who will give the vocal delivery. Discussion to follow: Was this the vocal tone you had in mind? Did they stress the words you intended? Did anything change in terms of how the audience received the information and intent?

As a class, they will reflect on the importance of tone and word stress as gleaned from this activity. Answers will be posted on polleverywhere.com.

- b. Students will watch several clips of Def Poetry Jam "slam poets" (or other school-appropriate, slam poetry based clips). Discussion will follow so that students can reflect on how each poet gave a powerful vocal performance. What "tools" did each use? How did they make us feel a certain way? Overall, what seems to be the "equation" for a successful slam?
- c. Students will warm up for their own slam by learning how to "map" a piece for slamming. They will be given a sample piece to practice with. Students will submit their pieces to Classroom so they can compare their own maps to the maps of their classmates.

- d. Students will present their own choice of poetry slam for the class. They will utilize the vocal and physical methods of delivery that they've learned so far in order to properly engage in the assignment. Peer discussion of their performance will follow.
- e. Apology speech assignment: Students will consider an apology that they feel they owe someone. They will craft their speech with the concept of vocal sincerity at the forefront. Students will utilize the mapping skills they practiced with the poetry slams in order to prep the piece appropriately before giving a delivery to a classmate who will serve as the stand in for the person they are apologizing to. Self-reflection piece should follow and be posted to GoogleClassroom.

4. Listening and Interviewing: (About 13 days)

Standards Covered: RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.7, W.11-12.4, W.11-12.7, SL.11-12.1_A-D, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3

Sample of Suggested Activities:

- a. Students will note their stance on several "hot button" issues and find a peer with whom they disagree. They'll then engage in a discussion regarding the topic. At the end, students will be asked to write down what points their peer brought up to support their stance. They'll then share their notes with said peer. Did they miss points? Misstate them? How well, overall, did they listen to their peer? Large group discussion to follow regarding the outcomes of this experiment and reflection as to why they missed certain points.
- b. Students will read the sections of the textbook related to critical listening skills and filters. Discussion circle to follow regarding the concept of filters and approaches to overcoming those filters using the critical listening skills noted in the text.
- c. Introduction to the concept of interviewing. Students will watch several clips from well-known interviewers (Jimmy Fallon, Oprah Winfrey, David Letterman). Comparison of all three interviewers after viewing. Why/how was their interview approach successful? What seems to be the overarching formula for running a solid interview?
- d. Students will choose a staff member to interview. Once they get a confirmation from that interviewer, they will start the process of crafting questions. Teacher will review the concept of "base" and "branch off" questions, focusing on how to build from the basics to the more personal questions. Students will run mock interviews with their peers in order to role play the potential roadblocks during real interviews.
- e. After running the staff interviews, students will put together a GoogleSlides presentation that reviews the interview in terms of both content and reflection on the interview process. Peers will engage in a real-time critique of the presentation via polleverywhere.com or GoogleClassroom.

5. Speech Formatting and Research: (About 7 days)

Standards Covered: RI.11-12.1, RI.11-12.3, RI.11-12.5., RI.11-12.6., RI.11-12.7, W.11-12.1. A-E, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.D.1

Sample of Suggested Activities:

- a. Students will be introduced to the concept of logos, pathos and ethos. Examples given as related to several different speech topics.
- b. Students will work in small groups to craft arguments for given positions using their own choice of online research to support each argument. All three aforementioned terms (logos, pathos, and ethos) must be covered in the arguments.
- c. After completing the previous task, they will cover the concept of source reliability. Students will search the web for “reliable news sources chart” and view several. Which sources seems to be universally regarded as reliable? Which are not? Where did your sources fall? Is there a flaw in quoting a source that doesn’t come from an easily recognizable source? The following questions will be answered by each group and then presented during a large group discussion.
- d. Students will review the four types of speeches and cover the strengths and weaknesses of each. They will then refer to the sample outline in the textbook in order to understand proper formatting of an extemporaneous speech (the style of speech outlining used for this course). In their previous small groups, they will work to craft a proper speech outline for their previously given topic. Any source material that was deemed “biased” based on the source reliability exercise, will be replaced.

6. Informative Speeches: (About 11 days)

Standards Covered: RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, W.11-12.2 A-F, W.11-12.8, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3

Sample of Suggested Activities:

- a. Students will use one of the school’s news databases to find two articles on a single topic: one that is informative and one that is persuasive. They will annotate each article, paying special attention to noting the difference between each. How does the informative article refrain from being persuasive? What does it do/not do, that the persuasive article does do? They will submit their annotations and short write-ups on GoogleClassroom before engaging in a large group discussion about the purpose of informative writing/speeches.
- b. Students will use their new understanding of what it means to give an informative speech to give an informative current events mini-speech. After finding a current events article of interest, they will lead a mini-discussion circle on the topic. Their goal is to present the information to the group in a way that is unbiased, then lead a discussion on the topic where their peers share their personal opinions on the subject. Student leading the discussion will moderate the discussion without sharing their own opinion. They will write a short reflection on the drill and post it to GoogleClassroom.
- c. Students will watch several “how to” clips from youtube or other online sources that rely on props as part of instruction. Which instructors effectively use their props and which don’t? How is their instruction helped or hindered by their presentation skills? Based on the clips, what seems to be the proper “formula” for a “how-to” speech? Students will share their answers during a large group discussion.
- d. Students will prepare their own “how-to” speech which must utilize props for instruction. They will pair off with partners for three rounds of instruction. After each round, students will reflect on what worked and what didn’t work in terms of instructional approach. They will use the feedback to craft a final version of the speech for full-class presentation.

7. Persuasive Speeches: (About 15 days)

Standards Covered: RI.11-12.4, RI.11-12.7, W.11-12.1 A-E, W.11-12.6, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1

Sample of Suggested Activities:

- a. Terminology relevant to this unit covered. Students will review the types of reasoning, persuasive techniques, and the types of fallacies (both traditional and advertisement based). Quiz to follow.
- b. Use of persuasive techniques in advertising. How do advertisers use them in order to make their product more desirable? Several advertising campaigns will be shown and students will use their notes to identify the types of persuasive techniques used in each. How does each technique make the product more marketable? Students will apply this technique to their group advertising campaign presentation. Material to cover with students:
 - Go to youtube.com and find a commercial that utilizes a specific type of appeal (logos, ethos or pathos) and has at least two specific persuasive techniques used. You want to pick a commercial that has room for improvement, so don't pick one that you think is completely effective.
 - Note the type of appeal used and the types of persuasive techniques. Now brainstorm the answers to the following questions: How could this commercial be transformed into having all three appeals? What additional persuasive techniques (at least two) could be implemented into the commercial? What lines/images would be used in order to show these additional appeals and techniques?
 - Create a Powerpoint presentation that puts this entire presentation together. Your presentation should have a title slide, a slide with a link to the original ad, and then additional slides that cover both the current strengths and the areas of improvement. This will serve as the base of your group's presentation.
- c. Students will view Michael Moore's *Sicko* in order to practice identification of all of the terminology and concepts covered in this unit. Before watching, they will engage in a large-group discussion about the difference--in their opinion--between persuasion and bias. Can something be biased and still be persuasive? They will also reflect on this question in the written critique they will produce after viewing this documentary. Questions below:
 1. What is his overall thesis?
 2. What types of persuasive techniques does he use to use to support his thesis. Go back to your notes on persuasive techniques. Pick at least three that he utilizes and then give very specific examples from the movie that go along with that technique. Pull from the recent list of techniques that we covered for advertising, NOT the notes on ethos, logos and pathos.

3. What seems to be his intended audience? How do you know?
4. Is this piece persuasive or biased? Can it be both and still be effective? Explain.
5. Did you find yourself persuaded to take on his viewpoint? Why or why not?

8. Debate: (About 15 days)

Standards Covered: RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.5., RI.11-12.6., RI.11-12.7, W.11-12.1 A-E, W.11-12.4, W.11-12.6., W.11-12.7, W.11-12.8, SL.11-12.1 A-D, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.D.1, 8.1.12.E.1

Sample of Suggested Activities:

- a. Introduction to debate terminology and the role of each speaker during a team debate. Strengths and weaknesses of each type of speaker covered. Where would they place themselves in terms of the role they would most successfully fulfill? Why?
- b. Students will do a sample run of the debate process. Debate teams will be randomly chosen and topics with stances assigned. Students will have three days to collectively research (stress will be put on finding credible sources and maintaining universal appeal), formally outline the speech, assign roles, and practice. After the sample debate, students will discuss the process as a class. What are the hurdles they will need to overcome (both as a group and individually) in the final debates?
- c. Final debates. New topics assigned based on student interest. Process above repeated, but with extra time given for research and practice. After the debates, the listening audience will vote on the “winner”. This will be dependent on a grading rubric.
- d. (If during spring semester): Students will go to the IPLE debates and utilize the rubric to grade their IPLE peers. They will utilize the information on the rubric and their notes to write a formal write-up that they will submit to the IPLE students for consideration.

9. Storytelling/ Anecdotal-Based Speeches: (About 5 days)

Standards Covered: W.11-12.3. A-E, W.11-12.6, SL.11-12.1 A-D, SL.11-12.6, L.11-12.1, L.11-12.6, 8.1.12.A.3

Sample of Suggested Activities:

- a. Students will do a quick free-write on polleverywhere.com regarding their experiences with storytelling. Questions to cover: 1) Who is the best storyteller that you know? 2) What makes them especially effective? 3) Which tales were especially powerful for you? Why? Students will review their answers as a class.
- b. Students will watch several, teacher-selected video clips of public speakers using their own personal stories in order to set up the speech’s intended theme or message. TedTalk videos will be referenced for this particular activity. They will annotate the text-only version of the speech in order to trace how the speaker uses the storytelling aspect in the context of the speech’s larger purpose. Annotations will be shared within a small group and groups will report findings out to the larger class.

c. Students will give their own anecdotal-based speech: the legacy speech. They will cover the following topics in the speech while using the anecdotal/storytelling skills they've noted in the opening activities in order to tie the speech together and establish ethos with their listening audience.

- What do you remember most about your childhood?
- Who have been the biggest inspirations in your life?
- What would you say are the moments (at least two) in your life so far that most shaped who you are today?
- What would people be surprised to find out about you?
- What moments would you go back and re-live if you could (can be things you'd do differently or things that you simply want to re-experience).
- When people talk about you after you've passed away (assume this will be in your 80s or 90s), what do you want them to say?
- What do you want your classmates to remember about you?