

Elizabethtown Area School District

Advanced Speech

Course Number: 187

Length of Course: one semester

Grade Level: 10-12

Total Clock Hours: 120

Length of Period: 80 minutes

Date Written: 08/05

Periods per Week/Cycle: five

Written By: Michele Henry

Credits (if app.): one

Course Description:

This course explores details of basic speech terminology covered in Speech I and then introduces a more profound study of articulation, rhetoric, language choice, famous orators, and an examination of ethics of speech-making and free press. In addition to the theoretical content, students will have numerous opportunities to present a variety of speeches such as extemporaneous, debate, after dinner speaking, oral interpretations, and group discussions and presentations.

Course Prerequisite: Speech

Offered Odd Years Only

Elizabethtown Area School District

I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

A. Read independently and critically, interpreting and comprehending the text as well as other printed sources used in class.

B. Write in a variety of modes, such as persuasive, informational, narrative and creative, in order to experience an array of rigorous, challenging public speaking assignments.

C. Improve the quality of writing in order to present high-quality speeches. Students should gain mastery of the formulation of a purpose of focus for their speeches and refrain from deviating from this purpose.

D. Continue to develop speaking skills, specifically all elements of vocal quality such as inflection, enunciation, projection, etc.

E. Emphasize more effective listening skills in both a public speaking situation as well as in interpersonal relationships.

F. Become more skilled in the use of a variety of speech techniques, including rhetorical devices as well as better vocabulary and phrasing.

G. Incorporate the use of research in most, if not all, speeches.

H. Analyze and discuss speeches of classmates in regard to verbal and nonverbal elements in order to model the effectiveness.

I. Control the level of stage fright symptoms in order to make this increased energy a springboard for an excellent performance.

J. Participate in small and large group discussions, identifying and assessing the roles assumed by participants of the discussions.

K. Use the media for learning.

L. Use evaluative rubrics to evaluate others' speeches.

M. Appraise and imitate famous orators of the past in order to gain more of an appreciation for the spoken word.

N. Assess the significance of the First Amendment in regard to free speech and the rights and responsibilities for public speakers.

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**II. Content
Major Areas of Study**

List all units of study below:

Unit	Estimated Time	Materials
1. Review of Basic Speech Terminology from First Level Course (Speech)	1 week	Text (<i>Communication Works</i>), supplemental materials
2. Elements and Models of Communication	1-2 weeks	Text, supplemental materials
3. Listening and Critical Thinking	1-2 weeks	Text, supplemental materials
4. The Mechanics of Speech	1-2 weeks	Supplemental texts, supplemental materials
5. Choosing Effective Language	1-2 weeks	Supplemental texts, supplemental materials
6. Famous Orators	1 week	Text, supplemental texts, supplemental materials
7. Ethics and Free Speech	Throughout semester, as a component of each unit	Text, supplemental texts, supplemental materials
8. Book Review	1 week	Text, supplemental texts, supplemental materials
9. Speech to Entertain	1 week	Text, supplemental texts, supplemental materials

10. Mock Eulogy	1 week	Text, supplemental texts, supplemental materials
11. Speech to Motivate or Inspire	1 week	Text, supplemental texts, supplemental materials
12. Oral Interpretation (poetry or drama)	1 week	Text, supplemental texts, supplemental materials
13. After Dinner Speech	1 week	Text, supplemental texts, supplemental materials
14. Heckling Speech	1 week	Supplemental materials
15. Roast	1 week	Supplemental materials
16. Extemporaneous Speech	1 week	Text, supplemental texts, supplemental materials
17. Debate	1-2 weeks	Text, supplemental texts, supplemental materials
18. The Role of Perception in Interpersonal Relationships	1-2 weeks	Text, supplemental texts, supplemental materials

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Review of Basic Speech Terminology

Essential Question for the Unit: How can more extensive speech and communication skills and knowledge be built upon by reviewing basic speech vocabulary from the introductory course?

Unit Objectives/EQs	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is a purpose statement and why is it essential for each speech?	E	C.	1.5A 1.5B 1.8A
B. What elements of vocal quality must a speaker concentrate on in order to speak the most effectively?	E	D.	1.1D 1.2A 1.6C
C. How can a speaker limit the symptoms of stage fright in order to use this adrenaline rush to his advantage?	E	I.	1.2A 1.6C
D. What are the most effective methods for introducing and concluding speeches?	E.	B.	1.5C
E. Why is outlining a speech the most effective way to organize ideas for a presentation?	E.	C.	1.4B 1.5A 1.5B 1.5C
F. What does an effective outline look like?	E.	C.	1.4B 1.5A 1.5B 1.5C
G. What is the importance of audience analysis?	E.	C.	1.6C 1.6D
H. What is the role of research in preparing a speech?	E.	G.	1.8A 1.8B 1.8C
I. How do audio visual aids enhance a presentation and when are they appropriate?	E.	E.	1.6A 1.6F
J. Why is repeated practice one of the single most significant ways to avoid pitfalls in a speech, even for an experienced speaker?	E.	F.	1.6C

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Elements and Models of Communication

Essential Question for the Unit: Why is communication essential?

Unit Objectives/EQs	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What do models of interpersonal communication look like?	E.	A.	1.1A 1.1F 1.2A
B. What needs does communication fulfill?	E.	A.	1.1A 1.1F 1.2A
C. How can one utilize both verbal as well as nonverbal means in interpersonal communication?	E.	J.	1.1A 1.1F 1.2A 1.6A 1.6D
D. What are the elements of communication?	E.	A.	1.1A 1.1F 1.2A 1.6A 1.6D
E. What are the crucial characteristics of communication?	E.	A.	1.1A 1.1F 1.2A 1.6A 1.6D
F. What is the role of communication in today's world, especially in the media and considering the advances in technology?	E.	A.	1.1A 1.1F 1.6F
G. How can one become a better communicator?	E.	H.	1.6A 1.6C 1.6D 1.6E 1.6F

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Name of Course: Advanced Speech Name of Unit: Listening and Critical Thinking

Essential Question for the Unit: How can being a good listener make one a more educated individual?

Unit Objectives/EQs			
A. What is the difference between hearing and listening?	E.	E.	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F
B. What are the different kinds of listening?	E.	E.	1.6A
C. What types of questions should one ask oneself in order to continue to improve listening skills?	E.	E.	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F
D. What role does feedback play in effective listening?	E.	E.	1.6A, 1.6B, 1.6D, 1.6D
E. What are the various forms of feedback?	E.	E.	1.6A 1.6B 1.6C 1.6D 1.6E
F. How does critical thinking aid one in assessing the credibility of the message?	E.	E.	1.6A 1.6B 1.6C 1.6D 1.6E 1.6F
G. What is the connection between listening and thinking?	E.	E.	1.6A 1.6B 1.6C 1.6D 1.6E 1.6F
H. What is technology's influence on listening and thinking?	E.	G.	1.6F 1.8A 1.8B
I. How does culture influence the way one listens?	E.	E.	1.6A 1.6B 1.6C 1.6D 1.6E 1.6F

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: The Mechanics of Speech
 Essential Question for the Unit: How can a speaker’s voice be improved by a thorough study of the vocal mechanism?

Unit Objectives/EQs			
A. What are the physiological generators of sound in the human body?	E.	D.	1.2A 1.6C
B. What are the resonators and how do they contribute to the production of sound?	E.	D.	1.2A 1.6C
C. What are the articulators and how do they contribute to the production of sound?	E.	D.	1.2A 1.6C
D. How can a concentration on speech elements assist one in improving vocalization?	E.	D.	1.2A 1.6C
E. What exercises and drills can make one more aware of vocal limitations and problems in order to improve and correct them?	E.	D.	1.2A 1.6C
F. How do the specific guidelines for vocalization act as a constant reminder of one’s power and abilities as an articulator?	E.	D.	1.2A 1.6C
G. How can a speaker use pausing to his best advantage?	E.	D.	1.2A 1.6C
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Choosing Effective Language
 Essential Question for the Unit: How can choosing the right words for a speech make it memorable and outstanding?

Unit Objectives/EQs			
A. What makes writing for oratory most effective rather than merely adequate?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
B. What is the difference between general and specific wording?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
C. How can figurative language enhance one's speech?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
D. What is the difference between connotation and denotation, and how can the understanding of these concepts aid in a speaker's choice of words?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
E. How can an individual adjust vocabulary in a speech to suit the audience?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F 1.1E
F. How can one avoid common language problems such as jargon and slang?	E.	C.	1.4A 1.4B

			1.4C 1.5A 1.5D 1.5E 1.5F
G. How can a speaker's unique style of oratory be developed through a routine examination of word choice?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
H. What are the major components of speaking etiquette in formal settings such as interviews, telephone and electronic communications?	E.	C.	1.4A 1.4B 1.4C 1.5A 1.5D 1.5E 1.5F
I. What is propaganda?	E.	A.	1.1B 1.5D 1.2A 1.2B
J. How do advertisers manipulate words and phrases in order to convince consumers of the merits of their products?	E.	A.	1.1B 1.5D 1.2A 1.2B

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Famous Orator
 Essential Question for the Unit: What lessons in rhetoric can be learned from excellent speakers of the past and present?

Unit Objectives/EQs			
A. What nonverbal skills do famous orators use that may be modeled for more success in public speaking?	E.	M.	1.6A 1.6B 1.6C 1.6D 1.6F
B. What verbal skills do famous orators use that may be modeled for more success in public speaking?	E.	M.	1.6A 1.6B 1.6C 1.6D 1.6F
C. How can an examination of word usage of famous orators inspire one to revise and improve one's own language use in speech construction?	E.	M.	1.6A 1.6B 1.6C 1.6D 1.6F
D. How can professional orators be critiqued by members of the class?	E.	M.	1.6A 1.6B 1.6C 1.6D 1.6F
E.			
F.			
G.			

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Name of Course: Advanced Speech Name of Unit: Ethics and Free Speech
 Essential Question for the Unit: How can our right to free speech best be employed in public speaking situations?

Unit Objectives/EQs			
A. What are the rights and privileges of free speech established by the First Amendment?	E.	N.	1.1A 1.2A 1.6A 1.6D 1.6E 1.6F
B. What is a public speaker's responsibility toward his audience in regard to ethics?	E.	N.	1.1A 1.2A 1.6A 1.6D 1.6E 1.6F
C. How is diversity a factor in free speech?	E.	N.	1.1A 1.2A 1.6A 1.6D 1.6E 1.6F
D. What role does ethics play in the content of one's speech, i.e. a speaker's responsibility to take credit only for his original ideas?	E.	N.	1.1A 1.2A 1.6A 1.6D 1.6E 1.6F

Elizabethtown Area School District

Name of Course: Advanced Speech

Name of Unit: Book Review

Essential Question for the Unit: How can a speaker impress upon an audience his enthusiasm for a piece of literature through a book review?

Unit Objectives/EQs			
A. What are the guidelines for presenting a book review?	E.	D.	1.1D 1.2A 1.3A 1.5A 1.6C 1.8A 1.8B 1.8C
B. How can one best choose a specific literary work for this assignment?	E.	D.	1.3A 1.3B 1.3C 1.8A
C. What audio visual aids best enhance a book review?	E.	D.	1.8B
D.			
E.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Speech to Entertain
 Essential Question for the Unit: How can a speaker entertain an audience through a formal speech?

Unit Objectives/EQs			
A. What is a speech to entertain?	E.	B.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How can one derive upon a topic for a speech to entertain?	E.	B.	1.5A 1.6A
C. How is a speech to entertain constructed?	E.	B.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
D. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	B.	1.1D 1.5A 1.5B. 1.5C.
E. What nonverbal skills are most effective in a speech of this nature?	E.	B.	1.1D 1.6F
F.			
G.			
H.			

Elizabethtown Area School District

Name of Course: Advanced Speech

Name of Unit: Mock Eulogy

Essential Question for the Unit: How can speaking skills be enhanced through a mock eulogy?

Unit Objectives/EQs			
A. What is a eulogy?	E.	D.	1.1D 1.5A
B. How can one derive upon a topic for a eulogy?	E.	D.	1.1D 1.5A
C. How is a eulogy constructed?	E.	D.	1.1D 1.5B 1.5C. 1.5D 1.5E
D. How can one maintain a serious demeanor during a mock eulogy?	E.	D.	1.6C
E. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	D.	1.1D 1.5A 1.5B. 1.5C.
F. What nonverbal skills are most effective in a speech of this nature?	E.	D.	1.1D 1.6F
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Speech to Motivate or Inspire

Essential Question for the Unit: How can a speaker motivate or inspire an audience through a formal speech?

Unit Objectives/EQs			
A. What is a speech to motivate or inspire?	E.	B.	1.1D 1.5A
B. How can one derive upon a topic for a speech to motivate or inspire?	E.	B.	1.5A 1.6A
C. How is a speech to motivate or inspire constructed?	E.	B.	1.1D 1.5B 1.5C. 1.5D 1.5E
D. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	B.	1.1D 1.5A 1.5B. 1.5C.
E. What nonverbal skills are most effective in a speech of this nature?			1.1D 1.6F
F.			
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J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Oral Interpretation
 Essential Question for the Unit: How can an oral interpretation be a valid and enriching public speaking assignment?

Unit Objectives/EQs			
A. What is an oral interpretation?	E.	D.	1.1D
B. How can one derive upon a topic for an oral interpretation?	E.	D.	1.5A 1.6A
C. What are the guidelines for preparing and delivering an oral interpretation?	E.	D.	1.1D 1.5A 1.5B. 1.5C.
D. What special dramatic techniques should be considered in presenting an oral interpretation?	E.	D.	1.5D 1.6B 1.6C 1.6E
E.			
F			
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: After Dinner Speech
 Essential Question for the Unit: What are the purposes of an after dinner speech?

Unit Objectives/EQs			
A. What is an after dinner speech?	E.		1.1D
B. How can one derive upon a topic for this type of assignment, and what will our audience be?	E.	H.	1.5A 1.6A
C. How is an after dinner speech constructed?	E.	H.	1.1D 1.5B 1.5C. 1.5D 1.5E
D. What basic concepts in preparing and delivering speeches are appropriate for an after dinner speech?	E.	H.	1.1D 1.5A 1.5B. 1.5C
E. What nonverbal skills are most effective in a speech of this nature?	E.	H.	1.1D 1.6F
F.			
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Heckling Speech
 Essential Question for the Unit: How can a speaker maintain his composure while members of the audience do not cooperate?

Unit Objectives/EQs			
A. What is a heckling speech?	E.	H.	1.1D
B. How can one derive upon a topic for this kind of assignment?	E.	H.	1.5A 1.6A
C. What role will members of the audience play during these presentations?	E.	H.	1.6A
D. What verbal and nonverbal skills will be required during a heckling speech?	E.	H.	1.1D 1.6F
E. How will the speaker's poise be assessed?	E.	H.	1.6A 1.6C
F.			
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Roast

Essential Question for the Unit: How can an audience member be honored during a humorous speech?

Unit Objectives/EQs			
A. What is a roast?	E.	C.	1.1D 1.6F
B. How can one derive upon a subject and an approach for a roast?	E.	C.	1.5A 1.6A
C. What basic concepts in preparing and delivering speeches are appropriate for this specific speech assignment?	E.	C.	1.1D 1.5A 1.5B. 1.5C
D. What are the parameters?	E.	C.	1.5A 1.5D 1.6D 1.6E
E. What nonverbal skills are most effective in a roast?	E.	C.	1.1D 1.6F
F. What audio visual aids would be effective?	E.	C.	1.8B
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Extemporaneous Speech
 Essential Question for the Unit: How is an extemporaneous exercise a further expansion of oratorical skills?

Unit Objectives/EQs			
A. What is an extemporaneous speech?	E.	C.	1.1D 1.6F
B. How can one quickly and efficiently prepare for a given topic in a 20-30 minute period?	E.	C.	1.1D 1.5A 1.5B. 1.5C
C. What nonverbal skills are most effective in a speech of this nature?	E.	C.	1.1D 1.6F
D. How may an extemporaneous speech be evaluated?	E.	H.	1.1D 1.5A 1.5B. 1.5C
E.			
F			
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: Debate

Essential Question for the Unit: How can one's communication skills be enhanced through preparing, researching and presenting a debate?

Unit Objectives/EQs			
A. What is a debate?	E.	G.	1.1D 1.6F
B. How can a team derive upon a topic for a debate?	E.	G.	1.5A 1.6A 1.6F 1.8A
C. What are the basic guidelines for preparing for a debate?	E.	G.	1.1D 1.5A 1.5B. 1.5C
D. What research techniques and resources are best suited for a debate?	E.	G.	1.6F 1.8B 1.8C
E. What kinds of evidence should be sought in the research phase of this presentation?	E.	G.	1.6F 1.8B 1.8C
F. What are the rules of conduct for the presentation of a debate?	E.	G.	1.6C 1.6D 1.6E
G. How will the debate be assessed and evaluated?	E.	G.	1.1D 1.6A 1.6C
H. What role will the audience play in the debate?	E.	G.	1.6A 1.6D 1.6E
I.			
J.			

Elizabethtown Area School District

Name of Course: Advanced Speech Name of Unit: The Role of Perception in Interpersonal Relationships

Essential Question for the Unit: How is one’s perception a key factor in interpersonal relationships?

Unit Objectives/EQs			
A. What is perception?	E.	K.	1.1D 1.6A
B. What is frame of reference?	E.	K.	1.1D 1.6A
C. How do certain factors such as gender, culture and age affect one’s perception?	E.	K.	1.1D 1.6A 1.6F
D. What is the difference between inference and observation?	E.	K.	1.1D 1.6A 1.6F
E. What is the Johari Window, and how can it aid one in working better with others?	E.	K.	1.1D 1.6A
F. How do the media and technological advances affect an individual’s perception?	E.	K.	1.1D 1.6A 1.6F 1.8A
G. How can one link perception and empathy?	E.	K.	1.1D 1.6A
H.			
I.			
J.			

Elizabethtown Area School District

III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes
<input checked="" type="checkbox"/> Constructed Responses
<input type="checkbox"/> Essays
<input checked="" type="checkbox"/> Reports
<input checked="" type="checkbox"/> Projects
<input type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Presentations
<input checked="" type="checkbox"/> Performance tasks

<hr style="width: 100%;"/> | <input type="checkbox"/> Response Journals
<input type="checkbox"/> Logs
<input type="checkbox"/> Computer Simulations
<input type="checkbox"/> Research Papers
<input checked="" type="checkbox"/> Class Participation
<input checked="" type="checkbox"/> Notetaking
<input checked="" type="checkbox"/> Daily Assignments
<input type="checkbox"/> Writing Samples

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Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Assessment	When given?
1. Chapter tests	At the completion of each unit
2. Rubrics for speeches, oral presentations	Routinely
3. Reading quizzes	Done periodically
4. Projects	Individual research done intermittently
5. Final exam/speech	At the end of the semester
6.	

Elizabethtown Area School District

IV. Expected levels of achievement

Current grading scale: As per school policy

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: