

Greensburg Community School Corporation
Curriculum
Speech Communication

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Greensburg Community Schools
Speech Communication

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

Narrative Description

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing as well as reading a variety of literary genres related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

Course Concepts and Generalizations

1. Students formulate thoughtful judgements about oral communication.
2. Students deliver focused and coherent presentations that convey clear perspectives and demonstrate solid reasoning.
3. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies.
4. Students use gestures, tone, and vocabulary appropriate to the audience and purpose.
5. Students use the same standard English conventions for oral speech that they use in their writing.
6. Students practice good critical listening skills.

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Units of Study

	UNITS/AREA OF STUDY	LENGTH OF TIME
1.	5 Steps of Giving a Speech	4 partial class periods
2.	Listening	3 partial class periods
3.	Non-verbal	6 partial class periods
4.	Informative Speeches	8 partial class periods
5.	Persuasion Speeches	10 partial class periods
6.	Gender Communication	5 partial class periods
7.	Demonstration Speeches	11 partial class periods
8.	Interpersonal Communications	9 partial class periods
9.	Presentation & Acceptance Speeches	4 partial class periods
10.	Impromptu Speeches	2 partial class periods

Unit numbers correspond to the Unit numbers on the State Standard Chart.

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Unit 1 Plan
5 Steps of Giving a Speech

Individual Learner Objectives

Students will learn:

1. how to analyze an audience,
2. to research a speech,
3. to create an outline
4. the basic structure of an outline
5. the Shramm Model of Communication

Subject Outline

- I. Choose a topic
- II. Research the topic
- III. Organize the material
 - A. Basic rules of outlining
 - B. Rules for outlining a speech
 - C. Skeletal Outlines
 - D. Types of Main points
 - E. Organization of main pts.
 - D. Delivery Outlines
- IV. Rehearse
 - A. My tips
 - B. Student tips
- V. Delivery
 - A. Starting the speech
 - B. Ending the speech
 - C. Voice
 - D. Body
 - E. A/V aids
 - F. Speaker Apprehension
- VI. Shramm Model

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Unit 1 Plan

LEARNER ACTIVITIES

1. Fill out a personal interest inventory answering questions about your likes/dislikes and interests. This is to be referred to for speech topic ideas.
2. Outline scramble worksheet where students unscramble the parts of an actual outline.
3. Students role play a scene and then label a Schramm Modal based on the scene.
4. Students proof a speech outline filled with common errors.

Modifications

(Modifications apply to all units)

Modifications of instructional content in this course may include, but are not limited to, the following:

Modified pace

Modified tests

Adaptive equipment

Use of Resource Staff

Other modifications as specified in a student's IEP

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Unit 2 Plan

Listening & Feedback

Individual Learner Objectives

Students will

1. learn the importance of listening
2. learn the physical process of hearing
3. learn listening techniques
4. learn “selective attention”
5. learn types of feedback
6. learn the importance of accurate feedback

Subject Outline

- I. Listening statistics
- II. Types of listening
- III. 4 steps of hearing
- IV. Listening techniques
- V. 4 types of feedback

LEARNER ACTIVITIES

1. Tinker toy game – 2 students sitting back to back with the same tinker toys. One student builds something and explains to other student how to build it. The buildee can give no feedback. Compare what they build.
2. Bell game – one volunteer leaves the room while the class agrees on a task for him to perform. Another student is given a bell to ring either fast or slow depending on how close the volunteer is to accomplishing his task.. It is the only feedback the volunteer will receive. Using the feedback of the bell the volunteer tries to accomplish the mystery task
3. Students sit quietly in the hallway and make a list of every sound they hear. When the class returns to the classroom they compare notes and discuss why they don’t always hear those sounds. Selective Attention.
4. For homework students must thank someone close to them for doing some task the students usually take for granted, i.e., cooking dinner, cleaning the house. The next day the class discusses the reactions they got and the power of positive feedback.

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Unit 3 Plan

Nonverbal Communication

Individual Learner Objectives

Students will:

1. apply principals of kinesics to their own lives.
2. measure the range of their own personal space bubble
3. use non-verbal comm.. more effectively.
4. apply principals of proxemics to their own lives.
5. learn definition of sociopetal and sociofugal
6. analyze how proxemics affects use of classroom space.

Subject Outline

- I. 3 major principles of NV
- II. NV Stereotypes
- III. Kinesics
 - A. face
 - B. body movement
 - C. gestures
- IV. Proxemics
 - A. Territoriality
 - B. Personal Space Zones
 - C. Fixed Feature Space
 - D. Semi-fixed Feature Space
 1. Sociopetal
 2. Sociofugal
- V. NV in the classroom
 - A. Student-student
 - B. Teacher-student
 - C. Proxemics in the classroom

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Unit 3 Plan

LEARNER ACTIVITIES

1. For homework have students establish longer than average eye contact with people and report on the results.
2. Have students watch a videotape of a Spanish soap opera with the volume turned down. Then have them write down what they think was happening, compare and then discuss what nonverbal clues we saw.
3. For homework have students invade several people's personal space and then discuss the reactions.
4. Using the principles of proxemics have students draw a diagram of the classroom rearranging the furniture. Vote on the best plan(s) and then arrange the room that way for all classes for a few days and see if it works.
5. Pair up students. Have one student stand with toes on a piece of tape on the floor. Have the other student walk towards his partner until he (the walker) becomes uncomfortable. Measure the distance and use the standards in their notes to see if they have larger or smaller space zones. Have them switch partners several times especially mixing genders and get an average of the measurements.

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Unit 4 Plan

Informative Speeches

Individual Learner Objectives

The student will:

1. research and deliver an informative speech
2. use A/V aids
3. critique someone else's speech
4. create an informative outline

Subject Outline

- I. How to write an info speech outline
- II. Info. Speech Research
- III. How to write a resource page
 - A. book
 - B. periodical
 - C. internet
- IV. Delivery Practice
- V. Deliver the speech
 - A. peer critique
 - B. teacher critique
 - C. self critique

LEARNER ACTIVITIES

1. Give students a worksheet with data for a resource page and have them create a resource page in class using their notes.
2. Tell class that outlines are due a day before you really want them. Break class in to groups and have them proof each other's outlines. Then tell them final outlines are due next time.
3. Have outlines due a week before speeches are due. Break class into groups of 3-4 and have them give their speeches for each other and receive criticism from group.
4. While speeches are being presented the class should have a blank evaluation sheet in front of them and a piece of paper to take notes on. Collect the paper at end of class to make sure they made notes.
5. The speeches can be videotaped so each student can evaluate his own speech.

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Unit 5 Plan

Persuasive Speeches

Individual Learner Objectives

Students will:

1. learn the principles of persuasion
2. be able to label and use Maslow's Hierarchy of Needs
3. dissect the parts of an argument
4. recognize types of arguments
5. recognize faulty reasoning

Subject Outline

- I. Need + Satisfaction = Persuasion
- II. Parts of an Argument
 - A. thesis
 - B. arguments
 - C. proof
- III. Appeals
 - A. emotional
 - B. psychological – Maslow's Hierarchy
- IV. Types of arguments
- V. Persuasive speech assignment
 - A. Speech to change beliefs
 - B. Speech to actuate
 - C. How to do persuasive outline

LEARNER ACTIVITIES

1. Intro. Activity to Appeals – Have students write 7 reasons the teacher shouldn't give them homework. After info on appeals is given to students, read the reasons aloud and label which appeal is used.
2. Watch a videotape of commercials and discuss what appeals are used.
3. While speeches are being presented the class should have a blank evaluation sheet in front of them and a piece of paper to take notes on. Collect the paper at end of class to make sure they made notes.
4. The speeches can be videotaped so each student can evaluate his own speech.

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Unit 6 Plan

Gender Communication

Individual Learner Objectives

Students will

1. learn the basic principles of gender communication
2. identify and respect gender comm. differences
3. define Sexual Harassment
4. learn ways to prevent sexual harassment
4. identify gender comm. stereotypes
5. identify the possible effects of gender biased language

Subject Outline

- I. Intro. to gender comm..
 - A. Definition of Masc. & Fem.
 - B. 2 major gender comm. differences
- II. Gender comm. stereotypes
- III. Gender biased language
 - A. pronouns
 - B. names of occupations
 - C. last name when married
- IV. Sexual harassment
 - A. definition
 - B. how to prevent it

LEARNER ACTIVITIES

1. On a half sheet of paper have each student fill in the blank to the following:” To be masculine is to be ____.” Do the same for “To be feminine is to be ____.” On the board tally the characteristics listed for each. This creates a class definition of masculine and feminine qualities. Discuss it and whether any student thinks they fit the definition.
2. Give students several scenarios that might occur in an office and have them write down whether it is sexual harassment and why. Then discuss everyone’s answers.
3. Give each student a worksheet containing sentences with gender biased language. Have them correct it.

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Unit 7 Plan

Demonstration Speeches

Individual Learner Objectives

Students will:

1. learn the principles of demonstration
2. demonstrate correct use of eye contact
3. speak from note cards

Subject Outline

- I. The Demonstration Speech Assignment
- II. Demonstration speech tips
- III. How to do demo. outlines

LEARNER ACTIVITIES

1. Watch a video from HGTV demonstrating how to do some craft, recipe, etc.
2. While speeches are being presented the class should have a blank evaluation sheet in front of them and a piece of paper to take notes on. Collect the paper at end of class to make sure they made notes.
3. The speeches can be videotaped so each student can evaluate his own speech.

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Unit 8 Plan

Interpersonal Communication

Individual Learner Objectives

Students will:

1. learn the principles of interpersonal communication
2. analyze real life situations using Satir's 5 roles
3. learn the definitions and effects of trust and defensiveness
4. identify manipulative i.p. games
5. identify manipulative roles
6. recognize the 5 components of self concept

Subject Outline

- I. Definitions
 - A. trust
 - B. defensiveness
 - C. barriers

- II. components of self concept
 - A. self image
 - B. self esteem
 - C. 3rd level factors
 - D. self identity/identity crisis
 - E. self actualisation

- III. Manipulation
 - A. relationships
 - B. games

- IV. Satir's 5 roles
 - A. blamer
 - B. placater
 - C. computer
 - D. distracter
 - E. leveller

LEARNER ACTIVITIES

1. Trust fall – one student stands on a chair. The other students stand behind him with arms outstretched to catch him as he falls backwards off the chair.

2. Three students are each given a card with one of Satir's 5 roles written on it. The students must role play that role in a scene they are given. The class has to guess which role each student played and discuss.

3. The students watch *Rebel Without a Cause* and then using their notes write a paper analysing the interpersonal comm.. that goes on in the movie.

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Unit 9 Plan

Presentation & Acceptance Speeches

Individual Learner Objectives

1. Students will present an acceptance speech and a presentation speech.
2. Students will use cooperative skills to pick topics for speeches.

Subject Outline

- I. Presentation speech
 - A. Intro
 - B. Body
 - C. Conclusion
- II. Acceptance speech
 - A. Intro.
 - B. Body
 - C. Conclusion
- III. Assignment

LEARNER ACTIVITIES

1. In pairs have students make up an award. One student gives a speech presenting the award. The other student gives a speech accepting it.
2. Switch the pairs around and have each student do the opposite speech from the one he did before.
3. Have students watch a video of an awards show and label the parts of the speeches.

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Unit 10 Plan

Impromptu Speeches

Individual Learner Objectives

1. Students will learn the parts of an impromptu speech
2. Students will give a speech with little or no preparation
3. Students will “think on their feet”.

Subject Outline

- I. Parts of an impromptu speech
 - A. Intro.
 - B. Main pts.
 - C. Conclusion
- II. The speech assignment

LEARNER ACTIVITIES

1. Students bring in weird objects in a paper bag. Each student picks a paper bag. When it's her turn she opens it, looks at the object, and has 2 min. to make notes and then give a 2 min. speech on the object.
2. Students write three topics on three different pieces of paper. The papers are put into a box and the speaker draws a topic out and must speak on it immediately.