



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview



Public Speaking, Speech and Video Performance
Course #05010945

General Information

Credits: 0.5
Weighted: Unweighted
Prerequisite: None
Repeating the Course: No
Total Students: 20

Length: Semester
Format: Daily
Grade: 9-12
Audition Required? **No**
Repeat the course? **Yes**

Course Description

Welcoming all students, this course is perfect for the student who wishes to pursue a career that will, or might, involve public speaking. Those students who might be considering careers in government, politics, business, medicine, law, research, journalism, teaching, etc. should consider taking this course, especially if you have had little or no experience onstage. This course is especially welcoming to those students who might face stage fright. In this course, students will study the elements of a strong public presentation. Students will engage in mock professional interviews to help prepare them for college interviews, as well as the workforce interviews. Through the study of speech and oratory, students will build on their vocal skills, as well as constructing a compelling speech. Students will also engage in debates. Students will present video recorded materials, as well as audio recorded materials (*radio*).

Responsible social networking and mass communication will be analyzed as well.

*This course is open to students in grades 9-12.
Students may repeat the course for further practice.*

Course Objectives:

- How does communication take place in its most basic form? It's most complex forms? Why are sources of interference destructive to successful communication? How can we adjust?
- How did Aristotle define discourse? How are his basic tenets utilized in discourse and rhetoric? How do these apply to the public speaker?
- How does a well crafted speech communicate ideas to a group? An individual?
- Why do we feel performance anxiety? How can we deal with those emotions?
- How can I improve my public speaking, specifically volume, projection, diction, tempo, expression, and content?

Common Assessments:

Not in chronological order

- **MOCK INTERVIEWS - Authentic Assessment** - Students will prepare résumés, wear professional attire, and be interviewed by a panel of professionals who will be invited to RHS for this purpose (*local business owners, scientists, local political leaders, RTSD Administrators, etc.*). These individuals will give feedback and advice to the the students on their interpersonal skills, professionalism, presentation, and poise.
- **TED TALKS - Informal; non-memorized.** Initial assessment to establish a baseline of skill level in writing and presentation from which to measure growth. Students will present a 2-3 minute speech on any topic, approved by the teacher. Multimedia may be used. Attire is casual. Presented in the classroom.
- **SPEECH ONE - MIDTERM - Authentic and Summative Assessment - Formal Speech; Prepared; Non-memorized.** 7-10 minutes. Students will choose a political scenario in which they are running for office. They will be presenting a formal “stump” speech. Students will perform the formal speech at a podium, in the auditorium. Microphone will be used, and attire will be formal. Students will be given significant class time to research and prepare the speech, and teacher will be available for coaching and one on one instruction. Students must include elements of persuasion, including ethos, pathos, and logos.
- **SPEECH TWO - FINAL - Authentic Assessment - Informal Speech; Improvised; Prepared topic; memorized.** Students will compose a speech on a topic of their choice, as approved by the teacher. This speech will in the style of a TED talk. Only one note card is authorized. Use of technology and media is authorized. 3-4 minute presentation, in the Black Box. Students must walk freely around the space, attire is business casual, and they may only refer to one card, and it must be briefly. Audience invited for this event.
- **VIDEO PERFORMANCE - Authentic Assessment** - Students will prepare and deliver news stories and segments for the video camera “live”, with no allowance for stops or restarts. Taping takes place in the TV Studio or Theatre Classroom.
- **AUDIO PERFORMANCE - Authentic Assessment** - Students will create, design, and organize an original radio show segment. Students will record themselves as professionally as possible with regards to recording technology, in the theatre classroom recording spaces, or on their own. Music, sounds, etc. are an element of this communications project. The radio segment must consist of two commercials, one talk radio segment, and one interview segment.
- **DEBATES - Authentic Assessment** - Students will be broken into teams, and will be assigned a House topic to be formally debated within the framework and rules of this specific assessment. Significant class time will be given for research and preparation of arguments, which will include opening statements, rebuttals, and closing statements. Students will vote for the winning team from each debate, at which time the “finalists” will debate a new topic for competition.

Major Units of Study:

- ~ **UNIT ONE: Fundamentals of Stage Speaking and Informational Speech Crafting (Q-1)**
 - Positive and Constructive Critique Building
 - TOOLS of COMMUNICATION – Voice, Body, and Mind
 - ~ VOICE- Diction, Volume, Expression, Syllabic emphasis
 - ~ BODY- Poise, Posture, Expression
 - ~ MIND- Code/Encoding, Improvisation, Self Awareness, Active Listening
 - WARMUP / RELAXATION / CONCENTRATION
 - MEMORIZATION and PRESENTATION
 - SPEECH – Analysis, Composition, and Presentation
- ~ **UNIT TWO: Fundamentals of Stage Speaking and Informational Speech Crafting (Q-1-Q-2)**
 - Preparation, Research, & Organization of the Speech, Effective Language, Presenting your Speech
 - DEBATE – Preparation of multiple views and mastery of a topic; Proper Manners; and Performance
 - SPEECH – Analysis, Composition, and Presentation
 - VIDEO PERFORMANCE – Presentation of current events and historic events; Proper technique; Performance
 - RADIO SHOW - Objective news presentation and Subjective “talk” radio (persuasion)
 - SOUND EQUIPMENT - Identification, Operation, and Set Up of Modern Sound Technology
- ~ **UNIT THREE: Parliamentary Process, Interviewing, and Improvised Speech (Q-2)**
 - ~ Group Dynamics, Parliamentary Procedure, Courtesy, Robert’s Rules of Order
 - ~ Aural, Visual, and Tactile; Speech Purpose & Audience; Setting
 - INTERVIEWS - Preparation of resume; Personal philosophies; Cover Letters, Questions
 - FINAL SPEECHES - Getting used to articulating ideas through improvised articulation, and sharing of facts.
- **ENRICHMENT: Problem Solving; Group Management; Technology**
 - Rules, Guidelines, and Ethical Practices in Technology Communication
 - Mass Communication & Social Media – Composition and Creation of Efficient Communication

Materials & Texts

- **SCHOOLLOGY - Multimedia modules and resources for academic reference and depth will be required for completion throughout the course, also including reading checks as well.**
- STUDENT – Journal (any type), 3 ring binder, loose leaf paper, writing utensil(s)
- Flash Drive
- Google Account
- Yola Website
- *USA Today* Subscription
- Projects in Speech Communication – *Textbook – Francis, Stickler, and Dempsey – Perfection Learning*
- A Fool for Forensics – *Bill Davis – Perfection Learning*
- Great American Speeches – Compiled by Suriano
- How to Talk so Kids Will Learn - *Adele Faber & Elaine Mazlish*
- Speeches that Changed the World – *Smith/Davies*
- Multimedia presentations of video and audio