

SYLLABUS FOR SPEECH/FORENSICS 1

Hayley Conroy – Northview High School

KEEP THIS IN YOUR NOTEBOOK!

Text: Varying films/documentaries and photocopies of speeches.

Course Materials:

1 subject notebook and folder **OR** ½ - 1 inch binder with loose leaf paper

Pen, pencil, highlighter

Index cards (no bigger than 5x7)

Kitchen timer (don't get a very expensive one---they have them at the dollar store. Anything with a minute function is fine) **OR a timer app on your phone**

Not Required but Strongly Encouraged:

USB flashdrive (any size—and doesn't have to be for only this class. One for all schoolwork is fine)

Overview:

This semester-long course in Forensics is intended to provide students with the basic skills in research and public speaking required to succeed in the environment of debate and other forms of public speech. Students will engage in several intensive research projects and will be required to participate in public speaking assignments on a regular basis. Students will learn basic speaking, debate, and research skills with attention to speaking effectiveness and style.

Make-Up Work:

It is the student's responsibility to initiate make-up work, not the teacher's. Students will have the number of days absent to make up work (e.g. 2 days absent = 2 days to make up assignment). Failure to make up work in the time allotted will result in a zero for the assignment.

*Homework is due at the beginning of the class period. *Late homework will be accepted for only 50% credit.*

**Major assignments are also due at the beginning of the class period on the day they are due. *Major assignments will be accepted late at the penalty of 10% to the final grade per day for up to 3 days. After 3 days, the penalty is 50% credit.*

Fulton County Policy – Provision for Improving Grades:

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grades.

Provision for Improving Grades (formerly known as the “recovery” policy) – Updated from Board Policy Docs – Aug 2011

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Extra Credit:

Extra Credit should not be expected in this elective course.

Honor Code: As explained in the student handbook, cheating is defined as “the giving or receiving, in any form, information relating to a gradable experience.” Violations of the honor code will result in a zero for the assignment, plus an honor code violation form placed in the student’s disciplinary file. Read the handbook carefully to fully understand what constitutes a violation. **Northview HS English Department Plagiarism Statement:** Plagiarism is presenting another’s words or ideas as though they are entirely one’s own. **Plagiarism is an Honor Code Violation.** Acts of plagiarism can include, but are not limited to: 1. using words or ideas from a published source or the internet without proper permission; 2. using the work of another student (e.g., copying another student’s homework, composition, or project in entirety **or** in part; 3. using excessive editing suggestions of another student, teacher, parent, or paid author.

Excessive editing note: *Students learn to write well through practice and independent exploration of language manipulation. This effort, like any learning experience, often requires persistence and “perspiration.” Well-meaning parents, siblings, tutors, and others who contribute their own ideas, words, phrases, and revisions to a student’s writing, not only cause that student to miss the opportunity to achieve self-reliance, but also inhibit the student from presenting his own voice. Positive ways to help a student grow in his writing process include reading the paper or writing exercise and marking areas that need clarification, punctuation, elaboration, or more precise wording, allowing the student to figure out the error and correct it independently. Oftentimes having the student read the paper aloud will greatly help in error identification. Cues such as, “What exactly do you mean?” or “This sentence seems awkward” are also very appropriate.* Plagiarism on any project or paper at Northview High School will result in a zero for the assignment and an Honor Code Violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their coursework or homework are also in violation of the Honor Code.

Classroom Expectations:

1. All work submitted must be typed. All major written assignments must be typed. If you do not have regular access to a computer, see me for special arrangements in ADVANCE of an assignment’s due date.
2. Students should enter the classroom with a positive attitude.
3. Please be seated and ready to work by the time the final bell rings.
4. Be respectful of each other. Failure to respect the beliefs and ideas of others will not be tolerated.
5. Food and drink are not permitted.
6. Listen carefully while other students (and the instructor) are speaking in class. Interruptions and comments while others are speaking are not tolerated and discipline responses will follow.
7. Participation in class work is a portion of the grade, so students should remain focused on the class material throughout the class period. Any notes being passed or communication devices being used may be confiscated by the instructor according to school policy.

Required Speaking Observations:

Because this course is considered to be a “performance”-based class, you are required to complete two observations of public speaking outside of class. As growing speakers and debaters, it is important that you see how other young adults participate in public speaking activities so that you can make critical decisions about your own speaking style and approach. Ultimately, you will attend **two public speaking events**. What you choose is up to you, but the following things can be counted as a “public speaking event”:

1. Attend a local speech/debate tournament and observe a round of competitive speech or debate (approximately 1-2 hrs a round)
2. Attend an NHS theater production (**you can only do ONE of these to count**—you can’t do 2 and count them both).
3. Attend a theater production outside of Northview HS—a local production in Johns Creek, a show at the Fox, etc.
4. Attend a stand-up comedy show—with parental approval, of course!
5. See a public speaker at a venue outside of the school—at your place of worship, at a hall or meeting, etc.
6. ***Other options with teacher approval—see me **before attending to see if they will count. (Do not come to me afterwards and ask. The answer will be no).**

The NHS Speech and Debate team competes at several local tournaments each semester, so you will be able to choose one to attend, and each tournament has, on average, at least 5 rounds of competition, giving you several opportunities to complete your observations.

(SEE WEBSITE FOR DATES)

You will be permitted to substitute **one** observation round with an NHS drama production, but not both. I want you to see a variety of speaking styles if possible, which is why only one NHS theater show will count. After completing each the rounds of observations, you will complete a reflection writing about the experience.

Observations can be turned in early, but the tentative deadlines are as follows:

The first due date for an observation is _____.

The second due date for an observation is _____.

Grading Scale:

40% Major Assignments (Speeches, Debates, Observation Reflections, and Research Presentations)

35% Daily Work (Homework, Extemporaneous Speeches, and Quizzes)

15% Final Exam

10% Participation

Final grades will be based on Fulton County's Grading Scale:

A = 100-90 (Excellent Performance)

B = 89-80 (Above Average Performance)

C = 79-70 (Average Performance)

F = 69 or below (Failure to Achieve)

NOTE TO PARENTS AND GUARDIANS

The best way to reach me is to e-mail me at conroyh@fultonschools.org. The school sends out grade reports every six weeks. It is the student's responsibility to inform you of his or her grades. Individual student progress can also be tracked through Home Access Center. It is always beneficial when there is interest and encouragement at home in student activity and progress. Please refer to the NORTHVIEW STUDENT/PARENT HANDBOOK (abbreviated in the student agenda/full version on the website) for important information regarding procedures, school policies, and reporting dates.

**Thank you,
Hayley Conroy**

Observation Reflection Description—Speech/Forensics 1

For each of your two required observations of public speaking, the following items must be completed:

- 1. Take notes about the performance on the Observation Form. Complete both sides of the form during the performance and immediately afterward.**
- 2. Write a 1 ½ - 2 pg reflection on the observation. This should have a MLA heading at the top of the page, and follow general MLA format and conventions of good grammar/usage. Points to address in your reflection:**
 - a. Your enjoyment of the speaking you witnessed. Did you find it engaging? What did you not enjoy about the experience?**
 - b. Your reaction to the verbal delivery of the speaker. What was effective, and what wasn't? How was the verbal delivery tailored to the speech purpose?**

- c. Your reaction to the physical delivery of the speaker. What was effective, and what wasn't? How was the physical delivery tailored to the speech purpose?
- d. What did this observation teach you about your own public speaking? Should you adjust your verbal or physical delivery? Did you learn anything new about how to structure a speech? Is this a style of public speaking you would like to try? Why or why not?

The observation form and reflection are both due within 5 school days of the speaking event. Any forms/reflections submitted after 5 school days will be assigned the appropriate late penalty (see syllabus for major assessment penalties).

Observation Form: Speech/Forensics 1

Name: _____ Date: _____

Location: _____

Type of Public Speaking: _____

Staple this sheet with completed observation (on back) to your final TYPED observation.

1. What is the speaker discussing? (On back side of this form, take more detailed notes on the speech's content)

2. Who is the speaker's audience, besides yourself? Give a brief description.

3. Is the speaker's purpose to inform, persuade, or entertain?

4. Describe the speaker's verbal delivery style (speed, volume, tone, variation):

5. Describe the speaker's physical delivery style (eye contact, posture, hand gestures, movement):

Take notes on the speech content itself on this side of the page.

How is the speech organized? What are the key points made?

Observation Form: Speech/Forensics 1

Name: _____ Date: _____

Location: _____

Type of Public Speaking: _____

Staple this sheet with completed observation (on back) to your final TYPED observation.

6. What is the speaker discussing? (On back side of this form, take more detailed notes on the speech's content)

7. Who is the speaker's audience, besides yourself? Give a brief description.

8. Is the speaker's purpose to inform, persuade, or entertain?

9. Describe the speaker's verbal delivery style (speed, volume, tone, variation):

10. Describe the speaker's physical delivery style (eye contact, posture, hand gestures, movement):

Take notes on the speech content itself on this side of the page.

How is the speech organized? What are the key points made?

