

Spectrum Program Session 2

Course Title: Non-Fiction Writing Honors: Great Orators & Speech Writing

Course Description

In this course, students learn to read, write, and think like writers through the reading of different creative genres that may include fiction, poetry, speeches, and short story. Writing material and inspiration are gathered from a variety of sources and activities such as writing prompts, open discussions and trips around campus. The elements of effective writing are learned and applied in focused writing exercises, peer group response, literary analysis and instruction in craft. Class participants develop a portfolio of their own work and finish with a speech of their choice. This course allows students to become more astute readers of literature, to understand more clearly how a writer employs aspects of craft to creative advantage, and to fuse craft with presentation in their final speech.

Essential Questions

- How do we read and critically analyze literature to determine effective rhetoric?
- How can we use our knowledge of effective rhetoric to better our society?
- In what ways are speaking and writing related, and how can our understanding of one further our understanding of the other?

Outcomes

Upon successful completion of this course, students will:

- Know the elements of effective rhetoric
- Understand how to combine the skills of literary analysis with public speaking
- Apply knowledge gained from analysis of literature and rhetoric to their own writing and speaking
- Analyze great speeches for what makes them effective and combine this knowledge with their own interests for writing and speaking projects

Instructional Strategies

Students will complete several pre-assessments over the course of this class; these will help establish the preexisting knowledge with which students enter the course. Based on these pre-assessments, class activities will take various forms, including large group discussion, small group discussion, writing/speaking partners, and individual conferences with teacher and teaching assistant. Students will also be able to choose several of their final products, such as essay topics, essay and speech genres, and group members. Finally, regular formative assessments, both written and verbal, will be administered to assess students' progress and will be used to inform the class development.

Resources and Materials

Books

- Eidenmuller, Michael. *Great Speeches for Better Speaking: Listen and Learn from History's Most Memorable Speeches*. 2008. ISBN-10: 0071472290
- Safire, William (ed.). *Lend Me Your Ears: Great Speeches in History*. 2004. ISBN-10: 9780393059311
- Strunk, William and E. B. White. *The Elements of Style*. 1999. ISBN-10: 9780205309023

Materials

- Notebook with several sections for note-taking, in-class writing, homework, etc.

- Blue/black pens for notes and homework
- Colored pens for editing and revising
- Highlighters (several colors) for annotating and marking your own and classmates' writing
- Post-its for annotating texts and responding to classmates' writing
- Index cards for speech notes
- Laptop will be useful but not necessary

Student Assessment

- **Pre-Assessment**

Students will complete a pre-assessment designed to inform the instructor of their existing knowledge regarding the elements, structure, and genres of speeches. This will include definition and short answer questions as well as a short essay that will serve as a writing sample.

- **CTD Grading Scale**

A+	100-97%	A	96-93%	A-	92-90%
B+	89-87%	B	86-83%	B-	82-80%
C+	79-77%	C	76-73%	C-	72-70%
D+	69-67%	D	66-63%	D-	62-60%
F	below 60%				

- **Breakdown of Final Grade**

- 10% class participation (discussion, peer revision)
- 25% homework (response to essays, speeches, and questions; reflections on class discussion)
- 35% weekly speeches (presentation/preparation of speeches leading up to the final speech)
- 30% final speech and process (including all drafts and revisions)

- **Post-Assessment**

Students will complete a post-assessment designed to inform the instructor of their knowledge gained regarding the elements, structure, and genres of speeches. This will include definition and short answer questions as well as a short essay that will serve as a writing sample.

Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
7/18	Introductions (instructor, TA, students, authors, short story elements/characteristics)	<p>Welcome!</p> <p>Course expectations</p> <p>Pre-assessment</p> <p>Learning profiles</p> <p>Writer's Notebook</p> <p>Goals</p> <p>A speech-maker's greatest fears</p> <p>Purposes of writing and speech-giving</p> <p>Impromptu speeches</p>	<p>Pre-assessment</p> <p>Exercise: Study the purposes of writing and speech-giving and write a quick (under 2 minutes) speech for each of them to be given tomorrow</p>
7/19	"Great" speeches	<p>Writer's Notebook</p> <p>What makes a "great" speech?</p> <p>Can everyone give a "great" speech?</p> <p>Elements of an effective/ineffective presentation</p> <p>Quick speeches/student and instructor feedback</p> <p>Crafting a strong thesis</p>	<p>Revise quick speeches, incorporating thesis lesson and peer/instructor feedback</p> <p>Reflection: What did you discover about giving your speech that helped you revise? That surprised you? That you will incorporate into the next speech?</p>
7/20	Explanatory speeches	<p>Writer's Notebook</p> <p>Discuss: speech revision process and presentation jitters</p> <p>Introduce weekly speech #1: speaking to explain</p> <p>Ideas/plan for weekly speech #1</p> <p>Structuring a paragraph</p>	<p>Draft 1 of weekly speech (incorporate thesis and paragraph structure lessons)</p>
7/21	Explanatory speeches	<p>Writer's Notebook</p> <p>Partner practice explanatory speech/peer and instructor/TA feedback</p> <p>Sentence variation: how does it work in the "great" speeches as well as in ours?</p> <p>Transitions</p>	<p>Revise/practice explanatory speech for presentation tomorrow (incorporate sentence variation and transition lessons)</p>

Date	Topic(s)	In-class Activities	Assignments/Assessments
7/22	Explanatory speeches	Writer's Notebook Considering your audience Present explanatory speech Discuss: constructive criticism and praise; moving forward Establishing historical context Introduce informative speeches/begin drafting Week 1 reflection	Draft of informative speech Compare/contrast response: explanatory and informative speeches
7/25	Informative speeches	Share developments from reflections Update goals Writer's Notebook Partner practice informative speech Analyze historical informative speech: what can we learn? Purpose: why inform?	Revise/practice informative speech for tomorrow (incorporate feedback and lessons from historical speech analysis)
7/26	Informative/descriptive speeches	Writer's Notebook Present informative speeches Discuss: constructive criticism and praise; moving forward Beginnings and endings: how to catch and keep a listener's attention Descriptive language Introduce descriptive speeches/ begin drafting	Draft descriptive speeches (incorporate lessons about beginnings and endings as well as descriptive language) Compare/contrast response: explanatory v. informative v. descriptive speeches
7/27	Descriptive speeches	Partner practice descriptive speech Writer's Notebook Analyze historical descriptive speech: what can we learn? Organization: how do we stick to a thesis in describing something or someone? Unity and coherence in narration	Revise descriptive speech (incorporate feedback as well as lessons on organization, unity, coherence, narration)

Date	Topic(s)	In-class Activities	Assignments/Assessments
7/28	Descriptive/ persuasive speeches	<p>Writer's Notebook</p> <p>Present descriptive speech</p> <p>Discuss: constructive criticism and praise; moving forward</p> <p>Introduce persuasive form and speech/begin drafting</p> <p>Diction and tone</p> <p>Compare and contrast</p>	<p>Draft persuasive speeches (incorporate lessons on diction, tone, compare, contrast)</p>
7/29	Persuasive speeches	<p>Present persuasive speeches</p> <p>Discuss: constructive criticism and praise; moving forward</p> <p>Final speech requirements and form</p> <p>Argumentation</p> <p>Writer's Notebook</p> <p>Week 2 reflection</p>	<p>Compare/contrast response: explanatory v. informative v. descriptive v. persuasive speeches</p> <p>Plan final speech: choose genre and begin drafting</p>
8/1	Delivering your speech	<p>Share developments from reflections</p> <p>Update goals</p> <p>Writer's Notebook</p> <p>Watch historic speeches</p> <p>Conversation: what else is important about a speech? It's not just words...</p> <p>Using sources and documentation in a speech</p> <p>Conference with instructor/TA/peers about final speech draft</p>	<p>Revise draft of final speech (incorporate lessons on documentation and from conferences)</p>
8/2	Polishing your speech	<p>Writer's Notebook</p> <p>Revisiting audience characteristics and purpose</p> <p>Historical context</p> <p>Practice final speech with peers</p>	<p>Revise/practice final speech</p> <p>Thinking about thinking: the process of writing and giving a speech</p>
8/3	Reading about speaking	<p>What do the pros say?</p> <p>How can we use what writers say to help us learn what we want to say?</p> <p>Writer's Notebook</p> <p>Speech-giving fears allayed</p> <p>What NOT to do</p>	<p>Discussion reflection: do you feel differently about speaking now than when we began?</p> <p>Revise/practice final speech (incorporate advice from pros)</p>

Date	Topic(s)	In-class Activities	Assignments/Assessments
8/4	Final pieces	Writer's Notebook Mock presentations Panel of peer feedback Body language Analyze speeches (auditory and visual)	Revise/practice final speech (incorporate advice from peer panel and historical examples)
8/5	Giving the speech	Final speech presentations Post-assessment Final course reflection	Final speech Post-assessment Final course reflection

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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