Title Of Course: **Strategies Of Communication: Oral & Interpersonal Comm.**

Grade Level: 9-12th Grade

Length Of Course: 18 weeks; 1 semester with 2 grade reports; 1 credit elective English

Course Instructor: **Mr. David E. Kohl**


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**Planning Block** – 7:40-9:10

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**Texts:** *HBJ Looking Out, Looking In*, Ronald B. Adler, Neil Towne. 7th & 8th Eds.

*The Goof Proofer*, Stephen J. Manhard

**Supplementary/Suggested Readings:** *How To Sell Anything To Anybody, How To Sell Yourself*, Joe Girard.

**Course Description:** This class will address strategies for both establishing and maintaining effective interpersonal relationships, as well as, the techniques of strong oral communications. Units, such as effective listening skills, family, gender, work-related, social and cross-cultural communication will be taught. Common communication problems will be discussed as well as the skills that will most likely manage conflict. A critical self-analysis will be done with the goal of personal improvement in perspective, objectivity and self-esteem. The key to success in this class will be to actively participate in open discussion. Class projects will also center on the four basic types of speeches: demonstration, informative, persuasive and impromptu. A unit on group discussion will be offered as well as the applied use of logic and propaganda. The course will end with a culminating speech project as the final exam. Our first quarter will primarily focus on Oral Communications/Public Speaking, while Interpersonal Communications will be the second quarter topic.
Order of Instruction Performances – 1st Quarter Oral Communications:
1. Introduction Speech – participation grade only
2. Demonstration Speech – quality and criteria based grade
3. Informative Speech – quality and criteria based grade
4. Persuasive Speech – quality and criteria based grade
5. Campaign Speech – quality and criteria based grade
6. Impromptu Speaking – quality and criteria based grades
7. Culminating Speech – quality and criteria based grade; self assessment required; may be a rewrite and redo of your least successful speech (requires a written analysis explaining and justifying the planned changes, revisions and corrections to original speech); selection from the demonstration, informative, persuasive categories, or may be a speech of analysis of a famous/significant speaker
8. Small Group Discussion – criteria based grade

Topics & Skills Addressed:
- Code of Ethical Public Speaking
- Audience, Purpose and Topic Selection
- Organization of ideas: the speech outline and Motivated Sequence
- Introductions, Conclusions
- Use of Visual Aides
- Speech Delivery: eye contact, gesturing, movement and vocal qualities
- Strategies of Persuasion
- Effective listening and evaluation of speakers
- Language – correctness
- Rhetoric – historical foundations and connections
- “Talk The Vote” - Current and historical presidential campaign speaking

Order of Instructional Units* – 2nd Quarter Interpersonal Communications:
1. Introduction to Interpersonal Relationships
2. Communication and the Self
4. Emotions: Thinking, Feeling, and Acting
5. Language Barriers and Bridges
6. Nonverbal Communications: Words Not Necessary
7. Listening: Highly Underrated
   *each of these units will have culminating examinations comprised of short answer, multiple choice and open response/short essay questions. These units are tentative as time permits.

Resources for Units: teacher web page, texts, mass media, advertising, KYVL Online Databases, On-line research sources, observation and personal experience.

Topics For Coverage:
I. Reading (1.2) of persuasive writings
II. Writing (1.11) of speech manuscripts.
III. Speaking, Listening and Observation (1.2, 1.4, 1.12)
IV. Inquiry and Research
V. Technology as Communication (1.16)

OBJECTIVES in addition to those identified in Core Content, Program of Studies, NCTE standards and in BCHS Curriculum Designer:
The student will be able to organize and develop structured multi-point messages centered on a clearly stated thesis sentence, utilizing a variety of materials and texts as support to express thoughts and opinions to specific audiences and purposes.

The student will hold a working knowledge and ability to apply the basic and complex principles of persuasion and argumentation in writing and speaking.

The student will develop and apply specific strategies of effective discussion and argumentation in accomplishing specific tasks, including self-awareness and evaluation of the roles assumed in work groups.

The student will continue to develop the following college preparatory skills: critically analyze reading materials, distinguish fact from opinion, establish a thesis and defend it, present evidence for a position, produce persuasive communication, locate and convey essential information while listening, produce analysis, identify bias, use correct grammar and mechanics, summarize messages, draft rhetorical analysis, examine and consume non-print media, evaluate the appropriateness of the format, organization and argumentation of a message.

The students will be able to provide a very clear understanding of what constitutes a quality speech.

The students will take the opportunity to develop public speaking as an effective tool they can use with confidence and see as part of their self-image.

The student will examine and use persuasive skills in making effective persuasive public presentations.

The student will become adept at offering effective and useful critiques of others' speeches.

The student will gain and improve skills as an effective listener.

The student will reflect upon the self and interactions with others to more effectively manage conflict in relationships.

**Planned Exam Intervals:** (each graded on percentage points of 100 possible)

**First Quarter** -
- *Demonstration Speech* – quality and criteria based grade – Week 2-3
- *Informative Speech* – quality and criteria based grade – Week 4
- *Strategies of Persuasion* – short answer and open response – Week 5
- *Persuasive Speech* – quality and criteria based grade – Week 6-7
- *Campaign Speech* – quality and criteria based grade – Week 8-9
- *Impromptu Speaking* – quality and criteria based grades - Intermittent
- *Culminating Speech* – quality and criteria based grade; self assessment required – Week 9
- *Small Group Discussion* – criteria based grade – Week 10-11

**Second Quarter** -
- Introduction to Interpersonal Relationships – Week 10
- Communication and the Self – Week 12
- Emotions: Thinking, Feeling, and Acting – Week 15-16
- Language Barriers and Bridges – Week 17
- Nonverbal Communications: Words Not Necessary
- Listening: Highly Underrated – Last Two Combined – Week 18
- Final Exam – Comprehensive student generated from text and notes OR a final speech TBA.
Expectations:

Listening: within the first week of this class, we will devise together a classroom code of ethical communications behaviors. Respect for each other not only involves offering only constructive criticism as we work through the communication process but also necessitates effective listening. This may become a part of your participation grade.

Activities/Homework assignments: reading independently 1-2 nights per week average, intermittent written work not to exceed an average of 30 minutes a night, but homework will not be assigned each night. Each unit of interpersonal study will require student to complete a Test Preparation Kit review guide. Speeches will require substantial preparation and oral practice prior to class presentation dates.

Speech Outlines: Each graded speech except for the culminating final speech will require a typed speech outline and MLA format Works Cited page. Failure to submit outlines for each of the assigned speeches may result in a first-quarter failing grade on report card. Your culminating speech will be a manuscript speech, requiring delivery from a word-for-word typed, double-spaced script. Outlining of this manuscript is central to your success with the assignment but will not be required for submission on this final speech.

Stop, Drop & Write: Friday, September 12, during this class period we will be required to participate in the school-wide instruction and practice of CATS state assessment on-demand writing. Your work during these sessions will be graded on quality using a school provided rubric and will be included in your quarterly grade as an exam/speech grade.

Class work: speeches, reflective writing, writing to learn, writing to demonstrate learning and discussion/participation. NOTE: I do not give “busy work” question packets, worksheets or similar work as a rule, unless it is necessary with a substitute teacher or mandated by changes in departmental or school policy. The work expected will be valid and beneficial. You absolutely must become an active daily participant as we study Interpersonal Communications to earn an average or above-average grade.

Appropriate Dress: on your assigned speaking dates for the major speech assignments in this course, you are expected to, at a minimum, meet standards for business casual dress. Realistically, males are expected to wear dress pants/pressed khaki pants, dress shoes, an ironed dress shirt with a tie, and females are expected to wear either dress slacks, knee OR below-the-knee length skirt with appropriate blouse and casual dress shoes. Jewelry should be understated, and body piercings beyond the ears should be removed or masked. This is a component of the grade for each of the major speeches. If this poses a problem (economic or otherwise), see me privately. Please, however, understand that not wanting to come to school dressed up will not be a reason that will get you out of this expectation.

Interview Of Public Speaker: you are required to independently select and interview someone who, in the course of their career or professional duties, is regularly expected to serve as a public speaker. Examples of these people: minister, attorney, local politician, higher level manager, corporate trainer, public relations executive. From your interview, you will compile a report of this person’s educational background, speaking duties and engagements, training/education for public speaking, methods for managing “stage fright”/speaker anxiety, speaking devices or strategies they commonly employ, and their greatest challenges/pleasures in the act of public speaking.
**Use Of Research and issues of plagiarism:** speeches and essays must be student’s original work - documented cases of plagiarism will result in a grade of “0”. Works Cited pages are required for all major speech assignments; failure to submit Works Cited pages leads the instructor to operate on the assumption that you have plagiarized your submitted work.

**Technology/Multimedia Literacy:** students will be expected to submit some assignments in email attached word processing files, to incorporate into individual and group study available publishing and presentation software, to invent and produce non-print media messages and to use video of speeches for self assessment.

**Tests/Speeches/Essays/Compositions:** These will require study, effective note-taking, and preparation. Speeches will not be accepted late unless a family emergency exists. Absences are not an excuse for late speeches or projects – outlines must be submitted by email attachment on-time on the due date for a grade. The speech must be delivered the day you return from an absence if you are absent on your assigned speaking date. As well, use email attachments or jump drives in cases of printer trouble.

**CATS Writing Portfolio Selections:** students enrolled in Strategies of Communication will be responsible for writing and revising for their Grade 12 CATS Writing Portfolio the following speech. The manuscript from your culminating speech performance will be your portfolio submission for the semester.

**Performance Criteria:** 94-100=A; 87-93=B; 78-86=C; 70-77=D; any lower...

**Grade Calculation by quarter:**

60% of grade is the percent average of quarterly speech, test and essay grades.

40% of grade is the percent average of all homework and class work grades.

Course final grade is comprised of 45% first quarter; 45% second quarter and 10% final exam.

**Required Supplies:**
- blue or black pen for all submitted work
- pencil for drafting only
- “white out” - no, we will not be huffing it!
- Spiral Notebook with “micro-perforation” so paper tears out with no jagged edges.
- Three-ring binder for organization for all instructional and work materials.
- 100 card packet of 4x6 note cards or 100 pack of 5x8 cards for speeches. NO larger cards
- E-mail address (if you do not have one at home, see me to help you access your school acct)
- 8mm video cassette. I will provide access to video cameras for speech assessment.
- Small capacity jump drive/usb drive.

**Beneficial at-home materials:**
- Computer with internet access and printer or typewriter
- collegiate dictionary – and an understanding of the true value of it in reading and writing
- television - for news, current events, advertising
- newspaper or news magazine
- iPod or any brand mp3 player
- access to analog or digital video camera
- a large mirror, even if in the bathroom

**NOTE:** any component of this syllabus is subject to change at instructor’s or administrator’s discretion.
FINAL THOUGHTS:

- We each have talents and gifts which can label us as unique, but that which truly defines each of us as individuals with worth is what we do with what we cognitively possess. Nobody desires to purchase a low quality product of the lofty potential of an automaker, homebuilder, doctor or chef. Quality doesn’t just happen; it requires work.
- Exercise intellectual humility. You haven’t yet earned a Ph.D. Nor have I. Even if we had, we, as human beings, can still always learn from each other. Recognize the learning that can arise from any situation, however mundane it may seem on the surface. Ph.D’s still manage to learn even after receipt of their degrees. You should, too.
- Please focus on preparation for the test that is life, not for a quiz, a test, THE test. You will perform with proficiency on all those other academic challenges IF you make your goal and purpose to be a lifelong learner with solid follow-through.
- Relax. Don’t stress and build nervous energy while studying for and taking an exam. It is understandable to experience stress during truly life-altering events; fortunately, relatively few of those arise this early in life. Save the stress for the GRE, MCAT, Bar exam, your state boards, your wedding day or family crises.
- Use knowledge and your skills to create both intellectual and tangible products for the sake of your own growth and desire of accomplishment. Never rely on the efforts of others to carry you through, especially during your academic endeavors.
- See failure as a learning opportunity, even if it only reminds you to complete your work next time around. Use failure as a tool to succeed. Henry Ford had three failed business ventures to his credit prior to the success he experienced with Ford Motor Company and assembly line production. Ford credited his failure for his success.
- In this class, “failure”, in the sense of lazily refusing to complete work, is not an option. There are seven of us in the classroom together, and each person’s fullest effort is required for us to be able to advance.
- Much of our focus in this class is on speaking, but we will focus equally on decorum and the importance of listening. You can’t not communicate. Be respectful as you communicate, whether speaking or listening.
- Let’s have fun in the process.