

# Speech and Debate Syllabus



**About the class:** The course is designed to develop confidence and effectiveness in group interactions through the study of communication, technique in voice and movement, and experience in a variety of public speaking settings. Students will learn the techniques appropriate to varied types of speaking including expository, instructional, and persuasive speeches, interpersonal communication, debate, interviewing, and broadcasting. Through the study of historically significant speakers, students will examine and implement the elements of effective public speaking. Students will also develop skills in researching and supporting ideas presented when speaking and debating. The focus of Public

Speaking is to promote relevant skills that promote success in the real world.

**Course Objective:** To introduce the beginning speech student to a study of poise, use of body and voice, public speaking, oral interpretation of literature, and beginning argumentation.

## Emphasis will be placed on:

- Analyzing historical speeches for context and use of rhetorical devices
- Practicing anxiety-reducing exercises before, during, and after public speaking
- Gaining confidence and experience in public speaking
- Performing a variety of speeches in class that require expository, persuasive, debate, parliamentary, and interpretive skills
- Locating sources through research and differentiating between reliable and unreliable sources
- Incorporating sources into speeches and conversations in order to support a position
- Becoming proficient in research techniques, including Internet research and primary research (interviews)
- Increasing working knowledge of current events
- Differentiating between fact, opinion, and fact-driven opinion
- Developing critical thinking skills and the ability to look at both sides of an issue
- Developing an appreciation for opposing viewpoints
- Developing an awareness of posture, vocal quality, personal appearance, and verbal and nonverbal communication in all speaking situations
- Exhibiting a logical arrangement of ideas in writing and in speech
- Exhibiting the ability to draw logical conclusions from critical evaluation of facts and ideas.

**Required Course Materials:** It is your responsibility to arrive to class each day prepared to learn. The following materials must be brought to class each day.

- **Textbook: Thank You for Arguing by Jay Heinrichs**
- **Textbook: How to Argue with a Cat by Jay Heinrichs**
- A 3-ring binder (at least 2 inches) with labeled dividers and plenty of loose-leaf paper
- Pencils, pencil eraser, black and blue pens, highlighters
- Note cards, note card rings

**Course Requirements:** the following considerations will determine how you are evaluated (graded) in this course.

1. Weekly historical speech analysis
2. Weekly textbook application of knowledge
3. Oral assessments
4. Written assessments
5. Final Exam: Details to be discussed in class.

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4. Attendance/Participation: Students should know and understand PHHS's stated attendance policy. Attendance will never directly impact grades, but the work and learning opportunities missed during absences will almost certainly have detrimental effects on student performance and assessment. It is vital that you attend class regularly and it is expected that while in class you participate in exercises. Active participation is essential for learning. Challenge yourself and invite mistakes!

5. Bell work: Consists of review from previous lessons and is factored into the final participation grade

6. Projects: Will be factored into the summative assessment grade

#### **Evaluation Scale:**

Formative Assessment: 25%  
Summative Assessment: 60%  
Final Exam: 15%

#### **Misc. Evaluation Information:**

1. Make-up Classwork: When a student returns to class after an excused absence, it is his or her responsibility to check the makeup folder on my desk. The student has two days to complete the work or to arrange an extension period before the work becomes late. Work due during the absence is due immediately upon return.

2. Late Work: Will adhere to PHHS's academic detention policy—refer to student handbook. Work becomes late when an absence is unexcused, for truancy or when a student turns in assignments after the equal number of days allowed for excused absences. Late work will be accepted up to TWO DAYS AFTER THE DESIGNATED DUE DATE FOR THE WORK. Extended time may be given due to extenuating circumstances such as major family illness, car accidents, etc. However, NO LATE WORK will be accepted one week prior to the end of the quarter.

3. Make-up Quizzes and Tests: There will be a 10% deduction to all make-up quizzes and tests unless 1) the absence is excused, or 2) the arrangement for a make-up test is made prior to the actual test date.

- You may not make up for any one-lesson-old quiz or test
- Make-up tests must be taken within one week of returning to school, and the date must be agreed upon by the student and teacher upon return to school
- If you miss a make-up test, you will have to drop it
- Make-up tests will not be allowed one week before the last day of class
- ASD slips will not be assigned for make-up quizzes and tests, it is the student's responsibility to see teacher regarding an excused or unexcused assessment

4. When in doubt, COMMUNICATE. If an extenuating circumstance occurs, you should make every effort to contact me before the class period. You have my e-mail address and phone number. Be proactive, not reactive!

**Tardies and Absences:** What does it mean to be tardy? A student is considered tardy if they are not in the classroom, seated in their assigned seat, ready to work when the bell rings.

Excused Tardies: If a tardy is excused, students are expected to enter the classroom quietly, and drop the tardy slip off on Ms. Mendoza's desk, and take their seat.

Unexcused Tardies: If a student is tardy, they are required to have a tardy slip from the office in hand before entering the classroom. Excused and Unexcused Absences: Each student is expected to read and comply to PHHS's Attendance Policy.

#### **Letter Grades:**

A: 90 and up

B: 80-89

C: 70-79

F: 69 and below, no credit is earned

There are no pluses or minuses, and grades will not be curved or rounded up.

**Miscellaneous Procedures:**

Turning in assignments, corrections or makeup work: Homework is to be turned in at the beginning of the period. Place homework in the inbox assigned in class.

Hall Passes: Students should not leave class during instruction time. The pass to the restroom is to be used only with permission. You should request permission to use the restroom before class starts or after the lesson has been given.