

State Dual Credit Speech & Communication (ENGL III)

Teacher: Kenny Cody (Mr. Cody, Coach Cody)

Email: codyk@cocke.k12.tn.us

Room: 164

Planning Blocks: 7TH and 8th

CLASS BASICS/RULES

- My contact is codyk@cocke.k12.tn.us, and I am available by that email or after/before class if you have questions. My planning blocks are 7th and 8th.
- Attendance policy will adhere to the Student Handbook and main office. Any absent days are expected to be made up in terms of needed work, speeches, exams, etc.
- You must deliver all assigned speeches and keep up with the class if absent. Attend all classes. Outline, rehearse and time your speeches with a listener. Listen to and learn from your classmates' speeches. If you do not understand something, see me.
- Students will abide by the cell phone policy and dress code policy that is covered in the student handbook without any exception.

MOTIVATION: WHY A SPEECH CLASS?

- Speech is the most basic skill, central to career, social life and personal/private life.
- Career: Job interview, communicating, supervising, motivating, "selling"
- Social Life: Groups (clubs, church, etc.), friends (activities), social tasks
- Personal/Private Life: Family relationships, intimate/romantic life
- U.S. is an "influence society." We influence via speech versus money, talent, appearance, etc.
- Effective Speech Payoffs: Interpersonal connections, fulfilled life.

| Statewide Dual Credit Learning Objectives | |
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| Speech and Communications | |
| Topic 1 | Elements of Communication |
| 1a | Describe the communication needs of human. |
| 1b | Compare the different models of communication. |
| 1c | Identify the characteristics of communication competence. |
| 1d | Explain the relationship between technology and communication. |
| Topic 2 | Active Listening |

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| 2a | Describe listening and the importance of listening. |
| 2b | Differentiate hearing and listening. |
| 2c | Analyze the four different types of listening styles and identify practical strategies for |

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| 2d | Recognize barriers of listening. |
| 2e | List and explain the stages in the listening process. |
| 2f | Analyze personal listening practices. |
| 2g | Design a strategy to improve listening behaviors. |

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| Topic 3 | Verbal and Nonverbal Communication |
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| 3a | Describe the principles of verbal communication. |
| 3b | Demonstrate how to use verbal messages effectively. |
| 3c | Explain how communication can be impacted by the type of language used. |
| 3d | Describe the functions served by nonverbal communication. |
| 3e | Identify the different types on nonverbal communication. |
| 3f | Describe how to effectively send, receive, and interpret nonverbal communication. |

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| Topic 4 | Interpersonal Communication |
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| 4a | Understand and apply the skills needed to develop and maintain healthy interpersonal |
| 4b | Describe conflict styles and strategies and differentiate between appropriate and inappropriate conflict styles and strategies depending on context. |
| 4c | Describe the impact of self on communication and the impact of communication on self. |
| 4d | Explain how self-perception affects the perception of others and interpersonal |
| 4e | Apply the interpersonal relationship model to all relationships. |

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| Topic 5 | Intercultural Communication |
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| 5a | Define culture and interpersonal culture. |
| 5b | Explain and define the concepts of cultural contact and ways in which one communicates effectively, connects and identifies with other cultures. |

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| 5c | Examine the role of mass media, social media, and popular culture as it impacts cultural identities and awareness. |
| 5d | Analyze and evaluate the impact of negative and positive perceptions in society, as it relates to cultural competence and cultural awareness. |
| 5e | Analyze and explain how persuasion is impacted by cultural values, beliefs, behaviors, |
| 5f | Identify and analyze how culture and co-cultures impact communication effectiveness and communication competence. |
| 5g | Study and examine the significance and benefits of ethics and ethical behavior as it relates to intercultural communication. |
| Topic 6 | Group Communication |
| 6a | Identify the basic principles of group communication, involving characteristics, functions, |
| 6b | Explain the aids and barriers to small group communication for decision-making and problem-solving. |
| 6c | Identify and use different conflict management styles. |
| 6d | Identify and use different leadership styles and member roles. |
| 6e | Engage in productive self and team evaluations. |
| Topic 7 | Public Speaking |
| 7a | Develop the ability to stand before an audience and express ideas clearly, effectively, and with a mastery over fear. |
| 7b | Organize, outline, and deliver public speeches with effectiveness. |
| 7c | Utilize various persuasion techniques in verbal communication. |
| 7d | Learn the four methods of delivery: impromptu, extemporaneous, speaking from a manuscript and speaking from memory. |
| 7e | Analyze and understand the importance of the audience as they consider speech topics and delivery techniques. |
| 7f | Define the three rhetorical appeals of the audience. |
| 7g | Learn and use research tools to compose a speech and to avoid plagiarism. |
| 7h | Learn to cite appropriate documentation with the written text and during the speech |

Classes, Group Work, Team Projects: Teamwork; negotiating, oral communication; learning to take and give directions; taking responsibility; problem solving, listening, working with people of various backgrounds; dealing with differences in opinion; relationship development; sharing knowledge.

Oral Presentation: Speaking in public; persuading and influencing others; managing time; presenting; using audiovisual aids; planning, sharing knowledge; adapting your communication style.

Required Text: On Google Classroom

INSTRUCTOR

Kenny Cody is the Speech Communication (English III) & United States Government teacher at Cosby High School. He graduated with a B.A. in English from the University of Tennessee, Knoxville, a Masters in Teaching 6-12 English Education from Tusculum University, and an Educational Specialist in Instructional Leadership Degree from Lincoln Memorial University. He coaches football and girls' basketball as an assistant at the high school, and serves in the athletic department as a game administrator and assistant athletic director.

Religion in the Classroom

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.