

Speech Communication

Time on Task: 2 2/3 hours per week

Course Philosophy

This course is designed to enable students to develop their God-given abilities in public speaking and communication to equip students to share their faith in Jesus Christ effectively with others, both interpersonally and intrapersonally, informally and formally, in all life situations. Upon completion of this course, students should be more prepared to articulate their biblical worldview to a secular world.

Course Description

Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.56. Speech Communication (One Credit). (a) Introduction.</p> <p>(1) Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p>	<p>Scope and Sequence The Process of Communication</p> <ul style="list-style-type: none"> • Why Take Speech? • But I'm Afraid! • How Does Communication Happen? • Listen to Me! <p>Communication Fundamentals</p> <ul style="list-style-type: none"> • The Type of Audience • The Topic of Choice • The Pursuit of Information • The Arrangement of Thought • The Effect of Language 	<p>Spiritual Goals God's intended purpose for speech:</p> <ol style="list-style-type: none"> 1. To teach the child that God is a God of order in the way He designed our oral and written language to be used to communicate effectively to others. 2. To teach the child that God has given us the ability to speak, praise, encourage, unite, solve problems, counsel, preach, teach; and He has also given us various ways in which to communicate to others. 3. To teach the child to speak clearly and concisely and to use his speaking skills to honor Christ. <p>Biblical Integration Truth Statements</p> <ol style="list-style-type: none"> 1. <i>What is prime reality, the really real?</i>
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<p>(2) The essential knowledge and skills as well as the student expectations for Speech Communication, an elective course, are described in subsection (b) of this section.</p> <p>(b) Knowledge and skills.</p> <p>(1) Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. <i>The student is expected to:</i></p> <p>(A) explain the importance of communication in daily interaction;</p> <p>(B) identify and analyze the related components of the communication process as a foundation for communication skills;</p> <p>(C) identify characteristics of oral language and analyze standards for using oral language appropriately;</p> <p>(D) identify types of nonverbal communication and analyze their effects;</p> <p>(E) identify the components of the listening process;</p> <p>(F) identify and analyze standards for making communication choices considering, appropriateness for self, listener, occasion, and task;</p>	<p>Public Communication</p> <ul style="list-style-type: none"> • The Power of Sight • Informing Your Audience • Persuading Your Audience • Speaking in Special Situations • Communicating in the Workplace <p>Correlation with TEKS</p> <p><u>Sound Speech</u> BJU Press Student ISBN 978-1-57924-620-4 Teacher ISBN 978-1-57924-621-1</p> <p>pp. 7-10</p> <p>pp. 40-51</p> <p>Chapter 9</p> <p>Chapter 10</p> <p>pp. 63-64</p> <p>pp. 51-53</p>	<p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him.
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<p>(G) explain how perceptions of self and others influence communication;</p> <p>(H) explain how knowledge, attitudes, needs, and priorities influence communication;</p> <p>(I) recognize how culture influences communication; and</p> <p>(J) identify and analyze responsibilities of communicators.</p> <p>(2) Interpersonal. The student uses appropriate interpersonal communication strategies. <i>The student is expected to:</i></p> <p>(A) explain the importance of productive, interpersonal communication;</p> <p>(B) identify characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness;</p> <p>(C) use language appropriately in a variety of interpersonal situations;</p> <p>(D) use appropriate nonverbal communication in interpersonal situations;</p> <p>(E) use critical, reflective, and empathic listening skills to enhance interpersonal relationships;</p> <p>(F) participate appropriately in conversations for a variety of purposes;</p> <p>(G) use effective strategies for making communication decisions, solving problems, and managing conflicts; and</p> <p>(H) analyze and evaluate the appropriateness of own communication and the communication of others in interpersonal situations.</p> <p>(3) Group. The student uses appropriate communication in group situations. <i>The student is expected to:</i></p> <p>(A) explain the importance of groups in a democratic society;</p> <p>(B) identify the purposes and functions of various types of informal and formal groups;</p> <p>(C) demonstrate understanding of basic theories and principles of effective group dynamics;</p> <p>(D) analyze roles assumed by group members and their influence on group effectiveness;</p> <p>(E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;</p>	<p>pp. 22-25</p> <p>pp. 46—51</p> <p>pp. 46-51</p> <p>pp. 45-46</p> <p>p. 52</p> <p>pp. 318-319</p> <p>pp. 302-310</p> <p>pp. 311-313</p> <p>pp. 62-72, 313-315</p> <p>Class Discussions</p> <p>pp. 315-317</p> <p>pp. 9, 11, 44-45</p> <p>(A) through (J)</p> <p>PowerPoint Presentation</p> <p>Teacher-made Activities</p>	<p>(Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and</p>
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<p>(A) explain the importance of public dialogue in a democratic society;</p> <p>(B) identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions;</p> <p>(C) analyze the characteristics of speeches to inform, persuade, or inspire; and</p> <p>(D) analyze oral and written models of speeches as a basis for developing speech skills.</p> <p>(6) Speech presentation. The student uses appropriate strategies to rehearse and present. <i>The student is expected to:</i></p> <p>(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;</p> <p>(B) use language clearly and appropriately;</p> <p>(C) use nonverbal strategies appropriately;</p> <p>(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and</p> <p>(E) demonstrate a lively sense of interaction with audiences.</p> <p>(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. <i>The student is expected to:</i></p> <p>(A) analyze and evaluate oral and written speech models;</p> <p>(B) use critical listening skills to evaluate speeches; and</p> <p>(C) provide oral or written critiques of his/her own and others' speeches.</p>	<p>p. 8</p> <p>Sample Speeches at the end of Chapters 1-3, 5, 10-13</p> <p>Chapters 11-13</p> <p>Martin Luther King's "I Have a Dream" speech; Gettysburgh Address; p. 76</p> <p>pp. 28-31, 200-204</p> <p>Chapter 9 pp. 205-210 pp. 212-216</p> <p>Chapter 10</p> <p>pp. 74-76 pp. 70-72 pp. 74-76</p> <p>Student Activities Practice Assignments Games Role-playing Chapter Projects</p> <p>Teaching Strategies Lecture</p>	<p>the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ul style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we
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	<p>Oral Instruction Demonstration Visual Aids Cooperative Learning</p> <p>Evaluation Procedures Chapter Reviews Oral and Written Tests Speech Evaluation Projects</p> <p>Other Resources and Bibliography None</p>	<p>have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God's moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him.</p>
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		<p>(Psalm 40:5, Romans 8:28) <i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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