

Course Syllabus: 2007-2008

COURSE: Communication Arts

INSTRUCTOR: Mr. Carl Natzke

TEXTBOOK: None

Support Materials and Services: reference materials, vital speeches, literature of varied genre, library research, public speaking videos

COURSE PURPOSE: This course is designed for the student who desires to model and further develop God-given gifts of vocal expression through preparation, practice, and performance. Opportunities for such expression will be through material written by the student as well as through literary works in print and chosen for oral interpretation.

COURSE OUTCOMES:

The student will gain ...

- a deeper insight as to the process of effective communication.
- a greater sensitivity as to his/her own delivery style and behaviors.
- an understanding and develop presentation strategies to match varied listening styles.
- a greater awareness or acuity in the assessment of others-- both in the content and delivery of speeches by classmates as well as the analysis of great American speeches.

COURSE GOALS:

1. To encourage the student to be a confident, responsible, and effective Christian communicator in word and action--no matter what the setting or topic inside. as well as outside the classroom
Col. 3:17 *WHATEVER YOU DO, WHETHER IN WORD OR DEED, DO ALL IN THE NAME OF THE LORD JESUS.*
2. To stimulate creative and artistic achievements in speaking performances as far as the God-given talents of the individual student will permit.
3. To prepare and motivate students to become life-long learners in a very communicative world.

COURSE CONTENT/ OUTLINE

The **student** will be expected to **prepare speeches** and **interpretive material** that

1. fits a purpose
2. applies to a specific audience
3. incorporates appropriate language form

All of the language arts skills of reading, writing, speaking, and listening will be applied as one orally communicates, interacts, and elicits responses.

Although the course is curriculum-focused, it is designed to be student-centered. The instructor's role will be primarily to establish the criteria for each communication experience. The student, ultimately, must be self-motivated as the instructor assumes the role of coach and facilitator in guiding them through the following speaking experiences:

QUARTER 1(3):

1. Getting-to-Know-You Speech
2. Group Interpretive Reading
3. Radio Broadcast
4. Special Occasion Speeches(2 of 3)
 - Eulogy or Stand-Up Comedy
 - Problem Resolution Speech
 - Awards Presentation/Acceptance Speech

QUARTER 2(4):

5. Farrago(varied genre) or Storytelling (folktales; short stories)
6. Play Acting or Solo Acting
7. Business and Leadership Conference Speech

UNITS:

Each quarter includes involvement from both the communicative and interpretive experiences. The range of days is affected by the number of group or individual presentations offered each quarter--and the number of speaking opportunities offered is determined by the number of students in this elective course. Smaller classes would include more "academics".

Communicative Experiences

Whole Class

- roundtable

Small Group

- leadership speech
- radio broadcast/tv segment
- play-acting
- award's ceremony
- group interpretive reading

Individual

- leadership speech
- getting acquainted speech
- problem/resolution speech
- oratory/persuasive speech
- impromptu
- farrago

- solo-acting
- forensics member can prepare selection if in first semester section

INSTRUCTIONAL STRATEGIES:

Lecture: 15%
 Small Group Work: 20%
 Class Discussion/ Student Conferencing:20%
 Student Presentations: 35%
 Library Research: 10%

GRADING:

The grades entered will be weighted according to the pro-grade computer program, as follows:

Speeches in 1-4@10%50%
 Speech 5:20%
 Speech 6:.....20%
 In-class activities and small group tasks; responsible to
 speech dates and academics.....10%

 Speech 7:..... 20% (semester culminating)

VOCABULARY:

accomodation	active listening	affirmative	analogy
antithesis	appeal to tradition	attitude	audience analysis
avoidance	bandwagon fallacy	begging the question	belief
brief	burden of proof	casual reasoning	charisma
collaboration	compelling insight	competence	chronological organization
compromise	credibility	conflict management	dissonance
debate	deductive reasoning	demographics	disposition
dynamism	ethics	eulogy	extemporaneous
fact	fallacy	figurative language	format
hasty generalization	hypothetical	impromptu	inductive reasoning
inflection	inference	invention	inversion
logic	major premise	minor premise	motivated sequence
narration	omission	opinion	personification
pitch	plagiarism	proof	pronunciation
proposition of fact	proposition of policy	proposition of value	reasoning
reflective thinking	repetition	refute	resume'
semantics	statistics	suspension	syllogism
symposium	tact	tone	topical organization
value	visual aids	vocal cues	volume

APPENDIX A

English Department Outcomes

Course: Communication Arts

Instructor: Mr. Carl Natzke

Quarter One (Quarter Three)

1. An effective communicator who
 - 1.1 writes clearly and with purpose
 - 1.2 speaks clearly and with purpose
 - 1.3 actively listens to interpret and evaluate spoken messages
 - 1.4 contributes constructively to group processes

2. A perceptive thinker who
 - 2.1 exercises independent judgment
 - 2.2 detects logical fallacies
 - 2.3 distinguishes truth from propaganda
 - 2.4 accesses and uses relevant information
 - 2.5 seeks out and evaluates multiple points of view
 - 2.6 identifies and evaluates alternatives/options
 - 2.7 applies Christian discernment
 - 2.8 validates conclusions and decisions
 - 2.9 makes meaningful connections among varied data

3. A self-directed learner who
 - 3.1 assumes responsibility for his/her own learning
 - 3.2 establishes and prioritizes goals
 - 3.3 monitors and assesses his/her own progress
 - 3.4 employs appropriate learning strategies in different situations
 - 3.5 applies available technology to facilitate learning

4. A discerning reader, viewer, and listener who
 - 4.1 recognizes explicit and implicit values in all forms of media
 - 4.2 applies aesthetic values to the message he/she sees and hears
 - 4.3 appropriately identifies the artist's message in his or her work
 - 4.4 evaluates the artist's message in light of Scripture's truths

5. A quality producer who
 - 5.1 accepts responsibility for the quality of work produced
 - 5.2 makes effective use of God's gift of time
 - 5.3 meets reasonable deadlines for work
 - 5.4 meets required/conventional standards for work
 - 5.5 seeks out the constructive criticism of others on work in progress
 - 5.6 uses available technology to produce quality work

Quarter Two (Quarter Four)

- 1 An effective communicator who
 - 1.1 writes clearly and with purpose
 - 1.2 speaks clearly and with purpose
 - 1.3 actively listens to interpret and evaluate spoken messages
 - 1.4 contributes constructively to group processes

- 2 A perceptive thinker who
 - 2.1 exercises independent judgment
 - 2.2 detects logical fallacies
 - 2.3 distinguishes truth from propaganda
 - 2.4 accesses and uses relevant information
 - 2.5 seeks out and evaluates multiple points of view
 - 2.6 identifies and evaluates alternatives/options
 - 2.7 applies Christian discernment
 - 2.8 validates conclusions and decisions
 - 2.9 makes meaningful connections among varied data

- 3 A self-directed learner who
 - 3.1 assumes responsibility for his/her own learning
 - 3.2 establishes and prioritizes goals
 - 3.3 monitors and assesses his/her own progress
 - 3.4 employs appropriate learning strategies in different situations
 - 3.5 applies available technology to facilitate learning

- 4 A discerning reader, viewer, and listener who
 - 4.1 recognizes explicit and implicit values in all forms of media
 - 4.2 applies aesthetic values to the message he/she sees and hears
 - 4.3 appropriately identifies the artist's message in his or her work
 - 4.4 evaluates the artist's message in light of Scripture's truths

- 5 A quality producer who
 - 5.1 accepts responsibility for the quality of work produced
 - 5.2 makes effective use of God's gift of time
 - 5.3 meets reasonable deadlines for work
 - 5.4 meets required/conventional standards for work
 - 5.5 seeks out the constructive criticism of others on work in progress
uses available technology to produce quality work

APPENDIX B

Wisconsin State Standards

Course: Communication Arts

Instructor: Mr. Carl Natzke

Quarter One(Quarter Three)

- A. 12.1 Use effective reading strategies to achieve their purposes in reading
- A 12.2 Read, interpret, and critically analyze literature
- A. 12.3 Read and discuss literary and nonliterary texts in order to understand
- A. 12.4 Read to acquire information

- B. 12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B. 12.2 Plan, revise, edit, and publish clear and effective writing
- B. 12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- C. 12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences
- C. 12.2 Listen to, discuss, and comprehend oral communications
- C. 12.3 Participate effectively in discussion

- D. 12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

- E. 12.1 Use computer to acquire, organize, analyze, and communicate information.
- E. 12.2 Make informed judgments about media and products

- F. 12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

Quarter Two (Quarter Four)

- A. 12.1 Use effective reading strategies to achieve their purposes in reading
- A 12.2 Read, interpret, and critically analyze literature
- A. 12.3 Read and discuss literary and nonliterary texts in order to understand
- A. 12.4 Read to acquire information

- B. 12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B. 12.2 Plan, revise, edit, and publish clear and effective writing
- B. 12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- C. 12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences
- C. 12.2 Listen to, discuss, and comprehend oral communications
- C. 12.3 Participate effectively in discussion

- D. 12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

- E. 12.1 Use computer to acquire, organize, analyze, and communicate information.
- E. 12.2 Make informed judgments about media and products

- F. 12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings