

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

ORAL RHETORIC
Contemporary Strand

I. INTRODUCTION: COURSE DESCRIPTION

- A. Oral Rhetoric is designed to help students improve their speaking skills, their writing skills, and their understanding of literature. Students will analyze the structure and content of effective speeches, will write and present speeches using techniques studied, and will learn to listen with critical attention. They will study and analyze literary works, interpret them orally, and write critically about them.
- B. This course addresses the following District student learning outcomes which ask students to:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
 - #2. read and analyze material in a variety of disciplines;
 - #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
 - #11. interpret, experience, create and/or perform artistic work.
- Oral Rhetoric addresses the following Tam 2000 Goals:
- develop the "whole person" - academically, socially, emotionally, ethically;
 - facilitate active learning.
- C. Oral Rhetoric connects with previous learning and experience of oral communication in many other classes where oral communication and presentation are integrated into the curriculum.
- D. Oral Rhetoric focuses on oral communication skills, while encouraging students to improve their writing skills and their listening skills. The goals of this course include the following:

1. present an effective speech that engages the interest of the audience, presents the material in an organized manner, and concludes appropriately;
2. write outlines, full texts of speeches, and evaluations of speeches;
3. write expository papers with an emphasis on organization; papers may be of various lengths and may use various techniques;
4. establish the connection between writing and thinking through regular practice in the steps of the writing process;
5. participate in small group discussions and make formal and informal presentations;
6. learn techniques and methods of arousing and sustaining interest;
7. investigate various sources of information and other raw materials which will be organized into speeches;
8. participate in five to ten individual speaking situations requiring management of information, visual aids, and space; these situations may involve a single speaker, a large group, a small group, a panel, or a forum;
9. study works of literature that are particularly appropriate for oral presentation and class discussions;
10. use vocabulary developed through the study of forensic and literary terms and speakers' diction;
11. improve listening skills, such as the recognition of fallacies, in analyzing speeches, interpreting literature, and examining the effects of mass media;
12. read famous speeches and works of literature that particularly lend themselves to oral interpretation and analysis.

II. STUDENT LEARNING OUTCOMES

1. Writing:

- a. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
- b. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);

- c. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
- d. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
- e. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
- f. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
- g. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
- h. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

2. Literature/Reading:

- a. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
- b. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
- c. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);

- d. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
- e. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

3. Speaking and Listening:

When speaking, students will:

- a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
- b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
- c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
- d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

C. Student Assessment:

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Oral Rhetoric Resource Binder for sample assessments

D. Course Assessment

Oral Rhetoric will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

III. METHODS AND MATERIALS

A. Methods

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature

Every teacher of Oral Rhetoric will teach a selection of the following titles to guarantee consistency throughout the District. Each student will read at least four major works per semester.

CORE WORKS

1. DRAMA

Shakespeare, William *As You Like It*: "All the world's the stage...."

Hamlet: "To be or not to be...."
 speech to the players
Henry IV, Part IV: Responsibility of the King
Julius Caesar: Mark Antony, "Friends, Romans,
 countrymen...."
Macbeth: "Is this a dagger...."
Romeo and Juliet: Mercutio's Queen Mab speech

Sophocles

Antigone: Creon on kingship
 Antigone on civil disobedience
 Creon's advice to his son
 Antigone's farewell
 Teirisias to Creon
 Creon's final scene
Oedipus Rex: Oedipus/Teirisias confrontation
 Blind Oedipus speaking on his father

Miller, Arthur

Death of a Salesman: Requiem for Willie
The Crucible: Proctor's address to the court about
 keeping his good name

Williams, Tennessee

The Glass Menagerie: Tom's memory monologues
 Amanda and Laura: "A tiny silver slipper of
 moon...."

Wilder, Thornton

Our Town: Stage Manager's introduction
 Prof. Willard's history of the town

Wouk, Herman

Caine Mutiny Court Martial: Defense attorney's
 closing argument to court

2. CLASSICAL PIECES

Edwards, Jonathan.
 Franklin, Benjamin

"Sinners in the Hands of an Angry God"
 Silence Dogood's "A Receipt to Make a New
 England Funeral Elegy."

Jefferson, Thomas
 Seneca
 Stafford, Jean

"The Declaration of Independence"
 "True Joy"
 "A Reading Problem"

Mamet, David
 Tyler, Anne

Oleanna
Dinner at the Homesick Restaurant

Sebranek, Patrick, ed.

Writers INC.

IV. GENERAL INFORMATION

Oral Rhetoric is a 5 credit course open to juniors, seniors and second semester sophomores.

- A. Prerequisites. There are no course prerequisites
- B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement.

This course is accepted toward the "b" or "g" requirement for US admissions. It is also accepted for the CSU English requirement.

Revised: 1/27/06