Public Speaking

Course Description and Competencies for Public Speaking (4011-4014) for High School Credit

Course Description

Public speaking courses enable students, through practice, to develop communication skills that can be used in various speaking situations such as small and large group discussions and delivery of lectures or speeches in front of audiences. Course topics may include but are not limited to development of self-confidence, research, organization, writing for verbal delivery, visual and presentation skills, and analysis and critique.

Teachers of public speaking may hold a certificate in any subject area.

Oklahoma Public Speaking or Speech Competencies

Standard 1: Students will demonstrate effective intrapersonal communication.

- **S.1.1** Students will develop goal setting, positive self-concept, positive self-talk, and self-confidence related to public speaking.
- **S.1.2** Students will examine how background experiences and personal viewpoints impact speech-making decisions.

Standard 2: Students will practice communication competencies in their professional interaction with others.

- **S.2.1** Students will demonstrate appropriate listening skills in various situations: active listening, critical listening, appreciative listening, comprehensive listening, empathic listening, and reflective listening.
- **S.2.2** Students will learn strategies to reduce communication barriers (e.g., apprehension, bias, false assumptions, loaded terms, and negative nonverbal communication).
- **S.2.3** Students will practice appropriate public speaking etiquette through appearance (e.g., professional attire, business casual dress, grooming) and technology usage (e.g., slideshows, virtual presentations).
- **S.2.4** Students will evaluate messages in various speaking situations with established criteria (e.g., clarity, delivery, purpose, reasoning, and word choice).
- **S.2.5** Students will consider the audience and message in various public speaking situations and use appropriate language (e.g., connotative and denotative, dialect, jargon, slang, vocabulary complexity, and inclusive language).
- **S.2.6** Students will demonstrate effective language use by making sure that it is accurate, vivid, and clear.

S.2.7 Students will convey intended meaning through effective nonverbal communication: facial expressions, gestures, paralanguage, eye contact, personal appearance, and movement.

S.2.8 Students will apply principles of ethical communication through avoidance of plagiarism, responsible interaction with the audience, appreciation of various backgrounds, and respect for diverse cultures.

S.2.9 Students will define, identify, and avoid logical fallacies (e.g., slippery slope, bandwagon, false cause, hasty generalization, begging the question, false dilemma, appeal to tradition, appeal to novelty, invalid analogy, red herring, *ad hominem*) in reasoning.

Standard 3: Students will prepare for effective communication in various professional communication situations.

S.3.1. Students will adapt a message to the context (e.g., cultural, situational, environmental):

- content
- non-verbal communication
- vocal delivery (e.g., pace, volume, tone)

S.3.2 Students will prepare a formal address:

- analyze audience
- identify purpose
- research topic
- create outline
- organize content according to appropriate pattern (e.g., chronological, topical, problem-solution, cause-effect)
- cite sources
- practice delivery

S.3.3. Students will research a topic:

- locate appropriate resources
- evaluate the credibility of sources
- quote, summarize, and paraphrase sources
- cite sources

S.3.4 Students will effectively structure a presentation:

- introduction, body, conclusion
- main points
- supporting material
- attention devices
- transitions
- signposts

S.3.5 Students will use technology or other visual aids (e.g., slideshows, props, posters, videos, audio recordings) to enhance their presentation or speech.

S.3.6 Students will demonstrate effective delivery skills:

- nonverbal skills (e.g., gestures, facial expressions, eye contact, attire, proxemics)
- verbal skills (e.g., vocal projection, pace, rate, tone)
- delivery style (e.g., memorized, manuscript, extemporaneous, impromptu)

S.3.7 Students will demonstrate the ability to give and receive appropriate feedback about their presentations and speeches:

- develop criteria for feedback
- deliver feedback using constructive verbal and nonverbal communication
- develop a plan of action based on feedback

Standard 4: Students will participate in various formal and informal professional public speaking experiences.

S.4.1 Students will present informal presentations or speeches about personal interests.

S.4.2 Students will present informative speeches incorporating the effective elements of public speaking.

S.4.3 Students will present persuasive speeches incorporating the effective elements of public speaking.

S.4.4 Students will present special occasion speeches (e.g., speech of introduction, speech of presentation, acceptance speech, commemorative speech) incorporating the effective elements of public speaking.

S.4.5 Students will present extemporaneous and/or impromptu speeches incorporating the effective elements of public speaking.

S.4.6 Students will present memorized and/or manuscript speeches incorporating the effective elements of public speaking.

Acknowledgments:

Thank you for the enormous amount of energy and time put into the development of the competencies by Karen Baker (retired educator/Spirit Productions), Amy Gilmore (Inola Public Schools), Monica Hettick (Tulsa Public Schools), Nick Lyon (Crescent Public Schools), Kylee Sloan (Durant Public Schools), and Steve Strickler (Southwestern Oklahoma State University). Your contributions made this work possible.

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