DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Speech

Prepared by the State Board of Education TEKS Review Committees

First Draft – September 2009

These course documents have been combined and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

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§110.57. Public Speaking I, II, III (One-Half to One Credit).

(a) Introduction.

(1) In order to have full participation in the democratic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. 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.

(2) The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(A) recognize the influence of classical rhetoric in shaping Western thought;

(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C) analyze how modern public address influences public opinion and policy in a democracy;

(D) analyze the ethical responsibilities that accompany freedom of speech;

(E) develop and use critical, ~~deliberative, evaluative,~~ empathic, and appreciative listening skills to analyze and evaluate speeches; and

(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, ~~problem,~~ and/or policy;

(E) identify and analyze characteristics of speeches for special occasions; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3) Invention. The student plans speeches. The student is expected to:

(A) identify and analyze the audience and occasion as a basis for choosing speech strategies;

(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic;

(C) select and limit purposes for speeches;

(D) research topics using primary and secondary sources, including electronic technology; and

(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4) Organization. The student organizes speeches. The student is expected to:

(A) apply knowledge of speech form to organize and design speeches;

(B) organize speeches effectively for specific topics, ~~and~~ purposes, audiences, and occasions;

(C) choose logical patterns of organization for bodies of speech;

(D) prepare outlines reflecting logical organization; and

(E) analyze and evaluate the organization of oral or written speech models.

(5) ~~Proofs~~ Appeals

(A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing ~~proofs and~~ appeals for speeches;

(B) choose logical ~~proofs~~ appeals that meet standard tests of evidence;

(C) use logical, ethical, and emotional ~~proofs and~~ appeals to support and clarify claims in speeches;

(D) choose ~~proofs and~~ appeals that enhance a specific topic, purpose, and tone;

(E) choose and develop appropriate devices for introductions and conclusions;

(F) choose or produce effective visual supports; and

(G) analyze and evaluate the ~~proofs and~~ appeals used in oral or written speech models.

(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:

(A) distinguish between oral and written language styles;

(B) write manuscripts to facilitate language choices and enhance oral style;

(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;

(D) use informal, standard, and technical language appropriately;

(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and

(F) evaluate a speaker's style in oral or written speech models.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;

(B) rehearse and employ a variety of delivery strategies;

(C) develop verbal, vocal, and physical skills to enhance presentations;

(D) use notes, manuscripts, rostrum, ~~microphone,~~ visual aids, and/or electronic devices; and

Comment [A7]: In Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

Comment [A8]: In Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

Comment [A9]: In Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

Comment [A10]: In Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

Comment [A11]: This type of equipment is not always available to every teacher.

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(E) ~~maintain a lively sense of interaction with an audience~~ interact with audiences

(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:

§110.58. Communication Applications (One-Half Credit).

(a) Introduction.

(1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and chan(m)-13(u)10(s)-mllubs esse delpeolc6-4fo0(o((t)12(i(ie0(c))6d)6(l)6)6(s)--6(e co)14(m

(2) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.

(H) identify specific kinds of listening such as critical, ~~deliberative,~~ and empathic;

(C) identify and analyze the roles of group members and their influence on group dynamics;

(D) demonstrate skills for assuming productive roles in groups using appropriate verbal, nonverbal, and listening strategies;

~~(E) use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;~~

(E) identify and analyze leadership styles;

(F) use effective communication strategies in leadership roles;

(G) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and

(H) analyze the participation and contributions of group members and evaluate group effectiveness.

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(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:

(A) analyze the audience, occasion, and purpose when designing presentations;

(B) determine specific topics and purposes for presentations;

(C) research topics using primary and secondary sources, including electronic technology;

(D) use effective strategies to organize and outline presentations;

(J)