

**DRAFT Proposed Revisions**  
***Texas Essential Knowledge and Skills***

***Speech***

**Prepared by the State Board of Education TEKS Review Committees**

**November 4, 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:

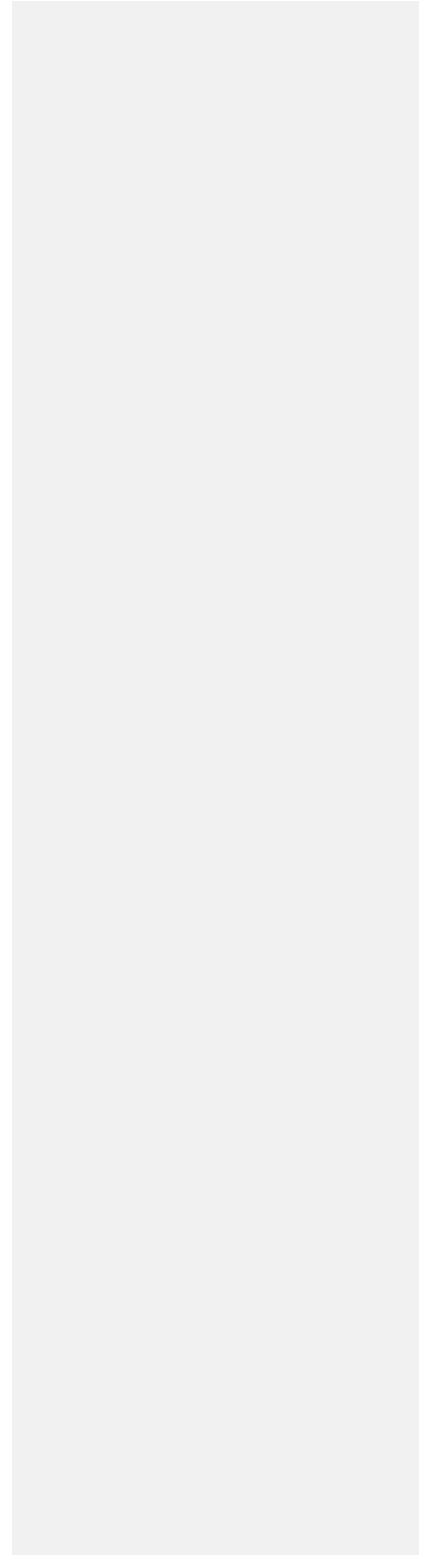
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**110.56. Speech Communication (One Credit).**

(a) Introduction.

(1) ~~Understanding-~~

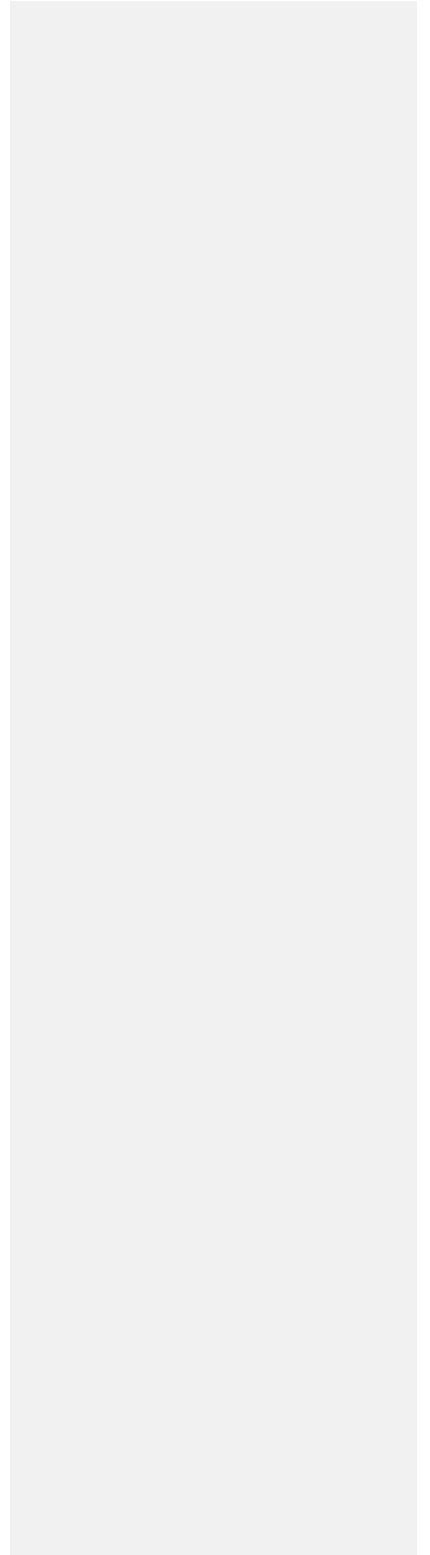


- (H) explain how knowledge, attitudes, needs, and priorities influence communication;
  - (I) recognize how culture influences communication; and
  - (J) identify and analyze responsibilities of communicators.
- (2) Interpersonal. The student uses appropriate interpersonal communication strategies. The student is expected to:
- ~~(A) explain the importance of productive, interpersonal communication;~~
  - (A) identify and explain the characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness; |
  - ~~(B) use language appropriately appropriate verbal communication~~ in a variety of interpersonal situations;|
  - (C) use appropriate nonverbal communication in a variety of interpersonal situations;|
  - ~~(D) use critical, reflective,~~ and empathic listening skills to enhance interpersonal relationships;|
  - (E) participate appropriately in conversations for a variety of purposes;
  - (F) use effective strategies for making communication decisions, solving problems, and managing conflicts; and |
  - ~~(G) analyze and evaluate the appropriateness of one's own communication~~
- (3) Group. The student uses appropriate communication in group situations. The student is expected to:

- (F) use effective strategies for problem solving, conflict management, and consensus building in groups;
  - (G) use parliamentary procedure effectively;
  - (H) prepare, organize, and present group discussions for an audience;
  - ~~(I) make appropriate impromptu contributions and/or speeches in group decision-making; and~~
  - (I) evaluate group effectiveness. |
- (4) Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:
- (A) analyze audience, purpose, and occasion;
  - (B) analyze the characteristics of speeches to inform, persuade, and motivate; |
  - (C) apply appropriate criteria for choosing and limiting topics;
  - (D) choose and limit purposes for speeches; |
  - (E) research topics for speeches using a variety of primary, and secondary sources, and including electronic sources;
  - (F) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;
  - (G) use logical patterns of organization such as chronological, topical, and

- (L) ~~make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity;~~ use informal, standard, and technical language effectively.
- (M) write manuscripts for speeches to ~~enhance oral style and~~ facilitate memory and enhance oral style
- (N) produce and use concise notes and/or visual aids appropriately.

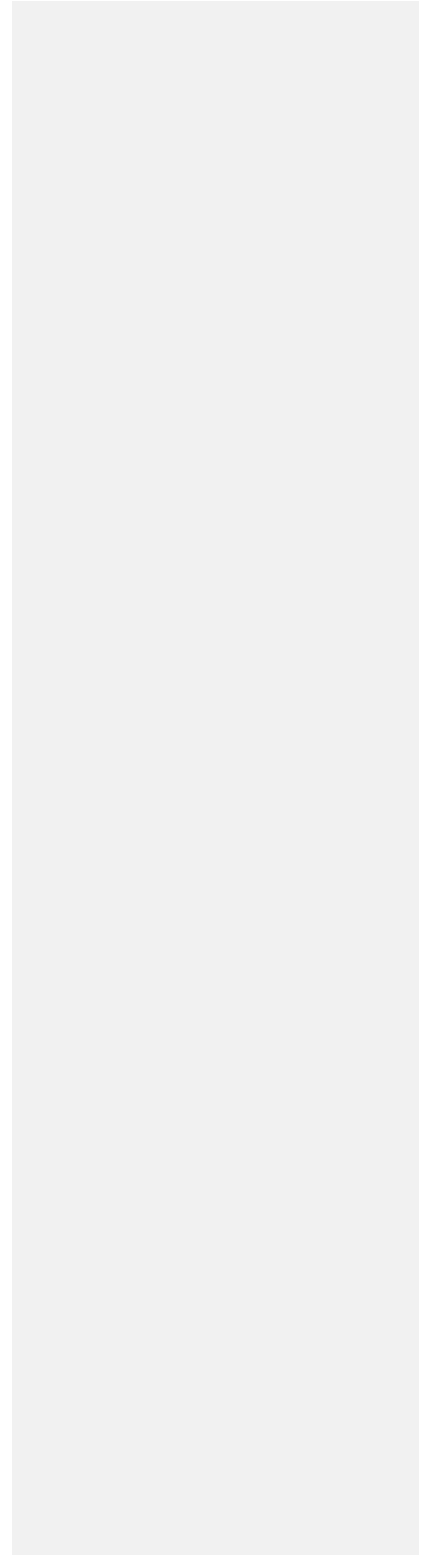
(C)



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

(a) Introduction.

(1) In order to have full participation in the ~~democratic~~ civic process, students must have a



(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 and Appeals. The student uses valid proofs and appeals in speeches. The student is expected to:

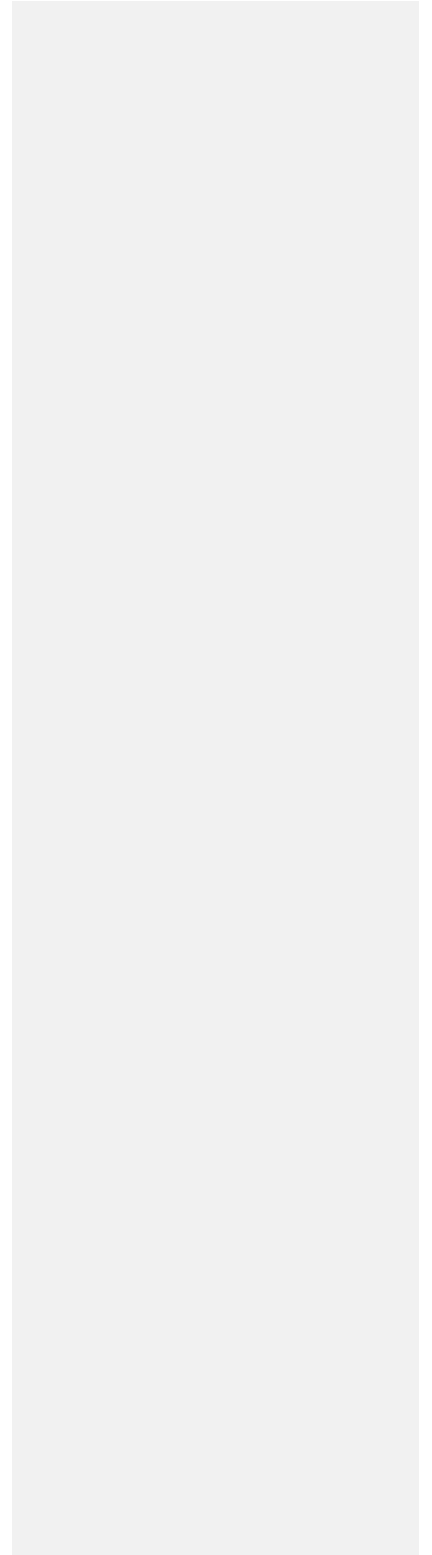
(A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;

(B) choose logical proofs and 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)





- (H) identify specific kinds of listening such as critical, deliberative, and empathic;
  - (I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
  - (J) identify and analyze ethical and social responsibilities of communicators; and
  - (K) recognize and analyze appropriate channels of communication in organizations.
- (2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
- (A) identify types of professional and social relationships, their importance, and the purposes they serve;
  - (B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
  - (C) use communication management skills to ~~build confidence and~~ develop appropriate assertiveness, tact, and courtesy;
  - (D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
  - (E) ~~make~~ send clear and appropriate requests, ~~give~~ provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to ~~the~~ requests, directions, and the questions of others;
  - (F) participate appropriately in conversations;
  - (G)

- (3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
- (A) identify kinds of groups, their importance, and the purposes they serve;
  - (B) analyze group dynamics and processes for participating effectively in groups; ~~committees, or teams;~~
  - (C) identify and analyze the roles of group members and their influence on group dynamics;
  - (D) demonstrate understanding of group roles and their impact on group effectiveness
  - (E) use appropriate verbal, nonverbal, and listening ~~strategies skills~~ to promote group effectiveness;
  - (F) identify and analyze leadership styles;
  - (G) use effective communication strategies in leadership roles;
  - (H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
  - (I) analyze the participation and contributions of group members and evaluate group effectiveness.
- (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;

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- (3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:
- (A) read the text to grasp the author's meaning, theme, tone, and purpose; and
  - (B) research the author, author's works, literary criticism, allusions in the text, definition and pronunciations of words to enhance understanding and appreciation of the chosen text.
- (4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:
- (A) identify and analyze the literary form or genre;
  - (B) identify and analyze structural elements in the chosen text;
  - (C) identify and analyze the narrative voice and/or other speakers, **such as** ~~(personae)~~ in the literature;
  - (D) identify and analyze the time, place, and atmosphere **(locus)**

- (D) write appropriate introductions, transitions, and/or conclusions to supplement the text.
- (6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
  - (A) justify the use or nonuse of manuscript or other aids;
  - (B) justify strategies for the use of focus, gesture, and movement;
  - (C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;
  - (D) justify the use of dialect, pronunciation, enunciation, or articulation; and
  - (E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.
- (7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:
  - (A) use effective rehearsal strategies to promote internalization and visualization of the text;
  - (B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;
  - (C) participate in effective group decision-making processes to prepare and present group performances; and
  - (D) present individual and group performances.
- (8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:
  - (A) listen critically and appreciatively and respond appropriately to the performances of others;
  - (B) analyze and evaluate various performance styles;
  - (C) use a variety of techniques to evaluate and critique one's own and others' performances; and
  - (D) set goals for future performances based on evaluation.

Comment [A8]: Grammar

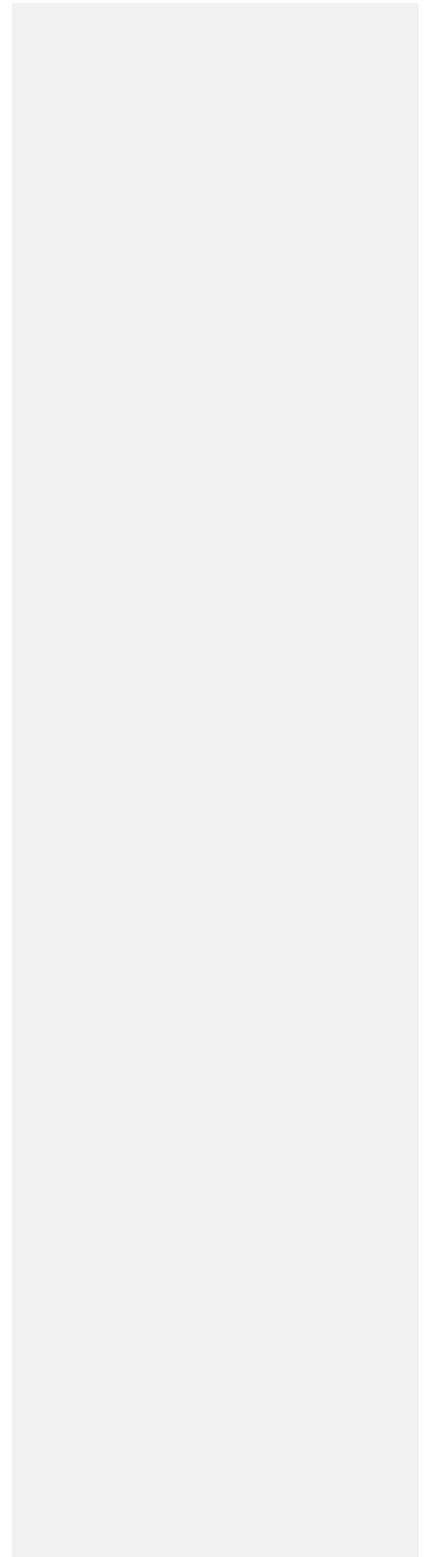
Comment [A9]: Grammar



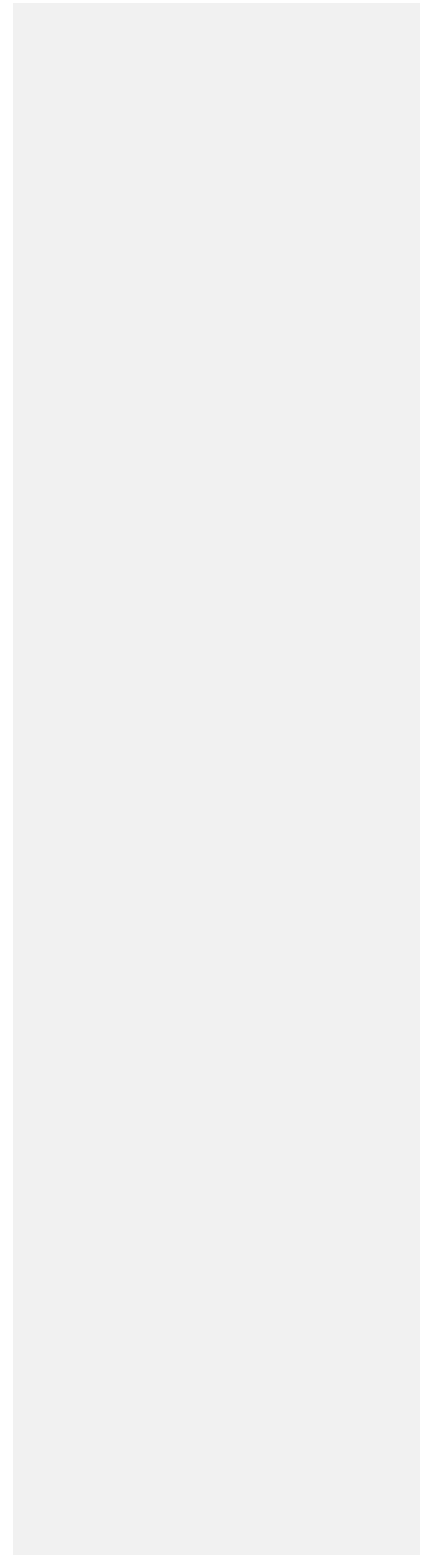
§110.60. Debate I, II, III (One to Three Credits).

(a) Introduction.

(1)



- (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:
- (A) explain the concept of a value as it applies to a debate;
  - (B) analyze the role of value assumptions in formulating and evaluating argument;



- (C) analyze the role of value assumptions in personal, social, and political conflicts.
- (6) Proof. The student utilizes research and proof in debate. The student is expected to:
  - (A) locate and use a variety of reliable technological and print sources;
  - (B) identify and apply standard tests of evidence for choosing appropriate logical proofs;
  - (C) demonstrate skill in recording and organizing information; and
  - (D) ~~observe~~ utilize ethical guidelines for debate research and use of evidence.
- (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:
  - (A) identify the roles and responsibilities of the affirmative and negative positions;
  - (B) explain and apply the distinctive approaches to prima facie case construction; and
  - (C) use a variety of approaches to construct logical affirmative and negative cases.
- (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:
  - (A) listen critically to formulate responses;
  - (B) take accurate notes during argumentation ~~such as (flow a debate);~~
  - (C) analyze and apply a variety of approaches for refuting and defending arguments;
  - (D) recognize and use effective cross-examination strategies; and
  - (E) extend cross-examination responses into refutation.
- (9) Delivery. The student uses effective communication skills in debating. The student is expected to:
  - (A) use precise language and effective verbal skills in argumentation and debate;

Comment [A5]: We want students to use the guidelines rather than observe them. Using the term observe leaves things open for interpretation. Utilize is a much stronger term.

Comment [A6]: This makes the TEK consistent with the format throughout and such as makes it an example of what can be done.

- (B) use effective nonverbal communication in argumentation and debate;
  - (C) use effective critical listening strategies in argumentation and debate;
  - (D) demonstrate ethical behavior and courtesy during debate; and
  - (E) develop extemporaneous speaking skills.
- (10) Evaluation. The student evaluates and critiques debates. The student is expected to:
- (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and
  - (B) provide valid and constructive written and/or oral critiques of debates.



(3) Produce. The student produces the final product for the project. The student is expected to:

- (A) limit ~~and focus~~ the chosen topic, purpose, and format for the presentation;
- (B) develop systematic strategies to document the project;
- (C) develop appropriate evaluation strategies for each aspect of the production and presentation of the project;
- (D) organize and outline the text for the presentation;
- (E) choose appropriate proofs, literary texts, and/or scenes to develop and support the text;
- (F) produce a written text of superior quality; and
- (G) review and revise plans, outlines, and scripts with the teacher.

Comment [A6]: Redundant—limit and focus are essentially the same

(4) Rehearse and present. The student presents the final product. The student is expected to:

- (A) use rehearsal strategies to gain command of the text and ~~the~~ enhance communication and staging of the presentation;
- (B) demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation;
- (C) use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation; and
- (D) ~~present documentation of~~ ~~document~~ the progress of the project and submit the final written text or script.

Comment [A7]: Grammar

Comment [A8]: Wordiness

(5) Evaluate. The student and designated individuals evaluate the project. The student is expected to:

- (A) ~~use designated~~ ~~utilize~~ strategies to evaluate the project and the presentation; and
- (B) analyze problems related to the project and assess implications for future projects.

Comment [A9]: Stronger language simplified the wording