

SPCH 5370

Methods of Teaching Speech & Theatre

Fall 2007

Harold J Kinzer

Office: Main 002 J (basement, near north stairs)

Phone: 797-3610

Email: kinzer@cc.usu.edu

Text: Blackboard material

Office hours

M 9:30-10:20

M 1:30-2:20

T 7:30-9:00

T 12:00-1:00

W 10:30-11:20

Also by appointment

Complete syllabus:

Full syllabus with assignment descriptions, criteria, resource material, and links to material is on Blackboard on the USU website.

Course Description. This course is designed to help prepare you for student teaching and employment as a middle or high school speech communication teacher. As we develop instructional material and strategies for each of the units you are likely to teach, we will do some review for the Praxis. See specific course objectives on Blackboard.

Brief Assignment Descriptions

Think of the portfolio as the beginning of what, as you teach, will be a file cabinet of instructional material. The portfolio elements will be due at different times so material does not have to be assembled into a single binder, but you might want to do that before you student teach. Full assignment descriptions and criteria are on Blackboard.

Teaching portfolio

1. Select six (6) of the 10 instructional units on Blackboard. For each unit, prepare and/or find at least ten lesson plans, assignment descriptions, instructional activities, content material, etc.
2. Prepare or find three emergency exercises that can be used for short periods caused by assembly schedules or during classes in which there are excessive absences.
3. Prepare or find two assignments or assignment modifications that can be used with students with disabilities or students with limited English proficiency.
4. Prepare or find three "bell ringers" —short quiet activities that students can do during opening minutes of class while you take roll and complete other administrative duties.
5. Prepare or find two descriptions of bulletin board designs for a speech communication class.
6. Develop a curriculum outline/plan for a 12-week term for a middle or high school class that you are likely to teach as a student teacher and/or fulltime teacher.

Additional assignments

7. Forensics tournament report: During the semester participate as a judge or tournament staff member. Write a 1-2 page paper describing your participation and your observations about performance of tournament staff, teachers, judges, and students. What was the value of the experience?

8. Teacher web site review. Get ideas for teacher web sites by looking at a number of sites. Make notes, draw rough site plans, or print out sites that you like. We will discuss these in class.

Summary of Assignments

Assignment	Points
Material for six units	42
Emergency lesson plans	4
Assignment modifications for students with disabilities	4
Bell ringers	4
Bulletin boards	2
12-week curriculum	<u>35</u>
Total for portfolio	91
Forensics report	8
Teacher web site review	1
Total for semester	100

FINAL GRADE SCALE

920-1000 points (92.0-100%) = A	780-799 points (78.0-79.9%) = C+
900-919 (90.0-91.9%) = A-	720-779 (72.0-77.9%) = C
880-899 (88.0-89.9%) = B+	700-719 (70.0-71.9%) = C-
820-879 (82.0-87.9%) = B	680-699 (68.0-69.9%) = D+
800-819 (80.0-81.9%) = B-	600-679 (60.0-67.9%) = D

Calendar

	Topic	Assignment
Week 1	Introduction to portfolio. State & national standards.	
Week 2	LD & forum debates	
Week 3	Policy debate & SPAR	Unit 1 due
Week 4	Student Congress	
Week 5	Individual events	Unit 2 due
Week 6	Forensics management & instruction	
Week 7	Judging forensics & running tournaments	Unit 3 due
Week 8	Public speaking	
Week 9	Interpersonal communication & listening	Unit 4 due
Week 10	Intercultural communication & diversity	
Week 11	Small group communication & decision making	Unit 5 due
Week 12	Readers' theatre, oral interpretation, & drama	Bell ringers due Emergency activities due
Week 13	Media literacy	Unit 6 due
Week 14	Media production	Modified assignments due
Week 15	Wrap up	Curriculum plan due Forensics report due Discuss teacher web sites Clinical journal due