SP 470 Teaching of Speech and Theatre  
(Methods course for the licensure of teaching speech and theatre courses in grades six through twelve in the state of Kansas.)

Instructor: Kenna J. Reeves  
Office: Roosevelt Hall 126  
Office Phone: 341-5711  
kreeves@emporia.edu  
Do not use hotmail email accounts to email me; it is generally treated as spam by the ESU system. I will email you through your ESU Buzz In and Blackboard accounts.

Office hours: 10:00 - 10:50 MWF; 11:00 – 12:20 TR; by appointment when I am not in class or attending meetings. (I generally am able to keep my posted office hours, but there are occasions when I am not available due to travel to observe student teachers or professional meetings.)

Home phone: Please do not call my home after 9:00 pm. 342-9359

Attendance: Attendance is expected for all scheduled class meetings; participating in university events is the only exception. (A homework assignment related to the specific event will be used to make up the lost attendance points.) A large part of professionalism (one of the areas I am expected to evaluate) is demonstrating responsibility. Class attendance, promptness, and completing assignments are elements of professionalism. Certainly catastrophic circumstances or university related activities will be taken into consideration. Such events that create a situation where more than 10% of our class meetings are missed may result in no credit for the course.

Course description: “A survey of current classroom practices in speech in secondary schools with emphasis on educational philosophy underlying the selection and use of teaching materials and the testing and evaluation of students in speech, drama, debate, and forensics. Students are required to prepare a year’s course of study for teaching in the secondary schools. SP 470 must be completed with a grade of ‘C’ or better prior to student teaching.”

Course objective: To assist the teacher education candidate with the tools and information to become a professional educator, a critical thinker; a creative planner; and an effective practitioner, through content studies in the discipline of speech communication and theatre. We will spend a significant amount of time learning about local, state, and national standards for speech and theatre educational programs.

Students with Special Needs: ESU will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communications between students, the Office of Disability Services, and the professor will be strictly confidential. Students for whom English is a second language, or any students with special needs, are requested to meet with the instructor early in the semester to discuss necessary accommodations. The Office of
Disability Services and Non Traditional Student Programs in located in 242 Southeast Morse Hall.

**Academic Dishonesty:** Plagiarism and/or any other form of cheating will **NOT** be tolerated and could result in failing the course.

**Grading/Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>10%</td>
</tr>
<tr>
<td>First micro teaching</td>
<td>10%</td>
</tr>
<tr>
<td>Second micro teaching</td>
<td>15%</td>
</tr>
<tr>
<td><em>Bibliography</em></td>
<td>10%</td>
</tr>
<tr>
<td>Evaluation of program and standards</td>
<td>5%</td>
</tr>
<tr>
<td>Participating in class activities</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Bibliography will include printed as well as online resources to deal with routine and daily tasks such as writing effective lesson plans as well as timely issues such as bullying, diversity, and accommodations for diverse student learners. We will also find resources that help you with specific portions of the Teacher Work Sample (TWS).

90% - 100%  A  
80% - 89%   B  
70% - 79%   C  
60% - 69%   D  
Below 60%   F

Major topics to be covered in the course:
- Historical roots of our discipline
- Teaching pedagogy as it applies to speech, theatre, debate, forensics, and media
- Development of assessment and evaluation/Development of rubrics/Alternative assessments and evaluation
- Appropriate technology
- Learning and teaching styles
- Bullying
- Professionalism
- ADA laws and regulations
- Accommodations in the classroom
- Teacher Work Sample (TWS)

Important websites to be used throughout the course:
- Kansas State Department of Education (KSDE)  [http://www.ksde.org/](http://www.ksde.org/)
- Glossary of disability terms  [http://www.disabilityrights.org/glossary.htm](http://www.disabilityrights.org/glossary.htm)
- National Information Center for Children and Youth with Disabilities (NICHY)  [http://www.nichcy.org/index.html](http://www.nichcy.org/index.html)
SPEECH/THEATRE
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of speech/theatre has practical knowledge and skills in teaching and critically evaluating intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.

Knowledge
1. The teacher knows how to develop and use criteria for evaluating and selecting materials for speech communication instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.
3. The teacher understands various assessment techniques utilized in the communication classroom.

Performance
1. The teacher guides students to select and evaluate the appropriateness of their communication strategies.
2. The teacher uses technology to enhance the preparation, presentation, and evaluation of student communication.
3. The teacher uses various assessment tools to evaluate the student.
4. The teacher stays current with communication research.

Standard #2 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating debate and forensic co-curricular activities.

Knowledge
1. The teacher knows how to coach debate and forensic events offered at Kansas tournaments and festivals.
2. The teacher is aware of legal and ethical issues regarding student performances.
3. The teacher understands the administrative aspects relating to coaching debate and forensics, including the hosting of tournaments and festivals.

Performance
1. The teacher explains and demonstrates the various debate and forensic events.
2. The teacher utilizes tournament-judging criteria in preparing the students for presentations.
3. The teacher instructs students in appropriate use of copyright materials.
4. The teacher is able to participate in and/or host tournaments/festivals.
5. The teacher participates in administering and maintaining a debate and/or forensics program.

Standard #3 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating mass media.

Knowledge
1. The teacher is aware of the historical development of the mass media and the role mass media play in local, national, and global societies.
2. The teacher understands how persuasion techniques in mass media influence audience attitudes and behaviors.
3. The teacher understands characteristics of various forms of mass media and the supportive technological trends.
4. The teacher is aware of analytical criteria in the students’ selection and use of mass media.

**Performance**
1. The teacher explains and demonstrates the significance of mass media in students’ own lives.
2. The teacher guides students to critically evaluate messages of the mass media.

**Standard #4** The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating technical theatre, design, history, dramatic literature, performance techniques, and directing.

**Knowledge**
1. The teacher knows the artistic and pragmatic purposes, procedures, and challenges of the theatre and its designers.
2. The teacher recognizes the styles, major movements, and interaction between theatre history and dramatic literature.
3. The teacher understands the basic duties and procedures of the theatrical director and is familiar with the potential challenges that often accompany direction of a theatrical production.
4. The teacher stays current with dramatic literature, technology, and performance techniques.

**Performance**
1. The teacher designs and constructs unified scenic environments, properties, costumes, make-up, lighting, and sound with available resources to communicate visual and aural concepts appropriate to selected scripts and improvised dramas.
2. The teacher identifies, analyzes, and interprets human actions, conflicts, and themes as expressed in scripted plays and improvised dramas.
3. The teacher coaches actors to develop, communicate, and sustain consistent characters in improvisations and formal theatre productions.
4. The teacher is able to direct theatre productions selecting appropriate scripts and effectively communicating directorial production choices to actors and technicians during rehearsals and production meetings.

**Standard #5** The teacher of speech/theatre has practical content knowledge and skills, needed in managing theatrical presentations in collaboration with others.

**Knowledge**
1. The teacher is aware of legal, safety, and ethical issues regarding student performances.
2. The teacher knows how to direct, design, and administer a theatre program.
3. The teacher is aware of available resources and technology that could enhance a theatre program.

**Performance**
1. The teacher instructs and demonstrates appropriate safety precautions when working with students on theatre activities and ensures that students practice theatre safety.
2. The teacher instructs students in and demonstrates appropriate use of copyright materials.
3. The teacher participates in administering and maintaining a theatre program and effectively communicates with the appropriate personnel.

**Standard #6** The teacher of speech/theatre has practical knowledge and skill in teaching and critically evaluating theatre as a tool for learning about self and culture.
**Knowledge**
1. The teacher knows how to develop and use criteria for evaluating and selecting materials for theatre instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands the ramifications of ethics and artistic choices in the uses and/or presentations of theatre.

**Performance**
1. The teacher explains and demonstrates how diverse skills used in theatre transfer to students’ own lives.
2. The teacher utilizes cultural and historical information when preparing for, collaborating with, and evaluating student work.
3. The teacher utilizes dramatic activities and theatre productions that promote self-discovery, build productive and creative relationships, and empathize with the human condition.
4. The teacher uses a variety of strategies to stimulate students' creativity, critical thinking skills, and self-awareness through theatre arts.
5. The teacher guides students in the use of theatre as a means for self-evaluation as a theatre artist.
Teacher education programs at Emporia State University are accredited by the Kansas State Department of Education and NCATE, a national accrediting council. Specific assignments meet the professional standards of both organizations for Speech and Theatre. You will receive a copy of the Kansas standards early in the semester. The **NCATE standards** as well as the **knowledge and/or performance indicators** that are met by these course assignments are listed below:

Note: the word "educator" refers to the teacher education candidate.

- Homework assignments include writing an individual teaching philosophy, reflecting about the characteristics of effective and ineffective educators, researching methodology of writing good examinations and multiple intelligences, and preparing a comprehensive bibliography of online resources for teachers of speech and/or theatre.

**Standard #1** The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

**Performance**

1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.

2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

- The two micro teaches during the semester must include teaching new information, at least one collaborative group activity, guided discussion, some type of assessment, and classroom technology. These elements must be integrated into teaching a lesson that is at least one hour in length:

**Standard #2** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

**Performance**

2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

3. The educator seeks to discover students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening, and responding to group interaction, and eliciting samples of student thinking orally and in writing.
Standard #6  The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

1. The educator understands communication theory, language development, and the role of language in learning.

2. The educator understands how differences in culture, gender, exceptionality, can affect communication in the classroom.

3. The educator recognizes the importance of non-verbal as well as verbal communication.

4. The educator knows about and can use effective verbal and non-verbal communication techniques.

Performance

1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages; restating ideas and drawing conclusions; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).

4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Standard #12  The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Knowledge

1. The educator understands different kinds of technologies available to society and the roles these technologies play.

2. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.

3. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.

Performance
1. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.

   The Final Project for Teaching of Speech integrates several of the NCATE standards and indicators. This project will be a great resource when you prepare your Teacher Work Sample, something you will hear about frequently this semester.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learns, including those with exceptionalities.

Knowledge

1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students’ strengths as the basis for growth.

2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

Performance

1. The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.

2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

7. The educator creates a learning community in which individual differences are respected.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.

Knowledge

3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
Performance

2. The educator uses multiple teaching and learning strategies to engage all students in learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learner feedback.

4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

**Standard #7** The educator plans effective instruction based upon knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Performance

1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
Major Project for SP 470 Teaching of Speech
Nine weeks lesson plan notebook should include:

-- select two of the following areas/units with the permission of instructor: Introduction to Theatre, Drama I, Advanced Drama, Technical Theatre, Speech, Forensics, Debate, Mass Media including both print media and radio/television. (Every student must select one speech and one theatre unit.)
-- identify the specific class, the grade level, and write a course description
-- clearly articulate on paper at least five behavioral goals that you have for the nine weeks (i.e.: Students will demonstrate knowledge of _____ by ________.)
-- write detailed lesson plans for the first nine weeks of a high school course (use fall of last year for your calendar)
-- include an outline of each lecture you will be doing during that nine weeks period
-- choose the regular, block, or modified block schedule (simply identify which you are using)
-- write at least two examinations
-- write at least three quizzes
-- develop a series of homework assignments (at least ten different assignments) (These are not in-class questionnaires or activities; they are homework assignments that support what you are doing in class.)
-- develop a series of in-class activities that support what you are teaching (These may be modified from activities or handouts you have used in other classes.)
-- provide a copy of all teaching aids you would use or explain what you would use (If you would use the overhead projector, I want a copy of the information you would use; if you plan to use a video, simply give me the specific name of the video and explain how you would use it.

*-- provide a list of alternate activities and/or accommodations you might need to make for lesson you will be teaching (based on ability, varying backgrounds, physical or emotional challenges) see paragraph page eight
-- develop a letter to parents that briefly explains the unit you are about to teach
-- provide an annotated bibliography of at least five resources that you use

These should be typed/word-processed, follow all rules of correct grammar usage, and correctly edited. Certain things may need to be drawn by hand (especially in your theatre unit.) Neatness is an expectation. These are due Tuesday, May 6th. During our final examination period, you will give an oral presentation that is a reflection of what you learned while planning, researching, and completing this project. A more specific handout will follow later in the semester.

Two suggestions:
-- select one area which is not your strong points
-- select a textbook and follow that organization (Contact a high school teacher and borrow a copy of a high school text or you may use one of mine.)
-- include a narrative including the considerations you will have to make legally and ethically to follow inclusion laws and district policies as well as ADA considerations
  - Let me give you examples of what I am requesting. If you are teaching an advanced theatre or drama course that is involved in the building of a set for the school musical, how will you accommodate a student who is in a wheelchair who needs access to a power tool with an outlet on the wall that is too high for the student to safely reach? If you are teaching a Public Speaking course and have a student whose first language is not English or whose
culture does not place emphasis on eye contact with others, what do you do if your rubric says that correct pronunciation and sustained eye contact are criteria for a passing grade? Do you make modifications in your rubric? If you require memorizing a monologue in a forensics class for a student whose IEP says that memorizing is impossible for him/her? Do you make any adaptations for a student who is gifted and appears to already possess the information and basic skills you are teaching in a novice debate course?
Sample Lesson Plan format (example)
You may formulate your own—there are also many examples on the Internet.

Class: Speech or Oral Communication

Lesson: How to Write and Deliver a Speech of Introduction

Kansas state standard(s) met:

Objectives:

Student will demonstrate his/her knowledge of how or organize and write a 3 minute speech introducing himself/herself to the class. Speech will have an introduction and conclusion that fulfill responsibilities cited in the course lecture outline.

Student will participate in relaxation activities that help alleviate some degree of speaker anxiety or apprehension.

Length of time needed to teach this specific unit:

Materials needed:
4 x 6 note cards

Anticipated time needed for completion:
Students will be given the assignment on Day 1, and the speeches will be delivered on Day 3.

Class notes/lecture:

I. Benefits of public speaking
   A. Social
   B. Personal

II. Responsibilities of an introduction
   A. Introduce topic
   B. Speaker credibility
   C. Preview main points
   D. Get the attention of the audience

III. Responsibilities of a conclusion
   A. Signal the end of the speech
   B. Summarize main points

IV. Organization patterns
   A. Chronological
   B. Topical
   C. Cause-effect
   D. Problem-solution

V. Dealing with stage fright/anxiety
   A. Rehearse
   B. Visualization
   C. Whatever works for you in sports or music
Class discussion:

Activity/activities:

Adaptations for activity/activities: (be very specific: explain the accommodation you would make for at least three different kinds of exceptionalities) These adaptations need to show some real thought. Simply saying “I will use an appropriate font size for a student who is legally blind.” does NOT demonstrate real understanding of what students with exceptionalities face.

Summative Evaluations:

Formative Evaluations:

How you will reflect on the success of this specific assignment?
The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes: (next page)
Knowledge, Skills, and Dispositions for New Conceptual Framework

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

**Candidates exhibit dispositions that exemplify**

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.