

Elevating Speech and Debate Instruction

Instructor Information

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Credit Information

1-hour graduate credit
Master's in Education
Drake University School of Education

Course Description

This course is designed to give attendees opportunities to learn best practices for teaching speech and debate as an elective course, as well as skills across multiple disciplines. Attendees will better understand how teaching public speaking, argumentation, and interpretation of literature can be an effective means of engaging students inside the classroom. The course will cover issues ranging from critical examination of gender and race to journalism strategies for speech writing and using the structure of Extemp to help AP students prepare for written examinations.

Course Goals

Students completing the course will work toward acquiring the necessary skills to meet these course goals:

- 1) Develop six new teaching strategies for classroom instruction related to speech and debate.
- 2) Identify a network of educators to build meaningful professional development relationships for resource sharing.

Course Format

The course will be offered through a conference setting with follow-up assessments. Attendees will attend a meeting prior to the start of the conference to review the logistics of completing the coursework for graduate credit. At the conclusion of the conference there will be in-person office hours available in Denver, as well as virtual office hours to monitor progress and offer assistance with assignments. The course will be a combination of lecture, small group discussion, and large group discussion. Students may also email the instructor at anytime for support.

Course Schedule

August 24-27, 2017 – Denver, Colorado

August 24

4pm – 6pm: Conference Registration

6pm-7pm: Networking Social

7pm-9pm: Keynote Address, Conference Welcome, Announcements, Dinner

August 25

9am-Noon: Session Rotation

1pm-5pm: Session Rotation

7pm-9pm: Breakout sessions

August 26

9am-Noon: Session Rotation

1pm-5pm: Session Rotation

7pm-9pm: Breakout sessions

August 27

9am-Noon: Session Rotation

Noon: Office Hours

Grading

The course has a total of 100 points, based upon the assignments (see below). Attendance for the entirety of the conference is a requirement. A deduction of 10 points from the final grade will occur for each session missed. Missing more than three sessions would result in an incomplete.

90-100: A

80-89: B

70-79: C

60-69: D

59 or lower: F

Assignments Point Values

Nightly Reflection Assignments – 10 points

Speech or Debate Unit Design – 30 points

Speech or Debate Assessment – 30 points

Speech and Debate Team Handbook – 30 points

Assignment Descriptions

Conference Reflections are an opportunity for attendees to assess the material covered during the conference and apply them to their school's speech and debate class and/or team. There are five reflections, each worth 2 points. There will be a reflection for August 24, 25, 26, 27 and one at the conclusion of submitting all other assessments. (Course goals 1 and 2)

Teaching Strategies Portfolio (X6) is an opportunity for attendees to create samples of how they implemented six new strategies into their classroom following the conference. The strategies can be designed for any of the following subject areas: Lincoln Douglas Debate, Public Forum Debate, Policy Debate, Congressional Debate, Interpretation, Original Oratory, Extemporaneous Speaking, Public Speaking, or a core content subject area (Math, Science, English, Social Studies, World Languages). Each strategy needs to be complete with an artifact from implementation, an overview of how it was used, a review of how effective it was and suggestions for modifications for future use. (Course goal 1)

Professional Development through Networking Log is an opportunity for attendees to extend the learning from the conference to their professional development throughout the following semester. The student must document three exchanges of resources (lessons, assessments, rubrics, or other items approved by the instructor) with a colleague who attended the conference. The log would show what was exchanged as well as a summary of how they used it in their course and the dialogue with the colleague about potential revisions for future use. (Course goal 2)

Grading Scale – Nightly Reflections – 10 total points possible

0 points – Did not complete the assigned reflection

1 point – Completed the assigned reflection, but lack of clarity in ideas or insufficient support to justify the reasoning.

2 points – Completed reflection with clarity and well thought-out justifications.

There are five total reflections, up to 2 points each, for a total of 10 points.

Teaching Strategies Portfolio – 66 total points possible (11 points per strategy)

0-1 points – Did not complete the assignment or had an incomplete documentation of each strategy

2-5 points – A portfolio with artifacts is present, but the strategies are missing documentation of how the strategy was implemented *and* an assessment of how it worked in their class with suggested revisions for future use. Or, the portfolio has sufficiently developed strategies, but three or fewer are done.

6-8 points – A portfolio with artifacts is present, but the strategies are missing documentation of how the strategy was implemented *or* an assessment of how it worked in their class with suggested revisions for future use. Or, the portfolio has sufficiently developed strategies, but only four are complete.

9-10 points – A portfolio with artifacts is present, but the strategies or an assessment lacks clarity. Or, the portfolio has sufficiently developed strategies, but only five are complete.

11 points – A portfolio with appropriate developed implementation and review analysis exists for all six strategies.

Grading Scale – Professional Development Network Log – 24 total points possible – 8 points per Exchange

0-1 points – Did not complete the assignment or log had significantly incomplete information

2-4 points – A log exists of what was exchanged and how it was used, however, there is missing documentation of the follow-up with the colleague about future use.

5-7 points – A log exists of what was exchanged, how it was used, and the follow-up with the colleague about future use; however, information is unclear or shallow.

8 points – A complete log with useful information about the use of and review of strategies back and forth with a colleague exists.