

Radiant Voices: Student Empowerment through Speech and Debate
Instruction – 2 Graduate Credit Hours

Instructor Information

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Credit Information

2-hour graduate credit
Master's in Education
Drake University School of Education
July 28-November 1, 2018

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.

Instructor-Led (27 Hours)

July 28-Pre-conference meeting, Keynote, Networking

July 29-9 Sessions

July 30-9 Sessions

July 31- 3 Sessions

Outside Hours (63) Hours)

1. Developing New Teaching Strategies (18 Hrs)
2. Identifying network of educators (7 Hrs)
3. Nightly reflections (5 Hrs)
4. Assessments of Conference (5 Hrs)
5. Network Log-documentation of network exchanges and summary (10 Hrs)
6. Collaboration-instructor, conference attendees (7 Hrs)
7. Classroom implementation-review analysis (8 Hrs)
8. July 31-Office Hours (3 Hrs)

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 (July 31), there will be in-person office hours available in Phoenix, 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

July 28

4pm – 6pm - Pre-conference Meeting-Class participants will touch base with Steve to review syllabus, answer questions, and identify any sessions that would be most impactful for their desired interests.

6pm-7pm - Networking Social

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

July 29

9am-Noon: Session Rotation

1pm-5pm: Session Rotation

7pm-9pm: Breakout sessions

July 30

9am-Noon: Session Rotation

1pm-5pm: Session Rotation

7pm-9pm: Breakout sessions

July 31

9am-Noon: Session Rotation

Noon-2:00pm: Office Hours (Optional)

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 (you must attend the keynote and a session during every time slot that is offered). A deduction of 10 points from the final grade will occur for each session missed.

90-100: A
80-89: B
70-79: C
60-69: D
59 or lower: F

Assignments Point Values

Nightly Reflection Assignments – 10 points
Teaching Strategies Portfolio – 66 points
Networking Portfolio and Log – 24 points

Assignment Descriptions

- 1. Conference Reflections** - 5 Reflections/2 points each;
Total – 10 Points

This is 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 10 points. There will be a reflection for July 28, 29, 30, 31 and one at the conclusion of submitting all other assessments. The reflections are due November 1, 2018.

Grading Scale – Nightly Conference Reflections

- 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.

2. Teaching Strategies Portfolio – 6 Samples/11 points each; 66
Total point

This 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, i.e., math, science, English, social studies, world languages. Each strategy needs to be complete with

1. an artifact from implementation
2. an overview of how it was used,
3. a review of how effective it was, and
4. suggestions for modifications for future use.

This assignment is due November 1, 2018.

Grading Scale - Teaching Strategies Portfolio

- 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* 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.

3. Professional Development through Networking

Portfolio - 3 Exchanges/8 Points each: Total - 24 points

This 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 with a colleague who attended the conference. Exchanges can include lessons, assessments, or classroom activities. If you have an idea of an exchange that you question, please seek prior approval to be sure it will meet the requirements of the assignment. At the conclusion of each exchange there needs to be evidence of reflection that emphasizes improvement for the future. This assignment is due November 1, 2018.

Grading Scale – Professional Development Network Portfolio

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.

5-7points – A log exists of what was exchanged, how it was used, and the follow-up with the colleague about future success 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.

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