This is a good starting place, but needs some adaptation. The contract should focus on understanding types of speeches and speech delivery, what makes up effective speeches, how to critique speeches, and how to manage speech anxiety. These are skills Paul and Tiara need to teach to their middle school and high school students. Argumentative writing should not be the focus of this contract. The contract should be guided by the information I added at the end, from the state’s competencies for ELA teachers and the Common Cores Standards around speaking.

So I’d revise to have objectives based on my second sentence above.

Thanks for allowing me to provide input.

Maggie

**Description**

 The student will master the basic principles of ~~argumentative writing and~~ speaking through a process of reading theory, writing summaries and analysis, and developing and delivering a mock lesson to high school students on ~~writing and~~ delivering an argument. To begin, the student will read selections from *Human Communication* by Joseph DeVito and *Inviting Transformations* by Sonja and Karen Foss, which will provide the fundamental principles and practices of argumentative speech. The student will then develop a lesson that she will pretend to deliver to high school students, and in her delivery she will model the practices and skills about which she is teaching.

[1 previous comments](http://adminweb.evergreen.edu/banner/reports/ilc.contract-prior-feedback/nojs?contract_id=33145&rev_id=33360&section_code=description)

|  |  |  |
| --- | --- | --- |
| **Learning Objectives** | **Activities that will help me to attain this objective** | **What my sponsor will evaluate** |
| I will learn the basic principles of persuasive speaking. | I will read the first three chapters of the Foss and Foss text and the first three chapters of the DeVito text. I will create 3 mini-lesson plans for teaching argumentative writing and speaking. | My sponsor will evaluate my set of 3 lesson plans that reflect this knowledge and that could be accessible to a high school speech class. |
| I will demonstrate in my teaching presentation the techniques about which I am learning. | I will rehearse and record myself giving one of the three lessons once, and then again to incorporate the feedback I receive both from Tiara, my classmate, and from my sponsor, Lori. | My sponsor will evaluate my first and final recording of lesson. |

[1 previous comments](http://adminweb.evergreen.edu/banner/reports/ilc.contract-prior-feedback/nojs?contract_id=33145&rev_id=33360&section_code=objectives)

**Evaluation of Work**

* Narrative evaluation from sponsor
* Narrative self-evaluation from student

**Faculty Support**

Lori, Tiara and I plan to meet once at the beginning of our ILC to review the plan and discuss our expectations and goals. After that, Tiara and I will each work independently on our readings and by Friday, June 30 at 5pm we will send Lori our 1-page write ups for each of the readings. After that we will work on our lesson plans, which we will deliver in the form of a recorded speech/presentation that we will send to Lori via email by June 14th.  After that, Lori will give us feedback, and we will submit a final version of our recorded lessons to Lori via email by August 4th, the end of first session.

**Related Experience**

As an undergraduate student at Bard College in Upstate New York, I took classes on grammar, essay composition, and literature from a variety of genres and time periods. These studies provided a strong foundation in critical reading, writing, and speaking, and my hope is to build upon these skills in my ILC. I am currently working toward a Masters in Teaching at Evergreen, and one of the primary goals for this ILC is to refine my ability to provide access to the critical reading and writing skills that will help my students succeed in and out of school.

**Previous Faculty**

Phyllis Esposito, Soja Weidenhaupt, Terry Ford, Michi Thacker

These should guides the objectives:

Recognize methods of incorporating effective and appropriate language styles,

rhetorical devices, and vocal techniques into speeches on various topics and for

various purposes, audiences, and occasions. (from ELA WEST E test frameworks V. Oral and Visual Communication, 0016)

Know and understand types of speech delivery, such as impromptu, and methods of managing speech anxiety and apprehension, such as visualizing success (from ELA competencies, 2013 standards from http://program.pesb.wa.gov/standards/list/ela

Common Core Standards for a English Language Arts Speaking and Listening:

[CCSS.ELA-Literacy.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/)  
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)  
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/)  
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)  
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/) for specific expectations.)

[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.8.3](http://www.corestandards.org/ELA-Literacy/SL/8/3/)  
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/)  
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-Literacy.SL.7.3](http://www.corestandards.org/ELA-Literacy/SL/7/3/)  
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/)  
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-Literacy.SL.6.3](http://www.corestandards.org/ELA-Literacy/SL/6/3/)  
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/)  
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.