

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Speech

Prepared by the State Board of Education TEKS Review Committees

November 4, 2009

These course documents have been combined and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

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110.56. Speech Communication (One Credit).

(a) Introduction.

- (1) **Understanding and developing skills in oral communication are Oral communication** is fundamental to all other learning **and to all levels of human interaction.** Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and **to** function effectively in social, academic, and citizenship roles.

Comment [A1]: We clarified the wording.

Comment [A2]: Grammar

Comment [A3]: Grammar

- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A4]: Makes this section consistent with ELA TEKS—SBOE Recommendation.

- (3) The essential knowledge and skills as well as the student expectations for Speech Communication, an elective course, are described in subsection (b) of this section.

Comment [A5]: Numbering must change to remain consistent—SBOE Recommendation.

(b) Knowledge and skills.

- (1) Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The student is expected to:

- (A) explain the importance of communication in daily interaction;
- (B) identify and analyze the related components of the communication process as a foundation for communication skills;
- (C) identify characteristics of oral language and analyze standards for using oral language appropriately;
- (D) identify types of nonverbal communication and analyze their effects;
- (E) identify the components of the listening process;
- (F) identify and analyze standards for making communication choices **considering, such as** appropriateness for self, listener, occasion, and task;
- (G) explain how perceptions of self and others influence communication;

Comment [A6]: We made these examples rather than areas that must be covered.

- (H) explain how knowledge, attitudes, needs, and priorities influence communication;
- (I) recognize how culture influences communication; and
- (J) identify and analyze responsibilities of communicators.
- (2) Interpersonal. The student uses appropriate interpersonal communication strategies. The student is expected to:
- (A) ~~explain the importance of productive, interpersonal communication;~~
- (A) identify and explain the characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness; |
- (B) use ~~language appropriately~~ appropriate verbal communication in a variety of interpersonal situations; |
- (C) use appropriate nonverbal communication in a variety of interpersonal situations; |
- (D) use critical, ~~reflective~~, and empathetic listening skills to enhance interpersonal relationships; |
- (E) participate appropriately in conversations for a variety of purposes; |
- (F) use effective strategies for making communication decisions, solving problems, and managing conflicts; and |
- (G) analyze and evaluate the appropriateness of one's own communication and the communication of others in interpersonal situations. |
- (3) Group. The student uses appropriate communication in group situations. The student is expected to:
- (A) explain the importance of groups in a democratic society; |
- (B) identify the purposes and functions of various types of informal and formal groups; |
- (C) demonstrate understanding of basic theories and principles of effective group dynamics; |
- (D) analyze roles assumed by group members and their influence on group effectiveness; |
- (E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups; |

Comment [A7]: We combined these two TEKS to make them more concise and comprehensible.

Comment [A8]: Changed letter to reflect combined TEKS; we made this TEK parallel with the following one.

Comment [A9]: Changed letter to reflect combined TEKS; we made this TEK parallel with the preceding one.

Comment [A10]: Changed letter to reflect combined TEKS; we deleted reflective to make it consistent with the listening TEKS in other speech courses.

Comment [A11]: Changed letter to reflect combined TEKS;

Comment [A12]: Changed letter to reflect combined TEKS; the addition of "one's" reflects a grammar change.

Comment [A13]: Makes consistent with Social Studies TEKS—SBOE Recommendation.

- (F) use effective strategies for problem solving, conflict management, and consensus building in groups;
- (G) use parliamentary procedure effectively;
- (H) prepare, organize, and present group discussions for an audience;
- ~~(I) make appropriate impromptu contributions and/or speeches in group decision making; and~~
- (I) evaluate group effectiveness.
- (4) Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:
- (A) analyze audience, purpose, and occasion;
- ~~(B) analyze the characteristics of speeches to inform, persuade, and motivate;~~
- (C) apply appropriate criteria for choosing and limiting topics;
- (D) choose and limit purposes for speeches;
- ~~(E) research topics for speeches using a variety of primary, and secondary sources, and including electronic sources;~~
- (F) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;
- (G) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;
- (H) organize and develop outlines to reflect logical speech form;
- ~~(I) use appropriate logical, ethical, and emotional proofs appeals to support and clarify points;~~
- (J) choose appropriate devices for introductions and conclusions;
- ~~(K) use appropriate rhetorical strategies such as clear transitions statements, signposts, previews, and summaries for clarity;~~

Comment [A14]: This is a redundant TEK that is covered in E above.

Comment [A15]: Changed letter to reflect combined TEKS;

Comment [A16]: When we deleted #5, this was the only TEK not covered somewhere else in Speech Communication. We also changed the word inspire to motivate to make it consistent with other speech courses.

Comment [A17]: Changed letter to reflect combined TEKS.

Comment [A18]: Changed letter to reflect combined TEKS; this TEK is now consistent with other TEKS under the speech umbrella.

Comment [A19]: Changed letter to reflect combined TEKS.

Comment [A20]: Changed letter to reflect combined TEKS; in Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

Comment [A21]: Changed letter to reflect combined TEKS

Comment [A22]: Changed letter to reflect combined TEKS; grammar problem.

(L) make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity; use informal, standard, and technical language effectively;

Comment [A23]: Changed letter to reflect combined TEKS; we changed the wording of the TEK to be consistent with how this TEK is stated in other speech courses.

(M) write manuscripts for speeches to enhance oral style and facilitate memory and enhance oral style; and

Comment [A24]: Changed letter to reflect combined TEKS; this makes more sense logically to reverse the two because memory comes before oral style.

(N) produce and use concise notes and/or visual aids appropriately.

Comment [A25]: Changed letter to reflect combined TEKS.

(5) Speech form. The student analyzes speech form. The student is expected to:

(A) explain the importance of public dialogue in a democratic society;

(B) identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions;

(C) analyze the characteristics of speeches to inform, persuade, or inspire; and

(D) analyze oral and written models of speeches as a basis for developing speech skills.

Comment [A26]: All of these TEKS are covered elsewhere except (C) which we moved to 4.

(5) Speech presentation. The student uses appropriate strategies to rehearse and present speeches. The student is expected to:

(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;

(B) use language clearly and appropriately;

(C) use nonverbal strategies appropriately;

(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and

Comment [A27]: Changed the number to reflect a deleted section; adding "speeches" clarifies the intent.

(E) demonstrate a lively sense of interaction with audiences. Interact with audiences appropriately.

Comment [A28]: This is not appropriate for all contexts; i.e. a eulogy; this is more concise and explicit.

(6) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:

Comment [A29]: Changed the number to reflect a deleted section.

- (C) provide oral or written critiques of his/her own and others' speeches.

DRAFT

§110.57. Public Speaking I, II, III (One-Half to One Credit).

(a) Introduction.

(1) In order to have full participation in the ~~democratic~~ civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

Comment [A1]: Makes this section consistent with Social Studies TEKS—SBOE Recommendation

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A2]: Makes this section consistent with ELA TEKS—SBOE Recommendation.

(3) The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.

Comment [A3]: Numbering must change to remain consistent—SBOE Recommendation.

(b) Knowledge and skills.

(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(A) recognize the influence of classical rhetoric in shaping Western thought;

(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C) analyze how modern public address influences public opinion and policy in a ~~democracy~~ ~~democratic republic~~;

Comment [A4]: Keep TEKS consistent—SBOE Recommendation.

(D) analyze the ethical responsibilities that accompany freedom of speech;

(E) develop and use critical, ~~deliberative, evaluative,~~ empathetic, and appreciative listening skills to analyze and evaluate speeches; and

Comment [A5]: Deliberative listening encompasses evaluative listening. Put deliberative back in per IF recommendation.

(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.

(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:

(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(B) identify and analyze logical patterns of organization for specific speech forms;

(C) identify and analyze the characteristics of a speech to inform;

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;

(E) identify and analyze characteristics of speeches for special occasions; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3) Invention. The student plans speeches. The student is expected to:

(A) identify and analyze the audience and occasion as a basis for choosing speech strategies;

(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic;

Comment [A6]: Grammar

(C) select and limit purposes for speeches;

(D) research topics using primary and secondary sources, including electronic technology; and

(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4) Organization. The student organizes speeches. The student is expected to:

(A) apply knowledge of speech form to organize and design speeches;

(B) organize speeches effectively for specific topics, and purposes, audiences, and occasions;

Comment [A7]: Grammar

(C) choose logical patterns of organization for bodies of speech;

(D) prepare outlines reflecting logical organization; and

(E) analyze and evaluate the organization of oral or written speech models.

(5) Proofs and Appeals. The student uses valid proofs and appeals in speeches. The student is expected to:

Comment [A8]: In Public Speaking, Aristotle's rhetorical appeals are the basis for supporting a speech.

(A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;

(B) choose logical proofs and appeals that meet standard tests of evidence;

(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches;

- (D) choose proofs and appeals that enhance a specific topic, purpose, and tone;
- (E) choose and develop appropriate devices for introductions and conclusions;
- (F) choose or produce effective visual supports; and
- (G) analyze and evaluate the proofs and appeals used in oral or written speech models.

(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:

- (A) distinguish between oral and written language styles;
- (B) write manuscripts to facilitate language choices and enhance oral style;
- (C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;
- (D) use informal, standard, and technical language appropriately;
- (E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and
- (F) evaluate a speaker's style in oral or written speech models.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

- (A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;
- (B) rehearse and employ a variety of delivery strategies;
- (C) develop verbal, vocal, and physical skills to enhance presentations;
- (D) use notes, manuscripts, rostrum, ~~microphone~~, visual aids, and/or electronic devices; and
- (E) ~~maintain a lively sense of interaction with an audience~~ interact with audiences appropriately

Comment [A9]: This type of equipment is not always available to every teacher.

Comment [A10]: This is not appropriate for all contexts; i.e. a eulogy; this is more concise and explicit.

Comment [A11]: This TEK is consistent with others under the speech umbrella—per IF Recommendation.

- (8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:
- (A) use critical, ~~deliberative~~, and appreciative listening skills to evaluate speeches; and
 - (B) critique speeches using knowledge of rhetorical principles.

§110.58. Communication Applications (One-Half Credit).

(a) Introduction.

- (1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.

Comment [A1]: This is a clear justification for this course in one, simple sentence.

Comment [A2]: Makes this section consistent with ELA TEKS—SBOE Recommendation.

Comment [A3]: Numbering must change to remain consistent—SBOE Recommendation.

(b) Knowledge and skills.

- (1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
- (A) explain the importance of effective communication skills in professional and social contexts;
- (B) identify the components of the communication process and their functions;
- (C) identify standards for making appropriate communication choices for self, listener, occasion, and task;
- (D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
- (E) identify types of nonverbal communication and their effects;
- (F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;
- (G) identify the components of the listening process;

Comment [A4]: Appearance is an important aspect of communication and should not be left out.

- (H) identify specific kinds of listening such as critical, deliberative, and empathic;
- (I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
- (J) identify and analyze ethical and social responsibilities of communicators; and
- (K) recognize and analyze appropriate channels of communication in organizations.

(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:

- (A) identify types of professional and social relationships, their importance, and the purposes they serve;
- (B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
- (C) use communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
- (D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
- (E) make send clear and appropriate requests, give provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and the questions of others;
- (F) participate appropriately in conversations;
- (G) communicate effectively in interviews;
- (H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
- (I) analyze and evaluate the effectiveness of one's own and others' communication.

Comment [A5]: The dash is not needed.

Comment [A6]: The dash is not needed.

Comment [A7]: Redundant--Building confidence is an example of appropriate assertiveness.

Comment [A8]: We made the TEK grammatically correct by using parallelism. The word "send" follows the verbiage used in the communication model.

Comment [A9]: Grammar

- (3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
- (A) identify kinds of groups, their importance, and the purposes they serve;
 - (B) analyze group dynamics and processes for participating effectively in groups; ~~| committees, or teams|~~
 - (C) identify and analyze the roles of group members and their influence on group dynamics;
 - (D) demonstrate understanding of group roles and their impact on group effectiveness
 - (E) use appropriate verbal, nonverbal, and listening ~~strategies~~ skills to promote group effectiveness;
 - (F) identify and analyze leadership styles;
 - (G) use effective communication strategies in leadership roles;
 - (H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
 - (I) analyze the participation and contributions of group members and evaluate group effectiveness.
- (4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
- (A) analyze the audience, occasion, and purpose when designing presentations;
 - (B) determine specific topics and purposes for presentations;
 - (C) research topics using primary and secondary sources, including electronic technology;
 - (D) use effective strategies to organize and outline presentations;
 - (E) use information effectively to support and clarify points in presentations;
 - (F) prepare scripts or notes for presentations;
 - (G) prepare and use visual or auditory aids, including technology, to enhance presentations;

Comment [A10]: Committees and teams are types of groups.

Comment [A11]: Changed wording per IF Recommendation.

Comment [A12]: Changed wording per IF Recommendation.

- (H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
- (I) use effective verbal and nonverbal strategies in presentations;
- (J) ~~prepare, organize, and participate in an informative or persuasive group discussion for an audience; make group presentations to inform, persuade, or motivate an audience;~~
- (K) make individual presentations to inform, persuade, or motivate an audience;
- (L) participate in question and answer sessions following presentations;
- (M) apply critical listening strategies to evaluate presentations; and
- (N) evaluate effectiveness of his/her own presentation.

Comment [A13]: It clarifies the TEK and makes it more consistent with other TEKs under the speech umbrella.

§110.59. Oral Interpretation I, II, III (One to Three Credits).

(a) Introduction.

- (1) Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation, students study the oral reading or performance of a literary text as a communication art. Students enrolled in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.
- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (3) The essential knowledge and skills as well as the student expectations for Oral Interpretation I, II, III, elective courses, are described in subsection (b) of this section.

Comment [A1]: This introduction provides a clearer justification for the course.

Comment [A2]: Makes this section consistent with ELA TEKS—SBOE Recommendation.

Comment [A3]: Numbering must change to remain consistent—SBOE Recommendation.

(b) Knowledge and skills.

- (1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:
- (A) explain contemporary definitions and theories of oral interpretation as a communication art;
- (B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience; and
- (C) develop and use a workable theory of interpretation as a basis for performance choices.
- (2) Selection. The student selects literature for performance. The student is expected to:
- (A) select literature appropriate for the reader, the audience, and the occasion;
- (B) apply standards of literary merit when selecting literature for individual or group performance;
- (C) choose literature that can be appropriately adapted; and
- (D) select performance materials from a variety of literary genre.

Comment [A4]: Contemporary is not needed.

- (3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:
- (A) read the text to grasp the author's meaning, theme, tone, and purpose; and
 - (B) research the author, author's works, literary criticism, allusions in the text, definition and pronunciations of words to enhance understanding and appreciation of the chosen text.
- (4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:
- (A) identify and analyze the literary form or genre;
 - (B) identify and analyze structural elements in the chosen text;
 - (C) identify and analyze the narrative voice and/or other speakers, such as ~~(personae)~~ in the literature;
 - (D) identify and analyze the time, place, and atmosphere ~~(focuS)~~;
 - (E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom ~~they are speaking~~, where ~~they are speaking~~, when ~~they are speaking~~, and for what reason ~~they are speaking~~;
 - (F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity;
 - (G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text;
 - (H) trace the emotional progression of the text; and
 - (I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text.
- (5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:
- (A) maintain ethical responsibility to author, text, and audience when adapting literature;
 - (B) apply appropriate criteria for lifting scenes and cutting literary selections;
 - (C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment; and

Comment [A5]: This did not follow the format used throughout the TEKS.

Comment [A6]: This term is not needed.

Comment [A7]: The TEK needed clarification.

- (D) write appropriate introductions, transitions, and/or conclusions to supplement the text.
- (6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
- (A) justify the use or nonuse of manuscript or other aids;
 - (B) justify strategies for the use of focus, gesture, and movement;
 - (C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause;
 - (D) justify the use of dialect, pronunciation, enunciation, or articulation; and
 - (E) use research, analysis, personal experiences, and responses to the literature to justify performance choices.
- (7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:
- (A) use effective rehearsal strategies to promote internalization and visualization of the text;
 - (B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;
 - (C) participate in effective group decision-making processes to prepare and present group performances; and
 - (D) present individual and group performances.
- (8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:
- (A) listen critically and appreciatively and respond appropriately to **the performances of others;**
 - (B) analyze and evaluate various performance styles;
 - (C) use a variety of techniques to evaluate and critique **one's own and others' performances;** and
 - (D) set goals for future performances based on evaluation.

Comment [A8]: Grammar

Comment [A9]: Grammar

§110.60. Debate I, II, III (One to Three Credits).

(a) Introduction.

- (1) Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

Comment [A1]: This is redundant—you will logically have a clash of opinion if you are approaching a controversial issue.

- (2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Comment [A2]: Makes this section consistent with ELA TEKS—SBOE Recommendation.

- (3) The essential knowledge and skills as well as the student expectations for Debate I, II, III, elective courses, are described in subsection (b) of this section.

Comment [A3]: Numbering must change to remain consistent—SBOE Recommendation.

(b) Knowledge and skills.

- (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:
- (A) identify the historical and contemporary use of debate in social, political, and religious arenas;
 - (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and
 - (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

- (2) Analysis of issues. The student analyzes controversial issues. The student is expected to:

- (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;
- (B) accurately phrase and define debatable propositions;
- (C) analyze and evaluate propositions and related issues presented in academic and public settings; and
- (D) recognize, analyze, and use various debate formats to support propositions.

- (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:
- (A) explain the concept of a value as it applies to a debate;
 - (B) analyze the role of value assumptions in formulating and evaluating argument;
 - (C) analyze the works of classical and contemporary philosophers;
 - (D) apply various standards for evaluating propositions of value;
 - (E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;
 - (F) develop and use valid approaches to construct affirmative and negative cases;
 - (G) use valid proofs appropriately to support claims in propositions of value;
 - (H) construct briefs for value propositions; and
 - (I) apply voting criteria to value propositions.
- (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to:
- (A) evaluate implications of stock issues in affirmative and negative case construction and refutation;
 - (B) use and evaluate a variety of valid **affirmative and negative** strategies to construct affirmative and negative cases;
 - (C) construct debate briefs for policy propositions; and
 - (D) analyze and adapt approaches to accommodate a variety of judging paradigms.
- (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to:
- (A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;
 - (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and

Comment [A4]: Redundant—these terms are used later in the sentence.

- (C) analyze the role of value assumptions in personal, social, and political conflicts.
- (6) Proof. The student utilizes research and proof in debate. The student is expected to:
- (A) locate and use a variety of reliable technological and print sources;
 - (B) identify and apply standard tests of evidence for choosing appropriate logical proofs;
 - (C) demonstrate skill in recording and organizing information; and
 - (D) ~~observe utilize~~ ethical guidelines for debate research and use of evidence.
- (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:
- (A) identify the roles and responsibilities of the affirmative and negative positions;
 - (B) explain and apply the distinctive approaches to prima facie case construction; and
 - (C) use a variety of approaches to construct logical affirmative and negative cases.
- (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:
- (A) listen critically to formulate responses;
 - (B) take accurate notes during argumentation such as (flow a debate);
 - (C) analyze and apply a variety of approaches for refuting and defending arguments;
 - (D) recognize and use effective cross-examination strategies; and
 - (E) extend cross-examination responses into refutation.
- (9) Delivery. The student uses effective communication skills in debating. The student is expected to:
- (A) use precise language and effective verbal skills in argumentation and debate;

Comment [A5]: We want students to use the guidelines rather than observe them. Using the term observe leaves things open for interpretation. Utilize is a much stronger term.

Comment [A6]: This makes the TEK consistent with the format throughout and such as makes it an example of what can be done.

- (B) use effective nonverbal communication in argumentation and debate;
- (C) use effective critical listening strategies in argumentation and debate;
- (D) demonstrate ethical behavior and courtesy during debate; and
- (E) develop extemporaneous speaking skills.

(10) Evaluation. The student evaluates and critiques debates. The student is expected to:

- (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and
- (B) provide valid and constructive written and/or oral critiques of debates.

Comment [A7]: The dash is not needed. It is not consistent with how the term critical listening is used throughout the speech TEKS.

DRAFT

§110.61. Independent Study in Speech (One-Half to One Credit).

(a) Introduction.

- (1) Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided with opportunities ~~an opportunity~~ to extend their knowledge and expand their skills in more advanced study. Independent study in speech provides ~~opportunity~~ opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (2) The essential knowledge and skills as well as the student expectations for Independent Study in Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) Proposal. The student plans and designs an independent study project. The student is expected to:
- (A) select a topic and define a purpose for an independent study project focused on a specific aspect of communication;
- (B) review the research related to the topics identified;
- (C) develop a formal proposal for the project; and
- (D) plan the format and develop the timelines for production and presentation.
- (2) Research. The student conducts research to support and develop the approved project. The student is expected to:
- (A) locate and gather information from a variety of primary ~~and~~ and secondary sources, including ~~and~~ electronic sources technology;
- (B) use systematic strategies to organize and record information; and
- (C) analyze the research data and develop conclusions to provide a basis for the project.

Comment [A1]: There should be more than one opportunity to extend knowledge.

Comment [A2]: There should be more than one opportunity to develop these skills.

Comment [A3]: Grammar

Comment [A4]: Grammar

Comment [A5]: This makes this TEK consistent with those in other speech courses.

(3) Produce. The student produces the final product for the project. The student is expected to:

- (A) limit ~~and focus~~ the chosen topic, purpose, and format for the presentation;
- (B) develop systematic strategies to document the project;
- (C) develop appropriate evaluation strategies for each aspect of the production and presentation of the project;
- (D) organize and outline the text for the presentation;
- (E) choose appropriate proofs, literary texts, and/or scenes to develop and support the text;
- (F) produce a written text of superior quality; and
- (G) review and revise plans, outlines, and scripts with the teacher.

Comment [A6]: Redundant—limit and focus are essentially the same

(4) Rehearse and present. The student presents the final product. The student is expected to:

- (A) use rehearsal strategies to gain command of the text and ~~the~~ enhance communication and staging of the presentation;
- (B) demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation;
- (C) use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation; and
- (D) ~~present documentation of document~~ the progress of the project and submit the final written text or script.

Comment [A7]: Grammar

Comment [A8]: Wordiness

(5) Evaluate. The student and designated individuals evaluate the project. The student is expected to:

- (A) ~~use designated utilize~~ strategies to evaluate the project and the presentation; and
- (B) analyze problems related to the project and assess implications for future projects.

Comment [A9]: Stronger language—simplified the wording