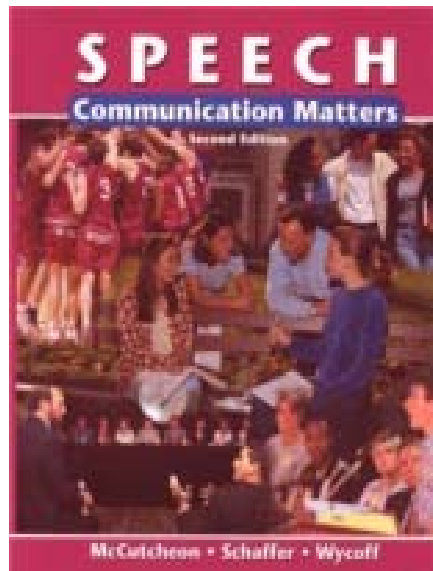


Glencoe/McGraw-Hill

Speech: Communication Matters ©2001

ISBN # 0-658-01337-8



correlated to

**Tennessee Speech Standards,
Learning Goals and Expectations
Grades 9-12**



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Speech: Communication Matters is a textbook written for high school students and teachers by high school teachers. This textbook reflects their commitment to creating a speech communication course that is meaningful for students. Each chapter presents both communication theory and the opportunity to develop skills through practical applications with the emphasis on development of practical, everyday skills. The thread that ties these lessons together is “ethics.” The authors believe that as students communicate with others, they must learn to make responsible ethical choices.

Speech: Communication Matters is organized into the following six units of instruction: “The Person,” “Person-to-Person,” “Preparation and Process,” “Presentations,” “Problem Solving/Conflict Management,” and “The Person Revisited.” Each chapter begins with a list of learning objectives and a brief chapter outline. This helps to guide the students’ learning, and facilitate the teacher in coordinating instruction with the Tennessee Speech Standards. Vocabulary is an important concern throughout the text. The authors have divided vocabulary into two categories: **New Speech Terms** and **General Vocabulary**. The **New Speech Terms** provide a good preview for some of the major speech and communication concepts in the chapter. The **General Vocabulary** represents challenging words that the authors believe should become part of every student’s day-to-day vocabulary.

In each chapter, there are many special features. **Instant Impact** highlights speech topics covered in the chapter. These tidbits are fun to read and can be springboards for class discussions or individual research projects. **Communication Breakthrough** is a feature focus on success stories. In many cases they relate the story of how someone overcame great obstacles to communicate effectively. Each **Breakthrough** is followed by a question or two designed to elicit student reaction. **Communication Breakdown** focuses on mistakes and calamities caused by poor communication. All chapters conclude with a student speech directed toward a topic of the chapter. These samples serve as good models for speeches, and are an excellent source to analyze for strengths and weaknesses. Each section of each chapter ends with recall questions, critical thinking questions, and a brief activity, all of which will help to assess students’ understanding of the material covered in that section.

The exercises at the end of the chapter are designed for review and enrichment. Students can not only recall what they have learned in the chapter, but also apply what they have learned in new contexts. The **To Remember** section asks students to supply short answers to questions covering the major parts of the book. In some cases the answers are fill in the blank; in other cases, students must provide answers of one or two sentences. **To Talk About** gives a number of great discussion questions to use after the students have completed the chapter. Many students become frustrated when choosing a speech topic. The **Related Speech Topics** suggest a variety of topics that would be suitable for students to develop into speeches.

Accompanying the textbook are videotapes that are helpful in teaching all of the individual chapters. These videos are especially helpful in teaching the public speaking aspects of the course. There is also a **CNN Communication Update Video Series**. These video updates consist of 15 to 20 short segments covering the most important news stories in the area of communication applications as covered by the worlds’ leading news

agency, CNN. For each video segment you will find corresponding teaching material, which includes questions and teaching suggestions to help prepare for and follow up on each segment. The **Communication Web Site** provides general communications information and links as well as activities for each chapter in *Speech: Communication Matters*.

Assessment

Speech: Communication Matters includes a variety of assessment options, which correlate with the program content. At the end of each section, there is a Section Review, which consists of three parts: **Recalling the Facts**, **Thinking Critically**, and **Taking Charge**. This provides students with an opportunity to analyze and synthesize what they have learned through multiple choice and fill in the blank questions, performance tasks, and writing. In the teacher edition are **Assessment Options**, which suggest an activity the teacher can use to assess students' understanding of the material presented in the section. Some teachers prefer checklists, while others like more open-ended evaluations. The evaluations in the chapter booklets are of both kinds. One form itemizes the various speech tasks and asks the evaluator to give the student a grade on each task. There are additional evaluation tips throughout the Teacher Edition, and several sample evaluation forms in the Teacher's Resources that can be copied or adapted. Computerized testing software is also available and includes all the questions contained on the printed chapter tests in the supplementary material. The program allows the teacher to create, edit, store, and print his/her own individual tests.

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GOALS AND LEARNING EXPECTATIONS
GRADES 9–12**

OBJECTIVES	PAGE REFERENCES
Content Standard: The student will develop the skills to generate ideas, research topics, organize information, and prepare for oral presentations.	
Learning Expectations:	
Preparing	
<ul style="list-style-type: none"> • Identify the goals and purposes of oral presentation. 	SE: 322, 323–329, 356, 357–363, 383–384, 430, 431–446 TE: 322, 323–329, 356, 357–363, 383–384, 430, 431–446
<ul style="list-style-type: none"> • Adapt literary works for oral interpretation by individuals and/or groups. 	SE: 402, 403–405, 406–407, 408–415, 416–421 TE: 402, 403–405, 406–407, 408–415, 416–421
<ul style="list-style-type: none"> • Identify and define the elements of the communication process. 	SE: 5–8 TE: 5–8
<ul style="list-style-type: none"> • Create and/or adapt scripts for interpreters' theatre. 	SE: 416–421 TE: 416–421
<ul style="list-style-type: none"> • Analyze audience in order to develop suitable techniques and language for communicating effectively with the specific listeners. 	SE: 184, 328–329, 359–363 TE: 184, 328–329, 359–363
<ul style="list-style-type: none"> • Prepare original, oral, or published works for storytelling. 	SE: 403–410, 411–421 TE: 403–410, 411–421
<ul style="list-style-type: none"> • Participate in effective group projects. 	SE: 152, 153–157, 166–172 TE: 152, 153–157, 166–172
<ul style="list-style-type: none"> • Conduct interviews for research purposes. 	SE: 122, 123–139 TE: 122, 123–139

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Utilize all available library/research facilities and document bibliographic information. 	SE: 183–195, 196–198 TE: 183–195, 196–198
<ul style="list-style-type: none"> • Analyze source material for reliability and validity. 	SE: 188–195 TE: 188–195
<ul style="list-style-type: none"> • Choose topics that are of interest to the speaker and are appropriate for the audience. 	SE: 330–337 TE: 330–337
<ul style="list-style-type: none"> • Identify and utilize the parts of a speech. 	SE: 206, 207–215, 216–225, 226–228 TE: 206, 207–215, 216–225, 226–228
<ul style="list-style-type: none"> • Develop effective, attention-getting introductions. 	SE: 207–215, 229, 390, 416, 431–432, 489–490 TE: 207–215, 229, 390, 416, 431–432, 489–490
<ul style="list-style-type: none"> • Organize information and ideas in a manner suitable to the topic and/or purpose. 	SE: 38–39, 131, 206, 207–215, 216–225, 227–228, 364–365 TE: 38–39, 131, 206, 207–215, 216–225, 227–228, 364–365
<ul style="list-style-type: none"> • Create a properly formatted outline. 	SE: 216–222, 223–225, 347, 383 TE: 216–222, 223–225, 347, 383
<ul style="list-style-type: none"> • Outline schedules for group discussions and/or meetings. 	SE: 169 TE: 169
<ul style="list-style-type: none"> • Recognize and use a variety of organizational patterns. 	SE: 207–215, 216–225, 227–228, 233 TE: 207–215, 216–225, 227–228, 233

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Employ effective rehearsal techniques. 	SE: 41, 289, 290, 383, 384, 419, 421, 447 TE: 41, 289, 290, 383, 384, 419, 421, 447
Speaking	
<ul style="list-style-type: none"> • Demonstrate confidence and poise in various speaking situations. 	SE: 38–44, 323–329, 353, 357–358, 364–373, 383–384, 390–392, 394, 399, 416–421, 431–446, 447, 451 TE: 38–44, 323–329, 353, 357–358, 364–373, 383–384, 390–392, 394, 399, 416–421, 431–446, 447, 451
<ul style="list-style-type: none"> • Develop effective vocal control of rate, inflection, pitch, volume, quality, and articulation. 	SE: 6, 56, 85, 293–298, 299, 310, 418, 419 TE: 6, 56, 85, 293–298, 299, 310, 418, 419
<ul style="list-style-type: none"> • Identify articulation problems and understand how to correct them. 	SE: 6, 296–298, 421 TE: 6, 296–298, 421
<ul style="list-style-type: none"> • Adapt delivery to different environments and audiences. 	SE: 288–292, 323, 359–363, 364–373, 390 TE: 288–292, 323, 359–363, 364–373, 390
<ul style="list-style-type: none"> • Use gestures, vocal control, and body language. 	SE: 6, 7, 40, 78–82, 294–295, 304–307 TE: 6, 7, 40, 78–82, 294–295, 304–307
<ul style="list-style-type: none"> • Facilitate communication through the varied use of rate and pause. 	SE: 56, 294 TE: 56, 294
<ul style="list-style-type: none"> • Understand and employ the effect of a speaker's tone on audience. 	SE: 78, 80, 85, 102, 103, 367–368, 548, 553 TE: 78, 80, 85, 102, 103, 367–368, 548, 553
<ul style="list-style-type: none"> • Employ gestures to emphasize, to describe, and/or to replace verbal communication. 	SE: 7–8, 42, 78, 79–82, 83–86, 87–92 TE: 7–8, 42, 78, 79–82, 83–86, 87–92

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Use eye contact to enhance communication situations. 	SE: 41, 66, 80, 101, 103, 137, 140, 167, 171, 289, 308–310, 383, 417–418, 551 TE: 41, 66, 80, 101, 103, 137, 140, 167, 171, 289, 308–310, 383, 417–418, 551
<ul style="list-style-type: none"> • Express attitudes, ideas and emotions through appropriate body language. 	SE: 6, 7, 40, 65, 68, 79–82, 300–307, 447, 553 TE: 6, 7, 40, 65, 68, 79–82, 300–307, 447, 553
<ul style="list-style-type: none"> • Recognize the importance of personal appearance in communication. 	SE: 40–41, 130 TE: 40–41, 130
<ul style="list-style-type: none"> • Employ language and sentence structure appropriate to the audience and the situation. 	SE: 131–135, 324–329, 334–337, 359–373, 383, 431–443 TE: 131–135, 324–329, 334–337, 359–373, 383, 431–443
<ul style="list-style-type: none"> • Accept and apply oral and written criticism from teachers and peers. 	SE: 109–110, 159, 168 TE: 109–110, 159, 168
<ul style="list-style-type: none"> • Cite sources of researched information. 	SE: 192–193 TE: 192–193
Listening	
<ul style="list-style-type: none"> • Prepare oral and written critiques of oral presentations. 	SE: 450, 461, 464 TE: 450, 461, 464
<ul style="list-style-type: none"> • Evaluate the strength of the ideas presented in oral presentations. 	SE: 372, 378–379, 394, 479 TE: 372, 378–379, 394, 479
<ul style="list-style-type: none"> • Identify the goals, main ideas, and supporting details of a speaker. 	SE: 394 TE: 394

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Utilize context clues and nonverbal cues to determine meaning. 	SE: 68 TE: 68
<ul style="list-style-type: none"> • Recognize and analyze propaganda techniques. 	SE: 67, 144, 364–373 TE: 67, 144, 364–373
<ul style="list-style-type: none"> • Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, economic backgrounds, and social roles. 	SE: 87–92, 238, 272, 418, 542 TE: 87–92, 238, 272, 418, 542
<ul style="list-style-type: none"> • Respond to speakers with appropriate verbal and nonverbal feedback. 	SE: 39, 42, 166, 310 TE: 39, 42, 166, 310
<ul style="list-style-type: none"> • Demonstrate appropriate audience etiquette. 	SE: 66–71, 75 TE: 66–71, 75
<ul style="list-style-type: none"> • Illustrate effective listening skills by focusing on the speaker, overcoming distractions, and adjusting posture. 	SE: 60–65, 66–71 TE: 60–65, 66–71
<ul style="list-style-type: none"> • Prepare to listen by minimizing distractions. 	SE: 62, 65, 66 TE: 62, 65, 66
<ul style="list-style-type: none"> • Demonstrate productive note-taking while listening. 	SE: 70–71 TE: 70–71
<ul style="list-style-type: none"> • Suspend making judgments until the sender has concluded the message. 	The opportunity to address this objective is available. See the following: SE: 166–168 TE: 166–168

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