



Forensics I

Arkansas English Language Arts Standards

2016

Course Title: Forensics I
 Course/Unit Credit: 1
 Course Number: 414020
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Forensics I

Forensics I is a prerequisite for Forensics II. Students entering Forensics II, III, or IV must have successfully completed the preceding year of study. Forensics I is a foundational course and cannot be combined with other courses. Forensics II-IV may be taught within the same class period; however, the student learning expectations for each level are different and must be addressed.

Forensics I is a two-semester course which will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication, recognition of communication barriers, effective use of interpersonal communication through verbal and nonverbal messages, and use of digital media. Listed in this document as Strand 4, Communication Competencies, life skills are embedded throughout the course. In Forensics I, students will develop research skills to prepare for a variety of public speaking formats, including debate, public address, and oral interpretation of literature. Furthermore, students will organize research and analysis of topics into presentations and performances delivered in a variety of formats and for a variety of audiences. Students will engage in oral advocacy to promote community partnerships, enhance community engagement, and cultivate a positive school culture. Forensics I fulfills the ½ unit of Oral Communication required for graduation and does not require Arkansas Department of Education approval.

Strand	Content Standard
Research	
	1. Students will engage in inquiry and research to prepare a foundation for communicating to various audiences.
Organization	
	2. Students will organize literary selections and informational text into effective oral presentations and performances.
Presentation	
	3. Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences.
Communication Competencies	
	4. Students will demonstrate fundamental oral communication competencies.
Oral Advocacy	
	5. Students will participate at the fundamental level in community outreach, culminating in events.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.

How the Anchor Standards are Labeled

R

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CCR

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1

The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Research

Content Standard 1: Students will engage in inquiry and research to prepare a foundation for communicating to various audiences.

		AR ELA Alignment
R.1.FI.1	Identify the elements of a story	R.CCR.5
R.1.FI.2	Determine the meaning of literature	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.10
R.1.FI.3	Discover author's intent	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.6, R.CCR.10
R.1.FI.4	Investigate characterization	R.CCR.3
R.1.FI.5	Select materials with <i>literary merit</i>	R.CCR.10
R.1.FI.6	Investigate sources affiliated with forensics to analyze literature for performance	R.CCR.10
R.1.FI.7	Identify the tone of a selection	R.CCR.1, R.CCR.4
R.1.FI.8	Identify the elements of a performance: <ul style="list-style-type: none"> • character • diction • music • plot • spectacle • theme 	
R.1.FI.9	Research historical context and cultural influences	R.CCR.1, R.CCR.2, W.CCR.7, W.CCR.8, W.CCR.9
R.1.FI.10	Identify sources of current and political events for discussion	R.CCR.7, R.CCR.8, R.CCR.9
R.1.FI.11	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively	W.CCR.8
R.1.FI.12	Establish small groups to collect and analyze researched material	

R.1.FI.13	Identify imagery in a selection	R.CCR.1, R.CCR.4, L.CCR.5
R.1.FI.14	Examine the credibility of an author's argument	W.CCR.8
R.1.FI.15	Examine models of audience-centered speeches/performances	R.CCR.7, R.CCR.10

Strand: Organization

Content Standard 2: Students will organize literary selections and informational text into effective oral presentations and performances.

		AR ELA Alignment
O.2.FI.1	Conduct audience-centered analysis for each presentation	SL.CCR.4, SL.CCR.6
O.2.FI.2	Create effective introductions: <ul style="list-style-type: none"> • attention device • preview • transition 	SL.CCR.6, L.CCR.3
O.2.FI.3	Identify the process involved in cutting a selection	
O.2.FI.4	Use evidence to support ideas	SL.CCR.4, SL.CCR.5
O.2.FI.5	Identify effective transitions between <ul style="list-style-type: none"> • main points • material to material • selection to selection 	SL.CCR.4
O.2.FI.6	Cite sources accurately and appropriately	R.CCR.1, W.CCR.8, SL.CCR.4
O.2.FI.7	Identify criteria for speech topics	
O.2.FI.8	Recognize organizational patterns	R.CCR.5, SL.CCR.4
O.2.FI.9	Identify research sources for extemporaneous speaking	R.CCR.10, W.CCR.7, W.CCR.8, W.CCR.9
O.2.FI.10	Determine point of view and perspective	R.CCR.6, SL.CCR.3
O.2.FI.11	Utilize specialized vocabulary	L.CCR.6
O.2.FI.12	Create storyboards	W.CCR.5
O.2.FI.13	Create effective conclusions: <ul style="list-style-type: none"> • transitions • reiteration • ending statement 	SL.CCR.6, L.CCR.3

O.2.FI.14	Work collaboratively to write and revise original work	W.CCR.5, W.CCR.6
O.2.FI.15	Collaborate to collect and analyze researched materials	W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9
O.2.FI.16	Build effective teams and work groups	
O.2.FI.17	Create a portfolio of selections, topics, and research	

Strand: Presentation

Content Standard 3: Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences.

AR ELA Alignment

P.3.FI.1	Develop a fundamental understanding of basic competitive events adhering to a national set performance criteria: <ul style="list-style-type: none"> • dramatic interpretation • duo interpretation • extemporaneous speaking • humorous interpretation • improvised duet acting • informative speaking • original oratory • poetry • program oral interpretation • prose • storytelling 	
P.3.FI.2	Present oral readings from literary and informational text	R.CCR.10, SL.CCR.6
P.3.FI.3	Perform a variety of literary selections	SL.CCR.6
P.3.FI.4	Observe multiple selections of similar genres that are connected with a central theme	R.CCR.9, R.CCR.10
P.3.FI.5	Create believable characters using nonverbal language	
P.3.FI.6	Score a script	
P.3.FI.7	Create intensity with varied vocal inflection	SL.CCR.6
P.3.FI.8	Utilize clear articulation	SL.CCR.6
P.3.FI.9	Defend a perspective	SL.CCR.4, SL.CCR.5, SL.CCR.6
P.3.FI.10	Present information with evidence	SL.CCR.4, SL.CCR.5, SL.CCR.6

P.3.FI.11	Adapt presentation to context and audience	SL.CCR.4, SL.CCR.5, SL.CCR.6
P.3.FI.12	Develop arguments to support a claim	SL.CCR.4, SL.CCR.5, SL.CCR.6
P.3.FI.13	Determine appropriate movement for presentation: <ul style="list-style-type: none"> • platform movement • <i>proxemics</i>/special communication 	
P.3.FI.14	Integrate multiple sources	SL.CCR.2
P.3.FI.15	Conduct peer reviews: <ul style="list-style-type: none"> • clarity • effectiveness of delivery • faulty reasoning and logical fallacies (e.g., <i>ad hominem</i>, <i>ad populum</i>, <i>post hoc ergo propter hoc</i>, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man) • organization of evidence • relevance 	SL.CCR.3
P.3.FI.16	Incorporate chosen feedback into future presentations or performances: <ul style="list-style-type: none"> • peer ballots and rubrics • teacher/evaluator ballots and rubrics 	SL.CCR.6
P.3.FI.17	Accept and analyze appropriate feedback from critiques	SL.CCR.6

P.3.FI.18	Demonstrate direction terminology to personal and group performances: <ul style="list-style-type: none"> • above • backstage • below • counter cross • downstage • full back • full front • offstage • onstage • profile • stage left • stage right • three-quarter • upstage • wings 	L.CCR.6
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Strand: Communication Competencies

Content Standard 4: Students will demonstrate fundamental oral communication competencies.

		AR ELA Alignment
CC.4.FI.1	Apply principles of ethical communication appropriate to context: <ul style="list-style-type: none"> • <i>academic honesty</i> • bias • communication responsibility • plagiarism • respect for <i>diversity</i> 	SL.CCR.6
CC.4.FI.2	Analyze the reduction of communication barriers (e.g., intrapersonal, adversarial mindset, bias, communication, apprehension, environment, noise, nonverbal communication, perception, <i>proxemics/spatial, reticence, semantics</i>)	SL.CCR.6
CC.4.FI.3	Demonstrate mutual respect when addressing behaviors that affect interpersonal communication: <ul style="list-style-type: none"> • aggressive • assertive • conflict • passive • passive/aggressive 	SL.CCR.1, SL.CCR.6
CC.4.FI.4	Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations: <ul style="list-style-type: none"> • active listening behaviors • false assumptions • loaded terms • notetaking • sarcasm 	SL.CCR.1, SL.CCR.6
CC.4.FI.5	Discuss effective nonverbal communication skills: <ul style="list-style-type: none"> • attire • facial expressions • gestures • body language 	

CC.4.FI.6	Use context-appropriate oral messages: <ul style="list-style-type: none">• concrete expressions of thought• connotation vs. denotation• dialects• International Phonetic Alphabet• jargon• slang• standard English• words and symbols	SL.CCR.1, SL.CCR.6
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Strand: Oral Advocacy

Content Standard 5: Students will participate at the fundamental level in community outreach, culminating in events.

		AR ELA Alignment
OA.5.FI.1	Understand fundamental terminology and execution of a competitive event	L.CCR.6
OA.5.FI.2	Help execute the duties and needs assigned to upper-level leadership, documenting the process to secure event resources (e.g., judges, concessions, security, hospitality, time keepers, public relations, volunteers as needed)	
OA.5.FI.3	Solicit the community for needed resources and materials to hold events	W.CCR.2
Teacher Note		
OA.5.FI.3	Students document their process to find needed resources and materials.	

Glossary for Forensics I

Academic honesty	Performing all academic work in a responsible and ethical manner, which includes acknowledging any source of information that is not common knowledge and completing academic work without cheating, lying, stealing, or sharing information without authorization
<i>Ad hominem</i>	A Latin term meaning “to the man”; attacking an opponent’s character rather than answering his argument
<i>Ad populum</i>	A Latin term meaning “to the popular opinion”; a fallacious argument that concludes it must be true because many or most people believe it
Arkansas Communication and Theater Arts Association (ACTAA)	State professional organization that encompasses theater, drama, theater dance, oral communication, forensics, and debate
Diversity	Differences in individuals (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
Literary merit	The quality shared by all works of fiction that are considered to have aesthetic value
National Speech and Debate Association (NSDA)	National professional organization for debate, speech, and forensics
Paralanguage	Nonverbal means of communication (e.g., tone of voice, laughter, gestures, facial expressions) that accompany speech and convey further meaning
<i>Post hoc ergo propter hoc</i>	A Latin term meaning “after the fact, therefore before the fact”; this is a conclusion that assumes if “A” occurred after “B”, then “B” must have caused “A”
Proxemics	Communicating with others by virtue of the relative positioning of the body
Reticence	The trait of being uncommunicative; not volunteering anything more than necessary
Semantics	The study of the meanings of words

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