*Chico Great Debate*

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**Peer Critique Assignment**

Critiques of your classmates will be conducted on days when there will be speeches. Your job is to give supportive, fair, and insightful feedback to each of your classmates. The format is simple to follow and will be beneficial to the speaker in improving his/her skills to become a better public speaker.

**Instructions:**

1. Write the speaker's name at the top of the sheet.

2. In 1-3 sentences, summarize the content of the speech.

3. Critique guidelines:
   - In providing constructive feedback, be sure to write something that the speaker did well and write something the speaker did not do well in each of the following categories:
   - Delivery: For example, "Your eye contact with the audience made me more interested in what you had to say." "When you wrinkled your speaking notes as you spoke, it distracted me from listening to your speech."
   - Organization: "Your preview of points was very clear." "I didn't hear a summary of your main points."
   - Content: "You had lots of interesting statistics to back up your points." "You didn't cite the source for your opening quotation."
   - Each comment should be positive and worded in such a way as to not damage the speaker's self-esteem. Remember, you will be critiqued by each of your classmates, so please treat others as you wish to be treated!

**Speech Outlines**

You will produce formal, full-sentence outlines for your speech of introduction (15 points) as well as your informative and persuasive speeches (30 points each). The outline must be handed in to your instructor physically to your instructor and submitted to Turnitin.com prior to speaking for full credit. Outlines must be word-processed.

All sources used in the speech must be listed in a "References" section of the outline and cited using APA style. In addition, sources must be cited orally in the presentation and parenthetically in the outline. Details of outline requirements are provided in the text in chapter 12.

Outlining your speech presents several advantages to you:

- It enables you to organize your ideas clearly.
- It enables you to easily rehearse your presentation.
- It enables you to easily revise and refine your speech

**Requirements**

- Include your name and the page number in the header.
- State the title of your speech and center it before starting your outline. Follow this by stating the specific purpose of your speech.
- Divide your outline into the introduction, body, and conclusion. Begin each section with Roman numeral I.
- Use roman numerals (I, II, III) for main points, capital letters (A, B, C) for subpoints, Arabic numerals (1, 2, 3) for supporting points, and lowercase letters (a, b, c) for further subdivisions. There should always be a "b" to match an "a." There should always be a "2" to match a "1." There should always be a "B" to match an "A."
- The introduction has four parts: an opening with impact, thesis statement, connection with the audience and a preview of the speech's main points.
- The body should include three to four main points with well-developed subpoints and transitions. The transitions between main points should be written in parentheses between main points.
- The conclusion has two parts: a review summarizing the main points and a conclusion with impact.
- Use complete sentences. Use only one sentence per letter or number, and separate distinct ideas into different sentences. It is not necessary to use complete sentences in situations such as the following: lists, parts of a larger whole, or places where complete sentences would be awkward or unnatural.
- When citing sources, put the author's name and date in parentheses after the point (American Psychological Association, 2001). If you are quoting directly, also include the page number (American Psychological Association, 2001, p. 69). Include the full source citation in your references section at the end of the outline. References should be listed in alphabetical order.

Title

**Specific purpose:**
**Introduction**
    I.    **Open with impact**
        A.  (Use sub-points if needed)
    II.    **Thesis:**
    III.    **Connect:**
        A.
    IV.    **Preview:** (at least three main things you plan to discuss)
        A.
        B.
        C.
**Body**
    **I.**    **Main point:**
        A.
            1.
                a.
        B.
            1.
                a.
        C.
            1.
                a.
Transition: (How you plan to move from your first main point onto your second main body point)
    **II.**    **Main point:**
        A.
               1.
                    a.
        B.
              1.
                i.
        C.
             1.
                    a.
Transition: (How you plan to move from your second main point onto your third main body point)
    II.    **Main point:**
        A.
               1.
                    a.
        B.
              1.
                    a.
        C.
              1.
                    a.

Transition: (How you plan to move from your third main point onto your conclusion)

**Conclusion**

    **I.**      Review:

          A.

          B.

          C.

    **II.**     Conclude with impact:

References

[Insert APA style references in alphabetical order – for help refer to Purdue Owl]

**Self Evaluation Papers**

After your person of interest, informative, and persuasive speeches, you will write a one-page paper (three total) evaluating your public speaking development as evidenced on your video and peer critiques. The due date is determined by your instructor.

After viewing the video of your speech and reading your peer critiques, write a paper in which you discuss your public speaking strength and an area that needs improvement. Your evaluation must include: (1) what you did well, (2) what you could improve on, and (3) how you *specifically* plan improving.

Some possible areas you could discuss are the following:

**Content:** Are you effectively opening and closing with impact, using effective language,   adequately explaining and supporting your ideas?

**Organization:** Are your speeches clearly organized? Are you making effective use of previews, signposts, and summaries?

**Presentation:** Consider both visual and vocal components of delivery. Are you    maintaining eye contact, using effective gestures, speaking loud enough to be heard?

**Be sure in your paper to be specific about how you plan to improve for your next speech.**

**Person of Interest Description**

## Purpose

This speech is designed to get you up and speaking early in the semester with minimal research. The focus of this speech is on your content, organization, and delivery. It should be 3-4 minutes in length.

## Requirements

- Prepare a formal outline worth 15 points in addition to the 50 points allocated for this assignment. Your outline should meet the requirements of this course packet. The outline must be handed in to your instructor and submitted to Turnitin.com prior to speaking.
- This speech requires you to introduce a person of interest. You should tell the audience about the person, what they are known for, and whatever information about them you think is important for the audience to know. With the time limit, you will not be able to include everything, so use your best judgment.
- The speech should be organized, using an introduction, body, and conclusion.
- Use an extemporaneous delivery and appropriate attire. Your credibility is established, at least in part, by your physical appearance.
- Speeches must be approximately 3-4 minutes in length. Speeches that are over or under the time limit may be penalized at the instructor's discretion.

## Speech Evaluation Criteria

For this speech, we will be using the grading rubric for the person of interest speech. Speeches will be evaluated according to the following categories. Please see the rubric in this packet for specific grading criteria in each category.

**Organization          20 pts**
- Introduction impact
- Introduction audience connection
- Body
- Conclusion impact

**Content               10 pts**
- Topic Choice
- Source Citation

**Delivery              20 pts**
- Eye contact
- Movement and gestures
- Vocal variety
- Language
- Appearance

**Your Person of Interest Speech**

**Finding a topic**
- Your TA will assign a person of interest

**Clarifying your speech**
- Run through your speech orally or write it down
- Chop out unnecessary details
- Use clear and concise language

**Arranging the speech in a logical order**
- Is the introduction clear from beginning to end?
- Will your audience get lost during the introduction?
- Does your speech flow in chronological order?

**Using an effective opening and closing**
- Does your intro grab people's attention?
- Does your speech give a thoughtful representation of the person?

**Preparing your note card**
- Write down key words and phrases
- Try colored pens to indicate different parts
- Practicing and timing your speech
- Practice at least three times with real people
- Tailor your speech to the time limit
- Make sure your speech fits the time limit

**CMST 131 Person of Interest Topic: Student:**

| ORGANIZATION | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *INTRO-impact* | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| *INTRO-audience connection* | *Effectively makes direct connection in a creative, meaningful way* | *Makes a direct connection in a clear way* | *Makes some connection with audience* | *Attempts to connect, but not direct or clear* | *Does not make any effort to connect* |
| *BODY of narrative* | *Flows well in a creative manner* | *Speech is clearly presented and easy to follow* | *Speech is mostly clearly presented* | *Speech is difficult to follow at multiple points* | *The speech is confusing or disorganized* |
| *CONCLUSION-Impact* | *Creative, distinctive & closes with great impact* | *Distinctive closure with effective impact* | *Closes with minimal impact* | *Makes some attempt to close, but lacks impact* | *No attempt to close with impact* |

*SUB-TOTAL: ORGANIZATION COMMENTS (Over)*

| CONTENT | ADVANCED (10-9) Superior or excellent achievement | GOOD (8) Effective, better than average achievement | AVERAGE (7) Adequate or proficient achievement | POOR (6) Inadequate or below average achievement | UNACCEPTABLE (5-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Topic Choice* | *Innovative, creative, relevant to audience & setting* | *Very relevant to audience, a significant choice* | *Minimally relevant, lacks significance* | *Topic lacks significance & relevance to audience* | *Topic is not appropriate for classroom speech* |
| *Source(s)* | *Used and cited high quality source(s) effectively* | *Used and cited good quality source(s) effectively* | *Used and cited average quality source(s) moderately effectively* | *Used low quality source(s) ineffectively to illustrate key points* | *No source use or citation* |

*SUB-TOTAL: CONTENT COMMENTS (Over)*

| DELIVERY | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Eye Contact* | *Speaker rarely, if at all, refers to notes, sustains a consistent focus on audience* | *Speaker uses notes effectively, occasional references, focuses more on* | *Speaker looks at notes & the audience about half and half, focus is not* | *Speaker uses notes ineffectively, looking at notes more than the audience* | *Speaker reads directly from notes, rarely, if at all, looks at audience* |

| | | audience than elsewhere | consistently on audience | | |
|---|---|---|---|---|---|
| **Movement & Gestures** | Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters | Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters | Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements | Body language is sparse and/or movement is distracting, many self-adapters & other distractions | Body language is distracting to the point that it takes away from content of speech, lack of gestures & purposeful movements |
| **Vocal Variety** • **Volume** • **Rate/Pace** • **Tone** | Volume & rate are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.) | Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech | Volume & rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent. | Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional) | Volume and/or tone is not appropriate (too soft/loud, monotone, rate/pace too slow/fast) & not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.) |
| **Language** | Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang. | Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang | Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers slang, and/or inappropriate language is used several times. | Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use. | Vocal fillers, slang, & inappropriate language are used throughout speech. |
| **Appearance** | Attire is extremely appropriate (business casual or better) | Attire is appropriate for the presentation | Attire is minimally appropriate for the presentation | Attire inappropriate for presentation & reduces speaker credibility | Attire is extremely inappropriate, diminishes speaker credibility & distracts audience. |

SUB-TOTAL: DELIVERY COMMENTS (over)

**TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:**

**CMST 131 Person of Interest Topic: Student:**

| **ORGANIZATION** | **ADVANCED (20-18)** **Superior or excellent achievement** | **GOOD (17-16)** **Effective, better than average achievement** | **AVERAGE (15-14)** **Adequate or proficient achievement** | **POOR (13-12)** **Inadequate or below average achievement** | **UNACCEPTABLE (11-0)** **Fails to meet min. standard of achievement** |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| ***INTRO-impact*** | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| ***INTRO-audience connection*** | *Effectively makes direct connection in a creative, meaningful way* | *Makes a direct connection in a clear way* | *Makes some connection with audience* | *Attempts to connect, but not direct or clear* | *Does not make any effort to connect* |
| ***BODY of narrative*** | *Flows well in a creative manner* | *Speech is clearly presented and easy to follow* | *Speech is mostly clearly presented* | *Speech is difficult to follow at multiple points* | *The speech is confusing or disorganized* |
| ***CONCLUSION-Impact*** | *Creative, distinctive & closes with great impact* | *Distinctive closure with effective impact* | *Closes with minimal impact* | *Makes some attempt to close, but lacks impact* | *No attempt to close with impact* |

*SUB-TOTAL: ORGANIZATION COMMENTS (0ver)*

| **CONTENT** | **ADVANCED (10-9)** **Superior or excellent achievement** | **GOOD (8)** **Effective, better than average achievement** | **AVERAGE (7)** **Adequate or proficient achievement** | **POOR (6)** **Inadequate or below average achievement** | **UNACCEPTABLE (5-0)** **Fails to meet min. standard of achievement** |
|---|---|---|---|---|---|
| ***Topic Choice*** | *Innovative, creative, relevant to audience & setting* | *Very relevant to audience, a significant choice* | *Minimally relevant, lacks significance* | *Topic lacks significance & relevance to audience* | *Topic is not appropriate for classroom speech* |
| ***Source(s)*** | *Used and cited high quality source(s) effectively* | *Used and cited good quality source(s) effectively* | *Used and cited average quality source(s) moderately effectively* | *Used low quality source(s) ineffectively to illustrate key points* | *No source use or citation* |

*SUB-TOTAL: CONTENT COMMENTS (Over)*

| **DELIVERY** | **ADVANCED (20-18)** **Superior or excellent achievement** | **GOOD (17-16)** **Effective, better than average achievement** | **AVERAGE (15-14)** **Adequate or proficient achievement** | **POOR (13-12)** **Inadequate or below average achievement** | **UNACCEPTABLE (11-0)** **Fails to meet min. standard of achievement** |
|---|---|---|---|---|---|
| ***Eye Contact*** | *Speaker rarely, if at all, refers to notes, sustains a consistent focus on audience* | *Speaker uses notes effectively, occasional references, focuses more on audience than elsewhere* | *Speaker looks at notes & the audience about half and half, focus is not consistently on audience* | *Speaker uses notes ineffectively, looking at notes more than the audience* | *Speaker reads directly from notes, rarely, if at all, looks at audience* |
| ***Movement & Gestures*** | *Body language is confident, poised & animated, enhances entire* | *Body language is mostly confident & relaxed, used to emphasize most* | *Body language is limited, but contributes to some parts of the* | *Body language is sparse and/or movement is distracting, many* | *Body language is distracting to the point that it takes away from content* |

| | | | | | |
|---|---|---|---|---|---|
| | *speech, no distractions or self-adapters* | *points with little to no self-adapters* | *presentation, some distracting gestures or movements* | *self-adapters & other distractions* | *of speech, lack of gestures & purposeful movements* |
| ***Vocal Variety*** <br> • ***Volume*** <br> • ***Rate/Pace*** <br> • ***Tone*** | *Volume & rate are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume & rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent.* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional)* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate/pace too slow/fast) & not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| ***Language*** | *Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang.* | *Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang* | *Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers slang, and/or inappropriate language is used several times.* | *Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use.* | *Vocal fillers, slang, & inappropriate language are used throughout speech.* |
| ***Appearance*** | *Attire is extremely appropriate (business casual or better)* | *Attire is appropriate for the presentation* | *Attire is minimally appropriate for the presentation* | *Attire inappropriate for presentation & reduces speaker credibility* | *Attire is extremely inappropriate, diminishes speaker credibility & distracts audience.* |

*SUB-TOTAL: DELIVERY COMMENTS (over)*

**TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:**

## Persuasive Speech Description

### Purpose

This speech should address a controversial topic on which a significant portion of your audience holds a different view from your own. You are seeking to modify your audience's beliefs, attitudes, and/or behaviors by the speech. Use evidence and reasoning, not just emotional appeals. The use of quantitative reasoning (such as statistics) is **required** in this speech.

### Requirements

- Prepare a formal outline worth 30 points in addition to the 100 points allocated for this assignment. Your outline should meet the requirements of this course packet. The outline must be handed in to your instructor and submitted to Turnitin.com prior to speaking.

- Five sources will be required to receive full credit. At least one of your sources must be from someone who opposes your position on the topic.
- The speech must be a two-sided presentation. You will need to research the opposing views on the topic and incorporate refutation of those views in your speech. Be sure to point out fallacies of reasoning, propaganda techniques, or other problems with the opposing side.
- Use an extemporaneous delivery and appropriate attire. Your credibility is established, at least in part, by your physical appearance.
- Speeches must be 6-7 minutes in length. Speeches that are over or under the time limit may be penalized at the instructor's discretion.
- Be prepared to answer questions from the audience about your speech.

## Speech Evaluation Criteria

For this speech, we will be using the grading rubric for the persuasive speech. Speeches will be evaluated according to the following categories. Please see the rubric in this packet for specific grading criteria in each category.

**Organization**                                                       **30 points**

- Introduction impact
- Introduction thesis and audience connection
- Introduction preview
- Body main points
- Conclusion review

**Content**                                                                **30 points**

- Support
- Refutation
- Reasoning
- Call to action and impact
- Source quantity
- Source quality
- Source utilization

**Delivery**                                                               **30 points**

- Eye contact
- Movement and gestures
- Vocal variety
- Language
- Appearance

**Overall**                                                                  **10 points**

- Topic choice
- Persuasiveness

**Topic planning form for Persuasive Speech**

Name

My specific purpose, specifying what response or message effect I want to accomplish with my audience:

This topic should be controversial for my intended audience because

My position on this topic is opposed by

**Complete the body of the speech, introduction and conclusion on the back of this paper, following these guidelines:**

1.      The sources of information that I plan to use are:
2.      The selection of the main ideas is extremely important.
   A.      Two to four main ideas are to be developed. Use a stock design from your spiral manual. Each main idea must be stated as a complete declarative sentence.
   B.      What counter argument will you use and how will you refute it? Indicate where your counter argument will fit into your main points.
   C.      What visual aids are you planning on using?
3.      A variety of supporting material for each of the main ideas should explain and prove the main idea.
   A.      What motivational appeals to reason will you use? (Logic, facts, statistics, explanation, case histories, etc.)
   B.      What motivational appeals to emotion will you use? (Stories, personal experience, case histories, quotes, etc.)
   C.      Listed below are some of the commonly used kinds of supporting material. Circle which ones you intend to use: a story, statistics, definition, examples, illustration, case history, quotation, facts, explanation, reasoning, testimony, reading selection, personal experience, diagrams or personal opinion. (Use of numerical data required.)
   D.      Be very careful that your personal opinion is stated as such and not as fact.
   E.      Be sure you plan where you will cite your sources in your speech and how you will word them.
4.      Transitions create better understanding and retention for your audience. Each main idea should be have a transition! Indicate where they are in your speech. Make sure you make clear where they are in your speech.

**Complete the Conclusion and the Introduction**

1.      Plan a strong summary of your main points.
2.      Plan a strong, impacting introduction.

| CMST 131 Persuasive Speech Topic: Student: | | | | | |
|---|---|---|---|---|---|
| **ORGANIZATION** | **ADVANCED (30-27)** Superior or excellent achievement | **GOOD (26-24)** Effective, better than average achievement | **AVERAGE (23-21)** Adequate or proficient achievement | **POOR (20-18)** Inadequate or below average achievement | **UNACCEPTABLE (17-0)** Fails to meet min. standard of achievement |
| *INTRO-impact* | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| *INTRO- Thesis & audience connection* | *Effectively states thesis & makes direct connection in sophisticated/distinct way* | *Clearly & distinctly states thesis & directly connects to audience* | *States thesis in less clear fashion & makes some connection with audience* | *Thesis is unclear or indistinguishable. Attempts to connect, but not direct* | *Does not state thesis. Does not make any effort to connect* |
| *INTRO-preview* | *States all main points in an exceptionally clear and creative manner* | *States all main points in a clear and organized manner* | *States main points* | *Implies points to be covered, but lacks clarity* | *Does not mention main points at all* |
| *BODY-Main Points* | *Main/sub-points flow easily in a creative, meaningful and logical manner* | *Main/sub-points are presented in a planned and logical manner* | *Main/sub-points are mostly organized in an adequate/standard manner* | *Main/sub-points are present but inconsistent, content is hard to follow* | *No organizational pattern to the majority of the content* |
| *CONCLUSION-Review* | *Restates all main points in an exceptionally clear, organized & creative way* | *Restates main points in a clear and organized manner* | *Simply restates main points* | *Restates some points, but lacks clarity* | *Does not mention main points at all* |
| SUB-TOTAL: ORGANIZATION COMMENTS: | | | | | |
| **CONTENT** | **ADVANCED (30-27)** Superior or excellent achievement | **GOOD (26-24)** Effective, better than average achievement | **AVERAGE (23-21)** Adequate or proficient achievement | **POOR (20-18)** Inadequate or below average achievement | **UNACCEPTABLE (17-0)** Fails to meet min. standard of achievement |
| *Support* | *Advanced understanding of research with multiple, relevant examples,* | *Demonstrates good understanding of most research with examples,* | *Research is explained with a basic degree of accuracy & understanding* | *Content contains minimally sufficient research and/or speaker may lack* | *Research is too general, not well selected, insufficient explanations,* |

| | | | | | |
|---|---|---|---|---|---|
| | numerical data, details & explanations | numerical data, details and/or explanations that are clear | | understanding | and/or low degree of understanding |
| **Refutation** | Presents opposing side in a creative, clear, & concise way, is able to refute claims to reinforce thesis | Presents opposing side in a clear manner & refutes claims to support thesis | Makes an effort to present claims from opposing side and shows how they are flawed | Is not able to clearly present views from the opposing side to further support thesis | No claims from the opposing side and no refutation |
| **Reasoning** | All claims are clear of fallacies or flawed logic & presented very clearly | Most claims are clear of fallacies or flawed logic and presented well | Claims have a few fallacies or flawed logic but overall presented well | Some claims are flawed in logic and are not clear or sound | Most claims are flawed in logic and are not clear or sound |
| **Call To Action & Impact** | Clear, attainable and creative call to action. Closes exceptionally well with impact | Clear and attainable call to action. Closes with effective impact | Presents a call to action that is minimally clear and/or attainable. Closes with minimal impact | Call to action is not sufficient in terms of clarity or attainability & closing lacks impact | No attempt to present a call to action or to close with impact |
| **Source Quantity** | 5 or more | 4 | 3 | 2 | 1-0 |
| **Source Quality** | All sources are high quality and relevant | Mostly high quality and relevant | Most sources relevant to topic, at least two are high quality | Sources are somewhat relevant, one or less are high quality | Low quality, inappropriate for topic and/or audience |
| **Source Utilization** | All claims and facts were supported with high quality sources | Almost all claims and facts were supported with high quality sources | Most claims and facts were supported with high quality sources | A few claims and facts were supported with high quality sources | Almost no claims and facts were supported with high quality sources |

SUB-TOTAL: CONTENT COMMENTS:

| DELIVERY | ADVANCED (30-27) Superior or excellent achievement | GOOD (26-24) Effective, better than average achievement | AVERAGE (23-21) Adequate or proficient achievement | POOR (20-18) Inadequate or below average achievement | UNACCEPTABLE (17-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| **Eye Contact** | Speaker rarely, if at all, refers to notes, sustains a consistent focus | Speaker uses notes effectively, occasional references, | Speaker looks at notes and the audience about half and half, | Speaker uses notes ineffectively, looking at notes more than the | Speaker reads directly from notes, rarely, if at all, looks at |

| | | | | | |
|---|---|---|---|---|---|
| | *on audience* | *focuses more on audience than elsewhere* | *focus is not consistently on audience* | *audience* | *audience* |
| ***Movement & Gestures*** | *Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters* | *Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters* | *Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements* | *Body language is sparse and/or movement is distracting, many self-adapters and other distractions* | *Body language is distracting to the point that it takes away from content of speech, lack of gestures and purposeful movements* |
| ***Vocal Variety*** <br> • ***Volume*** <br> • ***Rate/Pace*** <br> • ***Tone*** | *All aspects are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume and rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent.* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional)* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate too slow/fast) and not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| ***Language*** | *Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang.* | *Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang* | *Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers, slang, and/or inappropriate language are used several times.* | *Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use.* | *Vocal fillers, slang, and inappropriate language are used throughout speech.* |
| ***Appearance*** | *Attire is extremely appropriate for presentation (business casual or better)* | *Attire is appropriate for the presentation* | *Attire is minimally appropriate for the presentation* | *Attire inappropriate for presentation and reduces speaker credibility* | *Attire is extremely inappropriate for academic setting, diminishes speaker credibility & distracts audience.* |

*SUB-TOTAL: DELIVERY COMMENTS:*

| OVERALL | ADVANCED (10-9) Superior or excellent achievement | GOOD (8) Effective, better than average achievement | AVERAGE (7) Adequate or proficient achievement | POOR (6) Inadequate or below average achievement | UNACCEPTABLE (5-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Topic Choice* | *Innovative, creative, relevant to audience and setting* | *Very relevant to audience, a significant choice* | *Minimally relevant, lacks significance* | *Topic lacks relevance to audience* | *Topic is not appropriate for classroom speech* |
| *Persuasiveness* | *Extremely Persuasive* | *Very Persuasive* | *Some Persuasive Messages* | *Little Persuasive Messages* | *Not Persuasive* |

*SUB-TOTAL: OVERALL COMMENTS:*

TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:

CMST 131 Persuasive Speech Topic: Student:

| ORGANIZATION | ADVANCED (30-27) Superior or excellent achievement | GOOD (26-24) Effective, better than average achievement | AVERAGE (23-21) Adequate or proficient achievement | POOR (20-18) Inadequate or below average achievement | UNACCEPTABLE (17-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *INTRO-impact* | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| *INTRO- Thesis & audience connection* | *Effectively states thesis & makes direct connection in sophisticated/distinct way* | *Clearly & distinctly states thesis & directly connects to audience* | *States thesis in less clear fashion & makes some connection with audience* | *Thesis is unclear or indistinguishable. Attempts to connect, but not direct* | *Does not state thesis. Does not make any effort to connect* |
| *INTRO-preview* | *States all main points in an exceptionally clear and creative manner* | *States all main points in a clear and organized manner* | *States main points* | *Implies points to be covered, but lacks clarity* | *Does not mention main points at all* |
| *BODY-Main Points* | *Main/sub-points flow easily in a creative,* | *Main/sub-points are presented in a planned and* | *Main/sub-points are mostly organized in an* | *Main/sub-points are present but inconsistent,* | *No organizational pattern to the majority of the* |

| | | | | | |
|---|---|---|---|---|---|
| | *meaningful and logical manner* | *logical manner* | *adequate/standard manner* | *content is hard to follow* | *content* |
| **CONCLUSION- Review** | *Restates all main points in an exceptionally clear, organized & creative way* | *Restates main points in a clear and organized manner* | *Simply restates main points* | *Restates some points, but lacks clarity* | *Does not mention main points at all* |

SUB-TOTAL: ORGANIZATION COMMENTS:

| CONTENT | ADVANCED (30-27) Superior or excellent achievement | GOOD (26-24) Effective, better than average achievement | AVERAGE (23-21) Adequate or proficient achievement | POOR (20-18) Inadequate or below average achievement | UNACCEPTABLE (17-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| **Support** | *Advanced understanding of research with multiple, relevant examples, numerical data, details & explanations* | *Demonstrates good understanding of most research with examples, numerical data, details and/or explanations that are clear* | *Research is explained with a basic degree of accuracy & understanding* | *Content contains minimally sufficient research and/or speaker may lack understanding* | *Research is too general, not well selected, insufficient explanations, and/or low degree of understanding* |
| **Refutation** | *Presents opposing side in a creative, clear, & concise way, is able to refute claims to reinforce thesis* | *Presents opposing side in a clear manner & refutes claims to support thesis* | *Makes an effort to present claims from opposing side and shows how they are flawed* | *Is not able to clearly present views from the opposing side to further support thesis* | *No claims from the opposing side and no refutation* |
| **Reasoning** | *All claims are clear of fallacies or flawed logic & presented very clearly* | *Most claims are clear of fallacies or flawed logic and presented well* | *Claims have a few fallacies or flawed logic but overall presented well* | *Some claims are flawed in logic and are not clear or sound* | *Most claims are flawed in logic and are not clear or sound* |
| **Call To Action & Impact** | *Clear, attainable and creative call to action. Closes exceptionally well with impact* | *Clear and attainable call to action. Closes with effective impact* | *Presents a call to action that is minimally clear and/or attainable. Closes with minimal impact* | *Call to action is not sufficient in terms of clarity or attainability & closing lacks impact* | *No attempt to present a call to action or to close with impact* |
| **Source Quantity** | *5 or more* | *4* | *3* | *2* | *1-0* |
| **Source Quality** | *All sources are high quality and relevant* | *Mostly high quality and relevant* | *Most sources relevant to topic, at least two are high quality* | *Sources are somewhat relevant, one or less are high* | *Low quality, inappropriate for topic and/or audience* |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | quality |
| **Source Utilization** | *All claims and facts were supported with high quality sources* | *Almost all claims and facts were supported with high quality sources* | *Most claims and facts were supported with high quality sources* | *A few claims and facts were supported with high quality sources* | *Almost no claims and facts were supported with high quality sources* |

SUB-TOTAL: CONTENT COMMENTS:

| **DELIVERY** | **ADVANCED (30-27)** **Superior or excellent achievement** | **GOOD (26-24)** **Effective, better than average achievement** | **AVERAGE (23-21)** **Adequate or proficient achievement** | **POOR (20-18)** **Inadequate or below average achievement** | **UNACCEPTABLE (17-0)** **Fails to meet min. standard of achievement** |
|---|---|---|---|---|---|
| **Eye Contact** | *Speaker rarely, if at all, refers to notes, sustains a consistent focus on audience* | *Speaker uses notes effectively, occasional references, focuses more on audience than elsewhere* | *Speaker looks at notes and the audience about half and half, focus is not consistently on audience* | *Speaker uses notes ineffectively, looking at notes more than the audience* | *Speaker reads directly from notes, rarely, if at all, looks at audience* |
| **Movement & Gestures** | *Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters* | *Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters* | *Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements* | *Body language is sparse and/or movement is distracting, many self-adapters and other distractions* | *Body language is distracting to the point that it takes away from content of speech, lack of gestures and purposeful movements* |
| **Vocal Variety**<br>• **Volume**<br>• **Rate/Pace**<br>• **Tone** | *All aspects are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume and rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent.* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional)* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate too slow/fast) and not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| **Language** | *Pronunciation, articulation, word choice &* | *Pronunciation, articulation, word choice &* | *Pronunciation, articulation, word choice &* | *Pronunciation, articulation, word choice &* | *Vocal fillers, slang, and inappropriate language are used* |

| | vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang. | vocabulary show good language skills. Language contributes to quality, little to no filler words or slang | vocabulary convey basic language skill. Vocal fillers, slang, and/or inappropriate language are used several times. | vocabulary convey poor language skills and/or inappropriate language use. | throughout speech. |
|---|---|---|---|---|---|
| *Appearance* | Attire is extremely appropriate for presentation (business casual or better) | Attire is appropriate for the presentation | Attire is minimally appropriate for the presentation | Attire inappropriate for presentation and reduces speaker credibility | Attire is extremely inappropriate for academic setting, diminishes speaker credibility & distracts audience. |

SUB-TOTAL: DELIVERY COMMENTS:

| OVERALL | ADVANCED (10-9) Superior or excellent achievement | GOOD (8) Effective, better than average achievement | AVERAGE (7) Adequate or proficient achievement | POOR (6) Inadequate or below average achievement | UNACCEPTABLE (5-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Topic Choice* | Innovative, creative, relevant to audience and setting | Very relevant to audience, a significant choice | Minimally relevant, lacks significance | Topic lacks relevance to audience | Topic is not appropriate for classroom speech |
| *Persuasiveness* | Extremely Persuasive | Very Persuasive | Some Persuasive Messages | Little Persuasive Messages | Not Persuasive |

SUB-TOTAL: OVERALL COMMENTS:

TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:

**Informative PowerPoint Speech Description**

## Purpose

This speech is aimed at getting the audience to understand some basically factual material that they either have not understood previously or have understood incompletely. The information presented in this speech should be new and useful to your audience. Trivial or obvious topics will receive a lower grade than significant ones.

Audience analysis is important. If you speak on a topic about which your audience is already very knowledgeable, you will have little new information to provide them. On the other hand, if you pick a topic about which they have no knowledge, you must carefully adapt your explanation to their existing knowledge.

## Requirements

- Prepare a formal outline worth 30 points in addition to the 150 points allocated for this assignment. Your outline should meet the requirements of this course packet. The outline must be handed in to your instructor and submitted to Turnitin.com prior to speaking.
- Six sources will be required to receive full credit.
- You should avoid controversial topics in this speech, since what you may intend as informative speaking may be perceived as an attempt to persuade. Nevertheless, there is an element of persuasion involved in any informative presentation, as you must convince the audience of the importance of the information to their lives. Your speech may involve describing, demonstrating, instructing, and/or explaining
- Use an extemporaneous delivery and appropriate attire. Your credibility is established, at least in part, by your physical appearance.
- Speeches must be 7-8 minutes in length. Speeches that are over or under the time limit may be penalized at the instructor's discretion.
- You should save your presentation on both a flash drive and e-mail it to yourself. You are responsible to make sure the slides are properly prepared and are compatible with the PC used in class. Note that some images saved in QuickTime by Mac users may not display on a PC. Mac users should always save images in jpeg format before importing them into PowerPoint. Technical problems will not excuse you from delivering the speech as scheduled. Be prepared with backups.

## Speech Evaluation Criteria

For this speech, we will be using the grading rubric for the informative speech. Speeches will be evaluated according to the following categories. Please see the rubric in this packet for specific grading criteria in each category.

**Organization**                                                    **30 points**

- Introduction impact
- Introduction thesis and audience connection
- Introduction preview
- Body main points
- Body transitions
- Conclusion review and impact

**Content**                                                         **80 points**

- Topic choice
- Explanations and support
- Source quantity
- Source quality
- Source utilization

**Delivery**                                                        **20 points**

- Eye contact
- Movement and gestures
- Vocal variety
- Language
- Appearance

**PowerPoint Slides**                                               **20 points**

- Simplicity and interest of design
- Visibility of slides
- Integration with speech
- Use of slides

**Topic planning form for the Informative PowerPoint Speech**

Name and date of your presentation: _____

My specific topic is: _____

My present title for the speech is: _____

My specific purpose in terms of what I want to inform my audience about is:

My thesis statement is:

My preview statement is:

**The body of your presentation**

An attention grabbing introduction would be

Main points and slides planned

Sources of information

A thorough summary of main ideas and impacting conclusion would be

**CMST 131 Informative/PowerPoint Speech Topic: Student:**

| ORGANIZATION | ADVANCED (30-27) Superior or excellent achievement | GOOD (26-24) Effective, better than average achievement | AVERAGE (23-21) Adequate or proficient achievement | POOR (20-18) Inadequate or below average achievement | UNACCEPTABLE (17-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *INTRO-impact* | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| *INTRO-thesis* | *Effectively states thesis in sophisticated/distinct way* | *Clearly & distinctly states thesis* | *States thesis in less clear fashion* | *Thesis is unclear or indistinguishable* | *Does not state thesis* |
| *INTRO-audience connection* | *Effectively makes direct connection in a creative, meaningful way* | *Makes a direct connection in a clear way* | *Makes some connection with audience* | *Attempts to connect, but not direct or clear* | *Does not make any effort to connect* |
| *INTRO-preview* | *States all main points in an exceptionally clear & creative manner* | *States all main points in a clear & organized manner* | *States main points* | *Implies points to be covered, but lacks clarity* | *Does not mention main points at all* |
| *BODY-Main Points* | *Main/sub-points flow easily in a creative, meaningful & logical manner* | *Main/sub-points are presented in a planned & logical manner* | *Main/sub-points are mostly organized in an adequate/standard manner* | *Main/sub-points are present but inconsistent, content is hard to follow* | *No organizational pattern to the majority of the content* |
| *BODY-Transitions* | *Transitions are creative, purposeful, connecting all main & some sub points* | *Transitions connect all main points in an useful & consistent way* | *Transitions are evident, mostly consistent but mechanical* | *Few transitions used, but not consistent* | *None* |
| *CONCLUSION-Review* | *Restates all main points in exceptionally clear, organized & creative way* | *Restates main points in a clear & organized manner* | *Simply restates main points* | *Restates some points, but lacks clarity* | *Does not mention main points at all* |
| *CONCLUSION-Impact* | *Creative, distinctive & closes with exceptional impact* | *Distinctive closure with effective impact* | *Closes with minimal impact* | *Makes some attempt to close, but lacks impact* | *No attempt to close with impact* |

*SUB-TOTAL: ORGANIZATION COMMENTS:*

| CONTENT | ADVANCED (80-72) Superior or excellent achievement | GOOD (71-64) Effective, better than average achievement | AVERAGE (63-56) Adequate or proficient achievement | POOR (55-48) Inadequate or below average achievement | UNACCEPTABLE (47-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Topic Choice* | *Innovative, creative, relevant to audience & setting* | *Very relevant to audience, a significant choice* | *Minimally relevant, lacks significance* | *Topic lacks significance & relevance to audience* | *Topic is not appropriate for classroom speech* |
| *Supporting materials* | *Advanced understanding of information/research with multiple, relevant supporting materials* | *Demonstrates good understanding of most information/research with relevant supporting materials* | *Research/information is adequate to support speech* | *Content contains minimally sufficient information/research and/or speaker may lack understanding* | *Information/research too general, not well selected, insufficient explanations, and/or low degree of understanding and/or accuracy* |
| *Source Quantity* | *6 or more* | *5* | *4* | *3* | *2-0* |
| *Source Quality* | *All sources are diverse, academic and relevant* | *Some diversity, mostly academic & relevant* | *Most sources relevant to topic, at least two are academic* | *Sources are somewhat relevant, one or less academic* | *Low quality, inappropriate for an academic audience* |
| *Source Utilization* | *All claims and facts were supported with high quality sources* | *Almost all claims and facts were supported with high quality sources* | *Most claims and facts were supported with high quality sources* | *A few claims and facts were supported with high quality sources* | *Almost no claims and facts were supported with high quality sources* |

*SUB-TOTAL: CONTENT COMMENTS:*

| DELIVERY | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Eye Contact* | *Speaker rarely, if at all, refers to notes, sustains a consistent focus on audience* | *Speaker uses notes effectively, occasional references, focuses more on audience than* | *Speaker looks at notes & the audience about half and half, focus is not consistently on* | *Speaker uses notes ineffectively, looking at notes more than the audience* | *Speaker reads directly from notes, rarely, if at all, looks at audience* |

| | | | | | |
|---|---|---|---|---|---|
| | | *elsewhere* | *audience* | | |
| ***Movement & Gestures*** | *Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters* | *Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters* | *Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements* | *Body language is sparse and/or movement is distracting, many self-adapters & other distractions* | *Body language is distracting to the point that it takes away from content of speech, lack of gestures & purposeful movements* |
| ***Vocal Variety*** <br> • ***Volume*** <br> • ***Rate/Pace*** <br> • ***Tone*** | *Volume & rate are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume & rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent.* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional)* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate/pace too slow/fast) & not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| ***Language*** | *Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang.* | *Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang* | *Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers slang, and/or inappropriate language is used several times.* | *Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use.* | *Vocal fillers, slang, & inappropriate language are used throughout speech.* |
| ***Appearance*** | *Attire is extremely appropriate for presentation (business casual or better)* | *Attire is appropriate for the presentation* | *Attire is minimally appropriate for the presentation* | *Attire inappropriate for presentation & reduces speaker credibility* | *Attire is extremely inappropriate for academic setting, diminishes speaker credibility & distracts audience.* |

*SUB-TOTAL: DELIVERY COMMENTS:*

| **PPT SLIDES** | **ADVANCED (20-18)** **Superior or excellent achievement** | **GOOD (17-16)** **Effective, better than average achievement** | **AVERAGE (15-14)** **Adequate or proficient achievement** | **POOR (13-12)** **Inadequate or below average achievement** | **UNACCEPTABLE (11-0)** **Fails to meet min. standard of achievement** |
|---|---|---|---|---|---|

| Design | Superior use of principles of design (templates or background, color, fonts, efficient text, wise use of images, appropriate build effects, and visual balance) | Good use of principles design, falling short of advanced in one or two aspects | Adequate use of design, but falls short in three or more areas | Poor or no use of four or more of the principles of design | Slides are of poor quality or not present. Design elements largely ignored. |
|---|---|---|---|---|---|
| Visibility | Slides are clearly visible, good use of font size, contrast, and images | Slides are mostly visible, but not completely so due to problems with contrast, font size, or images | About half the slides are clearly visible | Less than half of the slides are clearly visible | Slides are very difficult to see due to small font size, poor contrast, and/or poor images |
| Integration with speech | Slides enhance the speech and do not detract from message | Slides largely complement speech with some deficiencies | Most slides complement speech, but some are distracting | Slides detract from speech more than enhance it | Slides undermine the speech message |
| Use of slides in speech | Slides are presented professionally with no distraction from delivery | Slides are well presented, but there are occasional problems | Use of slides is a distraction from speech, for example looking at screen rather than audience | Significant problems in using slides creates major distraction from speech | Speaker seems unprepared and unrehearsed and slides undermine speech |

SUB-TOTAL: PPT COMMENTS:

TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:

CMST 131 Informative/PowerPoint Speech Topic: Student:

| ORGANIZATION | ADVANCED (30-27) Superior or excellent achievement | GOOD (26-24) Effective, better than average achievement | AVERAGE (23-21) Adequate or proficient achievement | POOR (20-18) Inadequate or below average achievement | UNACCEPTABLE (17-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| INTRO-impact | Effectively gains attention in a creative, meaningful and/or appropriate way | Effectively gains attention | Attempts to gain attention in some way, less clear | Ineffectively attempts to gain attention | Makes no or inappropriate attempt to gain attention |
| INTRO-thesis | Effectively states thesis in sophisticated/disti | Clearly & distinctly states thesis | States thesis in less clear fashion | Thesis is unclear or indistinguishable | Does not state thesis |

| | | | | | |
|---|---|---|---|---|---|
| | nct way | | | | |
| **INTRO-audience connection** | Effectively makes direct connection in a creative, meaningful way | Makes a direct connection in a clear way | Makes some connection with audience | Attempts to connect, but not direct or clear | Does not make any effort to connect |
| **INTRO-preview** | States all main points in an exceptionally clear & creative manner | States all main points in a clear & organized manner | States main points | Implies points to be covered, but lacks clarity | Does not mention main points at all |
| **BODY-Main Points** | Main/sub-points flow easily in a creative, meaningful & logical manner | Main/sub-points are presented in a planned & logical manner | Main/sub-points are mostly organized in an adequate/standard manner | Main/sub-points are present but inconsistent, content is hard to follow | No organizational pattern to the majority of the content |
| **BODY-Transitions** | Transitions are creative, purposeful, connecting all main & some sub points | Transitions connect all main points in an useful & consistent way | Transitions are evident, mostly consistent but mechanical | Few transitions used, but not consistent | None |
| **CONCLUSION-Review** | Restates all main points in exceptionally clear, organized & creative way | Restates main points in a clear & organized manner | Simply restates main points | Restates some points, but lacks clarity | Does not mention main points at all |
| **CONCLUSION-Impact** | Creative, distinctive & closes with exceptional impact | Distinctive closure with effective impact | Closes with minimal impact | Makes some attempt to close, but lacks impact | No attempt to close with impact |

SUB-TOTAL: ORGANIZATION COMMENTS:

| CONTENT | ADVANCED (80-72) Superior or excellent achievement | GOOD (71-64) Effective, better than average achievement | AVERAGE (63-56) Adequate or proficient achievement | POOR (55-48) Inadequate or below average achievement | UNACCEPTABLE (47-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| **Topic Choice** | Innovative, creative, relevant to audience & setting | Very relevant to audience, a significant choice | Minimally relevant, lacks significance | Topic lacks significance & relevance to audience | Topic is not appropriate for classroom speech |
| **Supporting materials** | Advanced understanding of information/research with multiple, | Demonstrates good understanding of most | Research/information is adequate to support speech | Content contains minimally sufficient information/resear | Information/research too general, not well selected, insufficient |

| | | | | | |
|---|---|---|---|---|---|
| | *relevant supporting materials* | *information/research with relevant supporting materials* | | *ch and/or speaker may lack understanding* | *explanations, and/or low degree of understanding and/or accuracy* |
| ***Source Quantity*** | *6 or more* | *5* | *4* | *3* | *2-0* |
| ***Source Quality*** | *All sources are diverse, academic and relevant* | *Some diversity, mostly academic & relevant* | *Most sources relevant to topic, at least two are academic* | *Sources are somewhat relevant, one or less academic* | *Low quality, inappropriate for an academic audience* |
| ***Source Utilization*** | *All claims and facts were supported with high quality sources* | *Almost all claims and facts were supported with high quality sources* | *Most claims and facts were supported with high quality sources* | *A few claims and facts were supported with high quality sources* | *Almost no claims and facts were supported with high quality sources* |

*SUB-TOTAL: CONTENT COMMENTS:*

| **DELIVERY** | **ADVANCED (20-18)** Superior or excellent achievement | **GOOD (17-16)** Effective, better than average achievement | **AVERAGE (15-14)** Adequate or proficient achievement | **POOR (13-12)** Inadequate or below average achievement | **UNACCEPTABLE (11-0)** Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| ***Eye Contact*** | *Speaker rarely, if at all, refers to notes, sustains a consistent focus on audience* | *Speaker uses notes effectively, occasional references, focuses more on audience than elsewhere* | *Speaker looks at notes & the audience about half and half, focus is not consistently on audience* | *Speaker uses notes ineffectively, looking at notes more than the audience* | *Speaker reads directly from notes, rarely, if at all, looks at audience* |
| ***Movement & Gestures*** | *Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters* | *Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters* | *Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements* | *Body language is sparse and/or movement is distracting, many self-adapters & other distractions* | *Body language is distracting to the point that it takes away from content of speech, lack of gestures & purposeful movements* |
| ***Vocal Variety*** • ***Volume*** • ***Rate/Pace*** • ***Tone*** | *Volume & rate are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume & rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate/pace too slow/fast) & not appropriate for the* |

| | | | | | |
|---|---|---|---|---|---|
| | *appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | | *inconsistent.* | *casual, pushy, arrogant, unprofessional)* | *setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| *Language* | *Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang.* | *Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang* | *Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers slang, and/or inappropriate language is used several times.* | *Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use.* | *Vocal fillers, slang, & inappropriate language are used throughout speech.* |
| *Appearance* | *Attire is extremely appropriate for presentation (business casual or better)* | *Attire is appropriate for the presentation* | *Attire is minimally appropriate for the presentation* | *Attire inappropriate for presentation & reduces speaker credibility* | *Attire is extremely inappropriate for academic setting, diminishes speaker credibility & distracts audience.* |

*SUB-TOTAL: DELIVERY COMMENTS:*

| PPT SLIDES | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Design* | *Superior use of principles of design (templates or background, color, fonts, efficient text, wise use of images, appropriate build effects, and visual balance)* | *Good use of principles design, falling short of advanced in one or two aspects* | *Adequate use of design, but falls short in three or more areas* | *Poor or no use of four or more of the principles of design* | *Slides are of poor quality or not present. Design elements largely ignored.* |
| *Visibility* | *Slides are clearly visible, good use of font size, contrast, and images* | *Slides are mostly visible, but not completely so due to problems with contrast, font size, or images* | *About half the slides are clearly visible* | *Less than half of the slides are clearly visible* | *Slides are very difficult to see due to small font size, poor contrast, and/or poor images* |
| *Integration with speech* | *Slides enhance the speech and do not detract from* | *Slides largely complement speech with some* | *Most slides complement speech, but some* | *Slides detract from speech more than enhance it* | *Slides undermine the speech message* |

| | message | deficiencies | are distracting | | |
|---|---|---|---|---|---|
| **Use of slides in speech** | *Slides are presented professionally with no distraction from delivery* | *Slides are well presented, but there are occasional problems* | *Use of slides is a distraction from speech, for example looking at screen rather than audience* | *Significant problems in using slides creates major distraction from speech* | *Speaker seems unprepared and unrehearsed and slides undermine speech* |

SUB-TOTAL: PPT COMMENTS:

TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:

**Impromptu Speech Description**

## Purpose

This speech is designed to give you experience speaking on short notice. The vast majority of speaking engagements in your life will be impromptu, so practicing is a good idea! You may be asked to speak on a topic of common knowledge, perform an "everyday speech" as described in your textbook, or take a position on a key issue. You will pick a topic from several options and have three minutes to prepare for a three-minute speech.

## Requirements

- This speech requires effort even though it is an impromptu. You should plan out your preparation time in advance knowing that you have a brief window to prepare. Good students will have general use quotations to use for their speeches and/or bring a book of quotations to class with them for their prep day.
- This speech is impromptu, but it still has structure. You will be expected to develop a clear organizational structure with two main points, an intro, and a conclusion.
- You should be making extra efforts to engage the room in this speech with gestures, vocal variation, and eye contact. You will have limited notes to work off of, so make the most of this opportunity to engage your peers!

## Speech Evaluation Criteria

For this speech, we will be using the grading rubric for the impromptu speech. Speeches will be evaluated according to the following categories. Please see the rubric in this packet for specific grading criteria in each category.

**Organization**                                                        **20 points**

- Introduction impact
- Main points
- Conclusion impact
- Transition markers

**Content**                                                              **10 points**

- Argumentative structure
- Topic engagement

**Delivery**                                                                                              **20 points**

- Eye contact
- Movement and gestures
- Vocal variety
- Language
- Appearance

**CMST 131 Impromptu Speech Topic: Student:**

| ORGANIZATION | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *INTRO-impact* | *Effectively gains attention in a creative, meaningful and/or appropriate way* | *Effectively gains attention* | *Attempts to gain attention in some way, less clear* | *Ineffectively attempts to gain attention* | *Makes no or inappropriate attempt to gain attention* |
| *INTRO-audience connection* | *Effectively makes direct connection in a creative, meaningful way* | *Makes a direct connection in a clear way* | *Makes some connection with audience* | *Attempts to connect, but not direct or clear* | *Does not make any effort to connect* |
| *BODY of speech* | *Main points flow well in a creative manner* | *Main points are clearly presented and easy to follow* | *Main points are mostly clearly presented* | *Main points are difficult to follow at multiple points* | *The main points are confusing or disorganized* |
| *CONCLUSION-Impact* | *Creative, distinctive & closes with exceptional impact* | *Distinctive closure with effective impact* | *Closes with minimal impact* | *Makes some attempt to close, but lacks impact* | *No attempt to close with impact* |

*SUB-TOTAL: ORGANIZATION COMMENTS (0ver)*

| CONTENT | ADVANCED (10-9) Superior or excellent achievement | GOOD (8) Effective, better than average achievement | AVERAGE (7) Adequate or proficient achievement | POOR (6) Inadequate or below average achievement | UNACCEPTABLE (5-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Argumentative Structure* | *All claims are clear of fallacies or flawed logic & presented very clearly* | *Most claims are clear of fallacies or flawed logic and presented well* | *Claims have a few fallacies or flawed logic but overall presented well* | *Some claims are flawed in logic and are not clear or sound* | *Most claims are flawed in logic and are not clear or sound* |
| *Topic Engagement* | *The speaker presents a coherent, compelling engagement of the topic* | *The speaker presents a coherent engagement of the topic* | *The speaker presents an adequate engagement of the topic.* | *The speech is not completely related to the topic* | *The speaker does not engage the topic at all* |

*SUB-TOTAL: CONTENT COMMENTS (Over)*

| DELIVERY | ADVANCED (20-18) Superior or excellent achievement | GOOD (17-16) Effective, better than average achievement | AVERAGE (15-14) Adequate or proficient achievement | POOR (13-12) Inadequate or below average achievement | UNACCEPTABLE (11-0) Fails to meet min. standard of achievement |
|---|---|---|---|---|---|
| *Eye Contact* | *Speaker rarely, if at all, refers to* | *Speaker uses notes effectively,* | *Speaker looks at notes & the* | *Speaker uses notes ineffectively,* | *Speaker reads directly from notes,* |

| | | | | | |
|---|---|---|---|---|---|
| | *notes, sustains a consistent focus on audience* | *occasional references, focuses more on audience than elsewhere* | *audience about half and half, focus is not consistently on audience* | *looking at notes more than the audience* | *rarely, if at all, looks at audience* |
| **Movement & Gestures** | *Body language is confident, poised & animated, enhances entire speech, no distractions or self-adapters* | *Body language is mostly confident & relaxed, used to emphasize most points with little to no self-adapters* | *Body language is limited, but contributes to some parts of the presentation, some distracting gestures or movements* | *Body language is sparse and/or movement is distracting, many self-adapters & other distractions* | *Body language is distracting to the point that it takes away from content of speech, lack of gestures & purposeful movements* |
| **Vocal Variety**<br>• **Volume**<br>• **Rate/Pace**<br>• **Tone** | *Volume & rate are excellent (not monotone, too loud/soft, too fast/slow, even pace). Tone is appropriate to the setting (professional, persuasive, authoritative, humorous, etc.)* | *Volume, rate of speech is good throughout speech. Tone is appropriate throughout speech* | *Volume & rate of speech are mostly effective, but inconsistent. Tone is mostly appropriate for the setting, but inconsistent.* | *Volume may be too soft/loud or monotone, rate is too slow/fast. Tone is minimally acceptable for setting (too casual, pushy, arrogant, unprofessional)* | *Volume and/or tone is not appropriate (too soft/loud, monotone, rate/pace too slow/fast) & not appropriate for the setting, (too casual, pushy, arrogant, unprofessional, etc.)* |
| **Language** | *Pronunciation, articulation, word choice & vocabulary all show superior language skills. Choice of language enhances speech, no fillers/slang.* | *Pronunciation, articulation, word choice & vocabulary show good language skills. Language contributes to quality, little to no filler words or slang* | *Pronunciation, articulation, word choice & vocabulary convey basic language skill. Vocal fillers slang, and/or inappropriate language is used several times.* | *Pronunciation, articulation, word choice & vocabulary convey poor language skills and/or inappropriate language use.* | *Vocal fillers, slang, & inappropriate language are used throughout speech.* |
| **Appearance** | *Attire is extremely appropriate (business casual or better)* | *Attire is appropriate for the presentation* | *Attire is minimally appropriate for the presentation* | *Attire inappropriate for presentation & reduces speaker credibility* | *Attire is extremely inappropriate, diminishes speaker credibility & distracts audience.* |

*SUB-TOTAL: DELIVERY COMMENTS (over)*

**TOTAL SPEECH POINTS: TIME PENALTY: TOTAL SPEECH GRADE:**

**Speaking in Public Assignment**

- This assignment is designed to help connect the theory discussed in class with rhetoric in our everyday lives. You will do "research" for this assignment by scheduling **30 minutes** of time to observe some form of speaking activity.
- The activity you choose **must be something you do for this class and this class alone**. If you normally go to Catholic Mass you cannot do Catholic Mass for this assignment. If you are going to hear a motivational speaker already, you cannot do that for this assignment. **You cannot use the Rookie Tournament or Great Debate for this assignment.**
- If you have an idea for this assignment that might be marginal you should check with your TA. City council meetings, court proceedings, public deliberations, and religious events are usually excellent choices.
- Go to the event, take notes, and be sure to **connect the speaking event to the course content** in some way.
- Using APA cite at least 3 references
- Proof that you went to the event (like a program)

**Outline:**
- Fill out the worksheet from your packet and include some sort of proof (a signature or piece of literature from the event)
- Write a two page evaluation of the speaking you observed and make sure that you connect it to theory from the textbook

**Grading Criteria:**

**Worksheet**                                          **10 points**
- Completely filled out
- Informatively filled out
- Verification of attendance

**Writing**                                          **20 points**
- Quality writing
- Connection(s) to course material(s)
- Insightful analysis

**Speaking in Public Worksheet**

Name_____

Event Attended_____

Date and Time Attended_____

Proof of Attendance (Get a signature of someone who was involved with the event, pick up a piece of literature like a program from event, or take a photo)

**Rookie Tournament**

**What is the rookie tournament?**
The rookie tournament is a chance for any CMST 131 student to gain further public speaking experience.

**When is the rookie tournament?**
Date of the Fall 2013 Rookie Tournament is **December 7 (Saturday)** for public speaking events.

**How do students sign up?**
Instructors will have a form by which students can enroll in the class.

**What events are offered?**
The tournament features three different events: informative speaking, persuasive speaking, and impromptu speaking. You must compete in either informative or persuasive speaking to receive credit.

**What are the students required to do?**
The students are required to attend all their rounds, elimination rounds (even if they do not advance) and the awards ceremony. If you do not hold up your end of the bargain you will not receive extra credit or a unit of credit.

**What can you gain?**
In addition to impressing your mom and dad with an extra unit of credit and further honing your public speaking skills, you can also receive 20 points of extra credit for participating. A student who tries really hard and makes it into elimination rounds will receive an additional 5 points extra credit and be honored at the ceremony. This event makes a great addition to your resume. You will also receive written feedback on your speeches from all of your judges.

**What if I sign up for the Rookie Tournament but later find that I can't attend what do I do?**
Choosing NOT to attend the Rookie Tournament (CMST 133) will have the same consequence as if you did not attend any other class – you will not pass. You will receive a No Credit on your transcript. If you know of a conflict with the Rookie Tournament and it's in the first 4 weeks of class, you can still drop CMST 133. After the 4th week of class, dropping CMST 133 (the Rookie Tournament) is just like dropping any other course – you need a "serious and compelling" reason. See the university catalog for definition.

**I believe I have a "serious and compelling" reason and I want to drop CMST 133. What do I do?**
First, you need to talk to your instructor. They will let you know if your reason meets the definition established by the university. If the instructor finds your reason compelling, you should obtain a note from the instructor and take it to THMA 379 and speak with the Director of Forensics, Sue Peterson. She can be reached at 898-4771.

## Great Debate

**What is the Great Debate?**
A cooperative project between the city and the University where one significant issue is explored through speeches, debates, and presentations. **All students must attend the Great Debate even if you are not speaking.**

**When is the Great Debate?**
Preliminaries are on **October 24 (Thursday).** This semester's event is on **November 1 (Friday)** at City Council Chambers.

**How do students sign up?**
Your TA will have a sign-up sheet. You **must** compete in the preliminaries in order to present at the event.

**What events are offered?**
You will be giving your persuasive or informative speech on the topic of **Mental Health**.

**What are the students required to do?**
To participate in the Great Debate you must create a speech related to the topic of **Mental Health**. You must then compete at the preliminaries on **October 24 (Thursday).** If you move on to the actual event you must attend your scheduled event on **November 1 (Friday)** and deliver your speech or you will not receive any extra credit.

**What can you gain?**
You can earn up to 25 points participating in the Great Debate. You will earn 15 points if you participate in the preliminaries. You will earn an additional 10 points if you participate in the preliminaries, qualify for the event, and participate in the event. The Great Debate is an outstanding way to build your resume, make your voice heard, and meet community leaders.

**What if I sign up and then cannot attend?**
You need to contact Dr. Justus and your TA as soon as possible so that schedule adjustments can be made.