

# UNIVERSITY of WISCONSIN-GREEN BAY

## **COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS**

**Syllabus - Fall 2018**

**1 section**

**Credits: 3 undergraduate credits**

**INSTRUCTOR:** Mollie Jones

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### **OBJECTIVES:**

1. Understand basic principles of public speaking.
2. Perform public extemporaneous presentations with various objectives.
3. Demonstrate effective listening skills.
4. Peer critiques of speeches

**TEXT: The Art of Public Speaking** (Eighth Edition) by Stephen E. Lucas

### **MAJOR SPEECH ASSIGNMENTS and GRADING:**

It's great to be me	3 minutes
Storytelling	5-7 minutes
Demonstration/process speech	8-10 minutes
Informative speech (End Quarter 1)	4 minutes
Persuasive speech 1	6 minutes
Speech to entertain	6 minutes
Group discussion	15 minutes
Historical Speech	6 minutes
<b>Final speech</b> – Speaker's Choice (End Quarter 2)	10 minutes

### **Notes:**

1. One speech, the Historical Speech, must incorporate a Power point presentation.
2. In addition to speeches, students will also be participating in many different exercises and activities in order to help to arrive at a definition of communication, as well as taking weekly exams on chapters from the text (1-2 chapters per exam).
3. All speeches above are expected to be ORIGINAL speeches, written by the student, with proper parenthetical references to information sources. Any speech found to have been copied from another source will receive a 0. A second offense will result in the student being removed from the class with a 0.
4. Students will have pre-assigned speaking days for most speeches. Students are expected to inform the teacher as soon as possible about advanced absences that would result in the student missing their speaking day.

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**Fees for UWGB credit: \$300.00**

## **UWGB Grading Scale**

<b>Letter Grade</b>	<b>Text</b>	<b>Grade Points per Credit</b>
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Poor	1.0
F	Unacceptable	0.0

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT**

“It’s Great to be Me” Speech

### **TIME:**

3 minutes

### **Options:**

**The Award I Would Most Like to Win:** Decide what award you would most like to win. List three to five reasons why you would like to win this particular award. Write a 2-3 minute speech, creating interest and discussing and developing each reason for winning the award. Leave your reader thinking, laughing, wondering...

**Develop a Central Metaphor:** Write speech in which you compare yourself to an object. Be specific in your reasons for why you are similar to this item.

**Most Embarrassing Moment:** Relate an embarrassing moment that has happened to you!  
Example: pants ripping, tripping, driving. It needs to have a purpose/lesson/reason for being told.

Remember that all speeches need a “So What?” In other words, what is the POINT of the story? What should we learn from your experience? All speeches also need an introduction, body, and conclusion. One notecard is allowed.

## **Great to Be Me Speech Rubric**

Name \_\_\_\_\_ Topic \_\_\_\_\_

Time: \_\_\_\_\_ Score \_\_\_\_\_

Comments:

## **ASSIGNMENT:**

# UNIVERSITY of WISCONSIN-GREEN BAY

## Radio Speaking

### **TIME:**

5 minutes

### **PURPOSE:**

The challenge to the speaker is to present a well-organized, clearly communicated newscast. Source material located by the student (and approved by the teacher) should be approximately 15-20 minutes in length. It is to be cut and edited with special efforts made to end **right at** 5 minutes.

### **RULES:**

1. Previous to the speech due date, the speaker will present source material to the teacher for approval. The source material must cover local, state, national, and international news, as well as weather and sports.
2. The speaker may delete or edit any parts of items from the source material. However, no new articles or items may be added except transition sentences, introductions and conclusions.
3. Use of visual aids is not permitted. The speaker is to be seated in profile position to the teacher.
4. The time limit shall be five minutes and the speaker is expected to finish "on the nose;" however, if a speaker concludes the presentation within ten seconds on either side, the speaker will not be penalized. Beyond those limits, the evaluation should reflect a deduction for further deviation. Vocal music, if used, must be incidental and consist of no more than 30 seconds total.

### **SPEECH REQUIREMENTS:**

Notes are absolutely permitted. The student should have the script cut and assembled to be able to read continuously without stopping.

The speaker must sit in a chair during the performance.

### **SPEECH EVALUATION CRITERIA:**

1. The extent to which the student provided clear and logical organization of the news script, balancing the levels and types of news including international, national and state news, weather and sports.
2. The extent to which the presentation reflected effective language skills, including use of smooth transitions with clear, vivid, and appropriate word choices.
3. The extent to which the delivery was in a clear, pleasant, and confident voice, reflecting good articulation, pronunciation, volume, pitch and voice quality.
4. The extent to which the commercial(s) was incorporated as an important item in the newscast without dominating the news.
5. The extent to which the student delivered the newscast within the time limits without unnatural speeding up or slowing down.

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## Radio Speaking Rubric

- A. The student provided clear and logical organization of the news script, balancing the levels and types of news including international, national, and state news, weather and sports.

5                      4                      3                      2                      1

- B. The presentation reflected effective language skills, including use of smooth transitions with clear, vivid, and appropriate word choices.

5                      4                      3                      2                      1

- C. The delivery was in a clear, pleasant, and confident voice, reflecting good articulation, pronunciation, volume, pitch, and voice quality.

5                      4                      3                      2                      1

- D. The commercial was incorporated as an important item in the newscast without dominating the news.

5                      4                      3                      2                      1

- E. The student delivered the newscast within the time limits without unnatural speeding up or slowing down.

5                      4                      3                      2                      1

Comments:

Score: \_\_\_\_\_

Grade: \_\_\_\_\_

**ASSIGNMENT:**

# UNIVERSITY of WISCONSIN-GREEN BAY

Storytelling

**TIME:**

5-7 minutes

**PURPOSE:**

Storytelling helps develop skill in presenting imaginative material in the narrative form. Storytelling demands a focus on audience, and stories should be told in a manner that would be suitable for the intended audience.

**RULES:**

1. An introduction, which includes titles, authors, tone and theme is required,
2. A student will choose and rehearse one story. Original material is acceptable.

**REQUIREMENTS:**

1. The speaker must sit in a chair during the performance. No costume or props are allowed.

**SPEECH EVALUATION CRITERIA (each criteria is scored on a 5-point rubric):**

1. To what extent did the **story**, as told, constitute a coherent, spontaneous and unified narrative appropriate to the topic area (Did the story make sense? Did you remember all the parts of the story? Did it follow in a logical order?)
2. To what extent was the teller's **choice of language** appropriate to the chosen story and audience? Your score may lower the rank due to use of profanity or vulgarity.
3. To what extent did **nonverbal expressions** including such items as gestures, facial expression and bodily movement contribute to the story?
4. To what extent were the **vocal aspects** of the performance appropriate and enhancing to the meaning of the story, including such items as articulation, pronunciation, vocal clarity, volume, rate and pitch?
5. To what extent was the suggestion of **character and character relationship** appropriate to the material?

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## Storytelling Rubric

Name \_\_\_\_\_

1. To what extent did the **story**, as told, constitute a coherent, spontaneous and unified narrative appropriate to the topic area (Did the story make sense? Did you remember all the parts of the story? Did it follow in a logical order?)

5                      4                      3                      2                      1

2. To what extent was the teller's **choice of language** appropriate to the chosen story and audience? Your score may lower the rank due to use of profanity or vulgarity.

5                      4                      3                      2                      1

3. To what extent did **nonverbal expressions** including such items as gestures, facial expression and bodily movement contribute to the story?

5                      4                      3                      2                      1

4. To what extent were the **vocal aspects** of the performance appropriate and enhancing to the meaning of the story, including such items as articulation, pronunciation, vocal clarity, volume, rate and pitch?

5                      4                      3                      2                      1

5. To what extent was the suggestion of **character and character relationship** appropriate to the material?

5                      4                      3                      2                      1

6. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)

10      9      8      7      6      5      4      3      2      1

Comments:

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT:**

Oral Interpretation of Literature (Prose or Poetry)

## **TIME:**

5-8 minutes

## **DEFINITION OF THE CATEGORY:**

A selection from prose literature, including short stories, cutting from novels, monologues and soliloquies, essays, or other non-fiction work centering on a specific theme or emotion, OR one long poem or a series of poems on one theme is to be interpreted.

## **SPEECH:**

1. Adaptations should be for the purpose of continuity only, and lines attributed to one character may not be attributed to another. Original material is allowed.
2. An introduction, which includes titles, authors, tone and theme is required, and along with any necessary transitions, is to be presented without the use of notes. The presentation may begin with a read portion of the selected material prior to the presenter's personal introduction.
3. The participant must use a manuscript. The material is to be interpreted, however, participant will not be penalized whether or not the selection is memorized.
4. The participant may not walk except during the introductions and transitions. Costumes and props may not be used.
5. Time limit: 5-8 minutes.

## **SPEECH EVALUATION CRITERIA:**

1. The extent to which the introduction and optional transitions established the theme and contributed to an understanding of the prose.
2. The extent to which the intended intellectual content (what is happening) was created.
3. The extent to which the emotional comprehension (how it feels) of the prose was revealed through control of vocal quality, inflection, force and timing.
4. The extent to which the vocal interpretation projected the visual imagery of the prose, including such items as articulation and pronunciation, use of emphasis, effective pauses and proper volume, rate and pitch.
5. The extent to which the physical presence was appropriate to the prose, including such items as eye contact, facial expression, gestures and bodily movement.



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## Prose/Poetry Speech Rubric Name \_\_\_\_\_

The speech will be graded on:

1. . The extent to which the **introduction** and optional **transitions** established the theme and contributed to an understanding of the prose.  

5	4	3	2	1
---	---	---	---	---
2. The extent to which the **intended intellectual content** (what is happening) was created.  

5	4	3	2	1
---	---	---	---	---
3. The extent to which the **emotional comprehension** (how it feels) of the prose was revealed through control of vocal quality, inflection, force and timing.  

5	4	3	2	1
---	---	---	---	---
4. The extent to which the **physical presence** contributed to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures and bodily movement?  

5	4	3	2	1
---	---	---	---	---
5. The extent to which the **vocal interpretation** projected the visual imagery of the prose/poetry, including such items as articulation, pronunciation, use of emphasis, effective pauses, volume, rate, pitch, rhythm, cadence, phrasing, and voice quality?  

5	4	3	2	1
---	---	---	---	---
6. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)  

10	9	8	7	6	5	4	3	2	1
----	---	---	---	---	---	---	---	---	---

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## ASSIGNMENT

Demonstration Speech

### TIME:

8-10 minutes

### PURPOSE:

A demonstration speech explains how to do something or how something works. The speech must be instructive and present valuable and significant information in a well-organized and clear manner. Visual aids should enhance the demonstration but not to take the place of objects or activity.

### RULES:

1. The speech must be the original work of the participant, and the speaker must demonstrate a process and/or physical activity.
2. Visual aids (charts, graphs, diagrams, maps, pictures, etc.), properties and equipment are definitely required and to be supplied by the speaker.
3. One other person, and only one, may be used to assist the demonstrator by serving as the object of demonstration or by helping to set up, strike, or handle equipment. The aide will not be considered a speaker and will not be graded on the speech.
4. The use of notes is optional.
5. Maximum time limit: 10 minutes, including set up and strike down, with an allowable 20-second grace period..

### REQUIREMENTS:

1. Be prepared on assigned day to hand in a completed Demonstration Speech Form.
2. Demonstration speeches must **show** the audience how to do something, not just **describe** how something is done.

### SPEECH EVALUATION CRITERIA (each criteria is scored on a 5-point rubric):

1. To what extent was the chosen **topic** appropriate for an 8-10 minute demonstration speech?
2. To what extent was **the use of objects and/or physical activity** incorporated into the demonstration process?
3. To what extent did the presentation: (a) achieve **effective organization**, and (b) employ **effective language skills**, including such items as use of transitions and clear, vivid and appropriate word choices?
4. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality?
5. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement?
6. How closely did the speaker adhere to the 10-minute **time limit**?

**Demonstration Speech Form**

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Name\_\_\_\_\_ Topic \_\_\_\_\_

Visual Aids needed: (list)

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

-----  
INTRODUCTION:

-----  
-

Steps: (list and describe what is done at each step) & (Copy steps onto your note card)

1st

2nd

3rd

4th

5th

6th

7th

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## Demonstration Rubric

Name \_\_\_\_\_

1. To what extent did the introduction gain audience attention; state specific purpose; establish credibility; preview the body?

5                      4                      3                      2                      1

2. To what extent was **the use of objects and/or physical activity** incorporated into the demonstration process?

5                      4                      3                      2                      1

3. To what extent did the presentation: (a) achieve **effective organization**, and (b) employ **effective language skills**, including such items as use of transitions and clear, vivid and appropriate word choices?

5                      4                      3                      2                      1

4. To what extent did the conclusion summarize the main point; provide closure?

5                      4                      3                      2                      1

5. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality?

5                      4                      3                      2                      1

6. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement?

5                      4                      3                      2                      1

7. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)

10      9      8      7      6      5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## ASSIGNMENT

### Informative Speech

#### TIME:

4-5 minutes

#### PURPOSE:

To inform the audience about something of interest to you.

#### RULES:

1. Establish some connection with your topic.
2. Teach your audience something.
3. Go over again what the audience has learned.
4. Thank the audience for listening.

#### REQUIREMENTS:

Be prepared on assigned day to hand in one page of paper TYPED containing the following:

1. A specific purpose statement. (10 pts)  
(What you want the audience to learn)
2. A central idea (summarizing the body) (10 pts)
3. Two or three main points (20 pts)
4. The audience analysis (10 pts)
  - A. Why should this audience be interested in this topic?
  - B. How much does the audience already know about this subject?
  - C. Why should this audience listen to you about this topic?
  - D. How are you going to adapt the topic specifically for this audience?
5. May bring brief note cards

#### SPEECH EVALUATION CRITERIA CONTENT (each criteria is scored on a 5-point rubric):

1. To what extent did the introduction gain audience attention; state specific purpose; establish credibility; motivate audience to listen? (x 2)
2. To what extent were examples provided for clarity (good support)?
3. To what extent did the speaker cited sources correctly throughout the course of the speech?
4. To what extent did the conclusion summarize the main point; provide closure?
5. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement? (x 2)
6. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)

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## **Example:**

Luke Engel  
Fundamentals of Public Address  
Informative Speech  
2/14/00

### (1.) Specific Purpose:

To inform the audience of how to effectively use the UW-Green Bay catalog in determining what classes they need to take for their major(s), minor(s), and General Education requirements.

### (2.) Central Idea:

When using the UW-Green Bay catalog to determine what classes you need to take to graduate, you need to consider the classes required for your major(s), classes required for your minor(s), and also the General Education requirements placed by the University.

### (3.) Main Points:

I. The first area to look at in determining what classes you need to take is your specific major(s).

II. The second area you need to look at when determining what classes you need to take is your specific minor(s).

III. The third area you need to look at when determining what classes you need to take is the General Education requirements placed by the University.

### (4.) Audience Analysis:

I thought this was a good topic for this class because we are all college students who have a major area of study. Most also have a minor area of study and we all have to fulfill the General Education requirements of UW-Green Bay. Adapting this to everyone's major and minor in the audience would take far too much time so I will simply offer general tips for utilizing the catalog.

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## 4-5 Minute Speech Rubric

Name \_\_\_\_\_

1. To what extent did the introduction gain audience attention; state specific purpose; establish credibility; preview the body?

5                      4                      3                      2                      1

2. Were there 2 to 3 main points in sentence form? What were they?

5                      4                      3                      2                      1

3. Did they provide examples for clarity (good support)?

5                      4                      3                      2                      1

4. Did the speaker cite all sources correctly in the text of the speech while maintaining the flow of ideas?

5                      4                      3                      2                      1

5. To what extent did the conclusion summarize the main point; provide closure?

5                      4                      3                      2                      1

6. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement? (x 2)

5                      4                      3                      2                      1

7. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)

5                      4                      3                      2                      1

8. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)

10      9      8      7      6      5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## ASSIGNMENT

### Persuasive Speech I

#### TIME:

6 minutes

#### PURPOSE:

- a. To give you an opportunity to outline and organize information for presentation in a public communication setting.
- b. To gain experience in standing before others and delivering data of an informative nature.

#### RULES:

- ✓ Select a topic you find interesting. Your assignment is to alert the audience to the existence of a problem and suggest solutions or action. Some research will be necessary. Do not pick a topic which will be used for your final persuasive presentations.
- ✓ Structure your ideas on this topic and write an outline. The speech should have only one overall thesis with 2 or 3 main points. The outline should be divided into Introduction, Body, and Conclusion, including appropriate information in each category.

#### REQUIREMENTS:

- ✓ Be prepared on assigned day to hand in one page of paper TYPED containing the following:
  - 1. A specific purpose statement. (2 pts) (What you want the audience to learn)
  - 2. A central idea (summarizing the body) (2 pts)
  - 3. Two or three main points (10 pts)
  - 4. The audience analysis (8 pts)
    - A. Why should this audience be interested in this topic?
    - B. How much does the audience already know about this subject?
    - C. Why should this audience listen to you about this topic?
    - D. How are you going to adapt the topic specifically for this audience?
  - Bibliography (3 pts)
- ✓ Note cards (Prefer 3 x 5).

#### SPEECH EVALUATION CRITERIA

1. Introduction – Did the speaker gain the audience's attention? How?
2. Content: Discussion of Problem – Did the speaker demonstrate a need? Did they provide examples for clarity (good support)? The Plan – Did the speaker explain their solution adequately? Benefits of the plan – Did the speaker explore the benefits of taking action? (x 3) Sources cited verbally in the speech?
3. Conclusion – Did the speaker clearly ask the audience to take action with regard to this problem?
4. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, handling of note cards, and bodily movement? (x
5. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)



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## Example:

Lila Thomson

Specific Purpose: To inform the audience about the effects of sleep deprivation on the average person.

Central Idea: Although sleep deprivation affects many people, it can be easily corrected.

Method of Organization: Topical

## Introduction

I. Before I start my speech today I want everyone in the class to take a short quiz.

A. According to the National Sleep Foundation, anyone who answers yes to three or more of those questions are sleep deprived.

II. A news program recently sparked my interest in sleep deprivation.

A. It said that tired drivers were worse drivers than drunk drivers.

B. It made me wonder exactly how much sleep I was missing and how it was affecting me.

C. So I researched sleep deprivation on the Internet and in the library.

III. Today I want to inform you exactly how those sleepless nights are affecting you and how to get more of the sleep you need.

## Body

I. True sleep deprivation has been examined in several studies.

A. Randy Gardner holds the world record for staying awake 264 consecutive hours (Coren).

1. He experienced physical impairment.

2. He experienced mental impairment.

3. He experienced micro sleeps (Borbely).

B. Dr. Allan Rechtschaffen conducted sleep research on rats.

1. All rats died within 21 days of not sleeping.

2. Autopsy revealed nothing unusual except body temperature.

II. Many people operate on a sleep debt.

A. Sleep debt is the accumulated hours of sleep you have missed.

B. The sleep debt affects you mentally.

1. List of mental problems.

- 200,000 driving accidents caused by tired drivers (News Center 4 web page).

- Major accidents caused by tired workers (Coren).

C. The sleep debt affects you physically.

1. List of physical problems.

- French research on cyclists (Coren)

D. Example of Stanley Coren's experience with sleep deprivation.

III. The amount of sleep people need varies, but there are some helpful tips to getting as much sleep as you need.

A. Get enough sleep to refresh you (Coren).

B. Set a regular bedtime (Dateline NBC).

C. Sleep in a dark room.

D. Avoid certain activities.

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1. Do not drink alcohol or caffeine.
  2. Do not smoke.
  3. Do not exercise before sleeping.
- E. Take a nap if you are tired.

## Conclusion

- I. Even though some people consider sleeping a waste of time, depriving your body of sleep can leave you irritable, depressed, and unable to perform complicated tasks.
- II. Some ways to ensure a good night's sleep are keeping a schedule, sleeping in a dark room, and not smoking or drinking.
- III. So if you find yourself hitting the snooze button on your alarm several times every morning, that might be your body's way of saying you need more sleep.

## Audience Analysis:

The audience should be interested in sleep deprivation because as a college student, we're usually pretty busy. It seems like we're always sacrificing sleep to either finish homework, go to work, or spend time with loved ones. I think that the audience will naturally be interested in sleep because it directly affects their lives. A few people in the audience might know a lot about sleep deprivation, but I think most people have a basic knowledge and no more. Some of the facts I ran across were certainly new to me, so hopefully they are new to everyone else as well. This audience should listen to me because I had some knowledge about this topic before I started researching it, and now I have several books to back up what I say. The strange thing about this topic is really how much the experts disagreed. It seems that sleep is really one aspect of the human life that scientists don't understand at all. I'll point that out in my speech, because I'm sure they have heard other opinions that will contradict what my sources say. I chose the most recent books, so my information should be up-to-date.

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## Persuasive Motivated Sequence Speech Rubric

Name \_\_\_\_\_

1. Introduction – Did the speaker gain the audience's attention? How?

5                      4                      3                      2                      1

2. Content: Discussion of Problem – Did the speaker demonstrate a need? Did they provide examples for clarity (good support)? The Plan – Did the speaker explain their solution adequately? Benefits of the plan – Did the speaker explore the benefits of taking action? (x 3)

5                      4                      3                      2                      1

3. Did the speaker cite all sources correctly in the text of the speech while maintaining the flow of ideas?

5                      4                      3                      2                      1

4. Conclusion – Did the speaker clearly ask the audience to take action with regard to this problem?

5                      4                      3                      2                      1

5. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, handling of note cards, and bodily movement? (x 2)

5                      4                      3                      2                      1

6. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)

5                      4                      3                      2                      1

7. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)

10      9      8      7      6      5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

## Persuasive Speech for Immediate Action – Topics

### Giving of Your Time

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- Nursing homes
- Volunteer activities
- Holiday-related charities

## **Giving of Yourself**

- Blood
- Bone Marrow
- Organs

## **Giving Money**

- Specific charities
- Political candidates

## **Joining**

- Athletics
- Student activities
- Student government
- Community organizations
- Religious organizations

## **Taking Courses**

- CPR/First Aid
- Yoga
- Dance
- Computer
- Foreign Language

## **Stop/Reduce Doing Something**

- Procrastination
- Smoking
- Drinking
- Drinking and Driving
- Drugs
- Spending
- Texting and Driving

# UNIVERSITY of WISCONSIN-GREEN BAY

## **Start/Continue Doing Something**

Eating Better/Nutrition

Exercise

Jogging / Running

Walking

Time Management

Traveling

Wearing Seatbelts

Sing or Play an instrument

Attend Cultural Events

“Going Green”

## **Persuasive Action Speech Planner**

Topic:

Sources of Information on Topic: (URL's, Badgerlink articles, books, etc.)

Attention-getter/introduction:

Outline of body:

Conclusion:

Notes to myself: (what do I still need to find?)

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT**

Special Occasion Speaking

### **TIME:**

2-3 minutes

### **PURPOSE:**

To develop skills related to adapting oral presentations to specific situational demands.

### **RULES:**

The speaker must choose one of the following topics on which to present an appropriate original speech:

- 1) A wedding toast
- 2) An elegy
- 3) An acceptance speech for an award
- 4) A presentation speech for an award

### **REQUIREMENTS:**

1. A specific purpose statement. (10 pts)  
(What you want the audience to learn)
2. A central idea (summarizing the body) (10 pts)
3. Two or three main points (20 pts)
4. The audience analysis (10 pts)
  - A. Of whom would the audience for this speech consist?
  - B. How much would this audience already know about this subject?
  - C. Why should this audience listen to you about this topic?
  - D. How are you going to adapt the topic specifically for this audience?

Prior to the presentation, the participant is to briefly announce which of the above situations has been chosen and who the audience for this speech would be. This announcement is not considered part of the presentation on which the student will be evaluated.

### **SPEECH EVALUATION CRITERIA CONTENT:**

1. The extent to which the apparent specific purpose was appropriate to the occasion.
2. The extent to which the content and organization of the speech fulfilled the speaker's purpose.
3. The extent to which the presentation reflected effective language skills, including such items as use of transitions and clear, vivid and appropriate word choices. Individual judges may lower the rank due to use of profanity or vulgarity.
4. The extent to which the vocal presentation was clear and appropriate to the chosen occasion, including such items as articulation, pronunciation, volume, rate, pitch and voice quality.
5. The extent to which the physical presence contributed to the clarity and effectiveness of the presentation, including such items as the use of notes or manuscripts, any visual materials, facial expression, eye contact, gestures and bodily movement.

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## **Example:**

Lynn Aprill  
Fundamentals of Public Address  
Speech to Entertain - A Roast  
11/24/2008

### (1.) Specific Purpose:

To "roast" my brother "Tommy" on his 40th birthday

### (2.) Central Idea:

While I love my brother dearly, on this, his 40th birthday, it seems appropriate to point out some of his flaws. Tommy has always been pretty naïve, he loves to gamble, and while he thinks he is great at fixing things, well, his wife would disagree.

### (3.) Main Points:

I. "'Tommy" is not the sharpest crayon in the box. When he was younger, we were able to play all sorts of practical jokes on him, and he never really caught on.

II. "Tommy" loves to gamble. Unfortunately, gambling loves Tommy, too. That's why the Oneida Casino was able to put on their last big addition.

III. "Tommy" thinks he's "Mr. Fix-It" at home, but his wife would definitely disagree. That's why, after they had to replace their stove, they also had to hire someone to fix the holes in the wall that he left when he was pulling it out.

### (4.) Audience Analysis:

My audience for this speech would be family and friends of my brother. The audience would be very familiar with the subject for this speech, so any "inside jokes" which the speech might contain would be familiar to the audience as well. The audience would listen to the speech because our society finds it fun to make fun of people in an appropriate manner as they reach major milestones in their ages. I would adapt this speech to this specific audience by recalling times with my brother with which they would be familiar.



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## Special Occasion Speech Rubric    Name \_\_\_\_\_

The speech will be graded on:

1. .    The extent to which the **introduction** was attention-getting and the apparent specific **purpose** was identifiable and appropriate to the occasion.

5                      4                      3                      2                      1

2.    The extent to which the **content and organization** of the speech were effective for the audience and fulfilled the speaker's purpose.

5                      4                      3                      2                      1

3.    The extent to which the presentation reflected effective **language skills**, including such items as use of transitions and clear, vivid and appropriate word choices.

5                      4                      3                      2                      1

4.    The extent to which the **physical presence** contributed to the clarity and effectiveness of the presentation, including such items as the use of notes or manuscripts, any visual materials, facial expression, eye contact, gestures and bodily movement.? (x 2)

5                      4                      3                      2                      1

5.    The extent to which the **vocal presentation** was clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)

5                      4                      3                      2                      1

6. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)

10      9      8      7      6      5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT:**

Rules for Group Discussion

## **PURPOSE:**

To provide students with the experience of applying knowledge, analytic skills, and interpersonal skills in order to promote the work of problem-solving, decision-making groups.

## **RULES:**

The focus of this category is individual contribution to a **discussion** as opposed to debate, using John Dewey's Problem-Solving Sequence in order to promote group achievement. No formal leadership from among the contestants will be designated. The leadership function will be shared among the participants or an informal leader will emerge. Group Discussion is designed **to reward cooperation** and contribution to the group's productivity. However, it is not expected that individual integrity be sacrificed. An individual in honest disagreement with the group might announce that disagreement but continue to contribute constructively as far as his/her position will permit. Incomplete analysis will not be rewarded.

Groups of a recommended size of 5-8 participants, with the following structure:

1. Background, harms & implications
2. Causes and effects
3. Set criteria for solutions
4. Brainstorm possible solutions
5. Choose the best solution

Students may bring whatever reference materials they wish into the discussion.

## **SPEECH EVALUATION CRITERIA**

1. The extent to which the participant demonstrated that he/she was well informed on the topic for discussion.
2. The extent to which the participant utilized analytic skills (reasoning and argument) of sufficient quality to have contributed to the group's productivity.
3. The extent to which the participant utilized appropriate interpersonal skills such as adjusting to others, engaging in non-personal argument, maintaining personal integrity, avoiding defensiveness in self and not creating it in others, and offering appropriate supportive comment. Score may lower the rank due to use of profanity or vulgarity.
4. The extent to which the participant shared in the leadership functions of releasing tension, asking relevant questions, and reorienting the group to the issue at hand.
5. The extent to which the participant was clear in his/her own expressions and sought, when appropriate, clarification of the contributions of others.

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## Group Discussion Rubric

Name \_\_\_\_\_

- |             |  |   |             |   |   |
|-------------|--|---|-------------|---|---|
| 1.          | The extent to which the participant demonstrated that he/she was well informed on the topic for discussion.  |   |             |   |   |
|             | 5  | 4 | 3           | 2 | 1 |
| 2.          | The extent to which the participant utilized analytic skills (reasoning and argument) of sufficient quality to have contributed to the group's productivity.   |   |             |   |   |
|             | 5  | 4 | 3           | 2 | 1 |
| 3.          | The extent to which the participant utilized appropriate interpersonal skills such as adjusting to others, engaging in non-personal argument, maintaining personal integrity, avoiding defensiveness in self and not creating it in others, and offering appropriate supportive comment. |   |             |   |   |
|             | 5  | 4 | 3           | 2 | 1 |
| 4.          | The extent to which the participant shared in the leadership functions of releasing tension, asking relevant questions, and reorienting the group to the issue at hand.  |   |             |   |   |
|             | 5  | 4 | 3           | 2 | 1 |
| 5.          | The extent to which the participant was clear in his/her own expressions and sought, when appropriate, clarification of the contributions of others.   |   |             |   |   |
|             | 5  | 4 | 3           | 2 | 1 |
| Total _____ |  |   | Grade _____ |   |   |

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT:**

Group Interpretive Readers' Theater

## **TIME:**

12 minutes

## **PURPOSE:**

Group Interpretive Readers' Theater is an ensemble presentation by 2-5 readers of a literary cutting, a complete work, or compiled from a variety of sources. The material may be prose, poetry, or essay – or a combination of these forms – but drama is prohibited. Original material is allowed.

## **REQUIREMENTS:**

1. An introduction, which includes titles, authors, tone and theme is required, and along with any necessary transitions, is to be presented without the use of notes. The presentation may begin with a read portion of the selected material prior to the presenter's personal introduction. The presentation must begin from center stage.
2. The selections are to be read from a manuscript or book. The material is to be interpreted, however, the participant will not be penalized whether or not the selection is memorized.
3. Maximum time limit: 12 minutes, with an allowable 15-second grace period. There is no minimum time requirement. Vocal music, if used, must be incidental and consist of no more than 30 seconds total.

## **CRITERIA FOR EVALUATION:**

1. The extent to which the introduction and transitions contributed to the coherence of the presentation.
2. The extent to which the ensemble demonstrated an understanding of the intellectual, emotional, and sensory experiences inherent in the literature.
3. The extent to which vocal aspects of the performance were appropriate and enhancing to the meaning of the literature, including such items as articulation, pronunciation, vocal clarity, volume, rate, and pitch.
4. The extent to which visual aspects of the performance were appropriate and enhancing to the meaning of the literature, including such items as the handling of scripts as well as gestures, facial expression, and bodily movement.
5. The extent to which the ensemble's interpretation constituted a well-paced and unified literary presentation.

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## Group Interp. Rubric

Name \_\_\_\_\_

1. . The extent to which the **introduction** and optional **transitions** contributed to the coherence of the presentation.

5                      4                      3                      2                      1

2. The extent to which the ensemble demonstrated an understanding of the **intended intellectual content** (what is happening).

5                      4                      3                      2                      1

3. The extent to which the **emotional comprehension** (how it feels) of the piece was revealed through control of vocal quality, inflection, force and timing.

5                      4                      3                      2                      1

4. The extent to which the **physical presence** contributed to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures and bodily movement?

5                      4                      3                      2                      1

5. The extent to which the ensemble's interpretation constituted a well-paced and unified literary presentation.

5                      4                      3                      2                      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## ASSIGNMENT

### Moments in History

#### TIME:

6 minutes

#### PURPOSE:

The challenge to the speaker is to select and explore an historical topic within the limits presented each year. Students may consider (but are not limited to) using the following areas of research: archival records, diaries, personal interviews, letters, newspapers, etc. The speaker is to use this research information to compose and present a well-organized, informative speech. **This is an original informative speech category, and not an acting category.**

#### RULES:

1. The speech must be the original work of the participant, and the topic chosen must conform to the annual focus and guidelines. The topic (person, event, trend, etc.) need not have been well publicized. Possible areas of consideration may include, but are not limited to: historic sites/monuments, natural disasters, inventions, medicine, arts and entertainment, education, military activity, ethnology/legends/folklore, geography, politics, fashion and fads, transportation, sports, religion, heroes, villains, and personalities.
2. Visual supporting materials will consist of an accompanying Powerpoint presentation. Your Powerpoint must support, not dominate, the presentation. This category calls for a speech, not a visual media show. Mechanical sound effects and lighting are not allowed.
3. Use of notes is optional.
4. Maximum time limit: 6 minutes, with an allowable 15-second grace period. There is no minimum time requirement. Vocal music, if used, must be incidental and consist of no more than 30 seconds total.

#### CRITERIA FOR EVALUATION:

1. The extent to which the speech was clearly informative and well researched. Sources are cited properly in the text of the speech.
2. The extent to which the organization of the speech was characterized by an objective presentation of accurate, well-developed, and unified information.
3. The extent to which the presentation reflected effective language skills, including such items as use of transitions and clear, vivid, and appropriate word choices.
4. The extent to which the vocal presentation was clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality.
5. The extent to which the speaker's physical presence contributed to the clarity and effectiveness of the presentation, including such items as the use of note card, any visual materials, facial expression, eye contact, gestures, and bodily movement. The use of notes or a manuscript is optional

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## Moments in History Rubric

Name \_\_\_\_\_

The speech will be graded on:

1. . The extent to which the speech was clearly **informative** and **well researched**.  
5                      4                      3                      2                      1
2. Did the speaker cite all sources correctly in the text of the speech while maintaining the flow of ideas?  
5                      4                      3                      2                      1
3. The extent to which the **organization** of the speech was characterized by an objective presentation of accurate, well-developed, and unified information with an attention-getting introduction and appropriate wrap-up in the conclusion.  
5                      4                      3                      2                      1
4. The extent to which the presentation reflected **effective language skills**, including such items as use of transitions and clear, vivid, and appropriate word choices.  
5                      4                      3                      2                      1
5. The extent to which the **physical presence** contributed to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures and bodily movement?  
5                      4                      3                      2                      1
6. The extent to which the **vocal interpretation** projected the visual imagery of the prose/poetry, including such items as articulation, pronunciation, use of emphasis, effective pauses, volume, rate, pitch, rhythm, cadence, phrasing, and voice quality?  
5                      4                      3                      2                      1
7. To what extent did the student respect the time requirements of the speech? (20 seconds = -1)  
10      9      8      7      6      5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

# UNIVERSITY of WISCONSIN-GREEN BAY

## **ASSIGNMENT**

Final Persuasive Speech

### **TIME:**

10 minutes

### **PURPOSE:**

1. To gain experience in a communication situation in which the individual organizes and discusses a controversial social issue to an audience that may have opposing views.
2. The student is encouraged to find a partner from the class to address the same topic from opposing sides.

### **RULES:**

1. Only one person/team will be allowed per topic (one positive--one negative)
2. Your final grade will be a combination of written work and the speech event.
3. Major considerations include the orderly presentation of material, effective demonstration of speaking skills, and the persuasive effect produced in the audience as a result of the speech.
4. You are not competing against your partner--you can both be assessed the same grade or very different grades.

### **REQUIREMENTS:**

Performance day:

- a. Bring note cards
- b. Written work is due TYPED

-May use either the topical or problem-solution outline form.

-Must include a minimum of four outside sources correctly **cited in bibliography form (MLA style)**

-Must include an audience analysis that answers these questions:

1. Who is my target audience for this speech?
2. What attitudes towards this topic does my audience hold?
3. What audience needs does my speech address?
4. Why should this audience listen to me?
5. What do I need to be careful about to keep my audience's attention?

### **SPEECH EVALUATION CRITERIA**

See attached rubric



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**Example:**

**Active Euthanasia**

**Tracy Kuklinski**

**Specific Purpose:** To persuade my audience that physician-assisted suicide should be legalized in the United States.

**Central Idea:** If a person is terminally ill and suffering physically or psychologically, a person should have the right to choose a gentle, dignified death with the aid of a physician.

**Method of Organization:** Problem-solution

**Introduction:**

- I. A few months ago I listened to a friend tell me about her grandmother's death.
- II. In the United States literally thousands of Americans die painfully prolonged deaths from diseases such as cancer, AIDS, Alzheimer's, and other neurological diseases.
- III. Therefore, I feel it is important to address the issue of the right to die or better known as Euthanasia.

**Body:**

- I. There is a problem that many Americans face every day and that is dying a long, painful, and prolonged death.
  - A. Unfortunately, not all people die peacefully in their sleep, many people die long painful deaths from diseases that may kill the body, but leave the mind alive.
    1. Over 2 million people die each year, 85% of them die in institutions, and over 85% have someone either doctor or relative that is involved in the decision to prolong life. (Ergo)
    2. 4 out of 5 Americans will die from a lingering, chronic illness, which cannot be cured.
    3. Odds are not in favor of a person dying a peaceful, natural death.
  - B. Because many people do die painful, miserable deaths, I feel it is important to watch a clip of this video.
    1. There is no reason for a family or a mother to have to help her child die or for a person to have to take their own life without the aid of a physician.
      - a. As many as 19,000 terminally ill people each year attempt suicide, and many of them are botched attempts. (Compassion in Dying)
- II. There is a solution to end the needless suffering of those dying prolonged death and that is to make provisions that allow for Euthanasia if the following criteria are met
  - A. The word Euthanasia is derived from the Greek language, and means "good death".
  - B. According to the Hemlock society, which was established in 1980, 60% of doctors support physician assisted suicide.
    1. 53% of doctors in San Francisco, who treat AIDS patients, have at least once helped their patient's die and some many more than once. (Hemlock Society)
  - C. Also, many may worry about the sanctity-of-life, and one should not be able to choose one's death.
    1. This is a legitimate concern, but physician assisted suicide will never be imposed on anyone; it is simply an option for those who choose to end their life and die with dignity.
    2. We live in a highly individual society, the constitution of the U.S. states clearly in the 14th amendment; rights to life, liberty, or property, without due process of the law; or deny to any person within its jurisdiction the equal protection of the law.
  - D. I think what most people fear the most is that once the practice of physician-assisted suicide is accepted it will lead down a "slippery slope".
    1. There certainly are risks when considering such a proposal that is why laws are needed to

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govern such an issue.

2. Guidelines are necessary in order to prevent abuse and safeguard the wishes of the dying.

E. There are steps we can take to make sure those who choose Euthanasia are making the right decision.

1. The patient must be terminally ill, with no possibility of recovery.

2. Two independent physicians must examine the patient and verify the prognoses.

3. If patient is terminal, he/she must not have more than six months to live.

4. At least one request should be videotaped.

5. Criminal sanctions would apply if coercion were proved. (Hoeftler)

## **Conclusion:**

I. I therefore suggest that you all be open and receptive to the issue of Euthanasia.

A. What is important to remember is that one-day you might have to make a decision on this issue and it is important to fully understand a dying persons side of this issue.

B. For many this is their last option and we must understand that it is their wish to die a gentle, dignified death, surrounded by their loved ones, and a death that is quick and certain – if that is a person's choice.

C. I would like to leave you with some words from Frances Graves a 76-year-old Death with Dignity pioneer: There is concern throughout the world over denial of human rights. The violations include imprisonment without trial, torture, killings, and discrimination against women, racial, religious and political groups. A less recognized but also important violation is increasingly occurring in our freedom-loving country. We deny incurable patients the right to die with dignity and to hasten a lingering, painful dying. Individuals, who have lived free lives, making their own personal decisions since childhood, are being denied this last choice.

## **Bibliography:**

Compassion in Dying, Date of publication NA, April 21, 2000.

ERGO, Euthanasia Resource and Guidance Organization, [www.rights.org](http://www.rights.org), Date of publication NA, April 21, 2000.

The Hemlock Society, [www.hemlock.org](http://www.hemlock.org), Date of publication NA, April 21, 2000.

James M. Hoeftler, Deathright, Boulder and San Francisco, Westview Press, 1994.

## **Audience Analysis:**

1. My target audience is those who are willing to accept the idea of physician-assisted outside of the context of religious and moral views.

2. Because I am speaking to a fairly young college audience, they will be more open to this idea than a group of 60-year-old women or men. I believe the majority of students will support my opinion.

3. My speech addresses the needs of all people in the audience. All of the audience will probably more than once face the issue of death and possibly this issue in particular.

4. The audience should pay close attention to my speech because this is an issue that might come before them. In Oregon, voters have already decided to support physician-assisted suicide. It is a matter of time before the whole populous of the U.S. is faced with this issue. Therefore, all people should learn as much as they can about this issue in order to become more informed.

5. I must keep my audience with me because this is a highly controversial view of death. It would be easy for people to turn themselves off from listening because their ideology does not coincide with mine. Also, I feel death is a very sensitive issue for most Americans and they may not want to listen to another person rattle on about it.

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## Persuasive Final Speech Rubric

Name \_\_\_\_\_

1. Introduction – Did the speaker gain the audience’s attention? How?  
5      4      3      2      1
  
- 2a. Content – To what extent did the speaker provide sufficient support from research or personal experience?  
5      4      3      2      1
  
- 2b. Organization – To what extent did the speaker follow their thesis statement with easily identifiable points in the body of the speech?  
5      4      3      2      1
  
- 2c. Citation – To what extent did the speaker use facts and statistics and correctly cite the sources for that information in the speech?  
5      4      3      2      1
  
3. Conclusion – To what extent did the speaker restate his/her main points – To what extent did the speaker remind us of their point of view with regard to the topic?  
5      4      3      2      1
  
4. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, handling of note cards, and bodily movement? (x 2)  
5      4      3      2      1
  
5. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)  
5      4      3      2      1
  
6. Time – To what extent did the speaker stay within the time frame for the speech?  
5      4      3      2      1
  
7. Outline – including Specific Purpose, Central Idea, Introduction, Body, Conclusion, Audience Analysis, and Bibliography  
5      4      3      2      1

Total \_\_\_\_\_

Grade \_\_\_\_\_

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## **SAMPLE PERSUASIVE TOPICS**

Sex Education in high schools  
Capitol Punishment  
Abortion  
Paying college athletes  
Animal experimentation  
Deer hunting  
The Electoral College  
Political commercials  
Gun control  
Funding more day care  
Manned Space  
Drug testing  
Animal Rights  
Year round schooling  
Legalizing drugs  
Flag burning  
Pit Bulls  
Censorship  
Genetic Engineering  
Home School  
The Legal Drinking Age  
Active Euthanasia  
Surrogate mothers  
Ethnic adoption  
Motorcycle helmets  
National Health Insurance  
Two terms for congressmen  
Adolescents in adult court  
Indian Treaty Rights  
AIDS Disclosure  
Hiring quotas  
Two parents in combat zones  
Bilingual education  
Stiffer driver's license requirements  
Federal support for the arts  
Prayer in school  
Combining the branches of the service  
Limit immigration  
Limiting protesting at abortion clinics  
Gays in military  
Women in combat  
English as a national language  
No fault divorce  
Flat tax  
21-year-old age limit to gamble

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Gay marriage  
Get rid of the jury system  
Privacy in the Internet  
Invading Iraq  
Drug tests for high school students  
Government involvement in limiting obesity  
Play-offs for College Football  
Reforming Baseball  
Homosexual Adoption  
Mandatory Sentencing

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## **Self-Evaluation Form**

Speaker \_\_\_\_\_

Speech Topic \_\_\_\_\_

The most effective aspects about my speech included:

The areas which could be improved and I need to focus more attention on before my next speech include:

Changes I plan to make in my methods of preparation include:

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Name \_\_\_\_\_

## **Peer Speech Critique**

Date:

Name of Speaker:

Occasion: Final Persuasive Speech

Purpose/reason for the speech:

What did the Speaker do most effectively?

Content

Physical presentation

Vocal presentation

In what areas could the speaker improve?

Content

Physical presentation

Vocal presentation

How did the audience seem to respond to the speaker?

Overall, how well did the speaker fulfill her/his purpose?

What was your overall impression of the speaker?