COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS

Syllabus – Spring 2015
1 section
Credits: 3 undergraduate credits
INSTRUCTOR: Lynn Aprill
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Fall start and end dates: 1/26/2015 – 6/5/2015
Period: 1

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

Communication Programmatic Outcomes:
1. Demonstrate appropriate oral communication skills.
2. Demonstrate appropriate visual communication skills.
3. Demonstrated appropriate written communication skills.
4. Effectively manage, evaluate, organize, and present information.
5. Demonstrated appropriate research skills.
6. Act in an ethical and legal manner.
7. Demonstrate an ability to develop and execute appropriate communication strategies.
8. Work collaboratively with others.
9. Demonstrate the ability to effectively synthesize different types of communications, e.g. images, text, etc., in order to achieve professional objectives.

MAJOR SPEECH ASSIGNMENTS and GRADING:
Introductory speech 3 minutes
It’s great to be me 3 minutes 60 pts
Six o’clock news 5 minutes 200 pts
Storytelling 5-7 minutes 200 pts
Oral interpretation 8 minutes 100 pts
Demonstration/process speech 8-10 minutes 300 pts*
Informative speech 4 minutes 300 pts*

(End Quarter 1)

Persuasive speech 1 6 minutes 300 pts*
Speech to entertain 6 minutes 200 pts*
Group discussion 15 minutes 100 pts
Readers’ Theatre Time will vary
Historical Speech 6 minutes 200 pts*

Final speech - Persuasive speech 2 10 minutes 20% of final grade*

(End Quarter 2)
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). Roughly 40% of each quarter grade is exams, 40% is speeches and 10% is notes, outlines, and other assignments. The final grade consists of 40% for each quarter grade and 20% for the final persuasive speech and outline.

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. **If a student is absent FOR ANY REASON on the day they are assigned to speak, their speech will be lowered by one letter grade.**

Fees for UWGB credit: approximately $400.00 plus textbook

The following Bonduel High School grade scale will be used for this class:

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When translating grades for college level, the following will apply

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ASSIGNMENT
“It’s Great to be Me” Speech

TIME:
3 minutes

Options:

1. **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…

2. **Relate an anecdote or personal experience:** Tell a story about your life that’s interesting, ironic, or entertaining. Examples include a part of a trip, a sporting event, holiday, etc. It should be one event with a purpose (no “bed to bed” stories).

3. **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**

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Comments:
ASSIGNMENT:
Radio Speaking

TIME:
5 minutes

PURPOSE:
The challenge to the speaker is to present a well-organized, clearly communicated newscast. Source material provided by the teacher of approximately 15-20 minutes in length 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 receive source material. Identical material will be provided for each student.
2. The speaker may delete or edit any parts of items from the provided material. However, no new articles or items may be added except transition sentences, introductions and conclusions.
3. The newscast will include one or more commercials advertising some product or service. Commercials will be supplied with the material, which the student may use as written or make changes to further enhance the product or service. Original commercials may not be used. The commercial(s) may be inserted at any point but must be included within the time limits.
4. Use of visual aids is not permitted. The speaker is to be seated in profile position to the teacher.
5. 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:
1. Notes are absolutely permitted. The student should have the script cut and assembled to be able to read continuously without stopping.
2. 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.
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:
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. Notes are not permitted
2. 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?
Storytelling 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?)

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

Comments:

Total _______________ Grade ________________
ASSIGNMENT:  
Oral Interpretation of Literature (Prose or Poetry)  

TIME:  
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. Maximum time limit: 8 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.  

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.
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

Total _______________      Grade ________________
ASSIGNMENT
Demonstration Speech

TIME:
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, if used, should enhance the demonstration but not to take the place of objects or activity. The demonstration speech will be taped prior to presentation day and handed in on a jump drive or DVD.

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 15-second grace period. There is no minimum time requirement.

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

Name_________________________    Topic ______________________________

Visual Aids needed: (list)

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

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INTRODUCTION:

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

1st
2nd
3rd
4th
5th
6th
7th
8th

(List additional steps on the back)

---------------------------------------------------------------------------------------------------------------------
CONCLUSION:
Demonstration Rubric

Name __________________

1. To what extent was the chosen topic appropriate for an 8-10 minute demonstration speech?
   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 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

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?
   5   4   3   2   1

6. How closely did the speaker adhere to the 10-minute time limit?
   5   4   3   2   1

Total _______________      Grade ________________
ASSIGNMENT
Informative Speech

TIME:
4 minutes

PURPOSE:
To define, demonstrate, or describe 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 conclusion summarize the main point; provide closure?

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, and bodily movement? (x 2)

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)
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.
4-Minute Speech Rubric  

Name __________________

1. To what extent did the introduction gain audience attention; state specific purpose; establish credibility; motivate audience to listen? (x 2)

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

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

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

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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)

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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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Total _______________  

Grade _______________
ASSIGNMENT
Persuasive Speech I

TIME:
8 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:
  o 1. A specific purpose statement. (2 pts) (What you want the audience to learn)
  o 2. A central idea (summarizing the body) (2 pts)
  o 3. Two or three main points (10 pts)
  o 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?
  o 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)
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)
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)
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.
   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.
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. Conclusion – Did the speaker clearly ask the audience to take action with regard to this problem?
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

Total _______________      Grade ________________
Persuasive Speech for Immediate Action – Topics

**Giving of Your Time**
- Nursing homes
- Volunteer activities –
- Holiday-related charities

**Giving of Yourself**
- **Blood** - Michael
  - Bone Marrow
  - Organs

**Giving Money**
- Specific charities
- Political candidates

**Joining**
- Athletics – Football
- 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** -

**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:

Need

Satisfaction

Visualization

Conclusion: - Call to Action

Notes to myself: (what do I still need to find?)
ASSIGNMENT
Special Occasion Speaking

TIME:
6 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 develop and present an appropriate original speech:

1. A Speech at a Family Reunion
2. An Acceptance of an Award or Honor
3. A Rededication of an Old Cemetery
4. A Speech at the Closing of a Neighborhood School

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

Visual supporting materials may be used, but not worn. Such materials must support, not dominate, the presentation. This category calls for a speech, not a visual media show.

The use of notes or a manuscript is optional (although if notes are used, only an outline will be allowed, and notes will be collected at the conclusion of the speech).

Maximum time limit: 6 minutes, with an allowable 30-second grace period. There is no minimum time requirement (although at least 5 minutes is recommended).
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.
(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.
      a. We generally could talk him into dressing up as a girl whenever we played dress-up.
      b. We once convinced him that a pile of manure was really dead flies and that he should climb in top, at which point he started sinking, and we abandoned him.
   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.
      a. He and my other brother frequently enter fantasy football competitions, but Tommy isn’t the fantasy football guru that he imagines himself to be.
      b. He’ll use any excuse to gamble. He once went to a family funeral, and then took the rest of the day off of work for “bereavement,” which meant he and my other brother hit the casino for the rest of the afternoon.
   III. "Tommy" thinks he's "Mr. Fix-It" at home, but his wife would definitely disagree.
      a. 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.
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

Total _______________  Grade ________________
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.
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 ___________
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.

   The Fall 2012 time period is: 1970’s
   Students may select a topic that focuses on any region of the world during the time period.
   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.

Be prepared on assigned day to hand in one page of paper containing the following TYPED:
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?
CRITERIA FOR EVALUATION:
1. The extent to which the speech was clearly informative and well researched.
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.
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. 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

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 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

Total _______________      Grade ________________
Example Moments in History:

Lynn Aprill
Specific Purpose: To inform the audience about the individuals who were considered as possible mates for Queen Elizabeth I.
Central Idea: When Queen Elizabeth I took the throne, the country was expecting her to find a mate who would help her produce a heir, secure alliances in Europe, and still allow Elizabeth to rule the country.
Method of Organization: Topical

Introduction
I. The place – England. The date – 1558. Queen Mary, Henry VIII’s first child, has just died on the throne, allowing her half-sister Elizabeth to become the next queen.
II. The major question everyone was asking upon Elizabeth’s coronation: who would she marry?
III. Why should she marry?
   a. She needed to produce an heir.
   b. She needed to secure alliances in Europe
   c. She needed to find a man willing to do both of these things and still allow Elizabeth, and the country, to rule themselves.

Body
I. The first suspect was Philip II of Spain.
   a. He was the oldest child of Charles V, the Holy Roman Emperor.
   b. He had already been married to Elizabeth’s sister Mary and was not popular with the English people.
   c. He later went to war against England, and his famous Spanish Armada was roundly defeated.
II. The second prospect was Prince Eric of Sweden.
   a. He went on to become King Eric XIV.
   b. He courted Elizabeth for several years, and was about to sail to see her when his father died in 1560.
   c. He was intelligent and artistically skilled, but considered mentally unstable already early in his reign.
   d. He ended up being deposed and jailed by his half-brother John and died of arsenic poisoning.
III. The third suspect was Archduke Charles of Austria.
   a. He was Philip II’s cousin.
   b. He was devoutly Catholic, but did practice tolerance toward Protestants during his reign.
   c. He, in an unrelated side note, helped to create the Lipizzan breed of horses.
IV. The fourth prospect was Robert Dudley.
   a. He was the closest to winning Elizabeth’s hand, but was completely inappropriate for the job.
   b. He was not the Queen’s equal and would bring no foreign ally to the marriage.
   c. He was already married!
   d. His relatives were traitors and he was suspected in his wife’s death.
V. The fifth suspect was Francis, Duke of Anjou.
   a. He was 22 years younger than Elizabeth.
   b. They courted for 2 years, but the English people didn’t like his religion, his nationality, or his mother.
   c. Eventually the courtship died out and Francis moved on to the Netherlands.

Conclusion
I. As always, Elizabeth has the final word on the marriage matter.
II. She said, “.now that the Publick Care of governing the Kingdom is laid upon me, to draw upon me also the Cares of marriage may seem a point of inconsiderate Folly. Yea, to satisfie you, I have already joyned myself in marriage to an Husband, namely, the Kingdom of England...And to me it shall be a Full satisfaction, both for the memorial of my Name, and for my Glory also, if when I shall let my last breath, it be ingraven upon my Marble Tomb, "Here lieth Elizabeth, which Reigned a Virgin, and died a Virgin."

Audience Analysis:
The audience for this speech could consist of any class studying the Renaissance time period. The audience would probably not have a lot of knowledge about this subject unless they’ve taken a British Literature class or done some reading on this time period. The audience should be interested in and listen to this topic because Elizabeth’s marriage (or lack thereof) was a major debate during the Renaissance Period. I am going to adapt the topic specifically for this audience by keeping information on each of the marriage prospects to main points only and organizing my speech so that the audience can concentrate on key points about each prospect individually.

Bibliography

"Contemporary Portraits of Elizabeth I." Department of Literature, Film, and Theatre Studies. 03/02/2008. University of Essex. 14 Dec 2008
<http://courses.essex.ac.uk/lt/lt361/images/Elizabeth%20portraits/Images_Elizabeth.htm>.


"Philip II." War and Game. 18/04/2008. 14 Dec 2008


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 card
   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
Example:
Active Euthanasia by 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
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. (Hoefler)

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, Date of publication NA,
April 21, 2000.

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 rattles on about it.
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 ________________
SAMPLE PERSUASIVE TOPICS

Capitol Punishment
Abortion
Paying college athletes
Animal experimentation
Deer hunting
The Electoral College
Political commercials
Gun control – **Zack (con)**
Funding more day care
Manned Space
Drug testing
Animal Rights
Year round schooling
Legalizing drugs/marijuana –
Flag burning
Vicious dog breeds –
Television Censorship –
Food Genetic Engineering –
Home School
The Legal Drinking Age
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
Gay marriage
Get rid of the jury system
Privacy in the Internet
Drug tests for high school students
Government involvement in limiting obesity
Play-offs for College Football
Reforming Baseball
Homosexual Adoption –
Mandatory Sentencing
Cyber Bullying
Private School Vouchers –
Lower price of college –
Self-Evaluation Form

Speaker _________________________________

The most effective aspects about my speeches 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:
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?