

UNIVERSITY of WISCONSIN-GREEN BAY

COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS

Syllabus – Spring 2020

1 section

Credits: 3 undergraduate credits

INSTRUCTOR: Marcy Siolka

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Start and end dates: 1/21/2019 – 3/20/2019

Period : 3 9:47 a.m.-11:13 a.m.

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.

GRADING (90% Speeches, Homework, Cornell Notes, Tests and 10% Semester Exam):

MAJOR SPEECH ASSIGNMENTS (60%):

| | | |
|------------------------------|--------------|------------------------------|
| It's great to be me | 3 minutes | 50 pts |
| Impromptu Speeches | 1-2 minutes | 50 pts |
| Storytelling/Oral Interp | 3-5 minutes | 100 pts |
| Demonstration/process speech | 8-10 minutes | 100 pts |
| Informative speech | 4 minutes | 100 pts + 10 pts for outline |
| Persuasive speech | 6 minutes | 100 pts + 10 pts for outline |
| Special Occasion Speech | 6 minutes | 100 pts + 10 pts for outline |
| Group discussion | 15 minutes | 100 pts + 10 pts for outline |
| Historical Speech | 6 minutes | 100 pts + 10 pts for outline |

- must use Power Point, Prezi, or other presentation tool

HOMEWORK AND CORNELL NOTES (20%)

TESTS (20%)

SEMESTER EXAM: Final speech – TED Talk 10 minutes 10% of final grade

UNIVERSITY of WISCONSIN-GREEN BAY

Notes:

1. In addition to speeches, students will also be participating in several 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 (2 chapters per exam).
2. Roughly 20% of each term grade is exams, 60% is speeches and 20% is notes, outlines, and other assignments. The final grade consists of 90% for each quarter/term grade and 10% for the final TED Talk speech/outline.
3. All speeches * above are expected to be ORIGINAL speeches, written by the student, with proper in-text references to information sources. Any speech found to have been copied from another source (whether online or another student) will receive a 0 and possibly 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 or does not give their speech FOR ANY REASON on the day they are assigned to speak, their speech will be lowered by 20% (at the discretion of the instructor). A second late or absent speech will result in a 50% penalty for the speech.**

Fees for UWGB credit will vary each year.

ISBN 978-0073385150 - *The Art of Public Speaking* by Stephen E. Lucas, 10th Edition

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

| | |
|----|--------|
| A+ | 99-100 |
| A | 95-98 |
| A- | 93-94 |
| B+ | 91-92 |
| B | 88-90 |
| B- | 86-87 |
| C+ | 84-85 |
| C | 80-83 |
| C- | 78-79 |
| D+ | 76-77 |
| D | 72-75 |
| D- | 70-71 |
| F | 69 |

When translating grades for college level, the following will apply

| | | | | | |
|-----------|---|----|-----------|---|----|
| A+ and A | = | A | C | = | C |
| A- and B+ | = | AB | C- and D+ | = | CD |
| B | = | B | D and D- | = | D |
| B- and C+ | = | BC | F | = | F |

UNIVERSITY of WISCONSIN-GREEN BAY

ASSIGNMENT

“It’s Great to be Me” Speech

TIME:

2-3 minutes (50 points)

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...

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).

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:

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ASSIGNMENT:

Storytelling

TIME:

3-5 minutes (15 second grace period)

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?

UNIVERSITY of WISCONSIN-GREEN BAY

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. Time Deduction: _____

Comments:

Total _____

Grade _____

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ASSIGNMENT:

Oral Interpretation of Literature (Prose or Poetry)

TIME:

3-5 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: 3-5 minutes, with an allowable 15-second grace period.

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.

UNIVERSITY of WISCONSIN-GREEN BAY

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 dress, 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

Time Deduction: _____

Total _____
ASSIGNMENT

Grade _____

UNIVERSITY of WISCONSIN-GREEN BAY

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, 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 USB drive or DVD. If you create the video on iMovie on your iPhone or iPad, you can AirDrop it to Mrs. Siolka's phone.

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: 8-10 minutes, including set up and strike down, with an allowable 15-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**?

UNIVERSITY of WISCONSIN-GREEN BAY

Demonstration Speech Form

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
- 8th

(List additional steps on the back)

CONCLUSION:

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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 dress, 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 _____

UNIVERSITY of WISCONSIN-GREEN BAY

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.
(What you want the audience to learn)
2. A central idea (summarizing the body)
3. Two or three main points in and outline
4. The audience analysis
 - 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)

UNIVERSITY of WISCONSIN-GREEN BAY

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:

- A. The audience should be interested in this topic because we all have to fulfill the General Education requirements of UW-Green Bay.
- B. 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, so most students should be aware of how to use the course catalog to find the information they need.
- C. The audience should listen to me about this topic because I took the time to interview the Dean of Admissions, who gave me some interesting tips and pointers when trying to get into the classes you need to graduate.
- D. 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.

UNIVERSITY of WISCONSIN-GREEN BAY

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)

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

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 dress, facial expression, eye contact, gestures, 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. Time Deduction: _____

Total _____

Grade _____

UNIVERSITY of WISCONSIN-GREEN BAY

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:
 - 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)
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 3)
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

I. Introduction

- A. Before I start my speech today I want everyone in the class to take a short quiz.
 - 1. According to the National Sleep Foundation, anyone who answers yes to three or more of those questions are sleep deprived.
- B. A news program recently sparked my interest in sleep deprivation.
 - 1. It said that tired drivers were worse drivers than drunk drivers.
 - 2. It made me wonder exactly how much sleep I was missing and how it was affecting me.
 - 3. So I researched sleep deprivation on the Internet and in the library.
- C. Today I want to inform you exactly how those sleepless nights are affecting you and how to get more of the sleep you need.

II. Body

- A. True sleep deprivation has been examined in several studies.
 - 1.. Randy Gardner holds the world record for staying awake 264 consecutive hours (Coren).
 - a.. He experienced physical impairment.
 - b.. He experienced mental impairment.
 - c. He experienced micro sleeps (Borbely).
 - 2. Dr. Allan Rechtschaffen conducted sleep research on rats.
 - a. All rats died within 21 days of not sleeping.
 - b. Autopsy revealed nothing unusual except body temperature.
- B. Many people operate on a sleep debt.
 - 1. Sleep debt is the accumulated hours of sleep you have missed.
 - 2. The sleep debt affects you mentally.
 - a. List of mental problems.
 - 200,000 driving accidents caused by tired drivers (News Center 4 web page).
 - Major accidents caused by tired workers (Coren).
 - 3.. The sleep debt affects you physically.
 - a.. List of physical problems.
 - French research on cyclists (Coren)
 - 4.. Example of Stanley Coren's experience with sleep deprivation.
- C. The amount of sleep people need varies, but there are some helpful tips to getting as much sleep as you need.
 - 1. Get enough sleep to refresh you (Coren).
 - 2. Set a regular bedtime (Dateline NBC).
 - 3. Sleep in a dark room.
 - 4. Avoid certain activities.

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- a. Do not drink alcohol or caffeine.
 - b. Do not smoke.
 - c. Do not exercise before sleeping.
5. Take a nap if you are tired.

III. Conclusion

- A. 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.
- B.. Some ways to ensure a good night's sleep are keeping a schedule, sleeping in a dark room, and not smoking or drinking.
- C. 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:

- A. 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.
- B. 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.
- C. 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.
- D. 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 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 dress, 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

Time Deduction: _____

Total _____

Grade _____

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Persuasive Speech for Immediate Action – Example Topics

Giving of Your Time

Nursing homes
Volunteer activities –
Holiday-related charities

Giving of Yourself

Blood -
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
Give up social media

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?)

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ASSIGNMENT

Special Occasion Speaking

TIME:

5-6 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 in Honor of a Retiree
2. A Speech of Protest
3. A Public Apology
4. A Speech to Foreign Visitors
5. A Graduation Speech

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: 5-6 minutes, with an allowable 15-second grace period.

UNIVERSITY of WISCONSIN-GREEN BAY

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.

UNIVERSITY of WISCONSIN-GREEN BAY

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.
 - 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.

UNIVERSITY of WISCONSIN-GREEN BAY

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, dress, 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

7. Time Deduction: _____

Total _____

Grade _____

UNIVERSITY of WISCONSIN-GREEN BAY

ASSIGNMENT:

Group Discussion and Presentation

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. To present the findings of the group discussion to an elected board of directors.

ASSIGNMENT:

You will be assigned to a group of 5-6 people to discuss a topic, come to a conclusion, and present your recommendations to the board (school board or village board, depending on your topic.) In your group, come up with a plan to make a change in the Village of Bonduel, Cecil, or Navarino or the surrounding area OR to make a change within The Bonduel School District. Once you have chosen your topic, use the John Dewey's Problem Solving Sequence listed below to discover background, causes, and effects and to find solutions. Then prepare a 10-minute presentation on your topic to convince the board to adopt your proposal. Each person in the group will speak approximately two minutes. You may use any type of visual aids (Power Point, Prezi, Sway, posters, flip charts, etc.) desired. Following the group presentation, the audience may ask questions of the panel for up to five minutes.

RULES FOR DISCUSSION:

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.

UNIVERSITY of WISCONSIN-GREEN BAY

SPEECH EVALUATION CRITERIA

Group Discussion

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 Presentation

1. The extent to which the participant demonstrated knowledge and research on the topic.
2. The extent to which the participant laid out a quality argument using persuasive techniques.
3. The extent to which the participant was clear in his/her own expressions, gave an organized presentation, utilized visual aids, and created a rapport with the audience.
4. The extent to which the physical presence contributes to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, handling of note cards, and bodily movement?
5. The extent to which the vocal presentation clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality?
6. The extent to which the participant utilized appropriate interpersonal skills during the question and answer session such as adjusting to others, engaging in non-personal argument, maintaining personal integrity, avoiding defensiveness in self and not creating it in others, stepping in to answer questions and offering appropriate supportive comments.

UNIVERSITY of WISCONSIN-GREEN BAY

Group Discussion Self-Grading

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

Grade for Part 1: Self-Evaluation _____

UNIVERSITY of WISCONSIN-GREEN BAY

Group Presentation Grading

Name _____

1. The extent to which the participant demonstrated that he/she was well informed on the topic for discussion and had done research.

5 4 3 2 1

2. The extent to which the participant laid out a quality argument using persuasive techniques.

5 4 3 2 1

3. The extent to which the participant was clear in his/her own expressions, gave an organized presentation, utilized visual aids, and created a rapport with the audience.

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 dress, facial expression, eye contact, gestures, handling of note cards, and bodily movement?

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. The extent to which the participant utilized appropriate interpersonal skills during the question and answer session such as adjusting to others, engaging in non-personal argument, maintaining personal integrity, avoiding defensiveness in self and not creating it in others, stepping in to answer questions and offering appropriate supportive comments.

5 4 3 2 1

Time Deduction: _____

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.

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.

Choose a time period in history and focus in on a specific event, era, or happening.

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 Power Point presentation. Your Power Point 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: 5-6 minutes, with an allowable 15-second grace period.

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.

UNIVERSITY of WISCONSIN-GREEN BAY

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

UNIVERSITY of WISCONSIN-GREEN BAY

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 dress, 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. Time Deduction: _____

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 and 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.

UNIVERSITY of WISCONSIN-GREEN BAY

- 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 joynd 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.

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UNIVERSITY of WISCONSIN-GREEN BAY

ASSIGNMENT

Final Exam—TED Talk: Present an 8-10 minute TED talk on the topic of your choice. TED talks share thought-provoking ideas in an attempt to get people to think, learn, and discuss. The topics are endless and you can see a list at <https://www.ted.com/topics> to get ideas for your talk.

TIME:

8-10 minutes

PURPOSE:

1. To gain experience in presenting a thought-provoking topic on a stage in front of an audience.

ABOUT TED

What is a TED talk (from <https://www.ted.com/about/our-organization>)?

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages.

Our Mission: Spread ideas

TED is a global community, welcoming people from every discipline and culture who seek a deeper understanding of the world. We believe passionately in the power of ideas to change attitudes, lives and, ultimately, the world. On TED.com, we're building a clearinghouse of free knowledge from the world's most inspired thinkers — and a community of curious souls to engage with ideas and each other, both online and at TED and TEDx events around the world, all year long.

In fact, everything we do — from our Conferences to our TED Talks to the projects sparked by The Audacious Project, from the global TEDx community to the TED-Ed lesson series — is driven by this goal: How can we best spread great ideas?

TED is owned by a nonprofit, nonpartisan foundation. Our agenda is to make great ideas accessible and spark conversation.

VIDEOS TO WATCH

TED recommended videos on how to do a successful TED Talk
https://www.ted.com/playlists/574/how_to_make_a_great_presentation

Eleven Must-See TED Talks
https://www.ted.com/playlists/77/11_must_see_ted_talks

Most Popular TED Talks
https://www.ted.com/playlists/171/the_most_popular_talks_of_all

UNIVERSITY of WISCONSIN-GREEN BAY

MORE ABOUT TED (from <https://www.ted.com/about/our-organization/how-ted-works/debunking-ted-myths>)

Is TED elitist?

In one sense, yes — we curate our speaker list and our TED Talks lineup very carefully. And we "curate" our audience at conferences to make sure we have a balanced, diverse group that can support our mission of bringing great ideas to the world for free.

But we also work hard not to be elitist in ways that matter. We actively seek out ideas from all over the world in multiple languages. We work to diversify both our lineup and our attendee roster, devoting time and budget to seeking out and supporting attendees who couldn't afford to come on their own, but who'll be great contributors. We also devote significant time and money to bringing TED Talks to people who lack access to broadband or have other accessibility issues. We hope the proof of the pudding is that our talks are available for free to anyone in the world.

Is TED biased?

Not every talk given at a TED conference or a TEDx event makes it to the front page of TED.com. Some speakers have suggested that their live talks didn't become TED Talks because of a bias against their political stance. In truth, TED is nonpartisan and we do our best to post talks that will contribute to a productive conversation. TED is not a place for partisan slams and one-sided arguments.

Is TED full of pseudoscience?

As the global TEDx movement grows, some local events have been targeted by speakers who make unsupported claims about science and health — from perpetual motion to psychic healing. TEDx's science guidelines clearly state that science and health information shared from the stage must be supported by peer-reviewed research. If you have concerns about the content of a TEDx talk, please write to tedx@ted.com and let us know.

Does TED ban discussion of GMOs and food?

In 2013, another website created this meme in order to draw page views (and sell vitamin supplements). The story went viral because it seemed simply too awful to believe. And indeed it was not true. TED does not ban discussion of GMOs and food. Our [formal response](#) includes a long list of TED Talks about food, GMOs, food science and the sustainability and health of our food supply.

Does TED ban [insert topic]?

TED has no formal bans on any topic. If you notice we have not covered a topic of interest to you, please suggest a speaker who can do it justice, and feel free to let us know we've been missing out! We are always looking for new ideas, topics and speakers.

Is TED rich?

TED is owned by a nonprofit. Our North American conference itself makes money, as do partnerships with companies and foundations — but we spend it as soon as we get it, supporting big projects like making TED Talks available for free, and supporting the independent TEDx community around the world. We pay fair salaries to our workers and we pay our interns. No one at TED HQ is getting rich; every dime we make goes right back into supporting our work.

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RULES:

1. Your talk will be 8-10 minutes.
2. You will present on a stage with a microphone and be videotaped. Your audience will be in chairs in front of you.
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 may not use any note cards, but you may have an outline posted on an easel to the side of your stage or use your computer as a teleprompter with no more than ten slides with 20 words per slide. You may use a limited number of four Power Point, Prezi or Sway slides as visuals in the background to support your speech with charts, visuals, or pictures, but a TED talk is not a Power Point presentation.

REQUIREMENTS:

Performance day:

- a. Bring your easel outline or ten slides
- b. Written work is due TYPED

-Must have an outline of your speech given to instructor before the TED talk

-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?

See an example of outline and audience analysis under the informative (4 minute) speech.

SPEECH EVALUATION CRITERIA

See attached rubric

UNIVERSITY of WISCONSIN-GREEN BAY

TED Talk 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? (x2)
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. Originality – To what extent did the speaker use personal experiences and anecdotes to create interest and support the theme?
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 dress, facial expression, eye contact, gestures, handling of note cards, and bodily movement?
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 presenter utilize the stage and connect to the audience as a whole?
5 4 3 2 1

7. Outline – including Specific Purpose, Central Idea, Introduction, Body, Conclusion, Audience Analysis, and Bibliography AND limited speaking notes
5 4 3 2 1

Time deduction _____

Total _____

Grade _____

UNIVERSITY of WISCONSIN-GREEN BAY

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?

UNIVERSITY of WISCONSIN-GREEN BAY

| UWGB Grading Scale | | | | Bonduel Grading Scale | |
|--------------------|---------------|-----|--------|-----------------------|-----------------------|
| A | Excellent | 4.0 | 100-99 | A+ | 100-99 |
| | | | 98-95 | A | 98-95 |
| | | | 94-93 | A | 95 |
| AB | Very Good | 3.5 | 92 | A- | 94 |
| | | | 91 | A- | 93 |
| | | | 90 | B+ | 92 |
| | | | 89 | B+ | 91 |
| | | | 88 | B+ | 91 |
| B | Good | 3.0 | 87 | B | 90 |
| | | | 86 | B | 89 |
| | | | 85 | B | 89 |
| | | | 84 | B | 88 |
| BC | Above Average | 2.5 | 83 | B- | 87 |
| | | | 82 | B- | 86 |
| | | | 81 | C+ | 85 |
| | | | 80 | C+ | 85 |
| | | | 79 | C+ | 84 |
| C | Average | 2.0 | 79 | C | 83 |
| | | | 78 | C | 82 |
| | | | 77 | C | 81 |
| | | | 76 | C | 81 |
| | | | 75 | C | 80 |
| CD | Below Average | 1.5 | 74 | C- | 79 |
| | | | 73 | C- | 78 |
| | | | 72 | C- | 78 |
| | | | 71 | D+ | 77 |
| | | | 70 | D+ | 77 |
| | | | 69 | D+ | 76 |
| | | | 68 | D+ | 76 |
| D | Poor | 1.0 | 67 | D | 75 |
| | | | 66 | D | 74 |
| | | | 65 | D | 73 |
| | | | 64 | D | 72 |
| | | | 63 | D- | 71 |
| | | | 62 | D- | 71 |
| | | | 61 | D- | 70 |
| | | | 60 | D- | 70 |
| F | Unacceptable | 0.0 | 59 | F | 69 |
| | | | | Below 69 | Adjusted by 10 points |

Tests will be adjusted from UWGB percentage up to the Bonduel grading scale as per the chart above. Speeches and assignments will be scored on the Bonduel grading scale.

Final grades are entered at UWGB as A, AB, B, BC, C, D, or F.

UNIVERSITY of WISCONSIN-GREEN BAY

Deduction Points for Time

| 4 minute speech | | 5 minute speech | | 6 minute speech | | 8 minute speech | | 10 minute speech | |
|-----------------|-------------|-----------------|-------------|-----------------|-------------|-----------------|-------------|------------------|-------------|
| time | % deduction | time | % deduction | time | % deduction | time | % deduction | time | % deduction |
| -0:15 | -6 | -0:15 | -5 | -0:15 | -4 | -0:30 | -6 | -0:30 | -5 |
| -0:30 | -12 | -0:30 | -10 | -0:30 | -8 | -1:00 | -13 | -1:00 | -10 |
| -0:45 | -18 | -0:45 | -15 | -0:45 | -13 | -1:30 | -19 | -1:30 | -15 |
| -1:00 | -25 | -1:00 | -20 | -1:00 | -17 | -2:00 | -25 | -2:00 | -20 |
| -1:15 | -31 | -1:15 | -25 | -1:15 | -21 | -2:30 | -31 | -2:30 | -25 |
| -1:30 | -37 | -1:30 | -30 | -1:30 | -25 | -3:00 | -38 | -3:00 | -30 |
| -1:45 | -43 | -1:45 | -35 | -1:45 | -29 | -3:30 | -44 | -3:30 | -35 |
| -2:00 | -50 | -2:00 | -40 | -2:00 | -33 | -4:00 | -50 | -4:00 | -40 |
| -2:15 | -56 | -2:15 | -45 | -2:15 | -38 | -4:30 | -56 | -4:30 | -45 |
| -2:30 | -62 | -2:30 | -50 | -2:30 | -42 | -5:00 | -63 | -5:00 | -50 |
| -2:45 | -68 | -2:45 | -55 | -2:45 | -46 | -5:30 | -69 | -5:30 | -55 |
| -3:00 | -75 | -3:00 | -60 | -3:00 | -50 | -6:00 | -75 | -6:00 | -60 |
| -3:15 | -81 | -3:15 | -65 | -3:15 | -54 | -6:30 | -81 | -6:30 | -65 |
| -3:30 | -87 | -3:30 | -70 | -3:30 | -58 | -7:00 | -88 | -7:00 | -70 |
| -3:45 | -93 | -3:45 | -75 | -3:45 | -63 | -7:30 | -94 | -7:30 | -75 |
| -4:00 | -100 | -4:00 | -80 | -4:00 | -67 | -8:00 | -100 | -8:00 | -80 |
| | | -4:15 | -85 | -4:15 | -71 | | | -8:30 | -85 |
| | | -4:30 | -90 | -4:30 | -75 | | | -9:00 | -90 |
| | | -4:45 | -95 | -4:45 | -79 | | | -9:30 | -95 |
| | | -5:00 | -100 | -5:00 | -83 | | | -10:00 | -100 |
| | | | | -5:15 | -88 | | | | |
| | | | | -5:30 | -92 | | | | |
| | | | | -5:45 | -96 | | | | |
| | | | | -6:00 | -100 | | | | |
| | | | | | | | | | |

You will also be deducted within the rubric if your speech is too short. Example: ideas are less developed