Instructor: JongHwa Lee, Ph.D.
Office: Library Building 306P
Office Hour: T & R (12:00 – 2:30), W (8:00 – 10:00 & 11:30 – 2:30), and
by appointment
Phone: 325-486-6080
E-mail: JongHwa.Lee@angelo.edu

Course Description:
COMM 1351 is a course designed to help students across academic majors to
learn how to communicate effectively in public by understanding and analyzing the
audience and situation then creating an appropriate message. Core public speaking skills
are message clarity, organization, language, delivery, and the use of
multimedia/presentation technology. Emphasis will be placed on presenting a variety of
speeches throughout the semester.

Student Learning Outcomes:
- Critical Thinking Skills (CT): Gather, analyze, evaluate, and synthesize information
  relevant to a question or issue; Develop and demonstrate a logical position (i.e.,
  perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.
- Communication Skills (CS): Develop, interpret, and express ideas through effective
  written, oral, and visual communication.
- Teamwork Skills (TS): Consider different viewpoints as a member of a team; Work
effectively with others to support and accomplish a shared goal.
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate
  intercultural competence, knowledge of civic responsibility, and engagement in the
campus, regional, national, or global communities.
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the
  ability to evaluate choices, actions, and consequences as related to ethical decision
  making.

Required Readings:

Course Evaluation:
- Informative Speech 200 points (150 for speech + 50 for outline)
- Persuasive Speech 200 points (150 for speech + 50 for outline)
- Special Occasions Speech 100 points
- Group Speech 200 points (150 for speech + 50 for outline)
- Quizzes 100 points (20 each x 5)
- Final Exam 100 points
- Peer Evaluation 70 points (10 x 4 speeches + 30 for group work)
- Participation 30 points

Total 1000 points

Grading Scales:
COURSE POLICY

Advising:
Please see me at least TWICE throughout the semester. I would like to learn more about you, help you, and/or chat with you. You can visit me during my regular office hours, or we can schedule a meeting. You can bring your friends with you, and you choose the topic of our chat.

Attendance & Missing Classes:
Regular attendance is required in this course. Attendance will be taken and counted beginning the first day of class. The student is allowed to miss 3 days (in MWF classes), 2 days (in TR or MW classes), and 1 day (if class meets once a week) without penalty to the final grade. However, a student’s absence will result in a zero for all work/assignment completed on that day. Once a student misses more than the allotted absences mentioned above, two (2) points will be deducted from the student’s FINAL average for each additional absence. This number includes both EXCUSED and UNEXCUSED absences. You will be counted absent if you are not present for the entire class.

To be considered excused for a class absence, the student must be excused through the school (e.g., as they will be attending a school sponsored event), and provide the instructor proper documentation for the absence. If the student misses a class period, it is the responsibility of her to complete any assignments she will be missing prior to her departure, to get notes from a class member and be prepared for the next class meeting. This includes being accountable for any changes in the schedule that were announced in the student’s absence.

Participation:
To ensure full participation credit, attendance is a necessary precondition, as is having read the assigned book chapters or readings. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Note: At the end of the semester, all students will be evaluated by their peers on their performance of listening/contribution. Again, pay attention and ask good questions.

Class Etiquette & Electronic Communication:
This classroom is a special environment in which students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behaviors include (but are not limited to): using a cell phone in any way (including text-messaging, social media posting, etc.), using a computer during class for any purpose not approved by the instructor and not directly related to the course, reading outside materials or doing homework for other classes, having side conversations while someone else is speaking, and repeated arriving late for class.

In short, before you enter classroom, turn off all your electronic devices and put them in your bag – if your cell phone is visible by me, 10 points will be taken off from
the final grade, you will be counted absent for the day and receive a zero for any work completed on that day. Be respectful, and show you care about learning!

**Late Speeches:**
If you are not present when scheduled to give your speech and do not have a legitimate reason for being absent (e.g., hospitalization, funeral of close family member, etc.), YOU WILL RECEIVE A ZERO for that presentation. If you have a legitimate reason for missing, YOU ARE REQUIRED TO MAKE UP YOUR SPEECH THE DAY THAT YOU RETURN. This means that you must have your documentation legitimizing your absence and your speech materials ready. You will be FIRST to present on the day that you return. However, if you do not have a legitimate reason, remember course policy states: Failing to give a speech on the assigned date will result in a zero. Not delivering all four speeches will result in automatically failing the class regardless of your numerical average.

Also, showing up late on your scheduled speech date will result in 10 points being deducted from your speech grade. Arrive early, check on the equipment and materials, and prepare for Plan-B – Get Ready! And, again, Show You Care!

**Late Tests:**
If you miss a test due to an excused absence (e.g., hospitalization, funeral of close family members, etc.), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student’s responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.

**Late Assignments:**
All assignments must be submitted in the class meetings in time. Any paper that is not in my possession at the end of the class period in which it is due is considered “late submission.” This includes any papers put in my mailbox or papers sent via email. The late submission will have 10 points deducted in every 24 hour period.

**Note:** Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

**Grading:**
At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 899 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, however, I will give you a number of opportunities (e.g., writing reaction papers; see below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (900) to earn an A.

**Note:** Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student’s performance on the tests and course
assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

**Extra Credit Assignments:**

During the semester, I will provide several opportunities for extra credit points (worth a total of 20 points). For example, you may earn extra credit points by attending special university lectures relevant to our class and writing a 1-2 page reaction paper. Or, I may give extra pop quizzes at the start of class, and these quizzes will be based on the assigned course readings. Consequently, to do well on these quizzes you will need to read and review the readings before class and be certain that you come to class on time.

Points earned from these reaction papers, and/or quizzes will count as extra-credit points; these points will simply be added into your total accumulation of points for the class. Therefore, missing or doing poorly on quizzes and/or reaction papers will not hurt your grade, but taking quizzes/reaction papers and doing well on them can help your grade.

**Grading Concerns:**

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. In addition, I will NEVER discuss any personal grading questions in class. After 24 hours have elapsed, stop by my office hours, or make an appointment to see me and I will be happy to address any grading concerns you might have. All grading concerns MUST be addressed WITHIN TWO WEEKS after the assignment is returned.

**Academic Misconduct:**

Plagiarism in your speech will result in a zero for the speech and will result in an ‘F’ in the course regardless of your numerical average, and the instructor may pursue additional measures. Speeches are to be the original composition of each student. Outside sources are required for each assignment with proper verbal citation in the speech and in a bibliography as required.

**Honor Code Policy:**

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one’s own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at [http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

**Religious Holiday Observance:**

- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Disability Statement:**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student’s responsibility to initiate such a request by contacting:

Mrs. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>MATERIAL</th>
<th>ASSIGNMENT</th>
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<tr>
<td>3/18</td>
<td>Orientation</td>
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<tr>
<td>3/20</td>
<td>Speaking in Public, Ethics, &amp; Listening</td>
<td>Chapter 1, 2, &amp; 3</td>
<td>Quiz 1 (Chapters 1 – 2)</td>
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<td>3/25</td>
<td>Giving Your First Speech, Selecting a Topic, &amp; Analyzing the Audience</td>
<td>Chapter 4, 5, &amp; 6</td>
<td>Quiz 1 (Chapters 3 – 4)</td>
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<td>3/27</td>
<td>Gathering Materials, Supporting Your Ideas, &amp; Organizing the Body</td>
<td>Chapter 7, 8, &amp; 9</td>
<td>Quiz 2 (Chapters 5 – 8)</td>
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<tr>
<td>4/1</td>
<td>Beginning/Ending, Outlining, &amp; Language</td>
<td>Chapter 10, 11, &amp; 12</td>
<td>Quiz 3 (Chapters 9 – 11)</td>
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<td>4/3</td>
<td>Delivery, Visual Aids, &amp; Informative Speech</td>
<td>Chapter 13, 14, &amp; 15</td>
<td>Quiz 4 (Chapters 12 – 14)</td>
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<td>4/8</td>
<td>Informative Speech</td>
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<td>Informative Speech Outline Due</td>
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<td>4/10</td>
<td>Informative Speech</td>
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<td>4/15</td>
<td>Speaking to Persuade &amp; Methods of Persuasion</td>
<td>Chapter 16 &amp; 17</td>
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<td>4/17</td>
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<td>4/22</td>
<td>Persuasive Speech</td>
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<td>4/24</td>
<td>Special Occasions Speech &amp; Group Speech</td>
<td>Chapter 18 &amp; 19</td>
<td>Quiz 5 (Chapters 15-19)</td>
</tr>
<tr>
<td>4/29</td>
<td>Special Occasions Speech</td>
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<td>5/1</td>
<td>Group Speech</td>
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<td>Group Speech Outline Due</td>
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<td>5/8</td>
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<td>Final Exam (3:30 – 5:30 p.m.)</td>
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**Project Assignments**

- Informative Speech (200 points = 150 for speech + 50 for outline)

Give a 5-7 minute speech on a topic to inform your audience, in a professional, engaging, and extemporaneous style. Particularly, your speech is to inform on a current, controversial topic of state, regional, national, or international importance – in other words, your topic is ‘the controversy of X.’ The topic (controversy) should be significant – one about which the class needs to be informed, and it needs to be presented in a balanced way of informing both sides of the controversy. Therefore, your audience should not be able to tell which side you are on regarding the topic – you will have a chance to advocate one side/camp in your persuasive speech.

For example, if you choose to give a speech about “the controversy of ‘Enhanced Interrogation’ (a.k.a., ‘Torture’),” you need to present the two (2) strongest arguments in support (pro) of the policy/practice, and the two (2) strongest arguments in opposition (con) to the policy/practice. All four points should be equally balanced and advanced with supporting information (such as statistics, examples, testimonies, narratives).

Here is an example of topic, specific purpose, and central idea statements:

**Topic:** Controversy of “Enhanced Interrogation” (a.k.a. “Torture”)
**Specific Purpose:** To inform my audience about the controversy over the pros and cons of “enhanced interrogation techniques” (a.k.a. “torture”)
**Central Idea:** The controversy of “enhanced interrogation” (a.k.a. “torture”) revolves around, and is animated by, two debated questions – on its legality and its effectiveness.

The main body of your speech may be organized like this:

I. The first main question is – “Is it legal?”
   A. Yes, it is legal.
   B. No, it is not legal.

II. The second main question is – “Is it effective?”
   A. Yes, it is effective interrogation technique for intelligence.
   B. No, it is not effective interrogation technique for intelligence.

Or, an alternative organization can be:

I. The proponents of “enhanced interrogation” are based on two grounds – with respect to its legality and effectiveness.
   A. Yes, it is legal.
   B. Yes, it is effective interrogation technique for intelligence.

II. The opponents of “torture” are based on two grounds – with respect to its legality and effectiveness.
   A. No, it is not legal.
   B. No, it is not effective interrogation technique for intelligence.
In short,
- Your speech is 5 – 7 minutes long.
- You must use at minimum 4 different sources to support your speech – at least one example, one statistics, one testimony – and, at least, one academic book, one academic journal article, and one interview.
- The different types of supporting materials must be labeled in your outline.
- You must incorporate a visual aid in your speech.
- You must submit your completed, fully developed, typed preparation outline.

Here is a sample preparation outline:

Sample Informative Speech Preparation Outline (Due – 3/1)

Title:
Specific Purpose:
Central Idea/Thesis:

Introduction
I. [Attention Getter]:
II. [Central Idea/Thesis Statement]:
III. [Credibility Statement]:
IV. [Goodwill/Audience Relevance Statement]:
V. [Preview Statement]:

Body
I. [First Main Point]:
   A. [First Sub-Point]
      1. [First Sub-Sub Point]:
      2. [Second Sub-Sub Point]:
   B. [Second Sub-Point]:
      1. [First Sub-Sub Point]:
      2. [Second Sub-Sub Point]:
   (Transition):
II. [Second Main Point]:
   A. [First Sub-Point]
      1. [First Sub-Sub Point]:
      2. [Second Sub-Sub Point]:
   B. [Second Sub-Point]:
      1. [First Sub-Sub Point]:
      2. [Second Sub-Sub Point]:
      3. [Second Sub-Sub Point]:

Conclusion
I. [Review/Summary Statement]:
II. [Restate Central Idea/Thesis Statement]:
III. [Remind Audience Credibility]:
IV. [Remind Audience Relevance]:
V. [Reference to Attention-Getter]:

References (next page)
• **Persuasive Speech (200 points = 150 for speech + 50 for outline)**

In your informative speech, you presented us two sides of a controversial issue. For this speech, you are required to pick one of the sides and persuade us to agree with you regarding this issue. Your speech may be a speech of fact or value, but it may not be a policy speech. A speech with a question of fact tries to persuade us that something is true or not true. A speech with a question of value tries to persuade us that something is ethical or unethical. A policy speech tries to persuade us that the audience should or should not do something.

Let us look at the three types:
Let me use ‘torture/enhanced interrogation’ as my topic to demonstrate the differences in the specific purpose statement.

- **Question of Fact**: To persuade my audience that people who experience torture, whether to give or receive, experience traumatic suffering both physically and mentally.

- **Question of Value**: To persuade my audience that torture is unethical.

- **Question of Policy**: To persuade my audience that all US agencies should not use torture (a.k.a. ‘coercive/enhanced interrogation techniques’) to induce intelligence. *(Can’t use this type.)*

**Time**: Your speech for this assignment must remain 5-7 minutes.

**Sources**: You must have a minimum of 5 different sources (that are verbally cited) for this speech which includes at least one academic book, one academic journal article, and one interview.

**Supporting Information**: You need to include each type of supporting information in this speech. You need to have at least one statistic, one narrative, one expert testimony, and one peer testimony, and one brief example. For all your other supporting information, you can repeat the different types as you like, but I need to hear them all at least once. **PLEASE LABEL THEM IN YOUR OUTLINE.** See example outline for idea of how to do this.
Special Occasions Speech (100 points)

Prepare and deliver a special occasion speech. This speech is meant to allow your personality to shine through. Below are the things you need to take into consideration when preparing for this speech.

The majority of speech will be graded on your conversational style. Being that the speech is short, you should be able to look up quite a bit and look at notecards very little. However, have fun with it.

That being said, look below and decide which of the three you will be doing: wedding toast, eulogy, or acceptance speech.

1. Wedding Toast (approximately 2-3 mins)
   I. Opening – Thank audience for attending the affair. Who are you?
   II. Introduce the bride and groom
   III. Story about your interactions with the bride, groom or both. (should be about their relationship)
   IV. Humor- Pick something that applies to them and is appropriate (maybe)
   V. Toast - Brief and touching or funny (So let’s raise our glasses…)

2. Eulogy (approximately 2-3 mins)
   I. Opening – Who are you?
   II. Explain your relationship with the deceased.
   III. Description of the deceased.
   IV. A story that captures your relationship with the deceased.
   V. Final thoughts.

   • DO NOT THANK THE AUDIENCE.

3. Acceptance Speech (approximately 2-3 mins)
   I. Thank that audience for selecting you as the recipient of the award and name the award.
   II. Tell us about the people that helped you get to this place in your life. (Do not simply list names, tell us how).
   III. Tell us the things you had to do to get this award.
   IV. Give a final thought for receiving the award.
• Group Speech (200 points = 150 for speech + 50 for outline)

**Topic:** Your group will give a 12-15 (or 15-18) minute group speech persuading the audience to volunteer for a particular non-profit organization, which utilizes Monroe’s Motivated Sequence. Therefore, everyone’s Specific Purpose Statement (SPS) will be: To persuade my audience that they should become a volunteer (or donate) for (to) __________. Or something like that.

Make sure that no two groups pick the same organization; if two groups pick the same organization, it will go to the first one who informed me/the class about their topic. Remember, the organization can function at the local, state, national, or international level.

**Time:** 12-15 minutes (4 groups members) OR 15-18 minutes (5 group members) (should be as equally split among group members as possible.)

**Sources:** Minimum of Five Separate Sources to qualify for an A

**Types of Supporting Info:** Try to incorporate a variety (statistics, narratives, expert testimony, peer testimony, examples, etc.)

**Visual Aid:** PowerPoint presentation – Make sure you follow the guidelines for PowerPoint.

Guidelines, please remember the following

Contrast – Dark background, light font; Light background, dark font
Repetition – Same font colors used for slides, all slides the same template
Alignment – Align pictures and fonts according to sections. Do not center everything.
Proximity – Not to crowded, not to empty. Good use of space.

Again, your presentation will be a professional, engaging, and extemporaneous style. Please bring/submit one hard copy of your speech outline and PowerPoint material.

• Quizzes (100 points = 20 each x 5)

You will be given 5 quizzes on chapter materials throughout the course of the semester. Quizzes may consist of multiple-choice, true/false, and/or essay questions.

• Peer Evaluations (70 points = 10 x 4 speeches + 30 for group work)

Students will be graded on their evaluation of their peers’ individual speeches (informative, persuasive, special occasions, and group) and listening skills (e.g., being attentive, asking good questions, engaging through nonverbal, being respectful/professional, etc.).
General Criteria for Grading Speeches

“F” – Speech uses fabricated or plagiarized material. Speech is also not extemporaneous (read or memorized).

“D” – Speech shows lack of a clear thesis or purpose, short of preparation made to deliver in an extemporaneous style, not meeting all technical requirements of the assignment, not using appropriate research to support her points, and/or lack of effective organization to develop her case. Speech also may be carelessly or unprofessionally delivered/ performed.

“C” – Speech meets basic expectations of a specific assignment, while it may not do anything more. Speech chooses a topic that is original and appropriate to the audience and occasion, articulates a clear thesis/purpose statement, provides appropriate research to support her points, utilizes an effective organization to develop her case, and demonstrates an extemporaneous style. The speech, while appropriate and professional, is otherwise non-exceptional.

“B” – Speech is not only appropriate and professional, but is performed in an engaging and dynamic style, with few errors. Speech has an original and challenging topic, advances a clear thesis/purpose, reflects a greater depth of research, professionally identify credible sources, effectively keeps the audience’s attention, uses dynamic gestures and body movements, utilizes effective transitions, and demonstrates a strategic development/organization of her case. The speech is a better speech, but does not demonstrate excellence that would be required to be considered exceptional.

“A” – Speech goes beyond that required for a “B” speech, to choose an original, challenging, and creative topic, to demonstrate excellent audience analysis and adaptation, and to reflect a greater depth of research, in a clear authorial voice in command of the materials. In addition, the style is elegant, verbally and nonverbally, indicating careful attention to present a well-constructed, well-though-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional presentation. In short, an “A” is an exceptional performance of excellence.

As a further explanation of these criteria, consider the following comments:

- A “C” speech is a good speech – It simply does not do any more than is being asked.
- A “B” speech is a better speech, but does not reveal excellence that would be required to be considered exceptional.
- An “A” is an exceptional performance. Simply meeting the expectations is not the equivalent of an “A.”

Note: The following contains checklists for grading speech and outline. These checklists have equivalent items/issues as the general criteria for grading speeches explained above. Make sure you work on drafts/rehearsals and receive my feedbacks. I can offer more and fuller feedbacks when your work is ‘in-progress’ rather than ‘final.’
Speech Preparation Outline Rubric
Outlines must be typed and complete

5=Excellent    4=Good    3=Average    2=Fair    1=Poor    0=Not Included

Introduction – 20 points (%)             Comments:

_____ gained attention and interest through attention getting statement
_____ introduced topic, thesis, or purpose clearly
_____ established credibility
_____ previewed body of speech

Body – 35 points (%)             Comments:

_____ had clear main points
_____ main points were fully supported through sub-points
_____ includes the minimum source citations (labeled in outline; clear and complete)
_____ used a variety of supporting material types
_____ organization was well planned (following appropriate speech order, i.e., chronological, spatial, topical, etc.)
_____ used language accurate, clear, concise and appropriate to audience and occasion
_____ utilized smooth transitions (introduction into body, between each main points, and into conclusion)

Conclusion – 15 points (%)             Comments:

_____ summarized main points
_____ restated purpose/thesis
_____ referenced to attention getter

Overall – 30 points (%)             Comments:

_____ outline header contains name, date, instructor and speech topic
_____ labels supporting material types in outline
_____ free of errors (grammar, spelling, etc.)
_____ includes a Works Cited or Bibliography page
_____ uses appropriate outline ordering system (i.e., I, A, 1, a)
_____ uses complete sentences

Total: __________/100 points (%)
### Speech Critique Sheet (Informative & Persuasive)

Speaker’s Name/CID: _______________________

5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor  0 = Not Performed

#### ORGANIZATION:

**Introduction:** 25 points

- **Attention getter**
- **Credibility Statement**
- **Audience relevance/identification**
- **Thesis/Purpose statement**
- **Preview body of speech**

#### Body:

25 points

- **Main points clearly identifiable**
- **Used appropriate quantity & quality of sources**
- **Cited sources properly**
- **Developed ideas in a logical & effective sequence**
- **Used effective transitions & internal previews/summaries**

#### Conclusion:

25 points

- **Reviewed/restated main points**
- **Rephrased/rearticulated thesis statement**
- **Reminded audience credibility**
- **Reminded audience relevance**
- **Decisive concluding statement**

#### DELIVERY:

**Physical Delivery:** 20 points

- **Eye contact**
- **Effective gestures & facial expressions (with few distracting mannerisms)**
- **Body movements**
- **Poise & confidence**

**Vocal Delivery:** 20 points

- **Volume**
- **Rate, pause, & pitch**
- **Conversational quality**
- **Enthusiasm**

**Language Style:** 10 points

- **Suitable & appropriate language for the audience**
- **Vivid & effective language (with few verbal fillers)**

**Sensory Aid Use:** 15 points

- **Visible/audible/readable**
- **Spoke to audience not aids**
- **Enhances, not to distract attention from, the speaker’s message**

#### OVERALL:

10 points

- **Time management**
- **Conform & adapt to the assigned speech, audience, & situation**

**TOTAL POINTS:** __________/150
Special Occasions Speech Critique Sheet

Speaker’s Name/CID: _______________________

Excellent ------------------------------ Average ------------------------------ Not Performed
(10 ----- 9 ----- 8 ----- 7 ----- 6 ----- 5 ----- 4 ----- 3 ----- 2 ----- 1 ----- 0)

SPEECH CONTENT: 50 points COMMENTS:

Wedding Toast (approximately 2-3 minutes)

------- Opening (Thanking the audience for attending & Introducing yourself)
------- Introducing the Bride & Groom
------- Story about your interactions with the bride, groom, or both
------- Humor (appropriate to the audience & situation)
------- Toast

Eulogy (approximately 2-3 minutes)

------- Opening (Introducing yourself)
------- Explain your relationship with the deceased
------- Description of the deceased
------- Story about your relationship with the deceased
------- Final thoughts

Acceptance Speech (approximately 2-3 minutes)

------- Opening (Thanking the audience for selecting you & name the award)
------- Telling the audience about the people that helped you
------- Telling the audience about what the award means to you
------- Tell the audience about the things you had to do to get this award
------- Final thoughts

DELIVERY: 50 points COMMENTS:

Physical Delivery:
------- Eye contact, gestures, facial expressions, poise, confidence

Vocal Delivery:
------- Volume, rate, pause, pitch, variety, dynamism

Conversational Quality:
------- Conversational quality

Language Style:
------- Suitable, appropriate, effective, creative language for the audience/occasion

Adaptation:
------- Conform & adapt to the speech, audience, occasion/time/place

TOTAL POINTS: ________/100
Speech Critique Sheet (Group Presentation)

Group Name: ____________________________

5 = Excellent    4 = Good    3 = Average    2 = Fair    1 = Poor    0 = Not Performed

**ORGANIZATION:**

**Introduction:** 25 points
- Attention getter
- Credibility Statement
- Audience relevance/identification
- Thesis/Purpose statement
- Preview body of speech

**Body:** 25 points
- Main points clearly identifiable
- Used appropriate quantity & quality of sources
- Cited sources properly
- Developed ideas in a logical & effective sequence
- Used effective transitions & internal previews/summaries

**Conclusion:** 25 points
- Reviewed/restated main points
- Rephrased/rearticulated thesis statement
- Reminded audience credibility
- Reminded audience relevance
- Decisive concluding statement

**DELIVERY:**

**Physical Delivery:** 20 points

<table>
<thead>
<tr>
<th>Speaker1</th>
<th>Speaker2</th>
<th>Speaker3</th>
<th>Speaker4</th>
<th>Speaker5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Contact</td>
<td></td>
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<tr>
<td>Gestures &amp; Facial Expressions</td>
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<tr>
<td>Body Movements</td>
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<tr>
<td>Poise &amp; Confidence</td>
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**Vocal Delivery:** 20 points

<table>
<thead>
<tr>
<th>Speaker1</th>
<th>Speaker2</th>
<th>Speaker3</th>
<th>Speaker4</th>
<th>Speaker5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume</td>
<td></td>
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<tr>
<td>Rate, Pause, &amp; Pitch</td>
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<tr>
<td>Conversational Quality</td>
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<tr>
<td>Enthusiasm</td>
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</tbody>
</table>

**Language Style:** 10 points

<table>
<thead>
<tr>
<th>Speaker1</th>
<th>Speaker2</th>
<th>Speaker3</th>
<th>Speaker4</th>
<th>Speaker5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Language</td>
<td></td>
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<td></td>
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<tr>
<td>Effective Language</td>
<td></td>
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</tbody>
</table>

**Sensory Aid Use:** 15 points

<table>
<thead>
<tr>
<th>Speaker1</th>
<th>Speaker2</th>
<th>Speaker3</th>
<th>Speaker4</th>
<th>Speaker5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible/audible/readable</td>
<td></td>
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<tr>
<td>Spoke to the audience</td>
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<tr>
<td>Enhance the speaker’s message</td>
<td></td>
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</tbody>
</table>

**OVERALL:** 10 points

<table>
<thead>
<tr>
<th>Speaker1</th>
<th>Speaker2</th>
<th>Speaker3</th>
<th>Speaker4</th>
<th>Speaker5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conform &amp; adapt to the assigned speech, audience, &amp; situation</td>
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</tbody>
</table>

**TOTAL POINTS:** _________/150