

Small-Group Speech Workshops
Spring 2017

Speaker: _____ Speech Edited: _____
Reviewer I: Video/Rubric _____
Reviewer II: Outlines _____
Reviewer III: Visuals _____

These small, intensive class sessions are designed to give you one-on-one feedback from your peers and teacher.

This, coupled with an appointment with the Speaking Center will give you a framework to plan your practice and development over the coming week, so that when you give your speech you will be confident, well-prepared, and calm. It will also help to develop your eye for analyzing your own speeches.

You will have three different peers respond to aspects of your speech (10-12 minutes each) and a chance to conference with me one on one (7 minutes).

At the end of the session, give this sheet and the additional sheets that you write to speaker so that they can use it for developing their speech, delivery, and visuals. Then, they will hand it in with their speaking outline notes after their speech.

Reviewer 1: Watch the video of your first peer (10 minutes).

- *Rate where the speech is at right now using the rubric on the back of this sheet.
- *Reflect on what stood out and what could use attention.
- *Highlight one point of verbal and one point of nonverbal delivery that are solid.
- *Highlight one point of verbal and nonverbal delivery that could be practiced. Why?
- *As an audience member, are there parts of the speech that seemed unclear or places where you lost interest? Be specific.

Reviewer 2: Look at the Speaking & Working Outline of a second peer (10 minutes)—write responses on a separate sheet and attach to the initial sheet for the speaker

- *How could the speaking outline be developed to facilitate conversational delivery which does not seem “read”?
- *Dig into the format of the cards: Is it an outline (no bullet points or dashes)? Key word? No more than 350 words? About one card per minute? Is the font large enough to read easily?
- *Suggest a few delivery notes to include in the speaking outline. Where could eye contact or a pause really drive home a point?
- *How could the connections between the different parts of the speech be more explicit? Transitions? Previews & Summaries? Connections between Introduction and Conclusion?

Reviewer 3: Look the Visuals for a third peer (10 minutes)

- *Load up both of your visuals onto the class overhead / projection
- *Discuss the slides in light of the goal of keeping audience attention and reinforcing memory. What is particularly effective? What could use more attention?
- *Are there places where the principle that “less is more” could be applied?
- *Suggest a point for an overview slide to reinforce the message or structure.
- *Problems to resolve? Too much text? Illegible fonts, color or formatting? Distracting transitions?

Discussing with Reviewers (10 minutes). Gather with the different reviewers to add to your written comments by talking through some of the questions and possibilities raised.

Persuasive Speech Rubric

Name:

Time:

Content

Purpose was to argue that your issue is true (assertion of fact), important (assertion of value), or needs to be acted on (assertion of policy). YES or NO

Scale: 1 = oops, 2 = sort of, 3 = ok, 4 = you got it, 5 = awesome!

Introduction ____/10

Gained attention and interest:	1	2	3	4	5
Related topic to audience:	1	2	3	4	5
Clear thesis:	1	2	3	4	5
Established credibility:	1	2	3	4	5
Previewed the main points	1	2	3	4	5

Body ____/20

Main points clear:	1	2	3	4	5
Sufficient support/evidence:	1	2	3	4	5
Transitions:	1	2	3	4	5
Language clear:	1	2	3	4	5

Organization ____/10

Fits with speech's purpose:	1	2	3	4	5
-----------------------------	---	---	---	---	---

Conclusion ____/10

Signaled:	1	2	3	4	5
Reinforced thesis & main points:	1	2	3	4	5
Ended on a strong note:	1	2	3	4	5
Connected with audience:	1	2	3	4	5

Delivery ____/20

Good eye contact:	1	2	3	4	5
Extemporaneous:	1	2	3	4	5
Sources cited:	1	2	3	4	5
Good body language:	1	2	3	4	5
Effective voice/natural:	1	2	3	4	5
On time (7-8 minutes):	YES or NO				

Use of Visuals ____/20

Employed clearly & appropriately:	1	2	3	4	5
At least 5 slides? At least one "breaker" blank slide?	YES or NO				

Paperwork ____/10

Research includes at least one book?	YES or NO				
Speech notes:	1	2	3	4	5

Additional Comments