**Common to all speeches:**

1. Allotted time
2. Content: Topic Selection/Evidence
3. Cohesive Argument: Organization/Logic
4. Delivery: Extemporaneous, Eye Contact
5. Overall Effectiveness of the Speech
6. Written Outline

Speaking Skills Assessment Rubric (on a 5-point scale)

1. Content (claims, evidence) – SLO 1b
2. Argument (organization, logic) – SLO 4c
3. Delivery (extemporaneous delivery, eye contact, nonverbal communication) – SLO 2b
4. Visual Aids (appropriateness, content, organization, formatting, handling) – SLO 2c
5. Overall Effectiveness of Speech

5 – Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

4 – Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

3 – Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

2 – Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.

1 – Failure to complete assignment during the scheduled time through lack of evident effort.

**First Informative (50 pts):**

I. Allotted Time: (4 minutes, -2 pts per +/-:30, 5 pts total, Stopped at 6:00)

II. Content (Topic Selection Relation to Audience): (10 pts)

III. Argument (Organization, including Introduction, Body, and Conclusion): (10 pts)

IV. Delivery (Extemporaneous, including Eye Contact): (10 pts)

V. Visual Aids (optional)

VI. Overall Effectiveness of the Speech: (10 pts)

VII. Written Outline (including organization, thoroughness, citation of sources): (5 pts)

**Second Informative (100 pts):**

I. Allotted Time: (4 minutes, -2 pts per +/-:30, 10 pts total, Stopped at 6:00)

II. Content:

A. Topic Selection Relation to Audience: (10 pts)

B. Evidence through citation of sources, two per main point: (10 pts)

III. Argument (Organization, including Introduction, Body, and Conclusion): (10 pts)

IV. Delivery (Extemporaneous):

A. Eye Contact: (10 pts)

B. Dramatic Delivery

1. Body Delivery (posture, movement, vitality, facial expression): (10 pts)

2. Vocal Delivery (loudness, rate, emphasis, variety, fluency, articulation, naturalness): (10 pts)

V. Visual Aids (unobtrusiveness, handling, citation of sources): (10 pts)

VI. Overall Effectiveness of the Speech: (10 pts)

VII. Written Outline (including organization, thoroughness, citation of sources): (10 pts)

**First Persuasive (100 pts):**

I. Allotted Time: (5 minutes, -2 pts per +/-:30, 10 pts total, Stopped at 7:00)

II. Content:

A. Topic Selection Relation to Audience: (10 pts)

B. Evidence through citation of sources, two per main point: (10 pts)

C. Evidence through quality of sources: (5 pts)

III. Argument (Organization, including Introduction, Body, and Conclusion): (10 pts)

IV. Delivery (Extemporaneous):

A. Eye Contact: (10 pts)

B. Dramatic Delivery

1. Body Delivery (posture, movement, vitality, facial expression): (5 pts)

2. Vocal Delivery (loudness, rate, emphasis, variety, fluency, articulation, naturalness): (5 pts)

C. Language Style (clarity, vividness, descriptiveness): (5 pts)

V. Visual Aids (unobtrusiveness, handling, citation of sources): (10 pts)

VI. Overall Effectiveness of the Speech: (10 pts)

VII. Written Outline (including organization, thoroughness, citation of sources): (10 pts)

**Second Persuasive (150) pts:**

I. Allotted Time: (5 minutes, -5 pts per +/-:30, 10 pts total, Stopped at 7:00)

II. Content:

A. Perspective (pro or con): (10 pts)

B. Evidence through citation of sources, two per main point: (10 pts)

C. Evidence through quality of sources: (10 pts)

III. Argument:

A. Organization (including Introduction, Body, and Conclusion): (10 pts)

B. Logical reasoning based on evidence: (10 pts)

C. Lack of fallacious reasoning: (10 pts)

IV. Delivery (Extemporaneous):

A. Eye Contact: (10 pts)

B. Dramatic Delivery

1. Body Delivery (posture, movement, vitality, facial expression): (10 pts)

2. Vocal Delivery (loudness, rate, emphasis, variety, fluency, articulation, naturalness): (10 pts)

C. Language Style

1. Clarity: (10 pts)

2. Vividness/descriptiveness: (10 pts)

V. Visual Aids (unobtrusiveness, handling, citation of sources): (10 pts)

VI. Overall Effectiveness of Speech: (10 pts)

VII. Written Outline (including organization, thoroughness, citation of sources): (10 pts)

**Groupwork Reports (100 pts):**

I. Group Contract: (5 pts)

II. Content

A. Evidence supporting the propostition (Pro): (10 pts)

B. Evidence supporting the opposition (Con): (10 pts)

III. Argument

A. Organization of outlines: (5 pts)

B. Argument affirming the proposition (Pro): (10 pts)

C. Argument negating the proposition (Con): (10 pts)

IV. Mechanics (grammar, spelling, APA style): (5 pts)

V. Sources (quantity, quality, 5 each pro and con): (10 pts)

VI. Overall Effectiveness of the Group (10 pts)

VII. Groupwork Peer Evaluation Form Score: (25 points)

Teamwork Skills Assessment Rubric (measured on the Peer Evaluation Form)

1. Responsibility (promptness, attendance) – SLO 3a
2. Reliability (completion of assigned tasks) – SLO 3a
3. Collaboration (contribution of ideas for pro and con arguments) – SLO 3a
4. Productivity (collection of evidence, both in quality and quantity, for the group project) – SLO 3b
5. Overall Effectiveness of the Group

5 – Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

4 – Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

3 – Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

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1 – Failure to complete assignment during the scheduled time through lack of evident effort.

**Rhetorical Criticism Essay (100 pts):**

1. Speaker and Subject Identification: (a) biographical background of the speaker and credibility in subject area, (b) identification of the subject and the relationship of subject to the speaker. This task will require the selection and citation of sources to back your claims.
2. Audience and Occasion Analysis: (a) a description of the occasion for the speech, including why you chose to observe the speech, and (b) a description of the audience following the Guidelines for Conducting an Audience Analysis in the Course Handbook.
3. Structure of the Speech: (a) identify the general and specific purposes, (b) identify the central idea, (c) identify the main points and supporting materials, and (d) describe the organization and development of ideas and the adequacy of the introduction and conclusion.
4. Delivery of the Speech: (a) identify and critique the vocal delivery techniques including use of language and transitions, and (b) identify and critique the physical delivery techniques including use of visual aids and body movement.
5. Effectiveness of the Speech: (a) critique the audience response to the speech, and (b) analyze the overall effectiveness of the speech.

I. Content (A through E as described above): (10 pts each element, 50 pts total)

II. Argument (organization, and logical conclusions from evidence): (20 pts)

III. Mechanics (grammar, spelling, APA Style): (10 pts)

IV. Sources (minimum of 3): (10 pts)

V. Overall Effectiveness of the Essay: (10 pts)

Writing Skills Assessment Rubric (on a 5-point scale)

1. Content (claims, evidence) – SLO 1a
2. Argument (organization, logic) – SLO 1a
3. Mechanics (grammar, spelling, APA style) – SLO 2a
4. Sources (quantity, quality) – SLO 4b
5. Overall Effectiveness of the Essay

5 – Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

4 – Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

3 – Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

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