**FIRC Q3 Week 3 Agenda**

**February 18-22, 2013**

FIRC Public Speaking

Week 3: **Speech #2 Introduction Speech**

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| Day 1 (90 mins)**Mon 2/18**  | Day 2 (90 mins.)**Tues 2/19 & Wed 2/20**  | Day 3 (45 mins.)**Thurs 2/21 & Fri 2/22** |
| * **Student Holiday**
 | * **Speech #2 Introduction Speech** delivered in reverse alpha order
* Hand in speech outlines regardless of speaking order
* Bring 24 copies of p.17 to

complete Peer Evaluations for each speaker | * **Speech #2 Introduction Speech** delivered in reverse alpha order
* Bring 24 copies of p.17 to

complete Peer Evaluations for each speaker* Hand in your completed Peer Evaluation Summary Forms w/ originals stapled to back
* If Round 2 is completed by 2:30, move to lab 210 to complete a Video Self-Evaluation due at the end of class
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| **HW**: * **Prepare Speech #2**: Introduction **Speech and Typed Formal Outline** (due day 1 regardless of speaking order)
 | **HW**: * Review your Peer Evaluation Forms from classmates and complete a Peer Evaluation Summary Form (copy p.18 in your handbook). Staple all your original Peer Evaluation Forms behind your completed summary.
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* Read handouts on evidence & style, pp.31-44
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**Evaluation Criteria & Process:**

1. Student speeches will be evaluated by the instructor for a grade on the three extemporaneous speeches using a rubric scaled 1-5 critiquing various elements of speech content (introduction, body, conclusion), delivery, and overall effectiveness. The same rubric will apply for all speeches, but the level of expectation will increase with each speech. Certain elements on the rubric will be evaluated for each speech; others will be added as concepts are introduced.
2. Students will begin developing critical listening skills by completing the **FIRC Speech Peer Evaluation form** for all speeches to evaluate peers in the areas of speech content, organization and presentation and for appropriate use of non-verbal body language. After each speech, students will consider their peers’ comments and attach the peer evaluation forms to a completed FIRC Peer Evaluation Summary form by the next class.
3. Students will evaluation their own performance in two ways. First, they will summarize and synthesize comments from peer evaluation input using the **FIRC Peer Evaluation Summary form**. Second, students will watch their video-taped speeches and evaluate them according to the same criteria for instructor comments using the **FIRC Video Tape Self-Evaluation form**.