**FIRC Q4 Week Four Agenda**

**April 29-May 3, 2013**

FIRC Public Speaking

Week 4: **Speech #2 Introduction Speech**

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| Day 1 (90 mins)  **Mon 4/29 & Tues 4/30** | Day 2 (90 mins.)  **Wed 5/1 & Thurs 5/2** | Day 3 (45 mins.)  **Fri 5/3** |
| * **Speech #2 Introduction Speech** delivered in alpha order * Hand in speech outlines regardless of speaking order   (Blue HW Box)   * Bring 22 copies of p. 17 and Complete Peer Evaluations for   each speaker | * **Speech #2 Introduction Speech** delivered in alpha order * Bring copies of p. 17 and Complete Peer Evaluations for   each speaker   * Hand in Peer Evaluation Summary (p.18) stapled to all you original evaluations * Discuss requirements for Speech #4: Research PPT Speech * Discuss appropriate topics | * **Meet in Lab 210** for Video Self-Evaluation of Speech #2 * Hand in your completed Peer Evaluation Summary Forms * **Choose a topic and write a tentative thesis for Speech #4 Definition Research Speech to hand in at beginning of next class (Bring to class on Mon/Tues next week)** |
| **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. | **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. | **HW**:   * Read handouts for Evidence and MLA rules for integrating borrowed research materials into speeches and texts (pp.31-34) and for Research PPT Speech #4 (pp.45-56) * Read *Rules for Writers* on in-text citations & Works Cited pp.426-430; scan samples; read pp.435-438; scan samples, esp. online (pp.447-451); read p.465 and 474-475 |

**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**.