**FIRC Q3 Week Five Agenda**

**March 4-8, 2013**

FIRC Public Speaking

**Week 5: Speech #3 Ceremonial/Epideictic Speech**

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| Day 1 (90 mins)  **Mon 3/4 & Tues 3/5** | Day 2 (90 mins.)  **Wed 3/6 & Thurs 3/7** | Day 3 (45 mins.)  **Fri 3/8** |
| * **Speech #3 Ceremonial/ Epideictic Speech** delivered in alpha order from the middle down * Outlines all due day 1 regardless of speaking order * Complete Peer Review Evaluations for each speaker | * **Speech #3 Ceremonial/ Epideictic Speech** delivered in alpha order from the middle down * Complete Peer Review Evaluations for each speaker * Hand in your completed Peer Evaluation Summary Forms | * **Meet in Lab 210** * Conduct Video Evaluation Summary using p.16 form – turn in at the end of class |
| **HW**:   * Complete Peer Evaluation Summary Form due next class   (Place in your class folder in the blue homework box next class) | **HW**:   * Complete Peer Evaluation Summary Form due next class   (Place in your class folder in the blue homework box next class)   * Make a copy of p.16 to bring to class | **HW**:   * Choose a topic and write a tentative thesis for Speech #4 Definition Research Speech to hand in at beginning of next class – meet in Lab 210 all next week, except Pd.8 Tues, 3/5 meet in 201 |

**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**.