**FIRC Q1 Week Six Agenda**

**October 8-12, 2012**

FIRC Public Speaking

**Week 6: Speech #3 Inspirational Ceremonial Speech & Outline**

|  |  |  |
| --- | --- | --- |
| Day 1 (90 mins)**Mon 10/8 & Tues 10/9** | Day 2 (90 mins.)**Wed 10/10 & Thurs 10/11** | Day 3 (40 mins.)**Fri 10/12**  |
| * **Speech #3: Inspirational Ceremonial Speech** *delivered in alpha order from middle down (Pd.7 – Allison Fegler; Pd.8 – Victoria Hughes)*
* Outlines all due day 1 regardless of speaking order
* Complete Peer Review Evaluations for each speaker – bring 24 copies of p.17
 | * **Speech #3: Inspirational Ceremonial Speech** *delivered in alpha order from middle down*
* Complete Peer Review Evaluations for each speaker – bring 20 copies of p.17
* Hand in Peer Evaluation summaries w/originals attached
 | * Class meets in Lab 210
* Conduct Video Self-Eval using p.16
* Hand in Peer Evaluation summaries w/originals attached
* Complete PresentationZen video, if time permits
 |
| **HW**: * Complete Peer Evaluation Summary Form p.18 and staple all original evals to back - due next class
 | **HW**: * Complete Peer Evaluation Summary Form p.18 and staple all original evals to back - due next class
* Copy p.16 Video Self-Eval
 | **HW**: * Read handouts for Research PPT Definition Speech #4 Assignment, evidence, & source citation (pp.45-46 & p.53)

  |

**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**.