

IMPROMPTU SPEECH EVALUATION

Note: The speaker on the video had 2 minutes to prepare his speech, but I am grading this as if he had the full 6 minutes of preparation time that we are using this quarter.

+ = excellent, √+ = good, √ = adequate, √- = flawed, - = poor/missing

Arrangement & Invention (45 points)

- + The speaker clearly and effectively stated the thesis affirming or countering the chosen sentence in the introduction
- + The speaker clearly and effectively previewed the main points in the introduction
- + The speaker clearly and effectively transitioned between main points
- + The speaker clearly and effectively restated the thesis and reviewed the main points in the conclusion
- √+ The speaker concluded the speech clearly and effectively
- √+ The main points adhered to the principles of coordination, subordination, and discreteness
- √+ The speaker explained clearly and effectively how the main points supported the thesis

- √ The evidence adhered to the principles of coordination, subordination, and discreteness
- √ The speaker explained clearly and effectively how the evidence supported the main points
- √+ In general, the speaker advanced a clear and well-reasoned argument

Delivery (15 points)

- √+ The speaker engaged the audience
- √+ The speaker spoke at a pace that contributed to the meaning and rhythm of the speech
- √+ The speaker moved and gestured in a natural way that contributed to speech
- + The speaker spoke confidently and with appropriate projection for the space
- + In general, the speaker's delivery contributed to the meaning and clarity of the speech

Comments:

Invention: You had a nice opening to the speech. You had some good examples in IB, IIA and IIB, but they need to be discussed as more concrete. That is, you indicated something that might serve as good evidence, but you never really talked about in concrete terms. For example, talk about how and why this ban might contradict a specific religious issue or practice. IA doesn't really support your claim that PAS is popularly supported (your discussion of polls, on the other hand, does). Just because you support PAS doesn't mean that it is popularly supported. I assume there are many things that you support that aren't widely supported. Finally, I would like to hear more about how your second main point is a reason for PAS. I think it is there, but "my body, my choice" is a statement more than it is a reason.

Arrangement: You had good overall coordination, and subordination, and discreteness at the level of the main points, but not so much at the level of the examples. IA wasn't subordinate to I, and IIA and IIB needed to have more discussion of the inference. You did do a good job of having a clear overall structure to the speech and highlighting that structure orally for the audience.

Style: The phrasing on the main points was good, but it could be better. For example, "I. PAS is popularly supported II. PAS should be a personal right." You had some good use of active voice in your delivery.

Delivery : You had nice conversational delivery, though I would like to see a bit more interaction with the audience. Also, you seemed just a bit rushed, but you had lots of time. If anything, work on going slower through tongue-tying phrases like "Physician Assisted Suicide."

Time: 3:45

Time Penalty (if any):

Grade for Speech: 51/60