

### Finding Your Partner and Writing Your Questions:

This week you are getting ready to conduct an informational interview with one of your classmates in this class. This will be conducted and recorded using Microsoft Teams. Please use [Creating a Microsoft Teams Meeting](#) on how to use and set up a meeting.

To get ready for this, you have 2 activities for this discussion.

Part 1 (Due by Friday 2/23 @ 11:59 pm) - Find and post in this discussion who you will interview. You will each take a turn being the interviewer and interviewee. You have been able to learn a lot about your classmates with both the introduction and LinkedIn discussion posts.

Part 2 (Due by Sunday 2/25 @ 11:59 pm) - Using the preparation information found in the [Informational Interviewing & Networking](#) folder, post your proposed interview questions. Make sure to include:

- Your welcome message
- Your questions
- Any transitions
- Your closing messages

Your final recorded interviews should be between 6 - 9 minutes so that isn't very long.

### Informational Interview:

Using [Microsoft Teams](#), set up a meeting with your interview partner that you selected in [Informational Interviews](#). Using the written questions from the same post as a guide, you must do the following:

- Schedule the interview by coordinating your partner to find a suitable time for the interview
- Use Teams to set up the meeting for the interview
- Make sure both of you have the meeting link
- Dress appropriately to demonstrate professionalism (it doesn't matter if it is online - much of work is now online so you need to at least have the ability to demonstrate a professional appearance)
- You may make 1 or 2 videos (i.e. both interviews in 1 long video or 2 shorter videos)
- Be sure to upload the links to a video-sharing platform like YouTube or Vimeo
- Everyone must post the links in an individual post (for grading purposes)
- The interview links are due on 3/3 (Sunday) @ 11:59 pm.
- FOR A POSSIBLE 10 POINTS EXTRA CREDIT
  - Give substantial (4 - 6 developed sentences) feedback to one of your classmates on their performance as both an interviewer and interviewee
  - Due by 3/10 @ 11:59 pm
  - Topics that should be considered with the feedback:

- Quality of questions
- Presentation style
- Professionalism
- Vocal Delivery

### Assignment #1 – Selecting your topic

This week we are getting ready for your Informative Speech. To prepare for this, you must brainstorm 2 potential ideas for your informative speech and share at least one source (it does not have to be peer-reviewed) for each speech.

In addition to the idea and the source, you must also share your reasoning for selecting each topic.

### Assignment #2 – Researching and outlining your topic

To continue to prepare for your Informational presentation, we will be working this week on developing the supplementary information and ideas.

For this discussion topic, please share the following:

- The topic you selected
  - What type of informational speech will it be?
  - Why did you decide on this for your final topic?
- Sources
  - Share 2 additional sources as well as the one from last week in APA style
  - Apply the CRAAP test we used for the persuasive video essay on all 3 sources
  - One of the sources must be peer-reviewed
- Outline
  - Introduction – share your speech purpose
  - Body
    - Share your three main points
    - Select 2 types of visual aids you will be using in your final PowerPoint presentation
      - Pictures
      - Diagrams
      - Video or audio recording (no more than 30 seconds long)
      - Charts
      - Graphs
      - Tables
      - Decision Tree

### Assignment #3 – Preparing your presentation aid

In our final pre-assignment for your Informative Speech, this week you will be working on creating a rough draft of your PowerPoint.

For this discussion topic, please share the following:

- Either upload or share a link to your presentation that be accessed by me and your fellow classmates
- What must be in the draft version:
  - Embedded visual aids
  - Main talking points (the slide does not need to be full of words!)
  - Select the colors you plan on using in your final presentation aid
  - Introduction and conclusion slides
  - References slide

## Informational Speech

### Topic Selection:

- Choose a topic that you are passionate about and that is informative.
- Ensure that your topic is suitable for an informative speech. It should aim to educate or inform the audience about a specific subject
- Informative speeches may follow one of the following (for specifics, see Chapter 23 in *A Speaker's Guidebook*)
  - Speeches about events
  - Speeches about concepts
  - Speeches about issues
  - Speeches about processes
  - Speeches about people
  - Speeches about objects or phenomena

### Research:

- Conduct thorough research on your chosen topic.
- You will need at least 4 sources for your topic
  - 1 must be a peer-review source ([What is peer-reviewed?](#))
  - The remaining three may be:
    - Articles (Newspaper or Magazine)
    - Encyclopedia Entries
    - Quality online sources (if you are not sure, please ask!)
- You must use oral citations in your speech (see Chapter 10 in *A Speaker's Guidebook*)

### Presentation Structure:

- Introduction:
  - Grab the audience's attention with a compelling opening statement or anecdote related to your topic.
  - Clearly state the purpose of your speech and provide an overview of what you will be discussing.
- Body:
  - Organize your main points logically. Use subheadings to break down complex information.
  - Support your points with evidence, examples, statistics, or visual aids.
  - Ensure smooth transitions between different sections of your speech.
- Conclusion:
  - Summarize the key points covered in your speech.
  - End with a strong closing statement that reinforces the significance of your topic.

### PowerPoint Presentation:

- Create a PowerPoint presentation to accompany your speech.
- You must use at least two (2) of the types of visual aids discussed in Chapter 20 in *A Speaker's Guidebook*
  - Pictures (photographs or drawings)
  - Diagrams
  - Video or audio recording (no more than 1 minute long)
  - Charts
  - Graphs
  - Tables

- Decision Tree
- Design slides that are visually appealing and easy to read.
- Avoid cluttered slides with too much text.
- Include a title slide, content slides, a concluding slide, and a slide for your references.

Delivery:

- Your speech must be 7 to 9 minutes long
- You must also be visible along with your PowerPoint. I recommend using [Kaltura Capture](#) (available from KSU) to record your presentation. You may also use other software if you prefer
- You need to make eye contact with the camera - this is not a speech where you read from your notes!

Evaluation Criteria:

- Content: Accuracy, relevance, and depth of information presented.
- Organization: Clarity of structure, logical flow of ideas, and transitions between sections.
- Delivery: Confidence, clarity, and engagement with the audience.
- Visual Aids: Effectiveness and appropriateness of PowerPoint slides in enhancing the presentation.
- Time Management: Ability to stay within the allocated time limit.
- Overall Impact: The overall effectiveness and impact of the informative speech and presentation.



# Information Interview - Assignment #2

Course: Public Speaking Section W03 Spring Semester 2024 CO

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
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Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
Body Language	<p>Maintains consistent and appropriate eye contact with the camera or interviewer</p> <p>Demonstrates good posture throughout the interview, conveying confidence</p> <p>Uses facial expressions to express engagement and interest</p> <p>Uses appropriate and purposeful gestures to enhance communication</p> <p>Demonstrates overall effective non-verbal communication</p>	<p>Lacking in one of the following areas:</p> <p>Maintains consistent and appropriate eye contact with the camera or interviewer</p> <p>Demonstrates good posture throughout the interview, conveying confidence</p> <p>Uses facial expressions to express engagement and interest</p> <p>Uses appropriate and purposeful gestures to enhance communication</p>	<p>Lacking in two of the following areas:</p> <p>Maintains consistent and appropriate eye contact with the camera or interviewer</p> <p>Demonstrates good posture throughout the interview, conveying confidence</p> <p>Uses facial expressions to express engagement and interest</p> <p>Uses appropriate and purposeful gestures to enhance communication</p>	<p>Lacking in three of the following areas:</p> <p>Maintains consistent and appropriate eye contact with the camera or interviewer</p> <p>Demonstrates good posture throughout the interview, conveying confidence</p> <p>Uses facial expressions to express engagement and interest</p> <p>Uses appropriate and purposeful gestures to enhance communication</p>	Student did not complete assignment	/ 15



Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
		Demonstrates overall effective non-verbal communication	Demonstrates overall effective non-verbal communication	Demonstrates overall effective non-verbal communication		
Vocal Delivery	<p>Speaks clearly and articulates words effectively</p> <p>Maintains an appropriate and steady pace of speech</p> <p>Ensures a consistent and audible volume throughout the video</p> <p>Utilizes a suitable tone and pitch for a professional interview setting</p>	<p>Lacking in one of the following areas:</p> <p>Speaks clearly and articulates words effectively</p> <p>Maintains an appropriate and steady pace of speech</p> <p>Ensures a consistent and audible volume throughout the video</p> <p>Utilizes a suitable tone and pitch for a professional interview setting</p>	<p>Lacking in two of the following areas:</p> <p>Speaks clearly and articulates words effectively</p> <p>Maintains an appropriate and steady pace of speech</p> <p>Ensures a consistent and audible volume throughout the video</p> <p>Utilizes a suitable tone and pitch for a professional interview setting</p>	<p>Lacking in three of the following areas:</p> <p>Speaks clearly and articulates words effectively</p> <p>Maintains an appropriate and steady pace of speech</p> <p>Ensures a consistent and audible volume throughout the video</p> <p>Utilizes a suitable tone and pitch for a professional interview setting</p>	Student did not complete assignment	/ 15

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
Quality of questions	<p>Asks questions directly related to the interviewee's background and experiences.</p> <p>Poses thoughtful and open-ended questions to encourage detailed responses.</p> <p>Demonstrates diversity in question types.</p>	<p>Questions are mostly relevant, but some may be tangential or less focused on the interviewee's background</p> <p>Questions are somewhat open-ended, but some are overly simplistic or may lead to brief responses</p> <p>Shows some variety in question types but lacks a comprehensive mix</p>	<p>Questions have limited relevance to the interviewee's background and experiences</p> <p>Questions are primarily closed-ended, limiting the depth of the interviewee's responses</p> <p>Questions are somewhat repetitive or focus on a narrow range of inquiry</p> <p>Questions lack clarity and may be disorganized, making it challenging to follow the interviewer's line of inquiry</p>	<p>Questions lack clear relevance to the interviewee's profile and purpose of the interview.</p> <p>Questions lack depth and fail to prompt detailed or insightful responses</p> <p>Questions lack variety, with a heavy emphasis on a single type of questioning</p> <p>Questions are confusing or incoherent, hindering the effectiveness of the interview</p>	Student did not complete assignment	/ 15

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
Professionalism in delivery as the interviewer	<p>Begins the interview professionally, introducing the purpose and setting the tone</p> <p>Maintains appropriate body language throughout the interview, demonstrating active listening</p> <p>Uses a professional and respectful tone, employing suitable language for the context</p> <p>Asks relevant follow-up questions to delve deeper into responses (when relevant)</p>	<p>Lacking in one of the following areas:</p> <p>Begins the interview professionally, introducing the purpose and setting the tone</p> <p>Maintains appropriate body language throughout the interview, demonstrating active listening</p> <p>Uses a professional and respectful tone, employing suitable language for the context</p> <p>Asks relevant follow-up questions to delve deeper into</p>	<p>Lacking in two of the following areas:</p> <p>Begins the interview professionally, introducing the purpose and setting the tone</p> <p>Maintains appropriate body language throughout the interview, demonstrating active listening</p> <p>Uses a professional and respectful tone, employing suitable language for the context</p> <p>Asks relevant follow-up questions to delve deeper into</p>	<p>Lacking in three of the following areas:</p> <p>Begins the interview professionally, introducing the purpose and setting the tone</p> <p>Maintains appropriate body language throughout the interview, demonstrating active listening</p> <p>Uses a professional and respectful tone, employing suitable language for the context</p> <p>Asks relevant follow-up questions to delve deeper into</p>	Student did not complete assignment	/ 15

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
		responses (when relevant)	responses (when relevant)	responses (when relevant)		

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
Professionalism in delivery as the interviewee	<p>Introduces oneself professionally, providing relevant background information</p> <p>Maintains appropriate eye contact, posture, and engagement throughout the interview</p> <p>Uses a professional and articulate tone, choosing words carefully</p> <p>Provides clear and concise responses without unnecessary elaboration</p>	<p>Lacking in one of the following areas:</p> <p>Introduces oneself professionally, providing relevant background information</p> <p>Maintains appropriate eye contact, posture, and engagement throughout the interview</p> <p>Uses a professional and articulate tone, choosing words carefully</p> <p>Provides clear and concise responses without</p>	<p>Lacking in two of the following areas:</p> <p>Introduces oneself professionally, providing relevant background information</p> <p>Maintains appropriate eye contact, posture, and engagement throughout the interview</p> <p>Uses a professional and articulate tone, choosing words carefully</p> <p>Provides clear and concise responses without</p>	<p>Lacking in three of the following areas:</p> <p>Introduces oneself professionally, providing relevant background information</p> <p>Maintains appropriate eye contact, posture, and engagement throughout the interview</p> <p>Uses a professional and articulate tone, choosing words carefully</p> <p>Provides clear and concise responses without</p>	Student did not complete assignment	/ 15

Criteria	Level 5 15 points	Level 4 10 points	Level 3 7 points	Level 2 3 points	Level 1 0 points	Criterion Score
		unnecessary elaboration	unnecessary elaboration	unnecessary elaboration		

Total / 75

## Overall Score

**Level 4**  
11 points minimum

**Level 3**  
8 points minimum

**Level 2**  
5 points minimum

**Level 1**  
0 points minimum

## LinkedIn Assignment #1

- Find 3 entry-level job listings in your chosen field/profession
- From each of the listings, pull at least 3 required and/or desired requirements
  - For each of the requirements, answer the following questions:
    - How do you think the employer is defining the skill? How are you defining the skill?
    - What experience (paid, volunteer, or classroom) do you have to demonstrate this skill?
    - What can you do in the current semester to help add that skill to your career toolbox?
  - Use 2 – 4 complete, grammatically correct sentences for each requirement
- List each job individually by embedding the direct link to the job
  - Example: [RN Residency Summer 2024 – Piedmont Atlanta](#)
- Under each job listing, post the individual list of requirements and the answers to the individual questions
  - Example:
    - Effective Communication
      - Definition: 2 – 4 sentences
      - Personal Experience: 2 – 4 sentences
      - Semester Plan: 2 – 4 sentences
    - Leadership
    - Ability to Handle Stressful Situations

## LinkedIn Assignment #2

For this week, you are going to start thinking about some of the specifics of your profile including your headshot, cover photo, headline, and skills. For an overview of these sections, please review

[Speech 1](#) (PowerPoint)

[LinkedIn Profile - Speech 1](#) (Recorded Lecture)

### Additional Resources for Creating Your LinkedIn Profile

I wanted to draw your attention to the [Professional Headshot Service](#) available to students on both the Kennesaw and Marietta Campuses. Don't worry if you are not able to get there! You can take a proper headshot with your phone. This is just one of the many resources available to you via Career Services.

In this post, please share the following:

- Your headshot
  - How does it reflect who you are and your professional goals?
  - Does your headshot reflect the rule of thirds?
- Your cover photo
  - How are you going to style your cover photo?
  - How does it connect to what you want to do?
- Your headline
  - You may use AI to help develop your headline.
  - If you do, please be sure to follow these steps:
    - State that AI was used and what platform you used
    - What prompt or prompts did you give?
    - Did you need to give more than one prompt?
  - How does your headline bridge the gap between your status as a student and your long-term professional goals?
- Your skill list
  - Make a list of at least 10 skills that you currently have demonstrating your connection to the field
  - Provide 1 - 3 sentences for each skill from your experience and your classwork

Feel free to look at other, more established people in your field for inspiration. If you find a great profile you may want to model your profile on, feel free to include it.



### LinkedIn Assignment #3

- Find 3 – 5 LinkedIn Members in your chosen field and analyze their summary to help you get started and link to them in your post
- You may use an AI app to help craft your summary. If you do:
  - State that AI was used and what platform you used
  - What prompt or prompts did you give?
  - Did you need to give more than one prompt?
  - What kinds of changes did you need to make?
- Your summary needs to include the following
  - An engaging opener
  - Why you are passionate about the field
  - Talk about your experience
  - Include specific skills (and examples if you have them)
  - Include a call to action – who you want to connect with and why
- Formatting
  - Use professional language that reflects who you are
  - Edit, edit, edit!
  - Break up text blocks as it can appear off-putting to readers and recruiters who may have to scan multiple profiles

## LinkedIn Assignment #4

This week you will be pulling together your prior three discussions ([Researching Entry-Level Positions in Your Field](#), [Headshot, Cover Photo, Headline and Skills](#), and [Write your summary](#)) to create your LinkedIn Profile.

To successfully complete this first speaking assignment, you must do the following:

- Create and publish your LinkedIn profile and share it with the class like this: [Karen Sichler](#)
- You will present your LinkedIn profile in a 4 - 5 minute presentation
  - Use screen recording software and upload the link to either [Vimeo](#) or [YouTube](#)
  - Be sure to make set your video as either "hidden from Vimeo" or Unlisted in YouTube so that we can see the video but it cannot be found in a search
  - Share your presentation link - it must be an embedded link
  - What you need to include in your presentation:
    - Justification/Explanation of your headline
    - Overview of your images and how they correlate to the professional image
    - Discussion of your summary
    - Long-term goals of what you hope to complete by the end of your degree
  - You will be graded on:
    - Professionalism
    - Clarity
      - Organization
      - Speaking
      - Word Choice
    - Completeness of Information
    - Writing and grammar

For technical information to help you get started, please review:

### [Creating Your Presentation Resources](#)

Your LinkedIn Profile Link and Presentation link must be shared by 2/11 (Sunday) by 11:59 pm

**EXTRA CREDIT OPTION:** To earn potentially 10 additional points, you must provide a substantial response to one of your classmate's LinkedIn Profile and Presentation by 2/18 (Sunday) by 11:59 pm. You may not respond to someone who has already received a response. To earn these points, you need to give constructive feedback that your classmate could use to help improve their presentation or profile.



# Assignment #1 - Linked Profile Research

Course: Public Speaking Section W03 Spring Semester 2024 CO

Criteria	Level 4 3 points	Level 3 2 points	Level 2 1 point	Level 1 0 points	Criterion Score
Job Listings	<p>3 jobs are listed</p> <p>All jobs are linked to their online source</p> <p>Format follows the example</p>	<p>Post is demonstrating one of the following:</p> <ol style="list-style-type: none"> <li>1. 2 or less jobs are posted</li> <li>2. Job(s) are not linked to their online source</li> <li>3. Format does not follow the example</li> </ol>	<p>Post is demonstrating two of the following:</p> <ol style="list-style-type: none"> <li>1. 2 or less jobs are posted</li> <li>2. Job(s) are not linked to their online source</li> <li>3. Format does not follow the example</li> </ol>	<p>Student did not post by the required times.</p>	/ 3

Criteria	Level 4 3 points	Level 3 2 points	Level 2 1 point	Level 1 0 points	Criterion Score
Requirement & Supporting Information	<p>At least 3 requirements are listed</p> <p>All of the assessment criteria is listed</p> <p>Student used specific information and examples to support requirement</p>	<p>Post is demonstrating one of the following:</p> <ol style="list-style-type: none"> <li>1. Less than 3 requirements are listed</li> <li>2. Assessment criteria is missing</li> <li>3. Student did not use specific information or examples</li> </ol>	<p>Post is demonstrating two of the following:</p> <ol style="list-style-type: none"> <li>1. Less than 3 requirements are listed</li> <li>2. Assessment criteria is missing</li> <li>3. Student did not use specific information or examples</li> </ol>	<p>Student did not post by the required times.</p>	<p>/ 3</p>

Criteria	Level 4 3 points	Level 3 2 points	Level 2 1 point	Level 1 0 points	Criterion Score
Response to Classmate	<p>Response contained at least 3 well-development sentences</p> <p>Response contributed to the conversation in a meaningful way by asking thoughtful question(s) or providing new insight</p>	<p>Response was less than 3 sentences but had strong ideas</p> <p>Contributed somewhat to conversation</p> <p>Example: Stating a fact about the topic but not really making a connection</p>	<p>Response was less than 3 sentences</p> <p>Lacked in development and depth</p> <p>Response did not further the conversation</p> <p>Example: I agree with your post! This is a great post!</p>	Student did not post by the required times.	/ 3

Criteria	Level 2 1 point	Level 1 0 points	Criterion Score
Grammar & Writing	Post completely free of grammatical errors.	Post has more than 3 errors OR student did not post by the required times.	/ 1

Total	/ 10
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## Overall Score

**Level 4**

9 points minimum

**Level 3**

5 points minimum

**Level 2**

3 points minimum

**Level 1**

0 points minimum

## Assignment #1 – Brainstorming Your Topic and Finding and Assessing Information

For your next public speaking assignment, you will be crafting a persuasive video essay. Persuasion is defined as the process of creating, reinforcing, or changing people's beliefs or actions. Persuasion is difficult because people have a bias against change and it can be stressful. To help you select and develop your topic, we will go through several steps to get you ready.

For your first assignment, you will have to have to craft a proposition (a statement in a persuasive speech that is a judgement or an opinion) and you will have to select one of the classical persuasive appeals (ethos, logos, or pathos) to use. Finally, you need to find 1 that can be used as part of the evidence in your persuasive video essay.

To help you on your journey, please answer the following questions to help you discover a potential suitable topic for your video essay. In this post, be sure to share your answers to the questions as well as 2 potential topics for your video essay, your proposition (which can change as your idea develops), and the persuasive appeal that you currently think it is best to use.

### Questions:

- What communities do you belong to? This can include in your home/where you are from and live, at Kennesaw State University, and online communities you take part in.
- What social and cultural issues do you think are most important to your communities?
- Which two issues am I most interested in and want to learn about?
- Please share your source that you found.
- Use the following criteria to assess the quality of your source ([CRAAP Test](#)):
  - Currency
    - When was the information published?
    - Has it been updated?
    - Are any internal links functional?
  - Relevance
    - Does the information actually relate to your topic?
    - Who is the intended audience?
    - Is this information at the appropriate level (i.e. university student)?
  - Authority
    - Is there an author listed? Is there contact information for the author?
    - Is the author qualified to write about the topic?
  - Accuracy
    - Where does the information come from?
    - Is the information supported by evidence?
    - Are there spelling or grammar errors?
  - Purpose
    - What is the purpose of this information? Inform? Persuade? Entertain?
    - Is the point view objective and/or is the purpose clear?

## Assignment #2 – Finding Your Voice

Now that you have discussed the potential topics for your video essay with your classmates, it is now time to select your topic and develop the tone and voice for the assignment. When creating online content, it is important to take into account your audience as well as how you wish to represent yourself. Almost all of us create and share content for sites such as X, TikTok, and Instagram to name a few. However, it is important to understand that once we hit post, even if we delete it later, it may still exist somewhere online. For example, some social media sites own our content once we use their platform to share content. There are also services like [The Wayback Machine](#) (hosted at the Internet Archive) that periodically cache pages so that Internet content is not lost. Therefore, let us consider what good and not so good online discussions look like.

Please answer the following questions to help further develop your video essay:

- What topic have you selected for your video essay?
- What are the positive and negative perspectives on the topic?
- What are the most important points do you think you need to make in your essay?
- What points do you think a viewer could take the wrong way? How can you successfully (i.e. to have a positive viewer reaction) integrate this point(s)?
- How much of myself do I want to include in the essay?

## Assignment #3 – Outlining and Call to Action

This week we will be writing the outline for your persuasive video essay. You will be using [Monroe's Motivated Sequence](#) as the framework for your outline. Be sure to include main and subpoints for each step. You must also share 2 possible action steps for your classmates to give feedback on. Remember, your call to action needs to be something specific that your audience can both identify and do.



1 <sup>st</sup> Set of Criteria					
	30 pts	20 pts	10 pts	5 pts	0 pts
Content	<p>Proposition statement is included in introduction and written effectively in the proper form</p> <p>Appropriate rhetorical proof (ethos, logos, or pathos) selected for the topic and audience</p> <p>Excellent supporting evidence included for each point</p> <p>Avoids use of logical fallacies</p> <p>Includes a specific and easily recognizable call to action</p> <p>Topic is connected to one of the communities and issues student originally shared</p>	<p>Thesis statement is concise and specific and is written in the proper form</p> <p>Effectively used rhetorical proof for the topic and the audience</p> <p>Supporting evidence included for each point</p> <p>No logical fallacies were used in the speech</p> <p>Includes a call to action</p> <p>Topic is connected to either a community or issue student identified</p>	<p>Thesis state is either lacking in specificity and clarity or did not use the proper form</p> <p>The choice of ethical proof makes some sense for the appeal but may not be the best choice or was not used to full effectiveness</p> <p>Speaker used evidence for all points but the evidence was lacking in rigor</p> <p>May have engaged in the use of a logical fallacy</p> <p>Topic only has a limited connection to an issue or community student</p>	<p>Thesis statement is lacking in specificity and clarity and does not use the proper form</p> <p>The choice of ethical proof is inappropriate for the topic or the use of the proof is ineffective or lacking in credibility</p> <p>Only limited use of supporting evidence and evidence was lacking rigor</p> <p>Speaker may have used logical fallacies</p> <p>Limited or lacking call to action</p> <p>Topic is not connected to an issue or community student identified</p>	<p>Student did not complete the assignment</p>

			identified		
2 <sup>nd</sup> Set of Criteria					
	20 pts	15 pts	10 pts	5 pts	0 pts
Organization	<p>Used Monroe's Motivated Sequence for the organizational structure including attention, need, satisfaction, visualization, and call to action</p> <p>Each point of evidence built sequentially upon the prior point</p> <p>Speaker used appropriate transitions between points</p>	<p>Speaker used a modified Monroe's motivated sequence for the organization and is missing 2 or more parts</p> <p>Speaker occasionally used appropriate transitions between points</p>	<p>Speaker used a different persuasive speech outline instead of Monroe's motivated sequence</p> <p>Most points had supportive evidence</p> <p>Lack of flow from one idea to the next</p> <p>Speaker did not use appropriate transitions between points</p>	<p>Speaker did not use a recognized persuasive speech outline</p> <p>Points were lacking supporting evidence</p> <p>Transitions were not used to support the flow of ideas from one point to the next</p>	Student did not complete the assignment
Delivery	<p>Speaker spoke clearly and audibly for the recording and/or audience</p> <p>Speaker used an extemporaneous style by speaking from an outline</p> <p>Speaker employed appropriate emphasis, pitch,</p>	<p>Speaker's voice is clear and audible in the recording or presentation</p> <p>Speaker used an extemporaneous style to aid with natural delivery</p> <p>Speaker used some variety in emphasis, pitch, and tone</p>	<p>Speaker's voice is mostly clear and audible</p> <p>Speaker had little variety in emphasis, pitch, and tone</p> <p>Speaker made little eye contact with the</p>	<p>Speaker was difficult to understand due to either delivery or issues with technology</p> <p>Speaker spoke in a monotone voice</p> <p>Speaker did not attempt to make eye</p>	Student did not complete the assignment

	and tone  Speaker made eye contact with the audience and/or camera  Speaker did not use vocal fillers	Speaker occasionally made eye contact with the audience or camera  Speaker occasionally used vocal fillers	audience or camera  Speaker often used vocal fillers	contact with the audience or the camera  Speaker read from a prepared document and not an outline	
3 <sup>rd</sup> Set of Criteria					
	10 pts	7 pts	5 pts	3 pts	0 pts
Research	Speaker included 4 sources in their reference list  Speaker included at least 1 peer-reviewed reference  Speaker used APA style in the reference list with no errors  Speakes used appropriate oral citation(s) in speech for at least 3 sources	Speaker had less than 4 sources in their list  Speaker included at leaser 1 peer-reviewed reference  Speaker used APA style list with minimal errors  Speaker used appropriate oral citation(s) for at least 2 sources	Speaker has less than 3 sources in their list  Speaker did not include at least 1 peer-reviewed reference  Speaker used APA style in reference list with several errors  Speaker used oral citation for 1 source	Speaker had less than 2 sources in their list  Speaker did not include at least 1 peer-reviewed reference  Speaker did not use APA in reference list  Speaker did not use oral citation	Student did not complete the assignment
Online Discourse Quality	Topic makes sense for online video essay  Video uses appropriate language  Argument is not presented in an				Student did not complete the assignment

	<p>incendiary way or as to simply ignite conflict</p> <p>Speakers includes both supporting information and at least one critique of the persuasive argument presented</p>				
Time Management	Speech is between 6 – 8 minutes	For every 20 seconds you are under 6 minutes and over 8 minutes, you will lose 5 points from the overall total			Student did not complete the assignment