Rubric for evaluating the informative speeches of your peers

***Speaker \_Carter Sullivan\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Topic \_Navy Seal Training\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Evaluator \_Santiago Bermudez\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Canvas will assign to you 4 of your colleagues. This form will provide for you a framework for performing the analysis/evaluation. Print off 4 copies of this form and use question/response format to provide your feedback. I recommend completing your evaluations first by hand, then cutting and pasting this document on to a Microsoft Word document to type in your submissions to me. All of your submissions to me must be typed per the writing requirements of the course. The amount of points you get for each of these forms will directly correspond to my perception of the thoughtfulness and helpfulness you demonstrate, you can earn up to 10 points per evaluation for a total of 40 points. ***Use specific feedback, don’t generalize, and give examples. Without such specificity you will not earn the available points.***

**Attention getting device**

Did the speaker consciously use an effective attention getting device in the introduction?

Yes. Carter starts off by asking the audience questions and having them engage in the speech. He shows them a picture of Navy Seals, asking if his audience is familiar with the people in the picture. He then goes on to pull out a pull-up bar and asks the audience about it. He starts off by welcoming audience participation, which serves well to gain the audience’s attention.

**Purpose statement**

Did the speaker clearly state the purpose of the speech ("the purpose of my speech is to demonstrate . . . ") in the introduction?

Yes. After his attention-getter, he goes straight into his purpose statement. He states, “As you can guess, the purpose of my speech is to inform you all of Navy Seal training.”

**Credibility statement**

Did the speaker clearly state why she/he is an authority to speak on the topic?

Yes. Carter mentions having gone to a military bootcamp before. This qualifies him to speak about forms of military regime and training.

**Salience**

Did the speaker clearly state why this topic is important/valuable to the audience?

Yes. Carter mentions that it would be important for people to know about this because Navy Seals do a lot for our protection and so it would help to know what they go through.

**Preview of main points**

Within the introduction, did the speaker distinctly preview all of the main points?

*This criterion is linked to a Learning Outcome*

No. Unfortunately, Carter does appear to skip over the preview of the main point in the introduction of his speech and goes straight into the content that he should have previewed for the audience first.

**Organization**

Was the presentation organized in a logical, easy to follow manner?

Yes. Carter starts off by talking about how much rest that Navy Seal trainees get, goes into exercise requirements (like how many sit-ups they are expected to do or how fast they are supposed to run 1.5 miles), and then talks about field training (this involves intel, demolitions, parachuting, navigation, operating equipment, and so on).

**Content**

Was the content relevant to the topic and was there enough or too much?

*This criterion is linked to a Learning Outcome*

*The content that Carter used was completely relevant to the topic at hand. Everything that Carter talked about had something to do Navy Seal training. I would say that he used just enough content.*

**References**

Did the speaker cite credible (peer reviewed scholarly articles) within the speech as well as citing them in the outline? (3 required)

As far things went, Carter did not cite credible sources in his speech. While it is possible that Carter did do research for his topic, I have no idea of knowing whether he did the research or not, as he doesn’t verbally refer to any external sources he used while giving the speech. I don’t have access to his outline, so I can’t tell if he did cite credible sources in his outline or not.

**Transitions**

Did the speaker "connect the dots" for the audience?

Carter does well in connecting the dots in that he thoroughly explains his main points. For instance, when it comes to exercises, he explains what “optimum” goals are talks about how there are minimum acceptable “scores”, what the averages are, and what results are ideal for running, pullups, sit-ups, and so on.

**Persuasive elements**

Did the speaker use any persuasive mechanisms such as evaluative language, do any significant arguments exist against claims made by the speaker, were there any call(s) to action? (The use of any of these mechanisms is a significant problem).

No. As far as things go, Carter does not use any persuasive or evaluativ language in his speech. Everything he talks about is factual, so there are no significant arguments against the claims that he has made. There were no calls to action, and he does not appear to be trying to sell anything to his audience or convincing them of something.

**Verbals and non-verbals**

Did the speaker exhibit an inordinate number of non- verbal behaviors? Did the speaker show enthusiasm for the subject through her/his vocalics, did the speaker use eye-contact with the audience?

In terms of non-verbal behavior, Carter appears to have it all under control. He allows his hand gestures to play out naturally and does not demonstrate any hesitance or awkwardness. Tone-wise, he seems to enjoy his subject of presentation and he does well in making eye-contact with his audience.

**Conclusion**

Did the speaker clearly summarize the main points and use some type of an effective clincher?

Carter does conclude his speech but forgets to quickly summarize his main points. He also ends the speech with a “thank you” but doesn’t really use a clincher.