# Peer evaluation form for the use of Monroe's Motivated Sequence

**Speaker \_Victoria Torres Mendoza\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic \_Gentrification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Persuasive Speech Evaluation Monroe’s Motivated Sequence Dimension**

How and where did the speaker get the reader’s attention?

In her speech, Victoria does not ever really try to get her audience’s attention. She just goes straight into her speech.

How and where did the speaker try to relate to the reader’s particular needs or convince readers that a problem requires their attention?

It is quite unclear what needs Victoria is appealing to or what problem Victoria is trying to convince her audience needs their attention.

How and where did the speaker suggest is the solution to the problem that is posed?

Again, it is unclear what issue Victoria is presenting and as such she does not really seem to present a solution to anything. She talks about pros and cons but doesn’t make it clear if we are supposed to be supporting or opposing gentrification.

How and where did the speaker try to convince readers of the validity, workability, desirability, advantages etc., of the specific solution that is proposed?

Victoria does talk about how gentrification made her neighborhood look nicer and how it brought business to her area in the body of her speech. However, she also talks about an equal number of negative points against gentrification.

How and where did the speaker tell the audience what they should do?

Victoria does not ever really seem to try to get her audience to do anything. Her speech also gets cut off at the end so she may not have ever made her call to action.