**Rubric for evaluating the persuasive speeches of your peers**

***Speaker \_Arnold Gamueda\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Topic \_Voting Rights for Prisoners\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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

Canvas will assign to you 2 of your colleagues. This form will provide for you a framework for performing the analysis/evaluation. Please note that there are 2 distinct dimensions/parts to your peer evaluations of the persuasive speeches of your colleagues: one like you did for the other 2 speeches, and the other part is for the speaker's use of Monroe's motivated sequence. For these evaluations, each of the 2 parts are worth up to 10 points. The math breaks down this way 10 points for the first part, 10 points for the second part, and you will be evaluating 2 speeches totaling 40 points. I recommend completing your evaluations first by hand using these questions as a framework. Then type your responses onto this form and then cutting and pasting the completed 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. Arnold starts off by showing his audience a map of the United States and asking them if they knew that only two states allowed voting rights for prisoners.

**Purpose statement**

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

As far as things go, Arnold does unfortunately appear to forget his purpose statement in the introduction of his speech.

**Credibility statement**

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

Yes. For credibility, Arnold refers to himself as having been incarcerated and being on probation. He even refers to his property bag as evidence.

**Salience statement**

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

Yes. Arnold explains that by allowing incarcerated people to vote, they would have a sane society that truly supports human rights.

**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*

Yes. Arnold’s main points were: the current state of voting rights, the rights of prisoners, the problems associated with legalizing voting rights, and potential solutions.

**Organization**

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

Yes. Arnold did a great job at presenting his main points in the same order that he presented them in the introduction of his speech. It was very easy to follow his presentation.

**Content**

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

*This criterion is linked to a Learning Outcome*

Everything that Arnold presented was completely relevant to the speech. I would say that there is just enough content for his speech topic.

**References**

Did the speaker cite credible (peer reviewed scholarly articles) within the speech as well as citing them in the outline? (4 required)

As far as things go, Arnold does not ever verbally cite any external sources in his speech. As such, it would be hard to determine from his speech alone whether or not he has ever done research for his topic.

**Transitions**

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

Yes. Arnold does well in explaining how voting rights in states work, for example, he covers the four different approaches that states may choose to take with regards to voting rights for people who have been convicted or incarcerated.

**Visual aids/presentation aids**

Did the speaker provide visual aids that were appropriate and effective to the situation? (3 required, at least 2 different mediums).

Arnold does provide three different visual aids of two different mediums. The first medium is covered by a printed map of the United States. The second medium is covered by physical objects, like the property bag and the “I voted!” sticker.

**Persuasion/rhetorical effectiveness**

Did the speaker deliver a clear persuasive message using all of the dimensions of Monroe’s Motivated Sequence?

Arnold does have a persuasive message, but he does not make use of all of the dimensions of Monroe’s Motivated Sequence. He only forgets to include his solution and his call to action.

**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 body-language, Arnold is appropriately still and does not come off as nervous or distracted during his speech. He does well to make eye-contact with his audience and gives a good verbal delivery of his speech.

**Conclusion**

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

Arnold does review his main points again in his conclusion and he does have a creative and effective clincher at the end of his speech.