

The Hong Kong University of Science and Technology (Guangzhou)

UG Course Syllabus

[Course Title] The Art of Public Speaking

[Course Code] UCUG 1504

[No. of Credits] 3

[Any pre-/co-requisites] NA

1. Information of the Instructor: Name: Qingqing XING

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2. Course Description

UCUG 1504 "The Art of Public Speaking" focuses on enhancing the public speaking skills of HKUST(GZ) undergraduates. It covers the fundamentals of speech delivery, audience analysis, structuring presentations, and effective use of visual aids. The key topics cover speech structure, persuasive speech, informative speech, techniques to make complex ideas accessible; applying rhetorical strategies in technical contexts; developing voice modulation, pacing, and effective body language, strategies for managing audience questions and difficult scenarios.

Objectives of the course include equipping students with the skills to present information clearly and engagingly; building confidence in public speaking; using visual aids and technology effectively; handling audience questions and feedback efficiently.

Methods of instruction include lectures covering theoretical aspects and fundamental concepts of public speaking, discussions covering both in-class discussions on case studies and examples, projects covering both mid-term and final presentations with peer and instructor feedback, student-led seminars with interactive sessions focusing on specific skills like slide design and handling Q&A, peer feedback with regular opportunities for students to provide and receive feedback.

3. Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

- (1) describe the development of basic terms, concepts, and theories related to public speaking.
- (2) analyze the situation, audience, and effectiveness of public speaking.
- (3) speak confidently in public using appropriate and engaging language.
- (4) speak in public using appropriate rhetorical skills to support speeches.
- (5) use public speaking to convey information.
- (6) use metaphor, storytelling, and analogy in public speaking to persuade the audience of the arguments.
- (7) understand and apply the basic elements of effective stories and communication strategies in public speaking.
- (8) incorporate basics of visual design with effective presentation skills.

4. Weekly Schedule and Intended Learning Outcomes

| Week | Topics | Briefly outline what this topic will cover <i>(Include reading assignments if available)</i> | Indicate which course ILOs this topic is related to <i>(Write CILO-1, CILO-2, etc.)</i> |
|-------------|--|--|---|
| 1 | Course Overview, Key Terms, and Sample Introductory Speeches | <ol style="list-style-type: none"> 1. Course Overview 2. Getting Started: A Rhetorical Approach to Public Speaking 3. Think Like A Storyteller! 4. Practicing and Posting Your Speeches 5. Your Introductory Speech 6. Wrap-up and Additional Resources | CILO-1, CILO-2, CILO-3, CILO-7, CILO-8 |
| 2 | Preparing Informational Speeches | <ol style="list-style-type: none"> 1. What is an informational speech? Why should I do it? 3. Elements of Communication Model 4. Inventing, arranging, and phrasing your main points 5. Supporting your claims with evidence 6. Weekly wrap-up 7. Optional: Evaluating sample informational speeches | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5, CILO-7 |
| 3 | Delivering Informational Speeches | Mini-seminar exercises +discussion about video materials | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5 |
| 4 | Basics of Using Metaphors and Analogies in Communication | <ol style="list-style-type: none"> 1. Discussing your works during the past week 2. The fundamentals of metaphors and analogies 3. Dealing with your fear of public speaking 4. Deliver your informational speeches by using metaphors and analogies | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5, CILO-7 |
| 5 | Wrapping up Informative Speech | <ol style="list-style-type: none"> 1. Overview of the informative speech 2. A process for preparing informative speeches 3. Developing and discussing your support and/or details 4. Planning out your informative speech 5. Optional: Informative speech evaluation | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5, CILO-7, CILO-8 |
| 6 | Preparing Persuasive Speeches | <ol style="list-style-type: none"> 1. What is a persuasive speech? Why should I do it? 2. Status quo and burden of proof 3. Persuasive counter-arguments 4. Calls to action 5. Persuasive arrangement 6. Fallacies | CILO-1, CILO-2, CILO-4, CILO-6, CILO-7, CILO-8 |
| 7 | Delivering Persuasive Speeches | Mini-seminar exercises + online discussion about video materials | CILO-1, CILO-2, CILO-3, CILO-4, CILO-6, CILO-7, CILO-8 |
| 8 | Basics of Storytelling | <ol style="list-style-type: none"> 1. Story skeletons, story frameworks 2. Who are the villains? Who are the heroes? Who are the people that are influenced by the story? 3. The setting, the context; The beginning, middle and end | CILO-1, CILO-2, CILO-7, CILO-8 |
| 9 | Using Different Stories with Different Audiences | <ol style="list-style-type: none"> 1. Strategic language 2. Stylistic language 3 Delivering your style well 4. Vocal projection and vocal health | CILO-1, CILO-2, CILO-7, CILO-8 |
| 10 | Using Data in Speeches | <ol style="list-style-type: none"> 1. Designing surveys for peer review 2. Discussing and deciding rubrics | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5, CILO-8 |
| 11 | Final Presentation: Informative Speeches | Formal presentation and information collection | CILO-2, CILO-3, CILO-4, CILO-5, CILO-8 |
| 12 | Final Presentation: Persuasive Speeches | Formal presentation and information collection | CILO-2, CILO-3, CILO-4, CILO-5, CILO-6, CILO-7, CILO-8 |
| 13 | Feedback and Grading | Wrapping up and special occasion speeches | CILO-1, CILO-2, CILO-3, CILO-4, CILO-5, CILO-6, CILO-7, CILO-8 |

5. Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

5.1. Assessments

| Assessment Task | Contribution to Overall Course grade (%) | Due date |
|--------------------|--|--------------|
| Presentation 1 | 20% | 21/03/2025 * |
| Presentation 2 | 20% | 09/05/2025* |
| Learning Portfolio | 20% | 09/05/2025* |
| Peer Evaluation | 20% | 09/05/2025* |
| Participation | 20% | 09/05/2025* |

* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

5.2 Mapping of Course ILOs to Assessment Tasks

| Assessed Task | Mapped ILOs | Explanation |
|-------------------------------|--|--|
| A 4-minute informative speech | [ILO1, ILO2, ILO3, ILO4, ILO 5, ILO 6, ILO 7, ILO 8] | This task checks students' understanding of key concepts of public speaking by clearly organizing content and presenting it effectively (ILO 1, ILO 7). They will also assess the audience's needs and adapt their speech accordingly, ensuring that their delivery is both appropriate and impactful (ILO 2, ILO 5, ILO 6). Furthermore, they will apply rhetorical skills to enhance their speech's persuasive power, making use of language and strategies that engage the audience (ILO 3). Finally, they will integrate visual aids to create a compelling presentation that conveys information clearly and persuasively (ILO 4, ILO 8). |
| A 4-minute persuasive speech | [ILO1, ILO2, ILO3, ILO4, ILO 5, ILO 6, ILO 7, ILO 8] | This persuasive speech task assesses students' ability to explain and apply fundamental public speaking concepts (ILO 1), evaluate their audience and the context of their speech (ILO 2), and use confident, engaging language (ILO 3) along with rhetorical skills (ILO 4) to effectively communicate information (ILO 5). Additionally, students are expected to employ metaphor, storytelling, and analogy (ILO 6) to enhance persuasion, apply communication strategies and storytelling techniques (ILO 7), and incorporate visual design principles to support their presentation (ILO 8). |

5.3 Course Intended Learning Outcomes (CILOs) with Mastery Differentiation

| CLO | Developing (60-74%) | Proficient (75-89%) | Advanced (90-100%) |
|---|---|---|--|
| 1. Apply rhetorical strategies in public speaking | Identifies rhetorical devices but struggles to use them | Uses rhetorical strategies appropriately in structured speeches | Integrates rhetorical strategies dynamically for audience engagement |

| CLO | Developing (60-74%) | Proficient (75-89%) | Advanced (90-100%) |
|---|---|--|--|
| | effectively | | |
| 2. Demonstrate audience-centered communication | Uses general language, with limited adaptation for audience | Adjusts speech content to audience needs but lacks flexibility | Fully adapts tone, content, and delivery style to different audiences |
| 3. Structure and deliver persuasive and informative speeches | Speech organization lacks clarity and coherence | Speech is logically structured but may have minor flow issues | Speech structure is compelling, engaging, and seamless |
| 4. Employ effective verbal and non-verbal delivery techniques | Inconsistent eye contact, gestures, or voice modulation | Uses eye contact, gestures, and voice effectively but with minor inconsistencies | Demonstrates professional-level delivery with purposeful gestures and strong vocal control |
| 5. Critically evaluate and provide constructive feedback to peers | Provides basic feedback but lacks depth | Provides useful feedback but misses some key improvement areas | Offers detailed, insightful feedback with clear suggestions for improvement |

5.4 Grading Rubrics

➤ Presentation (40% - Informative Speech 20%, Persuasive Speech 20%)

ILO 1, ILO 2, ILO 3, ILO 4, ILO 5, ILO 6, ILO 7, ILO 8

This assessment evaluates students' ability to deliver clear, structured, informative and persuasive speeches. It covers both content and delivery, focusing on rhetorical skills, audience engagement, storytelling skills, and use of visual aids. Both informative speech and persuasive speech have individual grading criteria (See the Appendix). Each student's informative and persuasive speech performance is videotaped. Points will be deducted for lack of engagement, such as insufficient eye contact or unclear arguments, to ensure alignment with confidence and effectiveness goals.

Detailed Grading Rubric for Presentation (I for Informative Speech, P for Persuasive Speech)

(1) Attention Getter (I + P) (2 points)

I: The opening attempts to engage the audience but may lack clarity or creativity.

P: The opening effectively grabs the audience's attention with a creative or thought-provoking approach.

(2) Thesis Statement (I + P)

I: The thesis is clear, concise, and directly addresses the speech's purpose or argument (2 points)

P: The thesis is clear, and either explicitly or implicitly addresses the speech's purpose or argument (1 point).

(3) Rhetorical Devices (I + P) (1 point)

I: The speech makes some attempt at using rhetorical devices such as metaphors or analogies.

P: The speech attempts to use rhetorical devices (e.g., metaphors, analogies, repetition) to enhance the impact.

(4) Organization (I + P)

I: The structure is clear, and the ideas are easy to follow because of the signaling words(3 points)

P: The speech is logically structured. Ideas flow coherently and naturally (2 points).

(5) Logical Appeal

I: The speech includes strong arguments that facilitate clarity or precision (2 points).

P: The speech presents clear, well-supported arguments with facts and reasoning, demonstrating logical appeal (1 point).

(6) Emotional Appeal (P)

I: Emotional appeals are attempted to resonate with the audience (1 point).

P: The speaker effectively uses emotional appeals to connect with the audience and enhance persuasion (2 points).

(7) Credibility (I + P)

I: The speaker establishes strong credibility through expertise, experience, or reliable sources, reinforcing the argument (2 points).

P: The speaker's credibility is clear and convincing because of personal styles (1 point).

(8) Eye Contact (I + P)

I: Consistent eye contact (1 point).

P: Consistent, purposeful eye contact that engages the audience and strengthens the connection with the message (4 points).

(9) Body Language (I + P) (2 points)

I+P: Positive and purposeful body language that complements the speech, enhancing the delivery and audience engagement.

(10) Voice (I + P) (2 points)

I+P : Clear, confident voice with appropriate volume, tone, and variation, keeping the audience's attention.

(11) Fluency (I + P) (2 points)

I+P: The speech flows smoothly with minimal hesitations, demonstrating ease and confidence in delivery.

➤ Learning Portfolio (20%): ILO 1, ILO 2, ILO 3, ILO 4, ILO 5, ILO 6, ILO 7, ILO 8

The Learning Portfolio tracks weekly progress over 12 weeks, including both in-class and out-of-class assignments such as speech drafts, peer feedback, practice videos, and self reflections. It emphasizes continuous improvement by documenting the development of rhetorical skills, audience engagement strategies, and storytelling techniques. Each student has a learning portfolio collected by assignments and tape recordings from class performance.

Students are required to demonstrate progressive improvement in their public speaking skills through the completion of a structured learning portfolio. This portfolio should include a reflective form detailing their personal objectives, ongoing self-assessments, and key reflections on their progress. Additionally, students are expected to document their development by providing relevant evidence, such as speech drafts, practice videos, and performance recordings. The learning portfolio is evaluated based on the depth of reflection, the quality of submitted materials, and the demonstrated growth over time, ensuring a comprehensive assessment of both process and outcome in public speaking competency.

Incomplete or undeveloped performance in portfolios will result in point deductions. **Failure to include personal reflections or sufficient evidence of progress will result in a deduction of marks.**

Detailed Grading Rubric for Portfolio: The 20% weight can be split across categories including Completion (8%) and quality of work (12%). Below is a detailed breakdown:

(1) Completion (8%)

- ◆ Full Marks (8%): All assignments are submitted on time and meet the requirements.
- ◆ Partial Marks (4-7%): Some assignments are late or incomplete.
- ◆ Low Marks (0-3%): Several assignments are missing or not submitted.

(2) Quality of Work (12%)

- ◆ Full Marks (12%): Assignments show creative or critical thinking. Self-reflection shows depth. Assignments show progressive improvement over speech delivery. Excellent delivery in in-class assignment presentations, with clear pronunciation, engaging body language, and audience interaction.
- ◆ Partial Marks (5-11%): Assignments show partial critical thinking. Self-reflection shows general description. Assignments show discrete quality improvement. Delivery is acceptable but needs improvement in some areas (e.g., posture, clarity).
- ◆ Low Marks (0-4%): Assignments show minimal effort in creating self-reflection and little improvement. Poor delivery or lack of preparation during presentations.

➤ Course Participation (20%): ILO 1, ILO 2, ILO 3, ILO 4, ILO 5, ILO 6, ILO 7, ILO 8

Participation in class discussions, seminars, and overall engagement in in-class assignments is recorded. Active participation in weekly discussions and activities ensures students continuously refine their speaking skills.

Deduct points for inconsistent attendance or lack of active involvement in class activities.

Active participation in seminars is essential for developing public speaking skills. Students are expected to practice speech delivery, engage in discussions, and provide constructive peer feedback during seminars. Peer feedback forms will be distributed, and students are required to collect these forms and include their reflections in their learning portfolio. **Consistent and active participation, including providing thoughtful feedback and engaging in seminar activities, will be rewarded with additional marks.**

Detailed Grading Rubric for Course Participation: Course participation is evaluated based on attendance and in-class performance, with attendance assessed according to both presence and punctuality. In-class performance emphasizes active engagement, with a specific focus on individual speaking contributions.

(1) Attendance (10 points)

- ◆ 10 points: Attends all seminars and is always on time.
- ◆ 8 points: Misses 1 seminar or is late once.
- ◆ 6 points: Misses 2 seminars or is late twice.

- ◆ 4 points: Misses 3 seminars or is late three times.
- ◆ 0 points: Misses 4 or more seminars or is frequently late.

(2) In-class Performance (10 points)

Personal Speaking Contributions (5 points):

- ◆ 5 points: Regularly takes the initiative to speak during discussions or presentations, offering meaningful insights or arguments.
- ◆ 3-4 points: Occasionally speaks up or responds to prompts, providing adequate contributions.
- ◆ 0-2 points: Rarely speaks, contributions are minimal or superficial.

General Engagement and Peer Feedback (5 points):

- ◆ 5 points: Actively participates in group discussions, listens attentively, and provides thoughtful and constructive feedback to peers.
- ◆ 3-4 points: Participates in most discussions but may show limited engagement or provide basic feedback.
- ◆ 0-2 points: Little or limited participation in discussions, feedback is brief or lacks depth.

➤ Peer Evaluation (20%): ILO 1, ILO 2, ILO 7, ILO 8

During seminars, students are expected to provide constructive feedback on their group members' speaking performances, highlighting both strengths and areas for improvement. The evaluation focuses on students' ability to recognize effective and ineffective speaking habits. While the peer evaluations will not impact the speaker's final score, **students who demonstrate active engagement, offer thoughtful feedback, and contribute to creating a supportive and collaborative learning environment will be awarded additional marks.** Incomplete or superficial evaluations may result in a lower participation score.

Peer Evaluation assesses how well students can critically evaluate their peers' performances. Deductions will be made if: 1) their feedback lacks accuracy or depth, indicating insufficient understanding of key public speaking theories, or 2) they fail to provide constructive, actionable suggestions. This ensures that students not only perform well themselves but also contribute meaningfully to their peers' growth. Deduct points if Peer Evaluations highlight consistent areas needing significant improvement.

Detailed Grading Rubric for Peer Evaluation: This part of the scheme assesses the thoroughness and depth of feedback, demonstrating understanding of key aspects of speaking skills aligned with the ILOs. In addition, it also evaluates the ability to provide balanced feedback while linking strengths and areas for improvement to the ILOs, as well as the ability to identify and comment on key speaking features of the formal presentations directly related to achieving the ILOs.

(1) Evaluation Effort and Completeness (8 points)

- ◆ 8 points: Provides detailed and well-structured feedback that thoroughly addresses all relevant aspects of the intended learning outcomes (e.g., clarity, organization, delivery, engagement).
- ◆ 6-7 points: Feedback is mostly detailed and relevant, addressing most aspects of the ILOs, with minor omissions.

- ◆ 4-5 points: Feedback is somewhat detailed but lacks thorough coverage of the ILOs, missing key elements or showing limited understanding.
- ◆ 0-3 points: Feedback is minimal or superficial, showing little understanding of the ILOs.

(2) Constructive and Balanced Comments (6 points)

- ◆ 6 points: Feedback is balanced, highlighting strengths and areas for improvement with actionable suggestions explicitly connected to the ILOs.
- ◆ 4–5 points: Feedback includes strengths and improvement areas but is somewhat vague or only partially aligned with the ILOs.
- ◆ 2–3 points: Feedback is overly critical or overly positive, with limited or unclear links to the ILOs.
- ◆ 0–1 points: Feedback is unhelpful or unrelated to the ILOs.

(3) Recognition of Speaking Features in Relation to ILOs (6 points)

- ◆ 6 points: Accurately identifies and evaluates key speaking features (e.g., eye contact, voice clarity, body language, logical flow) with clear connections to the ILOs.
- ◆ 4–5 points: Identifies and evaluates most key speaking features, with some connection to the ILOs, though certain aspects may be underdeveloped.
- ◆ 2–3 points: Demonstrates limited ability to recognize and evaluate speaking features, with vague or weak links to the ILOs.
- ◆ 0–1 points: Fails to recognize meaningful speaking features or make connections to the ILOs.

5.4 Final Grade Descriptors:

| Grades | Short Description | Elaboration on subject grading description |
|---------------|--------------------------|---|
| A | Excellent Performance | Demonstrates a strong command of all aspects of public communication. This student consistently excels in delivering both informative and persuasive speeches, showcasing the ability to research, organize, and present content in a clear, engaging, and effective manner. The student's portfolio reflects a comprehensive understanding of the course material, including self-reflections, critiques, and revisions that show a commitment to continuous improvement. The student is actively engaged in class, contributing thoughtfully to discussions and activities. |
| B | Good Performance | Demonstrates a solid understanding of public communication principles and performs well in both informative and persuasive speeches. Their presentations are well-organized, with clear and engaging content, but may lack some of the polish or creativity of an A-level performance. The portfolio reflects good comprehension of the course material, with self-reflections and revisions showing a willingness to improve. The student actively participates in class discussions and activities, contributing valuable insights and demonstrating consistent effort. |
| C | Satisfactory Performance | Shows a basic understanding of public speaking concepts and is |

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| | | able to deliver informative and persuasive speeches that meet the fundamental requirements. However, their presentations may lack depth, coherence, or engagement, and may include some organizational or delivery issues. The portfolio shows a general grasp of the material but may be incomplete or lack critical self-reflection. Class participation is present but inconsistent, with the student occasionally contributing to discussions and activities. |
| D | Marginal Pass | Struggles with many aspects of public speaking, delivering speeches that are often disorganized, unclear, or ineffective in engaging the audience. There may be significant gaps in their understanding of key concepts, and their portfolio reflects a minimal effort with little to no evidence of self-reflection or improvement. Participation in class is minimal, with the student rarely contributing to discussions or activities, and their engagement in the course is generally low. |
| F | Fail | Demonstrates a poor understanding of public communication, with presentations that fail to meet basic standards of clarity, organization, or engagement. Their speeches may be incoherent, poorly researched, or lack any persuasive elements. The portfolio is either incomplete or poorly executed, showing little to no comprehension of the course material. Participation is virtually nonexistent, with the student showing little to no engagement in class discussions or activities. |

6. Course AI Policy

Permitted uses of AI such as ChatGPT include idea generation such as brainstorming and outlining ideas, generating initial drafts of speeches; language refinement is also encouraged to ensure that the final speech is clear and effective. In addition, students may use AI tools to practice speech delivery and receive feedback on their tone, pacing, and language.

Prohibited uses of AI include complete speech generation, using AI to generate content that closely mirrors existing speeches, articles, or presentations without proper attribution. When AI tools contribute significantly to the development of a speech, students must acknowledge their use, either in their portfolio or during their presentation.

7. Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include [specific details, e.g., strengths, areas for improvement]. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

8. Resubmission Policy

In the interest of supporting student learning and improvement, the Art of Public Speaking course allows students to redo portfolio speeches only if the first attempt met the basic requirements of the assignment (e.g., time limits, topic relevance). The resubmitted speech must demonstrate significant revisions based on the instructor's feedback, including content, organization, delivery, and use of visual aids.

Resubmission requests must be made within one week of receiving the original grade. The revised speech must be delivered in a scheduled class session.

The grade for the resubmitted speech will replace the original grade if it is higher. Students may only redo two speeches per semester. Resubmission opportunities are not available for final presentations.

9. Required Texts and Materials

1. Stephen Lucas, *The Art of Public Speaking* (13th Edition), 2021, McGraw Hill.
2. Anne Bruce, Sardek Love. *Presentation Essentials: The Tools You Need to Captivate Your Audience, Deliver Your Story, and Make Your Message Memorable*, 2022, McGraw Hill.
3. Gary Genard. *How to Give A Speech: EASY-TO-LEARN SKILLS for Successful Presentations, Speeches, Pitches, Lectures, and More!* 2016, Cedar & Maitland Press.

10. Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST(GZ)'s Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Regulations for Academic Integrity and Student Conduct for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

[Optional] Additional Resources

www.samhkustgz.com

Informative/Persuasive Speech Rubric

| Criteria | Effectively Accomplished | Partially accomplished | Not accomplished |
|---------------------------|--|---|---|
| | 5 4 | 3 2 | 1 0 |
| Attention Getter I+P | Effective use of attention getting strategy (quote, statistic, question, story, etc.) to capture listeners' attention and to introduce topic. Attention getter is relevant and meaningful and seemed to gain the desired response from audience. | Use of relevant attention getting strategy, but did not seem to adequately capture audience attention and/or lead to desired outcome. | Little attention getting strategy was evident. No clear or relevant connection to topic and/or speech purpose. |
| Thesis Statement I+P | Speaker clearly formulated and stated thesis statement during the speech introduction. Thesis statement identifies topic and encompasses/previews main points. | Thesis is clearly implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed. | No thesis statement (implied nor explicit). Main points are not clearly identified, audience unsure of direction of the message. |
| Rhetorical Devices I+P | Excellent integrates stories, metaphors, and analogies, making the speech persuasive and delightful. The speaker uses engaging narrative, analogy or metaphor that clearly sets up the topic and sparks interest. For informative speeches, the analogies/metaphors make the complex ideas more vivid and shows creativity. For persuasive speeches, the narrative shows strong empathy towards a target group. | Good use of metaphorical language and stories, but could be more impactful. The narrative shows some empathy towards the target group but does not fully connect or resonate with their specific needs or emotions. The analogy or metaphor that is somewhat related to the topic but leaves other complex ideas still vague. | Sporadic and ineffective use of narrative elements, reducing persuasive power. The narrative is rather weak and shows only a superficial understanding of the target group's perspectives or needs The speaker attempts to use an analogy or metaphor, but it is either too vague or indirectly related to the topic. |
| Organization I+P | Uses effective organizational pattern for speech purpose. Main points are clearly distinguished from supporting details. Signposts are effectively used | General structure/organization seems adequate but some blurring between main points and supporting details. | Lack of structure. Ideas are not coherent and transitions are forced or blurred. Difficult to identify introduction, body, and |

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| | for smooth and coherent transitions. | Logical flow, but no clear signposts for smooth transitions. | conclusion. |
| Logical appeal I | Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence. Reasoning is free of fallacies. | Some arguments are sufficiently supported but some unsupported assertions are also present. Minor reasoning fallacies. | Arguments lack relevant and valid evidence. Information is incorrect and/or outdated. Many fallacies are present in the reasoning. |
| Emotional appeal P | Effectively and ethically appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal. Vivid and emotive language effectively used to create imagery to engage audience emotionally. | Appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal, but fails to observe ethical responsibilities. Creates some effective imagery through language. | Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions. |
| Credibility I+P | Sources of information are clearly identified and properly cited. Establishes credibility and authority of sources presented. Balances a variety of perspectives and recognizes opposing views. | Most sources are clearly cited, but fails to effectively establish credibility and authority of sources presented. Seems fair, but fails to acknowledge opposing perspectives. | Fails to identify and cite sources. No attempt is made to establish credibility and authority of sources presented. One-sided argument, no other perspectives are considered. Some identifiable bias. |
| Eye contact I+P | Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to established an expanded zone of interaction. | Conspicuous use of speaker notes. Seems disengaged from audience for noticeable periods of time. | Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadic glances. |
| Body language | Expressive, dynamic, and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. | Body language reflects a reluctance to interact with audience. Distracting movement and/or use of self-adaptive |

| | | | |
|----------------|--|---|---|
| I+P | comfort interacting with audience. | Limited use of gestures to reinforce verbal message. | behaviors. |
| Voice I+P | Natural variation of vocal characteristics (rate, pitch, volume, tone) in Standard English to heighten interest and match message appropriately. | Limited variation of vocal characteristics. Use of rate, pitch, volume and tone seemed inconsistent at times. | Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. |
| Fluency I+P | Appropriate pronunciation, enunciation, and articulation. Lack of noticeable vocalized fillers. | Few noticeable errors in pronunciation, enunciation and articulation. Minimal use of vocalized fillers. | Excessive fluency errors interfered with message comprehension. Excessive use of vocalized fillers. |

Total Score _____

Name _____

Topic _____