**Group Topic:**

**Instructor Summary of Feedback—Persuasive Group Speech**

Please attach this form to your group’s outline; the critique for instructor’s use is on the back of this page. The outline must be available to your instructor before you can give your speech.

After your speech, your instructor will review his or her notes on a critique form and any forms that your peers complete about your speech. Your instructor might use✓, ✓+, or ✓-on some of the lines below to show your general accomplishment in the areas listed. When the papers are returned to you, please use this form along with the instructor critique form to review your feedback. If there’s something you don’t understand, be sure to ask about it.

Message Preparation (50%)\_\_\_\_\_\_\_\_\_\_

Outline & Bibliography (10%) \_\_\_\_\_\_\_\_\_

Message Delivery (40%) \_\_\_\_\_\_\_\_\_

Speech Grade \_\_\_\_\_\_\_\_\_

Notes- Overall strengths and considerations for future speaking situations:

**Persuasive Group Speech -- Critique Form Group Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**M**issing, **I**neffective, **S**atisfactory, **G**ood, **E**xcellent ***Notes***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | ***Part I:******Message Preparation --******Appropriate for speaker, topic, audience, occasion, and purpose*** | **M** | **I** | **S** | **G**  | **E** |
| **Topic** | Chooses and narrows a topic  |  |  |  |  |  |
|  | Meets general purpose – to persuade; connection with audience needs and interests |  |  |  |  |  |
| **Support/ Organization** | **Intro –** Uses attention-getter; identifies topic & purpose; establishes relevance & credibility; previews main points; transitions to 1st main point |  |  |  |  |  |
|  | **Body –** Provides appropriate supporting material with vivid, specific detail |  |  |  |  |  |
|  | \***Transitions** between group members: S1 S2 S3 S4 |  |  |  |  |  |
|  | \***Persuasive appeals** – ethos, logos, pathos |  |  |  |  |  |
|  | **\*Organization –** Uses appropriate pattern(Monroe’s: Need, Satisfaction, Visualization) |  |  |  |  |  |
|  | **Presentation aids** – Consistency & design of effective PPT |  |  |  |  |  |
|  | **Conclusion –** Emphasizes call to action; impact |  |  |  |  |  |
|  | ***Part I: Overall Message Preparation*** |  |  |  |  |  |
|  | ***Part II******Energetic******Message Delivery –*** ***Appropriate for audience, occasion, and purpose*** | **M** | **I** | **S** | **G** | **E** |
| **Language** | \*Uses appropriate and **persuasive** language appropriate to designated audience. |  |  |  |  |  |
|  | \***Oral citation of sources** (1 per group member) S1 S2 S3 S4 |  |  |  |  |  |
| **Voice**  | **Variety** – Overall variety in volume, rate, pitch & intensity to heighten and maintain interest.  |  |  |  |  |  |
|  | **Accuracy** – Overall use of pronunciation, grammar, & articulation; minimizes filler words. |  |  |  |  |  |
| **Physical Behaviors** | **\*Group enthusiasm** **and interaction;** **attentiveness** to group members when speaking |  |  |  |  |  |
|  | **Appearance –** Appropriate dress of group members |  |  |  |  |  |
|  | **Movement and gestures** – Overall use of effective movement and gestures  |  |  |  |  |  |
|  | **Facial expression and eye contact –** Overall use of facial expressiveness and eye contact to support the message and engage with listeners |  |  |  |  |  |
|  | **\*Presentation aids –** Overall use of effective PPT to enhance speech (1 slide per group member) S1 S2 S3 S4 |  |  |  |  |  |
| **Time?** | ***Part II: Overall Message Delivery*** |  |  |  |  |  |

***\*Focal points for this speech –*** *addressed in reading and homework. Strengths? Areas for improvement?*