ENGL203: Fundamentals of Contemporary Speech
Special Occasion Speech (210 points / 21%)

Task

After reviewing Ch. 18: Speaking to Entertain from *Stand up, Speak out*, prepare and deliver a special occasion speech that fits one of the categories discussed in the textbook: toast or roast, speech of introduction, speech of award presentation, speech of award acceptance, eulogy or tribute, speech of inspiration, or after-dinner speech. This assignment allows you the freedom to choose your topic and delivery context, but requires you to demonstrate mastery of the principles of speech construction and delivery discussed in this course. The recommended speech length is 5-6 minutes.

Assignment Components

1. Audience Analysis	50 pts
2. Outline	60 pts
3. Speech	100 pts

Audience Analysis Requirements

Conducting an audience analysis as part of your primary research process can help you refine your topic and your argument by determining how relevant your topic is to your audience and what attitudes your audience already has about your topic. To conduct the audience analysis, prepare three or four open-ended questions and interview four fellow students. (They can be your classmates in ENGL203 or other students on campus.) For each interview, record the name of the respondent, the time and place of the interview, and a summary of your respondent's answers.

Since our course is online, you may not have the opportunity to meet your classmates face-to-face. Nevertheless, you can meet with classmates on Collaborate Ultra, in one of the meeting rooms. (Click on the Meeting Rooms tab, and then click on the room number where you agree to meet.) If you prefer, you can meet with classmates on Google Meet or Google Hangouts. For privacy purposes, it is best that you meet on a UMES platform, which you can access with your UMES username and password. After you complete all interviews, reflect on how you might refine your topic and what kind of information you might want to include in your presentation. Assemble the interview records and your reflection using the audience analysis template.

The Audience Analysis will be evaluated as follows:

• Answers to preparatory questions and interview records	40 pts
• Brief reflection	10 pts
	Total: 50 pts

Full-Sentence Outline Requirements

Objectives 5 pts

- *General purpose*: to entertain/inspire/motivate
- *Specific purpose*: narrows down the general purpose relative to the presentation topic
- *Central idea*: specifies main idea of the presentation

Introduction 10 pts

- *Attention-getter*: engages the audience's interest in the topic
- *Credibility material*: establishes the speaker's ethos
- *Relevance to audience*: indicates why the audience should find the topic meaningful
- *Preview of speech*: specifies the central idea and includes overview of the main ideas

Body 25 pts

- *Main points (2-4):* use special occasion strategies such as vivid narratives or descriptions
- *Support*: provide relevant and adequate support for the main points
- *Transitions*: provide logical connections between ideas

Conclusion 10 pts

- *Summary statement*: briefly recaps main points and re-establishes audience interest
- *Audience-response statement*: invites further reflection
- *WOW statement*: use a reflection question, quote, or other appropriate strategy

Format 10 pts

- *Full-sentence outline format*: see Ch. 12 in *Stand up, Speak out*

Total: 60 pts

Speech Grading Criteria

CATEGORY	1. BEGINNING (Not Proficient)	2. DEVELOPING (Proficiency Level 1)	3. COMPETENT (Proficiency Level 2)	4. ACCOMPLISHED (Proficiency Level 3)	SCORE
INTRODUCTION: Gains attention, connects to topic, establishes credibility	No attention strategy provided. No clear or relevant connection to topic. No credibility established.	Use of attention getting strategy, but filed adequately to capture audience attention or lead to a desired outcome, as credibility implied	Effective strategy to audience attention. Adequate introduction of the topic. Speaker clearly established credibility.	Creative attention getting strategy captures audience attention upon presenting a relevant topic. Topic gains the speaker's desired response.	____ / 10
THESIS STATEMENT: Identifies topic, previews main points.	No thesis statement. Main points are not clearly established. Audience unsure of the direction of message.	Thesis implied by not explicitly stated, as topic clearly identified, but main points are not vividly previewed.	Thesis statement identifies topic, list and previews main points of discussion.	Speaker clearly states clear formulated thesis statement during the introduction. Thesis statement identifies topic, lists and previews main points to be discussed.	____ / 10
CONNECTIVITY TO AUDIENCE: Needs & Interests reflect understanding.	Topic lacks relativity to audience needs and interests. No attempt made to connect to audience.	Topic not relevant to the audience needs and interest, in spite of having identified target audience.	Relevance of topic clearly fine-tuned to audience needs and interests. Speaker shows an understanding of the target audience.	Refining topic to audience needs and interests reflect mature sophistication, identifies and expresses an appreciation for target audience.	____ / 10
KNOWLEDGE OF SUBJECT: Depth of content, relevant support, clear explanation.	Provides irrelevant or no support. Explanations of concepts vague, inaccurate and incomplete.	Provides some support for main points, but needed to elaborate in more detail by explanations, examples, descriptions. Support is somewhat relevant, but lacks timeliness.	Main points validated with timely, relevant and sufficient support and accurate explanations of major concepts.	Depth of content knowledge reflects a thorough understanding of topic. Main points well supported with timely, relevant, and sufficient validations. .	____ / 10
ORGANIZATIO: Main points distinct from support, use of transitions to enhance coherence.	Lack of sound structure. Ideas are not coherent. No use of transitions. Difficult to identify introduction, body and conclusion.	Structure/organization seems adequate. Difference between main points and supporting details are not clearly outlined. Logical flow, but lacks use of transitions as signposts for audience.	Clear organization pattern. Major points clearly differentiated from supporting details. Smooth transitions also differentiate main points.	Effective organization well suited to purpose. Main points are also distinct from supporting details.	____ / 10
EYE CONTACT: Establishes rapport; Expansion of interaction zone.	Read speech from notes, manuscript. No eye contact with audience.	Conspicuous use of notes and very few glances at the audience created a feeling of being read a story.	Eye contact established rapport with audience. Speaker's uses of notes were unobtrusive and scanned audience to establish a greater zone of interaction.	Frequently used eye contact to maintain rapport with listeners and demonstrated an inconspicuous use of speaker notes.	____ / 10

MOVEMENT: Expressive, comfortable to enhance message.	Body language does not support message. Gestures, facial expressions, and posture are mechanical, causing audience distractions.	Use of body language a minimal support of the verbal message. Gestures, facial expressions, and posture appear mechanical and reflect speaker's discomfort which interferes with the message.	Use of body language as an adequate tool to support message. Movements and gestures enhanced clarity of main points. Facial expression and posture appear authentic.	Gestures, facial expression and posture reinforced and enhanced the verbal message. Use of body language expressive fresh, dynamic, nature and comfortable.	____ / 10
VOICE: Pitch, rate, volume and natural genuine.	Fails to maintain audience interest and support the verbal message caused by excessive monotone, inappropriate rate and volume. Pitch appears flat and strained.	Inconsistent use of the voice to support message. Monotone passages of reading interfered with audience interest. Rate too fast or slow; volume too high or low. Pitch strained at times, too artificial or too nervous.	Tone of voice fits verbal message by changing for emphasis at the appropriate moments. Speaker's knowledge of rate and volume allowed audience to follow message with ease. Pitch appeared natural to speaker.	Speaker's use of tone is authentic and most appropriate to topic. Speaker's application of rate, pitch and volume varied at key times to support the verbal message and to maintain audience interest. Speaker used voice to maintain naturalness by speaking with rather than at audience.	____ / 10
FLUENCY: Pronunciation, enunciation, articulation are smooth—lack of fillers.	Incoherent presentations due to factors that reduce fluency, such as use of slang, poor pronunciation, long pauses, and excessive use of vocalized fillers which distract audience attention.	Correct pronunciation, but enunciation and articulation in developmental stage; awkward pauses, and noticeable fillers, but not overly excessive.	Careful pronunciation supports unity and coherence of presentation. Pauses were slight which did not interrupt fluency of speech. Vocalized fillers were kept at a minimal and were not distracting.	Coherence of presentation clearly reflected proper pronunciation, confident enunciation and articulation. Uses of pauses were purposeful to enhance fluency of speech. No vocalized fillers are detected.	____ / 10
TIME MANAGEMENT: Use of time strongly observed for each speech.	Speech too short, lacked organization and development. Not within assigned limits.	Speech development more than two minutes, but not within total assigned limits by 15 seconds or over time limit by 15 seconds.	Within assigned limits.	Observed time requirements within assigned limits.	____ / 10
				Total score	____/ 100