CRITERIA FOR HIGHER GRADE ON FIRST MAJOR SPEECH

This is a basic course. Thus you must prove you have control of the basic skills.

There were the basic requirements that in order to make a passing grade must be met.

Then after having met the basic requirements correctly, there was the range within of quality.

Let's begin with your choice of topic. Was it academically and intellectually equal at least to a sophomore college course?

You had listen again and again (as we prepared the speeches) to the thesis statements of each person in the class, thus you could not only compare yours to theirs, you could raise questions in class, or ask the professor in class or later if you had questions.

You had several questions that must be addressed for all speeches whether in this class or later on a professional level: 1. Why are you telling us this? 2. How can we benefit from the information? Does it affect our lives?

The requirement for the outline was that it must be in words and phrases. In other words, there were to be no sentences with the exception of the ending quotation which could be no longer than one line. Note this was not one sentence long but one line long.
Now let's look at the **requirements of the Introduction**.

There were no choices for the order of information. For example the Introduction: 1. Your experience in story form, 2. The thesis 3. The Divisions of the Thesis 4. A classmate's story, example, contrast, etc.

Did you omit any of these four major points? Did you meet those requirements.

Did you begin with the story, or was it, “I’m going to talk on…” or “hello…” or “good morning…”?

Even weaker, was you first word, “ah” followed by a long pause?

Now let's look at the quality of your opening. Was the story of your experience creative? Was it a story with the qualities of a story such as a beginning, a middle, an end? Did it have characters (perhaps with names or even the names of places or time)? Was it interesting enough to capture the attention of the listeners?

What was the vocabulary level used on the story?

How about the proportion of time spent on it as compared to the time on the rest of the speech? That proportion was approximately one third of the time for the Introduction.

Now as to the objective of the Body which was to support the two divisions of the thesis—one at a time.

What was the order used? Chronological? Importance?

Was this section related to the class, did you mention names? You were given at least two classmates. Did you use one of them in the Body? Why did you not gather more class names? How did you interest the audience in your subject? How did you adapted to the audience.
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What about that list of supports that was distributed? Supports like example, statistic, specific example, comparison, contrast, etc.? These were on the initial handout as well as on the grade sheets used in the first brief talks.