

# *"Personal Experience"*

## Chapter 2

The speech of personal experience is the second speech of the semester and is one with which you should be very familiar. However, it is very important to remember that, although this speech should be somewhat easier to present, it still requires careful preparation and organization to be effective.

- ◆ First, you will have to decide whether you will be informing your audience or entertaining them.
- ◆ Second, think of an exciting personal experience that is vivid and quite clear.
- ◆ Third, think about how you will gear your speech to your audience, in this case your classmates.

### Organization:

- ◆ Outline your speech. Set up the events in the order that makes the most sense.
- ◆ Begin with an introduction that catches the attention of the audience and gets them interested in what you have to say. You can do this in several ways: quotations, a humorous anecdote that is related to your experience, a startling statement or statistic, a question or two, or a combination of several ideas from above.
- ◆ Include details that make the speech clear to other people. Strive to paint a vivid mental picture in the audience's minds. Do your best to make your audience see what you saw, feel what you felt. The more details the better.
- ◆ The conclusion is your last opportunity to impress your audience. It should be the culmination of all that has come before. For a speech of personal experience, you may end by telling what you have learned from this experience. (see pages xxvi-xxviii in your text)

### Specifics of this Assignment

- ◆ Speak between 4 and 5 minutes. Check your rubric for my grading standards.
- ◆ You may use note cards to help you remember your major points. This is the only thing you may bring to the podium.
- ◆ I will be collecting your note cards and your outlines.
- ◆ Remember, practice, practice, practice!!

**"PERSONAL EXPERIENCE"  
RUBRIC**



Name \_\_\_\_\_ Date \_\_\_\_\_  
Grade \_\_\_\_\_

	Criteria			
	4	3	2	1
<b>Body Language</b>	Excellent use of movements and gestures that helped the audience visualize.	Satisfactory use of movements or gestures that enhanced articulation.	Very little movement and/or descriptive gestures.	No movement or descriptive gestures.
<b>Eye Contact</b>	Scans the entire audience; holds the attention of the audience with the use of direct eye contact.	Satisfactory use of direct eye contact with audience.	Displays minimal eye contact with audience.	No eye contact with audience.
<b>Introduction</b>	Creative introductory remarks that capture the attention of the audience	Satisfactory introduction	Brief introduction	Student does not display clear introductory remarks.
<b>Conclusion</b>	Creative concluding remarks that capture the attention of the audience	Satisfactory conclusion	Brief conclusion	No clear conclusion
<b>Pacing</b>	Excellent use of drama and pacing	Very good pacing with appropriate pauses for effect	Satisfactory pacing; some inappropriate pauses	Delivery is either too quick or too slow
<b>Poise</b>	Student displays relaxed, self-confident nature with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays very little tension.	Displays mild tension; makes minor mistakes.	Tension and nervousness are obvious; has difficulty recovering from mistakes.
<b>Voice</b>	Excellent use of fluid speech and inflection; maintains the interest of the audience	Very good use of inflection and fluently; sets the tone	Satisfactory use of inflection and tone	Consistently uses a monotone voice
<b>Outline</b>	Excellent format with no errors	Very good outline; few errors in format, grammar, spelling, etc.	Outline needs work; several mistakes in format, grammar, etc.	Did not follow the proper format
<b>Time</b>	4-5 min.	Up to 30 sec. over/under	Up to 1 min. over/under	More than 1 min. over/under

COMMENTS

TOTAL