Public Speaking: Final Exam

 According to *Webster’s New World Dictionary*, a swan song is, “the last act, final creative work, etc. of a person.” Since all of you will be leaving my class in a mere few days, and graduating a few days after that, it is fitting we conclude our course with a “swan song.” Each of you will be doing a 4-6 minute presentation. You will choose one of the following options to frame your speech:

1. Personal Experience;
2. Demonstration;
3. Remaking History: Modeling the Pros;
	1. For this speech, you are to find a famous speech, read it, and determine its main idea. In other words, what is the speaker trying to say or get the listeners to do? Use the main idea of the speech (e.g. global awareness, fighting for a cause, bettering ourselves, etc.) as the main idea of a speech you develop.
4. Book/Movie Review;
5. Persuasive;
	1. You may present the speech you already prepared; be aware that you will have to make it longer
6. Motivational;
	1. See attached page for more information
7. Sales Pitch; or
	1. Same as before, except you have to work independently
8. Farewell.
	1. Review your high school career. What you put in yours is up to you, but you should consider items like these:
		1. Who influenced you the most
		2. Favorites – books, movies, teachers, coaches, & why they’re your favorites
		3. Achievements and/or opportunities missed
		4. What you want to say to your friends
		5. What you want your friends to be able to say about you
		6. Advice to freshmen
		7. Life lessons ☺
		8. Who and what has helped you grow up
		9. Moments never to be forgotten
		10. What you are going to be doing in five, ten years from now
	2. Avoid:
		1. Any negativity
		2. Insincerity
		3. Overly emotional words or phrases
		4. Flowery language
		5. Redundancy – make it unique

**Other Notes:**

* Since this is your final exam, you must be ready to present on your assigned day. If you are *not* ready, or you are absent, you must have an EXCUSED ABSENCE or medical note to make up this speech.
* You MUST submit your work *in writing*! You may choose to submit an outline, narrative, notecards, printed PowerPoint slides, or another form that outlines your work. You must have your presentation *clearly* represented in the written work; it must be a thorough attempt to represent your actual presentation. (It’s okay if you change a phrase in your live speech.) You must come to your presentation prepared with this paper copy; you will not be allowed to use class time to print.
* Best luck to all of you in your future endeavors!! ☺
* All prompts that guide your understanding of each type of speech can be found on my website: missdaigle.weebly.com

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Final Exam Rubric** **Public Speaking** A. Daigle, 2014

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| --- | --- |
| **Category** | **Level of Current Achievement** |
| **5** | **4** | **3** | **2** | **1** |
| **Physicality** – eye contact, posture, poise, body movements | All greatly enhance credibility | Most enhances credibility | Neutral effect on credibility | Movements hinder credibility | Movements lack credibility |
| **Structure** – introduction & conclusion, supporting details, information arrangement | All superbly executed | Well-structured presentation, could use some revision | Structure is too loose to enhance credibility | Little organization evidence | Almost no structure evident |
| **Pacing** – speed of presentation and even distribution of material | Evenly paced | Mostly well paced | Pacing is irregular | Pacing is erratic (and/or inconsistent) | Pacing is frantic or lethargic |
| **Voice** – clarity and ability for audience to understand | Excellent pronunciation, easy to hear, listen to, and understand | Few pronunciation errors, can be mostly heard, listened to and understood | Numerous pronunciation errors, sometimes difficult to hear and listen to | Too many errors to be credible, almost impossible to hear, listen to, and/or understand | Almost impossible to understand |
| **Visual/Other Aids** – graphics, charts, outlines, sound effects, etc. | Relevant, easy to understand, greatly enhance presentation | Mostly relevant, easy to understand, does enhance presentation | Somewhat relevant, can be understood, some enhancement of presentation | Barely relevant, somewhat confusing, does not enhance verbal presentation | Irrelevant, confusing, may detract from presentation |
| **Time** | 4-6 minutes | Up to 30 seconds over/under | More than 30 seconds over/under | Up to 1 minute over/under | More than 1 minute over/under |
| **Total: \_\_\_\_\_\_\_/ 30 = \_\_\_\_\_\_\_ %** |
| **Comments**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |