

## INFORMATIVE OR DEMONSTRATIVE SPEECH

**Due date: April 26th**

For this assignment, you will compose and deliver a **demonstrative speech** (a how-to) or an **informative speech** (explains a topic). A demonstration speech should take the audience step-by-step through the process of something that they most likely do not already know how to do. Think of routines or processes with which you are familiar.

An informative speech should seek to provide facts, statistics, or general evidence. This type of speech is primarily concerned with the transmission of knowledge to the audience. Both speeches may require some research, so bring your materials with you to class to prepare for your final product.

Remember that speeches are assessed on more than just content. Your verbal delivery, physical delivery, visual aid, and timing will be graded as well.

You will sign up for topics and time-slots on **April 24th**. You cannot present on the same thing as a peer from your class.

### **Requirements are as follows:**

- The speech must fall **between 3 and 5 minutes**.
- The process must be one that most of the class does not already know or how to do, but you can speak knowledgeably about it.
- Organize your speech in a logical order, but don't just read off steps like a list. Include transitions and support for each step. (Is there one particular way to do a step better? Is there a specific reason why a particular step should come before the next?) Or include interesting facts for your informative speech. Please list information that is not widely known.
- Include an attention-grabbing introduction and a clear, satisfying conclusion.
- You may not read directly from your paper; instead, use note cards.** Remember that eye contact with the entire audience is important.
- You must have a visual aid** that demonstrates the process about which you are speaking or informing. You can perform the task yourself, have someone else perform it while you are talking (how-to only), or have a poster/diagrams/some other tangible aid.
- Dress professionally. Remember that your overall appearance is a large part of delivering a successful speech.

**I will not grant permission before or during class to go the Media Center to print items for your speech on the due date. Be prepared prior to class, and plan ahead.**

**The rubric on the opposite page will be used for both speeches. You must present on the day you are assigned. NO EXCEPTIONS. If you are absent, you must have an excused absence on record in order to avoid late penalties. (Ten points for each day missed.)**

Presenter \_\_\_\_\_

Subject \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

	4	3	2	1
<b>Introduction</b>	Introduction draws reader into the subject quickly and enthusiastically, begins development of theme, and sets appropriate tone.	Introduction draws reader into the subject and sets appropriate tone.	Introduction draws reader into the subject but has limited development of theme or does not set tone.	Introduction does not effectively draw listener into the subject and does not introduce theme or tone.
<b>Organization</b>	Speech is well organized, with effective visual and oral signposting.	Speech is adequately organized, with some signposting.	Speech is somewhat organized, but little or no signposting is used.	Speech is disorganized.
<b>Conclusion</b>	Clear final ending that relates to introduction, summarizes, and concludes speech.	Clear final appeal or ending to summarize and conclude speech.	Mentions the close of the speech.	Ends the speech abruptly or incompletely.
<b>Audience appeal</b>	Clearly explains/informs intended audience and makes consistent interesting connections to audience.	Explains/informs intended audience and makes occasional interesting connections to audience.	Explains/informs intended audience or makes occasional interesting connections to audience.	Does not explain/inform intended audience and makes no connections to audience.
<b>Rate/pacing</b>	Varies rate and pauses for natural effect throughout presentation.	Uses appropriate rate but includes some vocal fillers.	Speaks too rapidly or slowly; pauses or vocal fillers may disrupt speech.	Rate causes confusion; vocal fillers create distraction.
<b>Articulation and volume</b>	Articulation is clear, and voice is audible throughout presentation.	Articulation is clear, and voice is audible throughout the majority (85-95%) of the presentation.	Articulation is clear, and voice is audible through some (70-84%) of the presentation.	Articulation and volume need more attention.
<b>Posture/movement</b>	Stands straight. Exhibits good energy level and passion. Uses purposeful movements.	Uses purposeful movements but shifts or leans. Exhibits good energy level.	Uses no purposeful movements and leans or shifts weight.	Posture or movement interferes or distracts from presentation.
<b>Use of props/visual aids</b>	Props/visual aids are prepared ahead of time and are handled smoothly and seamlessly as part of presentation. Use of props/visual aid contributes to overall effectiveness.	Props/visual aids are prepared ahead of time and contribute to the overall effectiveness of the presentation.	Props/visual aids are not prepared ahead of time or do little to contribute to the effectiveness of the presentation.	Props/visual aids are not prepared ahead of time and do not contribute to the effectiveness of the presentation.
<b>Within time frame (3-5 minutes)</b>	The speech is presented within the time frame.	The speech is presented slightly outside the time frame (+/- 15 seconds).	The speech is presented somewhat outside the time frame (+/- 30 seconds).	The speech is presented significantly outside the time frame (> 30 seconds).

**Comments:**