

Quarter 2 Project Presentations: The Five-Minute Pitch

Mr. Eble, AP Language & Composition

Your Assignment:

You and your group members have five minutes to sell your idea from your quarter 2 project to your classmates. You may use whatever method and media you'd like—a speech, a video, a combination of the two—and all of your group members should speak during the presentation period. You'll submit one group writing, **at least** two pages of explanation of your pitch to your classmates (MLA format included!), including how you utilize appeals / strategies to argue claims of fact, value, and policy. Please don't make arbitrary decisions about how to relate your claims to your classmates; base them on as much fact as possible.

Your Rubric (on the next page):

I'll assess each of you based upon the following rubric; while this is a summative assessment for your topic and ability to relate your argument to your classmates (one in which I assess your acquired knowledge and skills), it's also a formative assessment for your public speaking skills (one that allows me to see your progress / skills so that I can provide constructive feedback).

Your Presentation Dates

We'll start class each day with these presentations. You'll be able to locate your formative assessment on NetMoeller under the comments for this assignment.

B2

A2

January 12:

Ethan Callahan, Austin Herriott, JJ Harper

Drew Scott, Griffin Mulvaney, Liam Taylor

Luke Weber, Nick Spuzzillo, John Geyer

January 14:

Eric Schutter, Marshall Eippert, Nate Fowler

Alex Johnson, Hank Woodard, Nick Wright

Jared Diesslin, Eddy Pappalardo, Connor Peed

January 16:

Noah Worobetz, Austin Sanders, Andrew Olinger

Nick Fendinger, Jacob Menke, Mitch Poch

January 13:

Aiden Dalton, Logan Cooper

Spencer Ballard, Jake Wermes, Andrew Smith

Zane Cooper, Jeff Shagena, Kevin Collins

January 15:

Zane Cooper, Jeff Shagena, Kevin Collins

Alex Gruber, Sam Waldbillig, Eli Proffitt

Chase Hawkins, Harrison Savarese, TJ Peloquin

Rubric For Assessment

Blue areas involve public speaking and include formative assessment; this will count as a 20-point seminar grade.

Green areas involve your project knowledge and ability to adjust your rhetoric to your audience and include summative assessment; this will count for a 50-point writing grade.

	5, 4	3, 2	1, 0
Nonverbal Communication	Posture, eye contact, smooth gestures, facial expressions indicate confidence, a commitment to the topic, and a willingness to communicate. Speaker uses his hands, facial expressions effectively to convey the message of his speech. If the speaker uses a visual, it isn't distracting, but adds to the presentation. Clothing reflects an understanding of expectations, situation.	Generally effective use of posture, gestures, facial expressions, eye contact, but they may not be consistent; some hesitancy may be observed. Hands, facial expressions somewhat convey the message of the speech. Visual is somewhat distracting, perhaps unnecessary.	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Clothing is slovenly, doesn't reflect an understanding of expectations, situation.
Verbal Communication	Verbal delivery is natural, smooth, confident. Tone, inflection, pacing, volume demonstrate that the speaker has paid attention to detail and verbally conveying his speech effectively, if not masterfully, to his classmates.	Verbal delivery is generally successful, as speaker utilizes acceptable volume and somewhat varies tone, inflection, and pacing. Speech shows some attention to verbal elements.	Volume, inflection, tone are problematic for the speech. Speaker includes any / all of the following: Monotone speaking, pace problems, incoherency / lack of pronunciation, inordinately low / high volume.
Content Knowledge	Speaker has a clear grasp of information. Sources attributed appropriately and accurately. Supporting material is original, logical and relevant. Student demonstrates full knowledge (more than required) by focusing on all parts of topic with explanations and elaboration. Speaking outline or note cards are used for reference only.	Student has a partial grasp of the information. Supporting material may lack in originality. Sources are generally introduced and attributed appropriately. Student is at ease with expected answers to all questions but fails to elaborate. Over dependence on notes may be observed.	Student does not have grasp of information; student cannot answer questions about the subject. Few, if any, sources are attributed (possibly incorrectly). Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.
Connection with, Adaptation of Information to Audience, Context	Written explanation demonstrates superior knowledge of how to effectively keep the audience engaged, to relate information to them. Material is expertly modified or clarified according to the Moeller audience. Writing explains group's appeals (logos, ethos, pathos) and strategies thoroughly; clear, explicit explanation based on tangible evidence / information on classmates. Examples are interesting and relevant for the audience and occasion. All writing adheres to MLA, writing conventions.	Written explanation demonstrates some knowledge of how to keep the audience engaged, to relate information to them. Material is somewhat modified or clarified according to the Moeller audience. Writing somewhat explains appeals and strategies; explanation is based on some evidence / information about classmates. Examples somewhat connect to the audience. Writing somewhat adheres to MLA, writing conventions.	Written explanation demonstrates scant knowledge of keeping audience engaged, relating information to them. Material isn't modified, clarified according to the Moeller audience. Writing vaguely explains appeals and strategies; explanation of appeals and strategies isn't based on any evidence / information about classmates. Examples don't connect to the audience. Writing doesn't adhere to MLA, writing conventions. Work is sloppy, shows little evidence of attention to detail.