

Peer Evaluation Letter: 60 points

For our persuasive speeches, I am asking that you write a constructive, compassionate, and critical evaluation letter to a specific peer in our class

• **Submissions:**

- Upload 1 copy of the to Canvas, by or before assignment due date (see course calendar)
- Email 1 copy to your assigned peer, on or before the assignment due date

• **Format:**

- The letter should be 600-1000 words (approx. 1.5-2 pgs), double-spaced, 12 point, Times New Roman font
- Only acceptable file formats are: .doc; .docx; and pdf
- Please, save your file in the following format:

YourName_Peer'sName_PE

Ex: Diana_John_PE.pdf

• **Format:**

- All letters should adhere to college-level writing standards (logically structured, complete sentences, and proofread for clarity, grammar, and spelling).
- You will receive a letter grade of no higher than a C if your letter fails to meet these standards.

• **Missed or late assignments**

- If you miss your assigned peer's speech, the you cannot write the letter and you will receive a 0/60 points on this assignment;
- I will deduct 10 points for each day past the submission date that you upload the assignment

• **To double-check who you are writing a letter for:**

go to Canvas< Files< Peer Evaluation Letter< "Peer Evaluation Letter List"

ASSIGNMENT OVERVIEW:

Make sure your letter has the following components:

- 1) An **introduction**, where you:
 - a. Address the person you are writing to ("Dear ____")
 - b. then, briefly introduce yourself, explain that you are responding to their persuasive speech, and state your goals for writing the letter.
- 2) A body where you offer your peer at least **three areas of praise**, using the concepts and vocabulary that we have been using throughout the course.
 - a. Describe in detail where you saw these areas, what they looked like
 - b. Explain why those areas are praiseworthy. In other words, explain what they help to accomplish for the speech or speaker?
- 3) Offer your peer at least **two areas that he/she can improve on** in future speeches, using the concepts and vocabulary that we have been using throughout the course.
 - a. Describe in detail where you saw these areas, what they looked like
 - b. Explain why those areas are things to be avoided. In other words, explain what take away from to the speech or speaker?
- 4) Evaluate **the strengths or weaknesses of your peer's use of at least two out of**

three of the artistic proofs used in their speech.

- a. These artistic proofs are called:
 - i. *Ethos* (or credibility; see pgs 332-36 and 192-4 in textbook),
 - ii. *Logos* (evidence and reasoning; see Chp 8 and pgs 336-48 in textbook),
 - iii. *Pathos* (emotion appeals; see Chp 12 and pgs 348-52 in your textbook).

b. Define each artistic proof that you discuss

- c. Describe in detail where you saw these areas,
- d. Explain how it links it up to the definition.

5) Conclude on a positive note, and “sign” (type) your name, as you would in any formal letter.

ASSIGNMENT SPECIFICS:

For steps 2,3, and 4 above you should: **describe**—in a relatively detailed manner—what you saw the speaker do (EX: “Your hand gestures seemed natural, open, and they were above the waist”) You should also **interpret** the importance of that particular quality or skill (EX: “This shows confidence by giving the audience full access to you”). You should also **evaluate** how you think they did executing the particular quality/skill. (EX: “your hand gestures were accomplished. Well done.”)

For example, if you were addressing Step 2 (areas of praise) of this assignment, you wouldn’t simply say: “In your speech, you had strong eye contact, confident hand gestures, and effective transitions” and then move on to Step 3 (areas for improvement).

Instead you would want to devote at least an entire paragraph to each area of praise, wherein you would describe, for example: in what particular parts of speech that he/she had confident hand gestures, what role confident hand gestures serve in public speaking, and how her/his usage of confident hand gestures contributes to this function. Do the same type of thing for steps 3 and 4.

ASSIGNMENT EXAMPLES:

- [Step 2: “Praise”]

“I saw many speaking strengths throughout your speech, specifically confident hand gestures, strong eye contact, and effective transitions. I noticed your hand gestures during the “Satisfaction” and “Action” sections of your speech. For example, your “Satisfaction” section had three main steps to it and as you went through these steps you marked each of them with the hand gestures of 1, 2, and 3. Doing so visually aided your audience, by guiding them through these steps. Additionally, at the conclusion of your speech, in the “Action” step, you balled your hand into a “power fist” as you urged your audience a final time to volunteer as an adult literacy tutor. This confident hand gesture was made above the waste, and away from your body, and because of this, It helped to highlight the conviction you have toward your topic, and to move the audience towards action. I was very impressed by your usage of confident hand gesture. In addition to your confident hand gestures, you also showed strong eye contact in your speech. . .”

- [Step 3: “Improvement”]

“While you had many strengths in your speech, there are still some areas you can improve on—specifically, the structure of your speech and your projection. This persuasive speech was supposed to be structured using Monroe’s Motivated Sequence. As our book explains in Chapter 16, Monroe’s Motivated Sequence aids the persuasive process by first, predicting the psychological questions your audience will generate when processing and assessing your message, and then answering those questions with specific information that is created to satisfy those questions. Your speech did not appear to follow the steps of Monroe’s Motivated Sequence and because of this, it was ultimately less persuasive than it could have been. In addition to not

following Monroe's Motivated Sequence, you also struggled with low projection. I have watched all three of your speeches so far, and noticed that this has been a reoccurring issue for you. Projection is important in public speaking because. . . “

- **See full sample speech on Canvas under** Files< Peer Evaluation Letter< “SampleLetter_PE”