

Guidelines for a Persuasive Speech

What is Persuasion? A good working definition of persuasion is: "An honest, ethical attempt to influence others. It is motivated by the persuader's sincere conviction that the view held or the action advocated is the right one."

General Assignment: Your general purpose is to gain conviction and influence the belief and/or action of your audience. You are asked to put what you have learned about organization and critical analysis into practice by preparing and presenting a persuasive speech that uses a logical format, provides well-supported arguments, and demonstrates clear reasoning.

Essentials of the Assignment:

1. Using the general topic you chose for your Analysis of a Controversy speech, prepare a 5-7 minute speech on a point-of-view with which you agree. Here are some options:
 - Present a speech that goes beyond the nonpartisan informative talk you presented earlier. Act as an advocate for one aspect of the controversy and present a well-substantiated view of the facts as persuasively as possible. This is a speech that answers a "**question of fact**;" or
 - present a speech that addresses an attitude or a belief you have about the topic. This is a speech that answers a "**question of value**;" or
 - present a speech that urges action regarding the topic. This is a speech that answers a "**question of policy**;" or
 - confront views that oppose your own. This is a **speech of contention**.
2. Select an organizational pattern for your speech that is appropriate to the type of persuasive speech you plan to present. Try:
 - a topical, problem-solution, or analogy design for the speech that interprets fact or addresses attitudes; or
 - a problem-solution, motivated sequence, sequential, or stock issue plan for the speech that urges action; or
 - a comparison-contrast, refutative, or analogy design for the speech that refutes the claims of others.
3. Your arguments should contain ethical, logical, and emotional elements.
4. Your speech should contain at least **five** quotations from a minimum of **four** different sources.
5. On the day you are scheduled to speak, submit a full-sentence preparation outline with a bibliography of at least **four** different sources you consulted during the preparation for this speech. See your text for outline and bibliography guidelines.

6. This speech will be video-taped, so bring a flash-drive (1 GB minimum), and submit it along with your preparation outline at the beginning of the class during which you are scheduled to speak.
7. Do not try to speak from your preparation outline; you will want to develop a “key word” speaking outline for yourself.
8. Deliver the speech extemporaneously—practiced but not memorized. Although two or three note-cards are acceptable, memorization and manuscript reading are not. **The speech delivered with extensive reading will receive no higher than a grade of “C.”**

Grading: This speech is worth **25%** of your total grade for the course. See the general criteria I use for speech evaluation in your Course Syllabus.

There will be no time for make-up speeches during class. I *will* consider a before-class make-up speech only if it is an extreme emergency and *only* if the student can substantiate the nature of the emergency and the student was prepared to give the speech at the assigned time. (There will be no grade penalty if the above criteria are met.)

I will give a lower grade to the speech that is not accompanied by a preparation outline, or an outline that does not meet the assignment’s guidelines. (For example, expect a lower grade if your preparation outline is not a sentence outline, or it does not include a bibliography of at least four different sources.)

In addition to the speech and its preparation outline, your grade will also reflect your written evaluation of your progress during the course. Viewing the videos of your speeches should help you in this analysis. The criteria for the written evaluation are listed on page 3 of this assignment.

Peer Evaluation: Here is a sample of the “Shift of Opinion Ballot” your classmates will use to give you feedback on your speech. Your grade will *not* reflect your classmates’ “agreements” or “disagreements” regarding your point of view. We *will* have a forum period at the end of each group of persuasive speakers, however, to give your audience a chance to share *their* views on the topics discussed that day.

<u>SHIFT OF OPINION BALLOT</u>	Speaker: _____
	Central Idea : _____
<u>Before:</u>	
I Agree _____; Disagree _____; am Undecided _____	with the central idea suggested by the speaker.
<u>After:</u>	
I Agree _____; Disagree _____; am Undecided _____	with the central idea suggested by the speaker.
<u>Strengths/Areas to Work On:</u> You may use the back for further discussion. (Be sure to sign your name to your ballot.)	

See me if you have *any* questions about *any* aspect of this assignment.

GUIDELINE FOR A SELF-EVALUATION OF A SPEECH

As a component of this final presentation you are to submit a written self-evaluation of your progress in Speech 100 this Semester that includes (1) your **individual** objectives; and (2) the Course's **Student Learning Outcomes (SLOs)**. Your self-evaluation should be a *minimum* of two typewritten pages; it should be turned in after you give your final graded speech, but no later than the beginning of the class during which you take the Course's Final Examination. (Viewing the videos of your speeches should help you in this analysis.) Although I will let you see your grade for your persuasive speech, my written feedback will be held until you submit your written self-evaluation. *A failure to hand in your self-evaluation will affect the speech's grade.*

~~~~~

**I. Begin by identifying the objectives you set for yourself:** (You identified these objectives in the short-answer essay section of the Midterm Examination; this portion of the Exam was returned to you after the test.)

- Using these objectives as your criteria, what have been the *best* aspects/qualities of your public speaking this term? In what ways have you improved?
- Using these objectives as your criteria, what were the *least* effective aspects/qualities of your public speaking this term? How could you have improved your presentations?

**II. Continue your self-evaluation by reviewing the Speech 100 Student Learning Outcomes and answering the following questions:** (*Although these SLOs were included in your Course Syllabus, I've included them below:*)

This class is designed to help you become a more competent public speaker. To that end we will explore the principles of effective speaking, techniques of organization, outlining and delivering speeches in a supportive environment. All Speech 100 classes have the following Student Learning Outcomes (SLOs) for this course:

- Demonstrate awareness of and sensitivity to culturally diverse audiences.
  - Develop presentational skills that enhance self-confidence in various oral communication contexts.
  - Develop proper speech writing skills with an emphasis on organization and style.
- Using examples from the speeches you've presented, what have you done to *meet* these Outcomes? (That is, what were your *strengths*?)
  - What, if any, were *Areas to Work On*—*ATWOs*? What will you try to do in future public speaking situations to make sure you meet these Outcomes?

~~~~~

Don't hesitate to ask me to clarify any questions you have about the above "Self-Evaluation." Remember I won't accept your Self-Evaluation any *later* than the beginning of the class period during which you take the Final Examination.