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. (This option is not discussed in the text but will be clarified in class.)

2. Select an organizational pattern for your speech that is appropriate to the type of persuasive speech you plan to present.
   • Speeches on questions of fact or questions of value are almost always ordered topically.
   • Speeches on questions of policy usually use a problem-solution order, a problem-cause-solution order, a comparative advantage order, or the Motivated Sequence.
   • A speech of contention can be structured using a refutative design. (This plan is not discussed in the text, but will be clarified in class.)

3. Your arguments should contain ethical, logical, and emotional elements.

4. Your delivered speech should contain at least five source-citations from a minimum of four different—and credible—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 the text for outline and bibliography guidelines. (You can find a sample preparation outline on my faculty website: http://www2.palomar.edu/users/kfritts/)

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6. I’ll videotape your speech, 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. Although a few note-cards are acceptable, memorization and manuscript-reading are not.

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 “C.”

Grading: This speech is worth 25% of your total grade for the course. See the Rubric 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 you can substantiate the nature of the emergency and that you were prepared to give the speech at the assigned time.

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 does not meet the guidelines found in our textbook, or your outline does not include an MLA or APA formatted bibliography of at least four different sources.)

Self-Evaluation for Extra Credit:
This assignment comes with an opportunity for extra credit that can improve the grade you receive for this speech. (The maximum grade increase could be as much as a half-a-letter grade depending on the quality of your Self-Evaluation.) The criteria for this 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’ll also have a forum period at the end of each group of persuasive speakers to give your audience a chance to share their views on the topics discussed that day with their impromptu speeches.

<table>
<thead>
<tr>
<th>SHIFT OF OPINION BALLOT</th>
<th>Speaker: ________________________________</th>
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<tbody>
<tr>
<td></td>
<td>Central Idea : __________________________</td>
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Before:
I Agree _____; Disagree _____; am Undecided _____ with the central idea suggested by the speaker.

After:
I Agree _____; Disagree _____; am Undecided _____ with the central idea suggested by the speaker.

Strengths/Areas to Work On: You may use the back for further discussion.

(Be sure to sign your name to your ballot.)
SELF-EVALUATION GUIDELINE FOR POSSIBLE INCREASE OF YOUR PERSUASIVE SPEECH GRADE

Begin by analyzing your last speech and conclude with a by discussing your accomplishments as well as areas you can work on (ATWOS) in future public speaking endeavors. Your self-evaluation should be a minimum of two typewritten pages, and submitted 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. The quality of this self-evaluation will determine whether or not you receive a boost to your Persuasive Speech’s grade.

Begin your self-evaluation by analyzing your persuasive speech. Use the following criteria as your guide in this endeavor, and remember examples help the reader better understand what you are trying to say.

1. How well was the speech structured? How clear were my main points and central idea? How well did the main points relate to the central idea? Did I use connectives effectively to show the direction of my ideas?

2. Was there sufficient documented supporting material that met the tests of good evidence?

3. If applicable, were visual aids necessary to the speech? Did they support and clarify my ideas? How effectively did I use them?

4. Briefly describe your nonverbal behavior by answering the following questions:
   a. Did I use eye contact in establishing and maintaining a strong speaker-audience rapport? In what way?
   b. How effective was my voice? Comment on its clarity, rate, and volume.
   c. Did I use sufficient body movement and gestures? Were my movements purposeful; my facial expressions meaningfully varied and expressive; my gestures natural, well-timed, and meaningful? In what way?
   d. Did I appear poised, confident, convincing, and enthusiastic? In what way?

Continue your self-evaluation by considering your progress during the course; the basis for your analysis should be your response to the midterm examination short-answer question. Viewing the videos of your speeches, and reviewing my written evaluations and your classmate’s written feedback should help you in this analysis.

1. What were the objectives I set for myself? (See your response to the Midterm Examination “Short-Answer” question. Your answer was returned to you after the midterm.)

2. Using these objectives as my criteria, what have been the best aspects/qualities of my public speaking this term? In what ways have I improved?

3. Using these objectives as my criteria, what were the least effective aspects/qualities of my public speaking this term? How could I have improved my presentation?

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