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. (I will deduct up to 10% of the total points allocated for this speech for exceeding the time limit.) Here are some options for the type of speech:
   - 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."

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.

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. You should draw up a full-sentence preparation outline with a bibliography of at least four different sources you’ve 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/)

6. To get credit for your Preparation Outline and bibliography you’ll need to turn them in at the beginning of the class period during which you are scheduled to speak.
7. Deliver your speech extemporaneously - practiced but not memorized. Although two or three note cards are acceptable, memorization or manuscript reading are not. A speech delivered with extensive reading will receive a point deduction up to 10% of the total points allocated for this speech.

8. 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.

**Grading:** This speech is worth 250 points (25% of your total grade for the course.) See the Rubric I use for speech evaluation in your Course Syllabus.

**PERSUASIVE SPEECH — GRADE SCALE BASED ON 250 points:**

| Grade | Description          | Percentage | Points  
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<tr>
<td>A</td>
<td>Superior</td>
<td>93-100%</td>
<td>233-250</td>
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<tr>
<td>A -</td>
<td>Very Good</td>
<td>90-92%</td>
<td>225-232</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>87-89%</td>
<td>218-224</td>
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<tr>
<td>B -</td>
<td>Fair</td>
<td>80-82%</td>
<td>200-207</td>
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<tr>
<td>C +</td>
<td>Acceptable</td>
<td>77-79%</td>
<td>193-199</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>73-76%</td>
<td>183-192</td>
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<tr>
<td>C -</td>
<td></td>
<td>70-72%</td>
<td>175-182</td>
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| Grade | Description          | Percentage | Points  
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<tr>
<td>D +</td>
<td>Passing (barely acceptable)</td>
<td>67-69%</td>
<td>168-174</td>
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<tr>
<td>D</td>
<td>D -</td>
<td>60-62%</td>
<td>150-157</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0-59%</td>
<td>0-149</td>
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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.)

**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.

**SHIFT OF OPINION BALLOT**

<table>
<thead>
<tr>
<th>Before:</th>
<th>After:</th>
<th>Strengths/Areas to Work On:</th>
</tr>
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<tbody>
<tr>
<td>I Agree _____; Disagree _____; am Undecided _____ with the central idea suggested by the speaker.</td>
<td>I Agree _____; Disagree _____; am Undecided _____ with the central idea suggested by the speaker.</td>
<td>You may use the back for further discussion.</td>
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(Be sure to sign your name to your ballot.)
EXTRA CREDIT SELF-EVALUATION GUIDELINE — (UP TO 25 POINTS POSSIBLE)

This assignment comes with an opportunity for extra credit that can improve your Course grade. This extra-credit 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 the number of extra credit points you will receive.

Begin your written self-evaluation by analyzing your last speech and conclude by discussing your accomplishments as well as areas you can work on (ATWOS) in future public speaking endeavors.

Analyze 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 regarding strengths and ATWOS. Assessing your speech videos, and reviewing my written evaluations and your classmates’ feedback should help you in your 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.