**English II**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period\_\_\_\_\_\_**

**Persuasive Speech Assignment**

**English II**

**Persuasive Speech Assignment**

**ESLRS:** Effective Communicators, Independent Learners, Respectful and Responsible Citizens

**Common Core Standards: --** Comprehension and Collaboration: 1 d, 2; Presentation of Knowledge and Ideas: 4, 5, 6, **Writing** **Standard -**: Text Types and Purposes: 1; Production and Distribution of Writing: 4, 5; Research to Build and Present Knowledge: 7, 8, 9

**What is a persuasive/argument speech?**

In a persuasive speech, a writer takes a position FOR or AGAINST an issue and writes to convince the reader/listener to believe or do something.

Persuasive speaking, also known as the argument speech, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader/listener to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

**When planning a persuasive speech, follow these steps:**

1. Choose your topic and your position on it. Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your speech.

2. Analyze your audience to see what they may already know about your topic and their opinion of it. Decide if your audience agrees with you, is neutral, or disagrees with your position. You will create a survey to access your audience (our class) to help you do this. Once you understand your audience, you can better tailor your argument to address their bias or concerns.

3. Research your topic. A persuasive speech must provide specific and convincing evidence. It is necessary to go beyond your own knowledge and experience. You can go to the library, search online or interview people who are experts on your topic.

4. Structure your speech. Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic. I will provide you with a 3-point outline to use. If you feel a different outline format will work better for your topic, please see me.

**The following criteria are essential to produce an effective argument**

* Be well informed about your topic. To add to your knowledge of a topic, readthoroughly about it, using legitimate sources. Take notes.
* Test your Claim. Your claim, i.e., argument, must have two sides. It must be debatable. If you can write down a claim that opposes your own, you will ensure that your own argument is debatable.
* Disprove the opposing argument (counterclaim). Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.
* Support your position with evidence. Remember that your evidence must appeal to reason.

Requirements:

1. **Audience Analysis Survey & Results:** You will survey the class on your topic prior to writing your speech. This will help you give a more effective, better adapted speech. You will ask the class to respond to at least 3 different questions about your speech topic (one fixed-response, one ranked question, and one open question -- see sample survey).

**\***Make 20 copies of your survey.

You will report your survey’s results as outlined on the Sample Survey page (in packet) and attach this report to your formal outline due on the day of your speech delivery.

2. **Research:** This speech requires a **3 source** MINIMUM. Sources must be within the past 5 years (unless you can argue that your older source is relevant). You may not use a dictionary or encyclopedia for your source (unless it is a specialized academic one). ). Sources must be within the past 5 years (unless you can argue that your older source is relevant). You may not use a dictionary or encyclopedia for your source (unless it is a specialized academic one). You must use at least 1 source from an online academic database such as the ones found at the Mission Viejo Library or the *Gale Virtual Reference Library* both of which you can access from TesoroHighSchool.com: click on Information in the top tool bar, and then scroll down to Library. Once on the Library page, look for “Tesoro’s EBooks” and click on the Gale Library link or the Mission Viejo Library link. If accessing the Mission Viejo Library databases from home, you will need a library card; however, you can access them from school without one.

\*You must **SAY** the sources in your speech *and* **parenthetically cite** them in your speech outline.

\*You will also create a Works Cited page which will list all the sources that you use in your speech.

3. **Outline:** You must turn in a typed, full-sentence outline (complete with internal source reference and an attached **Works Cited Page** as assigned in class). Use proper parenthetical citations.

Use language effectively! You want to have a persuasive tone. \*Include **3 rhetorical devices** in your speech (repetition, alliteration, rhetorical question, figure of speech, etc.) and highlight them in your outline.

4. **Note cards:** You will create note cards that outline the main ideas ONLY of your speech (3 note cards total). Do not write out your speech word-for-word on the cards. These notes are used to prompt, not as a manuscript (see sample cards). You may also create additional note cards for your claim or quotes that you want to get just right.

The speech length is **3 minutes**. Use your note cards to rehearse and time your speech. Practice in front of your family, friends, a mirror; or use your smart phone to video yourself.

5. **Visual Aids:** can be a powerful persuasive tool. Use at least one visual aide, such as a picture, chart, or graph during your speech. The visual aid should be used to enhance one of your points.

|  |
| --- |
| **Sample Survey** |
| **OBJECTIVE: The reason you survey the audience is to help you find out more about how the class feels and knows about your topic. This will help you to adapt to us -- you need not guess so much about "what might they want to know about this topic."   You are only required to ask three basic types of questions as listed below. You may ask more questions if you find that helpful.  Remember, you will report on your response as indicated on the assignment sheet.** |
| **1) One question must be a fixed-response question, for example:** |
| **Have you ever received a speeding ticket?** yes or no |
| or... |
| **How often do you speed:** |
| \_\_\_ 1 time a week or less |
| \_\_\_ 2-3 times a week |
| \_\_\_ 3-5 times a week |
| \_\_\_ 5-7 times a week |
| \_\_\_ more than 1 time a day |
|  |
| **2) One question must be a ranked question to measure the depth of feeling, understanding, etc. For example:** |
| **"On a scale of 1 - 10, how often do you wear your seatbelt?**" |
| I never wear it 1 2 3 4 5 6 7 8 9 10 every time I get into the car |
| **3) One question must be an open question to allow for a free-flowing response. For example:** |
| **"What, if anything, should be done to ensure more safe driving?"** |
|  |
| **So you could write your survey out like this:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Lori's Survey for Speech 1** | | **1.Have you ever received a speeding ticket?** | | yes \_\_\_\_\_ | | no \_\_\_\_\_ | | **2. On a scale of 1 - 10, how often do you wear your seatbelt?** | | I never wear it 1 2 3 4 5 6 7 8 9 10 every time I get into the car | | **3.  What, if anything, should be done to ensure more safe driving?** | |

**Then you will report your survey's results like this: One MLA Style Page**

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| --- |
| **Audience Survey and Adaptation Report**  **You will write a brief report on your data and how you adapted to your audience.  This will be attached to your outline and will be handed in the day of your speech** |
| A. What were the questions? -- Yes, write each one out. |
| B.  What was the mean response of your fixed response and ranked questions?  In general, what did you learn from the open question? |
| C. What did you infer about your audience from this data? |
| D.  How did you use your data and inferences to adapt to your audience?  Address this thoughtfully in a paragraph. Be specific in your response. |
|  |
|  |

Sample Note Cards

As BASIC as this seems, and almost unnecessary, I find it helpful to use one note card which has a very brief overview of the whole speech...if I get nervous, I can just glance to where I am.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | I. | Intro. |  | | II. | Body |  | |  |  | A.  Reason #1 | |  |  | B.  Reason #2 | |  |  | C.  Reason #3 | | III. | Conclusion | | |

 Additional Cards, one for each main area -- the introduction, each main point, and the conclusion.  I also might use a card for a quote that I want to get "just right!" Notice that I have only listed key words on the card.  The thesis is fully stated, I want to make sure I remember this exactly...however the extemporaneous style dictates that you remember concepts, ideas and not full words.  You will be tempted to write all of your speech on the card, but trust me...if you have it written out, you will read it.

|  |
| --- |
| Card 1 - Introduction  1.  Imagine...you walk into a smoke filled restaurant…  2.  You or Me -- could happen  3.  I once had this happen to me! (story of Applebee’s)  4-5. Today, I will tell you why you should support the ban on smoking in restaurants. The first reason why this ban should continue is…; secondly,…; and lastly, …. |

|  |
| --- |
| Card 2 – Body: Reason #1  A.  95% according to The Center for Disease Control...  B.  Overhead graph and pictures.  C.  Story of Blain. |

**PERSUASIVE SPEECH OUTLINE TEMPLATE LENGTH: 3-5 MINUTES**

**Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Exact Purpose:** To convince the audience that… (*complete this statement*)

Although it is part of your outline, DO NOT begin your speech delivery by stating your exact purpose. The first thing you should say is your Attention-Getter.

**A. INTRODUCTION**

***Tells your audience what you are going to tell them*** and establishes the foundation for your speech. A good Introduction 'draws the map' for the journey. For a Persuasive Speech, an Introduction consists of...

**1. Attention-Getter:**

A statement, visual or sound (or combination) that startles, gains attention and makes your audience sit up.

**2. Bond: Link-to Audience:**

Identify a personal connection in the audiences’ life, eg their use of the ‘device’ or system, or their emotional experience (grief and sorrow, happiness).

**3. "Credentials" of Speaker (Credibility):**

Demonstrate how you are an ‘expert’ through your own use, experience or study, or use the testimony of an expert.

**4. Destination / Objective Sentence:**

State clearly why you are speaking at this moment. State your **Goal**, **Thesis** or what you expect as an **Outcome**.

**5. Explain your Map to your Destination: Speech Preview:**

Briefly outline what you will cover in your persuasive speech.  
This is where you will ...

***“Tell what you are going to tell them”***

*Transition: A transition is how you move from one section or point to the next. It is a linking idea.*

*Create a linking statement to Reason 1*: *You could say… “Let’s begin by ...”, “Let’s start with ...”* or *“Let’s consider …”*

**B. BODY of your Speech**

The Body of your speech is where the detail is found and is best contained in TWO-THREE points (you can have more, but don't confuse your audience). For a Persuasive Speech, this is where you will...

***“SOFTEN THEM UP AND THEN COUNTER THEM”***

**1. Give your concessions up front, followed by counterarguments**

1. **concession**
2. **concession**
3. **concession**
4. **counter argument**
5. **counter argument**
6. **counter argument**

*Transition: Create a linking statement to Reason 2*

**2. Reason #1: *(Give listeners a STRONG reason why they should act or think as you want them to)***

a. Example 1: (*Support/evidence for reason given above, eg. fact, statistic, expert’s testimony)*

b. Commentary: (*Explain how Example 1 proves your argument*)

1. Example : *(Support/evidence for reason given above, eg. anecdote, analogy, argumentative appeal)*
2. Commentary: (*Explain how Example 1 proves your argument*)

*Transition: Create a linking statement to Reason 2*

**3. Reason #2 (This should be your strongest argument. Tell listeners the most important reason why they should act or think the way you want them to. Your counterargument also must be included here unless you’ve decided to include it with Reason #1 or #2)**

a. Counterargument: *(Acknowledge one of the other side’s arguments & disprove it with the examples below)*

b. Example 1: (*Support/evidence for reason given above, eg. fact, statistic, expert’s testimony)*

c.Commentary: (*Explain how Example 1 proves your argument*)

d. Example 2: *(Support/evidence for reason given above, eg. anecdote, analogy, argumentative appeal)*

e.Commentary: (*Explain how Example 2 proves your argument*)

*Transition: Create a linking statement to the Conclusion, eg “Let’s summarize ..." or “Can we consider these main points ..."*

**C. CONCLUSION** ***“Tell them what you have told them”***

**1. Restate thesis (reword):**

**2. Summarize main points:**

**3. Call-to-Action:** eg “I encourage you to …”, “Let’s all contribute …” , “… sign now …”, “make a decision now to be involved …”

**4. Decision-Maker (optional):** eg “Coming around is the petition …”  
“Being passed from the rear is a bag for your contribution to this noble cause, dig deep …”

**NOTES:**



**PERSUASIVE SPEECH OUTLINE TEMPLATE LENGTH: 3 MINUTES**

**Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Exact Purpose:** To convince the audience that…

Although it is part of your outline, DO NOT begin your speech delivery by stating your exact purpose. The first thing you should say is your Attention-Getter.

**A. INTRODUCTION**

**1. Attention-Getter:**

**2. Bond: Link-to Audience:**

**3. "Credentials" of Speaker (Credibility):**

**4. Destination / Objective Sentence:**

**5. Explain your Map to your Destination: Speech Preview:**

*Transition to Reason #1:*

**B. BODY of your Speech**

1. **Reason #1:**

a. Example 1:

b. Example 2:

c. Example 3:

*Transition to Reason #2:*

**2. Reason #2:**

a. Example 1:

b. Example 2:

c. Example 3:

*Transition to Reason #3:*

**3. Reason #3:**

a. Counterargument:

b. Example 1:

c. Example 2:

d. Example 3:

*Transition to Conclusion:*

**C. CONCLUSION**

**1. Restate thesis (reword):**

**2. Summarize main points:**

**3. Call-to-Action:**

**4. Decision-Maker (optional):**

**NOTES:**