Issues in our Community: Persuasive Speech
Summative Assessment: Speech: 30 points

TASK Write a 2-3 minute speech, advocating for a strategy or action that others should take to increase social justice on one of the topics listed below. Your speech will contain facts from your research to support your position and employ persuasive devices to move the audience to take action.

Select one issue from the list below to research. These are broad topics that you will need to narrow down. You will then take a position on this topic.
1. Wage Disparity between Men and Women
2. Head Injuries and Contact Sports
3. Personal Rights vs Policing Practices to Reduce Crime in Target Areas (i.e. stop and frisk)
4. War on Drugs (sentencing inequalities or prison vs. rehabilitation)
5. Human Trafficking
6. Social Media vs Individual’s Rights to Privacy

My topic _______________________

1. Once you have selected your topic, you should pick one point of view to research.

Preliminary Research – gather any relevant facts on your topic to help you narrow your focus.

Now that you have narrowed your focus, make a specific claim which you will prove in your research paper. For example: Individuals who post on social media websites give up their right to privacy.

CLAIM ______________________
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EXAMPLE CLAIM: Individuals who post on social media websites give up their right to privacy.

Evidence #1 Constitutional Rights
Evidence #2 Public Forum
Evidence #3 Bad Taste

Thesis: Individuals who post on social media websites relinquish their right to privacy because the internet is not governed by the constitution, on-line postings are not private, and inelegant behavior is apparent both on-line and in person.

State your claim: ____________________________________________

Evidence #1 _______________________________________________

Evidence #2 _______________________________________________

Evidence #3 _______________________________________________

Now put all the parts of your thesis together:

__________________________________________________________________________

__________________________________________________________________________

Now that you have completed your thesis, craft topic sentences for each of your body paragraphs.

Topic Sentence #1 ____________________________________________

Topic Sentence #2 ____________________________________________

Topic Sentence #3 ____________________________________________

Now you are ready to use the "essay organizer" on the next page to organize the information into various paragraphs of the multi-paragraph essay.
Electronic Sources

On-line Database Article


Author (if any) ____________________________________________
Title (in quotations) __________________________________________
Periodical, book, organization __________________________________
Date of publication (international style) __________________________
Year of Database ____________________________________________
Location of Database __________________________________________
Date accessed ________________________________________________
URL (use <> ) ________________________________________________
Parenthetical Citation ( )

Write out all information in correct order with correct indentation:

__________________________________________________________

Indent the second line of each citation on your works cited page

Magazine article (on-line) (online magazine article that is originally in print has different citation format, so check easybib.com)


Author (if any) ____________________________________________
Title (in quotations) __________________________________________
Magazine (underlined) ________________________________________
Date of issue (first date) ______________________________________
Pages (after colon) __________________________________________
Date you accessed it (second date) ______________________________
URL (use <> ) ______________________________________________
Parenthetical Citation ( )

Format all information in correct order:

__________________________________________________________
Works Cited


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Works cited must be:

- Alphabetical according to first letter of citation
- Titled “Works Cited”

**Parenthetical Citations:**

Parenthetical citations give credit to the original author of the information. You must have a parenthetical citation at the end of each sentence where you include information that is not your own. Otherwise you are presenting the information as your own and this is considered plagiarism.

The author’s last name or the first word of the title (excluding A, An, or The) are used for parenthetical citations.

**If this is on your Works Cited Page:**

Yates, F. (1934) Contingency Tables Involving Small Numbers and the $\chi^2$ Test

**Then this is the corresponding Parenthetical Citation:** (Yates)

(Yates). ← Goes at the end of the sentence where the information is used. FOR EXAMPLE: Girls reported spending more time than boys using the phone and doing homework; they spent an average of 8.77 hours per week speaking on the phone, whereas boys estimated spending an average of 2.48 hours (Yates).
What Do We Mean by Persuasive Speaking?

Persuasive speaking urges us to do something. Persuasive speakers lead, evoke emotions and ask for audience commitment. Sometimes persuasive speeches are aimed at earning passive agreement, as in persuading an audience of the importance of some policy, value, or service. At other times, persuasive speeches aim for personal action, as in getting people to join an organization, buy a product or service, or support a cause.

Methods of Persuasion

People have been trying to influence one another for a long time. Maybe one of the most articulate early speakers was the Greek Philosopher Aristotle. His ideas are as relevant today as they were when he was teaching at the Lyceum around 300 B.C. He thought there were basically three ways to influence people:

- **Credibility** -- "ethos" Sometimes we believe something simply because we trust the person telling us. You want to look like you know what you're talking about.

- **Emotional appeal** -- "pathos" Sometimes we do things because of a "gut feeling" or an appeal to our emotions, whether those of compassion or fear. Advertisers make great headway tweaking our concerns about what others might think about us.

- **Rational appeal** -- "logos" Providing robust reasons is important. Providing evidence and reasoning are a strong part of the persuasive process.

NOTE: It is important (and required) to include relevant "support material" such as: examples, statistics, and testimony. Examples are useful in clarifying, reinforcing, or personalizing ideas. Using examples without other types of support material can come across as weak evidence. Statistics can help; combing them with examples can be powerful. However using too many statistics can cause your audience to lose interest. Try to "translate" the statistics that you use so the audience can better understand them. Personal testimony can also provide dramatic support material. Testimony can give emotional life to the issue you are addressing.

Adapted from: http://www.csupomona.edu/~sciman/classes/324/organizer/persuaSpeech.html
Introduction

I. Attention-getter - something that really gets our attention, a shocking statistic, a dramatic story, etc. Do not ask a question that could elicit a verbal response or that simply asks how many people disagree with you since you already know that at least five people do disagree with you.

II. Thematic Statement - A statement of your topic and your specific stand on the topic

III. Establish credibility – Why should your audience listen to you? Why are you talking about this speech topic? Think about Ethos and adapting to your audience.

IV. Preview Statement - State your main points.

Body

I. Information - a simple explanation/definition of your topic in case there are people who do not know about it.

II. Stick to three main points – don’t forget to transition between your three main points and to your conclusion

III. Statistics - Required - you must include some kind of numerical data to back up your stand.

Conclusion

I. Summary - reiterate thematic statement

II. Ending

III. The Closer: The final sentence to help your audience remember your speech

Effectively ending a speech is just as important as the beginning. Research tells us that people most commonly remember the first and last things they've been told as part of a speech. If you want your speech to create an impression finishing with: “Well, that's all I've got to say. Thank you for listening”, isn't going to do it! So what will?

Here are three effective alternatives. Each ensures your speech ends powerfully.

1. Summary of your most important points ending with a powerful quotation
2. Summary of your most important points ending with a challenge
3. Summary of your most important points ending with a call back

To work out which of these to use, ask yourself what you want people to do or feel as a result of your speech.

- Do you want to motivate them to work harder?
- Do you want them to join the cause you are promoting?
- Do you want them to remember a person and their unique qualities?

What you choose to do with your ending should support the overall purpose of your speech.
**Issues in Our Society: Persuasive Argumentation**

(30 Summative Points/)

**TASK:** Research a controversial issue from a given list and write a speech stating a position and proposing a solution to the issue. Present facts and use persuasive devices to convince an audience of your point of view.

**Minimum Requirements:**
- Position on topic is presented clearly and emphatically in a thesis statement with a 3 part MOD
- Speech contains a well-developed persuasive argument, which employs ethos, pathos, and logos
- Research includes information from a minimum of 3 sources and 1 example of statistical data
- Research is documented with parenthetical citations that correspond to a Works Cited page following MLA style.

### Ideas & Development (Argumentation – Ethos, Pathos and Logos)

5. The speech is clear, focused, and insightful. Relevant examples and details effectively support the thesis statement.
4. The speech generally maintains focus on the topic. Details appropriately support the thesis statement.
3. The speech has a recognizable topic, although development and support for the thesis statement may be uneven or inconsistent.
2. The speech lacks a clear thesis statement. Support for the main idea is inadequate.
1. The speech lacks ideas, details, and purpose.

### Organization (Arrangement of Information)

5. The organization enhances the thesis statement. The order, structure, and presentation of information effectively move the reader through the text.
4. The organizational structure supports the thesis statement and moves the reader through the text.
3. The paper has an organizational structure that moves the reader through the text, although the structure may be uneven or inconsistent.
2. The paper lacks clear organizational structure. Ideas, details, or events are loosely strung together.
1. The paper has no discernible organization.

### Word Choice (Diction)

5. Words effectively convey the intended meaning in a specific and engaging way.
4. Words convey the intended meaning in a clear and appropriate way.
3. Words generally convey the intended meaning but may lack energy and specificity. Employs several words from the Forbidden List.
2. Word choice is limited and may not convey the intended meaning.
1. Word choice does not convey the intended meaning.

### Sentence Fluency (Syntax)

5. The writing has an effective rhythm. Sentences are well-developed with structural variety that supports the purpose.
4. The writing has appropriate sentence variety and structural clarity.
3. The writing is generally clear, but sentences may be mechanical or lack variety. Run on and short, choppy sentences are employed.
2. The writing demonstrates limited understanding of sentence structure.
1. The writing lacks appropriate sentence structure.

### Voice (Formal and Respectful of Audience)

5. The writer's voice is individual and engaging, demonstrating awareness of and respect for the audience and the purpose.
4. The writer's choice is appropriate to the purpose and engages the audience.
3. The writer's voice is generally clear but may not be fully engaged with the audience or purpose.
2. The writer's voice is indifferent and unengaged with the audience and purpose.
1. The writer's voice is not evident.

### Conventions (Works Cited and Parenthetical Citations)

5. The writer uses conventions effectively to support meaning.
4. The writer uses conventions with few or no errors that distract or interfere with meaning.
3. The writer generally uses conventions appropriately, although – at times – errors are distracting and may interfere with meaning.
2. The writer consistently makes errors in conventions that distract the reader and interfere with meaning.
1. The writer lacks control of conventions.