

**Learning Objectives:**

Students will demonstrate ability to conduct and synthesize research from reliable sources on a topic of their choosing.

Students will build a strong argument by organizing a developed outline with a well-crafted Introduction, Body and Conclusion.

Students will utilize persuasive appeal in their speeches: pathos, logos, and/or ethos.

Students will deliver effective speeches that utilize strong vocal and physical choices by presenting to the class a well-prepared and well-organized Persuasive Speech.

**Expectations:**

1. Students will select topic appropriate for persuasion and communicate their topic to instructor for approval. **Topic Selection: 10 Points**
2. Students will Research various sources. They will create a Works Cited Page with at least **3** sources they'll be using for their speech. Each source will be referenced during the speech. **Works Cited Page: 20 Points**
3. Students will write an outline (in MLA format), using only Key Words and Phrases. Outline will be typed or very neatly written. **Outline: 50 Points**
4. Students will create notecards for speech, limited to five cards total, containing only Key Words and Phrases. **Notecards: 15 Points**
5. Students will rehearse speech and conduct peer reviews. **Rehearsal: 20 Points**
6. Students will present a Persuasive Speech that attempts to convince the class to agree with the given point of view on a debatable topic.  
**Presentation: 130 Points**

**Time Limit:**

Speeches will be 3-5 minutes in length; you will have a 15-second cushion. In other words, if your speech is 2:45-5:15 you will not receive a deduction. If your speech is less than 2:45 or longer 5:15, you will lose 3 points for each 30 seconds over/under.

# Persuasive Speech *Example Outline*

(Words in ***Bold Italics*** align with Motivated Sequence from our notes)

- I. Introduction
  - A. Attention Getter
  - B. Link
  - C. Thesis Statement (what do you ***Need*** audience to think, believe, or do?)
  - D. Preview of Main Points (***Satisfaction***)
  
- II. Reason #1 – Tell listeners why they should think, act, or believe that way. Be sure to address/refute the other side of the argument. (***Satisfaction***)
  - A. Example 1
  - B. Example 2
  - C. Example 3 with Evidence (***Visualization***)
    1. Evidence
    2. Evidence
  
- III. Reason #2 – Give listeners another reason for thinking, acting, or believing the way you do. Be sure to address/refute the other side of the argument. (***Satisfaction***)
  - A. Example 1
  - B. Example 2
  - C. Example 3 with Evidence (***Visualization***)
    1. Evidence
    2. Evidence
  
- IV. Reason #3 - This should be your STRONGEST argument. Tell your listeners the most important reason why they should act or think the way you want them to. Be sure to address/refute the other side of the argument. (***Satisfaction***)
  - A. Example 1
  - B. Example 2
  - C. Example 3 with Evidence (***Visualization***)
    1. Evidence
    2. Evidence
    3. Evidence
  
- V. Conclusion
  - A. Review your arguments (thesis and main points)
  - B. Strong Final Statement (***Action***)

# Persuasive Speech Rubric

NAME \_\_\_\_\_

TOPIC \_\_\_\_\_

TIME: \_\_\_\_\_

DEDUCTION: \_\_\_\_\_

SPEECH

/130

Speech due date \_\_\_\_\_

Outline due date \_\_\_\_\_

Works Cited due date \_\_\_\_\_

*\*TIME LIMIT: 3 to 5 minutes. You get a 15 second cushion—15 seconds under/over will not count against you. For every thirty seconds over/under, you lose 5 points. PRACTICE!!!!*

*\*Outline must be either typed (Times or Arial, 12 font) OR in blue or black ink. Final draft quality.*

*\*Talking/working on other things during speech will result in a 5 point deduction for every offense.*

## I. Introduction

A. Quality attention-getter	1	2	3	4	5
B. Thesis is solid	1	2	3	4	5
C. Previewed all main ideas	1	2	3	4	5

## II. Content

A. Use of persuasive appeal	1	2	3	4	5
B. Stays on topic, organized	1	2	3	4	5
C. First main point explained and supported by evidence	1	2	3	4	5
D. Second main point explained and supported by evidence	1	2	3	4	5
E. Third main point explained and supported by evidence	1	2	3	4	5

## III. Verbal delivery

A. Effective volume	1	2	3	4	5
B. Spoke with LOTS of personality & variety (changing volume, tone, emphasis, etc. when appropriate)	1	2	3	4	5
C. Few filler words	1	2	3	4	5
D. Speech is given in student's own words	1	2	3	4	5
E. Articulation—audience can understand what you are saying	1	2	3	4	5
F. Pacing-- speaker doesn't rush, allows time for audience to process message	1	2	3	4	5

## IV. Nonverbal delivery

A. Eye contact for all/ throughout speech	1	2	3	4	5
B. Very little fidgeting/nervous gestures & Good posture	1	2	3	4	5

## V. Sources

A. Each source cited in speech (minimum 3)	<b>10</b>		<b>20</b>		<b>30</b>
B. Speaking notes only used for occasional guidance	1	2	3	4	5

## VI. Conclusion

A. Restated thesis in different words	1	2	3	4	5
B. Reviewed main points (different words)	1	2	3	4	5
C. <b>Strong</b> final statements (That's more than 1 sentence)	1	2	3	4	5

Oral Communication—Persuasive Speech  
Informative Speech Peer Check List

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

Criteria	Yes	No
Strong attention getter?		
Did I hear a thesis statement?		
Three main points?		
Eye contact?		
Vocal variety (no monotone)?		
Three source references?		
Strong conclusion?		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Informative Speech Peer Check List

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

Criteria	Yes	No
Strong attention getter?		
Did I hear a thesis statement?		
Three main points?		
Eye contact?		
Vocal variety (no monotone)?		
Three source references?		
Strong conclusion?		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Informative Speech Peer Check List

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

Criteria	Yes	No
Strong attention getter?		
Did I hear a thesis statement?		
Three main points?		
Eye contact?		
Vocal variety (no monotone)?		
Three source references?		
Strong conclusion?		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Informative Speech Peer Check List

Speaker \_\_\_\_\_

Listener \_\_\_\_\_

Criteria	Yes	No
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Three source references?		
Strong conclusion?		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_