

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 on Google Docs, attached to their outline, with at least **3** sources they'll be using for their speech. Each source will be referenced during the speech.
Works Cited Page: 30 Points
3. Students will write an outline (in MLA format), using only Key Words and Phrases. Outline will be typed and shared via Google Docs. **Outline: 60 Points**
4. Students will create 5 notecards OR 5 Google Slides for speech, containing only Key Words and Phrases. **Notecards: 10 Points**
5. Students will rehearse speech and conduct peer reviews. **Rehearsal: 10 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. For every 10 seconds over or under the time limit, you will lose one point.

Persuasive Speech Unit Total: 250 points

Persuasive Speech *Example* Outline

- I. Introduction (10 points)
 - A. Attention Getter
 - B. Link
 - C. Thesis Statement (what do you **need** audience to think, believe, or do?)
 - D. Preview of Main Points

- 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. (5 points)
 - A. Supporting information
 1. Details
 - B. Supporting information
 1. Details

- 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. (5 points)
 - A. Supporting information
 1. Details
 - B. Supporting information
 1. Details

- 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. (5 points)
 - A. Supporting information
 1. Details
 - B. Supporting information
 1. Details
 - C. Supporting information
 1. Details

- V. Conclusion (10 points)
 - A. Review your arguments (thesis and main points)
 - B. Strong Final Statement

Remember this is an example outline; your outline may have more or fewer sub-points and details.

*****Be sure to include references to your three sources (such as “According to...”). Highlight each of the sources in your outline.*** (15 points)**

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. For every 10 seconds over or under time, you lose one point) PRACTICE!!!!*

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

I. Introduction

A. Quality attention-getter	0	1	2	3	4	5
B. Thesis is solid	0	1	2	3	4	5
C. Previewed all main ideas	0	1	2	3	4	5

II. Content

A. Use of persuasive appeal	0	1	2	3	4	5
B. Stays on topic, organized	0	1	2	3	4	5
C. First main point explained and supported by evidence	0	1	2	3	4	5
D. Second main point explained and supported by evidence	0	1	2	3	4	5
E. Third main point explained and supported by evidence	0	1	2	3	4	5

III. Verbal delivery

A. Effective volume	0	1	2	3	4	5
B. Spoke with LOTS of personality & variety (changing volume, tone, emphasis, etc. when appropriate)	0	1	2	3	4	5
C. Few filler words	0	1	2	3	4	5
D. Speech is given in student’s own words	0	1	2	3	4	5
E. Articulation—audience can understand what you are saying	0	1	2	3	4	5
F. Pacing-- speaker doesn’t rush, allows time for audience to process message	0	1	2	3	4	5

IV. Nonverbal delivery

A. Eye contact for all/ throughout speech	0	1	2	3	4	5
B. Very little fidgeting/nervous gestures & Good posture	0	1	2	3	4	5

V. Sources

A. Each source cited in speech (minimum 3)	0	10		20		30
B. Speaking notes only used for occasional guidance	0	1	2	3	4	5

VI. Conclusion

A. Restated thesis in different words	0	1	2	3	4	5
B. Reviewed main points (different words)	0	1	2	3	4	5
C. Strong final statements (That’s more than 1 sentence)	0	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
Strong attention getter?		
Did I hear a thesis statement?		
Three main points?		
Eye contact?		
Vocal variety (no monotone)?		
Three source references?		
Strong conclusion?		

Comments: _____
