

ENGL203: Fundamentals of Contemporary Speech Persuasive Speech (150 pts = 15%)

The Task

This assignment invites you to advocate for a communication behavior that can increase the cohesion of a community to which you belong or argue against a communication behavior that can damage the cohesion of the same community. In addition, this assignment invites you to demonstrate the relevance of your argument to an audience composed of your classmates and the instructor.

The first step in the preparation of this assignment involves selecting a community to which you belong, with which you interact regularly, and which bears some relevance to your audience. For example, you can choose to focus on your family, a church community, a study group, a campus organization, a campus sports team etc.

The second step involves selecting a communication concept (or a set or related concepts) that you can relate to the community of your choice. To complete this step, you are encouraged to select from notions discussed in the following chapters from *Communication in the Real World*:

- [Ch. 2: Communication and Perception](#): Attribution; impressions and interpretation
- [Ch. 5: Listening](#): Barriers to effective listening; listening competence
- [Ch. 6: Interpersonal Communication Processes](#): Conflict; emotions; self-disclosure

The third step involves conducting two types of research:

- Primary research: you will conduct an audience analysis and observe communication behaviors in the community of your choice
- Secondary research: you will consult at least two scholarly sources relevant to your topic. If you wish, you can simply consult two sources listed in the chapter's bibliography.

The fourth step involves organizing your content. To carry out this step, select one of the strategies discussed in [17.3: Organizing Persuasive Speeches](#) (in *Stand up, Speak out*): Monroe's motivated sequence, problem-cause-solution, or comparative advantages.

The fifth step involves crafting a full-sentence outline. To complete this step, remember to consult [Ch. 12: Outlining](#) in *Stand up, Speak out*.

The sixth step involves delivering, recording, and uploading a 5-7 minute speech.

Assignment Components

1. Audience Analysis	50 pts
2. Full-Sentence Outline	60 pts
3. Speech	40 pts
Total	150 pts

Audience Analysis Requirements

Conducting an audience analysis as part of your primary research process can help you refine your topic and your argument by determining how relevant your topic is to your audience and what attitudes your

audience already has about your topic. To conduct the audience analysis, prepare three or four open-ended questions and interview four fellow students. (They can be your classmates in ENGL203 or other students on campus.) For each interview, record the name of the respondent, the time and place of the interview, and a summary of your respondent's answers. In addition, take a picture of you together with each of the interview respondents.

Since our course is online, you may not necessarily have the opportunity to meet your classmates face-to-face. However, you can get a sense of your audience's needs by interviewing fellow students whom you might have met in other classes or at campus activities. If you are not on campus while taking this course, you can conduct the interviews on Skype, Google Hangouts, or another platform of your choice. Don't forget, however, to take a screen shot and include it with your interview record.

After you complete all interviews, reflect on how you might refine your topic and how you might tailor your arguments. Assemble the interview records and your reflection in one Word document and submit this document through Blackboard.

The Audience Analysis will be evaluated as follows:

- | | |
|--|---------------|
| • Interview records (10 points per record) | 40 pts |
| • Brief reflection | 10 pts |
| | Total: 50 pts |

Full-Sentence Outline Requirements

Objectives 5 pts

- *General purpose*: to persuade
- *Specific purpose*: narrows down the general purpose relative to the presentation topic
- *Central idea*: specifies main idea of the presentation

Introduction 10 pts

- *Attention-getter*: engages the audience's interest in the topic
- *Credibility material*: establishes the speaker's ethos
- *Relevance to audience*: indicates why the audience should find the topic meaningful
- *Preview of speech*: specifies the central idea and includes overview of the main ideas

Body 20 pts

- *Main points (2-4)*: follow the persuasive strategy (motivated sequence, problem-cause-solution, or comparative advantages) consistently
- *Support*: provide relevant and adequate support for the main points
- *Transitions*: provide logical connections between ideas

Conclusion 10 pts

- *Summary statement*: briefly recaps main points and re-establishes audience interest
- *Audience-response statement*: invites further reflection
- *WOW statement*: use a reflection question, quote, or other appropriate strategy

Documentation 5 pts

- *Works cited*: minimum two sources

Format 10 pts

- *Full-sentence outline format*: see Ch. 12 in *Stand up, Speak out*

Total: 60 pts

Speech Grading Criteria (Standardized Rubric)

CATEGORY	1. BEGINNING (Not Proficient)	2. DEVELOPING (Proficiency Level 1)	3. COMPETENT (Proficiency Level 2)	4. ACCOMPLISHED (Proficiency Level 3)	SCORE
INTRODUCTION: Gains attention, connects to topic, establishes credibility	No attention strategy provided. No clear or relevant connection to topic. No credibility established.	Use of attention getting strategy, but failed adequately to capture audience attention or lead to a desired outcome, as credibility implied	Effective strategy to audience attention. Adequate introduction of the topic. Speaker clearly established credibility.	Creative attention getting strategy captures audience attention upon presenting a relevant topic. Topic clearly gains the speaker's desired response, as credibility established right from the start.	____ / 4
THESIS STATEMENT: Clearly stated, identifies topic, previews main points.	No thesis statement. Main points are not clearly established. Audience unsure of the direction of message.	Thesis implied by not explicitly stated, as topic clearly identified, but main points are not vividly previewed.	Thesis statement identifies topic, list and previews main points of discussion.	Speaker clearly states clear formulated thesis statement during the introduction. Thesis statement identifies topic, lists and previews main points to be discussed.	____ / 4
CONNECTIVITY TO AUDIENCE: Needs & interests reflect understanding.	Topic lacks relevancy to audience needs and interests. No attempt made to connect to audience.	Topic not relevant to the audience needs and interest, in spite of having identified target audience.	Relevance of topic clearly fine tuned to audience needs and interests. Speaker shows an understanding of the target audience.	Refining topic to audience needs and interests reflect mature sophistication, identifies and expresses a deep understanding of and an appreciation for target audience.	____ / 4
KNOWLEDGE OF SUBJECT: Depth of content, relevant support, clear explanation.	Provides irrelevant or no support. Explanations of concepts vague, inaccurate and incomplete.	Provides some support for main points, but needed to elaborate in more detail by explanations, examples, descriptions. Support is somewhat relevant, but lacks timeliness.	Main points validated with timely, relevant and sufficient support and accurate explanations of major concepts.	Depth of content knowledge reflects a thorough understanding of topic. Main points well supported with timely, relevant, and sufficient validations. Speaker provided clear and precise explanation of key concepts and issues.	____ / 4
ORGANIZATION: Main points distinct from support, use of transitions to enhance coherence.	Lack of sound structure. Ideas are not coherent. No use of transitions. Difficult to identify introduction, body and conclusion.	Structure/organization seems adequate. Difference between main points and supporting details are not clearly outlined. Logical flow, but lacks use of transitions as signposts for audience.	Clear organization pattern. Major points clearly differentiated from supporting details. Smooth transitions also differentiate main points.	Effective organization well suited to purpose. Main points are also distinct from supporting details.	____ / 4
EYE CONTACT: Establishes rapport; Expansion of interaction zone.	Read speech from notes, manuscript. No eye contact with audience.	Conspicuous use of notes and very few glances at the audience created a feeling of being read a story.	Eye contact established rapport with audience. Speaker's uses of notes were unobtrusive and scanned audience to establish a greater zone of interaction.	Frequently used eye contact to maintain rapport with listeners and demonstrated an inconspicuous use of speaker notes. Demonstrated an effective use of scanning audience to expand a zone of interaction.	____ / 4
MOVEMENT: Expressive, comfortable to enhance message.	Body language does not support message. Gestures, facial expressions, and posture are mechanical, causing audience distractions.	Use of body language a minimal support of the verbal message. Gestures, facial expressions, and posture appear mechanical and reflect speaker's discomfort which interferes with the message.	Use of body language as an adequate tool to support message. Movements and gestures enhanced clarity of main points. Facial expression and posture appear authentic.	Gestures, facial expression and posture reinforced and enhanced the verbal message. Use of body language expressive fresh, dynamic, nature and comfortable.	____ / 4
VOICE: Pitch, rate, volume and natural genuine.	Fails to maintain audience interest and support the verbal message caused by excessive monotone, inappropriate rate and volume. Pitch appears flat and strained.	Inconsistent use of the voice to support message. Monotone passages of reading interfered with audience interest. Rate too fast or slow; volume too high or low. Pitch strained at times, too artificial or too nervous. Audience unable to hear message as a result of voice projection.	Tone of voice fits verbal message by changing for emphasis at the appropriate moments. Speaker's knowledge of rate and volume allowed audience to follow message with ease. Pitch appeared natural to speaker.	Speaker's use of tone is authentic and most appropriate to topic. Speaker's application of rate, pitch and volume varied at key times to support the verbal message and to maintain audience interest. Speaker used voice to maintain naturalness by speaking with rather than at audience.	____ / 4
FLUENCY: Pronunciation, enunciation, articulation are smooth—lack of fillers.	Incoherent presentations due to factors that reduce fluency, such as use of slang, poor pronunciation, long pauses, excessive use of vocalized fillers which distract audience attention.	Correct pronunciation, but enunciation and articulation in developmental stage; awkward pauses, and noticeable fillers, but not overly excessive.	Careful pronunciation supports unity and coherence of presentation. Pauses were slight which did not interrupt fluency of speech. Vocalized fillers were kept at a minimal and were not distracting.	Coherence of presentation clearly reflected proper pronunciation, confident enunciation and articulation. Uses of pauses were purposeful to enhance fluency of speech. No vocalized fillers are detected.	____ / 4
TIME MANAGEMENT: Use of time strongly observed for each speech.	Speech too short, less than a minute, lacked organization and development. Not within assigned limits.	Speech development more than two minutes, but not within total assigned limits by 15 seconds or over time limit by 15 seconds.	Within assigned limits.	Observed time requirements within assigned limits.	____ / 4
Total score					____ / 40