

Persuasive/Problem Solution Speech

PURPOSE

This speech is designed to apply all of the concepts you have learned so far in this course. It is a 5-7 minute persuasive speech. You will choose a social problem that affects a specific community. It can be university wide, and only affect the PVAMU community. It can be citywide, statewide, national, international, or global. Once you choose your social problem, you will either find a solution already in place elsewhere, or create a solution to fix the problem.

REQUIREMENTS

- I. **Organizational Requirements**
 - A. The organizational pattern for this speech is up to your instructor but can include problem/solution, problem/cause/solution, cause/effect/solution, comparative advantages, Monroe's Motivated Sequence, or a topical order of main points.
 - B. You will have two to three main points to this speech.

- II. **Research Requirements**
 - A. This speech requires research to fully develop your ideas.
 - B. You must use **3 or more sources** in your speech.
 1. Do NOT use Wikipedia, or any other unreliable sources
 2. Include a References/Works Cited section at the end of the outline in either APA or MLA format
 - C. Cite all sources during your speech and in your outline to avoid plagiarism.
 1. Cite all sources orally in the speech
 2. Cite all sources in the text of the outline (in-text citations)

- III. **Visual Aid Requirements**
 - A. You are required to use at least one visual aid to depict the severity of the social problem, the amount of people it affects, and how your solution will mitigate the problem if implemented (though more are encouraged).
 - B. Do not rely solely on pictures. Include graphs, charts, maps, etc. to be sure you are clarifying your ideas.
 - C. Do not use complete sentences or thoughts on your PowerPoint slides. PowerPoint should be used for visual elements like graphs, charts, pictures, maps, etc.

- IV. **The Outline**
 - A. Your instructor requires you to turn in an outline and your speech video on Canvas.
 - B. A copy of your outline should also be uploaded to Taskstream (under the problem-solution Topic memo assignment) by 11:59 p.m. on the due date.

- V. **Outline**
- A. It should be a FULL sentence outline, which utilizes **complete sentences**. Your instructor may require you to turn your outline either via paper copy, e-mail, or on Taskstream.
 - B. Clearly label the specific purpose, and thesis statement, preview, summary, and memorable ending.
 - C. Include transitions between main points
 - D. Include your source citations in the text of the outline
 - E. Include a reference list in APA or MLA format with your different published source materials
- VI. **Speech Rubric**
- A Rubrics will be provided to you via Canvas.

You will be graded on your outline, topic memo (if assigned by instructor), as well as your speeches content, your delivery, and your visual aids. Due dates for all assignments can be found on the syllabus as well as on Canvas.

SUGGESTIONS FOR PREPARATION:

1. A good place to look for topic ideas is in local newspapers, including the campus newspaper. (Hint: The editorial and commentary pages are good resources for controversial and timely issues.) Also, use the internet as a tool for brainstorming for a topic.
2. The largest amount of effort should go into developing the ideas you want to present. Make sure your main points clearly represent these ideas. Give special thought to your introduction and conclusion. These parts of your speech can make a strong impression that affects your persuasiveness.
3. Make use of supporting materials (i.e. statistics, definitions, testimony, examples). Begin your research as soon as possible so that you have plenty of time to consider how you want your speech to progress.
4. Practice your speech aloud using your note cards and visual aids several times. Work on really connecting with your audience. Move away from the lectern, maintain eye contact, and show sincerity in your face and voice.

SAMPLE PERSUASIVE SPEECH OUTLINE Using Problem-Solution Organization Pattern

TOPIC: Factory Farming

ORGANIZATIONAL PATTERN: Problem-Solution

SPECIFIC PURPOSE: To persuade the audience that factory farms are dangerous and abusive, and therefore need to be banned.

PRIMARY AUDIENCE OUTCOME: I want the audience to join or support national organizations that protest against factory farms.

INTRODUCTION

- A. **(Attention Getter)** Close your eyes and step into the world of an individual. You are born into a world where nights and days are never constant. You are fed three to five times a day, but no one is there to nurture you, not even the numerous others crammed into your living space. You grow frantic, scared, and sickly. Now open your eyes; open your eyes to reality. What I have just described is one of America's worst ghettos.
- B. **(Relevance)** You know this individual who is trapped in this environment. He is your breakfast, lunch, and dinner. It is the meat you eat
- C. **(Credibility)** I have thoroughly researched this topic and will present some of the information I found.
- D. **(Thesis statement)** My purpose is to persuade you that today's farms not only abuse their animals, they also produce harmful diseases and environmental hazards that affect each and every one of us, regardless of whether you consume animal products or not.
- E. **(Preview of main points)** This afternoon, I will first share with you some of the travesties that are happening on American Farms. Then, I will share with you reasons why we must consider adopting alternatives to factory farming and call for a national ban on such practices.

Transition: Initially, I will guide you through some of the awful things happening on American farms today.

- I. What used to be Old McDonald's farms have now become factory farms full of animal abuse and dangerous environments.
 - A. Animals raised in factory farms are exposed to constant abuse (Marquadt, 1993)
 - 1. Chickens were the first animals to be subjected to factory farming.
 - a. Broiler chickens are often debeaked, due to fear of cannibalism (Jasper, 1992).
 - b. Chicken coups are too crammed for proper chicken growth.
 - 2. Cows are the second to suffer on factory farms.
 - a. Cattle are often dehorned and castrated without anesthetics.
 - b. Veal cows are purposely made anemic, in order to retain the light flesh.
 - 3. Other animals experience the same painful upbringing.
 - a. Geese are often overfed with grains and steroids in order to produce larger livers for pate (Singer, 1989).

- b. Pigs often turn cannibalistic due to psychological problems within being crammed into small spaces.
 - B. The unhealthy environments created by factory farms promote the spread of many diseases that remain in the animal products we consume (Fox, 1990).
 - 1. Every year, more children and elderly people die of food poisoning that is related to factory farm practices.
 - 2. Meats on the market are often deformed or full of bad chemicals.
 - C. The mass production of animals and the resulting amount of waste leave lasting negative effects on our ecosystem.
 - 1. The release of high levels of urine and fecal matter into our lakes contributes to the contamination of our waters, wells, and topsoil.
 - 2. The release of high levels of methane into the atmosphere contributes to the depletion of the ozone layer (Credibility: Competence).

Transition: Now that you know how factory farms affect you, I would like to discuss what we should do about the problem.

- II. The U.S. government should ban factory farms and require the meat industry to raise its animals in their natural environments.
 - A. Studies show that if animals were raised in better conditions, their production would be greater at healthier standards.
 - B. Many countries in Europe adopted the Animal Protection Act in 1972. (Fox, 1990).
 - C. Many celebrities and organizations are pressuring the federal government to do something to stop factory farming.

CONCLUSION

- A. **(Review of Thesis)** Today, I have persuaded you that American farms are not the fairytale places we remember from childhood stories. As you can see, the food that we eat has endured a lot from its birth to our dinner table. Organizations such as PETA and the Humane Society need our help to prevent cases of contamination and animal cruelty from happening.
- B. **(Review of Main Points)** We have examined the issues taking place on these farms, and my solutions for correcting these mistreatments. If we don't act soon, our chances of being exposed to E. Coli or drinking from infected waters will be greatly increased. Go to the web site I have provided to get more information and sign-up to help this cause. You don't have to be a member of the organization in order to save lives, you can support them simply by signing any petitions to the federal government calling for legislative action on this issue. Support our right to live a healthy life. Stop to consider the lives of the animals that provide us with our everyday nutrients.
- C. **(Memorable Close)** If they can't live a healthy life, how can we?

References

- Fox, M. (1990). *Inhumane society*. New York; St. Martin's Press.
- Jasper, J. (1992). *The animal rights crusade*. New York; The Free Press.
- Marquardt, K. (1993). *Animal scam*. Washington, D. C.: Regnery Gateway.
- Singer, P. (1989). *Down on the factory farm*. In P. Singer and T. Regan, *Animal rights and human obligations*. (2nd ed.). (pp.159-168). New Jersey: Prentice Hall.