

SPEECH #4: Persuasive Speeches & Dialogues



Assignment prompt for the Persuasive speech — because
It's All Politics...Isn't It?

6-8 minutes, extemporaneous style, with oral citations based on research

Each student will deliver an individual persuasive speech of 6-8 minutes, which argues for a unique position on a social or political issue of their choosing. The

speech must be based on substantial research and incorporate well-developed arguments, with evidence in the form of scholarly citations and attributions. Research and your synthesis of same is the prime objective here; backing up your ideas with external resources is the most important component of this project.

The preparation process includes the development of a full-sentence outline that is revised after peer and instructor feedback. The speech must be delivered in class, extemporaneously, from a key word outline which is developed after rehearsal with the full-sentence outline. **Sources must be cited orally.**

The assignment includes:

- Persuasive speech topic selection (OYO: speech preparation plan and audience analysis)
- 4-6 research resources gathered from [CSUMB's OneSearch](#) (not Google!)
- submission of an MLA style [annotated bibliography](#)
- the development of a full-sentence outline
- the development of a keyword outline (incorporating peer review and feedback)
- the development of a visual aid (Google Slide, Powerpoint, Prezi, etc.) & speech notes
- Oral citation of 4-6 credible sources, which [must be cited orally](#) and visually on presentation aid, using MLA or APA style
- submission of self-evaluation form, from at least one video-recorded practice session
- participation in a dialogue-based group discussion following each panel's persuasive speeches (see details below)
- a reflection on the final speeches and dialogues of the year

You may NOT use a printed outline, written manuscript, or other assistive device without written and prior approval of the instructor. You may only use notecards, or embedded speech notes attached to the visual presentation software (such as Powerpoint or Slides). Failure to give this final speech in an extemporaneous style will result in your speech not meeting the assignment requirements, and will void all associated grades for this assignment.

PURPOSE & OBJECTIVES

This speech fulfills the following learning outcomes for our course:

Listening:

1. Applying active and dialogic listening to understand multiple perspectives and identify common ground (*panelists & moderator*)
2. Accurately summarizing a speaker's message on their own terms (*panelists & moderator*)
3. Analyzing and evaluating arguments for coherence, logic, ethics, style, and audience appropriateness (*audience*)

Speaking:

1. Crafting a speech/presentation through multiple drafts to achieve an intended purpose
2. Adapting content and style to audience, purpose, and context
3. Choosing sources using criteria such as relevance, diversity of perspectives, and credibility
4. Integrating your own ideas with those from appropriate sources and attributing information to sources
5. Justifying claims with evidence and attention to assumptions
6. Selecting and applying appropriate organizational patterns and mechanics such as previews, transitions, parallelism, etc.
7. Engaging audiences through nonverbal communication

REVISED POINT SCALE for Speech #4 - Persuasive Speeches:

Persuasive speech	Total Pts=30 (30 %)	Due Dates
<i>Journal: Topic Selection</i>	2	Nov. 6-7, before class date/time
<i>Annotated Bibliography (4-6 sources)</i>	5	Nov. 13-14, before class date/time
<i>Full-sentence outline draft</i>	5	Nov. 18-19, before class / peer review
<i>Revised, Keyword outline (including peer review & instructor feedback)</i>	5	December 1, before end of day (11:59 p.m.)
<i>Practice video and Self-evaluation</i>	4	December 1, before end of day
<i>Visual aid</i>	2	Assigned presentation date (12/2-12)
<i>Oral Citations given during speech (4-6)</i>	5	Assigned presentation date (12/2-12)
<i>Journal: Written reflection</i>	2	Nov. 13, before end of day

EVALUATION CRITERIA

Presentation Guide

ORGANIZATION <i>Tell them what you're going to tell them,</i> <i>tell them what you're telling them, and</i> <i>Then tell them what you told them.</i>	SUPPORTING MATERIAL & EVIDENCE <i>Your claim is only as good as your evidence and your evidence is only as good as your source</i>
-Introduction should include attention getter, connection to audience, definition of terms, clear thesis with main points -Previews & Transitions should sum up previous main point and foreshadow the next main point. One should be between each main point. -Conclusion should sum up main points, reconnect to audience and end with a memorable clincher -Body should have a clear organizational pattern, keep audience oriented, and sustain intended focus	-There should be enough evidence to effectively support your point/s -Evidence should be varied-stats, testimonies and examples -Clearly explain evidence and how it relates to your claims -Evidence should come from credible sources -Sources must be <u>cited orally and on slides</u> -Reasoning should avoid fallacies and remain consistent and sound

PRESENTATION AND DELIVERY The reason for a presentation is to deliver information to an audience	VISUAL AIDS & NOTES Visuals have 4 purposes--attention, organization, understanding and emphasis
-Attitude is confident and excited -Speaking style is conversational and engages audience -Language choices are appropriate and engaging -Minimal use of nonfluencies -Eye contact with all audience members -Vocal delivery has effective volume, rate and variation -Physical delivery is varied and refrains from repetitive actions -Attends to audience cues	Visual Aids -Enhance organization of ideas-title slides -Increase understanding of complex points including statistics and graphs -Help keep the audience's attention -Do not have information overload -Are used effectively w/o reading them -<u>Sources</u> are cited Notecards -Are not relied on too heavily or read to us -Are used effectively--not distracting -Only contain keywords

DIALOGUE & DELIBERATION – The Lite Version

Group dialogues to follow each day/panel of speeches (45 minutes, based on notes)

This assignment requires synthesis of multiple perspectives and is designed to meet the dialogic listening learning outcome for A1 courses. At the end of each day of persuasive presentations, the class breaks up into small discussion groups of about 4-5 students.

The objective for discussion group members is to track and synthesize multiple perspectives heard during the panel of persuasive speeches. Each student is required to submit a reflection (as part of the final journal) which summarizes how the student's own perspective on the issues have been shaped by listening to multiple perspectives during the panel and the subsequent group discussion.