The Persuasive Speech

INTRODUCTION:
Most of the writing of the American Revolution was public and political; much of it was also persuasive in nature. Patrick Henry's "Speech in the Virginia Convention" and Thomas Paine's "Crisis" pamphlets both attempt to persuade their audiences to adopt an opinion or perform an action, in this case to revolt against British rule. Henry and Paine use similar techniques in their writings. Both are very effective.

ASSIGNMENT:
Choose an issue which interests you and about which you would like to write a persuasive speech. If you are having difficulty choosing a topic, visit the websites procon.org or idebate.org or debate.org.

You can also find lists of topics on Mr. Perri’s website.

REQUIREMENTS:
• This is a major writing assignment worth 600 points (double exam grade).
• You are required to submit your speech to turnitin.com by the due date to receive full credit.
• The speech should last at least three minutes and no longer than three and a half minutes. You will be penalized for going over the allotted time.
• It should be roughly two typewritten pages in length (double-spaced).
• You may use note cards for your speech. The cards should have printed on them the exact same speech you will turn in to me. Using the cards will allow you to maintain eye contact with your audience as you transition from card to card. You will NOT be able to use a full size copy of your speech. You may, however, cut the speech into note-card size sheets (perhaps by paragraph) and use them.
• Bring an annotated typewritten copy to hand in on the day you are assigned to give your speech (see requirements below). Be sure the speech has notes in the margin!!

REMEMBER:
• Be sure to state your thesis early and forcefully in your speech. Make the purpose of your speech clear immediately: what you are trying to persuade your audience to do. Underline and bold your thesis statement. This is NOT a report on a topic; it is YOUR OPINION. Take a stand!
• Know and identify your audience; this will impact directly the kind of language you use (diction) and the tone of your speech.
• Acknowledge the INDIVIDUAL OPPOSING VIEWPOINTS of your position and strongly refute them.
• How you present the speech (volume, enunciation, expression, pacing, eye contact) greatly affects the impact of your speech.
• You are required to have a “Works Cited” page; however, you must ALSO identify your sources within your speech as you give it so your audience knows the source and credibility of your sources. This is an important part of establishing ETHOS (credibility/trustworthiness). Follow proper MLA format for your “Works Cited” page.
• Your speech should have an interesting and original title. Do NOT UNDERLINE your title.
Required Elements

NOTE: IF YOU DO NOT HIGHLIGHT AND IDENTIFY THE RHETORICAL DEVICE, YOU WILL RECEIVE NO CREDIT FOR USING IT.

Your speech must include:

1. At least **THREE TIMES** in your speech, **IN THREE DIFFERENT PARAGRAPHS** in the speech, you must **acknowledge the opposing viewpoint in ON THREE DIFFERENT POINTS** and refute it with **sufficient and appropriate evidence** (UNDERLINE & IDENTIFY).

2. **Repetition of your key point** throughout the speech – **3X MINIMUM** (UNDERLINE & IDENTIFY IN MARGIN).

3. **TWO rhetorical questions** (UNDERLINE & IDENTIFY IN MARGIN).

4. **ONE easily recognizable and appropriate allusion** (UNDERLINE & IDENTIFY).

5. **TWO appropriate and vivid/artistic metaphors** (avoid “dead” metaphors) (UNDERLINE & IDENTIFY).

6. **TWO appropriate and vivid/artistic similes** (UNDERLINE & IDENTIFY).

7. **TWO examples of parallelism: anaphora or epistrophe, repeated at least 3X or asyndeton or polysyndeton repeated at least 4X** (UNDERLINE & IDENTIFY).

8. **ONE appropriate aphorism** in your speech; it does **not** have to be original (UNDERLINE & IDENTIFY).

9. Use of **logical** (logos) and **ethical** (ethos) appeal **in your speech** (UNDERLINE & IDENTIFY **ALL USES** – remember most of your logos will also be ethos and every acknowledgment of the opposing view establishes ethos as well).

10. **TWO uses of pathos** (emotional appeal) in your speech; you must **identify the EMOTION** to which you are appealing (i.e. fear, shame, joy, sadness). (UNDERLINE & IDENTIFY ALL USES)

Extra credit opportunity

*Extra credit (one point each; each term can only be used once) for any **appropriate, correct and effective** use any of the following rhetorical devices from the “Rhetoric” handout (UNDERLINED AND IDENTIFIED IN MARGIN).

- Hyperbole
- Oxymoron
- Pun
- Understatement
- Zeugma

<table>
<thead>
<tr>
<th>Persuasive Speech Checklist</th>
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<tbody>
<tr>
<td>Clearly Stated/Focused Thesis</td>
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<tr>
<td>Sufficient Support/Effective Organization of Ideas</td>
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<tr>
<td>3 Acknowledge Opposing Viewpoint/Refute</td>
</tr>
<tr>
<td>2 rhetorical questions</td>
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<tr>
<td>2 metaphors (artistic/appropriate)</td>
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<tr>
<td>2 Simile (artistic/appropriate)</td>
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<tr>
<td>2 Parallelism</td>
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<tr>
<td>Allusion (appropriate/effective)</td>
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<tr>
<td>Aphorism</td>
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<tr>
<td>Ethos: identified</td>
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<tr>
<td>Logos: identified</td>
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<tr>
<td>Pathos: emotion identified</td>
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<tr>
<td>Repetition of key point/claim</td>
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<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Mechanics/Grammar</td>
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<tr>
<td>Extra Credit:</td>
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</table>

TOTAL = _____ /100%
ARGUMENT and PERSUASION

**Persuasion:** a type of argument that has as its goal an action on the part of the audience

**Argumentation:** a type of argument in which an author seeks to persuade an audience to accept an opinion by giving reasons and evidence

I. Purpose of Persuasion/Argumentation: (to + ______)
- Win (agreement):
- Provoke (anger):
- Support (cause)
- Promote (change, action):
- Refute (theory, idea):
- Arouse (sympathy, awareness):
- Stimulate/Increase (interest):
- Educate/warn/remind….

II. Audience Types: types of support used depends often on the audience targeted
- those who have formed opinions and hold them tightly
- those who have formed opinions but realize another view may be valid
- those who have not formed opinions, but are interested in learning more
- those who have not formed opinions because they are uninterested in the issue

III. Types of Support/Evidence: material used to support an opinion or explanation
- Fact info that can be proven objectively to be true
- Statistic/interview info that is an interpretation of numerical data
- Survey info gathered first hand from primary source
- Experience/example/anecdote inform from personal experience representative of a general pattern
- Opinion info based on personal interpretation of facts
- Comparison/analogy/allusion info comparing easily accepted examples with unfamiliar subjects
- Authority/expertise info from a person whom the writer attributes expertise on a given subject
- Shared beliefs/values knowledge/value readers share and accept as true (allusions to history, Bible)
- Causal relationship info writer asserts as being a result from another event

IV. Argumentative Appeals
- Logical (logos): appeal to reader’s reason, intelligence, and common sense [stats, authorities, historical precedent]
  - LOGOS = THE TEXT
- Ethical (ethos): appeal based on credibility of author [image, integrity, expertise, honesty, knowledge, character]
  - ETHOS = THE AUTHOR
- Emotional (pathos): appeal to audience/reader’s emotion [conn. lang., tone, fig. lang. best tools]
  - PATHOS = AUDIENCE (be sure not to overdo pathos; it can turn off an audience)
The Persuasive Essay – Helpful Hints

- You do not need to list your supporting ideas in your introductory paragraph; just state your thesis.
- Consider what your audience knows about the subject. Choose a subject which does NOT need too much background information.
- Sources must be sound and trustworthy so that you look credible: ETHOS (.gov and .edu are credible; .com is a commerce website: for profit; a personal blog might not be so sound)
- Beware of source BIAS (i.e. PETA is a biased website completely in favor of animal rights; FOX news is a politically conservative source). Look for neutral or un-biased sources for most information, unless you use the sight as part of your acknowledge/refute of opposing opinions.
- Be sure your counter-arguments are distinct from one another. They cannot simply be the same idea stated in a different way.
- Be sure your allusion is familiar enough to work with your audience.

A clear, concise thesis statement/claim:

- Avoid “so what” statements; your topic should be debatable and interesting and YOUR OPINION should be clearly stated
- State your claim EARLY in the speech; using a word like SHOULD, OUGHT, or MUST in your thesis statement will help ensure you state a strong opinion.

Too wordy: The sport of bullfighting, popular in many parts of Europe (especially Spain), must be banned because of the cruelty to the bulls, the negative economic impact on small communities, and the divisive cultural effects.

➢ Improved: All forms of bullfighting, everywhere in the world, must be banned immediately.

Too general; weak claim: Social networking sites such as Facebook and Twitter have many benefits; however, there are various possible dangers associated with social networking.

➢ More specific and forceful: Before gaining access to social media sites like Facebook and Twitter, users should have to undergo training and meet an age requirement.

Which thesis statement is the most effective for an argument about the need for V-chips in television sets?

A. Parents, often too busy to watch television shows with their families, can monitor their children’s viewing habits with the aid of the V-chip.

B. To help parents monitor their children’s viewing habits, the V-chip should be a required feature for television sets sold in the U.S.

C. This paper will describe a V-chip and examine the uses of the V-chip in American-made television sets.
• B is the best thesis statement because it clearly and forcefully expresses an opinion (“should be a required feature”) on a specific, focused topic.

• A simply offers information.

• C tells the reader the TOPIC of the paper but offers no OPINION.

**Incorporation and citation of sources in the text:**

Cite the source of your quotation/statistics etc. (logos/ethos) in the text of the speech.

• Dr. Kenneth Garcia, lead researcher on the “Humane Project” at Stanford University argues, “Over 80% of all animals in shelters are put to death, and the 20% that are fortunate to be adopted have an average life span that is higher than those purchased at so called “Puppy Mills.”

• According to a January 2014 report on National Public Radio, one in every four Americans fails to save enough money for retirement.

• The Center for Disease Control website (CDC.gov) states that the possibility of a pandemic of smallpox occurring somewhere in the world within the next twenty years is likely.

**Methods to introduce/incorporate opposing viewpoints:**

• Opponents of ____________ argue… In fact, the opposite is true because...

• Those who are opposed to __________ claim… Conversely…

• While it may be true that __________..., the reality is…

• It is hard to ignore the claim that__________….But the truth is

• Those on the other side of this issue say__________... After looking at the facts, however, …

• I understand those who say ________; however,…
**Opposing Viewpoint Chart**

Filling in an objections chart can help you consider and answer objections to your opinion.

- Write your THESIS in the top box.
- Write an objection/opposing viewpoint in the next box.
- Write a refutation/your response to the opposing viewpoint (this refutation will be the supporting evidence for your thesis)

## Sample Opposing Viewpoint Chart

<table>
<thead>
<tr>
<th><strong>THESIS</strong></th>
<th>The school should build a new parking lot because the current one is too small and gets congested.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opposing Viewpoint</td>
<td>A new parking lot is too expensive.</td>
</tr>
<tr>
<td>Refutation</td>
<td>The school received additional funds when it accepted students from the neighboring school district, and some of those funds should be used for parking solutions.</td>
</tr>
<tr>
<td>Opposing Viewpoint</td>
<td>Students can be encouraged to ride the bus or carpool to relieve parking-lot congestion.</td>
</tr>
<tr>
<td>Refutation</td>
<td>Students in after-school activities and those with after-school jobs can’t ride the bus or carpool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement</th>
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<tbody>
<tr>
<td>Opposing Viewpoint 1</td>
</tr>
<tr>
<td>Refutation</td>
</tr>
<tr>
<td>Opposing Viewpoint 2</td>
</tr>
<tr>
<td>Refutation</td>
</tr>
<tr>
<td>Opposing Viewpoint 3</td>
</tr>
<tr>
<td>Refutation</td>
</tr>
</tbody>
</table>
# Persuasive Essay Graphic Organizer

## Paragraph #1 – Introduction

- **Attention Getter/Hook:**
- **Description of issue:**
- **Opinion Statement/Thesis:**

## Paragraph #2

- **Topic Sentence w/supporting idea #1:**
- **Evidence to support (details and examples):**
- **Counter Argument:**
- **Refutation:**

## Paragraph #3

- **Topic Sentence w/supporting idea #2:**
- **Evidence to support (details and examples):**
- **Counter Argument:**
- **Refutation:**

## Paragraph #4

- **Topic Sentence w/supporting idea #3:**
- **Evidence to support (details and examples):**
- **Counter Argument:**
- **Refutation:**

## Paragraph #5 – Conclusion

- **Restate opinion:**
- **Summarize reasons:**
- **Call to action or closing statement:**