

★ Due: Wednesday, November 14, 2012

- Props optional (incl. powerpoint / prezi)
- Must hand in:
  - outline
  - sources - 2 - with MLA citations
  - rubric (attached)

## PERSUASIVE ESSAY SPEECH

❖ How can I express my opinion in a convincing way?

A persuasive essay is an essay written to convince an audience to think in a certain way or to take a particular action.

A good persuasive essay is like a charming person: It wins readers over to a particular viewpoint without offending them. To do this, it must present arguments or show evidence that will sway its audience. Appealing to an audience's emotions is also an effective way to persuade, as long as such appeals are responsible and don't stir up feelings that are harmful. Because different audiences respond to different arguments and varying emotional appeals, a persuasive essay must build its case forcefully and intelligently for its particular audience.



"Junior's writing has improved. His letters from college, pleading for more money, are forcefully and flawlessly written."

## WHAT ISSUE SHOULD I WRITE ABOUT?

The point of a persuasive essay is to change your readers' minds. If all your readers already agree with you about an issue, then whom are you persuading? If you have not already been assigned a topic and wish to find one that hits a nerve, try any of these strategies:

- Scan the editorial pages of your newspaper for a controversial issue such as a social or political problem that affects you or someone you know.
- Research some of the ethical dilemmas arising from technological or scientific advances such as genetic research.
- Tune in to a radio talk show and list the gripes that callers have. Is there a caller to whom you would like to respond?
- Conduct a class survey to find out what issues are of concern to your peers.

Once you have chosen an issue, you must develop your position, or **thesis statement**. Developing your thesis statement now will help you focus on your issue as you draft your essay. You should include your thesis statement in the introduction of your essay to let your readers know what issue you have chosen and what your position is. Narrow your position to one strong, clear statement. One way to formulate your position and focus on an issue is to ask yourself the question, "What should be done about it?" Keep revising your answer until you can state your conclusion in one sentence.

### FROM A WRITER

*“Writing comes more easily if you have something to say.”*

—Sholem Asch

#### AN UNFOCUSED OPINION

Smoking is a terrible habit.

They ought to do something about the panhandlers downtown.



#### A FOCUSED STATEMENT OF POSITION

Smoking should be banned from cafés and restaurants as well as from other public places.

The public should give panhandlers food vouchers instead of cash.

What  
Should Be  
Done  
About It?

Once you have formulated your thesis statement, you are ready to begin developing the body of your paper.

**ESTABLISH COMMON GROUND.** When you are addressing an audience that disagrees with your thesis, search for a **common ground**, or area of agreement. If you want to ban smoking in restaurants and all other public places in your town, and you are addressing an audience of smokers, you might argue that town government has a responsibility to safeguard public health. Since most readers would agree with this statement, they might be more inclined to consider your argument that smoking, as a public health hazard, should be banned in public places.

**DISTINGUISH FACTS FROM OPINIONS.** Facts are statements that can be proved or verified. When citing a fact to prove a point, ask yourself: Is this fact accurate? Is it relevant? Opinions are personal judgments. Do not use opinions as the sole basis of your argument.

*Argument Based on Opinion:* Goat's milk tastes better than cow's milk. [Taste is a matter of opinion or personal preference.]

*Argument Based on Fact:* Goat's milk is cheaper than cow's milk. [This reason can be verified.]

**USE STATISTICS ACCURATELY.** Statistics are facts based on numbers. Because statistics can be confusing, double-check such information in more than one source. When writing on a current topic, note the publication dates of your sources to be sure your statistics are up-to-date. Be aware that the statistics you choose *not* to include can alter your case. Advertisers often manipulate statistics to make their point.

**BUILD CREDIBILITY.** Citing reliable sources gives your writing validity. When quoting an expert, ask yourself, "Does this person's knowledge help me prove my point?" "Is this opinion unbiased?"

**SET AN EFFECTIVE TONE.** Your tone, or attitude toward your subject, can help you to win readers' respect. Tone is revealed through the connotations of the words you choose and through the care with which you develop your arguments. Establish a tone that shows you are confident, reliable, and committed to your position.

**CHECK YOUR LOGIC.** A valid argument must follow logically from one step to another. If your readers cannot follow your argument, they may not be persuaded. Map out the steps of your argument before writing. Check to make sure your essay has included all of them.

**EVALUATE YOUR POINTS.** Find a way to emphasize the strongest point of your argument. For example, you may want to devote more space to it, to use a memorable image to illustrate it, or to place it last in your essay so that your readers will remember it.

**ANTICIPATE OPPOSING ARGUMENTS.** You need to anticipate the arguments that will be leveled against yours. You can strengthen your case by acknowledging valid dissent or by refuting invalid arguments. In the following excerpt, a professional writer clears the way for her argument by conceding to the opposition on several points.



### MODEL FROM LITERATURE

The writer states her thesis.

She anticipates valid arguments and concedes their truth.

These concessions enable her to return to her thesis and sharpen the focus.

We have become the most overpackaged society in history. . . .

Make no mistake: packaging is important. It protects products from damage, ensures that they remain sanitary, prevents tampering, provides space for production information, and offers convenience (can you imagine carrying home all the soft drinks if they didn't come in six-packs?). But the manufacture, use, and disposal of packaging materials contribute to many environmental problems, from litter to acid rain.

—Julia Hailes, *The Green Consumer*

**USE RESPONSIBLE APPEALS TO EMOTION.** Another effective way to persuade your audience is to try to stir the heart as well as the mind. Emotion, however, can be as dangerous as a combustible chemical. It is important to use it sparingly, so that it does not ignite feelings that are unreasonable or harmful.

## **Persuasive Speech Outline Format**

Topic:

Specific Purposes: A list of what you want to accomplish throughout your speech. (See Example)

Proposition: a combination of your thesis statement and what action you want your audience to take.

Attention Step: keeping the audience's attention

Need Step: convincing the audience that this is a problem that affects them and that your change is necessary

Satisfaction Step: how the audience will benefit from this change

Visualization Step: verbally picture for the audience what their future will be like if they accept your proposal and/or deny your proposal

Action Step: specifically tell what actions the audience should take

References:

## Sample Persuasive Speech Outline

**Topic:** Milk: It REALLY does do a body good

**Proposition:** Everyone should drink 3 glasses of milk everyday in order to live and long and healthy life.

### Specific Purposes:

- a. To inform classmates the health benefits to drinking 3 glasses of milk per day
- b. To inform classmates of the problems associated with not drinking milk
- c. To persuade students to actually drink 3 glasses of milk per day
- d. To inform classmates of ways to fulfill the 3 glasses of milk if drinking milk is a problem for them.

### Attention Step:

Run through a list of common things mom tells you to do everyday to stay healthy. Ex: drinking 8 glasses of water, all your fruits and vegetables, brushing your teeth after every meal, drinking 3 glasses of milk per day. Ask how many follow each of these everyday.

### Need Step:

A. Milk contains many of the essential vitamins and minerals that your body needs to function daily

**Calcium:** most important, helps build and maintain strong bones. Also vital for nerve function, muscle contraction, and blood clotting.

**Protein:** Important for a number of bodily functions.

**Vitamin A:** Maintains normal vision and skin.

**Vitamin B-12:** Essential for the growth and health of the nervous system and is involved in blood formation.

**Vitamin D:** Promotes the absorption of calcium and phosphorus, and influences bone mineralization, the strengthening of bones.

**Potassium:** Regulates the body's fluid balance and blood pressure, muscle activity and contractions.

**Phosphorus:** Helps generate energy in the body's cells and influences bone mineralization, the strengthening of bones.

**Niacin:** Keeps enzymes functioning normally and helps the body process sugars and fatty acids.

**Riboflavin:** Helps produce energy in the body's cells and plays a vital role in the development of the nervous system.

1. These vitamins and minerals are found in many of the other foods we eat however not all in one quantity like it is with milk
2. Drinking milk is the most natural way to fulfill your body's needs for these vitamins and minerals

B. Calcium is the most important mineral found in milk

1. Helps with the formation of healthy teeth and bones
2. Aids in key functions of the heart, blood and nerves

3. Basically keeps the body overall running smoothly to be able to perform daily functions
4. One glass of milk contains about 30% of you're body's daily need of calcium, this is why the National Institutes of Health recommend to drink three glasses of milk daily in order to receive the proper amount of calcium
5. Also, adding more calcium to your diet decreases your risk of kidney stones

C. Calcium is also extremely important to be included in your diet now to help prevent future health problems, - osteoporosis

1. Bones still taking in calcium until age 35 – teenage years are most important to be getting calcium in now
2. Osteoporosis, which is defined as a progressive disease that causes bones to become thin and brittle, making them more likely to break.
3. Can reach the point where the bones in your hand break with a firm handshake
4. One of America's top diseases, effecting 10 million Americans with 34 million Americans having reduced bone mass, which is more than 75% of the population

D. Teenage years most important time to be drinking milk to prevent osteoporosis, however no one really seems to be listening to this:

1. 88% of teenage girls and 60% of teenage boys have low calcium intake
2. Just in our class only 1 person drinks 3 glasses of milk per day, rest have low calcium intake

E. "But Milk is gross cant I just take some other supplement and drink soda and juices all the time?"

1. May not like the taste of milk, talk about some other solutions later
2. Don't replace milk with liquids such as sodas and juices because health problems such as obesity, tooth decay, caffeine dependency and weakened bones are associated with drinking too much soda and sugary juices.
3. Today our obese society drinks twice as much milk as they do soda according to a 1998 study – maybe if our society began to drink more milk we would not be so overweight

#### **Satisfaction Step:**

Everyone should try to drink one glass of milk with each meal of the day

- A. Because of the enormous health benefits
- B. And to help with your health down the road
- C. Because it really is simple to make a daily habit

#### **Visualization Step:**

- A. All become healthier people, since osteoporosis is a growing problem in America we can all be healthy and not breaking our bones with every step we take, just by starting to drink three glasses of milk per day NOW

#### **Action Step:**

What everyone can try to do is drink 3 glasses of milk per day, one with each meal, start slow at first, work your way to it

- A. If you don't like the taste of milk try flavored milk, sell chocolate and strawberry milk everywhere, or you can also try drinking smoothies and milkshakes
- B. If you're afraid milk is too fattening then drink skim milk, studies found on whymilk.com show that drinking three glasses of milk per day can help you loose weight

- C. If you're lactose intolerant than there is soy milk and lactaid that you can add to milk in order to make it able to be consumed
- D. If you really want to have nothing at all to do with milk then take calcium supplements, or labels on certain dairy products that this is equal to one glass of milk, although milk is a much better choice its better than nothing

**References:**

[www.calciuminfo.com/calciumquestions/default.aspx](http://www.calciuminfo.com/calciumquestions/default.aspx)

[www.topmilk.co.nz/whymilk.html](http://www.topmilk.co.nz/whymilk.html)

[www.whymilk.com](http://www.whymilk.com)

[www.mercola.com/1998/archive/soda\\_drinking.htm](http://www.mercola.com/1998/archive/soda_drinking.htm)



Here is a list of **persuasive speaking topics** from which to choose for your next speech. Keep in mind that the questions are in debate form so consider using either side of these arguments as your topic:

- Do schools have the right to search students' lockers?
- Should children be given sex education in schools, or should this be the responsibility of the parents?
- Should the state fund schools run by particular faiths?
- Should schools require their students to wear a school uniform?
- Are beauty contests harmful?
- Should Physical Education in schools be compulsory?
- Should parents be held morally and legally responsible for the actions/needs of their children?
- Should young people be subjected to curfews as a way to reduce crime?
- Should doctors be allowed to prescribe contraception for girls under the age of 16?
- Is physical force a justifiable method of punishing children?
- Should governments be sending people into space?
- Should governments negotiate with terrorists?
- Can terrorism ever be justified?
- Should negative advertising in political campaigns be banned?
- Should governments censor material on the world wide web?
- Should the government censor lyrics of songs that are violent or expletive, for example "gangsta" rap?
- Does television have a negative influence on society?
- Should flag burning as a form of protest be prohibited?
- Should 'factory farming' be banned?
- Is it morally acceptable to experiment on non-human animals to develop products and medicines that benefit human beings?
- Should we be trying to prevent species becoming extinct? If so, why?
- Should the present international ban on trading elephant ivory be lifted?
- Should the international ban on the hunting of whales be lifted?
- Should we ban the keeping of animals in zoos?
- Should we ban the keeping of animals in circuses?
- Should acts of hate be criminalized?
- What acts should be considered hate crimes?
- Is it correct for university authorities to ban hate speech?
- Should schools be allowed to teach creationism alongside evolution as part of their science curriculum?
- Should examinations be replaced with other forms of assessment?
- Should school students face mandatory drug-tests?
- Should continued office for public officials be dependent on (successfully) taking a drug test?
- Should HIV positive workers have to tell their employers of their status?
- Should sex offenders be named and shamed?
- Can the assassination of a dictator be justified?

## Persuasive Speech Topics

### **An Aging Population**

1. Will an aging population be harmful to America?
2. Should social security be rescued?
3. Is the outlook for future retirees bleak?
4. Are nursing homes beneficial?

### **Alcohol**

1. Should the health benefits of alcohol be promoted?
2. Is advertising liquor on television and radio irresponsible?
3. Do television liquor ads promote underage drinking?
4. Is Alcoholics Anonymous effective?
5. Do adult children of alcoholics benefit from recovery groups?

### **American Foreign Policy**

1. Does United States foreign aid harm other nations and/or the U.S.?
2. Should a permanent UN military force be established?
3. Should China be condemned as a violator of human rights?
4. Will European unification strengthen Europe?
5. Is German unification harmful?
6. Did the Persian Gulf War weaken the U.S.?

### **American History**

1. Was the Salem Witchcraft hysteria caused by a fear of women?
2. Was the Mexican War an exercise in American imperialism?
3. Have historians overemphasized the slavery issue as a cause of the Civil War?
4. Was the New Deal an effective answer to the Great Depression?
5. Was it necessary to drop the atomic bomb at the end of World War II?
6. Did the antiwar movement prolong the war in Vietnam?

### **America's Future**

1. Will immigrants and minorities revitalize America?

### **America's Prisons**

1. Should prisons rehabilitate?
2. Do prisons create a criminal personality?
3. Will building more prisons solve prison overcrowding?

## **America's Victims**

1. Does Repressed Memory Therapy create victims?
2. Do talk shows exploit society's victims?
3. Should the Battered Women Syndrome be a legal defense?
4. Is there a date rape crisis in society?
5. Are self-help groups helpful?

## **Animal Rights**

1. Is animal experimentation justified?
2. Is eating meat detrimental?
3. Is hunting animals morally acceptable?
4. Do zoos preserve endangered species?

## **Biomedical Ethics**

1. Is fetal tissue research moral?
2. Is surrogate mothering a valuable service?
3. Should humans be allowed to receive animal organ transplants?
4. Should HIV-infected surgeons be allowed to operate?
5. Is electroconvulsive therapy safe?
6. Could genetic screening of embryos harm society?

## **Censorship**

1. Should flag burning be banned?
2. Should "hate speech" be tolerated?
3. Should government funding of the arts be restricted?
4. Are movie ratings effective in curbing violence?
5. Should video games be censored?

## **Chemical Dependency; Drug Abuse**

1. Should pregnant addicts be prosecuted?
2. Should the war on drugs (domestic or international) be abandoned?
3. Should employees be tested for drug use?
4. Are the D.A.R.E. programs and other anti-drug programs effective?
5. Is the tobacco industry to blame for leading people to smoke?
6. Can curbs on cigarette smoking advertising help prevent teenage smoking?

## **Child Abuse; Child Welfare**

1. Is satanic ritual abuse of children widespread?
2. Is child testimony in abuse cases generally credible?
3. Can orphanages be beneficial for needy children?
4. Is spanking detrimental to children?
5. Do fathers have legitimate reasons for refusing to pay child support?
6. Do courts discriminate against fathers in custody hearings?

## **Crime and Criminals; Criminal Justice; Gangs; Juvenile Crime**

1. Does community-based policing prevent crime?
2. Does the "three strikes" law deter crime?
3. Should violent juvenile criminals be tried as adults?
4. Can prison boot camps reform young defenders?
5. Do victim's rights threaten defendants' rights?
6. Should tough laws target gangs?
7. Is juvenile crime a serious problem in the schools?
8. Does television violence contribute to juvenile crime?
9. Are curfews effective and constitutional?

## **Culture Wars**

1. Should the United States embrace diverse cultural influences?
2. Is multicultural education helpful?
3. Is rap music decadent?
4. Should rock music be labeled?

## **Death and Dying; Euthanasia; Suicide**

1. Do hospices provide the best care for the dying?
2. Are living wills beneficial?
3. Should physician-assisted suicide be legalized?

## **Education in America; Teenage Pregnancy**

1. Should the government offer school vouchers?
2. Does multiculturalism benefit students?
3. Can sex education programs prevent teenage pregnancy?
4. Should tracking and ability grouping be eliminated?
5. Is home schooling an effective method of education?
6. Will stricter dress codes improve the educational environment?
7. Should disabled children be mainstreamed?

## **Endangered Species**

1. Is the Endangered Species Act effective?
2. Are wetland regulations fair to property owners?
3. Should the international ban on ivory be lifted?

## **Genetic Engineering**

1. Will genetically altered animals benefit humankind?
2. Is DNA fingerprinting reliable?

## **Global Resources; Global Warming; The Environment**

1. Is global warming a serious threat?
2. Is rapid introduction of electric cars a good strategy for reducing air pollution?
3. Is America's drinking water safe?
4. Is nuclear power a viable energy source?

### **Health and Fitness**

1. Is milk consumption harmful?
2. Are vitamin supplements beneficial?
3. Are weight-loss treatments harmful?
4. Are homeopathic remedies beneficial?
5. Is compulsive gambling an uncontrollable disease?

### **The Homeless**

1. Is the extent of homelessness exaggerated?
2. Can shelters help the homeless?

### **Illegal Immigration**

1. Are illegal immigrants harming America?
2. Should America admit all immigrants?

### **The Legal System**

1. Should the jury system be reformed?
2. Are courts overburdened with frivolous lawsuits?
3. Does the criminal justice system discriminate against blacks?
4. Does televising trials demean justice?
5. Should plea bargaining be abolished?
6. Should casino gambling be prohibited?
7. Should the insanity defense be abolished?

### **Male/Female Roles; Working Women**

1. Do working parents harm children?
2. Does day care harm children?
3. Should men and women share domestic responsibilities?
4. Has women's increased participation in the work force harmed society?
5. Are women victims of discrimination in the workplace?
6. Is sexual harassment in the workplace exaggerated?
7. Should women serve in military combat?

## **Mass Media**

1. Does media violence contribute to society's violence?
2. Should executions be televised?
3. Is television harmful for children?

## **Mental Illness**

1. Is schizophrenia genetic?
2. Is Suppressed Memory Therapy legitimate?

## **Race Relations; Racism in America**

1. Is affirmative action unnecessary and divisive?
2. Have middle-class blacks overcome discrimination?
3. Is Hispanic poverty caused by racism?

## **Space Exploration**

1. Should the United States space shuttle program continue?

## **Sports in America**

1. Can competitive sports be unhealthy?
2. Should college athletic programs be reformed?
3. Has athletes' greed marred professional sports?
4. Should steroids be banned from sports?

## **Violence**

1. Is violence in the workplace a serious problem?
2. Does violence in the media cause violence in society?
3. Is domestic violence against men a problem?

## **Welfare/ Work**

1. Should the welfare program be reformed?
2. Should welfare programs be turned over to the states?
3. Are labor unions still necessary?
4. Do working mothers benefit families?
5. Is it time to abolish the minimum wage?

# The Language of Oratory

## RHETORICAL DEVICES

Rhetorical means language and effects used to impress or persuade the audience.

- **Rhetorical Question**

a question asked for effect, but not necessarily needing to be answered

**Example:** Are we going to put up with curfews and being hassled by the police up town? Who cares? Do you think it is right? I don't. How do you stay healthy on a diet of chips and chocolate?

- **Exaggeration**

trying to impress or influence by overstating a viewpoint, statement or idea

**Example:** Millions of students all over the world go home and rush eagerly into their homework in order to secure their future.

- **Understatement**

As above, but understating a viewpoint for effect.

**Example:** A few students will wander home and perhaps turn on television.

- **Contrast/Juxtaposition**

When two opposite viewpoints, ideas or concepts are placed close to each other for effect.

**Example:** The two examples above could be an example of contrast if put together. OR Let us break the chains, shackles and nightmare of slavery and embrace each other in the dream of freedom.

- **Quotations from well-known sources**

Such as the Bible, television, movies, proverbs and clichés: to link with our audience and our common, shared experiences.

**Example:** Turn the other cheek; An eye for an eye, a tooth for a tooth; Yabba Dabba DOOO; It's moments like these..... Make my day; I'll be back!; Shaken, not stirred; A stitch in time saves nine; A bird in the hand is worth two in the bush; Straight from the horse's mouth.

## CONSCIOUS USE OF PERSONAL PRONOUNS

As speakers we want to make our audience agree with us in our viewpoints and be against things we are against. The deliberate use of including or excluding pronouns helps speakers do this.

- **Pronouns to address the audience**

Basically to address them as a group, but not necessarily to persuade them at this stage.

**Example:** *You* are here tonight to witness the finals of the speech contest, where *your* sons and daughters face up to a great challenge.

- **Alliteration**

Repeating the initial consonant of a group of words for aural effect and memorability

**Example:** We've all heard of **R**ichie **R**ich, **D**affy **D**uck, **F**red **F**lintstone, **S**ylvester **S**tallone and **M**orris **M**inor, but the latest and nastiest alliterative villain to slam our screens - a cartoon nasty that leaves **L**ex **L**uthor and **D**ick **D**astardly in his dust - is **V**icious **V**innie.

- **Assonance**

Repeating vowel sounds for aural effect and memorability

**Example:** laugh, laugh, cackle and guffaw. That Sam-I-am, That Sam-I-am, I do not like, That Sam-I-am

- **Onomatopoeia**

Where the words used sound like the thing or concept being described

**Example:** wind swishing or moaning in the treetops  
frost crunching underfoot  
cock a doodle doo; woof woof

- **Rhyming**

Words sounding similar that are pleasant to the ear...they also appeal because the listener can almost predict a part of the speech.

**Example:** chocolate chips, greasy dips and dairy whips these are the foods that little teenagers are made of

## **FIGURATIVE LANGUAGE**

Language that creates a picture in the mind of the listener can assist in the interest level of a speech. The listener visualizes or imagines figures, images, and comparisons.

- **Metaphor**

Describing two unrelated things using direct comparison. Sometimes the metaphor can be drawn out and becomes an **Extended Metaphor**.

**Example:** .....her gaze was icy...  
...the salesman was a shark..  
the whole sorry incident left a sour taste for every one concerned.  
Politicians should darn the holes in the ragged economy before we all start to feel the cold.

- **Simile**

Describing two unrelated things or ideas using the linkers "like" or "as"

**Example:** My love is like a red, red rose that's newly sprung in June, My love is like a melody that's sweetly played in tune.  
...As fast as a leopard; As good as gold; as thick as a brick; as sharp as a tack; as silly as a two bob watch; as crook as a dog; like a rat up a drainpipe; like bees around a honeypot.

- **Personification**

Giving human qualities to nonhuman or inanimate things



# PERSUASIVE SPEECH RUBRIC

Name \_\_\_\_\_ Date \_\_\_\_\_

Proposition \_\_\_\_\_ Grade \_\_\_\_\_

	Criteria				Point
	4	3	2	1	
<b>Support for Position</b>	Includes 3 or more pieces of evidence that support the position statement	Includes 2 pieces of evidence that support the position statement	Includes 1 piece of evidence that supports the position statement	No evidence presented. Argument based solely on personal opinion	_____
<b>Introduction</b>	The introductory paragraph has a strong hook or attention grabber that catches the attention of the audience.	The introductory paragraph has a satisfactory hook or attention grabber that is appropriate to the audience.	The introductory paragraph has a weak attention grabber which is rambling and unconnected to the topic.	No attention grabbing story, statistic, etc.	_____
<b>Conclusion</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement.	The conclusion is recognizable. The author's position is restated.	Weak conclusion; does not leave the audience with a final thought.	No conclusion; the paper just ends.	_____
<b>Format</b>	All 6 areas of organization covered.	4-5 areas covered	1-3 areas covered	Did not follow the proper format.	_____
<b>Body Language</b>	Excellent use of movements and gestures that helped the audience visualize	Satisfactory use of movements and gestures that enhanced articulation	Very little movement or descriptive gestures	No movement or gestures	_____
<b>Eye Contact</b>	Scans the entire audience; holds the attention of the entire audience with the use of direct eye contact.	Satisfactory use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	_____
<b>Pacing</b>	Good use of drama; excellent pace	Very good pace; fluent with appropriate pauses for effect	Satisfactory pace	Delivery is either too quick or too slow	_____
<b>Poise</b>	Student displays relaxed, self-confident nature with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays very little tension.	Displays mild tension; makes minor mistakes.	Tension and nervousness are obvious; has difficulty recovering from mistakes.	_____
<b>Voice</b>	Excellent use of fluid speech and inflection; maintains the interest of the audience.	Very good voice inflection and speech fluidity	Some level of inflection and fluid speech but is not consistent	Consistently uses a monotone voice.	_____
<b>Time</b>	4-6 min.	Up to 30 sec. over/under	Up to 1 min. over/under	More than 1 min. over/under	_____

**COMMENTS**

**TOTAL**

## Audience Response

Name of Speaker \_\_\_\_\_

Position of Speaker \_\_\_\_\_

Your Position \_\_\_\_\_

	Strongly disagree			strongly agree	
This speaker's arguments were convincing.	1	2	3	4	5
This speaker's body, words, and actions were in sync with his feelings.	1	2	3	4	5
This speaker used facts to support his/her position.	1	2	3	4	5
As a result of these arguments, I will support the speaker's position.	1	2	3	4	5

COMMENTS:

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COMMENTS: