Today’s Lesson Objective: Students will explore mass media and review the persuasive speech assignment.

Mental Set, Share Objective (Behavior and Content aligned with district and state benchmarks), Input, Modeling, Check for Understanding, Guided Practice, Independent Practice, Assessment, Extensions, Closure

<table>
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<th>With?) RESOURCES/ MATERIALS (Include the actual pages needed)</th>
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</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Make-up PSAs</td>
<td>*Note: 63 minute classes Lindsy and Nataleigh present their PSAs for the class.</td>
<td>Students present PSAs.</td>
<td>Rubrics</td>
</tr>
<tr>
<td>15 min</td>
<td>Persuasive Speech Assignment</td>
<td>“Today, we are going to start to talk about our final speech for the trimester, the persuasive speech. This speech will be your final exam grade and will be worth a significant number of points.” Go over the assignment sheet with the students.</td>
<td>Students follow along on persuasive speech assignment sheet and ask questions for clarification.</td>
<td>Assignment sheets</td>
</tr>
<tr>
<td>45 min</td>
<td>Mass Media Introduction</td>
<td>What is mass media? “Media specifically designed to reach a large audience.” Television, radio, newspapers, magazines, Internet, music, advertising, etc. Have students brainstorm different forms of media that are a part of their own lives. Discuss how these media forms influence their lives and what are some potential problems associated with these media forms in their daily lives. Watch a chapter from the Frontline series “Hunting Cool” and discuss the media-related issues from the clip. Then watch the Dove campaign for beauty clip on youtube. If time remains, have students brainstorm possible topics for their persuasive speeches.</td>
<td>Students brainstorm different forms of mass media and discuss the role of mass media in their own lives. They watch clips about mass media and advertising and discuss the clips.</td>
<td>Frontline video Dove campaign for beauty</td>
</tr>
</tbody>
</table>

Frontline video http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/
Today’s Lesson Objective: Students will discuss how to increase effectiveness and what three types of appeals are.

Mental Set, Share Objective (Behavior and Content aligned with district and state benchmarks), Input, Modeling, Check for Understanding, Guided Practice, Independent Practice, Assessment, Extensions, Closure

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<td>(Include the actual pages needed)</td>
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<tr>
<td>30 min</td>
<td>Increasing effectiveness of persuasive messages</td>
<td>Start the class by showing the students a cartoon. “What do you notice about this cartoon?” (The person is playing background music to make the message more effective.) “We also do things in our persuasive messages to make them more effective. We are going to talk about those things today.” 1. Anticipate selective exposure: Listeners actively seek out information that fits their beliefs. They will tune out information that goes against these beliefs. If you know that your audience is going to disagree with something in your speech, it would be a good idea to give them support and examples before introducing a controversial idea. 2. Ask for appropriate amounts of change: Ask for small amounts of change. For example, if you are trying to convince your parents to change your curfew, what would you do to ask for small amounts of change? 3. Identify with your audience: Connect with your audience by showing that you share similar values, beliefs, etc. Share similar cultural, educational, social, etc. experiences. Be sure the info you share is relevant to the speech. Be honest. Complete the “Know Your Role” activity. (see attached)</td>
<td>Students take notes about how to increase effectiveness and provide examples of how they might do each in their own speeches. Students see how values and opinions can differ within an audience and discuss what they will do to try to increase the effectiveness of their persuasive messages.</td>
<td>Notes guide</td>
</tr>
<tr>
<td>45 min</td>
<td>Types of appeals</td>
<td>“Now we are going to talk about different types of appeals. You will need to include all three of these appeals in your speech, so be sure to keep notes about each one.” Watch the Sarah MacLachlan ASPCA PSA and ask students to evaluate its effectiveness (and why).</td>
<td>Students watch a video and evaluate the effectiveness of a persuasive message.</td>
<td>Video</td>
</tr>
</tbody>
</table>
### Appeals (cont’d)

We are going to talk about three types of appeals. Be sure to keep track of these types of appeals on your handout:

1. **Logical appeals:** Logic based on evidence, facts, and examples. There are three kinds of logic appeals. Specific instances: present a few specific instances and conclude something about the whole. Cause and effect: you say that one thing causes another, giving specific evidence to support the link. Reason based on signs: you make a conclusion about something based on the fact that it has certain traits and characteristics.

2. **Emotional appeals:** These appeal to your listeners’ feelings, desires, needs, and wants. They are often based on Maslow’s Hierarchy of Needs. (Show chart)

3. **Credibility appeals:** Credibility is how much your audience sees you as a believable person to speak on the topic. It includes competence (how much you know about the topic), character (how trustworthy and honest your audience believes you are), and charisma (how friendly and pleasant your audience finds you).

For each appeal, have students give an example. Watch the “Persuasive Speech: Drunk Driving” video on youtube and have the students look for different appeals throughout the speech. Discuss the appeals at the end.

**Videos**
http://www.youtube.com/watch?v=kr_EkHioYO8

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### Students keep track of the different types of appeals on their handout, discuss how these appeals are used in various persuasive messages they have seen or heard, and look for persuasive appeals in a sample persuasive speech.
Today's Lesson Objective: Students will research for their persuasive speeches.

Mental Set, Share Objective (Behavior and Content aligned with district and state benchmarks), Input, Modeling, Check for Understanding, Guided Practice, Independent Practice, Assessment, Extensions, Closure

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<tr>
<td>72 min</td>
<td>Research Time</td>
<td>“You have the entire class time to work on research for your persuasive speech. Be sure to use sources on the Internet and any resources on the Charlevoix Public Library page. Make sure that you have used credible sources (remember the CRAAP test!) and you keep track of all resources you plan on using. Let me know if you have any questions or need some help brainstorming an idea.”</td>
<td>Students research their persuasive speech and start to work on persuasive speech outlines.</td>
<td>Mini lab key</td>
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RESOURCES/MATERIALS
Include the actual pages needed
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### Daily Lesson Plan

**Sarah Schrader**  
**Teacher: 10th-12th Grade**  
**Speech Class/Subject/Time: 11-22-10**

**Today’s Lesson Objective:** Students discuss credibility, evaluate a persuasive message, and research for their own speeches.

<table>
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<tr>
<td>5 min</td>
<td>Attention Getter</td>
<td>Show students the credibility cartoon. “What do you notice about this cartoon? How does it relate to presenting persuasive messages? What is it saying about credibility?” Point out that credibility usually needs to be built by the speaker, but sometimes there is inherent credibility. “Today, we are going to build on our discussion of credibility from last week.”</td>
<td>Students talk about authority in public speaking. They give examples of when they were told to believe something just because the person “had the proper authority.”</td>
<td>Cartoon</td>
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</table>
| 15 min | Credibility                                              | “Who can remember the three aspects of credibility that we talked about last week? (Competence, character, and charisma).” Briefly review these. Then move on to three aspects for the day.  
  - Surface: How a speaker looks. This could be how well dressed you are or if your clothing matches your speech. It could also be how prepared you seem (notecards organized, PAs in order) or how clear your message is.  
  - Experienced: Showing that you have personal experiences that relate to the topic.  
  - Reputed: This is built throughout your speech when you cite sources, give evidence to support your reasoning, and keep any unnecessary bias out of the speech.  
  What do you think is the strongest form of credibility? Why? | Students add notes to their credibility handout and discuss the types of credibility. Students give their opinions about what kind of credibility is most effective. | Youtube video |
| 15 min | Sample persuasive message related to mass media           | Show students the sample persuasive message from youtube. Talk about the mass media tie-in and how effective it is as a persuasive message. What is it trying to tell you to do? Credible? | Students discuss the purpose and effectiveness of a persuasive message. | Mini lab key |
| 40 min | Research time                                            | You may use the rest of class to work on research for your speech. [http://www.youtube.com/watch?v=GqUE4BeWM-g](http://www.youtube.com/watch?v=GqUE4BeWM-g)  
Daily Lesson Plan

Sarah Schrader
Teacher

10th-12th Grade
Speech

11-23-10 Date

Today’s Lesson Objective: Students will explore how to be an ethical persuader.

Mental Set, Share Objective (Behavior and Content aligned with district and state benchmarks), Input, Modeling, Check for Understanding, Guided Practice, Independent Practice, Assessment, Extensions, Closure

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<tr>
<th>Time</th>
<th>Task Analysis</th>
<th>Teaching Strategies</th>
<th>Check for Understanding</th>
<th>Resources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Ethics Attention Getter</td>
<td>Show students the Charlie Brown cartoon. Have them examine it for a minute or so. “What do you notice about this cartoon? What is he trying to do? What is wrong with this? Today we are going to talk more about how to be an ethical persuader.”</td>
<td>Students point out the ethical problems in the cartoon.</td>
<td>Cartoon</td>
</tr>
<tr>
<td>7 min</td>
<td>Why be concerned with ethics?</td>
<td>“First off, what does it mean to be ethical in persuasion?” It means you speak the truth, you don’t try to deceive the audience, etc. “There are a couple of reasons why it is very important to be ethical. 1) As a speaker, you have the power. The audience sees you as an authority figure and the listeners do not have a choice as to whether or not they will listen to your message. 2) The audience takes what you say as truth. Your point is to make the audience believe you; your message better be truthful.</td>
<td>Students discuss the importance of being ethical. They share examples of times when they took a speaker’s word for granted because of his/her authority.</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>So, what can I do?</td>
<td>1. First, it is very important not to make up information. 2. You also do not want to deceive the listeners about what your purpose is; be sure that the purpose for your message is clear from the beginning of the message until the end. 3. Do not to manipulate data or facts to reach an untrue conclusion. 4. Do not to change any evidence or facts to fit your points. 5. Sometimes your messages will be emotional for some listeners, but it is important not to cloud the listeners’ logic with over-the-top emotional appeals. 6. Avoid language that is difficult for your listeners to understand; ambiguous language can be misleading and could cause listeners to interpret your message in a way that you did not intend.</td>
<td>Students examine ways to ensure that they are being ethical persuaders in this speech and in other persuasive messages they create in the future.</td>
<td></td>
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<tr>
<td>15 min</td>
<td>Language Ambiguity Activity</td>
<td>“One of the ways to be an ethical persuader is to use clear, precise language. Sometimes we do not even realize that what we say can be interpreted in different ways. Take a few minutes to complete the top part of this worksheet, writing down your best guess as to what the sentence means.” Have students complete the worksheet, and then discuss the answers. “What does this mean for our speeches?”</td>
<td>Students explore how language ambiguity can affect their understanding of seemingly simple sentences.</td>
<td>Language ambiguity worksheet</td>
</tr>
<tr>
<td>35 min</td>
<td>Impromptus: What I’m Thankful For</td>
<td>“We are going to do some impromptu speeches to end class today. For today’s impromptu speech, I want you to think about what you’re thankful for. Take a few minutes to think about what you want to speak about. Your speech should be well organized with an intro, 3 main points, and a conclusion. Be sure to include examples as well!”</td>
<td>Students take some time to brainstorm for their impromptu and then present for the class.</td>
<td></td>
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</tbody>
</table>
Today’s Lesson Objective: Students discuss mass media, evaluate a persuasive speech, and search for sample persuasive messages online.

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<tr>
<td>15 min</td>
<td>Mass Media Video</td>
<td>“We are going to start class today by watching a quick video about how mass media influences our lives. As you watch, I want you to keep track of three things that you want to talk about after we are done watching.” Watch the short video and then discuss various aspects of mass media in the video.</td>
<td>Students watch a video and participate in class discussion.</td>
<td>Video</td>
</tr>
<tr>
<td>20 min</td>
<td>Evaluation Persuasive Messages</td>
<td>“As we prepare for our persuasive speech presentations on Friday, I think it is a good idea to look at a persuasive speech and evaluate how effective it is as a class. Hopefully, this will give you a better idea of what you can do to improve your own persuasive speech. We are going to evaluate the speech using the same rubric that I am going to use to evaluate your final persuasive speech. As we watch the speech, be sure to keep track of what the speaker does on the rubric.” Watch the speech and then discuss the effectiveness of the speech as a class.</td>
<td>Students view a persuasive speech and evaluate its effectiveness using the rubric for the final speech. Students participate in class discussion about the speech.</td>
<td>Sample speech Rubrics</td>
</tr>
<tr>
<td>40 min</td>
<td>Persuasive messages all around us</td>
<td>For the last part of class, we have the mini lab to work on a couple of things. The first thing you need to do is find 2 examples of persuasive messages in the media. These can be advertisements, campaign messages, opinion articles, videos, etc. Tomorrow we are going to look at different persuasive messages in our world. If you have examples at home, feel free to bring them in as well. Once you have your 2 samples, you have the rest of class to work on some final touches on your outlines. Remember, they are due tomorrow!</td>
<td>Students search for sample persuasive messages on the Internet and work on their outlines in the mini lab.</td>
<td>Mini lab key</td>
</tr>
</tbody>
</table>

http://www.youtube.com/watch?v=sIFYPQJYhv8&feature=related
http://www.youtube.com/watch?v=KYtm8uEo5vU
Daily Lesson Plan

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<tr>
<td>10 min</td>
<td>Mass Media clip</td>
<td>Before we start for the day, everyone needs to turn in their outlines. I will grade the outlines tonight and have them back to you by class tomorrow so you can make any necessary changes for your speeches on Friday. “To start class today, I have a very brief video that someone created to show one of the effects that mass media has on people. As you watch the video think about what it is saying about how mass media affects us.” Watch video and discuss its meaning with the students. In what ways are they pressured by the media?</td>
<td>Students watch a video and discuss the implications of mass media in our own lives that are evident in the video.</td>
<td>Robot video</td>
</tr>
<tr>
<td>60 min</td>
<td>Persuasive Messages All Around Us</td>
<td>“Ok, we are going to spend the rest of class looking at the different examples of persuasive messages that you have found from your own lives. As you present your samples to the class, we will take some time to discuss how these messages affect us on a daily basis.” As the students present their samples be sure to discuss the following ideas: • How is this a persuasive message? • Do you trust the message? • What appeals are used? • How does this affect your life? If time remains, whip out the question ball, charades, or first line/last line.</td>
<td>Students present their sample persuasive messages from the mass media. They discuss how the mass media affects their thinking on a daily basis.</td>
<td>Persuasive message samples</td>
</tr>
</tbody>
</table>

http://www.youtube.com/watch?v=xmtd9o6ZWZM&feature=related
Today’s Lesson Objective: Students present persuasive speeches.

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<td>120 min</td>
<td>Persuasive Speeches</td>
<td>Note: 2 hour exam period “Today is our last day of class! We are going to listen to everyone’s persuasive speeches today. The order is on the board. After each person speaks, we will give that person 2 or 3 things that they did well or have improved upon throughout the trimester. During this time, the next speaker should prepare their visual aids on the computer. Any questions?” Listen to students’ speeches and make notes on their rubrics.</td>
<td>Students present speeches, listen to each others’ speeches, and provide feedback for each other.</td>
<td>Rubrics Timer</td>
</tr>
</tbody>
</table>
Mass Media Persuasive Speech

Can you believe we're already to the last speech of the trimester?! For this speech, you will combine all of the skills we have learned this semester about speech organization and delivery plus a few new skills related to persuasion to create a strong persuasive speech.

Speech Final Exam

Outlines (100 pts) due Thursday, November 30. Speeches are on Friday, December 3.

200 POINTS

Time: 8-10 minutes
• Avoids distractions
• Eye contact
• Gestures
• Voice
• Use of 3 DIFFERENT presentation aids

Delivery
• Gives us something to do
• Strong, memorable closing
• „Tell us what you told us."

Organization
• Logical order
• Relate to main topic
• Supported with details, examples, etc.
• Shows awareness of audience
• Various types of credibility are used
• Supports main topic
• Local order

Main Points
• At least 5 sources are verbally cited
• Various types of appeals are used
• Shows awareness of audience
• Supports main topic

Introduction
• Includes a unique attention grabber
• „Tell us what you’re gonna tell us."

Presentation aids
• 10 pts

Effective Transitions
• 10 pts

Conclusion
• 20 pts

Voice
• 25 pts

Gestures
• 15 pts

Eye contact
• 20 pts

Avoids distractions
• 20 pts

Use of 3 DIFFERENT presentation aids

200 POINTS

Time: 8-10 minutes

Delivery
• Avoids distractions
• Eye contact
• Gestures
• Voice
• Use of 3 DIFFERENT presentation aids

Organization
• Logical order
• Relate to main topic
• Supported with details, examples, etc.
• Shows awareness of audience
• Various types of credibility are used
• Supports main topic

Main Points
• At least 5 sources are verbally cited
• Various types of appeals are used
• Shows awareness of audience
• Supports main topic

Introduction
• Includes a unique attention grabber
• „Tell us what you’re gonna tell us."

Presentation aids
• 10 pts

Effective Transitions
• 10 pts

Conclusion
• 20 pts

Voice
• 25 pts

Gestures
• 15 pts

Eye contact
• 20 pts

Avoids distractions
• 20 pts

Use of 3 DIFFERENT presentation aids
Persuasive Speech Outline Rubric

Introduction          /20
  Attention getter is creative, catchy, sets up problem
  Thesis
  Summarizes main idea of speech

Body            /50
  Main Points are in a logical order
  Details and examples are used for support
  Sub-points support main points

Conclusion          /20
  Sources are cited within the outline
  Transitions lead smoothly from one point to the next
  Three types of appeals are used
  Audience-appropriate language
  Sources

Other           /10
  Complete sentences are used
  Reference page includes all resources

Notes:
Activity title: Know Your Role

Content area activity relates to: Speech – Preparing for a Persuasive Speech

Goal(s) for activity:
1. Students should be able to identify differences in audience backgrounds.
2. Students should be aware of their own biases and be able to identify them.

Time necessary for activity:
5 minutes

Time necessary for processing:
8-10 minutes

Materials needed:
List of statements

Environment requirements:
A big enough space in the classroom that means “Disagree,” “Agree,” and “It Depends.” Also enough room to keep “Disagree,” “Agree,” and “It Depends” separated.

Description of activity:
Teacher will say a phrase to the students. The students will have to move around freely without being too close for comfort. Also, these areas will be separate. The students will move to one of the areas that mean “Disagree,” “Agree,” and “It Depends.” These areas will be set up in a linear fashion, “Disagree” on one side, “Agree” on the other, and “It Depends” in the middle. The areas will be assigned as “Disagree,” “Agree,” and “It Depends.” These areas will be separate. Therefore, if someone disagrees with something the teacher says, they may move to the other side. If they agree with the teacher, they may move to the other side. If the student is not sure, they may move to the “It Depends” side. This will show the differences of opinion that the teacher is speaking to.

Comments:
A lot of these statements have very strong opinions tied to them. This activity would come later in a semester. Make sure the maturity level of your class is high enough to do this activity. Be serious about this activity as it can be very polarizing. Obviously, don’t be serious in the manner that this is life or death, but urge students to be open to the idea that these statements do not have to agree. This activity would come later in a semester. Make sure the maturity level of your class is high enough to do this activity.

Directions to students:
1. If they don’t feel comfortable and have this opinion open the entire activity.
2. Point out specific areas in the classroom that mean “Disagree,” “Agree,” and “It Depends.”
3. Read the list of statements.

Source: COM 492 - Stephen Whittico original - Spring 2010
about you: Do you speak about it in your own mirror? Do you feel comfortable or confident speaking to other people? You may want to reflect on your own experience and consider how you can improve your communication skills.

Here are the answers to the questions from the previous activity:

1. **Goal 1** What did you notice that happened during this activity? (Most of the statements had a variety of responses. Sometimes people were embarrassed or apprehensive of responding.)

2. **Goal 1 and 2** How did you feel when I asked you to do this? (I felt like I was being judged. Sometimes I felt uncomfortable. Sometimes I felt uninformed.)

3. **Goal 1 and 2** Anything else that you noticed during the course of the activity? (This class is much more diverse than I thought. I was confused as to why were doing this.)

4. **Goal 1 and 2** Why do you think that we would do this? (To display the diversity of the different audience opinions when giving a speech.)

5. **Goal 1 and 2** Do you feel as though knowing your audience biases may affect how you speak to them? (I agree with you. This activity helped me realize that these exist everywhere in the real world.)

6. **Goal 1 and 2** How can we use this information in class? (It’s important to know what people feel strongly about so to not speak on behalf of a “lost cause.” You also don’t want to offend your audience, especially if you will interact with them more than just once.)

**Closure statement:** While today’s activity may have made you feel a little uncomfortable, it’s important to realize that opinions like these exist much more than we realize in the real world. As a future communication professional, it’s important to consider the diversity of people’s opinions and tailor your message accordingly. In order to effectively communicate your ideas, you must be aware of and consider your audience’s biases and perspectives.
STATEMENTS

Women should work hard enough.

The death penalty is wrong.

Rap music degrades women.

"White privilege" exists in the US.

Men have difficulty expressing their feelings.

People with disabilities should have the same opportunities as others.

The US should show support to our new immigrants.

Anyone is capable of making it if they work hard enough.

Abortion is wrong.

Health care should be available to all Americans.

Free speech should be allowed in high schools.

The death penalty is wrong.
Increasing Effectiveness of Persuasive Messages

1. Anticipate selective exposure
   a. Seek out info that...
   b. Tune out info that...
   c. Before saying something controversial, you should...

2. Ask for appropriate amounts of change

3. Identify with your audience
   a. Show that you share similar...
   b. Show that background is similar by...
   c. Connection must be...
   d. Be honest!

Three Types of Appeals

1. Logical appeals
   a. Specific instances
   b. Cause and effect
   c. Signs and symptoms

2. Emotional appeals
   a. Listeners’ feelings, beliefs, wants, desires
   b. Maslow’s Hierarchy of Needs

3. Credibility appeals
   a. Competence
   b. Character
   c. Charisma
# Persuasive Speech Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>UNIQUE and captures attention</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Previews main points</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Logical order</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Relate to main topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support w/ details, examples, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Various types of credibility used to demonstrate audience awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows understanding of audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five sources are verbally cited</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Three types of appeals are used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevant and purposeful presentation aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevant and purposeful</td>
<td></td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>Five sources are verbally cited</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Three types of appeals are used</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Final clincher statement</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Reviews main points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives audience something to do</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Aids</strong></td>
<td>Relevant and purposeful presentation aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talks to audience, not aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevant and purposeful presentation aids</td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Volume is varied for emphasis</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Volume is high enough to hear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changes in volume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changes in tone</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Varies and constant</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Relevant and purposeful</td>
<td></td>
</tr>
<tr>
<td><strong>Gestures</strong></td>
<td>Not distracting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevant and purposeful</td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>8-10 minutes</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Avoids distractions</td>
<td></td>
</tr>
</tbody>
</table>

**What you did well:**

**Something to work on for next time:**

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Name____________________________