

Persuasive Speech Outline Templates

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| <p>Problem/Solution Speech Topic:</p> <p>Specific Purpose: At the end of my speech, the audience...</p> <p>Introduction: Gain attention: Relate to audience (motivate audience to listen): Establish credibility: Thesis/Preview: <i>(Transition to Body):</i></p> <p>Body-Problem: I. Main Point: A. Supporting Point: B. Supporting Point: C. Supporting Point: <i>(Transition):</i> II. Main Point: A. Supporting Point: B. Supporting Point: C. Supporting Point: <i>(Transition):</i></p> <p>Body-Solution: III. Main Point: A. Supporting Point: B. Supporting Point: C. Supporting Point: <i>(Transition/signal the conclusion):</i></p> <p>Conclusion: Review Main Points: Restate Thesis: Call to Action: Clincher/Closing Statement</p> <p>References: Full reference list in APA/MLA format. Always use proper source citation.</p> | <p>Monroe's Motivated Sequence Topic:</p> <p>Specific Purpose: At the end of my speech, the audience...</p> <p>Introduction: Gain attention: Link to audience: Establish credibility: Thesis/Preview: <i>(Transition to Body):</i></p> <p>Body: I. Establish Need for Action (Describe the problem, its signs, symptoms, or effects. Use facts, statistics, narratives, examples and testimony to support your points. Explain why the problem is important and whom the problem affects.) <i>(Transition):</i> II. Satisfy Need (Solution to Problem/Need) <i>(Transition):</i> (Describe the solution and how it satisfies the need; discuss how the solution can be implemented. Include a plan of action with clear steps. The solution should be feasible.) <i>(Transition):</i> III. Visualize Results (Describe expected results of the action. If relevant, describe the consequences of NOT taking action.)</p> <p>Conclusion: Same as Problem/Solution Speech (Emphasis on Call to action)</p> <p>References: Same as Problem/Solution Speech</p> |
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Develop Your Topic for the Persuasive Speech

Directions: Choose a persuasive speech topic of your own. In the spaces below, write your topic, a specific purpose statement, a thesis/central idea/proposition statement, at least four arguments in support of your position and four arguments in opposition of your position, and potential information resources for your persuasive speech topic.

Topic:

Specific Purpose Statement:

Central Idea or Proposition statement:

Arguments FOR your position (at least four):

1.

2.

3.

4.

Arguments AGAINST your position (at least four):

1.

2.

3.

4.

Develop Your Topic for the Persuasive Speech

Possible Sources: (List at least four, using a variety of sources, e.g. academic articles, books, etc.)

1.

2.

3.

4.

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Monroe's Motivated Sequence: Persuasive Pattern

Monroe's Motivated Sequence is a technique for organizing persuasive speeches that inspire an audience to take action. It is best used when addressing a friendly audience with a persuasive appeal of policy or action. Monroe's Motivated Sequence is an organizational pattern with five key components:

1. **Attention** – Engage the audience and include the standard parts of a typical speech introduction.
2. **Need** – Establish a problem or a need the audience may have.
3. **Satisfaction** – Provide a solution; show the audience how to fill the need.
4. **Visualization** – Demonstrate the benefits of adopting the solution or persuasive appeal; describe what will happen if the solution is or is not implemented.
5. **Call to Action** – Appeal to the audience; request a specific action for the audience to take. This section has all the parts of a typical conclusion.

MMS Activity

Using the topic of ***organ donation***, develop an idea for each of the five steps of Monroe's Motivated Sequence that you could later further expand into a speech outline.

I. Attention

II. Need

III. Satisfaction

IV. Visualization

V. Call to Action

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Ethos, Logos, and Pathos

Aristotle identified three proofs or principles of persuasion in the 4th century B.C. These three proofs are ethos, logos and pathos.

Ethos – This is an appeal to the speaker's credibility, derived from the ethical characteristics of the speaker including competence, honesty, goodwill, and charisma.

Logos – This is an appeal to sound logic and reasoning, derived from a well-structured and developed argument. Aristotle thought this proof was the most important.

Pathos – This is an appeal to the emotional experience of the audience, derived from a passionate performance from the speaker.

Activity

Directions: Visit TED.org and view Dr. Jane Chen's speech, "A Warm Embrace." The video is sponsored by TED (<http://www.ted.org>), "a nonprofit organization devoted to spreading ideas, usually in the form of short powerful talks (ted.org)." Watch Dr. Chen's speech and respond to the following questions:

1. How does Dr. Jane Chen establish **ethos**? (Be specific. Note her credentials, statements, presence, and demeanor.)
2. How does she establish **logos**?
3. How does she establish **pathos**?

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Speeches for Analyses

Directions: The following four speeches illustrate various rhetorical concepts from your textbook. Please view each speech and answer the corresponding questions.

- 1) Matthew McConaughey's Oscar acceptance speech from 2014 found on americanrhetoric.com. A full transcript is included.

A. How did Matthew McConaughey preview his speech?

B. What were his three main points?

C. What organizational pattern did he use?

D. How did he review his main points?

- 2) Lupita Nyong'o's speech on Black Beauty from the 2014 Black Women in Hollywood award ceremony. This video can be found on YouTube. Closed captioning is available.

A. How does Lupita Nyong'o use narrative to connect with her audience?

B. What power language/imagery makes the speech impactful and memorable?

- 3) Amy Cuddy's TED talk "Your Body Language Shapes Who You Are" found on TED.org. Full transcript and subtitles are available.

A. What did you learn about verbal and non-verbal delivery from this speech?

Speeches for Analyses

- 4) Lee Mokobe's TED talk "A Powerful Poem About What it Feels Like to be Transgender" found on TED.org. Full transcript and subtitles are available. Questions developed by Sam Campbell and Vanessa Luis, Ohlone College students.

A. How does the attention getter and closing remark work together?

B. List three lines that exemplify figures of speech.

C. List lines that you feel contained powerful language.

D. How did their use of pathos aid their message?

E. Are their pop culture references effective in connecting with the audience? Why?

F. How does the juxtaposition of being transgender and being religious affect their message?

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Persuasive Speech Outline Critique Form

Outline Preparation

- ☐ Yes ☐ No 1. Is the General Purpose to persuade?
- ☐ Yes ☐ No 2. Is there a Specific Purpose Statement?
- ☐ Yes ☐ No 3. Is the Specific Purpose Statement audience-focused and does it direct the topic of this speech?
- ☐ Yes ☐ No 4. Is there a Thesis Statement and is it a single declarative statement that is the central idea of the speech?
- ☐ Yes ☐ No 5. Is the audience analyzed appropriately (friendly, hostile, unsure, uninformed, etc.)?
- ☐ Yes ☐ No 6. Is the persuasive goal appropriate for the audience (fact, value, or policy)?
- ☐ Yes ☐ No 7. Is the organizational pattern of the speech appropriate for the type of audience and particular goal (Problem-Solution or Monroe's Motivated Sequence)?

Introduction

- ☐ Yes ☐ No 1. Are all the parts of the introduction labeled?
- ☐ Yes ☐ No 2. Does the speech start with an "Open with Impact" statement that catches the audience's attention and draws them in to the topic?
- ☐ Yes ☐ No 3. Does the "Connect with Audience" statement or "Motivation Statement" motivate the audience to listen to this speech?
- ☐ Yes ☐ No 4. Is there a statement that establishes credibility and is it labeled "Credibility Statement"? (ETHOS)
- ☐ Yes ☐ No 5. Is the thesis the same statement as written above?
- ☐ Yes ☐ No 6. Is there a Preview Statement that encompasses the main points of the speech?

Body

- ☐ Yes ☐ No 1. Are all the parts of the organizational pattern present in the outline and in standard outlining format?
- ☐ Yes ☐ No 2. Is the outline in complete sentences and written in parallel form?
- ☐ Yes ☐ No 3. Is each main point fully developed using supporting material with sufficient evidence such as examples, statistics, testimony, etc.?
- ☐ Yes ☐ No 4. Are the claims being made based on sound evidence and reasoning? (LOGOS)
- ☐ Yes ☐ No 5. Are there at least 1-2 sources cited per main point? (ETHOS)
- ☐ Yes ☐ No 6. Are transitions effectively used to link each part of the speech together? (LOGOS)
- ☐ Yes ☐ No 7. Does the speech-writer use powerful language? (PATHOS)

Conclusion

- ☐ Yes ☐ No 1. Is there a transition from the body of the speech to the conclusion?
- ☐ Yes ☐ No 2. Are all the parts of the conclusion labeled?
- ☐ Yes ☐ No 3. Are the thesis and main points of the speech restated?
- ☐ Yes ☐ No 4. Does the speech have a "Close with Impact" statement or final call to action and is it as strong as the "Open with Impact" statement? (PATHOS)

Extra

- ☐ Yes ☐ No 1. Is there a list of sources used at the end of the speech outline? Is this list in proper APA or MLA format?
- 2. What information in the speech would be better explained with a visual aid? What could the speaker do to engage the audience or maximize retention of the information?
- 3. How does the speechwriter establish ethos, logos and pathos? Is the mix appropriate for the type of audience (friendly, hostile, unsure, uninformed, etc.)?

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Practice Persuasive Speech Lab Critique

Directions: Visit the Communication Lab and deliver your speech to one of the Lab Consultants. Please follow these steps:

1. Simulate the classroom experience as best you can. Create conditions that will most closely resemble the conditions you will experience in your performance context.
2. Ask a lab consultant or an instructor to give you both written and oral feedback. Comments should follow the "sandwich model" for giving feedback (begin with one positive comment, add one area for improvement, and finish with a positive comment).
3. List the particular steps you will take to address the feedback (e.g., *I will practice the speech three more times and focus on improving my eye contact with the audience.*)
4. Have this form signed and dated before presenting your speech in class.

Time: (timed length of practice presentation)

Content: (Quality and completeness of information, including oral citations)

Organization: (Flow and structure of the speech – include all the parts: the introduction, the main points and transitions linking the major parts of the speech, and the conclusion.)

Delivery: (All aspects of verbal and nonverbal performance)

Visual Aid: (Placement, construction, and use of visual aids, if applicable)

Practice Persuasive Speech Lab Critique

Strengths: What were the most impressive components of this speech?

Areas of Opportunity: What is the most important thing that needs to be **improved** for this speech? (Consider content, organization and delivery to guide your feedback)

Action Plan: Specifically, what steps will you take to improve based upon the feedback you received? List the plan of action and TIMELINE required.

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