

Communication 1545

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1. You must take a position on an issue which is
 - a. controversial in nature, and
 - b. important to some identifiable public.
2. Such issues lend themselves to research (to unearth facts, figures, stories, and so on which can be used in building arguments).
3. You must advocate a change in a public's status quo. "Public" may be any self-identified group, such as a club, a company, a town, a church, and so on. "Status quo" means "how things are now." We always presume that how publics "do things now" is the best, most informed, most rational way of doing things. So the status quo always is presumed to be the proper course of action. Your challenge is to show that the status quo is wrong-minded in some material way. This means you, as a proponent of change, shoulder the burden of proof (see below). Hence, you may not persuade the audience to do what they already do or to believe what they already believe. You may not inform/persuade them of "common sense" or of what a conscientious, college-educated universal audience should/would know.
4. To shoulder the burden of proof means that you must prove to your public's satisfaction that the current policy is deficient and that your proposed policy would be a good solution without any new defects. You do this by building a case. A case is a collection of arguments. An argument is a **claim supported by evidence**. So, evidence represents the foundation on which claims are made; claims and their evidence comprise arguments; arguments taken together are called a case.
5. You must follow the "Need Case" format for this speech.
6. Many topics are routinely chosen for high school themes, essays and speeches. These will not be approved for this course. Find an issue which is new and unusual for this audience.
7. You may not persuade the audience to engage in a commercial transaction; nor may you represent a conflicted interest (such as "I work at a tanning salon, and I'm here to persuade you that tanning beds are safe.")
8. You may not argue propositions which have already been settled by received science or by public policy. (Everybody knows that cigarettes and texting while driving are bad. Nobody wants the drinking age to be lowered or to throw out standard testing or drug screening.)
9. Below are outlines of the traditional "need" and "comparative advantage" cases. Virtually all persuasive speeches use the "need" format.

Agan, you are required to use the “Need” case for this course.

10. If the audience is not supportive of you personally or of your specific purpose, then DO NOT use the introductory “orienting material.” To telegraph your intention (that you will try to persuade them) is to invite them to stop listening. Proceed simply by building your case, argument by argument, with careful use of commonplace examples and excellent sources.
11. Choose a Need - Plan that is felt locally because (1) people care more about what they know intimately than what they hear about generally (we care more about pollution in Mill Creek or Meander Creek than in Guanabara Bay, Brazil); (2) confusing or contradictory evidence makes building a case about a problem far away or affecting a whole nation or hemisphere difficult; and (3) general problems/needs tend to be multifactorial – have many aspects and involve many sovereign authorities (as we see in the marijuana conundrum, where California and Colorado have legalized it despite a long-standing federal ban).

For example, Youngstown is creating a new ordinance prohibiting "improper conduct in the central business district." The law would make it illegal to sit, lay down or loiter on downtown sidewalks, streets and other public areas. The opposition? Ohio's NAACP says the law would allow Youngstown police to discriminate against homeless people and to punish innocent behavior.

Your persuasive speech should be 8 minutes in length. Do not use video clips.

PERSUASIVE SPEECH FORMAT -
“NEED - PLAN” or “MOTIVATED SEQUENCE” MODEL

I. INTRODUCTION:

- A. Attention Material (i.e. the “hook”)
 - a. A story or example that “sets the scene” for your audience and gets them interested in what you want to discuss.
 - b. A clear segue that tells the audience, “I use this story in order

to discuss a problem: _____ .”

B. Orienting Material

- a. Statement of your argument about need (“I want to show you that _____”).
- b. Reason why this problem – in general -- is important, and why these people should care
- c. Summary of where you are getting the research you’ll cite
- d. Definitions for any crucial terms you’ll be using.

C. Transitional device

II. BODY:

A. Identify the need/problem – what’s wrong with the status quo

- a. Name Dimension #1
 1. Explain Dimension #1
 2. Evidence to back up Dimension #1
- b. Name Dimension #2, etc., if needed
 1. Explain Dimension #2, etc.
 2. Evidence to back up Dimension #2, etc.
- c. Name the stock issue of **significance**:
 1. Explain significance (many people are badly harmed)
 2. Evidence to back up claim of significance
- d. Name the stock issue of **inherence**:
 1. Explain inherence (the problem won’t go away by itself)
 2. Evidence to back up the claim of inherence

You must put a transition here.

B. Explain your solution/plan

- a. Use examples, illustrations
- b. Show feasibility/practicality
- c. Anticipate and answer objections
- d. Show that costs, if any, will be low or, if high, lower than other plans

C. Show how solution/plan meets need

- a. Dimension #1
- b. Dimension #2, etc.

- D. Show how solution/plan would not create new problems/needs

III. CONCLUSION:

- A. Summary
 - a. Re-statement of the Need
 - b. Re-statement of the Plan
 - c. Re-statement of how the Plan meets Need
 - B. Clincher
 - a. Figure out a snappy way to end your speech
 - b. You might want to create a picture in your audience's mind of the world as you are advocating it to them (called Visualization)
 - c. Appeal to action
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PERSUASIVE SPEECH FORMAT

“COMPARATIVE ADVANTAGE” MODEL

→ This model is not permitted for Communication 1545

I. INTRODUCTION:

A. Attention Material (i.e. the “hook”)

- a. A story or example that “sets the scene” for your audience and gets them interested in what you want to discuss.
- b. A clear segue that tells the audience, “I use this story in order to discuss a problem: _____.”

B. Orienting Material

- a. Statement of your argument (“I want to show you that _____”)
- b. Reason why this problem – in general -- is important, and why these people should care
- c. Summary of where you are getting the research you’ll cite
- d. Definitions for any crucial terms you’ll be using.

C. Transitional device

II. BODY:

A. Good Reason to adopt your plan #1

- a. Further explanation of reason #1
- b. Evidence to back up reason #1

B. Good Reason to adopt your plan #2

- a. Further explanation of reason #2
- b. Evidence to back up reason #2

C. Good Reason to adopt your plan #3, etc.

- a. Further explanation of reason #3
- b. Evidence to back up reason #3

You must put a transition sentence here

D. Statement of Objection to your position: #1

- a. Further explanation of the objection
- b. Your refutation of the objection
- c. Evidence to support your refutation

E. Statement of Objection to your position: #2, etc.

- a. Further explanation of the objection
- b. Your refutation of the objection
- c. Evidence to support your refutation

III. CONCLUSION

A. Summary

- a. Re-statement of the first thing you want your audience to remember
- b. Re-statement of the second thing you want your audience to remember
- c. Re-statement of the third thing you want your audience to remember

B. Clincher

- a. Figure out a snappy way to end your speech
- b. You might want to create a picture in your audience's mind of the world as you are advocating it to them, or
- c. Appeal to action