

Handouts and discussion materials
Persuasive speech assignment
Communication 1545, Summer 2014
Fred Owens, PhD

For this course, a POLICY is a rule, a system of rules or a sequence of actions, regulations, remedies, guiding principles, procedures, processes, alternatives, programs or plans. Policies are adopted by social groups, governments, political parties, business companies, professional or voluntary organizations, and individuals, normally by executive action or vote ... after discussion or debate. Policies can affect communities themselves (groups, organizations, companies, communities, states, etc.), people within them, and their customers or external publics.

These are categories of policies:

Whistleblower procedure at XYZ Company
Board of Directors' affirmative action policy
Break periods
Harassment precautions
Dress codes

Privacy codes
Conflict of interest
Private use of computers or computing
Permits for new building construction
Equal employment opportunities

Identification protocols
Last day to withdraw with grade of "W"
Medical Examination
Recycling rules
Videotaping in the workplace

Emergency procedures
Crime prevention policies
Days/hours for firearm hunting
Qualifications for food service license
Smoking or Non-smoking

Cell phone use while driving
Client complaints procedures
Speed limits in construction zones
Drug testing in the workplace
Hygiene standards

Pay for holidays
Making distilled spirits for sale
White-tailed deer daily bag limits
Barber license
CDL (commercial driver's license)

Policies are adopted by agencies to affect future behavior, such as:

Action ("Policy")	Agency	Affected
Leaf burning	County	Anyone in the county
Dogs must be licensed in the county of residence and under the control of the owner at all times.	State	Pet owners
Sales tax	State	Anyone who purchases taxable goods/services
Plagiarism	University	Primarily students
Morals clause	Boy Scouts	Scoutmasters
Attendance requirement	Rotary International	Rotarians
Zoning	Township	Land owners
Boat speed limits	Ohio DNR	Boaters
Weights must be painted and values clearly marked	Soap Box Derby	Racers
Mountaineer Racetrack promotes gaming as a recreational activity for those individuals who do not have a problem with responsible gaming.	MTR Group, Inc.	Employees and guests
Time-limited cash assistance and employment services are available to eligible families working towards self-sufficiency who contain at least one child under the age of 18 or an individual who has not attained age 19 and is a full time student in secondary or vocational school. OWF is also available to a pregnant individual in the last three (3) months of pregnancy.	Ohio Works First	Ohio families
Do not approach, follow or make any contact with suspicious persons or vehicles.	Orlando Police Department's Neighborhood Watch Program	Neighborhood Watch volunteers

No youth may be denied membership in the Boy Scouts of America on the basis of sexual orientation or preference alone.	Boy Scouts of America	Boy Scouts, prospective members, scout officials
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The following topics have policy implications. But they – and other similar topics – will NOT be approved for the Communication 1545, Summer 2014, Persuasive Speech Assignment, unless the specific purpose is innovative:

abortion	energy crisis	defense budget
animal shelters	cosmetic surgery	pornography
amnesty	corruption in public office	nuclear waste
prostitution	cloning	recycling
Alaskan pipeline	child abuse	unemployment
drinking at age 18	care for elderly	organ transplants
air pollution	sex education	oil drilling
death penalty	auto theft	ocean pollution
juvenile felonies	taxes	disarmament
air safety	capital punishment	gun control
invasion of privacy	euthanasia	inflation
adoption of children	apartheid	reverse discrimination
cruelty to animals	death with dignity	cell phones

Policy Advocacy / Problem Solution Speech Basic Structure

I. Introduction

- A. Attention device - tell a story, give some examples, use a dramatic quote, do something to capture the attention of the audience.
- B. Relation - relate the topic or problem area (but not the specific “need”) to the audience if you haven't already done so implicitly with your attention device. Indicate to the audience how this general problem affects them or those they care about.
- C. Credibility - give the audience a reason or two to listen to you speak on this general topic. It may simply be a concern you had and the research you have done, or it may be that you have had first hand experience as a victim or you work with those who are.
- D. DO NOT PREVIEW !
 - 1. Do not tell the audience what your persuasive goal might be.
 - 2. Do not tell the audience what your main points will be.
 - 3. Do not tell the audience how your main points will be arranged.
 - 4. Do not signpost your points as you develop the “Need” section of the speech.

II. Body

- A. Need/problem - develop the problem as real on both intellectual and emotional levels, engaging both our heads and hearts
 - 1. Explain what is wrong with the status quo (i.e., how things are done now). Show that the need/problem is a big deal.
 - a. Use stories, extended examples, or testimonies of real people to support your explanation
 - b. Use statistics, brief examples, and other data-based evidence to support your explanation

2. Demonstrate that the status quo is leading to actual *harm*
 - a. Use stories, case studies, examples, or testimonies of real people to support your claim that the status quo is causing harm. Support your argument with powerful visuals.
 - b. Use statistics, brief examples, and other data-based evidence to support your claim that the status quo is causing harm. Support your argument with tables, charts, graphs and photos.
 3. Demonstrate that the status quo will not improve – but will get worse – if left unattended (inherence)
 - a. Use comparisons to other cases where the problem has not improved. Use logical argument to show that no forces for improvement are in play. Use stories or testimonies to create fear.
- B. Cause (optional) - develop the causes of the need/problem with expert testimony, examples, or study results. If you get your audience to accept your version of the cause or causes, it will later be easier to persuade your audience to accept your proposed solution. The technique is useful when there is general public agreement on the existence of the problem, but differing opinions on the cause or causes.
- C. Solution - advocate a change in law, regulation, policy or procedure.
1. The plan - explain clearly what change in law or policy you are proposing.
 - a. Offer examples, illustrations, comparisons and other evidence to demonstrate how the change would work
 2. Show through evidence that the change you are proposing will reduce or eliminate the problem (solvency)
 - a. Use expert testimony, previous experience in parallel situations, and logical analysis. Results of scientific experiments or research. Results of pilot programs: if a plan worked in one setting, then by analogy it should work in others.
 - b. Note: to claim without evidence that your plan will solve the problem is not sufficient. You need *at least* a credible person

whom you can directly quote or paraphrase saying the adoption of the policy would reduce or solve the problem.

3. Anticipate and refute potential disadvantages of your plan. If you simply ignore them, your audience will not accept your solution. Be especially careful of unanticipated (latent) harms.

III. Conclusion

- A. Review of the problem and solution
- B. Call to action, or
- B. Closing thought to encourage the audience to remember the speech.

Policy Advocacy / Problem Solution Speech Example Outline (**Student**) - "Presumed Consent Organ Donations"

I. Introduction

- A. Attention - Tell the story and show the picture of Jonathan, a 9 year old boy who died the day before his 10th birthday waiting for a heart transplant. (www.presumedconsent.org)
- B. Credibility - I thought I was an organ donor for years, but through my research I found out I probably am not.
- C. Preview - thousands of people die in the U.S. every year waiting for vital organs that are in short supply because of the way the current donation system works, but by changing to a "presumed consent" system, those deaths can be prevented.

II. Body - "Presumed Consent Organ Donations"

A. Problem/Need

- 1. Give several extended examples of other people who have died waiting for organs.
- 2. Cite statistics on the number of people who need organs, the shortage of organs available, and the number of people who die waiting for a transplant.
- 3. Cite statistics on the number of people who need other organs to improve their quality of life, such as skin, corneas, fingers, etc.
- 4. Cite evidence indicating that most people who need organs are innocent victims; they didn't do anything abusive to themselves to create the need.

B. Cause - (optional)

- 1. Describe the current organ donation system.
- 2. Provide evidence that proves defects in the current system.
- 3. Cite evidence showing the system causes the organ shortage
- 4. Cite stats showing most people want to donate organs, but just

don't take the time

C. Solution/Plan

1. Plan - Change the current "opt-in system" to a system of "presumed consent" with an "opt-out" provision. Explain what the change means and give an example to clarify.
2. Solvency - provide evidence that shows the plan will make more organs available for transplant.
 - a. Cite experts who make that claim
 - b. Cite other countries/states that have solved their organ shortage problem with "presumed consent"
 - c. Cite public opinion surveys indicating public support
3. Disadvantages (unintended consequences) - Identify and refute objections
 - a. Will they let me die to take my organs? - No, and is more likely in a system that has massive shortages.
 - b. What if I don't want to donate? - You can opt out
 - c. Doesn't that make my body government property? - You are dead so what difference does it make, and it helps many others, and you can still have an open casket funeral

III. Conclusion

- A. Summary - remind the audience of the problem, the cause, and the solution.
- B. Tell the story of an innocent who will die without a donated organ.

Personal Action Speech
(Not a Policy Advocacy / Problem Solution Speech)
Example Outline (**Student**) - "Organ Donation" - #2

Topic:	Organ Donation
Specific Purpose:	To persuade my audience to donate their organs and tissues when they die and to act upon their decision to donate.
Thesis Statement:	The need is constantly growing for organ donors and it is simple to be an organ donor when you die.

I. Introduction

A. Attention material/Credibility Material:

How do you feel when you have to wait for something you really, really want? What if it was something you couldn't live without? Well, my cousin was five years old when he found out he needed a new kidney. He went on the organ waiting list right away. He was called twice during a six month span that they had a kidney available only to find out that the kidney wasn't a good match. He had to wait again. The third time was a charm. A small adult was in an accident and his kidney was a good match. This story had a happy ending but so many do not.

B. Tie to the audience:

One of the people on the waiting list for an organ transplant might be someone you know.

C. Thesis and Preview:

Today I'd like to talk to you about first, the need for organ donors in our area, second, how you can become an organ donor after you die, and finally, how your family and organ donor recipients benefit from your donation.

If you preview your speech to an audience who opposes your position, you will fail – even though your goal is hidden in “informative” language. Do not preview persuasive speeches.

Transition to body of speech:

I'll begin by telling you about the need for organ donors.

II. Body

- A. People around the world, but also right here in Ohio, need organ transplants and they need our help.
 - 1. The problem is that there is a lack of organs and organ donors who make organ transplantation possible.
 - a. The need is many organs and tissues such as the heart, lungs, liver, kidneys, pancreas, corneas, bone, skin, heart valves, and blood vessels(Iowa Statewide Organ Procurement Organization undated brochure).
 - b. A new name is added to the national waiting list every 16 minutes. That means that 3 people will be added to the list during the time we are in class today.
 - 1) The problem is that 10 people will die each day waiting for an organ transplant (LifeSource: Questions and Answers).
 - 2) The reason is that are only on the average 5,000 donors nationally per year (LifeSource: Statistics).
 - c. You can choose to donate any needed organs or you can specify which organs or tissues you wish to donate.
 - 2. Organ donation is very important.
 - a. The following poem by Robert Test entitled, "To Remember Me," shows the importance of organ donation.

"Give my sight to the man who has never seen a sunrise, a baby's face or love in the eyes of a woman. Give my heart to

a person whose heart has caused nothing but endless days of pain.... Take my bones, every muscle, every fiber and nerve in my body and find a way to make a crippled child walk...Take my cells, if necessary, and let them grow so that, someday, a speechless boy will shout at the crack of a bat and a deaf girl will hear the sound of rain against her window. (South Dakota Lions Eye Bank, undated brochure).”

Unless you are a skilled performer, do not read poetry. Use it after you have presented the quantitative evidence in support of your position.

- b. Not only is this a problem nationally but also it is a big problem right here at home in the Midwest.
 - 1) Today there are more than 117,000 Americans on the transplant waiting list. Of these, at least 3,400 are waiting at one of ten transplant centers in Ohio. (LifeLine of Ohio)
 - 2) The sad fact is that each year in Ohio more than 200 people die waiting for an organ transplant. That means one Ohioan dies every other day because no organ could be found. (LifeLine of Ohio)

Transition to Personal Action Plan:

I'm sure that you can see the need for people like you to donate your organs. The majority of this class has already said they would like to donate their organs when they die. But you might be asking, well, how can I make sure my organs are donated after I die? Let me tell you.

Notice that this speech fails to present a policy plan. It would not meet the basic requirement for Communication 1545.

Also, notice how the speaker plans to refer to individuals in his/her audience as “people like you,” which creates a psychological distance between speaker and listeners. It’s better to refer to speaker and audience collectively – as “we.”

- B. This is how you go about making sure your organs are donated.

1. Talk with your family about your decision. They will be involved in the donation arrangements when you die. If they do not know your wishes of becoming a donor, your wishes may never be carried out.
2. Mark your driver's license so that your license indicates your intent to donate. Each state varies.
 - a. Fill out, sign and carry a uniform donor card with you.
 - b. This donor card says what organs you wish to have donated and also has places for your family members to sign as witnesses after you have discussed your decision with them (Gundersen Lutheran Hospital [LaCrosse, WI] undated brochure).

Transition to solvency:

You can see that it isn't difficult to be an organ donor. Now let's look at what may happen if you choose to donate your organs and what may happen if you choose not to.

The promise to explain "what may happen" if a listener donates an organ is not a claim that a listener's donation will materially solve the problem (or "meet the need").

- C. Organ donation benefits both the donor's family and the recipients.
 1. If you do donate your organs, your family and the people who receive your organs might benefit in a similar way like this family.
 - a. A seventeen year old died of head injuries in a car accident. His mom decided to donate his organs. His heart went to a prison chaplain, his kidneys went to a mother of 5 children and a Vietnam vet. The Vietnam vet is "energetic" and finally is getting his college degree.
 - b, The teenager gave life to others and his family feels a sense of satisfaction and comfort that other lives have been touched by his (University of Wisconsin Hospital and Clinics 2011 brochure).
 2. The problem arises when you are thinking about becoming a donor but never do anything about it. Then, no one knows your wishes and your organs will not be donated. The consequences of this are more people waiting for organs and there will still be an incredible

shortage of available organs.

III. CONCLUSION:

A. Transition:

As you can easily see, donating your organs can be one of the most important decisions you ever make and also the greatest gift you could ever give.

B. Summary:

I've told you about the need for organ donors in our area, how you can become an organ donor after you die, and finally, how your family and organ recipients benefit from your donation. You become a donor by talking to your family and making sure they know you want to be a donor, fill out and sign a donor card, and indicate your wishes on your driver's license.

C. Tie Back to the Audience:

What if the person waiting on the list needing an organ transplant was someone you loved? Imagine if you had a brother or sister who had unexpectedly died and you were able to meet the person who received their heart, for example. Think of the satisfaction and possible comfort knowing that your brother or sister provided life for somebody else.

D. Concluding Remark:

I'm going to leave you with a short message from Michael Jordan who is a sponsor for the Iowa LifeGift Coalition on Organ and Tissue Donor Awareness and appears in their 2006 brochure. "Please make the decision to become an organ and tissue donor. Remember: Share your life. Share your decision."

WORKS CITED

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Personal Action Speech
(Not a Policy Advocacy / Problem Solution Speech)
Example Outline (**Student**) - "Exercise !" - #3

I. Introduction:

A. Attention Material:

Are you getting a bit tired of that three inch spare tire around your waist?
Are you becoming increasingly lazy, fat?

It's not a good idea to begin a speech by insulting the audience.

B. Thesis/ Overview:

I'd like to show you that we're all in need of exercise. Now is the time to get started so that we can enjoy the health and psychological benefits the rest of our lives.

To reveal the persuasive goal before the need has been proven is to invite the audience to walk out – figuratively or literally.

C. Motivation:

I'm assuming that none of you will argue that exercise is harmful. You'll agree that exercise is beneficial. However, I'm not so sure all of us are actually exercising. I'd like to tell you, then, not how to exercise, but to persuade you to go out and get some exercise.

Speaker has admitted that no persuasion is necessary – that the audience already believes that exercise is good. So why is the speaker proceeding to speak? Should not the speech be about why humans often do things even when they know they're bad for them? Or, conversely, why do humans not do the good things, even though they know they're good – like eat vegetables?

Transition to body of speech:

First, I'd like to tell you why I'm so concerned about our inactivity.

II. Problem/Need

A. Lack of exercise is harmful to our health.

1. Cardiovascular disease, the nation's leading cause of death, is caused by inactivity. (Insert: national study)
2. Clogged arteries and veins are a result of inactivity. (Insert: example)
3. Excess fat also caused by inactivity leads to a higher incidence of heart disease. (Insert: explanation and example)

Summary: Statistically, then, you will die at an earlier age if you do not exercise.

Transition: Now some of you might be wondering why I'm preaching to a bunch of 20 year olds.

The second person "you" creates distance between the speaker and audience. Speaker later refers to himself and the audience as "we." The rhetoric of identification (Burke).

B. College students are not as healthy as we are often lead to believe.

1. High school seniors are in better health than we are. (Insert: survey)
2. We are on the threshold of decline as our level of activity drops. (Insert: explanation)

C. This change is correlated with the changes in our lifestyles that occur between high school and college.

1. Most of us have less time to run around because we are studying more. (Insert: explanation)
2. Many of us have given up the sports we used to play competitively. (Insert: example)
3. Now that we're in college we have less motivation to exercise.

(Insert: explanation)

Summary: The point here is that exercise for us must come from within. But, statistically that hasn't been happening.

Transition: This point becomes increasingly significant as we realize that this stage in our lives is a primary force in determining our future behavior.

D. Our inactivity now may lead to inactivity later.

1. Our choices in brand of beer will be carried on through the coming years. (Insert: analogy)

2. By being inactive now we are getting ourselves into a rut of being inactive. This rut can be avoided, but it is difficult. (Insert: explanation)

Summary: I have shown you that by not exercising we are decreasing our life spans, and at this particular time in our lives we are especially vulnerable to becoming out of shape. This may carry with us for years, until it is too late.

Transition: A fair question to ask here is: "What is so great about exercise? If it's such a pain in the ass, it's not worth living a few more years." To this I would respond that it isn't such a pain.

Speech scholars often teach that style should be appropriate for the speaker, for the audience, and for the occasion. This speaker's use of "pain in the ass" might be appropriate for a college student, and for an audience of college students, but not appropriate for a formal speaking event.

III. Personal Action Plan:

A. Exercise is not a large investment, but the yield is very high. We should all exercise to take advantage of this.

1. To exercise, you don't have to lift weights for hours on end or join the wrestling team. Exercise can take as little as 15 minutes a day. (Insert: statistic)

2. One advantage of being healthy is that your body needs less sleep.

This may more than make up for the time it takes to exercise.
(Insert: explanation)

3. Studies show exercise clears your thoughts so that you can be more efficient. (Insert: testimony)
4. Also, you'll feel better.
 - a. When hurrying to class you won't get winded so easily. (Insert: example)
 - b. You won't get sick as easily since exercise increases the body's resistance. (Insert: testimony and explanation)

This speech grows annoying. Speaker is telling the audience what the audience already knows. Speaker will fail.

5. More important, however, are the effects on your body you don't feel.
 - a. Increasing your cardiovascular strength increases your heart's stroke efficiency. (Insert: testimony)
 - b. Researchers at San Diego State have found that increases in exercise slow the onset of senility. (Insert: testimony)
 - c. If none of these facts impress you, keep in mind that exercise might make us look better and this might make girls take a little more notice of us.

IV. Conclusion/Call for Action:

- A. Just as none of us wants to be called a fat slob by our mothers, none of us wants to die earlier than we should.

Unwise utterance. People don't believe their mothers are mean-spirited or crude. A speaker who suggests the contrary will be seen as an antagonist, and he will fail.

- B. So, we should all get into the habit of exercising regularly right now. If all

of us now begin a routine of staying in shape, keeping in mind that it will make us healthier, give us a better state of mind, and body, we can make the future years of our lives more rewarding.

C. And why wait for tomorrow? Start today!

Policy Advocacy / Problem Solution Speech Example Outline (**Student**) "Reduce Greenhouse Gasses !"

Specific Purpose:

I want my audience to agree that the reduction of greenhouse gas emissions through state and federal governments is the best way to reduce the effects of global warming.

This "specific purpose" is not part of the speech, and it should NOT be revealed to the audience.

I. Introduction

Imagine you are driving along a freeway at rush hour anywhere near a United States city. Traffic is at a standstill, there are factories on either side of you, and it is hot and humid outside. You look in the distance to see what the cause of the traffic is, and you see a dull haze; haze caused by the same cars and factories around you.

You may not know it, but as you see this haze in the distance, you are witnessing the main cause of global warming at its finest.

"Anywhere near a United States city" is vague. A hypothetical scenario asks the audience to visualize an alternate reality before orienting them to the subject.

A. Orienting Material

1. According to the American Geophysical Union, "It is virtually certain that increasing atmospheric concentrations of carbon dioxide and other greenhouse gases will cause global surface climate to be warmer."
2. All these cars and factories are pumping CO₂ into the air at an alarming rate.

B. Thesis

The reduction of greenhouse gas emissions through state and federal government action is the best way to reduce the effects of global warming.

C. Preview

Today, I am going to talk to you about how serious global warming is as a problem, the way state and federal governments can solve this, and the practicality of this solution.

Notice that in “Orienting Material” the speaker has revealed the problem. In “Thesis” the speaker has revealed the essential idea of the plan. And in “Preview” the speaker has reviewed the problem, reviewed the plan, and promised some discussion about practicality. This approach will fail because the speaker has challenged the audience to resist being persuaded.

II. Body

A. The problem

1. Over the past decade, global warming has become an increasing worldwide problem.
2. In a 2007 Rolling Stone article, James Lovelock, a renowned scientist of our time believes that by 2100, “the Earth's population will be culled from today's 6.6 billion to as few as 500 million.”
 - a. While this may be a bit extreme, it shows just how bad this problem could become if nothing changes.
 - b. According to National Geographic, average global temperatures have increased nearly 1.5 degrees since 1880.

This may not seem like a lot, but the continuation of this increase is the problem.

3. Currently, the main focus of global warming is on the arctic sea ice rapidly melting.
4. As reported in a CBS news article, over 105 million acres of ice has melted permanently on Greenland alone in the past 15 years, with even more melting at the North Pole.
 - a. With the sea ice shrinking, polar bears will have less and less space to live on. According to Geoff York of the World

Wildlife Fund, "Climate change continues to dramatically disrupt the Arctic, polar bears and their cubs are being forced to swim longer distances to find food and habitat."

5. The leading cause of this ice melt is the emission of greenhouse gases.
 - a. These emissions are worldwide, and are nearly all man-made, ranging from vehicles to factories.
 - b. As the Natural Resource Defense Council states, the U.S. is only 4% of the world's population, but produces 25% of the world's CO2 emissions.
6. These increases in greenhouse gases lead to many other catastrophic effects in our world.
 - a. Hurricanes are becoming stronger, longer heat waves and droughts are occurring, and sea levels are rising.
 - b. With sea levels rising 0.01 inches per year according to NASA, oceans could rise as much as several feet by 2100.

Do any of you live near the coast, or know someone who does? Well if you do, their home may not be there in the near future.

Transition:

Now that we have identified the problem, let us look at how this problem will be solved.

B. The Plan/Solution

1. As of right now, the only way to reduce the effects of global warming is by drastically reducing the greenhouse gas emissions we produce as humans.
2. While the reduction in the United States is crucial and helpful, steps must be taken around the world in order to make a noticeable impact.
 - a. In 2006, California was the first state to adapt a law to reduce emissions

According to a 2006 New York Times article, "The deal

between the Democratic-controlled Legislature and the Republican governor, Arnold Schwarzenegger, calls for a 25% reduction in carbon dioxide emissions by 2020 . . .”

- i. This act will also reduce emissions to 80% of the levels in 1990.
- ii. While this is not a complete reduction in CO2 emissions, it is a start, and much more than any other state has done.

3. My solution is to propose that every state adopt a similar law to what California has done.

While some states have adopted similar plans, much more work has to be done.

- a. For this law to take effect, state governments have to take a large stand, since many of the factories are controlled by them.
- b. For example, according to a press release by the Florida governor Charlie Crist in 2008, Florida is tracking the amount of greenhouse gas emissions produced by state agencies, such as factories, in order to make the highest emitters more energy efficient.

4. However, car exhaust is the leading cause of emission. Reducing this is much more expensive, but it is crucial that this occurs.
5. Because these laws are state-government-run, states have to budget their funds.

For example, the recent portion of the stimulus package that funded global warming could be distributed between states to help the reduction of this problem.

6. In order to ensure that this happens, it must be gradual because these extreme changes will take significant costs and time to develop.

For example, California wants 25% reduction by 2020, and 80% by 2050. If the law enforced a certain percent by a certain year, to give automakers and state officials milestones to aim for, it would be much more likely to occur.

7. This plan will greatly reduce the greenhouse gases in the atmosphere. And if other countries see what the United States has done, they will follow in suit, and greenhouse gases will decrease, rather than increase.

Transition:

You now know my ideal solution to the increasing problem of global warming. Let's now look at why this solution is the most beneficial.

C. Practicality

1. As mentioned, several states have followed in California's footsteps in adopting laws to reduce greenhouse gas emissions.
2. Since this is a main cause of global warming, the reduction of both sources of CO₂ is the only way to reduce the effects.
3. Because making "clean" vehicles seems to be the largest concern on people's minds based on cost, it is common to ask, "how are we going to afford this?"
 - a. According to the Union of Concerned Scientists, California adopted a plan called "feebates" with their 2006 policy.

"Feebates" is a market-based solution that will provide rebates on new purchases of cleaner vehicles.

These rebates will be funded by imposing a tax others who buy high-emission cars.
 - b. 82% of Californians voted in favor of this rebate, and 62% supported the tax on high-emission cars.
 - c. According to a CBS news article, this would nearly eliminate the extra \$241 to \$326 it would cost to purchase these newer, "cleaner" vehicles.
 - d. Other than cost, another disadvantage is that many automobile companies are rebelling against the government, saying national, not state government should be the one involved.

4. However, according to a Washington Post article, Andrew Ginsberg, the Oregon air quality administrator says, “For greenhouse gases, the federal government hasn't taken any action at all, and California has. It's clear the federal government won't do it unless California paves the way and enough other states opt in.”
 - a. This is another reason why it is crucial for all states to adopt a plan. If every state adopts a plan, the federal government will get much more involved.

In fact, President Obama has mentioned plans for this in the near future.

5. With the reduction of greenhouse gas emissions, the arctic will not heat up as rapidly, giving the ice a chance to refreeze back to levels they were several years ago, allowing the polar bears to have land to walk on once again.
6. Lastly, with the current economic crisis, many people are out of jobs. With the introduction of clean air acts, more “green jobs” will be available in all specialties as well.

III. Conclusion

A. Signal –

So, what have we learned today?

B. Summary -

Global warming is a serious, increasing, worldwide problem, with the main cause from greenhouse gas emissions from vehicles and power plants. In order to reduce the effects of global warming, greenhouse gas emissions must be drastically reduced. California and several other states have adopted laws to curb these emissions, but more action is needed from all other states.

One of the main concerns is cost, but with a rebate and tax policy, it becomes affordable. Although many companies are hesitant on the new laws, little national effort is being done, so individual states must adopt their own policies.

Finally, with the state of the economy very low today, these new policies will help more jobs become available.

C. Closing statement -

While signing the Global Warming Solutions Act of 2006, California governor Arnold Schwarzenegger said, "We simply must do everything we can in our power to slow down global warming before it is too late. The science is clear. The global warming debate is over."