

Speech date _____

Approved topic _____

Time Seven minutes for the speech, and an additional two-three minutes for question and answer period are required.

Research The same requirements as the first persuasive speech except a survey replaces the interview as your primary research. This audience analysis survey is to gather information about what your audience knows, and how your audience feels about your topic. (It is not to gather demographics about your audience.) This questionnaire may be administered to the class or to others on campus; however, you may not survey off campus. (We need special permission for that.) **Construct a presentation aid from your survey.**

Packet to be handed-in Same requirements as first persuasive speech except a copy of questions used in survey replaces interview information.

Organization Use the **refutational design** as your organizational pattern. (Consult handout) **No not use Monroe on this speech.** We have carefully chosen a topic together that fits this organizational pattern. Your topic is not conducive for Monroe organization. Label each of the refutation steps in the margin of your formal outline.

Delivery Extemporaneous. Five note cards with five words, phrases, or symbols on each card. You must move away from the lectern for half the speech, but you're used to this by now, in fact, you might even prefer this as opposed to hugging the lectern. Again, this does not include the time spent with your presentation aid.

Survey

Goal: to discover what your audience knows or thinks about your topic

Use the survey to generate new information. E.g. If you are seeking information on a new college drinking policy, you could survey dormitory residents or members of several classes. Your own statistical summaries are then constructed and used as a presentation aid.

Guidelines:

Use a minimum of ten questions. Your form should explain the exact purpose and procedure of the questionnaire. Keep the form short and to the point. Use closed-ended questions (limited or yes/no responses) or scale questions (strongly agree, strongly disagree etc.) Phrase questions in clear, neutral language. The idea is to convert statistics to a visual, meaning a graph. Do not influence answers. Test the questionnaire with a few people to see if instructions are clear. In the real world, when mailing a questionnaire, include a stamped, self-addressed envelope.

APPENDIX F

Negative Method Design: Refutative Design

Negative method: a persuasive pattern of organization in which the speaker tries to raise doubts about, damage, or even destroy an opposing position by pointing out inconsistencies and absurdities.

In order to use the refutational design effectively, you must fully understand the opposition.

1. know the arguments the opposition uses
2. know the evidence the opposition uses
3. attack the opposition's "flimsiest" point first
4. **follow the five steps for each refuted point in your speech**

The refutational method (negative method) is most useful when influencing uncommitted listeners. It does not work well for converting opponents because feelings of bitterness might arise; polarization may increase and the opposition might become more deeply entrenched in what they feel. In all cases, avoid personal attacks (ad hominem attacks) on individuals who represent the opposition.

Here is an example of the five steps and how they were used in a speech, which refuted an argument against sex education in high school.

Step 1: State the point you will refute and explain its importance:

Our well-intended friends would have you believe, and this is their biggest concern, that birth-control information increases teen-age sexual activity.

Step 2: Tell how you will refute this point:

I want to share with you some solid statistical evidence that contradicts this contention—a contention that is simply not supported by the facts.

Step 3: Present your evidence using credible sources:

The latest study of this issue, conducted in 2001 by the National Institutes of Health for the Dept. of Human Services, compared sexual activity rates in 60 high school across the United States—30 with sex education programs and 30 without. Their findings show that there are no significant differences in sexual activity rates between these two groups of schools.

Step 4: State your conclusion:

Therefore, the argument that access to birth-control information through sex education programs increases sexual activity simply does not hold water. There is no reliable evidence to support this contention.

Step 5: Explain the significance of your refutation:

That's typical of the attack on sex education in the schools—a lot of sound and fury signifying nothing

Research for persuasive speech 2

Four references, three of them researched by a source other than you.
(Secondary research)

Primary research is your survey. You must conduct the survey yourself, and the statistics must be converted to the correct type of graph/chart.

What are the 2-3 main points you will refute?

1.

2.

3.

Checklist for Evaluating Web Sites

Authority	• Who/what organization is responsible for this site? ◦ Look for a header or footer that indicates organizational affiliation. ◦ Look for a link to the home page of web site where the document lives. • Can you find author's qualifications on the subject? ◦ Look for "About the author/About us" links on the page. • Can you verify information? (another source, address, phone # in addition to email address)? ◦ Look at domain of URL. Example: .gov in the URL means it's a government site. ◦ Look for name, address, phone number in addition to email address. ◦ Look in another source, e.g. phone book, encyclopedia, reference book.
Purpose/ Objectivity	• What is the purpose of the page? To Inform? Persuade? Sell? Entertain? ◦ Look for "About us/Mission/Purpose" links on the page itself. ◦ Go to the home page of the site (use a link if possible, or back up in the url) and look for "About us/Mission/Purpose" links there. • Any potential for bias, especially if site is trying to provide information as well as sell something? ◦ Look at content to see if it is just an "infomercial." ◦ Are ads distinct from informational content?
Dates/ Currency	• If dates are on a web page (and there should be dates!), can you tell what they mean? ◦ Publication or copyright date? ◦ Date the page was last revised? ◦ Date the page was first put on the web? ◦ Date the information was gathered (especially on graphs/charts)? • Are content page dates different than home page dates?
Accuracy	• Are sources/references listed? • Obvious errors (grammar, spelling, etc)? • Can you verify the information in another reputable source? ◦ Look in encyclopedia, journal database, books, different web sites, etc., to see if you can find the same information elsewhere.
Coverage	• Entire document or summary/abstract? • How in-depth is the information/material? ◦ Look for links to more information on the subject. ◦ Look for a bibliography. • What time period is covered?

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