Speech 3 Assignment: Persuasive Speech

Audience:	Classmates
Purpose:	To persuade your audience regarding a question of attitude, policy, or action
Length:	7-8 minutes
Objectives:	To learn basic techniques of persuasion
	To further consider issues of audience adaptation
	To further develop skills of organization, research and delivery

What is this speech about? What am I trying to accomplish?
Your third speech is a seven to eight-minute speech. Using the topic from your second speech, your task in this speech is to influence your audience on a question of attitude, policy, or action. The difference between these is outlined in Chapter 13, as is the difference between the basic purposes of "strengthening commitments," "moderating opposition," or "advocating action." Your initial task is to use these categories to help you invent the specific purpose and central idea of your speech.

For example, if you addressed an education issue in your second speech, you might want to argue that the Missoula County Public Schools should implement a specific change in their curriculum. Or, if you informed your audience about a company that engages in questionable labor practices, you might want to persuade your audience that the company is unethical, or that they should boycott the company.

How do I prepare this speech?
Chapter 13 of the textbook describes these different types and functions of persuasive speaking. You must think carefully about the obstacles to persuasion and the adaptation strategies you might use in response—check out Table 13.1 on pg. 339. Then, you will want to use an organizational pattern that fits your purpose and audience. As you compose the content of your speech, Chapter 14 will show you more about the various types of support available to you as well as the fallacies in reasoning that you should try to avoid. As with the informative speech, you must cite a minimum of three published sources. *At least one should be a new source not cited in your previous speech, and at least one must have been published during the last three months.*

Your speech will be evaluated according to the following criteria:
- The introduction grabs the audience's attention, articulates a clear and specific central idea, and prepares us for the rest of the speech
- The speech uses an organizational strategy appropriate for your topic and purpose
- The speech offers accurate, credible and recent evidence to support your central idea. *You should cite a minimum of three published sources in your speech, with one new source not cited in your previous speech.*
- The conclusion summarizes the speech and reinforces the main claim.
- The speech is adapted effectively to the beliefs and attitudes of the target audience.
- The delivery of the speech enhances the quality of the presentation.

On the day you speak, please turn in the following items:
- A final working outline of your speech (also submitted to SourceCheck)
- Your delivery note cards or speaking outline
- A bibliography of the sources used in the speech

COMM 111A Introduction to Public Speaking
Audience Analysis Exercise

As with the informative speech, preparation for a persuasive speech begins with trying to identify the knowledge, interests and attitudes of your audience in relation to your topic. You should have some sense of this from the feedback you received on your informative speech. Use this knowledge to begin brainstorming potential issues of controversy related to your topic.

As directed by your instructor, you should bring multiple copies of an audience analysis questionnaire to class. In particular, use this opportunity to build on the knowledge you gained in your earlier audience analysis questionnaire and during your informative speech. If your informative speech didn't go over as well as you would have liked, you may want to probe the audience's *interest* in other aspects of your topic area. Conversely, if the speech generated a lot of interest and debate in class, you may want to find out more about the range of *attitudes* in the class, to see if that interest is coming primarily from folks on one side of an issue or from a diverse range of viewpoints. And, if your issue requires you to move into new territory not covered in your informative speech, you may need to assess your audience's *knowledge* about these other facts.

Again, remember that the point of doing audience analysis is not simply to *identify* audience characteristics, but to *use* that knowledge to anticipate audience responses before you speak. By doing so, you can adapt your speech to your specific audience and enhance your effectiveness. *See the next page on Topic Brainstorming for ideas about adapting audience and purpose to one another.*

COMM 111A Introduction to Public Speaking
Topic Brainstorming—Persuasive Speech

You should already have a clear idea of the topic for this speech; the next step is to carefully craft the specific purpose and the central idea. As you try to narrow down your purpose and central idea, keep these things in mind.

- *Your central idea needs to be controversial.* Do some reasonable people disagree with your idea? Can you imagine why some people would argue with you? If so, you've selected a controversial idea. If no one would disagree with your statement, then you risk losing the attention of your audience—they might ask, "So what?" If you have a non-controversial claim, you might want to dig a bit deeper to find a controversial aspect of your topic.

- *Consider your audience's disposition to the topic when determining your purpose.* You should have some idea of your audience's relationship to this topic from the questionnaire and feedback on your previous speech. Their orientation to the topic may affect what you try to accomplish in the speech. For example:

  A neutral, uncommitted audience often means your purpose should be to *shape or instill* beliefs. This can be done by providing plenty of background information and explanation, providing an even-handed, balanced presentation of opposing sides, and using generally reputable sources.

  A positive, supportive audience often means your purpose will be *reinforcement* of beliefs to help keep them committed to a position. This can be done by reminding the audience of shared beliefs and values that support your position, using active and vivid language to maintain attention and re-energize audience members in the midst of complacency, and asking for specific and concrete actions that reinforce their underlying commitments.

  A skeptical, hostile audience may require you to pursue *modest change* in their positions. It is unlikely that you will ever persuade someone to change their mind completely in the course of one speech. And if you tried, you might just reinforce the beliefs they already hold. So, identify a modest goal for your speech. Identify areas of common ground before moving to areas of disagreement, establish goodwill by recognizing your differences and acknowledging your objectives, and use sources and authorities that your audience will respect.

- *Your central idea should be worded fairly.* This means that the central idea should not be full of language that loads the dice or introduces bias against the subject of discussion. An opponent should be able to argue the opposite side without being

COMM 111A Introduction to Public Speaking
Phrasing the Central Idea in Your Persuasive Speech

Your persuasive speech should try EITHER to shape attitudes on your topic OR to persuade your audience to support a decision by others OR to take action themselves.

1. If you are trying to influence attitudes, then your central idea should be a statement about the quality, worth, or morality of something. This is sometimes called a "value claim." It is not simply your personal opinion, but a public statement about your judgment of some thing, person, practice, or idea. The body of your speech is used to support that judgment and to influence the audience to accept it, by appealing to shared standards for that judgment. For example:

COMM 111 is the best course at the University of Montana.

This central idea takes the form of a value claim. It expresses a judgment about the quality of COMM 111. The body of the speech would go on to articulate broad, shared standards for that judgment (what qualities make for a good course? how should we compare different courses?), and then give specific evidence about COMM 111 that shows how the course meets those standards. This type of claim is a central idea that would orient a speech intending to shape attitudes.

2. A second type of claim is a policy claim. This is a statement about whether a specific decision should be made. Policy claims include the word "should," and they say that some third party (a group of decision-makers that is NOT the audience) should do something specific:

The University of Montana should require all students to take COMM 111.

This central idea takes the form of a policy claim. It directs the university (the faculty and administration) to execute some plan—in this case, implementing a new requirement. The body of the speech would support this by justifying the *need* for such a requirement and illustrating its *practicality* (i.e., showing that the action will solve a problem and not create bigger problems). This claim only seeks *passive agreement*. If you heard it in class, the speaker would be encouraging you to agree with the new requirement, but not necessarily asking you to do anything in particular about it.

3. A similar type of claim asks the audience to take *direct action*. Instead of seeking passive agreement about some decision that other people should make, the direct action claim asks the immediate audience to do something; for example

You should note the characteristics of a good central idea in a persuasive speech. No matter what kind of claim it is, a good central idea in a persuasive speech is:

- **Specific.** It identifies a particular object or practice to be judged, or it identifies a concrete action to be taken.

- **A full sentence.** You should remember this from the previous unit of the course. The central idea is more than just a topic; it is a complete idea expressed in a sentence.

- **Only the claim, not the reasons.** The easiest way to follow this rule is to make sure your claim does not include the word "because." If it does, you are starting to include your reasons in the claim. Don't worry—you have the rest of the speech to offer your reasons! Keep the claim short; it makes it easy to repeat throughout your speech, and your audience will remember it more readily.

Think about the examples above and in the book; then, write possible value and policy claims that could work for your topic. Your instructor may ask you to turn these in for points:

Value Claim: _____

_____

Policy Claim (passive agreement): _____

_____

Direct Action (immediate action): _____

_____

COMM 111A Introduction to Public Speaking Name: Nasser
Topic Proposal – Persuasive Speech

Please submit this proposal on the date designated by your instructor.

Topic: Islam

General Purpose: To persuade

Specific Purpose: How we can correct the image or the ideas of Islam and How that will impact in the communication worldwide.

Central Idea: _____

Main Points:

Instructor Feedback:

- Does the specific purpose attempt to achieve either agreement or immediate action?
- Does the central idea take the form of a value claim or policy claim?
- Is the central idea debatable/controversial?
- Do the main points correspond to a clearly defined organizational strategy?

Suggestions:

COMM 111A Introduction to Public Speaking **Name:** _____
Persuasive Speech Checklist

Please turn in the following items in a **FOLDER on the day** you present the speech:

☐ A final working outline (typed) of your speech.

☐ A speaking outline (typed) OR a set of delivery note cards.

☐ A final bibliography of the sources used in the speech (typed).

☐ Copies of two pieces of evidence used in the speech (one page each, highlight passages you use).

Academic Honesty

☐ I have submitted my outline to SourceCheck.

☐ I have followed the guidelines for avoiding plagiarism and other forms of academic misconduct as described in this course and the Student Conduct Code.

Please turn in the following item **on each day** you evaluate a speaker:

☐ Peer evaluation (10 pts * 3)

On the class following your speech, please turn in the following item:

☐ A typed, one to two page self-evaluation of strengths and areas for improvement in your speech. (15 pts; double-spaced, 12-point font, 1-inch margins)

COMM 111A Introduction to Public Speaking Respondent:_____

Peer Feedback: Persuasive Speech Speaker:_____

Please describe your response to your colleague's speech in relation to the following criteria. Remember to use I-language ("I liked…", "I noticed…", "I didn't understand…", "I wanted to hear more about…") and to avoid prescriptive advice ("You should…").

1. To what extent does the introduction…
   a. grab the audience's attention

   b. articulate a clear and specific central idea

   c. prepare us for the rest of the speech?

2. How appropriate are the organizational strategy and techniques in relation to the speech's topic and purpose?

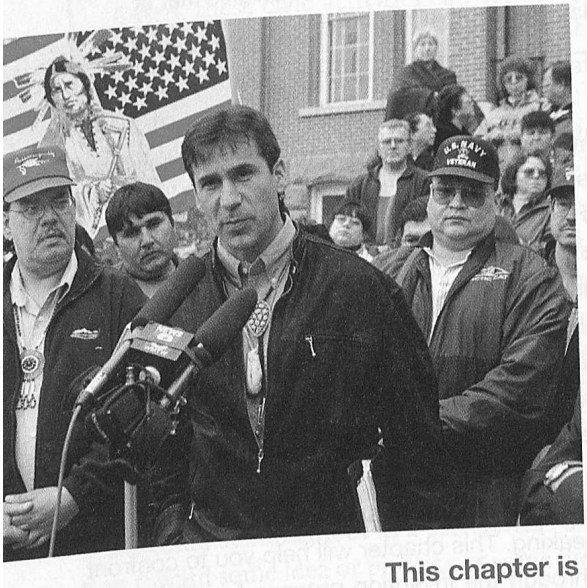
3. How accurate and credible is the evidence offered in support the central idea?

4. To what extent does the speech have a clear conclusion? How well does the conclusion summarize the speech and reinforce the main claim?

5. How well is the speech adapted to the beliefs and attitudes of the target audience?

13

Inventing and Organizing Your Persuasive Speech



CHAPTER OUTLINE

Purposes of Persuasive Speaking
Inventing Your Persuasive Speech
Organizing Your Persuasive Speech

This chapter is intended to help you:

- Identify the purposes of persuasive speaking
- Explore and generate ideas for your persuasive speech
- Use organizational patterns that are adapted to your audience and purpose

Persuasion has always been at the heart of public speaking. One traditional definition of rhetoric describes the primary skill of public speaking as the speaker's ability to identify the "available means of persuasion" in a situation (Aristotle). But persuasive speaking can be especially challenging today. One of the main challenges is your competition in the public sphere. Considering only commercial messages, the average American has approximately 3,000 exposures each day (Jacobson and Masur). The numbers might be even higher among younger people; one study of youth in the United States showed an average of eight hours of daily media exposure (Roberts).

As a result, listeners have developed some defense mechanisms against this onslaught of persuasion. Some communication scholars have referred

CASE SCENARIO

Anne's Speech on Disability Access

Earlier in the semester, Anne had given an informative speech about access to campus buildings for disabled people. In that speech, she shared a memorable story about a class project that required her to move around campus for a few hours in a wheelchair. Her vivid story captured her audience's attention, but she was not sure how motivated they might be to act on this issue. She decided to revisit this issue for her persuasive speech. Would her audience be willing to do something outside of class about disability access? It would be a challenge to identify the right purpose and set of persuasive strategies that fit her classmates' level of concern.

to a general state of **distraction**, or fleeting attention to a single message, among contemporary audiences (DeLuca and Peeples). Because traditional and social media are saturated with messages, we give little attention to any one message. The next time you walk past a bulletin board of flyers and announcements on your campus, note how many you notice and how few you bother to read. Audiences also may develop **cynicism**, a distrustful and largely negative attitude, when it comes to persuasive messages. When everyone is trying to persuade—and when many people appear to be untrustworthy—it can be difficult to treat every persuasive message seriously (Hart and Hartelius; Hariman).

The challenges of distraction and cynicism are just two of the prominent obstacles in contemporary public speaking. This chapter will help you to confront these obstacles by guiding you through the invention process for persuasive speaking. Like chapter 8 on invention in informative speaking, this chapter will begin by looking at the primary purposes of persuasive speaking and the resources for invention that are available. The last section of the chapter will focus on the organizational strategies that are standard ways of engaging the typical challenges of persuasive speaking. ■

Purposes of Persuasive Speaking

As you learned in chapter 4, speaking to persuade means that your primary aim is to influence the attitudes and actions of your audience. In some situations, this may mean reinforcing the beliefs and feelings that your audience members already hold. In others, it may mean challenging their beliefs or weakening their commitments to open the way for other views. Or it may mean encouraging the audience to act on the attitudes they already hold. As a result, the general purpose of persuading your audience can take many specific forms depending on the situation and your audience.

Civic and Political Purposes of Persuasive Speech

Persuading audiences is a vital part of civic and political engagement. If you are working on a community project such as a new park or playground, you might need to persuade local residents of the importance of public space or convince them to donate time or money to the project. If you are trying to improve relationships between your campus and the surrounding community, you might need to persuade your fellow students that their weekend parties are having a negative impact on the community

Often, these civic activities can set the groundwork for political persuasion. If audiences see the importance of public space, it might be easier to persuade them to support a local bond initiative. Students with greater sensitivity to campus–community relationships might be more willing to participate in discussions of your campus's building plans or engage in advocacy about transportation and development near campus. In all of these scenarios, persuasion is necessary for promoting certain courses of action, as well as for electing and supporting leaders who will make the ultimate decisions.

In these contexts, persuasive speaking typically focuses on one of three purposes: strengthening commitments, moderating opposition, and advocating action. The first two purposes are concerned primarily with influencing the audience's attitudes; the third is concerned with translating audience attitudes into action.

Strengthening Commitments Back in chapter 5, you learned that an *attitude* could be thought of as a preference—a favorable or unfavorable disposition toward some idea or practice or some judgment of that idea or practice as either desirable or undesirable. Much persuasive speaking has the purpose of strengthening a favorable or neutral audience's commitments, making those attitudes or preferences more pronounced. You are trying to strengthen an audience's commitment to an attitude when you speak to a sympathetic audience about an important civic or political issue, when you encourage a neutral audience to see certain ideas as desirable, or when you encourage any audience to see one option as better than another.

Civic and political speech often attempts to strengthen an audience's commitment by heightening their concern about some issue. Chapter 8 suggested that this type of persuasive speech often flows naturally from an informative speech that intends to raise awareness of an issue. The persuasive speech differs because you are going beyond raising awareness in an attempt to influence the audience's feelings and responses to that new awareness. For example, if you are speaking about cancer treatments, your speaking goal might be to persuade your audience to favor reducing restrictions on experimental drugs. In this way, you are trying to clarify the audience's preference.

You also learned in chapter 5 that attitudes are based on both beliefs and values. Therefore, strengthening an audience's commitments often requires

THE ETHICAL DIMENSION

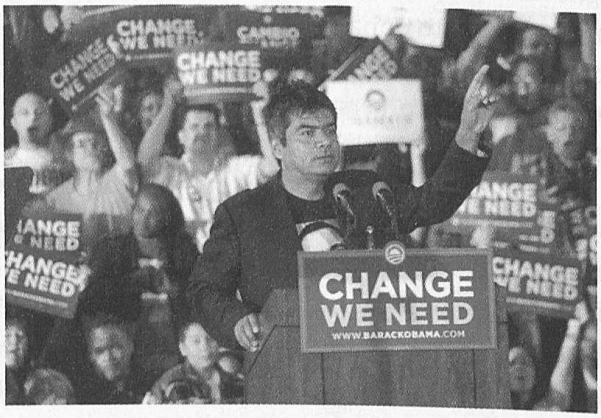
Preaching to the Choir

Speaking to people who already agree with you is sometimes called "preaching to the choir." As was mentioned earlier in the chapter, this might seem like the easiest type of public speaking, but it raises challenges all its own. Some of these challenges are explicitly ethical and worth considering before you engage in persuasive speaking.

Your choices of supporting material and language have significant ethical implications when you are speaking to a sympathetic audience. Using only the most outrageous examples or appealing primarily to emotion certainly can excite an audience—you have probably heard this kind of "red meat" rhetoric in political campaigns—but also can distort the audience's judgment.

However, there is a larger ethical issue about preaching to the choir: Should you do it in the first place? In some situations, you might not have a choice. If you are asked to give a presentation to your organization and most of its members see things the same way, then you need to be careful with the tactics and appeals mentioned above. But in other situations, you might have more flexibility in how you constitute your audience. Imagine that you are a student leader who is speaking to students about a proposed tuition increase. Even if a majority of the student body opposes the increase, is it ethically sound to give a speech that speaks only to the majority with the purpose of strengthening their commitment?

In such situations, think about the range of possible short-term effects as well as potential long-term consequences of your rhetoric. In the short term, you might get the majority on board and riled up, but ignoring other viewpoints could create a backlash where none existed before. In the long term, this kind of rhetoric can lead to **polarization**, in which one group in a society perceives itself as absolutely opposed to another group. Many observers believe that polarization is detrimental to effective democratic decision making. Finally, it might not serve you well to constitute audiences that are unwilling or unable to engage in critical thinking about important public issues. Even if preaching to the choir seems easy, its ethical dimensions should make you think carefully about how you constitute your audience and about the most appropriate ways to persuade them.



Political campaign speeches can often involve "preaching to the choir." How can speakers invigorate their supporters without demonizing their opponents?

WHAT DO YOU THINK?

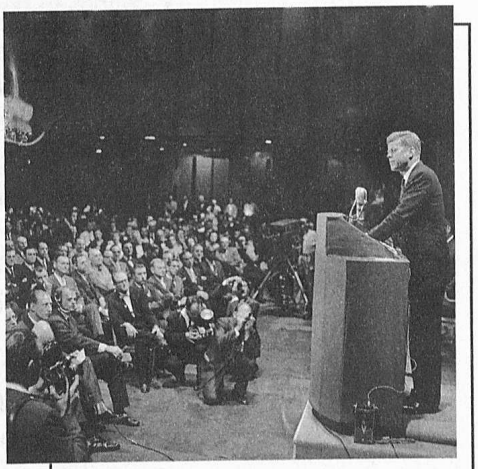
1. If you are speaking to a sympathetic or like-minded audience, what sort of language should you use to refer to your opponents? What types of language would be inappropriate?
2. Think of a public issue about which you are undecided or uncertain of your position. How would you respond to a speaker who seems to be preaching to the choir? What lessons does this suggest about your own choices as a speaker?

that you engage audiences on both of those levels. For example, if you want to persuade your classmates that the amount of money that is allotted to student groups is undesirable, then you might need to address factual issues about the size of the budget and which groups get funding, as well as the value of extra-

curricular groups and ideals such as fairness and financial responsibility. All of these points could affect whether your audience sees the current budget as desirable or not or whether they might prefer an alternative budget.

Moderating Opposition When an audience does not favor your position, an appropriate persuasive purpose is to moderate their opposition to your position. For instance, imagine that you are trying to extend the library hours on campus but the library staff is opposed to that change. If you are going to speak to the staff, your initial task should be to determine the basis for their opposition. If you can address some of their reasons and therefore weaken some of their commitments, you might be able to moderate that opposition to make them more open to your viewpoint.

Moderating opposition is a staple of civic and political engagement. Because democratic principles require us to respectfully engage people with opposing points of view, the skill of being able to moderate that opposition is necessary if one want to be an effective agent in the civic and political arena. For example, an advocate of abstinence-only sex education is likely to face opposition from people who prefer sex education that directly discusses sexual activity. Opponents might not ever support abstinence-only education, but they might be persuaded to moderate their opposition if abstinence is taught as one of many options for promoting sexual safety. Moderating opposition, then, is not about getting opponents to completely switch their position but instead about encouraging them to see your position in a somewhat more favorable light.



MODERATING OPPOSITION
A classic example of a speech designed to moderate opposition is John F. Kennedy's speech to the Houston Ministerial Association during his campaign for President. His speech was intended not to shift votes, but to moderate opposition that was based on prejudice against his religion.

Advocating Action The other major purpose of persuasive speech is *advocating action*. Persuading people to vote in a certain way, encouraging elected officials to make certain decisions, and simply motivating other citizens to get up and do something are all examples of how persuasive speech can advocate action. All of these examples may involve influencing people's attitudes in some way, but in some situations, simply generating a favorable attitude is not enough from the viewpoint of the persuasive speaker. For that speaker, the real goal is getting a favorably disposed audience to move from attitude to action.

Advocating action takes a variety of forms. In terms of civic engagement, the challenge might be getting co-workers to volunteer for a Saturday charity event or soliciting contributions from individual or institutional donors. In terms of political engagement, advocacy might involve encouraging other students to vote for a student government candidate. Once a candidate is in office, you might attempt to persuade

him or her to address certain issues or to vote a certain way on legislation. In all of these situations, persuasive speech is designed to direct the action of others in consequential ways.

Aligning Your Purpose and Your Subject

The persuasive purposes described above are ultimately shaped by your consideration of audience. But the *subject* of your speech also shapes your persuasive purpose. Persuasive speaking in the public sphere tends to address one of four subject areas: facts, attitudes, policies, and direct action. Once you have clarified both the subject area of your speech and the desired movement that you seek from your audience, your invention process will be much more focused.

Addressing Questions of Fact It might seem odd that persuasive speeches would focus on facts. Aren't facts just true statements? Why would we need to waste our time speaking about facts?

Certainly, some facts are beyond dispute and do not require much discussion. For example, there are many facts about the September 11, 2001, attacks that can be stated conclusively. We know the precise times when the World Trade Center buildings were hit. We know which people hijacked which planes. And we know that a network called al-Qaeda orchestrated the attacks.

But many questions remain about the facts surrounding those attacks. A key question is why the attacks were not stopped ahead of time. Did government officials downplay or ignore the signs of a threat? Was there a failure of communication among intelligence agencies? Was there inadequate monitoring of sites where the attackers trained? The 9/11 Commission Report stands as one attempt to assemble the available evidence and offer a persuasive answer to these and other questions about the facts surrounding 9/11.

Whenever there is a dispute about the facts, a difference in interpretation, or a lack of conclusive evidence, there is an opportunity for persuasive speech to play an important role in the public sphere. Some disputes involve *questions about the past:*

> Did our university ever have discriminatory admission policies?
>
> What caused the recession that started in 2008?

Others are *questions about the present:*

> How does participation in extracurricular activities affect academic performance?
>
> Is organic food healthier than conventional food?

Still other factual disputes involve predictions, or *questions about the future:*

> What are the prospects for the nuclear energy industry in the next decade?
>
> Will the Social Security system be available when my audience retires?

Each of these questions could have a conclusive answer. But because there is likely to be disagreement about the answer, persuasive speaking can help us to figure out the answer. A persuasive speech that tries to answer questions of facts does not simply inform an audience about what is already known. It attempts to persuade the audience that this explanation of the available evidence is the correct or most plausible one. Consequently, speeches about facts involve strengthening commitment or moderating opposition to a particular explanation.

Addressing Attitudes Speeches that focus on attitudes also attempt to strengthen an audience's commitment or moderate its opposition to an idea or practice. This focus can be a smart choice depending on your rhetorical situation. For example, if you are involved in a campaign to increase your college's support for the arts, you might need to heighten concern among the student body—in other words, strengthen students' commitments—before trying to get them to support a policy or take action. If you are speaking in support of gay marriage to an audience that has diverse viewpoints, you might decide that it is more important to moderate opposition and seek common ground than to promote a policy that is supported by only a portion of your audience.

Inventing and organizing a speech that focuses on attitudes will depend on the specifics of your topic and whether you want to strengthen or moderate your audience's existing commitments. In some instances, speakers will start by offering a coherent account of the evidence and then connecting that evidence to shared values. In other situations, speakers will start by amplifying shared values, offering criteria for evaluating an idea or practice, and then applying the criteria to the specific idea or practice under consideration.

Addressing Policies Policy speeches attempt to persuade audiences about the decisions that some group should make. It might be a decision that is made jointly by you and your audience, as when you are trying to persuade other people on your residence hall floor to agree on a policy about quiet hours. Or it might be a decision that you want other people to make, such as encouraging the city council to pass an ordinance that restricts panhandling.

Speeches focusing on policies might pursue any of the three audience-oriented purposes discussed above. However, the typical policy speech advocates action; the entire speech is designed to explain why some group should take a particular action or resist taking action. Depending on your audience, though, your speech may involve the other purposes. For example, advocating less regulation of industry in front of a liberal audience would mean moderating opposition, while discussing it with a group of students who are interested in joining Young Republicans might lead to a speech that is primarily about strengthening commitments.

PUBLIC SPOTLIGHT

Eboo Patel

Eboo Patel has emerged as one of today's leading voices for religious pluralism and interfaith dialogue. After nearly dropping out of college, he founded and now directs the Chicago-based Interfaith Youth Core (IFYC), which brings together high school students from diverse religious backgrounds to engage in service projects in their communities. A key part of Patel's vision for IFYC is that it encourages young people to "identify values they share with one another and then articulate how their religious traditions speak to those shared values" ("Eboo Patel"). Patel was named one of "thirty social visionaries under thirty changing the world" by *Utne Reader* in 2002 and was selected to be on the President's Faith Advisory Council in 2009.

Patel is a compelling speaker, both for his organization and for the broader importance of interfaith dialogue and bridging cultural divides based on shared values. His speech to the Nobel Peace Forum in 2004, for example, suggests that the religious mix of the contemporary United States is reflective of America's historical cultural diversity:

> America is a grand gathering of souls, the vast majority from elsewhere. A century ago it was Jews and Catholics from Southern and Eastern Europe who came, adding new texture to the American tradition. A century ago, it was Jane Addams who imagined and created a new America. Her conviction was that America needed to invite its new Catholic and Jewish immigrants to sit at its table. Her creation, Hull House, succeeded in deepening American democracy. More recently it has been Buddhists, Hindus, Muslims and a range of new Christians from Asia, Africa, the Middle East and the Latin world that have come. America is now the most religiously diverse nation on the planet (Patel).

Throughout his work, Eboo Patel persistently challenges his audiences to observe the overlap between different religions—not only to enrich their understanding of their own religious tradition, but also to create more favorable attitudes toward different religious perspectives.

Social Media Spotlight

The Interfaith Youth Core has an active social media presence. In addition to Facebook and Twitter sites, its website includes a blog and podcasts that feature the voices of IYC alumni as well as staff members describing ongoing projects and issues. Their YouTube channel catalogs videos of participants and highlights media coverage of the organization.

Facebook: http://www.facebook.com/pages/Interfaith-Youth-Core/29924369552

Twitter: http://twitter.com/IFYC

Blog: http://www.ifyc.org/category/topics/blog

YouTube: http://www.youtube.com/user/InterfaithYouthCore

Discussions of policy have always been a part of public discourse. Over time, theorists of rhetoric and public speaking have identified the recurring issues in policy speeches and have developed organizational strategies that address these issues. The most fundamental strategy, as you will learn, is the problem–solution strategy, which provides evidence of a problem, outlines a solution, and justifies the solution in relation to its effects.

Addressing Direct Action When you want your audience to act directly rather than merely to support the actions of others, you are developing a speech that truly addresses action. The action may be individual-level behavior

change, as in a speech encouraging students to be a designated driver. Or it may be collective action, as in a speech that asks students to join in a rally at the state capitol.

Speeches that attempt to motivate direct action often look similar to policy speeches, since both offer good reasons in support of some position on a significant issue. But direct action speeches ask for something more from an audience. It is one thing to solicit an audience's support for building a new gym on campus. It is quite another to persuade audience members to write a letter to the college president or donate some of their hard-earned money. Therefore, speakers who are focusing on action need to consider what would move the audience beyond passive agreement to direct action.

One tried-and-true format for speeches that promote action is known as Monroe's motivated sequence. It follows a pattern that is similar to a problem–solution strategy, with each step leading audiences toward a call to action that comes at the end of the speech.

Clarifying Your Persuasive Purpose

The above material suggests a variety of ways in which you can tailor your persuasive purpose for a more effective speech. Let's look at further examples to see how you might clarify your purpose.

Narrow Your Purpose At first, the most important way of narrowing your topic is to decide whether you are trying to influence your audience's attitude, either by strengthening a commitment or by weakening opposition, or whether your primary purpose is to promote action.

Topic: Puppy mills

General purpose: To persuade

Specific purpose: To influence my audience to have a less favorable attitude toward puppy mills.

Topic: Music with explicit lyrics

General purpose: To persuade

Specific purpose: To persuade my audience to boycott stores that refuse to sell music with explicit lyrics.

If your speech is attempting to influence attitudes, narrowing also can help you to identify whether your speech will focus on questions of fact or on values.

Specific purpose: To influence my audience that puppy mills are unhealthy for both puppies and humans.

Specific purpose: To influence my audience that limiting the sale of music is a threat to our freedoms.

In the first example, the specific purpose clearly intends to shape *attitudes* by casting puppy mills as a problem. But the focus on health suggests that the speech will answer factual questions about the impacts of puppy mills. The second example intends to influence attitudes about limitations on music sales by linking those limits to the value of freedom.

Identify Specific Audience Attitudes Reflecting on the specific attitudes of your audience is another means for clarifying your persuasive purpose. For example, a persuasive speech on nuclear energy might have a slightly different specific purpose depending on the audience.

Topic: Nuclear energy

General purpose: To persuade

Specific purpose (sympathetic audience): To intensify my audience's attitude that nuclear energy is superior to coal as a fuel for electricity.

Specific purpose (neutral audience): To influence my audience that nuclear energy is a desirable energy source for the twenty-first century.

Specific purpose (hostile audience): To influence my audience to have a more favorable attitude toward nuclear energy.

Notice how the wording of the specific purpose does not change the general purpose of the speech: to persuade the audience by influencing their attitudes. But the wording does show how the speaker's purpose changes depending on the existing attitude of the audience. Unlike the first two audiences, a hostile audience is not likely to believe that nuclear energy is "a desirable energy source" after a single speech. But trying to moderate that audience's opposition by influencing them to have a slightly more favorable attitude might be a realistic goal.

Purpose statements for speeches that advocate action also can benefit from careful tailoring in light of audience attitudes. For example, if you are advocating that your college should build a new activities center, an effective specific purpose statement for a speech to administrators might look like this:

Topic: Building a new student activities center

General purpose: To persuade

Specific purpose: To advocate that our college should build a new student activities center.

Different audiences and different obstacles could lead to more focused statements:

Specific purpose: To persuade my audience that they should contribute to the fund for a new student activities center.

Specific purpose: To persuade my audience that building a new activities center is a better use of resources than building a new residence hall.

Check with your instructor about how specific your purpose statement needs to be. The point is not to achieve a "perfect" statement, but to allow the process of writing your specific purpose statement to help you invent your persuasive speech as a whole.

Inventing Your Persuasive Speech

Several of the invention cues from chapter 8 are useful for identifying potential main points and supporting material in your persuasive speech. However, the rhetorical situations of persuasive speaking raise additional constraints and opportunities for you to consider.

Using Audience Feedback

In the classroom, you can use feedback that you received on previous speeches to help you prepare later speeches. What were your audience's questions? What ideas generated a lot of interest? Did your audience give you new information or share how your speech was relevant to them? Especially if you are continuing with the same topic in your persuasive speech, audience feedback can suggest a starting point for inventing a persuasive speech.

Audience questions provide an easy entry point into a subsequent speech. For example, after Kim's informative speech on credit cards, her audience was left wondering what rules their college had for allowing credit card companies to promote products on campus. Even though this was not the initial focus of Kim's interests, she learned that her audience wanted to know how this issue affected their campus and what they might do. As a result, Kim decided to explore her university's policies and determine how students might influence those policies.

Flashpoints of *audience interest* also can stimulate thinking about later speeches. Calvin's informative speech on genetically modified foods, for example, touched off a discussion about the high price of organic and natural food. His audience had a generally favorable attitude toward organic food, but they were convinced that it was too expensive for the average college student. Calvin knew that if he wanted to persuade people to eat more organic food, he would have to address the price issue in a compelling way.

Information provided by the audience also can help a speaker to find new possibilities for speeches. Aziz gave a speech about the tenets of Islam for his informative assignment, and during the feedback period, one of his classmates mentioned that she had seen a report about unfair and inaccurate media representations of Muslims. Aziz looked up the report and found several examples from U.S. media and popular culture that would provide a familiar point of reference for his audience in his persuasive speech.

Incorporating this kind of feedback into your next speech can help you to boost your ethos. By referring back to earlier speeches or mentioning specific

statements from your audience, you will show that you have listened to their comments and taken them seriously enough to address. For example, Calvin decided to begin his persuasive speeches by acknowledging the strong opinions of his audience about food prices:

> "Organic food is so expensive!"
>
> "On my budget, I can hardly afford to pay for regular groceries, much less organics."
>
> "I don't call it Whole Foods—it's Whole Paycheck!"
>
> Have you ever found yourself thinking or saying any of these things? Some of you mentioned them after my last speech, and I have thought these same things when I make my weekly food run. But after doing a little investigating, I'm having a change of heart about organic food.

Here, Calvin is attempting to moderate his audience's opposition with regard to the price of organic food. He directly acknowledges his audience's beliefs and attitudes based on prior feedback and states that he shares some of those opinions. This helps him to establish common ground with his audience before posing challenges to their opinions.

Using Audience Research

Researching audience opinions is absolutely necessary for inventing an effective persuasive speech. This process can be broken down into two phases: identifying the crucial audience obstacles to persuasion and potential adaptation strategies and developing questions that help you to see which obstacles and strategies have relevance for your topic.

Identify Obstacles Each of the three persuasive purposes raises specific obstacles to persuasion that invite different adaptation strategies. At first, it might seem that there would be few obstacles for a speaker who is trying to strengthen a commitment. This purpose is typically appropriate for a sympathetic or neutral audience—in other words, people who are already open to the speaker's ideas if not outright supportive. But even these audiences might not be especially concerned about the issue. Therefore, a primary adaptation strategy is to *heighten the public significance of the issue* so that audience members perceive it as worthy of exploration. This is a necessary first step if you want the audience to make an informed judgment about whether something is favorable or desirable. In addition, speakers can adapt by *emphasizing the personal connection of the issue to the audience* so that the audience members' abstract concern for the issue becomes concrete. Finally, if an audience's support is based on limited awareness of alternatives, then you might decide to *inoculate the audience members against counterarguments* so that they can resist opposing messages.

For oppositional audiences, the primary obstacle is a difference of opinion with the speaker in terms of *values*. Audience members might simply have a different set of value priorities that lead them to see very different things as desirable. With such an audience, a speaker should focus on *establishing common ground* and *identifying shared values*, a topic that will be discussed in more detail later in this chapter. In other instances, opposition may come from incomplete or incorrect knowledge; in this case, a speaker should focus on *connecting new facts to strongly held audience values* or possibly *shifting to an informative speech.*

As with other types of persuasive speaking, advocates of policy and action may confront audiences that perceive a lack of urgency and importance. But these purposes raise additional obstacles. Taking then, action has costs as well as benefits, so the perceived costs—both to the individual and to the society as a whole—are always a primary obstacle for this type of persuasive speaking. In turn, speakers need to *minimize the costs of action, highlight the benefits,* and *show the audience members how they can act effectively.* When speaking to a hostile audience, an additional obstacle is the audience's attraction to alternatives, whether that is the current state of affairs or a different course of action. For these situations, speakers need to *highlight the flaws or limitations of possible alternatives.* Because oppositional audience members are not likely to completely change their mind, this strategy focuses instead on weakening their commitment to alternatives. You might even decide that influencing the attitudes of a hostile audience is a more appropriate purpose than trying to get the audience to act.

Table 13.1 shows how each of the persuasive purposes faces particular obstacles and suggests possible adaptation strategies.

TABLE 13.1 Persuasive Purposes, Obstacles, and Adaptation Strategies

Persuasive Purpose	Potential Obstacles	Adaptation Strategies
To strengthen commitments	Lack of commitment	Intensify commitment Heighten significance
	Awareness of other points of view	Inoculate, address objections
	Lack of coherent viewpoint	Provide a perspective
To moderate opposition	Incomplete/incorrect knowledge	(*Try informative speech*)
	Value conflicts	Establish common ground, shared values
To advocate action	Costs and barriers	Minimize costs, show efficacy
	Lack of urgency	Emphasize timeliness, costs of inaction
	Lack of importance	Heighten significance, emphasize outcomes
	Commitment to status quo/ other options	Show limits/flaws of other options

Develop Questions Once you have considered the typical obstacles to persuasion and the potential adaptation strategies, develop questions that you can ask your audience directly or determine indirectly. Your goal is to find opportunities for overcoming key obstacles or pursuing adaptation strategies that might resonate with their existing attitudes. Consider the following categories for developing questions:

- *Beliefs.* Incorrect, incomplete, or inadequate knowledge of your topic is often a critical obstacle in speaking to a general audience. Without adequate information, an audience may lack strong commitments on an issue, may not perceive the issue as urgent, and may not understand the practicality or desirability of certain courses of action. Therefore, it is important to identify whether your audience shares beliefs that are supportive of your point of view.

  As you saw in chapter 5, true/false questions and carefully crafted multiple-choice questions can reveal areas of belief that may deserve elaboration in your speech. For example, Cameron found out that his audience had a wide range of strong opinions about delisting wolves as an endangered species, but hardly anyone knew how many wolves were needed to maintain a viable population. Consequently, he spent more of his speech talking about the latest ecological research on wolf populations.

- *Values.* Taking stock of your audience's values can give you a sense of why audience members perceive the topic the way they do. Values can affect their perception of the problem and its importance, the coherence of their viewpoint, and the desirability of certain actions. For example, an audience that values material well-being over intellectual stimulation is likely to have different attitudes about what your college's academic requirements should look like.

  In addition, values point to opportunities for motivating your audience. Classmates who value material well-being may be persuaded to take more communication classes when they find out that employers rank strong communication skills as one of the highest criteria for making hiring decisions. As this example suggests, effective persuasion is often a matter of sharing important information to shape beliefs and then attaching those beliefs to key values.

- *Relevance and perceived significance.* Does your audience see the topic as personally relevant or important on a public level? In the context of persuasive speaking, relevance and significance are directly related to whether your audience will have strong commitments on your topic, whether audience members have become aware of alternative viewpoints, and whether they see the issue as urgent.

- *Resistance to action.* Listeners have all sorts of reasons for not taking action on some issue: It's too difficult; it costs too much; they don't know where to start; it's inconvenient; they don't have time; it won't make a difference; it might not work. By finding out what is really stopping your audience from acting, you can give special attention to minimizing or eliminating those barriers to action. For example, Amber's audience was sensitive to the plight of restaurant servers and supported the idea of tipping. But they also thought that tipping restaurant servers really had no effect on the quality of service. So Amber spent a fair amount of time in her speech describing how servers talk about and react to getting a poor tip and a great tip.

Ultimately, using audience research as well as audience feedback is a matter of honest, patient, and respectful listening as described in chapter 3. If you really listen to what your audience knows about your topic and what really concerns and motivates the audience members, then you are in a much better position to engage their viewpoints directly with effective, ethical persuasion.

Using Topic Research

As with audience research, your first step with topic research should be to revisit the invention cues from chapter 8. The common topics—existence, definition, comparison, causality, correlation, and time and space—are just as pertinent to persuasive speeches, and several are absolutely necessary to examine, depending on the organizational pattern you use.

On civic and political matters, topical analysis also takes the form of identifying the stock issues that are related to a proposed policy. **Stock issues** are similar to common topics because they apply regardless of the subject matter. However, stock issues are specific to questions of policy or action; when a change is being proposed, stock issues are the typical issues on which people are likely to disagree or resist change. If you are considering a speech that proposes some policy, consider the following stock issues:

- *Need for change.* Does the current state of affairs need to be changed? If the audience does not see a need for change, then a persuasive speech should focus on shifting audience attitudes or advocating a very limited course of action. For example, Thomas believed that there was a need to repeal the Patriot Act, but his audience did not see the Act as a relevant issue in their lives. As a result, he stepped back from advocating a repeal of the Act; instead, he attempted to persuade his audience to have unfavorable attitude toward it.
- *Barriers to change.* What is standing in the way of change? If the current situation is framed as a problem, then the barrier is often an underlying cause of that problem. If the situation is framed as "OK

but needs improvement," then the barrier is some obstacle that is preventing things from being ideal. For Amy, the barrier that related to her speech on healthy food options on campus was the college's contracts with outside vendors. If those contracts could be changed, then more nutritious foods would be available. Her speech would need to spend a fair amount of time explaining those contracts before advocating a change.

- *Proposal for change.* What should be done? Thinking about alternative proposals for change is absolutely necessary for speeches that advocate action. If there are several proposals for change circulating in public discourse, then a persuasive speech might need to spend time comparing those proposals. Kira's speech on repurposing a nearby mall, for example, compared three different proposals before advocating her preferred choice. If the only alternative is doing nothing, then speakers might need to explore why doing nothing is still appealing. Eric's speech proposing a city ordinance mandating helmets for bicyclists focused on people's strong resistance to wearing helmets.
- *Practicality of change.* Is the change feasible? It is one thing to have a great idea for change but quite another to plan how that change will actually happen. Therefore, a key issue for any proposed change is whether it can be implemented practically. Tanner's speech on "greening the campus" had a lot of great ideas about sustainability, but without a clear idea of the steps that would make that change real and the funding and staffing that would be needed to implement the changes, his audience thought his speech seemed too idealistic. Additional research on how other campuses have put similar ideas into practice would have been a great addition to his speech.
- *Advantages of change.* Will the change create benefits? If your audience is trying to decide between different courses of action or is uncertain about the benefits of adopting your proposed action, then you might spend time discussing the many ways in which your proposed action will be better than the current state of affairs or other actions. In Eric's speech on bicycle helmets, he vividly compared the effects of bike accidents on helmet wearers and nonwearers.

Using stock issues for analysis also can help you to reflect further on the purpose of your speech. A speech that advocates policy or action may spend a fair amount of time trying to shift attitudes about the feasibility of that proposal. For example, a speech that advocates boycotting of a product or company might need to overcome resistance to the idea of boycotts in general by showing audiences how a boycott can be a practical and effective strategy for pursuing change.

Organizing Your Persuasive Speech

As with invention, the organizational strategies that you learned for informative speaking also can be applied to persuasive speaking situations. Sequential and analytical strategies can be useful for developing specific sections of a persuasive speech. For example, a speech might track the progression of a public issue such as AIDS or illustrate a shift over time in social attitudes about interracial relationships. The compare-and-contrast strategy and the key issues strategy both can be useful for showing how one position—whether on facts, attitudes, policy, or action—is superior to another.

In most situations, though, you will be best served by employing organizational patterns that serve particular persuasive purposes. This section identifies some of these patterns and provides concrete suggestions for when and how to use those patterns.

Criteria–Application Pattern

The **criteria–application pattern** offers audiences a set of standards or criteria and then applies those standards to a specific situation. This pattern is especially useful when you want to make a clear-cut judgment about factual issues or when you want to use shared values or goals to evaluate a specific practice or policy. In relation to your audience, the criteria help you to establish common ground by stating broad, general ideas before getting into the details of a particular situation.

The criteria-application pattern works well to focus attention on the most relevant criteria for establishing facts. Often, a speech like this will define key terms in the process of developing the criteria in the first part of the speech (Inch and Warnick). Consider this basic outline for a speech about standardized tests:

Specific purpose: To persuade my audience that standardized tests do not accurately measure a student's capabilities.

Central idea: Standardized tests fail to measure important student capabilities.

Main points:

I. Definitions
   - A. Standardized tests are examinations of general intellectual skills that are scored in a consistent way for all students.
   - B. In this context, capabilities are the behaviors, attitudes, and skills needed to succeed in school and in the workplace.

II. Criteria
   - A. Tests need to measure writing skills.
   - B. Tests need to measure speaking skills.
   - C. Tests need to measure one's ability to adapt to new situations.
   - D. Tests need to measure skills fairly, without cultural bias.

III. Application
A. Most standardized tests explicitly measure writing skills.
B. However, no standardized tests measure speaking skills.
C. Standardized tests are not designed to measure or evaluate intangible capabilities.
D. There is some evidence that standardized tests are culturally biased.

After defining the key terms, this speech provides criteria for considering the supporting material. Think of these criteria as providing ground rules for the rest of the speech: What should count as evidence? What conditions need to be met to support the central idea? The application section of the speech then presents supporting material that addresses each of those points. In this speech, for example, the subpoints under "Application" might include examples of specific standardized tests or testimony from educational experts.

The criteria–application pattern also can be used in speeches that attempt to influence attitudes or advocate policies. For example, the criteria may be broad goals or values that are intended to shape the audience's attitudes about a specific practice or policy:

Specific purpose: To moderate my audience's opposition to new graduation requirements.

Central idea: Our new graduation requirements are better than the current requirements.

Main points:

I. Definitions
II. Criteria
A. In general, requirements should ensure that students understand and appreciate different cultures.
B. Requirements also should ensure that students have basic competency in writing, speaking, and mathematics.
C. Requirements should also be focused and straightforward so that students can complete them efficiently.
III. Application.
A. The new Global Cultures requirement will better prepare graduates for our multicultural world.
B. The new Public Speaking requirement will give students practical skills that employers desire most.
C. The new distribution requirements have fewer categories, and each category requires exactly one course.

Here, the speaker uses criteria to put specific requirements in a positive light. If the audience is resistant to the idea of having new requirements, the criteria encourage them to see that these requirements may in fact have some benefit for them.

Problem–Solution Pattern

The **problem–solution pattern** offers audiences a policy that will contribute to fixing some damaging conditions. This pattern is a standard option for most policy speeches. Beyond an explanation of the problem that motivates the policy, this pattern invites speakers to spend roughly half of the speech discussing how the policy will be implemented and what the likely consequences will be. The stock issues that you learned about earlier in the chapter should be used to flesh out this basic organizational pattern.

For problem–solution speeches, the stock issues are generally addressed in the following order:

I. Problem
   A. Need for change
   B. Barriers to change

II. Solution
   A. Proposal for change
   B. Practicality of change
   C. Advantages of change

In this pattern, the first half of the speech is devoted to demonstrating the existence of the problem and identifying causes or factors that perpetuate it. The second half of the speech proposes a solution and provides support for it in two main ways: by showing that the proposal can be implemented practically and by showing that it will have advantages over the current state of affairs or rival plans. Examine this working outline:

Specific purpose: To persuade my audience to support "take-back" laws for consumer electronics.

Central idea: Congress should pass a law requiring producers of consumer electronics to sponsor collection and recycling programs for computers and televisions.

Main points:

I. Electronic waste is a growing problem in the United States.
   A. Millions of tons of e-waste are dumped in U.S. landfills annually. This waste presents clear risks to human health and the environment.
   B. There is little incentive for producers to take responsibility for this unique type of garbage.

II. This problem can be solved with a national "take-back" law.
   A. Congress should pass a take-back law requiring electronics companies to collect and recycle computers and televisions.
   B. This law would direct environmental agencies to work with companies to coordinate the collection of used consumer electronics.

C. Funds for the program would be generated by a surtax on new computers and televisions.
D. Take-back laws would have several advantages over our current situation.
   1. They would increase the rate of recycling.
   2. They would direct e-waste into safe recycling programs, thereby protecting workers' health.
   3. They would keep toxic metals from leaching into ground water, thereby keeping our drinking water safe.
   4. By forcing companies to deal with their own waste, these laws would encourage companies to produce more environmentally friendly products.

Notice how the solutions section is organized to address each of the stock issues. First, it states the specific proposal for change; then it explains how that change would be put into practice. Finally, the advantages section starts by describing how the proposal solves the problem and then adds an additional benefit of the proposal. In a more developed outline, these portions of the speech should be carefully tailored to the knowledge level of the audience.

Comparative Patterns

Two types of comparative patterns work well for persuasive speaking. The **comparative advantages pattern** pits two competing solutions against one another to highlight the advantages of one solution. This pattern is essentially a version of the compare/contrast pattern for informative speeches, and it can be used in conjunction with the key issues pattern.

For example, suppose that your campus is considering where to build a new residence hall and has narrowed down the available areas to two choices. A persuasive speech could advocate for one location over the other:

Specific purpose: To persuade my audience that North Campus is the best location for the new residence hall.

Central idea: North Campus is a better location for the new residence hall than South Campus.

Main points:

I. North Campus has better automobile access than South Campus.
II. North Campus is closer to most academic buildings.
III. North Campus would have less impact on wildlife.

Because the need for change is usually well established, a comparative advantages approach like this one begins by presenting the proposal for change. Then the bulk of the speech focuses on the key issues for decision makers, showing how, on each issue, the proposal is superior to alternatives.

The **elimination of alternatives pattern** offers audience a series of proposals and shows the flaws of each one before settling on the speaker's preferred alternative. This pattern can be useful when you are trying to help your audience work through competing factual explanations or several potential policies or actions. Thus, it works well when the audience is already aware that alternatives exist but is uninformed about their strengths and weaknesses or perhaps committed to a different alternative than the one you are proposing. The following example identifies alternative policies, eliminating two ideas before advocating the third.

Specific purpose: To persuade my audience that the best way to improve the state's financial situation is to lower taxes on businesses.

Central idea: Our state should reduce business taxes by 2%.

Main points:

I. There is widespread agreement that the state's financial situation is shaky. In recent months, legislators, the governor, and advocacy groups have been debating how to improve the state's financial situation.

II. Increasing government spending may stimulate the economy in the short term, but it will significantly increase the state's budget deficit.

III. Implementing a statewide lottery could yield a significant amount of money, but it is essentially a regressive tax.

IV. Reducing business taxes is the option most likely to spur long-term economic growth in our state.

In this example, the speaker begins by establishing common ground by discussing the public controversy. The speech then proceeds to explain the various alternatives that have emerged in that controversy. It saves the preferred alternative for the final point, showing how it has the greatest strengths compared to the others.

Motivated Sequence Pattern

The **motivated sequence pattern** is the primary strategy for speeches that ask audiences to take action. As the title suggests, this organizational pattern takes an audience through a sequence of steps that are designed to increase listeners' motivation to act. The specific action is the central idea of the speech.

The motivated sequence shares some characteristics of the problem–solution and elimination patterns. Like the elimination pattern, the motivated sequence delays statement of the central idea. But instead of examining alternatives, the motivated sequence focuses on the speaker's preferred alternative—an action that the speaker wants the audience to take. The speaker sets up the desirability of this action by evoking a need in the audience that can be satisfied by the action.

The sequence of steps moves as follows:

I. *Attention:* Arouse the audience's interest in your topic.

II. *Need:* Evoke a need or unmet goal.

III. *Satisfaction:* Offer a course of action that satisfies the need.

IV. *Visualization:* Depict how life will be better if the audience acts.

V. *Action:* Direct the audience to take specific action.

Notice that these steps are similar to the problem–solution pattern. Both patterns attempt to show some need in the first half of a speech. The satisfaction and visualization steps show the fulfillment of that need, in much the way that the solution section shows how a public problem can be solved. Both patterns have the same underlying logic; they simply apply that logic differently depending on whether the purpose is passive agreement with a policy proposal or a direct action by listeners.

For example, consider how you could make minor adjustments to shift between a motivated sequence speech and a problem–solution speech:

Motivated Sequence Pattern	**Problem–Solution Pattern**
I. Attention	I. Introduction
Think about the majesty of our national parks.	Think about the majesty of our national parks.
II. Need	II. Problem
National parks have big staffing shortages.	National parks have big staffing shortages.
	This problem results from dwindling public funding and limited training opportunities.
III. Satisfaction	III. Solution
This summer, volunteer at a national park.	Congress should increase funding for staff and volunteers in the National Park Service.
	This increase could be achieved with a small increase in user fees.
IV. Visualization	
Imagine the people you will meet and the positive experiences you will create.	Better staffing would enhance visitor experiences and strengthen public support for the National Park Service.
V. Call to Action	IV. Conclusion
In early spring, contact a park to get involved with their Volunteers-In-Parks program.	Congress can sustain the majesty of our national parks by increasing funding for staff and volunteers.

As you can see, the main points of the motivated sequence correspond with the problem–solution pattern. If you are still wrestling with the specific purpose of your speech, experiment with the different patterns to see how they can help you to generate different possibilities for your purpose as well as your central idea.

MOTIVATING AUDIENCES

Individuals may resist taking action if they believe that their input will not make a difference. Persuasive speakers can remind them that their individual voices are amplified when they are part of a larger collective effort.

CASE CONCLUSION

Anne's Speech on Disability Access

Anne considered advocating for institutional changes to improve handicapped accessibility, but the solution would have been long and difficult to explain, and her classmates were not much interested in campus politics. Instead, she decided to ask for direct action on a personal level. She crafted her specific purpose as follows:

Specific purpose: To persuade my audience that they have the power to alleviate handicap inaccessibility on our campus.

Another round of audience questionnaires showed that Anne had convinced listeners of the problem. The main resistance to action was that they simply did not know what to do and whether any action would be feasible. This made the motivated sequence an appropriate pattern for her speech. She gained attention with a clever quotation and statistic about wheelchair use and picked up on this appeal in the need step by describing all the challenges she experienced when she was put in the position of a disabled student for an afternoon. Anne also made an explicit connection to how this problem had personal relevance for her listeners.

Her satisfaction step then offered an acronym that identified simple, personal actions that her audience could take on a daily basis. She took advantage of her audience's feeling of disempowerment about influencing bigger changes to explain that these personal actions were something they could do right away that would help other students immediately. Then her visualization step envisioned a ripple effect: a campus where the spirit of helpfulness was pervasive. Finally, her call to action reinforced the acronym and reminded the audience of what they could do as soon as they left the classroom that day.

WORKING OUTLINE

Anne's Speech on Disability Access

Specific purpose: To persuade my audience that they have the power to alleviate handicap inaccessibility on our campus.

Central idea: Overcoming architectural and attitudinal barriers to accessibility starts with every individual becoming "A.W.A.R.E."

I. Introduction

Anne starts with a quotation that has a twist at the end to gain the audience's attention.

A. "From sea to shining sea, like Lady Liberty. She reigns over all she sees. She's beauty and she is grace, she is queen of 50 states. She is elegance and taste, she's Miss wheelchair United States."

B. According to researchers at the University of California in San Francisco, 1.6 million people use wheelchairs in the United States to get around. With a number like this, this also means that more people in wheelchairs are becoming active in wheelchair beauty pageants, but more important, we are going to be increasingly more likely to encounter these individuals on our campus.

Her brief reference to personal experience enhances her ethos and gets developed in the body of the speech.

C. I may not be in a wheelchair today, but I have been, and every day I am one of many people on this campus who see handicap inaccessibility and feel that they can do nothing about it.

The central idea introduces the acronym that she returns to in the satisfaction step.

D. Overcoming the architectural and attitudinal barriers to accessibility on our campus starts with every individual becoming "aware." A-W-A-R-E: Attitude for Willingness to Act, and Reinforcement Everywhere.

E. Today in my speech, I will illustrate everyday problems with accessibility and how becoming AWARE will empower these individuals and make our campus fit for a "Miss wheelchair United States."

(Transition: First let's take a look at some common problems on our campus that cause wheelchair inaccessibility.)

II. Problem/Need

A. One fall day in my freshman year of college, my classmates and I decided to sit down for what we believed in and spend a day in the life of someone who spends all the days of their life in a wheelchair. Having never been handicapped before, much like many of you, I must say that this experience opened my eyes to the way the world sees, or doesn't see, people in wheelchairs on this campus.

B. I experienced several architectural barriers when I was in a wheelchair.

1. Doors

a. Even though many buildings on campus have automatic doors, several do not.

b. Classroom doors also present accessibility barriers.

2. Bathrooms
    a. A handicap bathroom is not just a bathroom with more room for people who do not live in a wheelchair.
    b. Story about my experience in waiting for bathroom.

Tangible, concrete examples give listeners a clear sense of the existence of this problem.

C. Now if I were Miss Wheelchair Montana and the announcer asked me what I'd like to change about the world, I'd have to say, "I'd like to be able to open a door."

D. This accessibility problem is relevant to students who are not handicapped.
    1. Blocking ramps with bikes.
    2. Using handicap bathrooms.
    3. Blocking doorways.

(Transition: Now that we understand some common accessibility issues, I want to show you how you can help.)

This portion of the speech heightens personal relevance and identifies a cause of the problem without directly blaming listeners.

III. Plan/Satisfaction

Many of you may think that handicap accessibility is an important issue but feel that there is nothing that you personally can do about it. Overcoming architectural and attitudinal barriers to accessibility starts with a simple step: Every individual needs to become "A.W.A.R.E." A-W-A-R-E.

A. A is for attitude. Attitudes can promote or preempt action. What are your attitudes about your ability to foster change? What are your attitudes toward people in wheelchairs? Having the right attitude is the first stage in becoming AWARE.

This section states the central idea and gives students a concrete guide for action.

B. W is for willingness. You must be willing to take a moment out of your day to open the door for someone who is struggling. You must be willing to wait for an open stall in the bathroom that is not the handicap one. You must be willing to see these people for who they are, not how they get from point A to B.

C. A is for action. Join or simply support ADSUM or measures on campus that make accessibility more achievable. Advocate for a change in the way those around you see people in wheelchairs.

D. R is for reinforcement. Reinforcement among your group of friends or your classmates, reinforcement of the attitudes and willingness to change. Talk to your peers, and look for opportunities to raise awareness.

E. E is for everywhere. Here in this building, here on campus, here around town. Everywhere all the time, for everyone.

These five elements incorporate both individual-level change and larger policy-level change, but the emphasis is on individual action in this speech. The motivated sequence is thus an appropriate organizational pattern.

(Transition: Now that you know what to do, I'd like you to imagine yourself doing it and the cascading consequences of your actions.)