

**PURPOSE**

The purpose of this assignment is for students to work towards persuading the class on a topic they are passionate about. This will be achieved through comprehensive research, the application of logic and utilizing the persuasive strategy known as Monroe's Motivated Sequence. Please remember that I am here to help and as always you are able to turn in your outline and/or APA reference page in advance for constructive criticism and to achieve the best grade possible.

**PROCEDURE**

**I. Narrow down a topic-** this can be accomplished from perusing your text, browsing the Internet, searching Lonestar's Library Database, or discussing possibilities with your instructor. The key is to choose a topic you passionate about and would appreciate the opportunity to persuade the class towards your point of view. I will need to approve final topics prior to presentation day. Please keep in mind that it is extremely important that we also practice the skill of respecting our fellow classmates and refrain from any offensive rhetoric. If you are in any way concerned that you might offend your peers, please see me to discuss further. In addition to this, be sure that your persuasive topic can be supported with all five required sources (discussed below). Also make sure that you can break this topic down into "easily digestible" main points and deliver them within five minutes. Lastly, I will be presenting a method of persuasion known as Monroe's Motivated Sequence. A significant portion of your grade for this presentation is based on properly organizing your speech by the five steps of the Motivated Sequence. If you miss this lecture, please consider making an appointment with me, so that I can ensure your understanding of the persuasive strategy and how to use it in developing your persuasive argument for this speech.

**II. Research-** Research requirements for this presentation are identical to that of The Informative Presentation. No less than 5 Sources are required. At least 2 must be scholarly journal articles; of the remaining 3 only two can be a non-published Internet source or interview. Therefore three of the five sources must be published in a PRINT version. These sources can be found in books, magazines, newspapers, etc. (You may also access published sources online. A key that they are published is that you were able to obtain page numbers and/or a publishing company in your source citation.) A thorough review, truly a step-by-step guide, of researching will be conducted in class, to help each student obtain their necessary sources.

**III. Organize and Outline-** A keyword outline format is provided for you. Following this format will help to organize your thoughts, as well as ensure a successful presentation. To keep it keyword, it must be kept to one page with a maximum of 350 words. I do not suggest the use of note cards, if this is problematic, you may splice your outline and paste it onto three note cards.

**IV. Practice-** An evaluation form of exactly how you will be graded is also provided. Due to the fact that PowerPoint presentations are allowed in both the Chapter and Group Presentations, we will not use PowerPoint presentations for this informative speech. However, if you would like to briefly use one to present images such as photos, graphs, charts, etc. you may. Yet they cannot be used throughout the entirety of your speech or in anyway to outline out your presentation. A good example of a useful PowerPoint presentation would be showing images of car crashes due to drunk driving as an attention getter for a speech against drunk driving. The maximum time a PowerPoint can be used is 2 minutes.

**V. Present-** A sign-up sheet will be created the week before presentations to determine the day you will present. As the syllabus points out, presentations may not be made up without documentation of illness/absence and immediate notification to the instructor.

### **SPECIFICS**

As your syllabus outlines, this project is worth 150 points (170 including evaluations) and breaks down in the following way:

**10 Pts., Initial Source and Introduction-** Ten points will be allocated (see syllabus for due dates) for providing three initial sources as well as the outlined section of the speech that will serve as an Introduction. This helps ensure that the student is on the right track with the assignment.

**10 Pts., Rough Draft Outline -** This typed outline must follow the basic format provided; yet the body may change as your support warrants. Initial sources must be cited with both oral source cites (for you) and APA in-text cites (for me) as indicated in class lecture. Please staple the Rough Draft Grading Rubric to both this document, followed by the Rough Draft APA Reference Page and use it to grade your work by checking any errors either document might have prior to the due date for the Rough Drafts.

**10 Pts., Final Outline-** This should be typed and must follow the basic outline format provided. All 5 sources need to be cited on this one page, keyword document. Citations should be listed in the right margin (Author's Last Name, Year of Publication). It is due the day you present, within your presentation packet (see below).

**10 Pts., Rough Draft APA Reference Page-** At least 5 sources must be cited in alphabetical order and in APA format. Although this is a rough draft, it does need to be typed.

**10 Pts., Final APA Reference Page-** - At least 5 sources will be provided in APA format, which will be covered extensively in class. It is due the day you present and included in your packet (see below).

**100 Pts., Presentation-** The presentation is 5- 5.5 minutes, see above for more details. If a student

prefers to have an extra minute this can be arranged in advance. A visual aid is not required for this speech, but an attention gainer is. In order to be able to present the student must provide the following presentation packet:

1. Evaluation Form with Name and Topic Filled in
2. Final Typed Keyword Outline
3. Final Typed APA Reference Page
4. Rough Draft Documents (including my comments & with Grading Rubric still attached)

**10 Pts., Peer Evaluation-** This is your final PEER evaluation, (Evaluation 4). A peer will be assigned to you for evaluation and located in the Lessons section under Evaluations. Please be sure to fill in most blanks with both constructive criticism (noting where the peer will want to concentrate on improving) and positive comments (noting what the peer did well). Also score all items and total the scores.

**10 Pts., Self Evaluation-** This is your final evaluation, (Evaluation 5). Each student will watch approximately two minutes of their presentation and fill out the self-evaluation form found in the Lessons section under Evaluations.

## REMINDERS

- ❖ Please ask questions, either during or after class, if you are unclear on any aspect of this project.
- ❖ Keep in mind you are able to turn in your rough draft outline and APA Reference Page can be submitted in advance for additional guidance.
- ❖ Be sure your speech is persuasive and follows Monroe's Motivated Sequence. If you missed the lecture over MMS, please consider making an appointment with me to review the necessary requirements in properly implementing a MMS persuasive strategy in your speech.
- ❖ Refer to The Presentation Checklist for Success for additional keys to obtaining an "A" on this final presentation.
- ❖ If any additional help is needed, please let me know, as I am here to help and available by phone or email.

THE VISUALIZATION STEP - Now that you have given your presentation, you must intensify your audience's desire for your plan by helping them visualize your plan. You want to project your audience into the future and picture the potential benefits of your plan. Use vivid imagery to show your listeners how they will profit from your policy. Make them visualize how much better conditions will be once your plan is adopted. The Visualization Step may be developed using one of the following techniques:

- A. **The Positive Method** - by describing conditions as they will be in the future if the solution you propose is carried out. Provide vivid, concrete descriptions. Select some situation which you are quite sure will arise in the future, and picture your audience actually enjoying the conditions which acceptance of your plan will produce.
- B. **The Negative Method** - by describing the adverse conditions that will prevail in the future if the plan you have presented is not carried out. Picture for your audience the danger or the unpleasantness which will result from failure to follow your advice. Select from the Need Step the most undesirable aspects of the present situation, and show how these conditions will continue if your proposal is rejected.
- C. **The Contrast Method** - by combining the positive and negative approaches. Use the negative method first, visualizing the bad effects if the audience fails to follow your advice; then the positive method, visualizing the good effects of believing or doing as you recommend.

Which ever method you use, remember that the Visualization Step must stand the test of reality. The conditions you picture must be capable of attainment. Moreover, they must be VIVID. Let your listeners actually see themselves enjoying the advantages, or suffering the evils, you describe. Now that your audience is convinced your policy is beneficial, they should be motivated to take action NOW.

**The Action Step.** The function of the action step is to translate the desire created in the Visualization Step into overt action. Make a call for action. Tell your audience exactly what you want them to do NOW, and exactly how to do it. For example: Tell them where to go today on campus to donate blood. Give them the address of the state representative that they can write to (better yet, give them stamped addressed envelopes to the representative, and maybe even a form letter they can sign). Give them all the information they need to sign up for the CPR class offered next week at the Red Cross. You have done the leg work and you are making it easy for your audience to take IMMEDIATE ACTION. This step can take the form of one or more of the following devices:

- A. a challenge or appeal
- B. a summary is always expected by your audience
- C. a quotation
- D. an illustration
- E. a statement of personal intentions

You must conclude with a final stirring appeal that reinforces your audience's commitment to ACT NOW! Beware, however, of making the action step too long or involved. You are trying to make this easy for your audience to do RIGHT NOW.

The Motivated Sequence Pattern is tailor made for policy speeches that seek immediate action. This sequence follows the process of human thinking and leads the listener step by step to the desired action. This is a tried and true sequence that is extremely effective. The Motivated Sequence Pattern is used by people who make their living by persuasion—especially advertisers. Many TV commercials use this same sequence.

The above material is based on excerpts and thoughts taken from: D. Ehninger, A.H. Monroe, and B.E. Gronbeck's, (1978) Principles and Types of Speech Communication, 8th. Ed., pp. 142-163; S.E. Lucas (1995) The Art of Public Speaking, 5th. Ed., pp. 353-361.

Alan Monroe (1968) stated that "Although individuals may vary to some extent, research has shown that most people seek consistency or balance among their cognitions. When confronted with a problem that disturbs their normal orientation, they look for a solution; when they feel a want or need, they search for a way to satisfy it. In short when anything throws them into a condition of disorganization or dissonance, they are motivated to adjust their cognitions or values, or to alter their behavior so as to achieve a new state of balance" (p. 42).

The Motivated Sequence derives its name from the fact that by following the normal processes of human thinking it motivates an audience to respond affirmatively to the speaker's purpose. The sequence contains five distinct steps:

- (1) **Attention** (get the attention of your audience),
- (2) **Need** (describe the problem, demonstrate a need for change),
- (3) **Satisfaction** (present a practical, and concise solution),
- (4) **Visualization** (allow your audience to picture the results),
- (5) **Action** (request immediate action from your audience).

**The Attention Step.** First and foremost you need to gain the attention of your audience. In order to gain favorable attention, one or more of the following are recommended (most of these are the same techniques you used in the introductions of your informative speeches):

- A. relating to the audience
- B. showing importance of the topic
- C. making a startling statement
- D. arousing curiosity or suspense
- E. using a quotation relevant to your topic
- F. humorous anecdote
- G. telling a dramatic story
- H. posing a question (maybe rhetorical)
- I. using visual aids for illustration

**The Need Step.** Now that you have the interest and attention of your audience, you must next make them feel a need for change. You need to show your audience that there is a serious problem with the current situation. It is important to state the need clearly and to illustrate it with strong supporting materials. One or more of the following are recommended:

- A. give a clear concise statement or description of the need or problem.
- B. one or more detailed examples which illustrate the need.
- C. statistical data (don't overwhelm us with statistics, & make sure we can relate to them)
- D. Testimony and other form of support to show the extent of the need

In your need step you will make a convincing demonstration of how the need directly affects your audience: their health, happiness, security, or other interests. By the end of this step your listeners should be so concerned about the problem that they are psychologically primed to hear your solution.

**The Satisfaction Step.** Having aroused a sense of need, you satisfy it by providing a solution to the problem. Now you present YOUR PLAN/SOLUTION and show your audience how it will work. The following techniques are recommended:

- A. briefly state the action or change you wish your audience to adopt.
- B. a complete concise explanation of your plan.
- C. a theoretical demonstration - show how this action logically meets the problem.
- D. give actual examples showing that this plan has worked effectively, and it's a practical solution
- E. use facts, figures and the testimony of experts to support your claims/plan.

Make sure that you give your audience enough details of your proposal/plan so that it is clearly understood. Diagrams and charts are often useful here. You want your audience to leave the satisfaction step with a clear understanding of your plan. Your audience should now be wondering how this will work for them and what it can do for them (e.g., "This seems to be a practical solution for me, however, I would like to see visualize it in action. How can I benefit?").

**I. Introduction: ATTENTION**

- A. Attention Getter: (Cite source if necessary) \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)
- B. Thesis Statement: \_\_\_\_\_
- C. Connect to Audience: \_\_\_\_\_
- D. Speaker Qualifications: \_\_\_\_\_
- E. Preview Main Points: \_\_\_\_\_

**II. 1<sup>st</sup> Main Point: NEED**

- A. Support: \_\_\_\_\_
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
    - a. Cite Source(s): \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)
- B. Support: \_\_\_\_\_
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
    - a. Cite Source(s): \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)

Transition: \_\_\_\_\_

**III. 2<sup>nd</sup> Main Point: SATISFACTION**

- A. Support: \_\_\_\_\_
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
    - a. Cite Source(s): \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)
- B. Support: \_\_\_\_\_
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
    - a. Cite Source(s): \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)

Transition: \_\_\_\_\_

**III. 3<sup>rd</sup> Main Point: VISUALIZATION**

- A. Support: \_\_\_\_\_
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
    - a. Cite Source(s): \_\_\_\_\_ (\_\_\_\_\_, \_\_\_\_\_)

**IV. Conclusion: CALL TO ACTION**

- A. In Conclusion: \_\_\_\_\_
- B. Review Main Points: \_\_\_\_\_
- C. Clincher/Call to Action: \_\_\_\_\_

## Speech 1311

## Persuasive Rough Draft Comments

If any of the following constructive criticism applies to your rough draft outline and/or works cited it will be noted below with a check mark.

### Outline:

Score: \_\_\_\_\_/10

\_\_\_\_\_ Did not hit source requirement of 5 sources, 2 of which need to be scholarly peer reviewed and no more than 1 internet source

\_\_\_\_\_ Closer adherence to Monroe's Motivated Sequence is required:

- 1) Attention- Make this one the best attention getter yet!
- 2) Need- Establish the problem existing for your audience, makes us feel uneasy with the status quo and believe change is necessary.
- 3) Satisfaction- Provide your solution to that problem. Outline out what will satisfy this need in society that you have established in our minds.
- 4) Visualization- Help us visualize the successful implementation of your solution.  
i.e. "Imagine a world where we no longer need to worry about..."
- 5) Call to Action- Be very specific here as well as definite, a certain amount of force should be applied to your argument. Truly urge your audience to action.

\_\_\_\_\_ Sources must be incorporate more specifically into your speech and outline.

\_\_\_\_\_ Sources must be cited in a keyword format as you will deliver them as well as in APA citation style in outline's right margin, i.e. (Goff, 2010)

\_\_\_\_\_ A professional visual aid must be incorporated into your presentation.

\_\_\_\_\_ Clarity and being concise is important, keep it to one page and very keyword.

\_\_\_\_\_ Argument needs to be developed out more, with more sources and support.

### Works Cited:

Score: \_\_\_\_\_/10

\_\_\_\_\_ Citations need to be in APA Style

\_\_\_\_\_ As checked above, did not meet research requirement

\_\_\_\_\_ Source must be alphabetized

\_\_\_\_\_ Double space between sources

\_\_\_\_\_ Refer to APA Guidelines regarding capitalization

\_\_\_\_\_ Refer to APA Guidelines regarding what to italicize

\_\_\_\_\_ Refer to APA Guidelines regarding page numbers (p., pp. vs. no page #)

\_\_\_\_\_ Indent after first line

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

**I. Introduction**

- A. Gained Attention and Interest: \_\_\_\_\_ / 3
- B. Thesis Statement/ Preview Topic: \_\_\_\_\_ / 3
- C. Connected Topic to Audience: \_\_\_\_\_ / 3
- D. Established Credibility: \_\_\_\_\_ / 3
- E. Previewed Main Points: \_\_\_\_\_ / 3

**II. Body**

- A. Main Points Clear and Distinct: \_\_\_\_\_ / 3
- B. Main Points Organized Logically: \_\_\_\_\_ / 3
- C. Main Points Well Supported: \_\_\_\_\_ / 3
- D. Transitions Clear & Effective: \_\_\_\_\_ / 2
- E. Cited at Least Five Sources, 2 of which were scholarly journal articles: \_\_\_\_\_ / 2
- F. Incorporated Motivated Sequence into Speech:
  - 1. Attention (scored above as well) \_\_\_\_\_ / 3
  - 2. Need \_\_\_\_\_ / 3
  - 3. Satisfaction \_\_\_\_\_ / 3
  - 4. Visualization \_\_\_\_\_ / 3
  - 5. Call to Action \_\_\_\_\_ / 3

**III. Delivery**

- A. Language Clear, Correct and Concise: \_\_\_\_\_ / 3
- B. Avoided Fillers (i.e. Uh, Um, You Know, Like, OK, So): \_\_\_\_\_ / 3
- C. Avoided Distracting Mannerisms (i.e. Rocking, Fidgeting, Playing w/ Hair): \_\_\_\_\_ / 3
- D. Voice Effective (Varied Rate, Volume, Pitch): \_\_\_\_\_ / 3
- E. Maintained Eye Contact, Avoided Reading: \_\_\_\_\_ / 3
- F. Conversational Tone, Easy to Listen To: \_\_\_\_\_ / 3
- G. Gestures Used Effectively: \_\_\_\_\_ / 3
- H. Showed Enthusiasm, Positive Energy: \_\_\_\_\_ / 2

**IV. Conclusion**

- A. Signaled end of Speech (i.e. "In Conclusion"): \_\_\_\_\_ / 3
- B. Summarized Main Points & Thesis: \_\_\_\_\_ / 3
- C. Strong Clincher/ Call to Action: \_\_\_\_\_ / 3

⊗ Circle the time below that applies to your speech:  
**V. Overall Presentation: Within Time Limit- 5-5.5, 5.5-6, 6-6.5** \_\_\_\_\_ / 4

- A. Proper Evaluation Form, Outline, Works Cited, Stapled Together: \_\_\_\_\_ / 3