

Name: _____

Period: _____

District Argument Speech Assessment

Focus:

The purpose of argument writing is to influence readers' attitudes to persuade them to agree with the writer or to take action on issues the writer describes. Effective argument involves clearly identifying issues, anticipating and responding to objections, presenting support for a position, and using sound reasoning to help convince the audience.

Goal:

To write an argumentative essay/speech for the appropriate audience that includes:

- A clear thesis or position based on logical reasons supported by precise and relevant evidence.
- Accurate and honest representation of divergent views.
- Information on the complete range of relevant perspectives.
- An organizing structure appropriate to the purpose, audience, and context.
- Demonstrated consideration of the validity of all primary sources used.
- Language attentively crafted to move a disinterested or opposed audience using specific rhetorical devices to back up assertions.

Your Topic: _____

Step One: Researching

Using the library or internet you will locate **THREE sources** of information on your chosen topic. You should seek information that represents the entire range of relevant perspectives on your topic, both in support of and in opposition to your chosen issue. Compile your evidence in a Google Doc. Be sure to note the citation for each source.

Be sure to consider your sources' validity and reliability. To determine both, answer the following:

- Validity: Does the information appear to be well researched? Is there a bibliography or list of sources? Does the information appear to be free from bias or a single position?
- Reliability: Are the author's name and qualifications clearly identified? Is the information from a respected institution (e.g., a university)? If it is an online resource, is the site listed as .gov, .edu, or .org rather than .com?

Note: As you are gathering evidence, look for a balance of facts, expert opinions, quotes, and common beliefs.

Step Two: Outlining

Review the evidence you have collected and identify your position/claim (in support of **OR** in opposition to your issue). Then, examine the corresponding evidence. Determine the two or three strongest arguments for your position. Finally, locate evidence for each argument; your goal is to have at least two main arguments, and two pieces of evidence for each. A graphic organizer has been created for you on the next page. Please use it to organize your research and outline your essay.

Persuasive Speech Graphic Organizer

Introduction (provide relevant background information and introduce both sides of the issue):

Claim (Thesis Statement):

Argument 1:

Argument 2:

Counter Argument:

Supporting Evidence

Supporting Evidence

Supporting Evidence

Supporting Evidence

Supporting Evidence

Rebuttal:

Conclusion: (restate thesis in new words and summarize arguments)

End with a recommendation:

Step Three: Drafting

Reconstruct the ideas from the graphic organizer into a well-organized persuasive essay. Use my research paper guide for suggestions. When organizing your body paragraphs, use the following suggested structure.

Introduction

Sentence 1-2: **Thesis statement** Introduction (provide relevant background information and introduce both sides of the issue) and **YOUR CLAIM** for the topic
Sentence 3-5: **The arguments that you are presenting within the paper**
Sentence 6: End with a **concluding sentence** that wraps up the argument

Evidence One

Sentence 1: **Topic Sentence** that states your first argument
Sentence 2: **Evidence** in support of argument one
Sentences 3-5: **Commentary** that explains the significance of the **evidence** or the connection to the claim
Repeat 2-5 to add your second piece of **evidence** and corresponding **commentary**
End with a **concluding sentence** that wraps up this argument

Evidence Two

Sentence 1: **Topic Sentence** that states your second argument
Sentence 2: **Evidence** in support of main argument two
Sentences 3-5: **Commentary** that explains of the significance of the **evidence** or the connection to the claim
Repeat 2-5 to add your second piece of **evidence** and corresponding **commentary**
End with a **concluding sentence** that wraps up the argument

Counter Argument and Rebuttal:

Sentence 1: **Topic Sentence** that states the opposing view
Sentence 2: State your **counterargument**
Sentence 3: **Evidence** in support of your counterargument
Sentence 4-5: **Commentary** that explains the significance of the **evidence** or the connection to your argument
Repeat 2-5 to add your second piece of evidence and corresponding commentary
End with a **concluding sentence** that wraps up the argument

Conclusion

Sentence 1: **Topic Sentence** that states the claim in a different way
Sentence 2-3: Restate evidences that supports your **claim**
Sentence 4: **Acknowledge** the opposing side and explain why it's not right
Sentence 5: **Commentary** that explains your claim and the significance
End with a **concluding sentence** that wraps up the argument

Step Four: Revising/Editing

Make the changes that you identified. Also correct any errors in spelling, punctuation, grammar, and formatting. Revise your draft for clarity, organization, purpose, supporting reasons, and use of rhetorical appeals and devices. Have a peer answer the questions below to determine if your persuasive essay meets the recommended requirements. Use your peer's feedback to make revisions.

1. Issue/Topic
 - Has the writer explained the different perspectives on this issue and identified his/her position?
2. Claim (thesis)
 - Does the claim have a topic and opinion?
 - Does the author provide reasons for making the claim?
3. Support
 - Is there a balance of facts, statistics, anecdotes, quotes, and expert opinions?
 - Does the author use sound reasoning and relevant details?
 - Is the provided evidence relevant, accurate, and current?
4. Audience
 - Are the reasons, evidence, appeals, and examples appropriate for the intended audience?
5. Opposing Viewpoints
 - Does the author address opposing viewpoints clearly, fairly, and completely?
 - Does he/she acknowledge and refute opposing viewpoints with logic and relevant evidence?
6. Conclusion
 - Does the author conclude his/her argument effectively?

Step Five: Final Argumentative Script

Now you should have a FINAL argumentative script. This should have all your ideas in a well written essay. Submit this essay to GOOGLE CLASSROOM by **May 9th 2018**.

Step Six: Notecards and Rehearsing

Next your persuasive essay should turn into a persuasive speech.

- **Determine the essential points** of your essay; you will convey those in your speech.
- **Consider the delivery style** you will use to deliver your speech. Mark the modified text (or index cards) for appropriate inflection and use of gestures.
- **Practice delivering your speech. Ask someone to time you as you practice, and** revise your speech or delivery style if necessary to fit within the **three- to five- minute** time frame. You might want to practice in front of a mirror or record your speech so that you can replay it and make changes as needed.

Step Seven: Multimedia

You will need to develop a multimedia presentation that ENHANCES your presentation. It allows your audience to see what you are explaining or talking about. It is NOT your speech and should NOT be read from. It should ADD information and details to your speaking. It should NOT be a distraction. It should help your speech's message (claim) come through.

Step Eight: Presenting

Be prepared to give your speech on the day Mrs. Bradley assigns. Consider how your physical appearance (POISE) will affect your delivery, and dress appropriately for the nature of your speech. Be present your final draft to the class on due date: _____.

What you will be graded on:

You will have 3 parts that you will be graded on.

- The construction of the script/content of the ideas.
- The multimedia presentation
- The speech presentation

HVS ELA 7 Argumentative Speech Rubric

	Mastery (8)	Proficient (6)	Developing (4)	Incomplete (2/0)
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the topic/text. Introduces precise claim(s) in a sophisticated introduction and thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the topic/text Introduces reasonable claim(s) in a clear introduction and thesis statement 	<ul style="list-style-type: none"> Superficially or partially addresses all aspects of the topic/text Attempts to introduce a claim in a introduction and thesis statement 	<ul style="list-style-type: none"> Minimally addresses the topic/text Fails to introduce a relevant claim and/or lacks an intro and/or thesis statement
Organization/ Structure	<ul style="list-style-type: none"> Skillfully develops claim(s) with relevant reasons and evidence Effectively creates cohesion through use of transition/linking words, phrases, and clauses within and between ideas Provides a meaningful and reflective conclusion which draws from and supports claim(s) Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Develops claim(s) with relevant reasons and evidence Creates cohesion through transition/linking words, phrases, and clauses within and between ideas Provides a conclusion that follows from and supports claim(s) Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Superficial/underdeveloped claim with minimal reasons & evidence Uses basic transition/linking words, phrases, and/or clauses within or between ideas Provides a conclusion which repetitively or partially supports claim Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to develop claim(s) with reasons or evidence Uses few to no transition/linking words, phrases, or clauses Irrelevant or omits conclusion Lacks organization of ideas
Evidence/ Analysis	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) that demonstrates a thorough understanding of the text Text evidence is effectively integrated and cited to support analysis 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) that demonstrates an understanding of the text Text evidence is competently integrated and cited to support analysis 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) that minimally demonstrates an understanding of the text Text evidence is ineffectively or incorrectly integrated or cited; may not support analysis 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s); does not demonstrate an understanding of the text Does not use or cite text evidence; does not support analysis No visual aid or irrelevant aid(s).
Multimedia	<ul style="list-style-type: none"> Visual aid(s) extremely relevant. Clarified important concepts. Aid(s) appropriate for audience & room. Well designed. 	<ul style="list-style-type: none"> Visual aid(s) relevant. Clarified important concepts. Aid(s) understandable, visible for most of the audience. Adequately designed 	<ul style="list-style-type: none"> Visual aid has limited relevance. Aid merely repeats speech. Aid appropriate for most of the audience, but not visible. Over or under designed 	<ul style="list-style-type: none"> Student is nervous/uncomfortable. Many repeated, distracting behaviors greatly detract.
Poise	<ul style="list-style-type: none"> Calm and confident. No distracting behaviors (no shuffling, fidgeting, wiggling). 	<ul style="list-style-type: none"> Mostly calm and confident. 1-2 distracting behaviors do not diminish overall performance. 	<ul style="list-style-type: none"> Student is somewhat nervous / uncomfortable. Some distracting behaviors. 	<ul style="list-style-type: none"> Student is nervous/uncomfortable. Many repeated, distracting behaviors greatly detract.
Voice	<ul style="list-style-type: none"> Voice is perfect for the room. Every word clear, distinct, and appropriate for the subject. 	<ul style="list-style-type: none"> Voice is adequate for the room. A few words blurred/indistinct; mostly appropriate language. 	<ul style="list-style-type: none"> Voice is a bit too soft/too loud. Several words/phrases indistinct; fillers & informal words present. 	<ul style="list-style-type: none"> Audience has a hard time hearing. Many words are unclear; fillers & informality detract from speech.
Life	<ul style="list-style-type: none"> Great expression Many emotions expressed 	<ul style="list-style-type: none"> Good expression Some emotions evident in parts 	<ul style="list-style-type: none"> Some attempt at expression Some attempt at adding emotion 	<ul style="list-style-type: none"> No expression No attempt to add feeling to voice
Eye Contact	<ul style="list-style-type: none"> Looks at each audience member Eye contact continuous 	<ul style="list-style-type: none"> Looked at most of audience Eye contact for most of speech 	<ul style="list-style-type: none"> Looked at some of audience Looked at notes too much 	<ul style="list-style-type: none"> Script-bound Rarely looked at the audience

C O N S T R U C T I O N

P E R F O R M A N C E

Possible Debatable Topics

- Cellular phones should/not in schools.
- Television usage and the effects on people.
- Torture use with terrorists.
- Fast food in schools.
- Peer pressure is more useful/harmful.
- Human cloning and the progress of humanity.
- Schools should/not allow online attendance.
- Violent video games make/don't make children violent.
- Parents should/not purchase toys that are based on fighting and violence for their children.
- SUVs versus Economy cars.
- Plan for the future versus Live for the moment.
- Beauty pageants are good/not for girls.
- Smoking should/not be banned.
- Celebrities are good role models.
- Today's children are fashion victims.
- Success is more important than happiness.
- Physical education should/not be required in school.
- Pledge of Allegiance should/not be mandatory.
- The U.S. should/not send humans into space.
- Medical testing on animals is/not necessary for progress.
- The United States should/not ban the death penalty.
- Wal-Mart is/not a good employer.
- Teenagers should/not be tried differently than their adult counterparts.
- The Internet has become more harmful than useful.
- Girls are better than boys at studying.
- All educational institutes should be co-ed.
- All criminals in America must have the right to vote.
- Wikipedia is a better resource than many libraries.
- Perseverance and determination are more important than talent to achieve success.
- All students should have daily chores.
- Every home should have a pet.
- Every student should play a musical instrument.
- Homework should be banned.
- Year round education is better for students.
- Children should not be allowed to drink soda.
- PE should be required of all students throughout middle and high school.
- All students should be required to volunteer in the community.
- Corporal punishment should be allowed in schools.
- The Internet should be banned from schools.
- Junk food should be banned from schools.
- All parents should be required to attend parenting classes before having a child.
- All students should be required to learn a foreign language in middle school.
- All museums should be free to the public.
- Single-gender schools are better for education.
- Students should be held legally responsible for bullying in schools.
- Children under 14 should not be allowed on Facebook.
- Statewide tests should be abolished.
- All people should be vegetarians.
- Solar energy should replace all traditional forms of energy.
- Zoos should be abolished.
- It is sometimes right for the government to restrict freedom of speech.
- Human cloning should be banned.
- Macs are better than PCs
- Androids are better than iPhones
- All students should be required to take a cooking class.
- All students should be required to learn sewing.
- Democracy is the best form of government.
- America should have a king and not a president.
- All citizens should be required to vote.
- The death penalty is an appropriate penalty for certain crimes.
- Sports stars are paid too much money.
- The right to bear arms is a necessary constitutional amendment.
- Students should never be forced to repeat a year at school.
- Grades should be abolished.
- Teachers should be replaced by computers.
- Students should be allowed to skip grades in school.
- The voting age should be lowered.
- Individuals who share music online should be put in jail.
- Video games are too violent.
- History is an important subject in school.
- Students should not be required to show their work in math.
- Students should not be graded on their handwriting.
- America should give more money to other countries.
- Every home should have a robot.
- The government should provide wireless service for everyone.
- School pictures should be abolished.
- Smoking should be banned.
- Recycling should be required.
- Children should not watch television on school nights