**Signature Assignment Proposal Form**

<table>
<thead>
<tr>
<th>Course</th>
<th>SPCH 1315: Public Speaking</th>
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</thead>
<tbody>
<tr>
<td>Assignment Title</td>
<td>Persuasive Speech Preparation Worksheet</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Michelle Selk</td>
</tr>
<tr>
<td>Assignment ID</td>
<td>(to be assigned)</td>
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<tr>
<th>Outcomes/Rubrics to be Assessed by the Assignment</th>
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<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Empirical and Quantitative Reasoning</td>
</tr>
<tr>
<td>Personal Responsibility</td>
</tr>
<tr>
<td>Social Responsibility</td>
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<td>Teamwork</td>
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<th>Assignment Description</th>
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<td>1. Students will first complete a Persuasive Speech Preparation Worksheet.</td>
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<td>2. Students will then deliver a persuasive speech and create an outline using this preparation work.</td>
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**Assignment Parameters for the Persuasive Speech:**

- Your topic must be audience appropriate and share a personal connection to your life.
- The problem-solution or the problem-cause-solution organizational patterns must be used.
- Scholarly research is required.
- Ethos, pathos, and logos should be evident.
- See your individual instructor for additional requirements such as length of speech, type of outline required, Power Point guidelines, and expected delivery style.

**Guidelines for Completing the Preparation Worksheet:**

There are five major sections that need to be completed on the worksheet. What follows below are detailed explanations of those sections.

**Section I. Organization**

The speech must be organized using the Problem-Solution or the Problem-Cause-Solution organizational patterns. Be sure to present the alternative solution(s) to your proposed solution; make the audience aware of your solution’s potential consequences; and clearly articulate your reason(s) for this solution. Keep in mind: you can have one problem with two causes and three solutions, so don’t limit your thinking to 2-3 main points in terms of structure.
Section II. Position

You must have a clear stance/position on the problem at hand. In addition to clearly communicating this to your audience, you must also state any objections to and assumptions of your position and respond to them. Furthermore, you will need to address all relevant contexts when presenting your position.

Section III. Audience

Some audience members may agree with you; others may disagree. Your goals are to reinforce the position of those who agree with you and to change the minds of those who do not. To assist with this, clearly state the topic/problem and sufficiently describe it for the audience. You not only want to persuade them; you also want them to understand. Lastly, it is important to acknowledge your own and others’ assumptions and viewpoints on your topic as well as acknowledge any ethical issues or cross-relationships relevant to your topic.

Section IV. Sources

Your ideas and opinions are great, but scholarly research is absolutely needed. Search for sources, experts, or peers to assist with the analysis of your topic. Be sure to thoroughly engage and interact with these sources. It is essential to question experts and their viewpoints. Use a variety of sources to find the best information including books, periodicals, daily publications, electronic media and the web, and do not plagiarize them.

Section V. Ethos, Pathos, Logos

*Ethos* expects a speaker to be trustworthy, to establish common ground with the audience, and to have some level of authority or expertise on the topic. Share with the audience why you are qualified to speak on this topic. *Pathos* is the ability to tap into an audience’s emotions as emotions can be very persuasive. Consider including touching stories, using descriptive language, and working on your verbal delivery of these elements. Some reflection and self-assessment should also be included. What is your emotional connection to this topic? How has your viewpoint changed over time? How will you behave differently in the future? *Logos* is the use of facts, statistics, examples, evidence, etc. to develop a logical argument. As mentioned previously, the audience must understand your message before being convinced, so make sure that your reasoning is clear and organized.

Speeches will be delivered in class (or online) but they are not the common assignment. The *worksheet* will be used for the common assignment.
Persuasive Speech Preparation Worksheet

Name: __________________________________________ Date: __________________

Section I. Organization

1. What is the problem or what are the problems?
2. [What is the cause or what are the causes?]
3. What is your solution or what are your solutions?
   a. What are the alternative solutions?
   b. What are the (potential) consequences of your solution(s)?
   c. What are your reasons for supporting this solution?

Section II. Position

1. What is your position on this topic?
2. What are the objections to and/or assumptions of your position? How will you respond to these?
3. What additional contexts need to be addressed in your speech?

Section III. Audience

1. How will you define and describe the topic/problem for the audience to ensure their understanding?
2. What are your assumptions and viewpoints as they relate to this topic/problem?
3. What are the assumptions and viewpoints of your audience members on this topic/problem?
4. What ethical issues or cross-relationships must be presented and addressed for the audience?

Section IV. Sources

1. As you are evaluating your sources answer the following questions.
   a. What type of source is this (book, periodical, website, etc.)?
   b. If an author is listed, what is his/her credibility? Why is s/he considered an expert?
   c. If an author is not listed, what makes this source scholarly?
   d. What was your reaction to this expert/source? Did you agree or disagree with what was presented?

Section V. Ethos, Pathos, Logos

1. What is your authority or expertise on this topic?
2. How will you establish common ground with your audience?
3. How will you engage the audience on an emotional level?
4. What is your personal history with this topic? How has your viewpoint changed over time? How have your thoughts and behaviors been impacted?
5. What key facts are essential to your position?
6. What key statistics are essential to your position?
7. What evidence or examples are essential to your position?
Assignment Design Worksheet: Critical Thinking (EXAMPLE)

This was the “final draft” of the assignment design worksheet using the LEAP VALUE rubric and the NEWLY REVISED SIGNATURE ASSIGNMENT.

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<tr>
<th>Criterion</th>
<th>Design</th>
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<tr>
<td>Explanation of Issues</td>
<td>Under Section I (Organization), students are required to use the Problem-Solution or the Problem-Cause-Solution organizational patterns. Under Section III (Audience), they are further asked to “clearly state the topic/problem and sufficiently describe it for the audience.”</td>
</tr>
<tr>
<td>Evidence</td>
<td>Under Section IV (Sources), students are required to conduct scholarly research and to use sources that will “assist with the analysis” of the topic. Furthermore, they are challenged to “thoroughly engage and interact with these sources. It is essential to question experts and their viewpoints.”</td>
</tr>
<tr>
<td>Influence of Context and Assumptions</td>
<td>Under Section II (Position), students need to “state any objections to and assumptions of” their position and “respond to them.” They are also asked to “address all relevant contexts” when presenting their position. Under Section III (Audience), it states that “It is important to acknowledge your own and others’ assumptions and viewpoints...”</td>
</tr>
<tr>
<td>Student’s Position</td>
<td>Under Section II (Position), students are instructed to have a “clear stance/position on the problem at hand.” Section III (Audience): “Your goals are to reinforce the position of those who agree with you and to change the minds of those who do not [...] You not only want to persuade them; you also want them to understand.” This requires students to take into account other points of view.</td>
</tr>
<tr>
<td>Conclusions and Related Outcomes</td>
<td>Section I (Organization): “Be sure to present the alternative solution(s) to your proposed solution; make the audience aware of your solution’s potential consequences; and clearly articulate your reason(s) for this solution.”</td>
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Assignment Design Worksheet: Personal Responsibility (EXAMPLE)

This was the “final draft” of the assignment design worksheet using the San Jac modified LEAP VALUE rubric and the NEWLY REVISED SIGNATURE ASSIGNMENT.

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<tr>
<td>Ethical Issue Recognition</td>
<td>Section III (Audience): “It is important to acknowledge your own and others’ assumptions and viewpoints of your topic as well as acknowledge any ethical issues or cross-relationships relevant to your topic.” Section IV (Sources): to “assist with the analysis of your topic [...] “use a variety of sources to find the best information.”</td>
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<tr>
<td>Curiosity</td>
<td>Section V (Ethos, Pathos, Logos): “Ethos expects a speaker to be trustworthy, to establish common ground with the audience, and to have some level of authority or expertise on the topic.” Additionally, students are asked about their emotional connection to the topic (pathos).</td>
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<tr>
<td>Reflection and Self-Assessment</td>
<td>Section V (Ethos, Pathos, Logos): “Some reflection and self-assessment should also be included [in reference to the preparation worksheet]. What is your emotional connection to this topic? How has your viewpoint changed over time? How will you behave differently in the future?”</td>
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<tr>
<td>Solving Problems</td>
<td>Section I (Organization): “Be sure to present the alternative solution(s) to your proposed solution; make the audience aware of your solution’s potential consequences; and clearly articulate your reason(s) for this solution.”</td>
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<td>Evaluation of Different Ethical Perspectives or Concepts</td>
<td>Section II (Position): “You must have a clear stance/position on the problem at hand. In addition to clearly communicating this to your audience, you must also state any objections to and assumptions of your position and respond to them. Furthermore, you will need to address all relevant contexts when presenting your position.”</td>
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GENERAL EDUCATION OUTCOME ASSESSMENT EXAMPLE

SIGNATURE ASSIGNMENT

Using the assignment design worksheets and faculty-approved general education rubrics for both Critical Thinking and Personal Responsibility, this is a newly proposed signature assignment for SPCH 1315. It is now ready for a faculty review Spring 2018.

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<tbody>
<tr>
<td>Course Rubric/Number</td>
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<tr>
<td>Component Area</td>
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<tr>
<td>Outcomes assessed (per district-wide syllabus)</td>
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<tr>
<td>Effective Date</td>
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Summary (for faculty, expository explanation of assignment)

1. Students will first complete a Persuasive Speech Preparation Worksheet.
2. Students will then deliver a persuasive speech and create an outline using this preparation work.

Parameters/Logistics (for faculty, specific parameters or logistics when implementing)

- (Do not remove, standard for all courses) The assignment must be collected through an “Assignment” content item in Blackboard. Faculty electing to use Turnitin may do so, but students will need to submit the document twice: first to the Bb “Assignment” content item and second to Turnitin.
- (Do not remove, standard for all courses) The assignment assesses an outcome included in the syllabus for the course; thus, all assignments should be included as a regular grade in the course. The assignment should not be considered optional, extra-credit, or a bonus activity.

Part 1 (for students, to be copy and pasted into the Blackboard Assignment item)

Assignment Title                  Persuasive Speech Preparation Worksheet
Aligned Outcomes                  Critical Thinking and Personal Responsibility
Description                      Assignment Parameters for the Persuasive Speech:

- Your topic must be audience appropriate and share a personal connection to your life.
- The problem-solution or the problem-cause-solution organizational patterns must be used.
- Scholarly research is required.
- Ethos, pathos, and logos should be evident.
- See your individual instructor for additional requirements such as length of speech, type of outline required, Power Point guidelines, and expected delivery style.

Guidelines for Completing the Preparation Worksheet:
There are five major sections that need to be completed on the worksheet. What follows below are detailed explanations of those sections.

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The speech must be organized using the Problem-Solution or the Problem-Cause-Solution organizational patterns. Be sure to present the alternative solution(s) to your proposed solution; make the audience aware of your solution’s potential consequences; and clearly articulate your reason(s) for this solution. Keep in mind: you can have one problem with two causes and three solutions, so don’t limit your thinking to 2-3 main points in terms of structure.

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**WORKSHEET IS ON THE NEXT PAGE...**
Persuasive Speech Preparation Worksheet

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