

TEST Grade: Writing and Delivering a Mini-Speech

Showcasing original examples of rhetorical devices in a persuasive speech.

Assignment: Write and then deliver a persuasive speech.

Purpose: To demonstrate that you know what the four rhetorical devices are and have the ability to write original examples of them.

Audience: Your classmates. (Or the person or animal you are addressing your complaint to.)



Structure of Speech:

- 1) Welcome the audience, introduce your topic, and give your opinion about it.
- 2) Provide **3** separate reasons that support your topic (with a little explanation).
- 3) End with a **BANG!** Leave the audience inspired or contemplative.

Requirements:

- 1) **Topic:** Choose something that you can argue *for* or *against*. It can be serious or funny.
- 2) **Length:** Minimum of 8 sentences.
- 3) **Rhetorical Devices Requirement (minimum):**
(Check out "I Have a Dream" Q3-B4 for awesome examples of rhetorical devices in use.)
 - 2** obvious uses of **repetition** (Build momentum or rhythm for the listener.)
 - 1** obvious use of **parallelism**
 - 2** obvious uses of **restatement**
(Ex. *Did I mention to really hammer home your opinion? Make sure your listener has no confusion about what you believe.*)
 - 3** **analogies** (metaphors or similes)

Submission:

- The **final draft** of your speech will be handwritten on the final draft speech form.
- Use four highlighters and a color-coded key to highlight each of your **rhetorical device requirements**.
- If you don't highlight your examples, you will be deducted 20% off your score.
- You will deliver your speech to your classmates as part of your grade. (small group of 4)
- The students will rate your delivery as a 1, 2, or 3.
 - Speak loudly.
 - Look up occasionally.
 - Use expression in your voice.
 - Add the right kind of emotion or intensity to what you are saying.

Here are some topic suggestions. You can talk *about* a topic OR you can address your speech *to* a specific audience—lodge a complaint. You can be serious or humorous. Funny is always a good thing. :-D

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| <input type="checkbox"/> about a pet | <input type="checkbox"/> about bad drivers or to bad drivers |
| <input type="checkbox"/> about a pet to stop naughty behavior | <input type="checkbox"/> about having to ride the bus |
| <input type="checkbox"/> about food or drink | <input type="checkbox"/> about something at school |
| <input type="checkbox"/> to the makers or providers of food and drink | <input type="checkbox"/> to your mom or dad about a specific rule |
| <input type="checkbox"/> about your computer or smart phone or other device | <input type="checkbox"/> to a brother or sister about something |
| <input type="checkbox"/> about your computer or smart phone or other device | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> about social media | |
| <input type="checkbox"/> to the writer/director of a movie/book about its lousy ending (for example) | |

DUE DATE: Final draft is due _____
Speech delivery date will be unannounced.
Delivery times need to be flexible, but we'll fit them all in.

rhetical devices clarifications and tricks of the trade: What does the teacher want to see?!

repetition: at least **3** repeats!

Either repeat the word or phrase at the beginning of 3 sentences or use the word or phrase 3 times right in (or nearly right in) a row. Build momentum!

restatement: 2 full sentences—1 right after the other—saying the same opinion but with totally different words. Here's a trick: first say what the point or opinion *IS*, then say what it *ISN'T*.

analogy: Be sure to actually compare the real thing you're talking about to some **other** thing that's totally unrelated, but somehow shows the same situation in its own reality. Here's a trick: "a" does "b" just like "x" does "y".

parallelism: Items must be more than just a single word to get full points. Although listing 3 adjectives or nouns or verbs in a row is technically *parallelism*, it's too chinsy to get full points.

If you are going to have a list as your example of parallelism, the list of 3 or more things must consist of a) prepositional phrases or b) entire predicates*. *the verb until the end of the sentence.

EX. List of prepositional phrases:

Some students stick gum everywhere and anywhere in the school. I've seen gum [on the floors], [underneath the desktops], and [on the keyholes] of classroom doors!

EX. List of entire predicates. The items in the following example have a) a verb, b) a direct object, and c) a prepositional phrase.

The only thing that the custodians can do is [wipe the goo off the floors], [scrape the stickiness off the desks], and [pry the nastiness off the key locks].

Here's another parallelism trick: Use one of the set parallel sentence structures: "not only" / "but also"; "either" / "or"; "neither" / "nor".