**ENG3U – Summative: Persuasive Speech**

 Write a **persuasive speech** about a topic that was raised in a unit studied this year. Here are examples of some topics:

1. **Poetry unit**: teenagers, conformity, social pressures, student apathy, high-school, learning, value of literature, fate, choices, making tough decisions, the mystery of the unknown, environmental destruction, pollution, eco-footprints…
2. ***Macbeth* unit**: appearance Vs. reality, karma, fate, tyranny, better to be feared than loved, ambition and corruption, easier to be evil than good, guilt, gender roles…
3. **Essay Unit:** stereotyping, teens and technology, violence, philosophies of life, kids and their over-scheduled lives…
4. **Ideology unit:** effects of media on culture, media bias, benefits of media, drawbacks of media, countering media influence, specific topics your films dealt with…
5. ***Never Let Me Go* unit**: the brevity of life, meaningful experiences, human cloning, treatment of minorities, guilt, betrayal, forgiveness, social class, the nature of memory…

The above list is by no means complete. Minor works we have studied are missing from the above list, and the ones mentioned raise many more questions. *Macbeth* alone raises dozens of appropriate topics/questions.

Think of the works we have studied then formulate questions based on the topics. After you formulate your question **give your opinion about it in a speech** (**4-5 minutes in length**).

 In your speech, you must experiment with using the **rhetorical devices** we have studied. Consider how you can use **metaphors, similes, parallel structure, short sentences, allusions, anecdotes, anaphora, quotations, and other devices** to make your speech more engaging and persuasive. When planning the structure of your speech, consider how the authors studied in our essay analysis unit structured their essays (how did they begin and end their works). Also, watch/listen to some famous speeches on Youtube.

Your speech is **not** about the work(s) that inspired the question. We’ve studied them! You should refer to the work(s) briefly in your speech, but the **focus must be on giving your own opinion** in answer to the question.

 **NOTE**: Evidence of plagiarism will result in a mark of **ZERO**. Any sources used (outside core texts) must be cited in an MLA-style “Works Cited” list. You must submit your essay to turn it in.

**You will submit a hard copy to me in which you: label and name your rhetorical devices; highlight the classroom connection; label ethos, logos, and pathos, and explain how it is logos, ethos, and pathos; and number the paragraphs.**

**Expect appropriate penalties for speeches that are too short or too long, Works Cited lists that are missing or incorrect, and passages that are plagiarized. Submit your work to turn it in.**

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| **Level 0 (less than 50)** | **Level 1 (50-)**  | **Level 2 (60-)** | **Level 3 (70-)** | **Level 4 (80-)** |   **Marks** |
| -speech is very poorly written, unclear, incoherent, and superficial; structure is not up to standard-an inadequate effort is made to use rhetorical devices-connection to a work (s) studied is absent | -speech is poorly written, lacking in clarity, not wholly coherent, and lacking in insight; structure is weak and too formulaic(i.e. formal essay style)-use of rhetorical devices needs considerable work-connection to a work(s) studied is not clear | -speech is only moderately well-written, clear, coherent, and insightful; structure is too formulaic(i.e. formal essay style)-the limited range of rhetorical devices used makes the speech only somewhat persuasive, effective, and engaging-connection to a work(s) studied is somewhat clear  | -speech is well-written, suitably structured, clear, coherent, and insightful-a range of rhetorical devices is used to make the speech persuasive, effective, and engaging- good connection to work(s) studied in class | **-speech is very well-written, suitably structured, clear, coherent, insightful, and meets the time restrictions****-a range of rhetorical devices is used to make the speech, persuasive, effective, and engaging****-connection to work(s) study is succinct and insightful** |    **/15****(Content)** |
| No awareness of the volume, pitch, and speed of voice; No movement, gesture and expression to convey emotion; Does not engages the audience with eye contact | Speaks with limited awareness of the volume, pitch, and speed of voice; Uses limited movement, gesture and expression to convey emotion; Minimally engages the audience with eye contact | Speaks with some awareness of the volume, pitch, and speed of voice; Uses some movement, gesture and expression to convey emotion; Somewhat engages the audience with eye contact | Speaks with awareness of the volume, pitch, and speed of voice; Uses movement, gesture and expression to convey emotion; Engages the audience with eye contact | **Speaks with advanced awareness of the volume, pitch, and speed of voice;** **Uses movement, gesture and expression to convey emotion; Engages the audience with eye contact** |  **/15 (Delivery)** |

**Total Marks: /30**