



**Project: Persuasive Speech**

**Assigned Date: 1/5/2015**

**Due Date: 1/9/2015**

**Portfolio-Worthy Project Criteria** *(use this area to summarize the essence of this project to include tools used, duration, & scope):*

For this assignment you will write a persuasive speech on a topic of your choosing, which was pre-approved before winter break.

Your speech will be 3-4 pages, typed, and will do the following in order to be persuasive...

- Make a clear, powerful argument
- Use rhetorical strategies such as Ethos, Pathos, and Logos
- Use Rhetorical Devices (at least 3 of the following): Alliteration, Allusion, Anaphora, Assonance, Metonymy, Hyperbole, Parallelism, Personification
- Incorporate research from at least 2 sources, which are cited properly in a bibliography

For extra credit, you can enhance your speech with a powerpoint presentation or visual aids (handouts, poster, etc)

After exams, we will have share our speeches. The most effective speech in the class will receive a prize or extra credit.

**Standards** *(use this area to list those standards assessed for this project using its key words and phrases):*

[CCSS.ELA-Literacy.RI.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Phase 1 Reflection**

(This area must be filled out by the student prior to submitting the project.  
Reflection must be thoughtful and demonstrate effort. Ideas may either be in note or narrative form)

*Learning Process.* Please explain the most useful skill or concept you learned during the process of completing this project. Next, please explain any challenge(s) you encountered while completing this project. Finally, please explain any strength(s) that you demonstrated throughout the completion of this project.

### **Phase 2 Reflection**

(to be completed on Digication)

After receiving your graded project from your teacher, you will answer the following prompts in the form of a complete paragraph on Digication.

1. Specify the project name. What grade did you receive? What does this grade tell you about your learning process?
2. Explain how your grade is or is not an accurate assessment of your skill set and knowledge.
3. Explain what, if anything, you would do differently in relation to the process (see answers from Phase 1).
4. Specifically, explain areas for future development/improvement/goals. Or, specifically explain how you will maintain excellence if you have received an exceptional grade (95% or above).