

Name: _____

Persuasion Unit

Expert Panel Presentation and Persuasive Essay

During this unit, we have discussed effective and ineffective persuasion techniques and how these techniques are used across persuasive texts (essays, articles, speeches and panel discussions).

To demonstrate your understanding of these techniques and to practice incorporating them yourself, you will be required to complete the following tasks:

1. An expert panel discussion (based on research)
2. A persuasive essay

The Expert Panel Discussion

The purpose of the expert panel discussion is to demonstrate your understanding of thorough and effective research, to incorporate persuasive techniques and to solidify your arguments prior to completing your persuasive essay.

- First, you will complete thorough research for both sides of the argument using a variety of appropriate and effective sources. You will be evaluated on the quality of your research (see rubric).
- Following the research dates, you will be told your “side” of the argument for the presentation.
- During the presentation, you will be playing the role of an “expert” on the topic, therefore you should be well prepared to present strong arguments and answer questions.
- Each of the topics below are still somewhat broad. Therefore, within the topic, you may choose to take an even more specific stance. Consider, as an example, the experts on *The Agenda with Steve Paikin* who held different standpoints on the topic being discussed.

For example, if the topic is that the age of voting should be lowered, you may argue that 16 year olds must be required to study the election process, to research candidates and then be forced to vote as part of their education. By making the voting process a required part of a teenager’s education, we build the habit in them so they will continue to vote into adulthood.

- The presentations will go as follows:
 - Each member of the panel will present a 1 minute “statement of position”. This is where you will present your main standpoint on the issue with support.
 - Next is the discussion portion (5 minutes). During this time, experts on the panel will ask each other questions in order to challenge each other’s views/arguments. Each person should ensure that they ask at least one question and answer at least one question, though more will be of benefit.
 - Finally, panelists will present their closing remarks. During this portion they will briefly reiterate their main argument and strongest points, as well as provide suggestions/future considerations for their listeners.

Presentations will take place on: _____.

As always, only valid reasons will be accepted for missing this presentation and regular rules for missed evaluations will apply. Groups will be asked to present even if a member is missing from the discussion.

The Persuasive Essay

Following your debates, you will write a persuasive essay of roughly 850 - 950 words (roughly 3 pages, typed, double spaced, at 12 font) based on either side of your assigned topic.

Your individual essays will be due on _____.

Topics:

For:

1. Every student should be required to take physical education courses throughout their high school career.
2. Cultural appropriation is not insulting, but simply demonstrates an appreciation for this other culture.
3. Standardized testing, such as the EQAO, is necessary for the success of students and schools.
4. Paparazzi should be made illegal.
5. Canada should not provide foreign aid to other countries.
6. Performance enhancing drugs should be permitted for professional athletes.
7. Use of renewable forms of energy should be required by all businesses, schools and large enterprises in Canada.
8. Animal testing is necessary for scientific advancement.

Against: the opposite of the above.

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Presentation

	Level 1	Level 2	Level 3	Level 4
	The student...			
Knowledge and understanding				
Knowledge and understanding of content <i>Knowledge of topic</i>	demonstrates limited knowledge and understanding of content	demonstrates some knowledge and understanding of content	demonstrates considerable knowledge and understanding of content	demonstrates thorough knowledge and understanding of content
Thinking				
Use of critical/creative thinking processes <i>critical analysis, creative process (when presenting arguments, and asking questions)</i>	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with some effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
Communication				
Expression and organization of ideas and information <i>clear expression, logical organization, formal register</i>	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes <i>use of appropriate style, voice, point of view (persuasive techniques, appropriate formality)</i>	communicates for different audience and purposes with limited effectiveness	communicates for different audience and purposes with some effectiveness	communicates for different audience and purposes with considerable effectiveness	communicates for different audience and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

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Research

	Level 1	Level 2	Level 3	Level 4
	The student...			
Thinking				
Use of planning skills <i>gathering information, focusing research, organizing information</i>	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of critical/creative thinking processes to <i>show appropriate choices for quality research</i>	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with some effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness

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Persuasive Essay

	Level 1	Level 2	Level 3	Level 4
	The student...			
Knowledge and understanding				
Knowledge and understanding of content <i>Knowledge of topic</i>	demonstrates limited knowledge and understanding of content	demonstrates some knowledge and understanding of content	demonstrates considerable knowledge and understanding of content	demonstrates thorough knowledge and understanding of content
Thinking				
Use of critical/creative thinking processes <i>critical analysis, creative process</i>	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with some effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
Communication				
Expression and organization of ideas and information <i>clear expression, logical organization, formal register</i>	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes <i>use of appropriate style, voice, point of view (persuasive techniques, appropriate formality)</i>	communicates for different audience and purposes with limited effectiveness	communicates for different audience and purposes with some effectiveness	communicates for different audience and purposes with considerable effectiveness	communicates for different audience and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application				
Application of knowledge and skills in familiar contexts <i>incorporating quotations in MLA style</i>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness