

# **PUBLIC SPEAKING HANDBOOK**

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**Suppliment to Public Speaking**

**Spring 2011**

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## Chapter 1.1: Basics of Public Speaking

A recent study published in Science Daily (2009) reports human infants begin learning language in the womb, and have the ability to memorize sounds, melodies, and voices before even being born. For example, a mother's voice is preferred for infants after birth, as are songs and sounds they were exposed to in the womb. The fact that our minds develop with a strong dedication to learning language as a primary focus from early on is an excellent predictor of its overall importance in our life. Since communication is a primary development function, learning how to communicate effectively is a skill that needs to be developed properly and learned through practice and critique.

Often people will recognize a good public speaker as having a special talent or ability with speaking in front of others. While natural talent may play a role in public speaking, there is no evidence that says *only* those who have a natural talent can give quality presentations. This is a skill you can develop with practice. In fact, just as riding a bike, learning another language, mastering writing composition, and many other skills in life, learning how to speak well in public is something that can be taught to do effectively and skillfully regardless of the innate talent. And with practice comes more ability to master public speaking skills and develop them as something others might recognize as a talent.

### Why learn public speaking in such detail?

You might still be wondering why it is necessary for you to have a whole class dedicated to refining your skill as an oral presenter. Several reasons exist for you to consider this class as important to your college career. Frankly, public speaking could be the most important general education class you take.

#### 1. *Employment Opportunities*

According to the National Association of Colleges and Employers (NACE) Job Outlook 2011 survey, employers are looking for job candidates these top five skills and qualities:

- #1 Verbal communication skills
- #2 Strong work ethic
- #3 Teamwork skills
- #4 Analytical skills
- #5 Initiative

The NACE Job Outlook 2011 survey states that in the workplace, you need to be able to clearly and concisely communicate with co-workers, clients, and supervisors, hence the importance of the #1 ranked verbal communication skills. This important skill is often evaluated based upon your initial interview with the hiring manager, implying you need to have it firmly established in your set of working skills. To explain this further, consider a phenomenon known as the halo effect (Alder & Proctor, 2007). The halo effect explains that within the first thirty seconds a person will form an impression of you that is either positive or negative and they will have the tendency to cling to this first impression regardless of other experiences they have with you. Knowing how to look and act the part is critical for first impressions and the unavoidable halo effect that will be formed. Your verbal communication can be a great asset to forming the type of positive image you'll want sticking out in the minds of others.

Other evidence that qualifies this point can be found in a recent New York Times article. Author Zernike sites a report from The Association of American Colleges and Universities who recently asked employers who hire at least 25 percent of their workforce from two- or four-year colleges what they want institutions to teach. They report that 89 percent want more emphasis on "the ability to effectively communicate orally and in writing," 81 percent asked for better "critical thinking and analytical reasoning skills" and 70 percent were looking for "the ability to innovate and be creative" (Zernike, 2009). All of these skills are mastered in a good public speaking course. With such a high percentage of employers stating that the skills like these learned in public speaking are necessary for hire, you should be especially motivated to learn them, and learn well.

As a final example, consider the education and personal success that renowned announcer for the New York Yankees Mr. Bob Sheppard had during his lifetime. Mr. Sheppard recently passed away at nearly 100 years old after announcing for the Yankees for over half a century. His grace and poise with speaking in public could be looked at as a talent, but he would have been the first to admit it is a skill that he has labored to acquire as evidence in his other profession of teaching the public speaking skill to others. For decades, he taught speech at St. John's University and John Adams High School in Queens. Mr. Sheppard understood that "clear, smooth speech is something everyone should strive for, and treasure" (Haberman, 2010).

## *2. Increased confidence*

Knowing how to communicate effectively in interpersonal or group settings will increase your confidence in what you are saying. This will transfer over well to job interviews, professional group presentations and meetings, and even casual conversations with

your boss or co-workers. The better your ability to speak clearly and effectively, the more confidence you will have in speaking, and the more you are likely to speak. This will transfer into you appearing more like the leader your employer is looking for.

Additionally, you should reap the awards of this confidence in your personal life as well. In fact, most college students are interested to know that confidence and self esteem are related to attraction by the opposite gender, especially for men (Brooks, 2011). Studies show that when a person (especially a male person) is confident and has high self-esteem, they are seen as more attractive by the opposite sex. Public speaking could be a way to increase this confidence and get you the dates you've been wanting!

Another example of confidence being a benefit comes from a study conducted by 4-H, a program designed for youth skill and development. The 4-H organization recently published a study conducted in the Midwestern United States which found that one of the highest rated skills evaluated by their students from ages 11 to 18 is their ability to speak and present in public (Silliman, 2007). The high rating was reported as being due in part to the confidence they gained from their skills in presenting.

### *3. Educational Benefits for Other Courses*

Learning how to organize your thoughts well and critically analyze information will be beneficial to you in the classroom as well as the workplace. Proper public speaking teaches development of a strong introduction, body, and conclusion for a variety of speaking engagements and also employs further organization skills specific to the type of speaking you are engaged in. It also teaches you to think critically about the information that you are preparing for your presentation. In public speaking, you will be taught to craft a message so that you can have a desired impact on your audience; for example to inform, to persuade, or to entertain are common desired outcomes. Critically analyzing and crafting your message will help you in other facets of your education as well since most written assignments will also ask that you prepare messages for a desired outcome. In other words, knowing how to craft a solid message derived from critical thinking and analysis can help you get better grades in other classes during your college career.

## **Chapter 1.2: Ethics and Public Speaking**

### **What are Ethics?**

Ethical public speaking is much like ethics you would find in any other situation – requiring knowledge, honesty, integrity, credibility, and giving proper credit for all ideas and words that are not your own. While some people may struggle with the notion of ethics what is generally

meant when we refer to ethics is the branch of philosophy that deals with issues of what is right or wrong in human affairs (Lucus, 2009).

The First Amendment to the United States Constitution guarantees every citizen the right to freedom of speech. As a public speaker this fundamental right comes with responsibility to be ethical at every stage of the speech making process.

Unfortunately, history is full of people who have been eloquent and persuasive speakers who are less than ethical. Adolf Hitler is probably the best known example of such a speaker. Speaking of Hitler, Lucas (2009) writes, "His oratory galvanized the German people, but his aims were horrifying and his tactics despicable. He remains to this day the ultimate example of why the power of the spoken word needs to be guided by a strong sense of ethical integrity." There is no question that speech is power. Knowing how to correctly use that kind of power is critically important in a world that is bombarded with unethical speech and behavior. The ethical public speaker is more important today than ever. Incorporating the following guidelines as you prepare and present your speeches will help you to be an ethical public speaker.

### *1. Know your topic*

It is important that you put forth the necessary time and effort required to know and understand your subject so that you can speak confidently about it. In other words, be fully prepared and researched for every speech. Realize that you are the "expert" in that moment and that you need to be aware of and be sensitive to any relevant issues and implications of your speech. Be sure to get your facts straight to avoid misleading your audience and diminishing your credibility. When audience members hear information they know is incorrect they may begin to lose their confidence and trust in you, even if the information was inadvertently given.

### *2. Be Honest and Fair*

Always select and present facts and opinions openly and fairly. This creates an open and fair representation of the information you are gathering and ensures honesty. In fact, most researchers would say that there is nothing more important than honesty in public speaking. We operate on the assumption that "words can be trusted and people will be truthful" (Johannesen, Valde, & Whedbee, 2008). It can be very tempting to want to try and shade facts and opinions to make your speech seem even more powerful, but to do so is unethical. To remain an ethical public speaker, avoid the following:

- Distorting or concealing information that is relevant to your topic
- Juggling statistics
- Misrepresenting sources

- Quoting out of context
- Not telling the whole story
- Citing unusual cases as typical examples

As you strive to be an ethical public speaker it is important that you choose your words carefully. While some may argue that “political correctness” has taken over and that they have a constitutionally protected right to say whatever they wish, it is important to remember that any language meant to demean, devalue, or stereotype another is not appropriate in the public speaking arena. Avoid:

- Substituting emotionally loaded language for sound argument
- Using name-calling or any kind of abusive language to silence those who may not agree with you. Remember that certain words have power that can hurt others, “Our identities, who and what we are, how others see us, are greatly affected by the names we are called and the words with which we are labeled (Haig, 1983).”

### *3. Use credible sources*

When you are gathering information and supporting materials for your speech it is important to use credible sources. In other words, information that is accurate, current, and reliable. Making sure that you are providing your audience with the most truthful, up to date, and unbiased information possible goes a long way toward developing and maintaining your credibility as an ethical speaker.

For example, if someone wanted to inform their audience about the medical risks and benefits associated with legalizing marijuana, would it be more credible to cite an article from JAMA (*The Journal of the American Medical Association*) or a local 4:20 Club (Cannabis Counterculture)? It is much more likely that accurate, current, and reliable information would come from JAMA because it has higher standards relating to these areas that it must maintain. Clearly, certain sources have more credibility than others and your job as an ethical public speaker is to sort through the available information and then choose to use only the most credible information available as your supporting materials. Ask the following questions as you work to ascertain if the source is credible:

- Who authored any studies you use?
- Does the information make sense?
- When was the information written?

## Plagiarism

In addition to using credible sources you must be careful not to plagiarize. Plagiarism involves using someone else's words, phrases, sentences or ideas without giving them credit. Lucas (2009) states, "Plagiarism comes from *plagiarius*, the Latin word for kidnapper. To plagiarize means to represent another person's language or ideas as your own—to give the impression you have written or thought something yourself when you have actually taken it from someone else." Unfortunately, plagiarism is easier to do today because of the easy access we have to all kinds of information on the internet. According to Stephen Lucas (2009) author of *The Art of Public Speaking* there are three kinds of plagiarism that you will need to be familiar with, global plagiarism, incremental plagiarism, and patchwork plagiarism.

- Global plagiarism means that you have taken an entire speech from somewhere else and you pass it off as if you had written the speech. Sometimes students wait until the last minute to prepare and feeling under pressure, they use another student's speech or perhaps even purchase one from the internet. While it may seem like this may solve a short term problem global plagiarism often has long term consequences far beyond what one might expect. Start your speech preparation early so you are not tempted to engage in global plagiarism.
- Patchwork plagiarism is similar to global plagiarism except that instead of taking just one speech and passing it off as one's own, the speaker takes two or more sources and cobbles them together to make one speech. This is just as unethical as global plagiarism.
- Incremental plagiarism occurs when a speaker fails to give credit for specific parts of a speech that are taken from someone else. Usually this involves quotations and paraphrasing. The cut and paste phenomenon afforded by the internet would be an example of incremental plagiarism that needs to be avoided.

Plagiarism is a serious problem. According to plagiarism.org (2011), "Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense... Can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file)."

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism (Plagiarism.Org, 2011).

Never, never, never take someone else's words, ideas, and thoughts and pass them off as your own. Some students may wonder how is it possible to have only original thoughts to use in a speech. If we consult Lucas (2009) again he states, "The key is not whether you have something absolutely original to say, but whether you do enough research and thinking to come up with your own slant on the topic." The only way to do this adequately is to start your speech preparation early enough so that you have the time to do enough research to truly understand and come up with your own ideas about the topic.

### Checklist for Ethical Public Speaking (Lucas Student Workbook, 2009 p.11)

1. Have I examined my goals to make sure they are ethically sound?
  - a. Can I defend my goals on ethical grounds if they are questioned or challenged?
  - b. Would I want other people to know my true motives in presenting this speech?
2. Have I fulfilled my ethical obligation to prepare fully for the speech?
  - a. Have I done a thorough job of studying and researching the topic?
  - b. Have I prepared diligently as not to communicate erroneous or misleading information to my listeners?
3. Is the speech free from plagiarism?
  - a. Can I vouch that the speech represents my own work, my own thinking, my own language?

- b. Do I cite the sources of all quotations and paraphrases?
- 4. Am I honest in what I say in the speech?
  - a. Is the speech free of any false or deliberately deceptive statements?
  - b. Does the speech present statistics, testimony, and other kinds of evidence fairly and accurately?
  - c. Does the speech contain valid reasoning?
  - d. If the speech includes visual aids, do they present facts honestly and reliably?
- 5. Do I use the power of language ethically?
  - a. Do I avoid name-calling and other forms of abusive language?
  - b. Does my language show respect for the right of free speech and expression?
- 6. All in all, have I made a conscious effort to put ethical principles into practice in preparing my speech?

## **Chapter 1.3: Communication Apprehension**

You may be thinking that speaking in public is your worst fear, possibly worse than dying. If this is the case, you fit in the category of people reported by a 2007 study in the Southern Communication Journal which found that public speaking is the majority of US citizens' worst fear. Another new survey conducted by the website Reasontospeak.com (2011) found that 23% of people rate public speaking as their greatest fear, just behind death itself, which was nominated as the great fear by 27% of the 1206 respondents.

According to flatworldknowledge.com (2011) some key ideas to keep in mind about communication apprehension is that it will usually stem from a variety of sources including the speaker's personality, communication context, the nature of the audience, or the particular speaking situation. Within these sources, there will be other factors that can make the communication apprehension worse. The formality that is required, the familiarity of the audience members, the topic being discussed, and the perceived similarity or lack thereof that the speaker has with his or her audience are all examples of what might cause a person to feel more anxious in a certain situation.

Check out the table on the following page posted on flatworldknowledge.com (2011) containing myths or facts about communication apprehension to see how you are currently viewing this concept.

## Myths or Facts about Communication Apprehension

Instructions: For each of the following questions, check either “myth” or “fact.”		
1.	Audiences will know how nervous you feel.	<input type="checkbox"/> myth <input type="checkbox"/> fact
2.	Some stage fright might be a good thing in making you animated and charismatic.	<input type="checkbox"/> myth <input type="checkbox"/> fact
3.	Most audiences are basically hostile, looking to see you make a fool of yourself?	<input type="checkbox"/> myth <input type="checkbox"/> fact
4.	Experienced speakers don't feel any stage fright	<input type="checkbox"/> myth <input type="checkbox"/> fact
5.	Most speakers tend to relax as they progress through their speeches.	<input type="checkbox"/> myth <input type="checkbox"/> fact
6.	Moving around the front of the room during your speech will make you less nervous.	<input type="checkbox"/> myth <input type="checkbox"/> fact
7.	Most audiences would rather see a speaker do well.	<input type="checkbox"/> myth <input type="checkbox"/> fact
8.	Focusing on the audience rather than yourself is an effective way to reduce your stage fright.	<input type="checkbox"/> myth <input type="checkbox"/> fact
9.	The positive or negative label you ascribe to the public speaking situation will impact how nervous you feel.	<input type="checkbox"/> myth <input type="checkbox"/> fact
10.	Telling a joke in your introduction is guaranteed to get the audience on your side.	<input type="checkbox"/> myth <input type="checkbox"/> fact
Scoring: Myths: # 1, #3, # 4, # 10 Facts: #2 #5, #6, #7, #8, #9		

Are you surprised by the results you got? Communication apprehension can be positive for speakers because it causes an adrenaline rush to flow through your veins, giving you energy and life in what you are saying. Learning how to channel this energy and keep it in a positive balance is the key for successful speaking experiences.

## Reducing Communication Apprehension

James McCroskey is one of the most prominent researchers in communication apprehension and has been studying it for more than half a century. In one study, he outlines three specific things that can be done to reduce communication apprehension (Berger & McCroskey, 1982):

1. Systematic de-sensitization
2. Cognitive modification
3. Assertiveness training

### *Systematic De-sensitization*

Systematic de-sensitization refers to exposing yourself to whatever it is you are afraid of. In a public speaking class, you will get this through repeatedly giving speeches in your classroom environment. The more you speak in class, the lower your anxiety should be. Practicing your speeches in the classroom environment and in front of classmates and/or your teacher before-hand would also be an example of systematic de-sensitization. The more times you do this, the more de-sensitized you should be about speaking in public, and thus the lower communication apprehension you should have with your speeches.

### *Cognitive Modification*

According to Berger & McCroskey (1984), cognitive modification is based on learning theory where people have to realize that they have been taught to think negatively about themselves and thus, they need to be taught to think more positively. Something that can help with cognitive modification is to identify the negative thoughts a person has about themselves and then correct them with honest, more positive thoughts. A suggestion could be to write down the negative thoughts that you have about giving a speech in one column and then write down a positive response to these negative thoughts corresponding column. Teaching yourself to think positively can help you greatly overcome the anxiety of the situation and become a self-fulfilling prophecy for your apprehension.

### *Assertiveness Training*

Berger & McCroskey (1984) continue that assertiveness training will reduce anxiety by training people with specific skills so that they know how to more effectively obtain their desired effects in social interactions. Completing assertiveness training should help the speaker realize that they are in charge of their outcome in public speaking situations. You will gain some of the same principles taught in assertiveness training courses by completing your public speaking class. During this semester, you will be taught to become the expert in public speaking in technique and delivery. Throughout this training, you should begin to feel yourself becoming more confident in public speaking situations as you gain more experience and training in its concepts. Some of the tips you will learn regarding reducing communication apprehension are as follows: Believe in your topic; View the speechmaking process positively; Visualize success; Project confidence; Test message and proactive delivery; and Gain perspective after you have given your speech.

### *Communication Apprehension Test*

Understanding how big of a fear you actually have with public speaking is an important baseline to know. Knowing this will help you plan out the amount of preparation and additional precautions that will need to be taken so you can feel like you have your stress under control. If you feel apprehensive about speaking in public, consider taking the quiz on the following two pages to determine how severe your communication apprehension is. If your score comes back as severely apprehensive, talk to your instructor to get more individual help in combating this.

## Communication Apprehension Quiz

Instructions: Here are twenty-four statements that ask how you feel about communicating. Don't worry if some statements seem similar to other statements. In the space to the left of each item rate the extent to which the statement describes you. Record your first impressions without analyzing the statements closely. Use the following scale:

1 = Strongly agree—it describes me

2 = Agree – it describes me

3 = Undecided how well this describes me

4 = Disagree that this describes me

5 = Strongly disagree that this statement describes me

- \_\_\_\_\_ 1. I dislike participating in group discussions.
- \_\_\_\_\_ 2. Generally, I am comfortable while participating in group discussions.
- \_\_\_\_\_ 3. I am tense and nervous while participating in group discussions.
- \_\_\_\_\_ 4. I like to get involved in group discussions.
- \_\_\_\_\_ 5. Engaging in group discussions with new people makes me tense and nervous.
- \_\_\_\_\_ 6. I am calm and relaxed while I participate in group discussions.
- \_\_\_\_\_ 7. Generally, I am nervous when I have to participate in a meeting.
- \_\_\_\_\_ 8. Usually, I am calm and relaxed while participating in meetings.
- \_\_\_\_\_ 9. I am calm and relaxed when I am called on to express an opinion at a meeting.
- \_\_\_\_\_ 10. I am afraid to express myself at meetings.
- \_\_\_\_\_ 11. Communicating at meetings usually makes me uncomfortable.
- \_\_\_\_\_ 12. I am relaxed when answering questions at a meeting.
- \_\_\_\_\_ 13. While participating in a conversation with a new acquaintance, I feel nervous.
- \_\_\_\_\_ 14. I have no fear of speaking up in conversation.
- \_\_\_\_\_ 15. Ordinarily, I am tense and nervous in conversations.
- \_\_\_\_\_ 16. Ordinarily, I am calm and relaxed in conversations.
- \_\_\_\_\_ 17. While conversing with a new acquaintance, I feel relaxed.
- \_\_\_\_\_ 18. I'm afraid to speak up in conversations.
- \_\_\_\_\_ 19. I have no fear of giving a speech.
- \_\_\_\_\_ 20. Certain parts of my body feel tense and rigid while giving a speech.

- \_\_\_\_\_21. I feel relaxed while giving a speech.
- \_\_\_\_\_22. My thoughts become confused and jumbled when I am giving a speech.
- \_\_\_\_\_23. I face the prospect of giving a speech with confidence.
- \_\_\_\_\_24. While giving a speech I get so nervous I forget facts I really know.

Computing your score: This test allows you to calculate your overall communication apprehension score and your communication apprehension scores for particular speaking situations.

Group Score:

Add scores for items 2,4, and 6.

Subtract scores for items 1,3, and 5.

Add 18 points \_\_\_\_\_.

Meeting Score:

Add scores for items 8,9, and 12.

Subtract scores for items 7,10, and 11.

Add 18 points \_\_\_\_\_.

Dyad Score:

Add scores for items 14,16,and 17.

Subtract scores for items 13,15, and 18.

Add 18 points \_\_\_\_\_.

Public Speaking Score:

Add scores for items 19, 21,and 23.

Subtract scores for items 20,22, and 24.

Add 18 points \_\_\_\_\_.

Total

Add the four sub scores together.

Total Communication Apprehension Score \_\_\_\_\_

The overall scores may range from 24 to 120 (If your score is higher than 120 or less than 24, you calculated incorrectly).

Scores of 83 or more indicate relatively high communication apprehension. People who score in this range tend to talk little, be shy, and are somewhat withdrawn and nervous in speaking situations.

Scores of 55 or less indicate relatively low communication apprehension. People who score in this range tend to enjoy being with others, like to talk, and feel confident of their communication ability.

## **Chapter 1.4: Importance of a Strong Audience Relationship and Introduction Speeches**

It certainly tends to be nerve racking to present a message in front of people you don't know, who are evaluating you, and possibly judging you and your message with unknown measures. However, practice and experience in the public speaking realm does lessen this fear. During the semester, you will be able to form bonds with your classmates, hopefully knowing them by name and associating with them on a closer basis during class projects and discussions. You will also have a known evaluation protocol that all classmates will be following so that you can anticipate how you will be evaluated. These factors should help facilitate a more welcoming environment to practice working on your speaking skills. Through the positive feedback you receive, and by being able to view and understand how you are growing as a speaker, you should be able to feel the fear of public speaking lessen and see it replaced by confidence and experience. Your goal should not be to become better than other speakers in the room, but to recognize growth and improvement in yourself.

## Introduction Speech

A good first place to begin is by introducing yourself to your classmates. Your instructor will give you the opportunity to briefly get to know your classmates through ice-breaker activities. However, knowing your fellow public speaking students on a deeper, more involved level is really essential for having a supportive classroom atmosphere and positive communication climate. Thus, introducing yourself on a genuine, deeper basis is the natural first step.

For your first assignment in the course, you will need to think about an object that you think represents you. Try to find something that is not cliché and not the most obvious or observable thing about you. Go deeper and look for something that really brings to light the type of person that you are and how you view your life. Then, craft a speech that is 2-5 minutes in length around this object with your main points being the two or three ways that your object represents you. You will need to draw on prior English essay writing skills and develop your speech with a strong introduction, body, and conclusion. In specifics, include the following for each portion:

### Introduction:

1. Have a strong opening sentence. This should be something other than your name and where you are from. Try to start with something thought provoking, startling, or funny. The first words from your mouth should be something with impact. Good examples could be a quote or joke from a known person or an 'imagine if' scenario.

2. Include a thesis statement that introduces what your main points will be about. Try to be as specific as you can and have this set up a preview for your audience for what your main points are. For example, you could use the following lead in for a good thesis: “Today I will be discussing how I am like my object because of its size and its color”. From that statement, you can clearly see how many main points (two) there will be and what the points will revolve around (how the person speaking is like the object’s color, and how the person speaking is like the object’s size).

### **Body:**

1. Have between two to three main points. Your assignment will be a relatively short speech, so less will be more in this situation.
2. Include identifiable transition words or phrases in between paragraphs. For English essays, you would break your paragraphs up by using tab indentations to mark the new train of thoughts being introduced. When you are speaking, you have to show this break verbally by using identifiable words like “next,” “finally,” “moving on,” and the like.

### **Conclusion:**

1. Have a transition statement that signals that you are going to close. For public speaking, you need to provide this by using a clear ending statement like “to conclude,” “to summarize,” or “now we have seen,” so that your audience can tell that you are going to end because of the verbal cues you have given them.
2. Reinforce the thesis statement you brought in at the beginning paragraph. Just as you introduced your main points in the introduction by saying them specifically like the example, “Today I will be discussing how I am like my object because of its size and its color”, now you will need to say the same thing but in the past tense. In this example it would be “Today I have told you how I am like my object because of its size and color.” Doing so will help reinforce your main points for future recall.
3. End with a bang. You want your last sentence to be strong. Your last words need to resonate with your audience and leave them feeling like you were fully prepared as a speaker. In example you could finish the opening scenario, give a quote, or just craft your own thought provoking sentence. Don’t just fizzle at the end: go out with a bang!

## Example Introduction Speeches

### Introduction:

1. Attention Getter: The blistering sun beats on my forehead. I grip my fingers along the red stitching of the leather softball nestled in my hand. The batter steps up to the plate and I dig the toe of my cleats further into the pitching mound. As I prepare to pitch, my focus lies on nothing but the catcher's glove. I know my next pitch will be a strike. As I throw the ball with all my strength, the batter unleashes a hard line drive right back at me. But it's all right because I catch the ball in my glove and the batter is out.
2. Relating self to object: Not only has my softball glove saved me from physical harm, but also it contains clues to who I am.
3. Introducing main points (internal preview): I'll cover how I am like my glove because of my personality, the importance of teamwork to me, and the experiences that have helped shape who I am today.

### Body:

1. To begin, on the outside of my glove you notice my name scribbled in black permanent marker. My name is unique and I feel this has given me the courage to be different and stand out from my peers throughout my life. Surrounding my name you notice water stains on the leather of my glove. These stains come from practicing in the rainy spring weather in Milwaukee, Wisconsin, where I attended high school.
2. Next, as you try on my glove you notice how easily it conforms to the shape of your hand. As you open and close the glove, you notice that all the individual fingers move together with ease. This reflects how important teamwork is to me. I was captain of my softball team my senior year in high school, and I know that to accomplish any major task, everyone must move in the same direction, together.
3. Finally, If you look loosely at the seams of my glove, you can imagine all the experiences they—and I—have been through. You can see me playing catch with my dad for the first time in my backyard. You can feel the dirt from my hand after I hit a home run and the joy I experienced after being named first team all-conference. You can see my mom, dad, younger sister, and older brother always there to support me by cheering at the games.

Conclusion:

1. Signal to close: To wrap things up, over time, my softball glove has changed in appearance.
2. Review of main points: Not only does it reveal aspects of my personality, my love of teamwork, and my experiences, but the warm tone of the leather shows my own aging and transformations as I have grown up.
3. End with a bang: As the famous basketball coach John Wooden once said, "Sports do not build character, they reveal it." Through my softball glove, my character is revealed.

# Example Introduction Evaluation Sheet

Comm 1020 Public Speaking

Grading Sheet for Introduction Speeches

Speaker's Name \_\_\_\_\_

## Introduction

(3 points) Did the speaker have a clear attention getter? Yes / No

(3 points) Did the speaker relate themselves to a visual aid? Yes / No

(3 points) Did the speaker preview where they were going in the speech? Yes / No

## Body

(3 points) Did the speaker have at least two distinct points? Yes / No

(3 points) Did the speaker use transitions between points? Yes / No

## Conclusion

(3 points) Did the speaker inform us they were about to close? Yes / No

(3 points) Did the speaker review what was discussed and end with a bang? Yes / No

## Other

(2 points) Did the speaker use 3x5 cards complete with an outline? Yes / No

(2 points) Did the speaker dress in proper public speaking attire? Yes / No

Total Score \_\_\_\_\_/25 possible points

Comments:

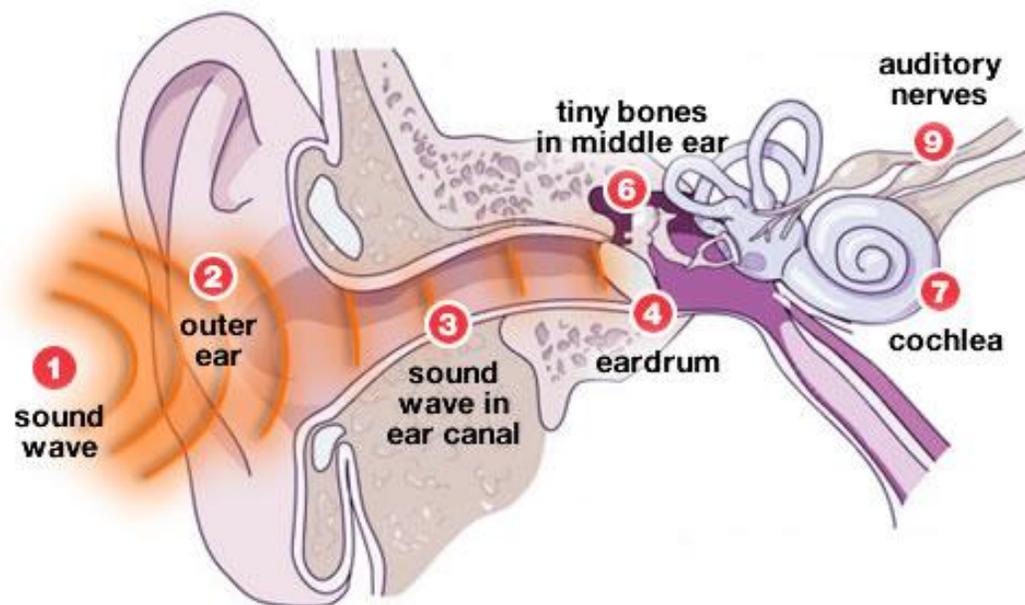
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## Chapter 2: Listening and Responsibility

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development. It plays a life-long role in the processes of learning and communication essential to productive participation in life (Hyslop & Tone, 1988). A study by Wilt over half a century ago in 1950 found that people listen roughly half the time they spend communicating. This study is still widely cited in communication studies today (U.S. Department of Labor, 1991). Researchers say people understand half of what is said and remember only 10% (Lucas, 2007). There are four reasons people exhibit poor listening skills: Focusing on delivery and personal appearance; jumping to conclusions; listening too hard; and not concentrating or being distracted by “spare brain-time.”

There is a difference between listening and hearing which is important to understand from the get go. Listening takes effort, hearing is an automatic activity. Hearing is an automatic activity that happens whether we want it to or not. The hearing process is outlined as follows:



<http://www.learningthroughlistening.org/Listening-A-Powerful-Skill/Listening-and-Learning/Benefits-of-Teaching-Listening/93/>

1. Something vibrates and creates a sound wave.
2. The sound wave travels to the ear and is collect by the outer ear.
3. The sound wave then moves into the ear canal.

4. When it reaches the end of the ear canal, the sound waves bump up against the eardrum.
5. The ear drum vibrates with these sound waves.
6. The vibration moves tiny bones in the middle ear.
7. These bones carry vibrations into the inner ear to a fluid-filled tube called the cochlea.
8. The fluid inside the cochlea vibrates a series of tiny hairs called cilia, which are attached to auditory nerves.
9. The movement of these cilia stimulates the nerve cells, and they send signals to the brain via the auditory nerve.
10. The brain processes these signals into the sounds or words we hear.

Although the hearing process is automatic and happens on its own having the sounds make sense to your brain is an active process called listening. Once the hearing process takes the sounds to your brain, step 10 is ready to make sense of them. However, if you aren't actively engaging your brain to make sense of the sounds that are collected and thus, listening, you won't even hear what is presented.

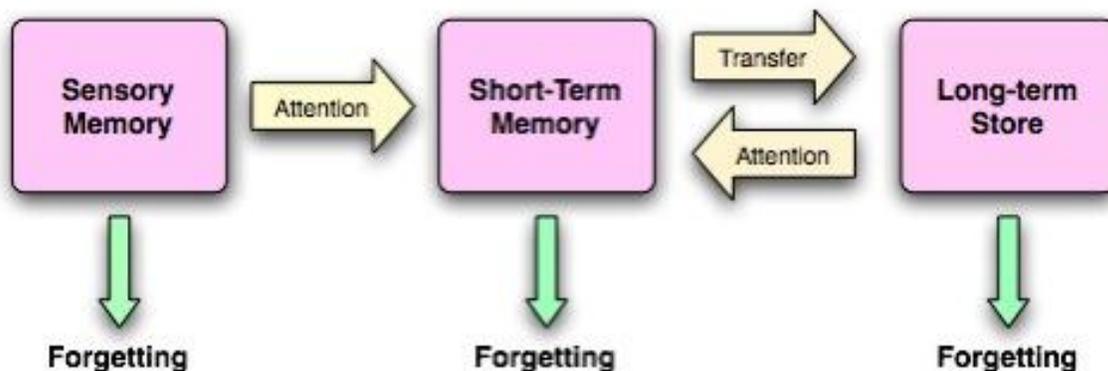
Think of a person whose bedroom is right next to a noisy train intersection. Although you spending the night in their room would most likely translate into a night of little sleep, the person who is used to sleeping in the room would possibly not hear the sounds that are actively being collected through the hearing process. It would have been trained not to do so over time. The brain doesn't automatically translate these words or sounds into the message that the words are conveying. That is essentially what listening is – determining the meaning and the message of the sounds or words. It is an active process that involves a lot of active concentration.

## Spare Brain Time

You may have noticed that although you are present during an hour-long lecture, your mind wanders, creating a confusion point with what was just said and how long your mind was away from the conversation. This is due to a phenomenon known as spare brain time. The human ear and mind are capable of processing 400-800 words per minute while the average human only speaks 120-150 words per minute (Lucas, 2007). This leaves a lot of "brain power" that the mind can dedicate to other things. Your brain can be processing what is being said and also thinking about what you want to eat for lunch, why your boyfriend was mean the previous night, and noticing what pretty hair the person sitting next to you has. All of this translates into information that is potentially lost from what is supposed to be heard by you, the listener.

## Memory retention

You might be wondering why your brain evolved to process so much information at a time if the human mouth speaks only a portion of that processing time. One reason for this evolution could be memory retention. Being able to store and process information and remember what was said does take more brain power to achieve. Consider the memory process as defined first by Atkinson & Shiffrin (1968) and last revised by Raaijmakers & Shiffrin in 1981. They describe that memory works as a sequence of three stages: Sensory memory (SM), short-term memory (STM), and long-term memory (LTM).



Sensory memory stores the information that has been collected from one of our five senses: sight, sound, touch, smell, and taste. This information is collected and stored very briefly and will be eliminated from our memory in only milliseconds unless it is grabbed and moved on to the next stage, short-term memory.

During this second, short-term memory (STM) stage, information is retained long enough for you to use it, i.e. looking at a phone number and remembering it long enough to dial it. The general consensus from psychologists is that STM lasts between approximately 15 and 30 seconds for most people. It allows the mind to have a buffer of sorts from the sensory information that is bombarding the brain and the information that might want to be stored and remembered for long term use. If a phone number, for example, needed to be remembered long term, the mind would need to grab it from the short term memory storage and put it into the next phase, long-term memory (LTM).

During this last phase, the mind organizes information so that it can be stored for a variety of time, from minutes to a lifetime. Long-term memory can be accessed instantly from sensory memory and stored if the event is startling enough that the brain wants to remember it. This is known as flash memory. An example of this would be hearing the gunshot of a person who was killed in your presence. This may have been traumatizing enough that it will never leave your

memory and was stored there without much processing time. Apart from these sorts of experiences, it takes conscious effort to pull information from the short-term memory storage and place it somewhere for long-term memory use. This is frequently known as meaningfulness. The success of you being able to store and retrieve information that you hear comes from building an association with that information to things you have already learned in the past.

Meaningfulness will help you build on information you have already stored and help you keep that information organized for easier retrieval. This could be the very reason that our minds have spare brain time; your mind is able to store the information it wants to hear for future use and associate it with what you have learned in your past. This is the major function that should be achieved in listening as well. Because you are spending so much time in the seat listening and learning, (aka, remembering information in a meaningful way) understanding how the memory works is a key part to this. You have plenty of spare brain time to make it happen.

Listening is an exhaustive process that is extremely critical to the learning and memory process. It is a skill that you will need to practice, just like speaking. During the semester you will be able to practice this skill during your classmates speeches and will be provided opportunities to store information learned in this class for future learning.

### Listening requires organization and active participation

Learning how to listen to information in an organized way is a great place to start with learning how to listen better. Looking for key ideas in what is being presented will help. This is known frequently as active listening, where you are participating in what is being spoken because you are actively organizing and analyzing information that is being presented. During the semester, you will be learning how to speak with main ideas clearly presented, so this step is easier to achieve in this class. Utilizing a chart like what [learningthroughlistening.org](http://learningthroughlistening.org) came up with, provided below, can help keep things straight in your mind.

Topic:			
Main Points			
Connections I made (this reminds me of...)			
Questions I have or asked			
Answers			

## Other Listening Tips Relating to Public Speaking

Speaking in front of others is nerve-racking enough in front of a well-behaved audience and can be nearly impossible in front of an audience that is rowdy and otherwise inconsiderate. For this reason, it is imperative that a public speaking class exhibits the best audience listening possible. The following should be rules that your instructor insists on during class speeches:

1. No cell phones during class speeches, period. This includes texting, accepting calls on vibrate, and of course ringtones.
2. No shifting papers, getting into bags, sipping drinks, etc. that could create a nonverbal distraction for the speaker.
3. No walking in late during a speech. This should be common sense, but many times can be forgotten. It is more important that you obey this rule than to show your professor that you are there for class.
4. Avoid making faces at the person speaking that shows any emotion other than interest. Often, your nonverbal communication can display something you are thinking without you even knowing it is coming across. For example, you might be thinking that you are just interested and thinking critically about a speech when your face shows distrust or lack of interest because of the dead-pan expression your concentration makes. Always try to give the speaker a comforting place to look by showing interest in your facial expressions and eye contact. This is critical to a warm, communication-friendly environment, like what your classroom should be.

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## Chapter 3.1 Topic Selection and Brainstorming

As mentioned in Chapter 1, you will be speaking five different speeches during the semester: Introduction, Informative, Persuasive, Group Presentation, and Impromptu. Each of these speeches requires you come up with a different main purpose and organization structure. For this reason, it is important to know how to properly break down a speaking engagement to understand from the start what the main purpose of the speech should be, what major ideas or thesis will go along with this purpose and theme, and what main points can be developed. To use proper public speaking terminology, you need to be able to create a general purpose, topic, specific purpose, central idea, and main points in parallel format.

### Topic Selection

Of course, before creating your speech, you must know what you and others would like you to speak about. Topic selection should be a three-step process keeping in mind the occasion, the audience, and what you as a speaker feel passionate and qualified to speak about.

### Consider your speaking occasion

The occasion that you are speaking at is essential to keep in mind first and foremost before nailing down your topic. Find out why you were asked to speak and what they would like you to accomplish in detail. Most often, the speaking occasion will be requiring a speech that informs, persuades, or entertains. There are different techniques, organization patterns, and general analysis that need to be taken into consideration; all of which depend on the occasion you are speaking.

Consider talking to the people in charge of your speaking engagement and finding out what they envision from you as a speaker so that you can craft your message in accordance with what they are wanting. Ask questions to clarify purpose, direction, length, and expectations. Spend time on this phase so that your message is crafted accordingly.

### Consider your audience

Once you have a firm idea of what the occasion you have been asked to speak at wants you to accomplish, move on to the next step and consider your audience. Audience analysis is extremely important for successful speeches and will be a central focus throughout the speech-planning process, starting with the topic. Often, you will have some basic information available about the group of people who will be present during your speech that can give you clues on what type of speech topic they would be the most responsive to. This information will give you a head start in selecting your topic and will help you narrow down your search.

Some questions to consider at this stage in the process could be: Who is your audience, specifically? What does that audience need to know? What do they already know? What information does that audience need to be told first, second, third? What kind of strengths do you have as an individual and as a speaker? What do you know a lot about that you would like to share with others? Keeping questions like these in mind while looking for a topic will help you get the best topic possible for you and your audience.

For example, if you are speaking to a group of teenagers about financial planning, you are going to need a broad focus and to keep your information targeted towards purchases and budgeting issues that a teenager would encounter. Therefore, even though you may have found out that the occasion is requiring you to inform your audience about financial planning, you would still want to look for a specific topic that relate directly to a teenage budget. For example, your speech could be about how to save for college and still plan a great date, or how to make sure your limited income gets you where you want to go in the future, or simple habits for future money success.

## **Consider what you feel most passionate about**

The best speeches are those that you feel the most passionate about. Your speech topic should relate your current interests, talents, research, experiences, etc. The more you know and care about a topic, the easier it will be to write and deliver with enthusiasm. Conveying importance in what you are saying is one of the most essential parts of a successful speech, and this will be best delivered if it is from a genuine source. Take time thinking about what you know and care about so that your topic relates to you as well as your audience. Whenever you are speaking in public, your message should be an honest representation of what you truly feel. Starting off with a topic in this direction will get you going in the right foot.

## **Brainstorming Techniques**

Getting your topic solidified in your speech is one of the largest hurdles for giving a successful speech. As you start looking for topics, consider using a brainstorming technique or two to make sure you are preparing to speak about the best topic you can with the above three important considerations in mind: the speaking occasion of the speech, the audience, and what you currently know and feel passionate about. Once you have thought these three items, move on to a brainstorming technique to get your mind working on narrowing down what specifically you would like to speak about. Two possible brainstorming techniques are: Free-listing and Clustering.

## Free-Listing

In this technique you jot down lists of words or phrases that come to your mind for set time limit. For example, if your general assignment is to create an informative speech demonstrating how to do something to your audience, you would set a time limit of about two minutes and write down words or phrases of things that you like doing. Don't spend time analyzing grammar or what to write down. Free-listing only works if you let your mind wander to what it goes to first. Jot these surface items down on a continual basis, one right after the next. You might find that you are repeating yourself or writing down items that relate. That is fine and will help the process. The idea of free-listing is to compile a list of items that you can then go back through and analyze to see the major themes that keep floating to the surface.

In illustration of this technique, if a student were given the same general assignment listed above, to demonstrate something they know to an audience, a free-listing generation of about two minutes could show a list looking like this:

Riding a bike	Taking photographs	Winning the guy
Hiking outdoors	Writing poetry	Planning a perfect date
Going shopping	Decorating a house	Playing sports
Writing a book	Decorating an apartment	Hiking
Writing music	Solving conflicts	Rafting
Playing guitar	Helping neighbors	Repelling
Singing lessons	Making cookies	Rock hunting
Painting a picture	Finding interesting recipes	Partying

If you read back through the list, a major theme that keeps popping up is doing things in the outdoors and expressing things artistically. This person would do well creating an informative speech that focuses on one a theme that relates to either the outdoors or the arts.

Free-listing can work on a secondary level as well. If the person mentioned above would like more clarity on her topic, she could then do a more specific listing experiment. Rather than using the broad topic assignment of just creating a speech that demonstrates something to her audience, she could free-list about what she found out she was interested in. This would more specifically look like: How to make the most of the outdoors at college or how to express yourself artistically.

A free-listing generation exercise with a time limit of about two minutes on a topic (like how to make the most of the outdoors at college) could look like this:

Go on group dates in the outdoors	Learning new outdoor techniques
Plan a picnic	Going on a river rafting trip in the area
Plan a hike and a picnic for a date	How to plan for a perfect backpacking trip
Backpacking in the Southern Utah canyons	Trying something new outdoors at college
Exploring little known locations in the area	What it takes to pull off a popular hike

You should notice that the list is shorter and more specific. Be careful not to get too specific in this stage, as you should still be able to let your mind wander to what it goes to most often. Whatever your mind goes to first should be either what you have experience in already, or something you are interested in learning more about. Having this intrinsic motivation with your topic will be a key to creating a speech that you care about and thus that the audience will care about.

### Clustering/mapping/webbing:

For this technique you will write a lot of different terms and phrases onto a sheet of paper in a random fashion and later go back to link the words together into a sort of "map" or "web" that forms groups from the separate parts. Allow yourself to start with chaos. After the chaos subsides, you will be able to create some order out of it.

To really let yourself go in this brainstorming technique, use a large piece of paper or tape two pieces together. You could also use a blackboard if you are working with a group of people. This big vertical space allows all members room to "storm" at the same time, but you might have to copy down the results onto paper later.

#### *How to do it:*

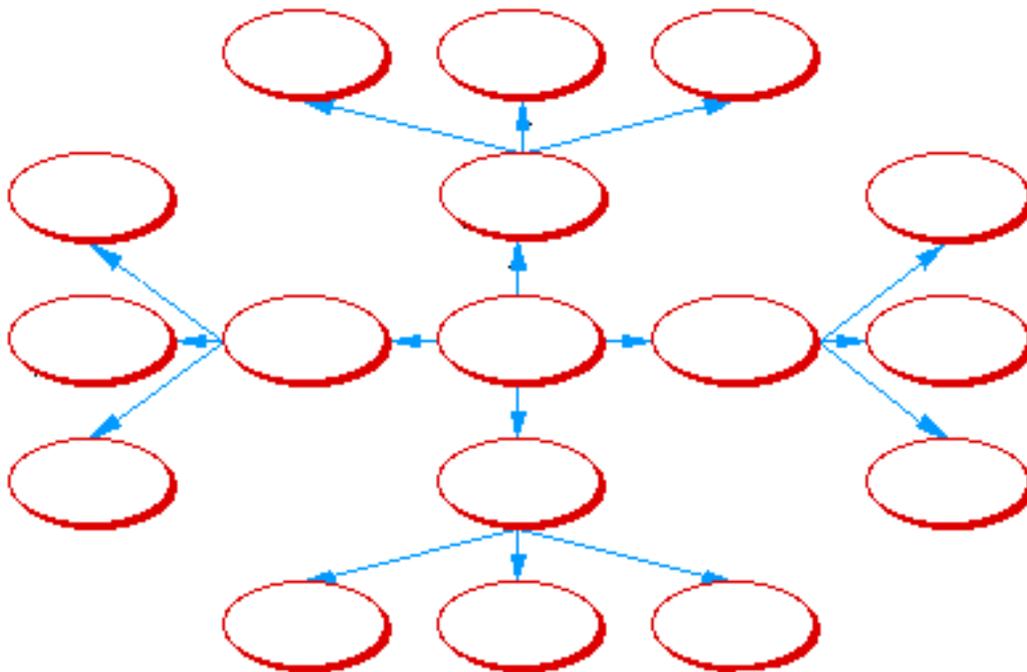
Take your sheet(s) of paper and write your main topic in the center, using a word or two or three.

Moving out from the center and filling in the open space any way you are driven to fill it, start to write down, fast, as many related concepts or terms as you can associate with the central topic. Jot them quickly, move into another space, jot some more down, move to another blank, and just keep moving around and jotting. Don't worry about making sense of what you write; you can choose to keep or toss out these ideas when the activity is over.

Once the storm has subsided and you are faced with a hail of terms and phrases, you can start to cluster. Circle terms that seem related and then draw a line connecting the circles. Write something out from those lines that says what the main theme of those ideas is. Continue this process until you have found all the associated terms.

Step back and observe what you have lumped together and try to see the major theme that you have created. This will tell you where your mind is going most often and should be a predictor of the things you are interested in or are an expert at. These topics are usually the best to talk about in a speech.

Below is an example clustering map. It is illustrating the ideal for this exercise. Chances are, your clustering map will look very random, but the illustration should at least give you an idea of what you can aim for.



Some information about this technique was taken from the website:  
<http://www.unc.edu/depts/wcweb/handouts/brainstorming.html#3>

## Chapter 3.2 Basic Speech Structure

Once you have a topic that you are ready to speak about, you are ready to go into the basic structure of a speech. An ideal start on a speech will include the following basic structure elements: General Purpose, Specific purpose, Central Idea, and Main Points in Parallel Format.

## General Purpose

Before preparing your speech in detail, you need to know why you were asked to speak in the first place. Understanding what general purpose your audience is expecting from you is critical to giving a successful speech. Were you asked to speak to inform your audience about something? Were you asked you speak so that you could persuade your audience to change something? Was the main idea of you speaking to provide entertainment to your audience? For most speaking engagements, the answer to this question will be one of three purposes: to inform, to persuade, or to entertain.

**To Inform:** A speech that will explain a concept, teach your audience how to do something, clarify a concept, or bring to light new information.

**To Persuade:** A speech that will influence your audience in order to change current perspectives, inspire them to do more or different, motivate your audience for a cause, or stimulate action.

**To Entertain:** A speech designed to entertain, celebrate, commemorate, or relive a significant event.

For most speaking engagements, asking what the main purpose is for your presentation will provide the answer to which of the three your general purpose should be. Knowing this will help you craft your message appropriately.

## Specific Purpose

The specific purpose builds on the general purpose of the speaking engagement. It is a complete sentence that focuses clearly on what the topic of your speech will be in combination with the general purpose. Keeping your specific purpose in mind will help make sure you don't stray from the speaking engagement's guidelines and can stay focused on the specifics of your topic's theme.

Guidelines for a proper specific purpose statement:

- It must be written in a complete sentence, phrased as a statement, not a question
- It needs clear, concise language that does not include filler words or figurative language such as "cool" or "awesome"
- It needs to address only one distinct idea that is specific and not generally explained
- It should include the audience that you are presenting to so that you are focusing your speech topic on their specific demographic needs.
- It should not be too technical nor too trivial for your audience

- It should meet the guidelines for the assignment's general purpose and time limits, being careful not to be too general or too technical.

### Some examples of good specific purpose statements:

#### General Purpose: To inform

To inform my classmates how to cook a low calorie dinner on a college student budget.

To inform my classmates how to plan the perfect first date.

To inform my community members about the changes the new sewer system will make for them.

To inform elementary students why staying away from drugs is beneficial for them.

#### General Purpose: To Persuade

To persuade my classmates to give blood at the next Red Cross blood drive.

To persuade my classmates to vote an educated vote in the next state election.

To persuade my community to approve a new community care center located in town.

To persuade my church members to give more freely of their time and talents to their community.

#### General Purpose: To Entertain

To entertain my classmates by roasting the teacher on our final day of class.

To entertain my community by commemorating the accomplishments of the last 100 years in our valley.

To entertain my family and friends with a toast highlighting the strengths of my brother on his wedding day.

Notice how in each situation, who the audience is plays a part in how specific or general the information being presented is outlined to be. Knowing who your audience is, what needs they have, and then outlining this in a focused sentence like the specific purpose examples above will help you stay on track with your speaking assignment.

## Central Idea

The central idea of a speech is a clear statement that expands on the specific purpose and introduces the main points that the speech will cover. It is closely related to a thesis statement in an English essay and will mirror another speech concept known as the Internal Preview which will be discussed later. In order to write a good central idea statement, you must have an idea of what your main points in the presentation will be. If you haven't thought this far yet, take a minute to brainstorm your topic using one of the techniques listed previously to clarify what the main points can look like. How many main points that you should have will depend on the time limits of the speaking engagement. A good rule of thumb is to only have two to three main points for a speech less than 10 minutes, and four to seven for a presentation that is up to an hour in length. Having more than seven main points will really challenge the audience's ability to remember what was presented.

Once you have the main points in mind, develop your central idea as a clear, concise sentence that avoids figurative language, is not too vague or general, and tells the audience everything that you would like them to remember about your speech. Some examples for a good central idea are as follows:

### *Example #1*

General Purpose: To inform

Specific Purpose: To inform my classmates about how to land a college campus job.

Central Idea: In order to get good college campus job you need to know how to find the right job for you, what a good resume looks like, and the proper interviewing techniques.

### *Example #2*

General Purpose: To persuade

Specific Purpose: To persuade my classmates to become an educated voter on the next presidential election.

Central Idea: Electing a competent president of our country requires knowledge gained from looking at previous voting records and comparing candidate's positions on current topics.

### *Example #3*

General Purpose: To inform

Specific Purpose: To inform my classmates about the benefits volunteering with a campus club has for their college experience.

Central Idea: Volunteering with campus clubs is a great way to meet new people, gain exposure to campus activities, and bolster your future career resume.

### **Main Points in Parallel Format:**

Once you have an idea of what your General Purpose, Specific Purpose, and Central Idea will be for your speech, you are ready to create a more concrete tagline for your main points. You should already have an idea of what you would like your main points to be from your central idea, the only thing left to do is to put them in a repetitive pattern so that the audience will be able to identify and remember them easier. Good parallel format will include similar wording at the beginning or ending of a main point. This phrase should target the main theme of the speech and reinforce the specific purpose of the speech.

If you take the examples listed earlier, parallel language for the main points could look like the following:

### *Example #1*

Central Idea: In order to get good college campus job you need to know how to find the right job for you, what a good resume looks like, and the proper interviewing techniques.

Main points in Parallel Format:

1. Knowing how to find the right job for you is important for obtaining a good college campus job.
2. Understanding what goes into a good resume is important for obtaining a good college campus job.
3. Being savvy on proper interviewing techniques is important for obtaining a good college campus job.

### *Example #2*

Central Idea: Electing a competent president of our country requires knowledge gained from looking at previous voting records and comparing candidate's positions on current topics.

Main points in Parallel Format:

1. In order to elect a competent president, an educated voter must look at the candidate's previous voting records.
2. In order to elect a competent president, an educated voter must compare candidates' positions on current topics.

### *Example #3*

Central Idea: Volunteering with campus clubs is a great way to meet new people, gain exposure to campus activities, and bolster your future career resume.

Main points in Parallel Format:

1. One benefit to volunteering with campus clubs is that you can meet new people.
2. Another benefit to volunteering with campus clubs is you can gain exposure to campus activities.
3. A great benefit to volunteering with campus clubs is you can bolster your future career resumes.

Notice that all of the main points are written in a complete sentence. Although the similar wording looks cumbersome listed out like it is here, once you add the content of your speech, the parallel format will have been forgotten by the time you get to the next main point tag line.

An important note is to never use parallel language in your central idea or transition statements. Having the similar wording so close together in a single sentence makes the speaker sound too structured and the focus will shift from what the main points are to why you are repeating yourself. Only use parallel language in the body portion of the speech when you are actually speaking your main point tagline.

## References

Lucas, S. E. (2007) *The art of public speaking*. New York, New York: McGraw-Hill.

## All Concepts Included Examples

### *Example #1*

Topic: How to land a college campus job

General Purpose: To inform

Specific Purpose: To inform my classmates about how to land a college campus job.

Central Idea: In order to get good college campus job you need to know how to find the right job for you, what a good resume looks like, and the proper interviewing techniques.

Main points in Parallel Format:

1. Knowing how to find the right job for you is important for obtaining a good college campus job.
2. Understanding what goes into a good resume is important for obtaining a good college campus job.
3. Being savvy on proper interviewing techniques is important for obtaining a good college campus job.

### *Example #2*

Topic: Being an educated voter

General Purpose: To persuade

Specific Purpose: To persuade my classmates to become an educated voter on the next presidential election.

Central Idea: Electing a competent president of our country requires knowledge gained from looking at previous voting records and comparing candidates' positions on current topics.

Main points in Parallel Format

1. In order to elect a competent president, an educated voter must look at the candidate's previous voting records.
2. In order to elect a competent president, an educated voter must compare candidates' positions on current topics.

## Worksheet for General Purpose, Specific Purpose, Central Idea, and Main Points in Parallel Format

Below is information for a speech. Fill in the Specific Purpose, General Purpose, Central Idea, and Main Points in Parallel Format for the parts that are missing.

Exercise #1

General Purpose:

Specific Purpose:

Central Idea:

Main Points in Parallel Format:

The first stage of alcoholism is the warning stage.

The second stage of alcoholism is the danger stage.

The third stage of alcoholism is the crucial stage.

The fourth stage of alcoholism is the chronic stage.

*Exercise #2*

General Purpose:

Specific Purpose:

Central Idea: Joining a sorority at college is in a student's best interest because of the social, academic, and economic benefits.

Main Points in Parallel Format:

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*Exercise #3 (This exercise will require that you brainstorm main points on your own to use for the central idea and the main point portion)*

General Purpose:

Specific Purpose: To inform my classmates about how to plan the perfect first date on a college student's budget.

Central Idea:

Main Points in Parallel Format:

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## Assignment Sheet

Create a Topic, General Purpose, Specific Purpose, Central Idea, and Main Points in Parallel Format for your Informative Speech.

Topic:

General Purpose:

Specific Purpose:

Central Idea:

Main Points in Parallel Format:

## Chapter 4.1: Researching Your Topic

Now that you have the main ideas of your speech outlined, you need to do some research for your topic. You will use this information to build the content of your speech and add credibility to what you say.

### Options for Reference Material

The following are options you can use for reference material in your speech:

Newspaper

Magazine

Internet Webpage

Journal

TV or Radio Production

Published Book

Reference works such as encyclopedia, yearbook, dictionary

Personal Interview

Having your supporting material come from a variety of sources will help enhance the credibility and preparation that you as a speaker are emitting. Most professors will require that you have three references cited in your speech from three separate sources. For example, you could choose to include a personal interview, a book reference, and an internet webpage for supporting material during your speech.

### Internet Search Engines

When searching for material to use in your speech, a good place to start is an internet search engine such as Google. Be sure to use proper searching techniques such as including the words “and” or “not” in order to narrow your search properly. Other searching tips is to use quotation marks (”) around phrases that belong together such as “American baseball” so that your search doesn’t produce results that contain only one of those words individually. Finally, limit the use of filler words like the, and, in, etc. For example, if you were to do a search for how to do proper abdominal crunches, don’t type in: How a person can do proper abdominal crunches. Instead, typing in the line: proper “abdominal crunches” should return better results. Notice

putting the quotation marks around the words “abdominal crunches” so that the search engine result is specific to the term you are interested in.

## College Library Search Engines

Although Google is a great place to start when researching your topic, you will get better, more refined supporting material if you will go to a search engine such as Ebsco Host or Academic Premiere to find supporting material. Your college subscribes to these search engines which have access to hundreds of quality peer reviewed journal articles on topics. Using a journal as reference material will boost your credibility and help you sound more experienced and advanced with your topic.

When you are using the library search engines, be sure that you utilize all the available features such as noticing when an article is full text or not and emailing the found article back to you in the proper source citing format (usually APA or MLA format).

## Navigating the WWW Realm

Students are often confused if material found on the web is considered a printed source or a website. If you go to a site such as nytimes.com and look at articles found there, you are most likely looking at something that would also be included in their printed edition. Since you could actually buy that edition in print, you would source site it in your speech as an actual newspaper. If you have located information that is not available in the printed form, it would be considered web information and would be cited as being a webpage. Of course websites such as www.myhommie.com that are never in print will always be considered web sources and you will need to include the address as the source.

Be careful with using web material. Good sources will always include an author, source and date. There are many websites out there from biased perspectives that don't list authors for their material and/or have alternate purposes. Always judge random websites with a grain of suspicion and go with the sites that are well known as the rule of thumb. Material taken from known websites can also be biased so be sure to watch the material you pull from them as well. For example, a source taken from FoxNews.com would have a republican, conservative bias. Likewise, a source from huffingtonpost.com would have a liberal, democratic bias. If you were giving a speech on abortion, using the site prolife.com would be an obvious bias, as would don'tkillyourbabies.com. Using biased material will only hurt your credibility and cause distrust from your listeners.

## Chapter 4.2: Proper APA Reference Page

### APA Reference Page

All communication and psychology classes at your college will require APA (American Psychological Association) format for your reference and in text citations. MLA or Modern Language Association is another common reference format, but is used for English and language courses. APA has specific reference requirements that need to be followed for any communication course. For a beginning public speaking course, you will be required to follow the APA guidelines for your reference papers that are turned in with your assignments.

General guidelines for APA reference papers are as follows according to Purdue OWL website, a reputable site for APA referencing (<http://owl.english.purdue.edu/owl/resource>):

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

### Basic Rules

All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.

Reference list entries should be alphabetized by the last name of the first author of each work.

If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.

Capitalize all major words in journal titles.

When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

Italicize titles of longer works such as books and journals.

Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

## APA Common Examples:

### One Authors

Last name first, followed by author initials .

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

### Two Authors

List by their last names and initials. Use the ampersand instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, 66, 1034-1048.

### Article in Journal

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

### Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

### Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31

### Article in a Newspaper

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

### Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like

<http://www.somesite.com/somepage.htm>, and [somepage.htm](http://www.somesite.com/) doesn't have the information you're looking for, move up the URL to <http://www.somesite.com/>):

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). General format. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

### Personal Interviews

Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee. Include the descriptor Personal interview and the date of the interview.

Purdue, Pete. Personal interview. 1 Dec. 2000.

## **Chapter 4.3 Source Citing in your Speech**

When citing your references in your speech, you need to include three things: Author, Source, and Date. Utilizing all three of these items will make your references sound solid and will allow critical thinkers to find the information you are talking about.

- "Author" refers to who wrote or spoke the information you are referencing.
- Source refers to the source that the author made the comment in: Newspaper, magazine, book, TV show, interview, etc.

- Date refers to when the author said the material or when the source material was published. If there is not a date listed due to the type of source (i.e. webpage), use the last accessed date instead. Last accessed date refers to the last date that you looked that information up online.

When citing your reference author, be sure to include any information necessary to aid their credentials. This is especially important when the source you are using is a personal interview that you conducted. You need to be sure we understand why this person is an expert and why we should trust the information that you are presenting. It also helps critical thinking for the listeners in that they are able to better judge the information that is presented. If the author is the person who wrote a journal or magazine article such as National Geographic, it isn't necessary to add any more credentials. However, if it is an author to a website that is not well known, letting your audience know more about the person will help them analyze the information and weigh out its merit.

Some examples of source material cited properly in a speech are as follows:

“According to Kevin Blakely, a reporter for MSN.com in February of this year, currently US divorce rate is at 50%”

“According to an article published in NY Times by author Ken Penn in October 2009, terrorism is a bigger threat now than it was on 9/11”

“In September 2011, author Bob Jones wrote an article for Time Magazine talking about reproduction habits of our closest relatives, the chimpanzee. He said...”

“According to a personal interview in October of this year with Dr. Laura Stouff, a family practitioner in the area for 24 years, immunization rates in our community are lower than average.”

Notice that all examples include author, source, and date for the material that was presented and they are worded as conversationally as possible. Your references should be memorized so as to not detract from the information you are presenting and to enhance the credibility of the information. If you have to look down to retrieve your source material, it will seem like you don't care very much about it and thus, it must not be that important. Knowing a source and citing it fluidly, without looking away from your audience, will make you look better and will make your presentation more enhanced.

## Chapter 4.4 Supporting Material

As you are researching your topic, you should be on the lookout for different types of supporting material to support your main ideas and themes. In general, supporting material should be present in your speech in order to provide three things: clarity, vividness, and credibility. Asking yourself if the supporting material that you are finding will really help explain, amplify, or illustrate the points that you are making will make sure the supporting material is providing clarity. Material that provides graphic, intensive emotions that are memorable and striking would be for vividness. Finally, creating believability to what you are saying on both a personal and professional level will help ensure credibility is present.

Most supporting material can be divided into three broad categories: examples, statistics, and testimony. Having something to offer from all three will make sure you are well diversified in your supporting material and will help enhance the credibility and possible persuasiveness of your speech.

### Examples

An example is a specific illustration that provides a category of people, places, objects, actions, experiences or conditions. There are four types of examples: brief, extended, actual, and hypothetical.

#### *Brief Example*

Using a short, specific instance to illustrate the general idea of what you are talking about would be a brief example. You can use these a number of times in a speech to really clarify difficult information, to provide entertainment, or added description to concepts. Brief examples can be used individually but will most often be used in combination with other brief examples or another type of supporting material. In example:

“My sister eats in small amounts, like a bird.”

“Shopping can be very physically draining, just like a minimal contact sport.”

“My mother-in-law had a tumor the size of a basketball.”

All three of these brief examples expanded clarity to what was said and matched the possible emotion of the speech. It is often through the brief examples we use that people are able to gauge how you really feel about what you are saying.

### *Extended Example*

Whenever you find yourself needing more than just a brief example to illustrate what you are saying, another option is the extended example. This type of supporting material is built off brief examples and gives the speaker the ability to really create a dense picture of the person, place, object, or condition that they are trying to convey. Extended examples usually contain at least one complete sentence on it's own. In contrast, a brief example will usually just fit into the previous sentence. For example, refer back to the three previous brief examples and then note how they have expanded in the following:

“My sister eats in small amounts, like a bird. She picks her food apart into little tiny bites and then pops it into her mouth as though she only had a beak.”

“Shopping can be very physically draining, like a minimal contact sport. Shoppers rush around each other in close quarters, snatching for particular items, and hanging on until their feet are completely worn out.”

“My mother-in-law had a tumor removed the size of a basketball. It was 9 lbs and was even rounded just like a ball, barely fitting into the cavity of her belly.”

### *Actual Example vs Hypothetical Example*

Sometimes a speaker needs a bit of time to really tell the story that they are trying to use as an illustration to a point. In these instances, the speaker will engage in telling an actual example or a hypothetical example. The only difference between the two is that an actual example would be something that actually happened to either the speaker or in history. A hypothetical example would be something that you are making up as an analogy of sorts that either would never happen or hasn't happened in actuality yet. If you find yourself leading into the example with “imagine if...” you are most likely going to be talking about a hypothetical example. The following illustrations will help clarify this difference:

#### *Actual Example:*

When I was young I grew up playing with lizards, snakes, spiders, and scorpions. We lived in a small town in Southern Utah by Lake Powell where the only real friends I had were my family members and the dessert creatures I was able to catch. I remember catching lizards with my sisters and keeping them for earring pets—clamping one lizard on each ear and wearing them around for jewelry.

### *Hypothetical Example:*

Imagine you are walking through the desert without water, in the heat of the summer. The sun blazes down on your back, baking your skin to your bones. You look up to the sky and see the ominous sign of a big black bird hovering in the sky. It's a vulture, pleasantly waiting for its next meal. Your heart begins to race and you know time is of the essence.

In the first example, the author was clearly speaking in first person, directly about herself. In order to really paint the picture of the desert childhood, more information than even what an extended example would provide seemed necessary. In the second example, the primary voice shifted so that the audience was directly spoken to. Hypothetical examples most often are used to draw the audience into your speech concept and make them think about how they would relate to what you are explaining. Using richly textured words will help enhance the illustration you are trying to create.

## Overall Example Tips

Regardless the format type of example you choose, brief, extended, actual, or hypothetical, be sure that you are putting them in your speech with a direct purpose. Examples should be used anytime you feel your material is dry, complicated, cumbersome to understand, technical, or if you need to bring in an emotional response from the audience. Make sure you use rich, textured words in your example and that they are fully memorized and delivered with adequate personality and connection to your audience. Practice delivering your examples so that you are creating a nonverbal edge along with the verbal polish you have created with your wording.

## Statistics

Statistical analysis adds credibility and quantification to ideas presented during your speech. In general, you will want to use statistics whenever you need to really show how a particular concept is impacting others. Be cautious with statistics, however. Make sure that they are from a credible, reliable source, and that you aren't pulling a statistic from somewhere with a known bias. Also be careful that you aren't relying too heavily on numbers to make your point. In most cases, once a statistic is used, a good measure is to utilize a brief or extended example right afterwards so that the audience clearly understands what the number quantity means to them. You would rarely want to include lengthy or complicated numbers in a verbal speech, so be sure to round off numbers as necessary and use visual aids to clarify anything that seems complex for an audience to understand. Some examples of statistical use in a speech could be the following:

"The current obesity rate in America includes an average of 1/3 of all Americans according to USA Today in January of 2011."

“California leads the nation in the number of cancer deaths per year, estimated at over 56,000 people per year according to the research posted by the American Cancer Institute in January.”

Notice how in both of these examples the source was verbally provided according to the required public speaking format for verbal source citing: author, source, date. Source citing is a must for any statistical use in a speech. Without it, the speaker will risk sounding like the information is made up and loose credibility rather than gain it. In the two previous examples, the impact of the statistic could have been increased had the speaker used a brief or extended example immediately following the statistic. In example:

“The current obesity rate in America includes an average of 1/3 of all Americans according to USA Today in January of 2011. That means that in a class our size of about 20 students, 7 of us are statistically likely to either be or become overweight.”

“California leads the nation in the number of cancer deaths per year, estimated at over 56,000 people per year according to the research posted by the American Cancer Institute in January of this year. To put this number in perspective, think about the entire population of our campus. Cancer kills 15 times our entire student population every year, in just California alone.”

You can see how adding extended examples to the statistic can really help create the emotional impact of the numbers and draw the audience’s focus to your main point.

### Testimony

A testimony can be either a direct quote from someone or a paraphrase of what was actually said. Utilizing this type of supporting material in a speech can help clarify ideas and bring more in-depth perspectives to your supporting material. Professional and Peer testimony are the two different types of testimony that are used. Professional testimony helps add credibility to your content as can peer testimony, as long as your peer is truly qualified to speak about your topic. Remember to use testimony accurately, being careful not to omit or replace words that would change the original message. Also be sure to explain to your audience the qualifications of the expert or peer whose testimony you are using. The following are examples of testimony in a public speech:

“According to an interview with Harry Reid, Democratic Arizona State Senator in April of this year, Congresswoman Giffords was the victim of a hate crime.”

“According to a personal interview with James Burton, Snow College Jazz ensemble professor in June of this year, the music department at our school is growing steadily.”

Notice how in both examples, proper speech source citing was used including author, source (interview) and date. Even though Harry Reid might be a known person for some, letting the

audience know that he is a state senator would still be necessary just to make sure everyone in your audience understood who you were talking about. Expert testimony from George Washington, Barack Obama, Cher, Michael Jordan, etc. would not necessarily need any explanation of who they are. The second example would definitely need an explanation of who the person is because although you may know James Burton because he is a professor at your school, most audience members would not.

## References

- American Cancer Institute. (2011). Estimated cancer deaths for select sites by state, 2011. Retrieved from: <http://www.cancer.org/acs/groups/content/@epidemiologysurveillance/documents/document/acspc-029819.pdf>
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- Hellmich, N. (2010, January). U.S. obesity rate leveling off, at about one-third of all adults. Retrieved from [http://www.usatoday.com/news/health/weightloss/2010-01-13-obesity-rates\\_N.htm](http://www.usatoday.com/news/health/weightloss/2010-01-13-obesity-rates_N.htm)

## Practice APA Worksheet

Part 1: For this exercise, list the following in the correct APA reference page format.

### Example #1

Book: How to Create A Happy Family Atmosphere

Published: June 2009 from McGraw Hill

Author: Kim Jessop

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### Example #2

Website: [www.helpingothers.com](http://www.helpingothers.com); article entitled "How to help your neighbors achieve success at work"

Author: Simone Helper, a RN in the local area of Vermont for 20 years

Date: September 2009

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### Example #3

Personal Interview:

Author: Jim Hansen, warden of Central Utah Facility Prison for 15 years

Date: October 13, 2011

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### Example #4

Journal: "The Journal of Communication"

Article: "How Communication Apprehension Hurts Self-Esteem"

Author: Kim Jenkins

Date: February 8, 1979

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Part 2: Write out all four references in proper order with the proper labeling

Part 3: Take all four references and create a statement from each of them in spoken speech format. In example, "According to an article published in NY Times by author Ken Penn in October 2009, terrorism is a bigger threat now than it was on 9/11". Since you don't know the material and they are made up references anyway, you will make up what that source material is about. As long as the Author, Source, and Date are used properly in a statement, any information will be accepted.

Example #1

Example #2

Example #3

Example #4

## Chapter 5.1 Audience Analysis

Now that you have researched your speech and have the basic structure set, you need to start thinking about the supporting material that you will be using. Audience analysis takes center stage at this point in the speechmaking process. Although knowing your audience should have been a consideration during your topic selection phase, this will be the first time that you really sit down and analyze how to get the material you would like to cover across to your audience in the most beneficial way for them. It is imperative to remember that you are speaking for the benefit of your audience, not for the benefit of yourself. Often speakers present messages that they would be responsive to, even if those messages are not in the best interest of their audience. It is important that you know what type of attitudes and messages your audience is pre-disposed towards. Then you can craft your message in a way that they will receive it. Three different types of analysis can help with this: demographic audience analysis, speaking situation analysis, and the audience's disposition towards the topic and speaker.

### Demographical Audience Analysis

The demographics of your audience refer to basic traits they have and how these perceptions could affect how well they will receive your speech. Simple demographics could be: age, gender, sexual orientation, religion, cultural background, group membership, education, occupation, and place of residence. All of these items could affect how well your audience is going to accept your message and how they would like your message presented. In explanation, consider the following examples:

#1 Nursing home residents: For this audience, you would assume that age, place of residence, and group membership would be important demographics to consider when presenting your message. If your assignment was to talk about the current housing market, you wouldn't want to use examples of going out to look at or explore properties. You would need to be sensitive to the depth of information that some of your members would be able to handle as well. In situations like these, where obvious demographics are in play, it is best to visit the premises if possible, or at least conduct a thorough phone interview with someone there to find out as much as possible about the people present.

#2 College class for advanced physics: For this audience, you would assume that education, occupation, age, and gender could all be significant considerations. Is your audience mostly male or are there females present? Assuming that it is an all-male class could cause rejection to your message when females are present. The education demographic would come into play with the depth that your audience would need on a topic relating to physics. You would need to know what they currently understand about your topic so that you aren't boring them or going over what they would be capable of understanding. Age is also a consideration here

because what your audience is aware of currently in society would be something they might handle differently than an older or younger age group. For example, this group of students would know instantly what you are talking about when you mention the “iPad app” for Angry Birds and the physics involved, whereas an older generation might be confused.

It is important to note that anything that is characteristic of a given audience could be a potentially important consideration for you to think about when creating your speech. The more you know about your audience, the better able you will be at crafting a message in a way they will be receptive to.

## Speaking Situation Analysis

The reason your audience is present is crucial to how your message is crafted. Are you dealing with a captive audience that has to be present in order to get a grade? Is your audience present because they are fans of you personally? Did your audience attend because of their interest in your topic? The answer to questions like these will help you make sure your message has the elements the situation would require. For example, if you are dealing with a captive audience, they will appreciate humor and entertainment in your presentation. A captive audience is often easily bored and easily distracted. Try to make your material exciting, entertaining, and important for this type of audience. In another example, if you were presenting in front of an audience that came because they were interested in your topic, you will have people who are choosing to attend as audience members. This will mean that they don’t need the same level of entertainment and would instead appreciate specifics and facts surrounding your theme. You would need to make a special effort to find out where their current understanding lies so that your message does not go over or under their heads.

Along with the psychological aspect of the situation, you also need to keep in consideration the physical surroundings of your speaking situation. If your speech is being held in a warm room with little air flow, you can assume that your audience will easily become tired and struggle to keep with your presentation. Thus, keeping your information light, entertaining, and fun will help maintain attention. In a situation like this, you would also want to do whatever you could to modify the heat so your audience could participate more fully with your speech. Other factors to the physical situation might be the stage you are on, the presence of a microphone or lack of, the size of your audience, the seats they are on, the lighting, time of year, time of day, etc. Basically anything that relates to when and where you are giving your presentation could be a factor to consider for physical situation consideration. Try to visit the place you are presenting beforehand so you are aware of as many aspects of the setting as possible.

## Audience Disposition Toward Topic and Speaker

How your audience feels about you personally could also affect the responsiveness they give your speech. Dressing the part of a professional, credible speaker is a great place to start for this aspect. If you look nice, prepared, honest, and organized, your audience will be more responsive towards your message. In contrast, if you were to show up late, wear unprofessional clothing, seem disorganized with your speaking material, etc., your audience will probably distrust your message--often without even realizing they are doing so.

Other audience member bias for you could be present and out of your control. Your race, height, sex, speaking disfluencies, attractiveness, and even smell could be factors for why your audience does or does not want to listen to you. Try to be aware of as many of these measures as possible and anticipate when you know something will be a problem. For example, make sure you don't have bad breath or a body odor problem before entering in a small classroom space where you are interacting closely with your audience. Likewise, don't load on cologne or perfume in a close classroom situation where the smell would be distracting and overwhelming.

## Chapter 5.2 Audience Survey

Knowing how your audience feels about your topic is imperative to giving them information that will really matter to them. This will be transferred into a public speaking concept known as audience goodwill that will be introduced later. Taking the time to ask your audience exactly what they know about your topic and what they are interested in will help you be able to further refine your speech for your listeners' benefit.

In order to find out more about what your audience knows about your topic, create a list of questions that you can ask them in one of the following formats: open-ended questions or short answer, fixed scale questions, dichotomous questions, or multiple choice questions.

### Open-ended or Short Answer questions

Use this format for questions you have about your topic that you want a broad scope of responses on. For example, this type of questioning is beneficial when you have a broad topic but have no idea what your audience is specifically aware of. In this situation you would need to gather information that will show randomly what they know or are interested in so you can do a broad analysis. Do not use open-ended questions when you are in need of specific, targeted responses or if you know your audience is not that invested in your speech. Doing so will most likely result in either information that doesn't translate into what you need to show or very short, un-invested responses. The following are proper examples for when an open ended or short answer question would be appropriate:

### Example 1

You are speaking about the spread of AIDS in Africa to a group of college students. You need to find out if there is a present bias about providing help for AIDS victims in Africa. Your question could look like: "Tell me why you would or would not be in favor of providing financial help to AID victims in Africa". Wording your question this way would tell you two things, if a bias was present for or against the help and also the various reasons why this is so.

### Example 2

You are speaking to a group of current employee co-workers on the communication climate in your office area. You need to know how positive or negative they currently view the working climate to be. Your question could look like "Give me some words you would use to describe the current working environment in our office". A question like this should provide you with a wide range of adjectives that you can analyze and group for a more refined focus on current problems your working environment might have.

## Fixed Scale Questions

In situations where you need to find out more specifically what your audience knows about a particular item that you consider necessary for discussion, consider using a fixed scale question. These types of questions allow you to focus directly on a particular item and receive a response that will show the degree to which they agree or disagree to what you are asking. A fixed scale should not go over 10 and most often will only be a 1-5 scale. Be sure to clearly label and identify what each marking represents and try to keep the same format and scale for each question you create. The following examples show the situation and proper fixed scale question use:

### Example 1

You need to find out how the people in your company feel about their new supervisor. Your question could look something like this:

On a scale of 1-5 with 1 being poor and 5 being superior, how would you rank your current supervisor in terms of reliability?

1                      2                      3                      4                      5

Notice that in this question, the idea of finding out whether the employees liked their current supervisor was refined to the specific quality of reliability. Scale questions are best when they are specifically written and analyzed.

### Example 2

You need to find out how your classmates feel about the capital punishment policies in the US. Your question could look like:

On a scale of 1 to 5 with 1 being disagree and 5 being strongly agree, how would you rank how positively you feel about the current US policies on capital punishment?

1      2      3      4      5

Notice in this example, the question asked the audience to rank between agree to disagree. With this scale a measurement of something specific (positivity) needed to be provided. Without that term for the basis, the question would be too vague.

### Multiple Choice Questions

Use multiple choice questions when you need a specific quantity in your results for analysis. For example, you need to know the specific number of students who have had an English class vs. a math class in your sample size. Provide enough choices to cover all the bases of your category, but avoid getting so specific that it would be either cumbersome to read or so specific that your results lose meaning.

### Example 1

At my company, the word that most closely matches my job description would be:

Sales Clerk

Supervisor

Maintenance

Quality Control

Other \_\_\_\_\_

A question like this would give you a specific idea of what types of jobs are present. Be sure to keep an option like 'Other' available with space to provide a different response as well. It would be easy to get responses that were all over the board in description, which would make it hard to categorize and quantify results.

### Example 2

You are speaking to a group of graduate students and you need to know what the majority of their backgrounds are in. You could create a multiple-choice question such as:

Which of the following most closely represents your undergraduate degree education?

Humanities

Science

Music

In this question, grouping together answers in a really broad category would give you more leverage for creating examples that relate to the majority. In contrast, creating a multiple choice question on this train of thought with very specific answers such as communication, English, biology, geology, etc. would create a very lengthy question which provides you with results that are often too specified for a public speaking situation. In this situation you would most likely find yourself going back through the answers and lumping together the results in broader categories before creating your analysis anyway.

## Dichotomous Questions

A dichotomous question asks for one of two possible answers, usually yes/no or true/false. This type of questioning is often used at the onset of a survey to determine basic, general information from the respondent. For example, you may need to find out how many of your students have been on a date in the last month. You could ask a question such as:

Have you been on a date where you or the opposite person paid for something in the past 4 weeks? Yes/No

The respondent would then mark their answer according to the broad category of what they felt most closely represented their experience. In this example, the added detail of money payment was added to better clarify what a “date” actually is. Without that information, it could make the question too ambiguous to lump in a yes or no, giving you inaccurate results. One person may consider cooking dinner for a roommate’s friend a date, while another might consider it just sharing dinner, for example.

## Reference

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## Audience Survey Worksheet

At this stage, you should have an idea of what your topic, general purpose, specific purpose, central idea, and main points will be for your informative speech. You should also have some basic research material and have analyzed your audience situation and demographics. Now you need to gather more specific information about the knowledge of your subject material by creating a survey to hand out in class. Create three example survey questions that you could possibly use for your speech according to the following question format:

Dichotomy Question

Multiple Choice Question

Open Ended Question

Scale Question

## Chapter 6.1: Basic Speech Format—Introduction

Your speech should now be at a place where you have collected most of the material you would like to use, know what your audience is going to be most responsive to, and have the basic structure with main points developed. Now you need to further your organization to include all the aspects that each portion of your speech according to the introduction, body, and conclusion. This chapter is very technical and will require you to pay particular attention to each concept described, as they will all be a part of your grading sheet material.

## Introduction

The introduction portion of your speeches will always require four things: an attention getter, a credibility statement, a goodwill statement, and an internal preview. Each of these should be created separately and given equal time in development and delivery. All four items will be graded separately in all of your speeches given during the semester.

### *1. Attention Getter*

An attention getter is one of the most important aspects of your speech. It triggers the audience and creates a reason for them to listen to you. Because of the halo effect mentioned in chapter 1, first impressions in public speaking situations cannot be underestimated. Make sure you put adequate thought into what comes out of your mouth first, because the first 30 seconds really do make a difference in the speech.

The wording that you use in your attention-getter should be refined and practiced. Be sure to consider the overall tone that you would like your speech to have and create an attention getter that matches this. Doing otherwise will cause unnecessary confusion for your audience. In example, if you have a serious topic about something like learning how to deal with the death of a loved one, don't use a funny joke as an attention getter. Make sure your attention getter makes you sound confident, prepared, and sets the stage for your future themes.

Some examples of attention getters could be humor, statistics, rhetorical questions, personal stories, illustrations, analogies, and quotation. Your attention getter should not be more than 1/3 of the total time you spend delivering your introduction.

Some examples of attention getters taken from: <http://writing.colostate.edu/guides/speaking>

#### A Story - Underground Railroad

One dark summer night in 1849, a young woman in her 20's left Bucktown, Maryland, and followed the North Star. What was her name? Harriet Tubman. She went back some 19 times to rescue her fellow slaves. And as author James Blockson relates in a 1984 issue of *National*

*Geographic*, by the end of her career, she had a \$40,000.00 price on her head. This was quite a compliment from her enemies.

Rhetorical Question - Underground Railroad

Have you ever heard of a railroad with no tracks, with secret stations, and whose conductors were considered criminals?

Quotation - Underground Railroad

"No day dawns for the slave, nor is it looked for. It is all night--night forever . . ." (Pause) This quote was taken from Jermain Loguen, a fugitive who was the son of his Tennessee master and a slave woman.

Shocking Statistic - Underground Railroad

Today, John Elway's talents are worth millions, but in 1840 the price of a human life, a slave, was worth \$1,000.00

## *2. Credibility statement*

Being credible about your subject is important for you and your audience to believe. Credibility starts with believing that you are in fact, the expert on the subject you are speaking about because of personal experience, research on the topic, or even interest. If you find yourself doubting your credibility to speak about something, you might need to do more research on your topic until you feel like you are the expert at what you are speaking or pick a different topic altogether. Some example credibility statements could be:

"My mother was diagnosed with Multiple Sclerosis five years ago, and since that time I have found myself studying extensively about the disease so that I could better understand what to expect with my mom's diagnosis now and in the future."

"I have always been interested in flying, ever since I was a little boy. As a teenager, I convinced my parents to take me on a private plane ride over the Grand Canyon and have since ridden on private planes 15 other times. On top of the actual flying experience, I have also tried to educate myself on the dynamics of personal aircraft flying by reading anything I could get my hands on relating to the subject."

Notice that both examples provide adequate explanation of why the person is an expert without sounding cocky or too self-assured. The idea with credibility is to create a level of trust with your audience from the get go so that they will accept the information you present.

### *3. Goodwill Statement*

Having your audience trust the information is essential to the success of your speech message and it comes in part because of your credibility statement. However, successful trust also comes from reaching out to your audience directly to let them know you really had them in mind when you crafted your message. The way you can accomplish this from the start is include a statement that tells them specifically why your speech will relate to them. This needs to be directly stated and delivered, in a straight forward way. The best goodwill statements include adequate eye contact, friendly non-verbal communication through gestures and warmth in voice, and a thorough explanation of why you know they will benefit from what you will tell them in specifics. You should know enough about your audience at this time to know why they would accept your message because of the audience analysis conducted. Draw on this information to let them know that you were thinking of what message they in particular would benefit from the most.

For your speeches in our public speaking class, you will be able to easily accomplish a goodwill statement by pulling information that you have collected from your in-class survey and verbally explaining the relationship to your topic. If you haven't completed a survey, you can also include information you have gathered about your audience from the phone calls you have conducted, visits to the area, personal communication with the people in charge, online information, or any other observations you have made. The key is to make sure you are specifically identifying your audience and not making general stereotypical assumptions about what they would be interested in knowing more about. The following are good examples of possible audience goodwill statements for speeches given in a public speaking course at your college:

“During our semester, I noticed that our class consisted of mostly males; only 4 of the 20 here are female. I assumed from this that since most of us here are male, most of us would be interested in physical sports. However, after conducting a survey here in class about physical sports interest, I was surprised to learn that only 3 of the 20 students like playing outdoor sports and instead prefer indoor computer sports and/or games.”

“All of us here in class will have to give speeches in front of each other throughout the semester. From my survey, I found out that 60% of us or 12 out of 20 list public speaking as a number one fear, another 20% listing it as their number 2 fear, and the remaining 20% still keeping it in their top five worst fear lists. From this information, I know that what I will share with you today is going to help all of us in this room feel less fearful in the next few weeks. “

#### *4. Internal Preview*

You might recall an earlier mention of internal preview when the central idea concept was brought up in chapter 3. If the central idea was created correctly, you should be able to just copy and paste the statement for this part of your introduction. In review, the internal preview will introduce the main points of the speech in particular terms. From this statement, the audience should be able to clearly hear how many main points you will have and what order they will appear. Be sure not to state them in parallel format since that would cause the audience to focus more on your repetitive wording and less on what your points will be. Some examples of internal previews are:

“Today I will inform you how to play a simple song on the guitar by discussing the strings, the finger positions, and finally the strumming involved.”

“There are many reasons for donating blood and today I will focus on two of them, the benefit this provides other people, and the personal benefits that you will gain.”

From these examples, you should be able to clearly tell how many points the speaker has prepared and also have a general idea of what each point will be about. Internal previews are usually spoken at the end of the introduction but can appear earlier, depending on the impact and emotion the speaker is trying to lead into the speech with.

#### *In review*

Your introduction will require the following four parts:

1. Attention Getter
2. Credibility Statement
3. Goodwill Statement
4. Internal Preview

## Chapter 6.2: Basic Speech Format—Body

The body portion of the speech also has specific organization associated with it. This will need to build on the particular main point organization for your specific speech purpose. The material discussed in this section will deal with the organization surrounding the main points, rather than the organization of the main points themselves.

### *Main Points in Parallel Format*

If you did your main points correctly in the exercise at the end of chapter 3, you should already have your main points in parallel format. As a reminder, parallel format is similar wording that occurs at either the beginning or end of each main point taglines. It will need to bring focus back to the main objective of the speech. In example:

Point 1: There is a problem associated with low literacy rates in the United States.

Point 2: There is a solution to the low literacy rates in the United States.

Point 1: Music is beneficial to our individual health because of its healing properties.

Point 2: Music is beneficial to our individual health because of mood enhancements.

Point 3: Music is beneficial to our individual health because it provides an artistic outlet for emotional expression.

Point 1: America needs to concentrate on educating the masses in order to reduce the national debt.

Point 2: Proper financial planning needs to be focused on by Americans in order to reduce the national debt.

Point 3: Bankruptcy laws need re-working in order o reduce the national debt.

### Connectives

Each main point used in your speech needs a connective transition statement to lead up to it. The type of connective transition you use will depend on how large of a point you are trying to make. The two types of transition statements that will be focused on here will be bridge transitions and signposts.

Bridge transitions are statements that provide the audience with a brief review of where you have been in the speech and create a link with where you speech will go next. For main points, bridge transition statements work the best because they clearly set apart and review the main point separate from the body portion of the speech. Here are some example bridge transition statements:

“Now that we have discussed the first step in the bread making process, the recipe, lets move on to the next step, which is mixing the ingredients.”

“Now that we understand the problem associated with a low voter turnout, let’s move our attention towards our next point, the solution.”

“Keeping with traditions of old are important, but lets now shift towards my second point, traditions of the future.”

Each main point can be identified in the transition statement and it should be clear to the audience that the speaker is moving from what they just discussed to something new. After each bridge transition statement, you would follow directly with the main point statement in parallel format. In the above examples, a follow up with main points in parallel format could be:

*Transition statement: “Now that we have discussed the first step in the bread making process, the recipe, lets move on to the next step, which is mixing the ingredients.”*

*Main Point Tagline: “Mixing the ingredients is an essential part of the bread-making process” (‘essential part of the bread making process’ could be the parallel format portion of the main point tagline).*

*Transition Statement: “Now that we understand the problem associated with a low voter turnout, lets move our attention towards our next point, the solution.”*

*Main Point Tagline: “The solution to low voter turnout lies with educating the individual voter” (The problem to low voter turnout lies with’ could be the parallel portion of the first main point tagline).*

*Transition Statement: “Keeping with traditions of old are important, but lets now shift towards my second point, traditions of the future.”*

*Main Point Tagline: “Our past history has taught us important lessons that can help us learn and grow” (‘important lessons that can help us learn and grow’ could be the parallel portion of the main point taglines).*

In each of the main points, including a proper transition statement that clearly sets apart the main point idea will help the audience organize the speech in their mind, thus strengthening the possible memory retention that they will have.

The only main point that should not have a complete bridge transition statement before it is the first point. This is because you haven't told them any points yet. In this case, the transition will be a partial bridge transition statement, still adequately setting the main point apart from the rest of the speech but not reviewing anything that was said. Some example partial bridge transition statements could be:

*Transition Statement: "Lets begin addressing the issues surrounding poverty in the United States."*

*Main Point Tagline: Poverty in the United States is a problem for our society.*

*Transition Statement: "To start, let's shift our focus to the problem surrounding lack of recycling in our area."*

*Main Point Tagline: Not recycling in our area causes specific problems for us now and for our children in the future.*

## Signpost Transitions

For sub-point separation, a signpost transition works best. Signposts are short words or phrases that set apart ideas from the body portion of the speech. This aids organization and often occur in patterns that create links. For example, "first", "second", "third" would all be signposts creating a link of ideas. "Next", "Now", "Finally" would be examples of signposts that do not necessarily provide a chain of thought, but that do clearly set apart ideas in the speech. Signposts work best as sub-points because they don't cause a huge break in thought but only partially let the audience know that something is shifting within the main idea. The following is a list of signpost transition statements that you could use in your speech:

Next	Now let's consider
First	If you think that's shocking
Last	Similarly
We now turn	Altogether
On the other hand	At present
Finally	

## In Review of Speech Body Organization

At a glance, the organization of the body portion of the speech should be similar to the following format:

*Partial bridge transition statement:*

1. First main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

*Bridge transition statement:*

2. Second main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

*Bridge transition statement:*

3. Third main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

## Chapter 6.3: Basic Speech Format—Conclusion

Once you are ready to wrap things up in your speech, you will usually only have three objectives: signal to close, internal summary, and memorable ending. These three items are necessary in informative speeches and impromptu professional speaking situations. For persuasive speeches, you will have an additional item to include: call to action. Your conclusion needs to be specific, rehearsed, and reinforce all the major themes of your speech. Be careful to end your speech within a short time frame once you have signaled that you are going to be done speaking. Abusing this can cause your audience to be confused with your information and possibly lose patience or interest. A good time format to follow is to never spend more than

more than 1/8<sup>th</sup> of your total speaking time on your conclusion. In example, if you are speaking for 7 minutes, your conclusion would last no more than 45 seconds in length.

### *1. Signal to Close:*

The signal to close is important for audiences so that they can prepare themselves for the ending portion of your speech. This should cause the audience to listen for the major themes of your speech once more and possibly prepare themselves to decide on the outcome. A signal to close is similar to a signpost, but will always be a short phrase that signals the end. Some example signal to close statements:

In closing

To wrap things up

Now we have seen

To finalize

To end

### *2. Internal Summary*

Your internal summary is almost identical to the internal preview statement placed at the end of your introduction, which previewed your main points in particular. The only difference is now the internal summary will be stated in past tense. To take the examples from the internal previews used previously, examples of their internal summary could be:

“Today I have told you how to play a simple song on the guitar by discussing the strings, the finger positions, and finally the strumming involved.”

“There are many reasons for donating blood and today I have focused on two of them, the benefit this provides other people, and the personal benefits that you will gain.”

You can re-word the internal summaries anyway that you like as long as it remains in past tense and you include all your main points in particular.

Special note about internal preview and internal summary statements: If you are speaking for a long period of time as in one hour in length or more, you might want to use an internal preview statement and an internal summary statement at the beginning and end of each main point as transition statements. This is because your main points are most likely lengthy with numerous subpoints that you will need to keep organized in your audience’s mind. For your public

speaking speeches, you will only use the internal preview and internal summary in the introduction and conclusion.

### *3. Persuasive Speeches only: Call to Action*

For persuasive speaking, you will need to have a call to action statement that occurs in the conclusion of your speech. This will tell the audience exactly what you would like them to do in a 'call to action'. The best call to action statements will be specific enough that the audience will know exactly what is expected of them to do if they accept your persuasive message. Having a call to action statement that is vague will cause confusion with your audience and might hurt the potential persuasiveness that your speech could have. Below are some possible call to action example statements:

"I would like each of you here today to promise yourself that you will take better care of your surroundings by recycling paper or plastic products daily while attending Snow College. You can start with one item per day and then build up a habit until it becomes second nature to recycle all the paper and plastic products you use while at school."

"I extend to each of you a call to action to give blood this next Tuesday while the Red Cross is doing their blood drive on campus. They will be at the Greenwood Student Center on Tuesday from 11:00am until 4:00 pm. Remember, giving blood could save up to 10 lives per year."

Remember, you will only use call to action statements in the conclusion of persuasive speeches when your purpose is to influence your audience to make some sort of a change or commitment. There are some persuasive speeches whose purpose is just to reinforce beliefs, and thus a call to action would not be necessary. For your public speeches given this semester, you will need a call to action in your persuasive speeches since you will be striving to change the behavior of your classmates.

### *4. Memorable Ending*

All good speeches will end with a strong memorable ending statement that leaves the audience feeling like you have done a wonderful speech from the beginning until the end. Your attention getter should have started your speech out with a positive halo effect, showing your audience you are prepared and polished. Your ending statement should leave the audience feeling the same way. Letting your thoughts drift down until you finally stop talking will leave the audience bored and like you didn't really deliver a rehearsed speech. In contrast, crafting the final sentence carefully with desired impact will leave your audience thinking you were well prepared and polished even if what you had said before that line was not your best.

Always put the most thought into the first and last line that you speak to your audience so that they will start and end with a positive feeling about you and your message. Quotes are one example of memorable endings that can work well in a speech. Another option is to tie your content back to the attention getter that you used. If you started with a joke, for example, you could end by referring back to that joke and adding another punch line. If you started with a story, you could end by telling the audience the ending of that story and have your final line be what wraps up the major content. Be sure to memorize this last sentence and deliver it with polished delivery techniques. Below are some possible ending statements:

“In the end, all that we are left with will be what we have learned in our minds. As Henry L. Doherty said, “Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life.”

As we struggle to find meaning and love in our lives we can be comforted by the thought that people have always struggled with this same thing and most likely always will. The important thing is we continue striving to learn. As Abraham Lincoln said, “I don't think much of a man who is not wiser today than he was yesterday.”

Helping others who are in need should always be a goal we strive to have. Whether the help be for our neighbor, our family, or ourselves, giving to others honestly and selflessly will benefit the world in which we all live.

## Conclusion in review

1. Signal you are about to close
2. Internal Summary
3. PERSUASIVE SPEECHES ONLY: Call to Action
4. Memorable ending, tying in to the introduction attention getter

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## Basic Speech Organization Guidelines

Topic:

General Purpose:

Specific Purpose:

Central Idea:

Introduction:

1. Attention getter
2. Qualifications as a speaker
3. Audience involvement
4. Internal Preview

*Partial bridge transition statement:*

1. First main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

*Bridge transition statement:*

2. Second main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

*Bridge transition statement:*

3. Third main point in parallel format
  - a. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)
  - b. Signpost—Supporting material (i.e. examples, illustrations, hypothetical situations, personal experiences, facts, statistics, etc.)

Conclusion

1. Signal you are about to close
2. Internal Summary
3. PERSUASIVE SPEECHES ONLY: Call to Action
4. Memorable ending, tying in to the introduction attention getter

## Chapter 7.1: Delivery Preparation

### Written delivery preparation

The delivery preparation process starts with preparing proper speaking outlines. The outline that you will prepare first is your full content outline. The second will be your speaking outline.

### Full Content Outline

Your full content outline is a word for word manuscript of your speech. It is important to write this out as closely as what you will deliver so that you have an accurate idea of things like how long your speech will go, where you will need to put in time for memorization polish, and how the overall tone of your speech will flow. The idea is not to memorize this word for word, but rather to have a script worked out in case you need to review what you plan to say during the preparation period. You would never want to read a manuscript outline for a public speech. The lack of eye contact would negatively trump any benefits that your polished wording could have created. The following are guidelines for the full content outline:

- Write out your speech as closely as you can to how you would naturally speak your speech.
- Follow the basic outline formats discussed in chapter 6 and use the same headings, labels, etc. that occur in this basic skeleton outline for your full content outline. This will help with memory recall and with the development of the speaking outline.
- Use your full content outline to time out how long your speech will most likely go and to get a sense of the overall tone your speech should have.
- Never read your manuscript during the actual speech, no matter how tempting it is to have the polished wording spoken.
- The examples provided at the end of the chapters on persuasive, informative, and introduction speeches are all full content, manuscript outlines. Use these as templates for creating your own full content outline.

### Speaking Outline

Once you have read through your full content, manuscript outline you are ready to prepare a proper speaking outline for your speech. The speaking outline will closely mirror the basic skeleton outline discussed in chapter 6 with the addition of quotes, sources, and any other material that your mind could possibly draw a blank on. Likewise, information that you know will not be a problem to remember would be minimized on a speaking outline. The following are guidelines you should follow for a speaking outline:

- The speaking outline should appear on paper no bigger than 3x5 cards so that there is minimal paper distraction. Only write on one side of the cards as well since the back of the cards would be visible to your audience and also be a distraction.
- Use the same numbering and terminology as used in your full content outline. This will help your memory retention and help you avoid unnecessary confusion.
- Practice speaking with your speaking outline rather than the full content, manuscript that you prepared. You will need to know what parts of the speaking outline are necessary and what parts you may have included without needing the information. Then you can re-write the speaking outline until you have information that you know is necessary.
- Include delivery cues as needed. As you are practicing with your speaking outline you should notice places where you tend to use less eye contact, where you would need more emphasis and emotion, etc. Write a speaking cue on your cards to help you remember the added delivery techniques that would be necessary here.

## **Chapter 7.2: Spoken Delivery Preparation**

### **Strengths and Weakness Identification**

A good place to start with your delivery preparation is to identify what type of strengths and weaknesses you have as a speaker. Your instructor and classmates should have given you feedback from previous speeches given during the semester. Use this information to identify what you will need to pay special attention to during this speech. For example, do you have the tendency to avoid eye contact when you are nervous but are able to use proper eye contact when telling personal stories? Perhaps you talk faster when you are nervous or tend to ramble when the nerves hit. Make a list of these tendencies so that you know what you should avoid and what types of information will help you have better delivery techniques. The following are example questions you could ask yourself during this stage in delivery preparation:

- What are your nervous adapters?
- Do you speak fast or slow when under pressure?
- How are you using rate, pitch, speed, and volume?
- What information do you find easier to talk about?
- What makes you the most nervous when presenting?

Properly identifying the delivery barriers you have will help you anticipate problems in your speeches given during the rest of the semester. It will also help you to know what aspects of nonverbal delivery techniques to pay attention to.

## Nonverbal Delivery Techniques Dealing with Voice:

Nonverbal voice delivery includes the following: rate and pauses, volume, pitch and inflection, and articulation and pronunciation. All have specific considerations to be aware of and take individual practice to master. The following are some tips in relationship to voice that you should be aware of:

1. Rate refers to the speed that you speak your words. A common nervous adapter is to speak quickly when your adrenaline hits during a speaking engagement. Being aware of this tendency will help you monitor how fast you are speaking. Often you will feel like you are speaking turtle speed when in fact you are still speaking faster than what is comfortable for your audience to listen to.

Speaking too slowly can also become a problem for your audience. If your words drag on for them, they are more likely to engage in spare brain time for other things besides your message. Find out what tendency you have on rate, and write on your speaking notes cues to help you remember to perform a proper speaking rate.

2. Pauses refer to a stop in speaking. They can add dramatic emphasis and prepare the audience for following material that is of some importance. Pauses create places for your audience to stop and take a breather when information gets heavy with content or emotion. They also create places for them to refocus on your information and go deeper into the content or emotion that you are presenting. Be careful not to over-do the length of pauses you are using as they can cause awkwardness with your audience as well, leaving them to wonder when you will start to speak again. If your pause is too quick, your audience won't catch that you wanted them to have a moment for digestion and the additional emphasis won't be gained. Decide where you want these pauses for added emphasis and pencil them in on your speaking notes.
3. Volume refers to how loud your voice is. You can use volume for emphasis as well as for overall speaking. Your volume can be a nervous adapter that will appear for some people. Usually the volume will be quiet for a nervous adapter, but there are times when a speaker actually talks louder than what is good for the audience to endure when the nerves hit. Your instructor and classmates should have told you if volume is a nervous adapter for you to pay attention to.

In general, the speaking volume you have will depend on the physical set-up of your speaking engagement. If you are speaking in a small room, your volume won't need to

be loud and carry like it will for a large room. If you have a microphone you are supposed to use while speaking you won't need to use as much force as you might otherwise as well.

4. **Pitch and Inflection:** Pitch and inflection can also be used to create added emphasis to the words you are using for emotional impact or clarity. Letting your voice pitch go lower when you want the audience to feel emotions such as anger, sadness, hurt, or tenderness is usually a good idea. Making your pitch higher when you are trying to convey emotions such as excitement, seriousness, anger, or frustration can also get the desired effect. Be careful not to overuse pitch in your speech, as this could be distracting to your audience if it is put in places where emotional development is not needed. Also, be careful to use adequate pitch inflection because without it you will sound monotone, which is usually associated with boredom.
5. **Articulation and Pronunciation:** Often, negative judgments are created with audiences when pronunciation or articulation lacks precision. Avoid this by practicing your words beforehand if you know they could cause you to stumble. Also, be aware of how your articulation might lag due to dialects or drawls. Dialects can be enduring or attractive to some people but are usually a distraction in public speaking situations.

## **Chapter 7.3: Nonverbal Delivery—Gestures**

Your hand gestures add a lot of emphasis and emotion to your speaking, just as your voice does. Knowing how to control your hands in a positive manner can be one of the best things you pay attention to for polished delivery. Gestures can be substitutes for words in some situations, but mostly are used for added emphasis. Some specific things to keep in mind with gestures are:

1. Good gestures include hands in acceptable box space, not too large, not too high or too low.
2. Watch yourself to see if you are using repetitive gesturing, as this is often a form of nervous adapters.
3. Be sure your hands are not kept too tightly by your side or as the fig leaf.
4. Watch gesturing with your cards. This can be distracting to your audience.
5. Power persuasive gestures vs. informative open gestures: power gestures are hands down, informative are hands out; persuasive gestures often have fingers together, informative are fingers apart; power gestures tend to be firm and solidly given, informative gestures are warm and inviting.

A suggestion for gestures is to pencil in specific gestures that you think would work well in your speech. Try to avoid cliché gestures, but do look for places where doing something would seem appropriate. An example would be to let your hand follow your words when you are describing three different things in front of your body or to let your hands gesture opposites when talking about them.

## Facial Gestures and Eye Contact

Facial gestures also need review and particular attention. Your face and eyes show the emotion that you are truly feeling, often without knowing you are expressing them. Practicing facial emotions in front of a mirror or a video recorder can help you see what emotions are really coming across. In general, try the following tips to help improve your facial gestures and eye contact:

1. Try to have a natural smile while you are talking. This will help the audience feel like you are happy to be with them and that you like them. Audiences like to be liked. Forcing a smile, however, is not a good idea. If your smile looks forced or fake, it will have the opposite effect making your audience less comfortable with you as a speaker.
2. Show energy and enthusiasm in your facial expressions. You should get a natural rush of adrenaline before you speak. Use this to push your energy outward so that the audience feels like you are jazzed up and excited to be talking to them. Low energy will always transfer into a bored audience. Again, make sure your energy isn't fake or over the top. Showing fake emotions will always impact you negatively as a speaker.
3. Try to maintain constant eye contact with your audience. Look at an audience member for a couple of seconds, and then turn to someone else. Be sure you spend adequate time on each person so that you aren't giving your audience the 'sprinkler effect', which can be distracting and false. You want to look at your audience long enough that they feel you are trying to connect to them, but not so long that it makes them feel uncomfortable and like they want to look away. There have been those who have said to look right above your audience's eyes on their forehead or just above their heads all-together. Don't ever do this, as it is always obvious when eye contact is on something it should not be. Never lose eye contact when you are quoting and try to only glance at your cards. Anytime you look away from your audience you will risk losing their attention.

## Body Positioning

The way you position your body towards your audience will convey nonverbal messages to them. For example, if you are to stand in front of your audience with your hands folded over

your chest, your body could be saying that you are closed off from them and perhaps annoyed at something. Body positioning and gestures can be rehearsed and somewhat scripted out for maximum impact and message reinforcement. Some tips for body gestures and movement are as follows:

1. Stand with your arms comfortably at your sides while speaking to your audience, and face them straight on. Doing so will convey confidence and poise.
2. Be careful not to stand too close or too far away from your audience. Doing so can be awkward for your audience and perhaps be communicating something that you are not meaning to. For example, if you were to stand close to a group of audience members on one side of the room and far away from audience members on the other side, you could be communicating favoritism with the group you are closest to. If you stand too far to the back of the room while speaking, you will be creating a distance with your audience that could either mean you are afraid of them or that you don't want to have a close communication experience with them. Both of these emotions will hurt you if they are present while you speak.
3. Map out the room beforehand so you know what kind of ground you will need to cover so that everyone in your audience feels like you are comfortable with them and your surroundings.

## Body Movement

Although body movement is a form of body positioning, it deserves its own section because of the attention that it requires. Moving during your speech can be a serious distraction if you have a nervous adapter that affects your legs. Shifting back and forth during a public speech is a common nervous adapter and occurs because the adrenaline rushing through your body needs an outlet for energy. Creating a movement pattern can help channel this energy and help keep focus and control of the random movement that could be a distraction. The following are tips to be aware of with body movement:

1. Try to create a movement pattern that co-exists with your transition statements. These are natural places in a public speech to create a break in thought and moving during a transition statement will cause the audience to focus on this break and keep the organization of the speech. A common movement pattern is the 'baseball diamond.' This would mean you start your introduction at a certain spot in the room, move over towards the right for the first point, towards the center for second point, towards the left for third point, and back to the place you started for the conclusion. Obviously, not all your speeches will work out exactly with three main points, and other situations

might be present that requires adaptation, but using the ‘baseball diamond’ as a template is a good idea.

2. Create subtle movements during your main points when you have information requiring more impact. Just stepping forward can create an immediacy effect and heighten the emotion of the content, for example. Allow yourself to move a bit once you have planted yourself on your main point ‘base,’ but be careful not to move so much that your movement becomes a distraction. Usually, once you have moved to a new speaking spot, keeping yourself planted and using your hand gestures instead is a good idea.
3. Sometimes you are not able to have movement around the room due to a stationary pulpit or speaking area. In these cases, you will still need to create movement with your hands and facial expressions to make up for the lack of body movement. Your gestures could be exaggerated and used more than when your body is involved in the gesturing of the speech.
4. Finally, always be aware of nervous adapters through movement like shaky legs, nervous side-step, weight shifting, standing with your feet crossed, rocking forward and back, and any other nervous unnecessary movement. Practice your movement until it looks natural and you know you will have the nervous movement adapters under control.

## **Chapter 7.4: Nonverbal Delivery—Appearance and Dress**

One of the largest components to the halo effect discussed earlier is your appearance and dress. If you are dressed professionally, your audience will expect a professional message. If you are dressed sloppily, your audience will have lower expectations and attention. The following are specific tips associated with appearance and dress:

1. Always give a public speech dressed for success in proper business suit attire. Give attention to all details of this outfit, down to your jewelry, socks, and shoes. Likewise, make sure your physical appearance looks and smells clean, professional, and polished.
2. A common nervous adapter for girls or boys with a longer style is to play with their hair either by actually touching it or with a simple hair flip. Take measures to reduce these tendencies by pinning your hair back when speaking in public or possibly trimming it’s length.
3. Remove jewelry that might be tempting to play with during a speech, keep things out of your pockets, and in general, try not to wear anything that might be a distraction to your audience. Often, speakers want their personalities to shine through their dress.

However, in a public speaking situation, the audience will be very critical of your appearance and will make unnecessary judgments based on it.

4. A good rule of thumb is to treat your public speaking audience as you would a business job interviewer. In an interview situation, you would attend looking your best, dressed conservatively, and would not give away too much about your personality through your hairstyle or clothing. This is the mentality to have in public speaking situations as well. Don't wear clothes that are flashy, wear clothes that look like what a proper public speaker would wear. The same thing goes for jewelry, ties, belts, and even shoes. You will be judged as soon as you walk onto the stage or in front of the room. Try to get off on the right foot by letting them judge you positively. Looking like the polished public speaker will cause your audience to think that you are just that.

The following includes examples of proper business attire for men and women:



Understandably, not everyone has clothing that would be considered business attire in his or her college student wardrobe. If this is the case you are facing, consider borrowing clothes for your public speech if possible. If borrowing is not an option, come dressed in whatever you have that most closely represents business attire.

5. Be sure to wash, iron, and polish, etc. any clothing you are planning on wearing. Even a nice expensive business suit can look cheap and trashy when it isn't clean or pressed. Detailing your outfit will show that you are a polished presenter who has paid extra attention to the requirements of the speaking situation. You should earn respect for this.

## Reference

Lucas, S. E. (2007) The art of public speaking. New York, New York: McGraw-Hill.

## Delivery Checklist

Place a check by each item after you have reviewed it in preparation of your speech delivery.

\_\_\_\_\_ I have created a full content manuscript outline and have done a number of timed rehearsals with it.

\_\_\_\_\_ I have created speaking notes and revised them so that they have information I know I will need during my actual presentation.

\_\_\_\_\_ I have timed my speech repeatedly using speaking notes until I am confident I will not go over or under the speaking time limits.

\_\_\_\_\_ I have practiced using my visual aids with my speech a number of times.

\_\_\_\_\_ I have identified places for a movement pattern in my speech and have practiced in a similar room so that I know how spread apart my stops will be.

\_\_\_\_\_ I have identified specific places in my speech to incorporate facial, body, and hand gestures for more impact.

\_\_\_\_\_ I have practiced eye contact by giving my speech to other people, videotaping myself, and/or giving my speech in front of a mirror.

\_\_\_\_\_ I feel confident I can look people in the eye during quotes, sources, introduction, and conclusion especially.

\_\_\_\_\_ I have practiced facial expressions in the mirror for further emotional impact and feel confident I can smile comfortably and look relaxed.

\_\_\_\_\_ I have a professional business style outfit picked out to wear for my public speech.

\_\_\_\_\_ I have identified my potential nervous adapters and have made precautions to reduce tendencies to display them.

## Chapter 8.1 Visual Aids

Visual aids can be a huge distraction in a public speech if there is not particular attention paid to them. Often, visual aids will be overused, too detailed, or presented poorly which does nothing but hurt the speech and the speaker's credibility. On the other hand, proper visual aids can create added impact, polish, and credibility for the speech and the speaker, but they have to be delivered properly to do so. This chapter will deal first with the types of visual aids that you have for a public speech, the general guidelines that need to be followed with using visual aids, and finally some basic tips for doing a Power Point presentation as your visual aid.

### Types of Visual Aids

Most public speeches will be enhanced by using one or more of the following types of visual aids: objects, pictures, diagrams, charts or graphs, film or audio clips, demonstrations, or handouts.

#### *Objects*

When using an object for a visual aid, be sure that it is the proper size for your audience to clearly see. If you have a smaller object that wouldn't be seen by everyone, don't pass it around as a way to bypass this problem. Passing objects or anything around during a speech will be a distraction for you and your audience. If an Elmo is available, you can get by with using a smaller object and projecting it onto a screen. Otherwise, only use objects as visual aids if you are sure they are the proper size.

Only have objects out while you are discussing them. This rule of thumb goes for other types of visual aids as well. Objects can be distracting when they are out while you aren't talking about them. Have a place that you can put your object that is out of view when you aren't talking about it and only keep it out when you need it.

Be sure your object doesn't become a nervous adapter. It is easy to start to play with things that you are holding in your hand when the nerves hit. Being aware of this should help you keep things under control. Hold your object steady in a specific, rehearsed way so that it doesn't become an unnecessary distraction.

#### *Pictures*

Be sure to use pictures that are adequate size and clarity. Pictures can be distracting when they include information that is not relevant, even if part of it is. The best way to use pictures is to upload it onto a computer and display it on a PowerPoint presentation or an Elmo projection.

When using a picture, allow yourself adequate time to explain what it represents so that your audience can digest it's message. Keeping a picture up for too long a period of time will cause it to be distracting. Likewise, taking it away from an audience's view before they are ready will create a confusion point and distract from your message. Usually, 10 seconds is adequate for an audience to digest a picture. You can speak about the picture during this time and can also be silent for a few seconds so that your audience can appreciate the image you have given them.

### *Diagrams, charts, or graphs*

Certain information needs added clarity. Providing a graph, chart, or diagram could be a way to clarify complicated numbers, concepts, or comparisons for your audience. Anytime you create a diagram, chart, or graph, it will be displayed most professionally on a PowerPoint slide.

When creating a chart, aim for clarity in the ideas that you want to present. It is easy to create charts that show too much information for your audience to digest. Even though the information is relevant, using too much will cause your audience to tune out the visual aid and disregard it's content. Be very careful to choose only the most essential information to display in a chart or graph, and leave the rest out. In other words, simplify information so that your message is clear cut and not cluttered.

### *Film or audio clips*

With the accessibility of YouTube like internet sites, finding clips from your favorite movie, TV show, or internet meme is just a click away. These clips can be a great visual aid to help illustrate a particular aspect of your speech. However, they can also be very distracting.

When using a film or audio clip, always check all the software and hardware you will be using beforehand. Check to make sure the volume is at an appropriate level, for example, and that your clip is going to start in the right spot. Not doing a pre-speech check could easily result in you fumbling around during your speech, talking to yourself or absentmindedly to your audience, and create a huge distraction point in your speech.

Be sure your clip is an appropriate length. In a speech, your clip should never go over 1 minute in length. You should have your video or audio clip aid your presentation, not hog the attention.

## *Demonstrations*

Sometimes it is an effective visual aid to have your audience do something with you in demonstration. For example, you might want to teach them sign language and have them demonstrate doing a couple of words with you as you teach them the steps. Another example might be to demonstrate yourself how to crump dance by telling them the moves and then showing them physically. Any time you demonstrate, be sure to have it well rehearsed and controllable. You will need to anticipate any problems that you might have with audience participation and minimize distractions accordingly. If you are demonstrating in front of the audience without their participation, be sure to control all other aspects of this such as objects you might use or time needed to perform an action. Plan out what you will do and say during this part in particular so that it looks like a polished addition to your speech and not a distracting, pointless demonstration.

## *Handouts*

Handouts can be necessary when you are presenting large amounts of information to your audience or if you have something you know they will need to remember at a later date. Never pass handouts out during your speech, however, and only have them available after your presentation has concluded. Be sure to keep your handouts brief, concise, and clear as well. You will want it to match the type of presentation that you have given, which should be organized and easy to follow.

## General Guidelines for Visual Aids

As previously mentioned, visual aids can be a huge distraction rather than help if they are not utilized professionally. The following are a few tips to help you avoid problems with your visual aids:

1. Never stand in front of your visual aid and block it's view from your audience. Try to position yourself in a place where you can easily showcase what your visual aid is. Be mindful of things like projector screens and important information that you might want to gesture to and try to position yourself accordingly.
2. Always be wary of the potential distraction that your visual aid can have. Minimize this by only using a visual aid if it is necessary for your information and impact, only keeping it in view when you are talking about it, and rehearsing.
3. When using a PowerPoint slide in your presentation, put a black slide before and after your visual aid. This will give you a clean break to show once you are done showcasing

your aid. Using black rather than another color will make it look like the projector screen is off and will provide the least distraction when not in use.

4. Never type out things that you will say on a PowerPoint slide and use it as speaking notes during a professional public speech. Lecture style speaking utilizes this technique, public speaking does not.
5. Anticipate any problems you might have with your visual aid and take steps to prepare backups. For example, if you create a PowerPoint presentation, consider saving it to a thumb drive and emailing it to yourself so that you have two options to open in case one fails. Likewise, be aware of your particular speaking room accommodations and prepare your visual aid accordingly.

## **Chapter 8.2: Creating a Basic PowerPoint Presentation**

PowerPoint is an easy way to display visual aids during your presentation. It will produce pictures that are large enough for everyone to see and can also house video clip links for easier use. The following is a link for a handout of basic instructions on how to create a PowerPoint used at Mt. Sac College in California. The file has been copied below as well.

<http://llc.mtsac.edu/handouts/powerpoint.pdf>

### **Adding a Hyperlink**

Other information to be aware of is how to add a hyperlink in your PowerPoint slide so that a picture or graphic links you to a video or audio clip either saved to a file location or on the web. To add a hyperlink, right click (or command click for Mac) on the word or picture you want linked and choose add hyperlink option. This will open a dialogue box, which allows you to specify the location of the link. To test or view the link, run the presentation and click on the link as it appears on the screen with your mouse.

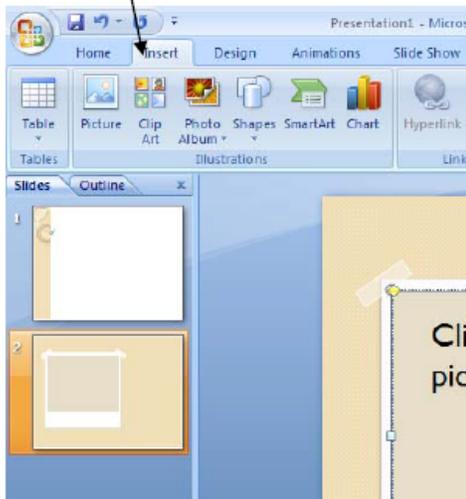
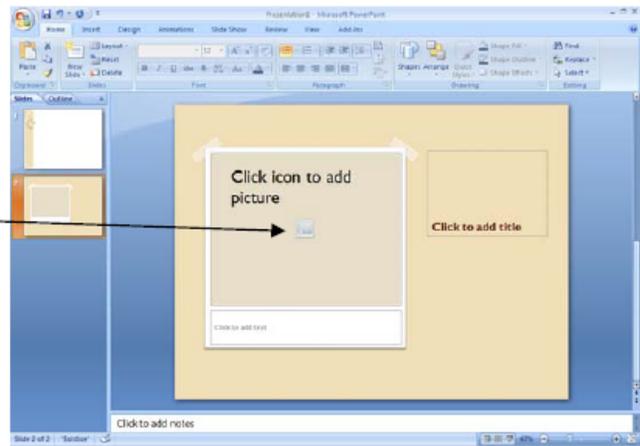
### **Reference**

Lucas, S. E. (2007) The art of public speaking. New York, New York: McGraw-Hill.

Mt Sac Powerpoint Lecture. (n.d). How to make a Powerpoint. Retrieved from:  
<http://llc.mtsac.edu/handouts/powerpoint.pdf>

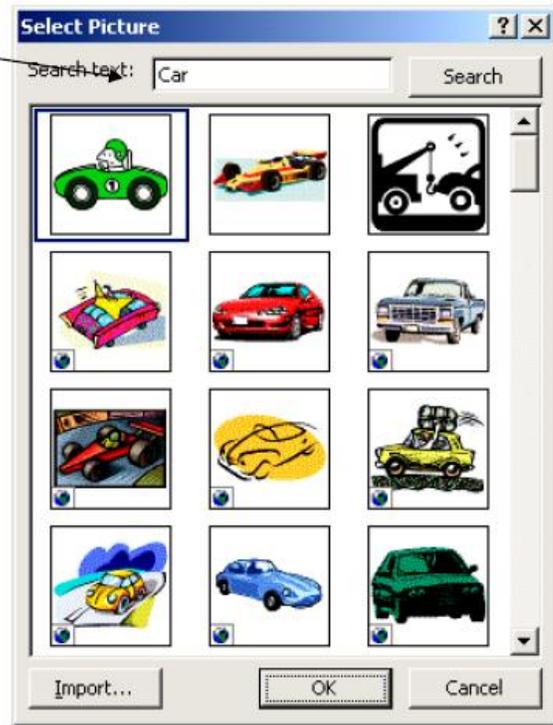


- 8) Your screen will look like this.
  - a) Click at the top to give the keyword or title for this slide.
  - b) Where you see the picture icon click the icon for to go to your "My Pictures".
  - c) Otherwise click on the "insert tab" and choose. This can be from a file on your computer, digital camera, or jump drive. *(There are directions later in this presentation to assist you with these options.)*



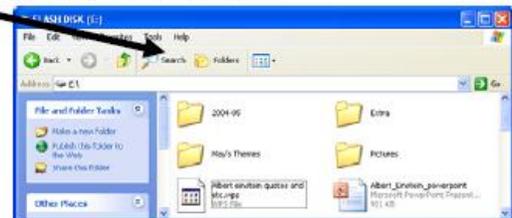
- 9) Click on new slide and choose "Blank" slide layout

- 10) **CLIP ART:** Click on the picture you want or type a subject
- Double click on the picture you want
  - Your picture will probably look like this.
  - Put your cursor on the picture.
  - Hold the left mouse button down.
  - Move your picture to the position you'd like.
  - The computer will automatically adjust it.



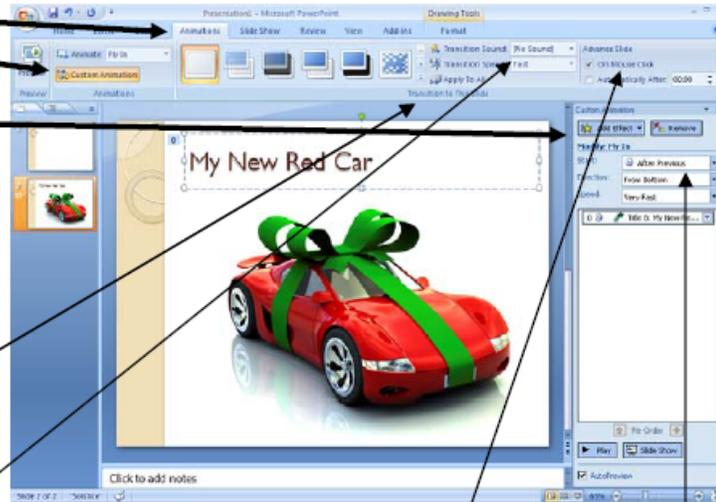
- 11) **Using a data stick, digital camera:**
- Insert the data stick (jump drive), or the cable for your camera into the USB port.
  - Once the connection is made, click on My Computer and identify the drive, double click on it and you should see your files and folders.

- Open the folder. Right click on the picture, copy the picture. You might have to open the picture file by double clicking on it (or right click and select "Open with" and then right clicking on it and select copy). When you see the picture right click on it and copy (the picture will appear very large in PP and you will have to make it smaller by scaling it down).
- Maximize your Power Point and right click on the slide you want the picture on and click on paste. Click on the picture and the white dots in the corner of the picture will enable you to enlarge or shrink the picture to fit the slide.



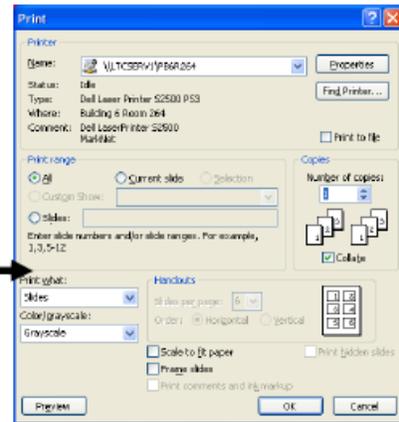
## Adding Animation

- a) Go to Animation Tab
- b) Click the button "Custom Animation"
- c) Click "Add Effects" Select "Entrance".
- d) Click "Fly In."
- e) Click under where it says "Direction:" to choose the direction the picture will enter from.
- f) Click "Play" to see what you have done
- g) To add more effects you can click on "Transition to this Slide Ribbon"
- h) Also under modify transition you can add a sound effect.



### Helpful notes:

- Always have slide advance on mouse click.
- Have all animation on one slide start "After Previous" to avoid clicking to start each animation
- Always test your Power Point. Slide Show / From Beginning



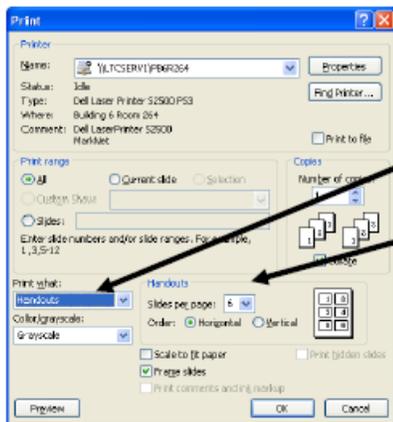
### Printing Slides or Handouts:

#### Printing Slides

(One slide = 1 page)

#### Printing Handouts

Select number of slides per page  
1,2,3,6,9 per page



Notes Pages – prints slide at top of page with notes beneath  
Outline View – Prints outline of bulleted text on slides

Dark slides with light text will print as black text on white.

➔ The handout option of 3 slides per page is a popular option, because it includes lines next to each slide for note taking.

## **IMPORTANT CONSIDERATIONS FOR POWER POINT DESIGN**

When you prepare to deliver your next PowerPoint presentation, your audience should be first on your list of considerations. Unfortunately, too many presenters annoy their audiences. An online survey of 688 people who regularly see PowerPoint presentations revealed the following top annoyances:

The speaker read the slides to us	62.0%
Text so small I couldn't read it	46.9%
Slides hard to see because of color choice	42.6%
Full sentences instead of bullet points	39.1%
Moving/flying text or graphics	24.8%
Overly complex diagrams or charts	22.2%

### **Design tips for text**

**Don't overload slides!** One of the biggest design mistakes made is including too much text on a presentation slide. The purpose of a slide in a presentation should be to give your audience the most important points of information. The purpose of a slide should NOT be to give detailed information or complete sentences, nor should a slide be used as a set of lecture notes for the instructor. If you need to deliver a lot of text content, consider using Notes Pages or another form of document handout.

**Use the Rule of Sixes.** According to the "rule of sixes" effective presentation slides should include no more than six bullets per slide and no more than six words per line. These, of course, are rules of thumb, but if your slides routinely have ten bullets or your font size falls below 18 point, your presentation is probably not as effective as it could be.

**Choose fonts for legibility.** San serif fonts, like Arial and Helvetica, read better on screen. Don't use a font size smaller than 18 point.

**Try the floor test.** The "floor test" is an informal way to check the readability of slides. Print out a slide page and place it on the floor at your feet. Is everything legible? Does each point stand out?

**Use text formatting to support information hierarchy.** Format text consistently from slide to slide and in a way that supports the hierarchy of your information. For example, slide titles should be in the largest font used. Sub-bullets should be in a smaller font size than main bullets.

### **Design tips for movement / animation**

**Use animation sparingly and for a purpose.** Transitions and animation can easily become distracting, especially if they are not used for a specific purpose.

**Keep transitions consistent.** Minimize distraction by using low-key transitions and keeping transitions consistent through out a presentation. Likewise, if you use an animation scheme for bulleted text, keep it consistent. Animate objects for a purpose, not just for effect.

**Use animation to add interactivity to a presentation.** Place a question on a slide. Solicit responses from your audience, and then animate the entry of the answer.

## Chapter 9.1: Informative Speaking

All speeches, regardless of the type or the topic, have some element of informative speaking. According to a survey of college graduates from five U.S. colleges, informative speaking was rated as the most important skill to have in workplace (Lucas, 2008). Another study had 62% of respondents say that they used informative speaking almost constantly. Even though we use informative speaking on a day-to-day basis, sometimes it is difficult to keep informative speaking purely informative, without persuasive speaking elements. This section is designed to help you understand what makes a good informative speech, the differences between the various kinds of informative speeches and the proper organization pattern for each.

### What is an informative speech?

An informative speech is designed to promote understanding of an idea, an object, a process or an event. The main intent of an informative speech is to explain, describe, define, or demonstrate a topic for your audience. Overall, the goal is to increase understanding and awareness about your topic for your audience. The key to informative speaking is intent. For example, if you wanted to explain to your audience the various options they have for eating out here in Ephraim then you would have an informative speech. If you wanted to convince your audience that the best fast food in town was Subway, then your speech would be persuasive. The difference is intent. To make sure that your speech is informative rather than persuasive it is important to start out with a clear specific purpose statement that clarifies your intent. Compare the following two specific purpose statements:

1. To inform my audience about the differences between Cannondale and Trek mountain bikes.
2. To inform my audience that Cannondale mountain bikes are better than Trek mountain bikes.

It should be obvious that the intent of the first specific purpose statement is simply to supply information to the audience while the intent of the second is to persuade. Knowing the difference will help keep you on track as you put together your informative speech. According to Sheryl Hamilton, author of *Essentials of Public Speaking* (2012), “The informative speaker’s goal is to deepen understanding, to instruct, to teach; but the persuasive speaker’s goal is to gain agreement, to sell a product, or to encourage and action. It is important to remember that informative speeches are not meant to influence choices or options—that is the purpose of persuasive speeches—but they may be indirectly persuasive.”

## Chapter 9.2: Types of Informative Speeches

There are basically four different types of informative speeches. They are speeches about objects, ideas, processes, and events. Each type of speech is a little different and at times your topic may fit into more than one category depending on how you develop the speech. Decide how you want to handle your topic and then develop your speech (Lucas, 2008). The following is a short explanation of the various types of informative speeches:

### Speeches about objects and how to organize them

When you are speaking about an object you are speaking about something that is tangible, visible, and is stable in form. According to Lucas (2008), objects may include places, structures, people, animals, or they may have moving parts or be alive. Some sample topics include:

Salt Lake City	Snow College
Barak Obama	computers
Harry Potter	Starry Starry Night by Vincent Van Gogh
Cotton candy	clowns

You need to be careful because the temptation often exists to want to share way too much information about your topic with the audience; be sure to narrow down what you can easily present in the time allotted to you for your speech. Having a clear specific purpose statement will help you to remain focused and clear about what you would like to present. A few examples of specific purpose statements using the above list should help you to better understand informative speeches about objects.

To inform my audience about the geologic features of Salt Lake City, Utah.

To inform my audience about what kinds of computers are available for home use.

To inform my audience about role Harry Potter has played in the literacy of children.

There are three main ways you can organize most informative speeches, all of which have potential for good organization in a speech about an object. The three main types of organizational patterns are: Chronological, Spatial, and Topical.

## *Chronological*

Chronological pattern of arrangement takes a topic and builds its main points on a timeline. The main points show progression through time of a particular subject. A speech about the political career of Barak Obama would probably work well in chronological order. For example:

Specific purpose: To inform my audience about the political career of Barak Obama.

Central Idea: Barak Obama's political career began in 1997 when he was elected to the senate in the State of Illinois and he eventually reached the highest office in the United States in 2008 when he was elected President of the United States.

Main Points:

- I. Obama was elected as an Illinois State Senator in 1997.
- II. Obama was elected as a United State Senator from Illinois in 2004.
- III. Obama was elected President of the United States in 2008.

## *Spatial*

Spatial organization pattern takes an object and builds main points that show the objects relationship to its surroundings. In other words, how it fits in the space that encompasses it. Spatial organization would work well when explaining the major geological features of Salt Lake City. For example:

Specific Purpose: To inform my audience about three major geological features of Salt Lake City

Central Idea: Salt Lake City gets its unique beauty from the dominating geological feature of the Wasatch Mountain range to the east, the Oquirrh Mountains to the west, and the Great Salt Lake to the north.

Main Points:

- I. The Wasatch Mountain range is located to the east of Salt Lake City.
- II. The Oquirrh Mountain range is located to the west of Salt Lake City.
- III. The Great Salt Lake is located to the north of Salt Lake City.

## *Topical*

The most common type of organization pattern used for speeches about objects is topical, since it offers the most options for main points. Topical arrangement also fits well with brainstorming techniques since it includes any main points that fit within a particular topic. Look at the following example to see how the main points fit together to form a speech about clowns.

Specific Purpose: To inform my audience about the different types of clowns.

Central Idea: The three major types of clowns entertaining us today are the white-faced clown, the auguste clown and the character clown.

Main Points:

- I. The first type of clown is the white-faced clown.
- II. The second type of clown is the auguste clown.
- III. The third type of clown is character clown.

## Speeches about processes and how to organize them

Speeches about processes involve helping your audience understand how something goes through a series of changes that leads to a specific result or product. In other words, they show how something is made, how something is done, or how something works. These speeches often involve two different approaches, one is "how" and the other is "how to."

The "how" speech has audience understanding as the goal of the speech. The idea is to create understanding by explaining how a process functions without teaching a specific skill needed to complete the task (McKay, Butland, and Mason, 2008). Specific purpose statements for the "how" speech could include such topics as:

To inform my audience how Snow College chooses students for scholarships.

To inform my audience how a tornado is formed.

To inform my audience how movie ratings are made.

The "how to" speech is a demonstration speech designed to teach a specific skill to the audience. Specific purpose statements for the "how to" speech could include:

To inform my audience how to change the oil in their cars.

To inform my audience how to make fresh squeezed orange juice.

To inform my audience how to perform CPR.

The organizational pattern used for an informative speech about a process is generally chronological. The following is an example of an informative speech about how to make fresh squeezed orange juice:

Specific purpose: To inform my audience how to make fresh squeezed orange juice.

Central idea: Fresh squeezed orange juice is delicious and easy to make following a simple three step process.

Main points:

- I. The first step involves lightly smacking the orange on the surface of the counter.
- II. The second step requires you to cut the orange in half.
- III. The third step occurs when you squeeze the orange using a citrus reamer into a glass.

## Speeches about events and how to organize them

An event is defined as " anything that happens or is regarded as happening" according to *Random House Dictionary*. Using this definition see how the following speech topics would fit into the definition of an event:

Women's gymnastics	earthquakes
9/11	Valentine's Day
World War II	Vacations
Prohibition	Weddings

According to Stephen Lucas author of *The Art of Public Speaking* (2008), you will want to make sure and narrow your focus to something that is manageable in the time you have allotted for your speech. Here are a few examples of specific purpose statements using the speech topics listed above:

To inform my audience about traditions associated with weddings in Mongolia.

To inform my audience about what happened during Prohibition.

To inform my audience about the basic events offered in women's gymnastics.

There are several different ways that we can organize speeches about events. The organizational pattern that you choose to use will depend on how you approach the speech. If you plan on looking at

what happened on 9/11 you would likely relate the incidents in the order that they occurred so you would use chronological order. For example:

Specific purpose: To inform my audience about the terrorist attacks on September 11<sup>th</sup>, 2001.

Central Idea: On September 11<sup>th</sup>, 2001 terrorists attacked by flying airplanes into both World Trade Center Towers, The Pentagon, and a field in Shanksville PA.

Main Points:

- I. The first target attacked by terrorists was the World Trade Center Towers in New York City.
- II. The second target attacked by terrorists was the Pentagon in Washington D.C.
- III. The third target of the terrorists remains a mystery because the people on the flight forced the plane down into a field in Shanksville, PA.

Another way to organize speeches about events is topical order. The most important thing to remember as you organize your speech about an event topically is to make sure and divide the subject logically and consistently. For instance:

Specific purpose: To inform my audience about the four major events in women's gymnastics.

Central idea: Women gymnastics is known for four major events including, the floor exercises, the vault, the balance beam and the uneven parallel bars.

Main points:

- I. Floor exercise is a combination of tumbling and dance, flexibility, strength, power, endurance, timing, rhythm, grace, confidence and poise.
- II. Vault is a quick and explosive gymnastics event that requires the gymnast to explode off the springboard and off the vaulting table.
- III. Uneven parallel bars are a favorite gymnastics event to watch because it demands unbelievable upper-body strength and split-second timing.
- IV. Balance beam is a challenge for gymnasts as this gymnastics event is performed on a four-inch wide beam, 16 feet long and about 4' off the floor.

\*Notice that the last four main points were not in parallel format. Quiz yourself and see if you can add something to make them appear in parallel format.

Speeches about concepts and how to organize them

Informative speeches about concepts tend to be the most complex and challenging kind of informative speeches to give. Concepts are things such as beliefs, theories, principles, values, and other types of abstract ideas. Some examples of concepts include the following:

- Patriotism      globalization
- Budhism        Theory of Evolution
- Relativism     Islam

These general concepts can be narrowed down by creating clear specific purpose statements. For instance:

- To inform my audience of the major principles of Islam.
- To inform my audience about the notion of globalization.
- To inform my audience about the main ideas relating to relativism.

Almost all speeches about concepts are organized topically. Look at the following example taken from *The Art of Public Speaking* by Stephen Lucas to get an idea about how a speech on Islam could be organized:

- Specific Purpose: To inform my audience of the basic principles of Islam.
- Central Idea: The beliefs of Islam can be traced to the prophet Muhammad, are written in the Koran, and have produced a number of sects.
- Main Points:
  - I. Islam was founded by the prophet Muhammad in the 600's.
  - II. The teachings of Islam are written in the Koran, the holy book of Islam.
  - III. Today Islam is divided into a number of sects, the largest of which are the Sunnis and the Shiites.

Remember that the lines dividing speeches about objects, processes, events, and concepts are not set in concrete. Many subjects can fit into more than one category, subject to how you choose to organize and develop the speech (Lucas, 2008). Choose your topic; decide if you will handle it as an object, process, event or concept and then you can develop the speech accordingly. As you develop the speech make sure to follow the guidelines listed below.

### **Chapter 9.3: Guidelines for Informative Speeches**

Regardless of the kind of informative speech that you choose to give, there are some guidelines that will help you to be more effective as you prepare and present your speech. Keep the following from the book *The Art of Public Speaking* (Lucas, 2008) in mind:

- A. Informative speakers should be wary of overestimating what the audience knows.
  - 1. In most cases, the audience will be only vaguely knowledgeable about the speaker's topic.
  - 2. The speaker cannot assume the audience will know what he or she means.
  - 3. To avoid misunderstanding, the speaker must explain ideas thoroughly and clearly.
- B. Informative speakers should find ways to relate the subject directly to the audience.
  - 1. Informative speakers must recognize that what is fascinating to them may not be fascinating to everybody.
  - 2. Effective informative speakers work to get the audience interested—and to keep them interested.
    - a. They begin with a creative introduction that connects the topic with the interests and concerns of the audience.
    - b. They find ways throughout the body of the speech to talk about the topic in terms of their listeners.
- C. Informative speakers should avoid being too technical.
  - 1. An informative speech may be overly technical because the subject matter is too specialized for the audience.
  - 2. An informative speech may also be overly technical because of the speaker's use of jargon or obscure language.
  - 3. Effective informative speakers select topics that are not too technical for the audience.
  - 4. Effective informative speakers recognize that language appropriate for an audience of specialists may well be confusing to a general audience.
- D. Informative speakers should avoid abstractions (Abstractions lack details. They leave the listener without a clear picture of what the speaker is trying to convey. Abstractions involve

saying things like it was awesome rather than describing what it was that was great through the use of description and specific details.)

1. Replacing tedious abstractions with specific details makes an informative speech more compelling.
2. One way to avoid abstractions is through description.
  - a. Colorful descriptions of external events can draw listeners into the speech.
  - b. Description can also be used to communicate internal feelings vividly and engagingly.
3. A second way to avoid abstractions is with comparisons.
  - a. Comparisons allow a speaker to explain new ideas in concrete, familiar terms.
  - b. Effective informative speakers are adept at using comparisons to draw listeners into the speech.
4. A third way to avoid abstractions is with contrast.
  - a. Like comparison, contrast can put abstractions into concrete terms.
  - b. Contrast is also an excellent way to give listeners a sense of perspective on concepts and events.

E. Informative speakers should personalize their ideas.

1. Nothing enlivens an informative speech more than personal illustrations.
2. Whenever possible, informative speakers should try to dramatize their ideas in human terms.
3. The best way to accomplish this is with examples—real or hypothetical—that personalize the subject matter.

## Reference

Lucas, S. E. (2007) *The art of public speaking*. New York, New York: McGraw-Hill.

# Informative Speech Preparation Worksheet

Name \_\_\_\_\_

Section \_\_\_\_\_

1. What is the topic of your speech? Why is it appropriate for you?

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2. Why is the topic appropriate for your audience?

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3. How is your topic narrowed to conform to the time limits for the speech assignment?

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4. What is your specific purpose statement?

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5. What is your central idea?

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6. What method(s) of gaining attention and credibility do you use in the introduction?

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7. How do you establish your goodwill/audience relationship in the introduction?

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8. Write the preview statement you will use in your introduction.

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9. Do you fulfill all the function of an introduction? \_\_\_\_\_

10. What method of organization do you use in the speech?

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11. State in full sentences, using parallel format, the main points to be developed in the body of your speech. Underline the parallel format portion.

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12. What steps have you taken to adapt the content of your speech so it will be clear and interesting to your audience? Be specific.

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13. What method(s) of reinforcing your central idea do you use in the conclusion?

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14. Do you fulfill all the major functions of a conclusion in your speech? \_\_\_\_\_

Name: Sample Speech

Organization Pattern: Process

Topic: Brewing Beer

General Purpose: To inform

Specific Purpose: To inform my classmates about the steps involved in brewing beer.

Main Idea: Brewing beer is a process involving a series of complex steps including: malting, mashing, brewing, and fermenting, which are each modified to give beer its individual flavor.

### **Introduction:**

1. Have you ever wondered how a vial of grains (show vial) turns into this? (show beer) or this? (show non-alcoholic beer). It is amazing how much goes into crafting a beer.
2. I grew up making beer with my Grandfather who still lives in Europe. I don't drink alcoholic beer but I still enjoy a home-made non-alcoholic version every now and again with my father and grandfather on our family porch.
3. From our class survey, I learned that the majority of you here have never tasted a beer, and know little about how it is made. Since, according to Newsweek May 2008, 78% of all Americans have or will drink beer, I thought this would be something we could all learn a little more about. And actually, the process we will go over is the same for non-alcoholic beer as it is for alcoholic. So if you wanted to spice things up at your next roommate get-together, you could still do this process without actually making any alcohol.
4. Today I will give you an overview of the malting, mashing, brewing, and fermenting process involved in cultivating a beer, with hopes that you will leave this class understanding an American pastime a little better.

### **Body:**

Transition/Signpost: So to begin, lets look at the first step in the brewing process

- I. Malting the Barley
  - a. For malting to occur, Barley must first be placed in a device called a maltster.
    - i. Maltsters are big containers that hold the barley and allow them to be seeped in water for a couple of days. If you've ever seen the water-tower in Ephraim Canyon, you'd have a pretty good idea of the size these containers can be.
    - ii. The amount of beer you will be able to produce will depend largely on the size of your maltster containers. They can be as large or as small as you'd like.
  - b. After the barley grains have been seeped, they are headed out to a large bin where the grains are dried and roasted.
    - i. This step is what gives the beer flavor to the barley. I know many of you in here and indicated a strong dislike for the beer flavor unless it is cooked with fish or used to boil hotdogs. Even if you don't drink it, know that the flavor added from the barley is what makes even these tasty dishes so tasty.

Transition/Signpost: The malted barley must now go on to the second step in the brewing process

## II. Mashing the malted barley

- a. My Grandpa grew up in a small European town where brew-making was a honored tradition passed down from generation to generation. I would go to visit him during the hot summer months, and help mash the barley. He insisted on doing this 'old school' with antique mills and tools. They looked like this (show picture).
- b. Most brewing factories do mashing by electronic conveyer belts like these. (show picture). For the massing to occur here, the barley must be sent to the mill where it is cracked and sent down a mash tunnel
- c. From the mashing tunnel, the mush is filtered, quite similar to how coffee beans are filtered in coffee brewing.

Transition/Signpost: The next step is the most important in the beer making process, it is the actual

## III. Brewing of the barley liquid

- a. Think of this step as brewing a stew. From talking with many of you, I know that the majority here today have made some version of stew in your life. Either as a young child, adding rocks, sticks, leaves, and flowers from the yard, or actual stew that you could feed to any hungry student. The steps are always the same: you will heat the liquid and season it, stirring often.
- b. When your mixture begins to boil, you must immediately add some hops.
  - i. (Show powerpoint picture of a Hop flower) Hops are a flower that is picked off a vine and pelletized for the brewing process. (Show pelletized hop flower)
  - ii. They can be thought of as roses, or grapes; something that will add a bitter flavor and aroma to the beer.
  - iii. Without hops, beer would have too much of a barley flavor to be enjoyable.

Transition/Signpost: After you have brewed the barley, you can move on to the fourth step which is

## IV. Fermenting or not Fermenting the barley liquid

- a. During fermentation, the barley liquid is strained and cooled. This is the step where the liquid actually turns to beer, whether it be alcoholic or non-alcoholic.
- b. (Show presentational aid/diagram)Dr. Dwight Inouye, professor of Organic Chemistry at UNLV diagrammed in Scientific Weekly, 1979 what happens to the barley mixture when it is cooled. His diagram shows how while your barley mixture is cooling, the yeast will begin to consume the sugars, producing equal parts alcohol and carbon dioxide.
- c. This process can take anywhere from four to seven days.
- d. In order to produce a non-alcoholic beverage, the barely mixture is only cooled for a maximum of 24 hours. This ensures that any alcohol is minimal, if any.

### **Conclusion:**

Transition/Signpost: In closing,

1. Now it should be clear to all of us that brewing beer is a simple process involving malting, mashing, brewing, and fermenting.
2. Hopefully this information will inspire you to think about all the work and people involved with bringing beer to the masses. Whether or not you choose to partake of alcoholic or non-alcoholic beer is an individual choice. Whether or not you understand what the process is to get the beer should now be perfectly clear.
3. I think the president of Miller Light, Jams Cunthry, sums it up well when he said in an online interview, "Beer is and American past-time that can be summed up in two words: Bottoms Up!"

## Feng Shui

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1 (ATTENTION GETTER) It's move-in day. While most everyone is rushing about carrying boxes, computers, TVs, and stereos to make their dorm rooms feel a little more like home, my mom is carrying—wind chimes. Don't wind chimes belong outside? In a garden? On a patio? Anywhere but a dorm room? My mom had strategically placed them so that each time I opened the door, it would swing into them. It was all because of feng shui.

2 According to Simon Brown, author of the book *Practical Feng Shui*, feng shui, which literally means wind and water, "is the art of designing your home to promote success in life, health, wealth and happiness." Feng shui originated in China over 4,000 years ago and is still practiced throughout the world today.

3 (GOODWILL) While it may seem like only ancient Chinese philosophers can master this art, even college students like us can learn simple techniques for improving the flow of energy in our dorm rooms, homes, or apartments. From my campus survey, I learned that 8-0% of college students on our campus are concerned with the décor of their apartments. (CREDIBILITY) With my mom's enthusiasm behind me, I decided to research this topic some more on my own. (INTERNAL PREVIEW) First I'll explain a bit more about what feng shui is and then give you some tips on putting this ancient art into practice.

4 (TRANSITION STATEMENT) Let's begin by looking at what feng shui is for a normal college student. As I mentioned in my introduction, the ancient Chinese art of feng shui is a method of maximizing energy flow by manipulating your environment. Pam Kai Tollefson, director of Feng Shui Design, believes that feng shui changes and harmonizes the environment. There are many components of feng shui, the most important of which is chi. According to Sarah Rossbach, author of the book *Feng Shui: The Chinese Art of Placement*, chi is defined as the energy flow that connects all things, and it has a profound impact on our lives. Simon Brown describes chi as carrying thoughts, ideas, emotions, dreams, and energy from the environment. Practitioners of feng shui maintain that chi can move through air, people, buildings, windows, and doors. The flow of chi is the basis of feng shui.

5 The aim of feng shui is to improve your chi, which is accomplished by altering your surroundings. There is good and bad chi that flows throughout buildings such as this one. For example, the sharp corners on this lectern create negative chi because sharp corners cause chi to swirl, creating confusion or illness. Another problem in this room is that there are no windows. Sunlight is crucial because it's the main medium that keeps chi moving.

6 According to its followers, feng shui has many benefits once a home or office is arranged according to the principles of feng shui. Decreased stress and a better night's sleep are one advantage of feng shui. Improved health, motivation, relaxation, love, and romance can even occur. Feng shui helps create more harmonious family relationships. Overall, it can help you feel more in control and might even win you fame and respect.

7 Nancilee Wydra, author of the book *Feng Shui: 150 Simple Solutions for Health and Happiness in Your Home or Office*, believes that feng shui is beneficial in the workplace as well. Balanced chi creates a good start to a new career and a growing business, while evenly circulated chi throughout the body can help you become more assertive in the workplace.

8 (TRANSITION STATEMENT) Now that we've taken a look at what feng shui is, let's put this newfound knowledge into practice by looking at some tips for putting feng shui into practice for a normal college student. To illustrate, we'll look at how feng shui works in a typical dorm room. Since we don't have control over the actual structure of our dorm rooms, we're forced to work with what we have.

9 Let's start with the ideal floor covering. Winifred Gallagher, in *The Power of Place*, says that soft materials slow chi energy and create a relaxing atmosphere. Few dorm rooms are carpeted, so make sure to cover your floor with a soft, fitted carpet.

10 Next, we'll look at the placement of your bed in your dorm room. In *Practical Feng Shui*, Simon Brown claims that "the direction you sleep in affects your whole life as well as how well you sleep." Feng shui recommends having the head of the bed face east because it's good for career building, ambition, getting things done, and ideal for growth. Or, if you're having trouble sleeping, try having the head of the bed face the north. This will enhance feelings of peace, tranquility, and spirituality. No matter what direction the head of your bed faces, make sure you can see the door and the window from your bed.

11 Once it's located in the ideal position, make sure to cover your bed with cotton, linen, or silk sheets to create a harmonious flow. Synthetic materials have a negative effect on chi. Finally, keep your curtains tightly closed at night to slow the flow of chi energy through your window.

12 Now that we've looked at the possibilities with what's already in your dorm room, let's see what we can add to enhance the already flowing chi.

13 For starters, try adding a wide mirror on one end of your dorm room to reflect the energy across the entire room. Most dorms provide harsh, electric lighting. To soften this light, bring in lamps with shades on them.

14 You can also add simple elements to enhance the flow of chi. Plants are always a good addition to a room because of their soothing effect. As my mom insisted, try placing wind chimes next to your door so they sound every time you open it. Lurrae Lupone, author of *Feng Shui: Therapy for the New Millennium*, says that wind chimes cleanse and purify the chi energy already in your room.

15 In addition to hanging wind chimes near your door, you can hang crystals such as this one in a window. The crystals bring energy from the outside environment into your dorm room. Adding water, such as a bowl of water or a fish tank, can also bring fresh chi energy into the room. If you place a bowl of water in your room, place it in the east or the southeast and refill it every day. According to advocates of feng shui, the water element can help you attain your goals and might even help you study for those midterms.

16 Finally, for those of you who tend to be a bit messy, beware. Untidiness slows the flow of chi energy. Make sure to store everything in cupboards or storage areas, and remember to stay organized.

17 (SIGNAL TO CLOSE) In conclusion, we have taken a look at one of China's most time-honored traditions. (INTERNAL SUMMARY) We've seen what feng shui is and then put this ancient art into practice. Although we looked at how feng shui works in a typical dorm room, you can apply the principles of feng shui to your home, office, or apartment.

18 (MEMORABLE ENDING) Now as I walk into my dorm room, I no longer cringe at those wind chimes' loud clanging or avoid touching them at all costs. Instead, I swing the door right into them and smile. It may be noisy, but it sure is good chi.

# Feng Shui in Speaking Outline Format

## Introduction

- I. Story of Mother helping move into dorm room and hanging wind chimes by the door. (Gain the attention of the audience)
- II. Define feng shui and explain that there are ways to put this art into practice (relate topic to the audience)
- III. Relate personal experience and research about Feng Shui (establish credibility)
- IV. "First I'll explain a bit more about what feng shui is and then give you some tips on putting this ancient art into practice." (Preview statement)

## Body

- I. The ancient art of feng shui is a method of maximizing energy flow by manipulating your environment.
  - a. Harmony in the environment
    1. According to Pam Kai Tollefson in Natural Science Magazine, August 2011, feng shui changes and harmonizes the environment
  - b. Chi
    1. Sarah Rossbach, an expert in Feng Shui at the UCLA states in a personal interview last month that Chi is defined as the energy flow that connects all things.
    2. Simon Brown, Snow College describes chi as carrying thoughts, ideas, emotions, dreams and energy from the environment.
      - ii. Chi can move through air, people, buildings, windows and doors; Aim of feng shui is to improve the flow of chi
      - iii. Lectern creates negative chi
      - iv. No windows in the room is a problem because sunlight is crucial to the flow of Chi
  - c. Feng shui has many benefits when home or office is arranged according to the principles of feng shui
    - i. Decreased stress
    - ii. Better nights sleep
    - iii. Improved health, motivation, relaxation, love and romance
    - iv. Harmonious family relationships
    - v. Perhaps can win you fame and respect
  - d. Feng shui has benefits in the workplace as well
    - i. Nancilee Wydra believes that balanced chi creates a good start to new career and a growing business

- ii. Chi can help you become more assertive in the workplace

Transition: Now that we have taken a look at what feng shui is, let's put this newfound knowledge into practice.

- II. To illustrate, we'll look at how feng shui works in a typical dorm room.
  - a. Ideal floor covering: Winifred Gallagher says that soft materials slow chi energy and create a relaxing atmosphere
  - b. Placement of your bed; Simon Brown claims that the direction you sleep affects your whole life
    - i. Have the head of your bed face east
    - ii. If having trouble sleeping have the head of the bed face north; Peace, tranquility, and spirituality will increase
  - c. Cover your bed with cotton, linen, or silk to create a harmonious flow; Synthetic materials have a negative effect on chi
  - d. What can be done to enhance what we can add to enhance the already flowing chi?
    - i. Add a mirror
    - ii. Bring in lamps with shades on them
    - iii. Plants
    - iv. Wind chimes next to your door: Lurrae Lupone says that wind chimes cleanse and purify chi energy
    - v. Crystals
    - vi. Water: Place water in the east or southeast and refill everyday. Water element can help you attain your goals and might help you study for those midterms
  - e. Untidiness slows the flow of Chi
    - i. Store everything in cupboards or storage areas and stay organized

### Conclusion

- I. In conclusion (signal conclusion).
- II. We have taken a look at one of China's most time-honored traditions. We've seen what feng shui is and then put this ancient art into practice (review main points).
- III. Now as I walk into my dorm room, I no longer cringe at those wind chimes' loud clanging or avoid touching them at all costs (provide psychological closure or echo).
- IV. Instead, I swing the door right into them and smile. It may be noisy but is sure is good chi (End with an impact).

### Informative Evaluation Form

**Speaker:**

**Topic:**

*Rate the speaker on each point: E-Excellent (5pts) G-Good (4 pts) A-Average (3pts) F-Fair (2pts) P-Poor (1pt)*

<b>Nonverbals:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Eye Contact					
• Gestures					
• Facial Expressions					
<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Tone					
• Pitch					
• Rate					
• Volume					
<b>Organization:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Introduction					
• Conclusion					
• Main points					
• Transitions					
<b>Content:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Credibility					
• Source citation					
• Main points supported					
• Interesting ideas					
• Informative					
<b>Sensory Aids:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Appropriate to subject					
• Clean					
• Easy to see					

**What did the speaker do most effectively?**

**What should the speaker pay special attention to next time?**

**GENERAL COMMENTS:**

# Informative Evaluation Form

**Speaker:**

**Topic:**

*Rate the speaker on each point: E-Excellent (5pts) G-Good (4 pts) A-Average (3pts) F-Fair (2pts) P-Poor (1pt)*

<b>Nonverbals:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Eye Contact					
• Gestures					
• Facial Expressions					
<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Tone					
• Pitch					
• Rate					
• Volume					
<b>Organization:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Introduction					
• Conclusion					
• Main points					
• Transitions					
<b>Content:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Credibility					
• Source citation					
• Main points supported					
• Interesting ideas					
• Informative					
<b>Sensory Aids:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Appropriate to subject					
• Clean					
• Easy to see					

**What did the speaker do most effectively?**

**What should the speaker pay special attention to next time?**

**GENERAL COMMENTS:**

# Informative Evaluation Form

**Speaker:**

**Topic:**

*Rate the speaker on each point: E-Excellent (5pts) G-Good (4 pts) A-Average (3pts) F-Fair (2pts) P-Poor (1pt)*

<b>Nonverbals:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Eye Contact					
• Gestures					
• Facial Expressions					
<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Tone					
• Pitch					
• Rate					
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<b>Organization:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Sensory Aids:** 1 2 3 4 5

- Appropriate to subject
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<ul style="list-style-type: none"> <li>• <b>Credibility</b></li> <li>• <b>Source citation</b></li> <li>• <b>Main points supported</b></li> <li>• <b>Interesting ideas</b></li> <li>• <b>Informative</b></li> </ul>					

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<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Vocalics:** 1 2 3 4 5

- Tone
- Pitch
- Rate
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• Main points					
• Transitions					
<b>Content:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Credibility					
• Source citation					
• Main points supported					
• Interesting ideas					
• Informative					
<b>Sensory Aids:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Appropriate to subject					
• Clean					
• Easy to see					

**What did the speaker do most effectively?**

**What should the speaker pay special attention to next time?**

**GENERAL COMMENTS:**

## Chapter 10.1 Persuasion

### Persuasive Speaking

The general intent of a persuasive speech is to get your audience to accept an idea, adopt a position, agree with a value, change an attitude, or to engage in whatever action you are promoting in your speech. Even getting your audience to see your topic from a different perspective constitutes persuasion. It is helpful to understand that persuasive speaking is a **process** that involves creating, reinforcing, or changing people's beliefs or actions. Sometimes we tend to think of persuasion as something we do to an audience when it would be more accurate to say that it is something that we do with an audience. Persuasive speakers are involved in a mental dialogue with the audience all throughout the presentation. Do not assume that your audience will sit back and absorb what you have to say. They may not interrupt you, but they will actively assess everything that you have to say. This section is designed to help you to understand the different types of persuasive strategies that are available as you put together your persuasive speech, as well as help you to understand how you can be a more persuasive public speaker. Let's begin with the differences between informative and persuasive speeches.

#### *Differences between informative and persuasive speeches*

There are distinct differences between persuasive and informative speaking. Persuasive speeches follow a process that urges the audience to respond in a specific way while informative speeches reveal and clarify options. Simply put, informative speakers are teachers and persuasive speakers are leaders. The persuasive speech differs from the informative speech in four ways: supporting materials, delivery, language style, and organizational patterns used for main points (Hamilton, 2012).

- Supporting materials are especially important for the persuasive speech. All speeches require the use of supporting materials, but the standard is much higher for the persuasive speech because you are asking your audience to agree with a specific recommendation that you are proposing. **It is critical that persuasive speakers present supporting materials that are credible and clearly prove their position. Types of supporting materials commonly used in persuasive speeches are statistics, examples, and testimony.**
- Delivery is important in all types of speeches, but in persuasive speaking it is even more important. Audience members look at what some researchers call "dynamism" as they evaluate the arguments the persuasive speaker presents. Dynamism refers to how the audience judges the speaker's ability to be lively, active, and passionate about their

topic. This is a form of credibility; directly impacting the speaker's ability to be persuasive. Research shows that the audience's attitude toward, or perception of the speaker will greatly impact the speaker's ability to persuade the audience. Persuasive speaking requires speakers to be more forceful, articulate, direct, and use an energetic style that will clearly communicate to the audience a commitment to the stated position.

- Language is a key factor in persuasion. Informative speakers tend to use language that is simple yet vivid, and other stylistic devices that clarify points and keep the attention of the audience. Persuasive speakers need to use language that is more forceful and direct. This requires using more persuasive stylistic devices such as letting emotion show in the choice of words you use and in the tone of your voices.
- Organizational patterns for persuasive speeches differ from informative speeches. Informative organizational patterns (spatial, chronological, and topical) are designed to help the speaker deliver the information in an unbiased way. Organizational patterns for persuasive speeches (problem-solution, problem-cause-solution, motivated sequence, and comparative advantages) are intended to influence audience opinions.

### *Persuasive Methods and Theories*

People have been using the same basic strategies of persuasion for thousands of years. One of the greatest Greek Philosophers was Aristotle who taught at the Lyceum around 300 B.C. Aristotle believed that there were three distinct ways (ethos, pathos, and logos) that speakers could persuade others to accept their ideas and positions. These three methods of persuasion are still used today.

1. **Ethos:** This refers to the ethics or character of the speaker. An audience needs to feel that they can trust the speaker to be honest, fair, and to operate with integrity. Effective delivery is especially important to help the speaker establish credibility or ethos. Audiences trust speakers who use strong eye contact, look confident, speak using vocal variety, use active rather than passive sentence structure, appear to be open-minded, and demonstrate knowledge about the topic. Credibility is fluid and will change and develop throughout the course of the speech. It is helpful to understand three types of credibility: Initial, Derived, and Terminal credibility.
  - Initial credibility is the audience's perception of the speaker before the speech begins. This is accomplished through the non-verbals used, the way the speaker is dressed, and what the audience already knows about the speaker.
  - Derived credibility refers to everything that the speaker says and does during the speech. Utilizing a credibility statement in the introduction, and using personal

examples to support main ideas, will help accomplish this. Proper source citing and quality research also helps with derived credibility.

- Terminal credibility is the audience's perception of the speaker at the end of the speech. Leaving the audience feeling like you have given them an emotional and educational charge, helped them to become a better person because you understand them and want to see them successful, will help with terminal credibility. If you have strong terminal credibility, you are more likely to get the audience to agree with your call to action.

Your job as a public speaker is to use strategies that will help you to enhance your credibility rather than diminish it. Use the following suggestions to build your credibility:

- Conduct careful research and clearly express that research to the audience
- Use personal experience to illustrate your points
- Take time to establish common ground with your audience
- Practice your speech delivery. Research shows that fluent, dynamic delivery will enhance credibility
- Speak with conviction

2. Pathos: This refers to the emotional or psychological needs of the audience. While there are some people who may not think that emotional appeals are as significant as credibility and logic, research suggests that without emotional appeals speakers often fail to persuade an audience of the truth and importance of the evidence. The audience needs to connect emotionally with the subject before they are willing to accept evidence as logical and reasonable. Emotional appeals are intended to make people feel sad, angry, guilty, happy, or any emotion that the speaker wants the audience to feel. Few people are motivated to change unless they feel a strong emotional pull to do so. Some subjects are more emotionally powerful than others. Your job as a persuasive speaker is to find ways that you can engage the emotions of your audience. Be careful how you employ emotional appeals because audiences can quickly spot a speaker who is who is not speaking from the heart. If emotional appeals are not used properly, people tend to feel manipulated and persuasion is unlikely. Use the following strategies as you work to employ emotional appeals:

- Help your audience feel that the subject is important to their personal needs
- Get your audience involved. This is where conducting a good audience analysis is important in order to understand how they feel about your topic.
- Use emotional language. Language can generate strong responses in an audience by evoking feeling associated with certain words and phrases (Lucas, 2009).
- Use vivid examples. Examples that use descriptive words and phrases really help the audience to get a sense of the emotions the example is trying to convey.

- Speak with sincerity and conviction. Speakers who feel the emotion that they are trying to convey to the audience will be perceived as believable.

Ethics are important when it comes to emotional appeals. Emotional appeals are an important persuasive strategy, but sometimes they can be misused by unethical speakers for self-serving reasons. Keep the following in mind:

- Emotional appeals should never be substituted for sound logic, fact, and reason.
  - Make sure the emotional appeal is appropriate to the topic.
  - Do not exaggerate the costs, problems, or negative consequences of a proposal.
  - Do not lie or fabricate about any kind of emotional appeal you choose to use.
  - Do not manipulate or try to control your audience.
3. Logos: This refers to the use of logical arguments/appeals, evidence, and reasoning to support and draw conclusions. Logic is defined as the "study of orderly thinking, the sequence and connection of thoughts and ideas as they relate to one another" (Bell, 1990). Evidence is closely related because it "supports the logical statements of a speech and includes factual instances, expert and personal opinions, and statistics" (Hamilton, 2012). Reasoning involves drawing conclusions based on logic and evidence. A logical appeal is rational and reasonable based on evidence provided. In order to understand how to use logos or logical appeals effectively in a persuasive speech you will need to understand arguments, the various types of evidence and reasoning, as well as how fallacies can impact persuasion.

Perhaps the most convincing tool you can use to enhance logic, however, is your evidence. Evidence consists of examples, statistics, testimony, and other information you gather from your research that you will use to prove or disprove something. There are several ways of presenting evidence, but the most effective ways have the speaker provide the assertion followed by the evidence while including the source citation. For example:

"We should require all communication students to participate in the honor society (*assertion*) because this increases student engagement by 60% (*evidence*) according to Eve Smith (*source*) director of the National Communication Association in 2010 (*qualification of the source*)."

Researchers are finding that some of the ideas scholars used to have about evidence are not quite as effective as they were once considered. Take note of the following tips and suggestions as you search for and evaluate evidence (Hamilton, 2012):

- Citing evidence and the source in a speech improves the credibility of most speakers.
- When evidence is used, mentioning only the source of the evidence without explaining who the "expert" is tends to make the speech less persuasive.
- Speakers who support their ideas with personal experience are considered more trustworthy and persuasive than speakers who refer only to expert sources. In fact, personal examples and experience tend to be more persuasive, and have longer lasting effects, than statistical or numerical data. Keep in mind that using a combination of strategies will result in more powerful speeches.
- Speakers are viewed as more credible if they provide the audience enough citation information so the listener can locate the information themselves if they wish to do so.
- Research shows that audiences are more easily persuaded when new arguments and evidence are used. Listeners who do not agree with your topic are unlikely to be persuaded by the old arguments and evidence presented previously. If possible, present new arguments and evidence, or at least present old arguments in a new or novel way.

Aristotle clearly saw the importance of using various types of appeals as well as the use of sound logical arguments based on solid reasoning and evidence when crafting a persuasive message. In order for you to be more persuasive it will be helpful to understand what an argument is and how the various types of reasoning can be used in persuasive speaking.

## **Chapter 10.2 Arguments and Reasoning**

Reasoning is a process that involves drawing a conclusion about something based on evidence. As a persuasive speaker your job is to reason by creating solid arguments your audience can accept using factual or judgmental statements based on sound evidence. Essentially, you are creating an argument, based on reason, that you urge your audience to accept. According to Makay, Butland and Mason (2008 p277) the basic elements of an argument are:

1. The evidence in support of an idea that you advocate;
2. A statement or contention (your position) the audience is urged to accept; and
3. The inference (or reasoning) linking the evidence with the statement

If you want to be a successful persuasive speaker, you will need to use successful patterns of reasoning in order to convince your audience to accept your argument. The following are a few of the most common types of reasoning used in persuasive speeches:

1. Reasoning from specific instances: This common type of reasoning occurs when you move from specific situations and facts to a general conclusion. It is also known as inductive reasoning. For example:

Fact #1: My psychology class was easy last term.

Fact #2: My friend's psychology class was easy.

Fact #3: My roommate's psychology class was easy.

Conclusion: Psychology classes are easy.

As you can see there can be problems with this type of reasoning; it would be very easy to poke holes in this example. Someone hearing this specific reasoning would naturally have some questions before they were convinced. A sample question might be: did the students involved take classes at the same college and from the same teacher? You need to be careful to get enough information to help support this type of reasoning. Use the following guidelines if you plan on using reasoning from specific instances (Lucas, 2008):

- Avoid generalizing too quickly. It is common for people to jump to conclusions when there is not enough evidence to do so. Make sure your sample of evidence is large enough to suggest your conclusion.
- Be fair, unbiased and representative.
- Qualify your arguments if needed. If the evidence is not there to fully support a general conclusion make sure to use words and statements that will qualify what you say. For example, it would be better to say that many TV cartoons for children are violent rather than say all TV cartoons for children are violent. It may not be as dramatic, but your audience will view it as more persuasive.
- Always use good supporting materials to support what you have to say. For this type of reasoning, statistics and/or testimony are particularly effective.

2. Reasoning from principle: This form of reasoning is the exact opposite of reasoning from specific instances. Reasoning from principle moves from the general to the specific. For example look at the following taken from *The Art of Public Speaking* by Stephan Lucas (2008):

1. All people are mortal.
2. Socrates is a person.
3. Therefore, Socrates is mortal.

Use the following guideline as you reason from principle: Make sure that your general principle is one that your audience is likely to accept. If not give evidence to support it before moving on.

3. **Causal Reasoning:** This type of reasoning makes a "claim about a cause-and-effect relationship between two objects, variables, or processes (Letteri, 2002)." For example, if you were walking to class and you happened to slip on some water in front of the drinking fountain and sprained your ankle, you would likely assume that you slipped and hurt your ankle because the water was on the floor. This is causal reasoning. Causal reasoning occurs if you can argue from cause to effect or from effect to cause. Remember that it is difficult to prove causality absolutely. The general strategy involved in using causal reasoning is to make sure and present a lot of strong evidence to show the link between the cause and the effect. Use the following strategies when you use causal reasoning:
- Briefly explain any minor causes and effects before explaining the most important cause.
  - Avoid confusing correlation with causation. Correlation shows a correspondence between the growth and decline of two things, but it doesn't prove that one thing caused another.
  - Make sure and consider if something else could potentially account for the effects that you are noting.
  - Be careful to not assume that something has only one cause. Sometimes there are multiple elements that can have a cause-and-effect relationship.
4. **Analogical Reasoning:** Analogical reasoning occurs when a speaker compares two similar cases and infers that what is true about one is also true for the other. Sometimes the links between the cases presented are not as readily apparent. Makay, Butland, and Mason (2008) state, "Your job is to convince your audience that the characteristics of one case are similar enough to the characteristics of a second case that your argument about the first also applies to the second." This type of reasoning is common in persuasive speeches on questions of policy. For example, if you wanted to persuade your audience that they should adopt universal healthcare you may want to show how universal healthcare has worked in other countries such as Canada. You would claim that your policy would work because it has worked in similar situations. You can use analogical reasoning from either side of an issue. According to Lucas (2008), "You are more likely to be persuasive if the analogy shows a true parallel situation." Ask the following questions as you evaluate if the analogical reasoning you plan to use will be effective (Makay, Butland, & Mason, 2008):
- Are the cases being compared similar? Only if you convince your listeners of significant points of similarity will the analogy be persuasive.

- Are the similarities critical to the success of the comparison? The fact that similarities exist may not be enough to prove your point. Persuasion occurs when the similarities are tied to critical points of the comparison.
- Are the differences relatively small? In an analogy, you compare similar, not identical cases. Differences can always be found between items you are comparing. It is up to you as an advocate for your positions to decide how critical the differences are.
- Can you point to other similar cases? You have a better chance of convincing people if you can point to other successful cases. If you can show that the similarities between your position and these additional cases are legitimate you will help sway audience opinion.

## Fallacies

Unfortunately not all reasoning is logical and speakers will often intentionally or unintentionally use fallacious reasoning. Fallacious reasoning is reasoning that is considered false or faulty. It will be helpful for you to know and recognize some of the common types of faulty reasoning, otherwise known as fallacies you may run into:

- Bandwagon: How many times have you heard someone say, "Everyone else is doing it?" This is a perfect example of the bandwagon fallacy. It implies that because other people are doing or participating in something it is therefore appropriate, positive, or desirable.
- Slippery slope: This fallacy occurs when a speaker asserts that taking a particular course of action will lead to serious and undesirable consequences. It implies that once you take one step you will automatically slip all the way down the slope and end up in even a worse situation.
- False analogy: Also known as a faulty analogy or a questionable analogy, the false analogy occurs when there is a problem with logical reasoning when two things that are similar in some way are compared with each other. The likely form the false analogy will take is **A is like B. B has property C. Therefore, A has property C.** For example, a false analogy could occur if someone were to say, "Tom is a football player at Snow College and he scored really high on his SAT. Bob is also a football player at Snow so he must have scored high on his SAT too." This is a false analogy because one thing in common does not necessarily mean that there will be other things in common as well.
- Ad homonym: Speakers who tend to use the ad homonym fallacy are trying to disguise the fact that they have a weak argument. Ad homonym comes from the Latin phrase that means "against the person" and results in an unwarranted



As a public speaker, the social judgment theory holds the key to how much you can push an audience to agree with a particular message and be persuaded. Persuasive speeches are highly unlikely to shift an audience from being strongly opposed to what you are proposing to now being strongly in favor of your proposal (or even neutral about the proposal) as a result of your speech. Realize that having small, simple, persuasive goals in mind, and working to meet those small goals, will help you to plan and prepare what persuasive strategies will be most effective. If you can move your audience even a little bit in your direction then persuasion has taken place. Hamilton (2012) suggests you also remember the following in regards to the social judgment theory and persuasion:

1. Attitudes are easier to change when people feel that an argument fits within their latitude of acceptance. You will need to point out that your position fits into their latitude of acceptance as well as remind them how important your position is to them and to those that they love.
2. The larger the latitude of rejection a listener has, the more difficult it will be to persuade them. Be careful of the **Boomerang effect**. The Boomerang effect occurs when an audience member's original position is strengthened rather than softened as a result of a persuasive speech. Keep in mind that asking for only a small step outside of the audience's latitude of acceptance rather than a complete change of opinion will likely be more effective.
3. Presenting quality evidence, establishing your credibility, and showing how you and the audience have common ground will also aid in persuasion.

The scale below illustrates the various positions your audience may hold:

Before you can begin to move your audience in the direction you want them to go, you will need to do some careful audience analysis. You will need to know who your target audience is and then develop strategies to reach them. When it comes to persuasive speeches most audiences fit into the following categories (Letteri, 2002):

- Receptive: A receptive audience is one who already tends to hold the same convictions that you do. With this type of audience you can state your thesis directly and then build on what you already have in common with the audience. Your audience will likely be familiar with your arguments so it is helpful to focus on using effective language and strong emotional appeals, rather than spending a great deal of time presenting hard evidence to convince your audience.
- Unreceptive: An unreceptive audience generally disagrees with your claim. It is important to figure out in advance why they may disagree with you and then structure your speech accordingly. For instance, you may want to think about what values, beliefs and attitudes your audience holds and then structure your arguments and evidence in

ways that will appeal to those values. This will tend to lessen their opposition to your position. You may find it beneficial to avoid stating your position directly because the audience will likely have an immediate, negative reaction. This type of audience needs to hear strong evidence and supporting materials if they are to be persuaded. Keep a small goal in mind in terms of movement on the social judgment continuum because even a moderate shift in this audience's position is highly unlikely.

Additionally, the demands of credibility are much higher in a persuasive speech to an unreceptive audience. The following are a few suggestions that will help you to be more persuasive with an unreceptive audience:

- Take the time to build your credibility and establish those beliefs and values that you hold in common with your audience.
  - Make sure to respectfully, but clearly refute the best arguments against your position.
  - When making your arguments, always tie your claim to the values, beliefs, and principles that your audience already accepts or would have difficulty rejecting.
  - Be sure to use expert testimony and cite your sources extensively so that your audience recognizes authoritative support for your evidence and arguments.
- Neutral and mixed audience: These two types of audiences are different yet somewhat similar in the way that you would approach them. The neutral audience is one that generally does not hold strong beliefs or opinions about your topic, while the mixed audience consists of individual members who may agree or disagree with your position. The neutral audience may have never considered your topic before so you have an opportunity to try to appeal to everyone. Approach both types of audiences using the following suggestions:
    - Acknowledge that the topic may apply to everyone differently, but everyone shares in some way the common effects.
    - Make sure to identify common themes, beliefs and values and then apply them to your topic.
    - Be careful to summarize basic background information about your topic so everyone will start with the same basic knowledge. The intent is to help your audience to view your topic in a similar way.
    - Clear and convincing evidence is essential for a neutral or mixed audience.
    - Use strong language and emotional appeals to help your audience agree with your position and to motivate them to act on it.

## Chapter 10.3: Types of Persuasive Speeches

There are three major types of persuasive speeches based on questions of fact, questions of value, and questions of policy. The most common form of persuasive speeches for public speaking scenarios is question of policy because it requests change.

### Questions of Fact

Persuasive speeches on questions of fact seek to persuade an audience to accept the speaker's view of the facts on a particular issue. Some facts can be answered with complete accuracy and certainty. For example, if I were to ask you how many credits it would take to graduate from Snow College with an Associate of Science degree, the answer would be relatively simple and certain. Some questions of fact are not as simple to answer with certainty. If someone were to ask you if unemployment will be up or down next year you would not be able to answer with complete certainty. When you give a speech about how unemployment rates are likely to rise next year you are giving a speech about a question of fact.

### Questions of Value

Speeches about questions of value have to do with a person's belief about what is right or wrong, moral or immoral, good or bad, fair or unfair, and just or unjust. When you give a speech about questions of value you will need to justify your value judgment in light of specific set of criteria or standards. Speeches based on questions of values tend to be organized topically. Refer back to the section on topical organization to refresh your memory about how topical organization works.

### Questions of Policy

Most persuasive speeches are based on questions of policy. Questions of policy deal with specific course of action that the speaker feels should be adopted. Sometimes questions of policy can be confusing to speakers because they often involve questions of fact and questions of value. However, they go beyond questions of fact or value to determine if something should or should not be done about the policy.

When you are preparing your speech about a question of policy it will be helpful to understand two different types. They are speeches to gain passive agreement and speeches to take immediate action.

- **Passive agreement:** Your goal is to show that a policy is desirable, necessary, and practical. Your goal is to affect the thinking of your audience and to not necessarily get them to go out and do something as a result of your speech.

- Immediate Action: Your goal is to get your audience to do something in support of the policy that you are recommending. To achieve this result it is helpful if you make your recommendations for action as specific as possible so your audience will get involved right away.

There are four basic organizational patterns that work well for speeches on questions of policy. They are problem-solution order, problem-cause-solution order, comparative advantages order, and Monroe's motivated sequence.

- Problem Solution: A speech arranged in problem-solution order will have two main points. The first main point shows the need for a new policy by outlining the existence of a serious problem. The second main point will present a plan that will solve the problem and will demonstrate the practicality of the solution. If you wanted to use the problem-solution order to oppose a change in policy it would still have two main points. The first point will show that there is no need for a change. The second main point will show that even if there were a need for a change, the proposed policy would not solve it and would in fact create serious problems if implemented.
- A speech arranged in problem-cause-solution order has three main points. The first main point will show the need for a new policy by showing the existence of a problem. The second main point will analyze the causes of the problem. The third main point will provide a plan that will solve the problem as well as demonstrate the practicality of the solution. The problem-cause-solution will help you to get at the roots of a problem rather than simply controlling the symptoms of the problem.
- The comparative advantages pattern of organization is better to use when the audience already agrees that there is a need for a new policy. You will use your main points to explain why your plan is better than any other potential solution.

### Monroe's Motivated Sequence

The final organizational pattern is Monroe's motivated sequence. This organizational pattern has five steps that are based on the psychology of persuasion. The speech format will include the standard introduction, 3 main points and a conclusion. Monroe's is especially valuable when you want to move your audience to take immediate action.

1. The first step is to gain the attention of the audience. This will take place in the introduction of the speech.
2. The second step is to show that there is a need for a change from the status quo. This will be your first main point.
3. The third step is your second main point and should help satisfy the sense of a need by presenting a plan that addressed the need.

4. The fourth step is to help your audience visualize what benefits that would follow if they adopted your plan. Here is where you establish the practicality of your plan. This is your third main point.

5. The last step of Monroe's motivated sequence occurs in the conclusion of your speech. You will encourage your audience to take action in support of the plan that you have proposed.

At the end of this section you will find sample speeches and commentary for several of the organizational patterns presented. Look them over and see if you can pinpoint what organizational pattern the speaker used. Now that you have a better idea about how to put together a persuasive speech we need to go over how to prepare your persuasive speech.

## Preparing Your Persuasive Speech

The general steps that you will follow to put together your persuasive speech are very similar to other types of speeches. You will need to determine your topic, your specific purpose statement (or position statement), know the type of speech you plan to give, poll your audience, and finally, you will need to organize your speech.

### Selecting your topic

As you determine your speech topic you may want to consider something that you know about already.

Make sure to follow the guidelines listed below as you select your topic:

1. Select a topic that fits the assignment. Make sure to consult the specific assignment so you know your professor's requirements when it comes to what type of persuasive speech you are assigned, as well as what organizational pattern they want you to use. It is also helpful to know the time limit or any other specific requirements your professor may have.
2. Select a controversial topic. If a topic is controversial then it has at least two conflicting views on the subject. The controversy could be about whether or not there is a problem, or it could be about the best way to address the problem.
3. Select a topic that you feel strongly about. If you recall from the previous discussion there are three main ways that we persuade an audience. Logic (logos) and credibility (ethos) are important aspects of persuasion, but if you can't get your audience involved emotionally (pathos) it may not be persuasive. You will need to feel strongly about your topic if you want to convince others to feel strongly as well.
4. Select a topic that you already know a lot about if possible. Think about the topics that you feel strongly about because they are likely the ones that you know the most about.

If you still have a hard time finding a topic to speak about you may want to ask your audience what persuasive topics they feel strongly about.

Use the following list taken from *The Art of Public Speaking*, by Stephen Lucas to spur your creativity:

adoption laws	church-state separation	emergency rooms
advertising in schools	cloning	endangered species
affirmative action	coastal erosion	environmental pollution
age discrimination	college athletics	fire prevention
agriculture	college tuition	food safety
AIDS	community service	foreign aid
airbags	consumer rights	funding for the arts
airplane safety	court system	gambling
alcohol abuse	crime prevention	gay rights
alternate energy sources	death penalty	genetic engineering
animal testing	decaying bridges	global warming
bilingual education	diplomatic immunity	gun control
boat safety	disability laws	health laboratories
breast cancer	discarded computers	home schooling
campaign financing	DNA fingerprinting	homelessness
campus safety	doctor-assisted suicide	human rights
ensorship	domestic violence	hunger
chewing tobacco	drug laws	illiteracy
child abuse	drunk driving	identity theft
child labor	education reform	immigration laws
child-custody laws	electoral college	international terrorism

Internet security	poverty	vandalism
insanity defense	pornography	victims' rights
juvenile murderers	prayer in schools	volunteering
labor laws	prostitution	voting in elections
logging	public transportation	water purity
mail-order fraud	responsible journalism	water rights
managed care	road rage	women in the military
mass transportation	school-bus safety	
medical malpractice	school choice	
Middle East	sex education	
mining	sickle-cell anemia	
minimum wage	smokeless tobacco	
music ratings	Social Security	
national defense	space exploration	
national health system	speech codes	
national parks	speed limits	
noise pollution	standardized tests	
nuclear weapons	student loans	
nurse shortage	sweatshops	
organ donation	telephone deregulation	
personal health	television violence	
prison system	tenants' rights	
privacy laws	truth in advertising	
pesticides	tuberculosis	
political corruption	United Nations	

### *Decide on the Type of Speech*

Once you have selected your topic and created your specific purpose statement (if you are lost with what this means, refer back to basic speech structure, Chapter 3.2) you will need to decide if you want to convince your audience to agree with you (passive agreement) or if you want to move them to some kind of action (immediate action). This should help you decide which type of organizational pattern you use.

### *Analyzing Audience Attitudes*

The audience for your persuasive speech will likely be the same audience that you had for your informative speech. You should already have a great deal of information about them. Make sure to review what you already know about your audience and ask the following questions:

What is my audience's opinion of me? Will it add to my credibility (ethos) or will it take away from my credibility?

What are my audience's beliefs and values about my topic? How can I use those beliefs to my advantage?

How can I communicate the need for the topic that I have chosen?

Once you have taken the time to understand your audience's attitudes you will want to conduct an attitude poll where you can find out the points where you and your audience agree and you can also find out where your audience disagrees with you. Here is a sample audience poll:

Topic: (Put the topic that you would like to speak about on this line)

Position statement: (This is where you should fill out what your position is about the topic you have selected. Try to be as clear as possible to help get the most accurate information from your audience)

The audience should mark on a scale how they feel about your position statement.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

|-----|-----|-----|-----|-----|

You may also want to leave a space at the bottom of your poll for people who disagree with you to state why they disagree. This will help you to address any objections that people may have toward you and your topic.

## *Organize and Researching Your Speech*

It is helpful to put together a rough-draft outline of your main points before you do a huge amount of research. This will help you to narrow your search for supporting material that will help you to be persuasive. As you research your speech Sheryl Hamilton author of *Essentials of Public Speaking* (2012) keep the following in mind:

- Research arguments for and against your position. You need to know both sides of the argument if you want to be viewed as credible (ethos.) If you know both sides of an argument it will help ensure that you are presenting the "best" arguments to your audience.
- Research answers to major audience objections. You may not have time to go over all objections in your speech, but you may be able to cover the main ones. This will help you to refute the objections as you present your speech.
- Research additional benefits. If you can show that your position will solve the problem, and will provide additional benefits, you are likely to be more persuasive.
- After careful research you will need to select the best supporting materials for your presentation. Supporting materials that use a combination of logic, evidence, emotional appeals, and credibility will be most effective for persuasive speeches. It is good to use a variety of supporting materials to help clarify your points and to maintain your audience's attention, but it is especially important to use ***materials that will prove your position.***

## *Determine the Best Way to Organize Your Main Points*

How you organize your speech is determined by the type of speech that you are giving. Refer back to the section on **Types of Persuasive Speeches** to help you determine what kind of persuasive speech (fact, value, or policy) you are giving and to choose an organizational pattern that is appropriate for your type of presentation.

## *Prepare your introduction and conclusion*

Effective introductions and conclusions for persuasive speeches are important. Even though there are different patterns of organization depending on what type of persuasive speech you are giving, it is still important to fulfill all the functions of an introduction and conclusion covered in previous chapters.

An effective persuasive introduction includes an attention getter, a motivation to listen because your topic relates directly to them (goodwill statement), evidence of your credibility, and a preview of your main points.

An effective conclusion includes a brief statement of closing, a summary of your arguments, position, or recommendations, a specific call to action (depending on your organization pattern,) and will end with an impact.

### *Make preparation outline and speaking notes*

You will need to expand your rough-draft outline into a preparation outline that you will turn in for credit to your professor. This outline should be structured more formally and should include, transitions, source citations, and a complete reference page.

When you decide to write your speaking notes a good rule of thumb to follow is "the less the better." If you succumb to the temptation that many students have to put down way too many words on your speaking notes, you will likely end up losing your place, or reading from your notes. Make sure to include only the most important information like quotes, statistics, and source citations. The trick is to get as comfortable as you can with your material so that it will flow naturally as you speak.

### *Prepare visual aids*

When you are preparing supporting materials for your speech you can look for suitable visual aids that you can use. Make sure to use the suggestions from the chapter on visual aids as prepare your aids. The aids need to be well thought out and should enhance your speech without drawing attention away from it.

### *Rehearse your speech*

Persuasive speeches tend to be the most difficult of all the speeches to deliver. You should plan on taking extra time to get comfortable with the material and to practice the delivery. Remember that effective delivery is more important in the persuasive speech than any other kind of speech. Credibility (Ethos) is judged in part by how the audience views how dynamic of a speaker you are.

## References

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## Persuasive Evaluation Form

Speaker:

Topic:

Rate on each point: *E-Excellent (5pts) G-Good (4 pts) A-Average (3pts) F-Fair (2pts) P-Poor (1pt)*

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• Clean					
• Easy to see					

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On a scale of 1-5 with 5 being most persuaded, rate how persuaded you were by the speech \_\_\_\_\_ Why? \_\_\_\_\_

What did the speaker do most effectively?

What should the speaker pay special attention to next time?

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<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Tone					
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<b>Organization:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Content:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Credibility					
• Source citation					
• Main points supported					
• Interesting ideas					
• Persuasive					
<b>Sensory Aids:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Appropriate to subject					
• Clean					
• Easy to see					

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**On a scale of 1-5 with 5 being most persuaded, rate how persuaded you were by the speech\_\_\_\_\_ Why?\_\_\_\_\_**

**What did the speaker do most effectively?**

**What should the speaker pay special attention to next time?**

**GENERAL COMMENTS:**

**Persuasive Evaluation Form**

**Speaker:**

**Topic:**

*Rate on each point: E-Excellent (5pts) G-Good (4 pts) A-Average (3pts) F-Fair (2pts) P-Poor (1pt)*

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<b>Nonverbals:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>Vocalics:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Speaker:**

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What did the speaker do most effectively?

What should the speaker pay special attention to next time?

**GENERAL COMMENTS:**

## Evaluation Rubric

	1	2	3	4	5
<b>Nonverbals</b> Eye contact, gestures, facial expressions	No eye contact or gestures, facial expressions non-existent or inappropriate.	Minimal or no eye contact, few gestures, some facial expressions.	Limited eye contact, few gestures, some facial expressions.	Intermittent eye contact, some gestures, some facial expressions.	Consistant eye contact, appropriate gestures above waist level, animated facial expressions.
<b>Vocalics</b> Tone, pitch, rate, volume	Difficult to understand; too quiet, mumbles, too fast/slow.	Sometimes difficult to understand, no enthusiasm, inappropriate volume and/or rate.	Fairly easy to understand, limited enthusiasm, inappropriate volume or rate.	Easy to understand, some enthusiasm, a bit fast/slow/quiet at times.	Clear voice, easy to understand, speaks with enthusiasm appropriate to subject, not too fast or too slow.
<b>Organization</b> Introduction, conclusion, main points, transitions	Missing introduction & conclusion, vague main points, no transitions.	Missing introduction and/or conclusion, some main points unclear, few transitions.	Missing introduction or conclusion, okay main points, some transitions.	Clear introduction & conclusion, clear main points, adequate transitions.	Clear intro & conclusion, main points & transitions easy to follow. Intro & Conclusion vivid.
<b>Content</b> Ideas, information, sources. Persuasive?	No citation of sources, no original or interesting ideas..	Okay ideas with little or no supporting data or sources..	Good ideas, but little supporting data, insufficient sources.	Good ideas, okay supporting data, insufficient sources.	Interesting ideas presented persuasively with good supporting data & credible sources.
<b>Sensory Aids</b> Appropriate to subject, clean, easy to read/hear/see	Messy, inappropriate, difficult to see/read/hear	Messy, difficult to see/hear/read okay for subject.	Appropriate to subject, not completely clear or easy to read/hear/see.	Clear & easy to read/hear/see, appropriate to subject, neatly done.	Add punch! Used appropriately, clear & easy to read/hear/see

PERSUASIVE SPEECH PREPARATION WORKSHEET

Name \_\_\_\_\_ Section \_\_\_\_\_

1. What is the topic of your speech?  
\_\_\_\_\_

2. Are you speaking on a question of fact, value, or policy?  
\_\_\_\_\_

3. What is your specific purpose (or position) statement?  
\_\_\_\_\_  
\_\_\_\_\_

4. Is your speech meant to achieve passive agreement or immediate action from your audience? How do you know?  
\_\_\_\_\_

5. What is your central idea?  
\_\_\_\_\_  
\_\_\_\_\_

6. What is the target audience for your speech? How will you adapt your speech to be persuasive to your target audience? Be specific. Label which part you will include in goodwill in introduction.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What method(s) of gaining attention do you use in the introduction?  
\_\_\_\_\_  
\_\_\_\_\_

8. How do you establish your credibility in the introduction?  
\_\_\_\_\_  
\_\_\_\_\_

9. What do you think is your strongest evidence in support for your position? Why?  
\_\_\_\_\_  
\_\_\_\_\_

10. What aspect of your delivery are you working on most to improve?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sample Speeches and commentary from *The Art of Public Speaking* (2008) by Stephen Lucas**

**Responsible Drinking (Problem-Cause-Solution)**

---

1 (ATTENTION GETTER) “This Bud’s for you.” “Buy that man a Miller.” “It’s the right beer now.” The message you get from beer companies is that you deserve that ice-cold beer when you’re having a good time.

2 On the other hand, you hear, “Drinking and driving can kill a friendship” and “Friends don’t let friends drive drunk.” You easily get the impression that it’s no problem to drink to excess as long as you don’t drive. But I’ve seen students who didn’t drive get carried out of parties on stretchers because they drank until they passed out. I’ve had to put friends in cabs or have them stay over at my home because they drank too much to be able to make it home safely.

3 (CREDIBILITY) As a student at this and another university, I’ve seen firsthand that drinking too much is a problem and my research shows that it’s a growing problem on college campuses. (GOODWILL) From my in-class survey, I learned that eleven of you agree that excessive drinking by college students causes serious problems for the university community, while only four of you are either undecided or disagree. We’re probably all aware of the dangers of drinking and driving, and we’re becoming increasingly aware of the role of alcohol in acquaintance rape, but let’s turn to some problems you may not have thought about.

4 (INTERNAL PREVIEW) Tonight, I will tell you of the serious problem of excessive drinking by college students. I’ll discuss some causes and I’ll propose a solution.

5 (TRANSITION) Let’s first examine the problem when college students drink to excess. Students may use a community’s medical resources if they drink too much. According to an article published in *Newsweek*, the number of students from Boston University hospitalized for alcohol-related illnesses doubled this year. Hospitals and police are valuable community resources being used by students who drink too much.

6 In addition to causing problems for the community, students may cause problems for themselves if they drink too much. A student may skip class, work, or studying due to a hangover. Now you might be thinking, what’s a skipped class here and

there? Well, it adds up. According to the Office for Substance Abuse Prevention in Washington, D. C., alcohol is a factor in 21 percent of all college dropouts.

7 Next, students who drink to excess sometimes injure themselves or others. I found from my in-class survey that eight of you have had an alcohol-related injury or you know someone who has had an alcohol-related injury. Much more tragic are student deaths caused by alcohol. In February of this year, a student at Princeton University climbed on top of a train that was stopped at the station. This student was electrocuted when he touched the train's live wire, and he had been drinking heavily at a campus party.

8 According to the Office for Substance Abuse Prevention, alcohol is the leading cause of death among young adults. Furthermore, of college students currently enrolled in the United States, more than 240,000 will eventually lose their lives to alcohol. Two hundred and forty thousand—that's the current student population of this university, six times over.

9 (TRANSITION) Now that we've seen how drinking too much is a serious problem for students and their communities, let's look at some causes of why students will drink to excess. Of course, there are many general causes—from the glorification of drinking that we see in the media, to the tradition of drinking heavily as a rite of passage. But I'd like to discuss some causes that are more specific to college life. I'll tell you how alcohol-centered activities and social pressure can lead to excessive student drinking.

10 Now, college has many activities that are alcohol-centered. Many parties may have drinking as a main event or feature drinking games, and we all know that the purpose of a bar located within walking distance of a campus is for people to purchase and to consume alcohol. If alcohol is the thrust of the activity, then most people who attend that activity will drink, and no one is setting limits as to how much they should drink. All around the country, Spring Break has become such an alcohol-centered activity that the Surgeon General said, "Spring Break used to be where the boys are, now, it's where the booze is."

11 In addition to alcohol-centered activities, social pressure is a cause. I remember well my initiation into an eating club at Princeton University when I first started in college. Most of my friends were getting initiated that night as well, and we got the message clearly—from each other and from the club—that if we wanted to make it into the club that night, we would have to drink, and drink heavily. Everyone I

knew drank a great deal that night. Many of you have also experienced social pressure, because I found from my survey that nine of you feel that social pressure has an impact on the amount you drink.

12 (TRANSITION STATEMENT) Now that we've seen how social pressure and alcohol-centered activities can lead to abuse, I'd like to discuss solutions that address students drinking to excess. These are simple solutions that are within your power to use right away.

13 First, you can choose fun activities that are not alcohol-centered. For a friend's twenty-first birthday, rather than just taking them out for drinks, take them shopping for a special gift. You can go for walks, go to sporting events, or go for bicycle rides to see the view of the city rather than just the view from the bar. You can choose parties and clubs that are alcohol-free. You may say, "Nobody wants to go to activities that don't involve alcohol," but this year the Wisconsin Union Directorate offered students a chance to help the poor in Florida, North Carolina, and Texas as an alternative to Spring Break. There were only 40 positions available, but over 120 people applied.

14 Choosing activities is important, but the choice not to drink too much is equally important. So if you attend activities that do involve alcohol, make a decision before the event that you will not drink too much. You can use the buddy system and say to a friend, "Tonight at the party I've decided only to have three drinks. If you help me maintain my limit, I'll help you maintain your limit."

15 In social situations where there is a lot of pressure to constantly have a drink in your hand, you can alternate an alcoholic drink with a non-alcoholic drink. For instance, I like to drink rum and coke, so what I'll do is I'll have one rum and coke and then for my next drink I'll ask the bartender to fill that same glass with just Coca-Cola. I can easily maintain my limit, and no one else at the party needs to know that I'm not always consuming alcohol. If we recognize that social pressure is a factor in our drinking, we can use it to our advantage to help us drink responsibly.

16 (SIGNAL TO CLOSE) To end, tonight we have learned (INTERNAL SUMMARY) about the serious problem of excessive drinking by college students and some of its causes, and I do hope you realize that solutions are within your power. Please don't think I'm against alcohol, but I am advocating responsible use of the drug—and we must recognize alcohol's power as a drug.

17 (CALL TO ACTION) Let's go beyond "Friends don't let friends drive drunk" to "Friends don't let friends get drunk." (MEMORABLE ENDING) Be a good friend to the most important person of all—yourself—and if you choose to drink, please don't drink to excess.

## **/'"To Save a Child (Monroe's Motivated Sequence)**

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1 For every morning that you wake up and eat breakfast, there are 840 million people beginning their daily struggle with chronic, persistent hunger. For every morning that you have the privilege of going to class, 250 million children head off to work where many will make less than \$1 a day. And for every day that this vicious cycle continues, there are 24,000 fewer people in our world.

2 Millions of children living in developing countries cannot depend on their parents to support them. Rather, they live each day with little more than the hope that someone more fortunate than them might take compassion on them. By sponsoring a child for two years through an organization called Compassion International, I have seen the difference that \$28 a month can make in a child's life.

3 Today, I'd like to encourage you to become involved with Compassion International. First, I will look at the desperate help children worldwide need. Second, I want to explain Compassion International and what it is they are doing to help meet the needs of these children. And finally, I will show you that Compassion International is an upstanding, legitimate organization that will put your money to work saving the lives of children. Let's start by looking at the need for this organization.

4 The demand for organizations such as Compassion International in developing countries is so great because of two main reasons: poverty and poor education. According to the World Bank Web site, it is poverty that causes 250 million children to work full- or part-time jobs while they should be receiving an education. In Thailand, for example, the typical 11- to 15-year-old boy or girl is forced to work an average of 50 hours every week. Similarly, in Bangladesh, children who do not attend school work as long, if not longer, hours than adults by the time they reach just 13 years of age.

5 According to a brochure sent to me by Compassion International, the average family income in Central America is \$50 per month. Unfortunately, the cost of food in Central America is the same as in the United States. Because so few families can afford the cost of groceries, half of all children living in Central America are malnourished. Twenty percent of them are so severely malnourished that improved diet alone will not cure them.

6 Of course the problem isn't limited to Central America. The Hunger Project Web site claims that worldwide "about 24,000 people die from hunger or hunger-related causes every day, and three-fourths of them are children under the age of five."

To put this in perspective, 24,000 deaths is equivalent to more than half the students on this campus dying every day. To think of it another way, it means that more children lose their lives to hunger every week than the number of Americans that lose their lives to cancer in an entire year.

7 According to the Hunger Project, “the best way to reduce hunger is through education because the educated are best able to break out of the cycle of poverty that causes hunger.” Once again, let’s look at Central America. Most of the children in Central America are not required to go to school. And if they do go, it is rare that they ever make it past the 6th grade because even public education is too expensive. This cycle is never-ending. If children do not become educated, they will never be able to make enough money to break out of the cycle of poverty. However, this vicious cycle can be broken with the help of Compassion International.

8 Compassion International was founded in 1952 by the Reverend Everett Swanson as a result of working with orphans in Korea. Swanson established a program through which people could sponsor needy Korean children for a few dollars a month. Those children would receive benefits that included food, clothing, education, shelter, and health care. Since then, Compassion International has expanded to 22 countries and has assisted more than 500,000 children across the globe.

9 Compassion International works in this way: In each community where they sponsor children, there is a place called the project. This is where the children go to receive nutritious meals and additional schooling. The projects are small, usually 150 children, and the local staff works hard to become personally acquainted with each sponsored child and his or her individual needs. Through providing them with an education now, Compassion is helping children to support themselves and their families in the future.

10 When you sponsor a child, it is usually for several years until the child is either 18 or has completed their schooling. You can sponsor a child for just \$28 a month and even have the option of paying several months to a year in advance. Compassion International understands that there may be a time when you can’t support your child. This is why there is no obligation to continue your sponsorship. Compassion International claims that they will immediately look for a new sponsor for your child and he or she will have continued support without interruption.

11 I have been sponsoring a little boy named Jose Francisco for two years. He lives in Ecuador with a family of seven and is ten years old. I get about three letters a year from Jose, and it’s clear from those letters that he has had new opportunities to

learn and grow—both physically and mentally. Being Jose’s sponsor has been incredibly rewarding and is something that every one of us has the opportunity to do.

12 At this point, most of you are probably thinking, “How much of my money actually goes to helping my child?” Any true skeptic would feel the same way. From my class survey, more than 50 percent of you thought that less than half of your money would go directly to your child. And I, too, was reluctant to sponsor a child at first for the same reason.

13 Because of this, I read a report on Compassion conducted by the Better Business Bureau. This report shows that 78 percent of your money goes directly to your child. Of the rest of your money, 9 percent goes toward fund-raising. The other 13 percent is for administration purposes and includes the increase in net assets.

14 Another reassuring factor for me was that when I went to Compassion International’s Web site, I discovered that they are audited both internally on a periodical basis and externally every year. Both of these audits help to ensure that funds are properly received, tracked, and managed for each child. From this evidence it’s clear that Compassion International is an upstanding organization and is deserving of its rank from *Smart Money* magazine as “one of the top ten charitable organizations in the entire country.”

15 So today I’d like to encourage you to sponsor a child of your own through Compassion International. When you consider that \$28 a month amounts to less than one dollar a day, is this really too much to give to provide a child with an education, food, and health care that will help break the cycle of poverty? If \$28 a month, every month, is still too much, I encourage you to provide a child with a one-time gift of \$28.

16 Your \$28, whether you give it just once or every month, can help save a child’s life and fill them with hope for the future. This is why the time to start thinking about sponsoring a child is right now, and the time to take action is today. If you are interested in sponsoring a child or want to find out more information, I’ll be distributing brochures for Compassion International after my speech.

17 May your compassion for the well being of the world’s children encourage you to open your heart and maybe even your checkbook. Because as Compassion International states, “while we cannot individually change the world, we can change the world for one child.”

## Chapter 11.1: Speaking in Small Groups

### The project

One of the most common types of speeches given today is the group presentation. You will be working with a small group (three to seven members) to research, prepare, and deliver a group presentation in class that addresses a problem you see existing on campus. Each member of the team brings their own ideas and personality to the group. This can be a wonderful experience or it can be frustrating, depending on how well your group works together. This chapter includes ideas and suggestions for working with a small group. To help you to be as successful as possible, you will need to learn why people join groups, the types of leaders, group roles, The Reflective Thinking Method for completing your group assignment, and effective strategies for group presentations.

### *Why We Join Groups and How Groups Form*

According to the Social Identity Theory proposed by Henri Tajfel and John Turner in the 1990's, individuals get a sense of their identity and self esteem based on their membership to different groups. In other words, you are who you are partly because of who you choose to associate with. There are several reasons that you choose the groups you do to be around:

Demographics, Culture, Organization/Workplace, Support, and because it is mandatory for you to do such. Think about your own friends. Why did you choose to be around them? What do they offer to help define your individual identity? Surely you can find instances of groups you belong to that fit in all the categories listed above.

According to Tuckman's Theory of Group Development, proposed in the 1960's, groups all groups go through the following five stages: Forming, Storming, Norming, Performing, and Adjourning.

1. **Forming Stage:** During this stage of development, groups are often confused as to what their group roles will be. Most group members will put on their best face, regardless how true it really is. There is uncertainty as to how successful or cohesive the group will be.
2. **Storming Stage:** During the storming stage, group members will challenge each other for power and individual group roles will be developed. Group members often experience conflict, resulting in possible dislike of group members, disassociation with the group as a whole, and general discontent during this phase. Successful groups will often only experience this for a short time as roles are assessed. Dysfunctional groups will often stay or rebound to the storming phase during the duration of the group.

3. Norming Stage: This phase consists of recognition of the roles each group member will play and recognition of the individual differences, expectations, strengths, and general characteristics of the group. This normalcy is essential to developing a group that is able to work together on a task.
4. Performing Stage: This is where groups will actually perform whatever task the group was developed to accomplish. Group members often accept one another for who they are and conflict is minimized.
5. Adjourning Stage: The group finishes the performance and leaves, often with sadness. The need for the group has ended, and people move on.

## Chapter 11.2: Leadership

### Kinds of Leadership

There are a variety of different ways that someone becomes a leader of a group. You may be elected or appointed the leader of the group, or perhaps you may emerge as the natural leader of the group over time. While there are times when there is no specific leader of a group, research suggest that there are essentially three types of leaders that tend to come forward when a need for leadership arises. They are the implied leader, the emergent leader and the designated leader.

1. The implied leader is a group member that other members of the group defer to because of their knowledge, experience, expertise or other quality
2. The Emergent leader is someone who comes forward as the leader through ability, sheer force of personality, or simply by talking the most (Lucas, 2009). Although the emergent leader can be an effective leader of the group there is always a danger that they may have emerged because they simply were the most assertive personality.
3. The designated leader is either appointed or elected to be the leader when the group is formed. This leader will be the person who will take care of procedural tasks and serve as the group's decision maker.

Regardless how your leader was chosen, most leaders of groups will fall within one of the following categories, the autocratic leader, the democratic leader and the *laissez faire* leader.

1. The autocratic leader makes decisions with very little influence from others. This leader is the "boss" and everyone else is subordinate to them, but essential for goal achievement. Generally speaking groups with this type of leadership tend to produce more in terms of quantity, but not quality.
2. The democratic leader involves others in the decision making process. According to Shockley-Zalabak (2006), democratic leaders assume that creativity will be higher and

there will be more broad-based support for goals if everyone participates. Overall, these types of leaders work to maintain a climate in which problem solving can take place while interpersonal relationships are maintained.

3. The *laissez faire* leader is someone who takes the “hands off” approach and expects group members to make their own decisions. This leader tends to show little direct concern for individuals or goals. The *laissez faire* leader is really an example of a non leader (Shokley-Zalabak, 2006).

## Leader Responsibilities

Whatever type of leader your group has there are certain things leaders need to accomplish in order to keep a group on track. The most important of which is **providing direction** and **purpose** for the group members.

In addition to providing direction and purpose for the group members, leader need to keep the group on track, encourage quiet members to participate, keep the group communication from being one-sided, and try to maintain a positive communication climate so all members feel valued within the group.

## Chapter 11.3 Member Responsibilities

### *Roles and Responsibilities*

As a group member the way you communicate and your overall experience in the group in large part is determined by the role you assume in a group. Look over the following list and explanations of various roles group members may assume to see if you recognize yourself or a group member.

### **Work Roles**

- Initiator: The person who often starts the meeting and initiates the functioning of the group. Can be the leader of the group, or another task oriented group member.
- Informer: The person who likes offering information to expand on ideas that are presented or create new ideas to consider. Often, this person has information to share regardless the topic and who thought of talking about it.
- Clarifier: The person who will make sure everyone stays on the same line of thought, often because this person repeats what was said, adds clarification to muddled information, and is on the lookout for any group member who seems to not be up to speed.

- Summarizer: This person behaves similarly to the clarifier in that they clarify information. The difference is that this clarification is always in the form of a summary at the end of essential group discussions. Can be the leader of the group, but not always.
- Reality Tester (devils advocate): This position is best achieved when appointed by the group. Self appointed devils advocates often appear negative for negativity's sake and can be a blocking role rather than a positive, task oriented role. The reason for a good reality tester is this person can help your group avoid groupthink, a negative phenomenon groups often experience which causes poor decisions to be made because no one is challenging ideas.

### **Maintenance Roles**

- Harmonizer: This person values positive group climate, warm fuzzy feelings, and general cohesiveness in the group. They are able to smooth out differences and create a feeling of acceptance for all group members. They are often viewed as the 'mother' of the group. Treats are a good indicator that the harmonizer has been at work.
- Gatekeeper: This person is able to keep conversations, ideas, and group work on track. This person has the ability to redirect energy when it gets on the wrong track and maintain focus for the group. Being able to help one group member participate while at the same time helping another group member stop hogging work or words would be a good function of a gatekeeper.
- Consensus tester: Testing how the group members are feeling about a particular decision is an important function of any group. Without this, often groups are lopsided with one or two group members running the show. The consensus tester is able to work well with others to make sure a general consensus is always reached. Can be a function of the group leader if this leader tends to be democratic in their approach.
- Encourager: Similarly to the harmonizer, the encourager values a positive group climate but does so by adding energy and encouragement to group members and their accomplishments. The encourager often acts as the groups 'cheerleader' getting members pumped up and excited to perform their best.
- Compromiser: The compromiser is an important maintenance role to have present in any group. Since conflict is a natural step in the group forming stages, having someone present that can take conflict and help reach formable solutions and compromises will help your group move through the storming phase quickly and without much pain.

### **Blocking Roles**

- Aggressor/Dominator: The aggressor is a person who loves being in control to the point that they offend others. Often, Autocratic leaders will step into a blocking role of an aggressor if they do not keep their 'red personality' domination in check.
- Blocker: This person stops group progress either due to negative comments, disregard for others opinions, non-involvement with the group and its process, or other general contemptuous behavior.
- Comedian: A comedian can be an energizer gone overboard. This person often brings light to the party, but without checking on the direction of that light, can become a negative distraction. Humor and light attitudes can be a positive aspect to a group, but if this stops group progress, the person who brought the humor has stepped into a negative, blocking role.
- Avoider: The avoider can do so by either physically or nonverbally avoiding group discussions. This person could choose not to attend meetings at all, or perhaps just stare at their phones, push their chairs back from the group table, avoid eye contact with others, or other nonverbal displays of avoidance. Avoiders always bring a group down and often make it appear as though the person who is an avoider is not pulling their fare share of work. Sometimes, an avoider is created because they have been disgruntled in the past and don't feel like they are part of the group. Having a good compromiser in the group should help remedy situations such as this.

## Responsibilities of Group Members

1. Commit to the goals of the group—watch out for hidden agendas
2. Fulfill individual assignments—divide work fairly
3. Avoid interpersonal conflicts—keep disagreements at a task level and not a personal level
4. Encourage participation in the group—be supportive and ask quiet members to speak
5. Work to keep group on track—be organized and careful to avoid quick decisions

Following the suggestions and guidelines listed above should go a long way toward helping you to be successful as a team. It is the responsibility of everyone in the group to make sure and be active participants. According to the book *Public Speaking Choices for Effective Results* (Makay, Butland, and Mason, 2008), an active participant "contributes to the discussion, shares responsibilities for task completion, and works effectively with other group members." Sometimes no matter how good your group is there will be times when you may need some advice for how to handle group members who may not be participating adequately in your project. The article *Coping with Hitchhikers and Couch Potatoes on Teams* will help you to know how to cope with a few issues that often arise during a group project.

## Chapter 11.4 The Reflective Thinking Method

Sheryl Hamilton author of *Essentials of Public Speaking* (2012) explains the Reflective Thinking Method this way, “Successful teams use the following basic problem-solving procedure, based on John Dewey’s (1991) well-known reflective thinking process, as a general tool to help them make decisions—whether in a private planning session (e.g., trying to decide on content for a team presentation) or when presenting a panel discussion in front of an audience.”

The following steps of the reflective thinking method are taken from Stephen Lucas (2008) author of *The Art of Public Speaking*. The steps are in outline format and should be incorporated into your group planning sessions.

1. The first step in the reflective-thinking method is defining the problem.
  - a. Before a group can make progress, it must know precisely what problem it is trying to solve.
  - b. The best way to define the problem is to phrase it as a question of policy.
  - c. A group should follow four guidelines when phrasing the question for discussion: Make the question as clear and specific as possible; phrase the question to allow for a variety of answers; avoid slanted questions, and only ask one question at a time.
2. The second step in the reflective-thinking process is analyzing the problem.
  - a. Too often groups try to map out solutions before they have a firm grasp of the problem.
  - b. If a group analyzes the problem thoroughly, it will be in a much better position to devise a workable solution.
  - c. When analyzing the problem, a group should pay special attention to two questions.
    1. How severe is the problem?
    2. What are the causes of the problem?
3. The third step in the reflective-thinking method is establishing criteria for the solution.
  - a. It is vital that a group set up criteria before discussing solutions.
  - b. Setting up criteria gives the group a way to judge the appropriateness and practicality of potential solutions.
4. The fourth step in the reflective-thinking method is generating potential solutions.
  - a. At this stage, the group’s goal is to come up with the widest possible range of solutions.
  - b. Brainstorming is an effective way to generate potential solutions.

1. Each member of the group lists all the possible solutions he or she can think of.
  2. The group creates a master list of all the members' potential solutions.
  3. The group then discusses the ideas, adding any new suggestions to the master list.
5. The fifth step in the reflective-thinking method is selecting the best solution.
- a. The group should assess each potential solution in light of the criteria established for an ideal solution.
  - b. In doing so, the group should try to reach consensus.
    1. A consensus decision is one that all members accept.
    2. Consensus decisions usually result in superior decisions and increased unity within the group.

## Chapter 11.5 Strategies for Group Presentations

According to Leech (1992) the most effective team presentations generally have three characteristics relating to content, visual aids, and performance:

1. They are well-organized, well-supported, with smooth-flowing content (Content)
2. They are creative, professional, with excellent visual aids (Visual Aids)
3. They are smooth, polished, and delivered dynamically (Performance)

### Content

As you prepare content for the group presentation it is important to follow the organizational guidelines discussed in previous chapters. For a team presentation it may be helpful to have each team member write their ideas down and then organize them into a basic outline format for the group presentation (Hamilton, 2012). Use this as a starting place for your final performance. Eventually, the group will prepare one group outline (using a similar voice and structure) to turn in to the teacher on presentation day.

Remember to divide the time equally for each speaker. Do not take more than your allotted time for the presentation so other group members will be able to present what they have prepared.

Here are a few more suggestions as you plan the content of your group presentation:

- Everyone should be familiar with the speaker order
- How will each person's content relate to the group introduction and conclusion?

- Make sure to include clear transitions between each speaker. Doing so will help the presentation flow more smoothly as each person presents their part of the speech.

## Visual Aids

You will need at least two visual aids for this assignment. Remember to refer to the section on visual aids as your group plans and prepares your visual aids for the group presentation. Have a consistent look to your visual aids all through your group presentation. If one team member has visuals that are poorly done, then it will reflect poorly on the entire group (Hamilton, 2012).

## Performance

Every smooth, polished, and dynamic performance by a group tends to have one thing in common. The group practiced, practiced, and practiced together. Each member of the group should practice alone or with a partner prior to the group practice so the presentation will flow smoothly. Group practice time should be devoted in large part to making sure that the presentation flows smoothly (employing good transitions) from one group member to another.

Unfortunately, the group is only as good as its weakest member. Remember to give thoughtful comments and suggestions to your group members for improvement, but refrain from open criticism to keep the group functioning smoothly with a minimum of interpersonal conflicts.

Here are a few more suggestions to keep in mind as you prepare to deliver your presentation:

- Determine where the group will sit or stand and practice using that format
- Remember that if all group members are in front of the class, whether standing, sitting or speaking, audience members will be watching what they are doing
- Use similar kinds of note cards to avoid distractions
- Determine a signal in case someone is speaking too long or if the group is going too long

## Small Group Presentation Formats

The following are typical types of small group presentation formats that you will likely run into at some point during your professional life. For your assignment in class, you can choose from any of the three as your format.

### *1. Oral Report*

Oral reports tend to be very similar in content to written reports and a complete informative or persuasive speech. This presentation will have a strong introduction,

body, and conclusion, which can be divided up for speaking between each group members. Remember to have all applicable aspects of the introduction, transitions statements, main point development, and conclusion with your report. It is important to source cite correctly as well and show a cohesive group report through visually coordinating the speaking lineup and positioning.

## 2. *Panel Discussion*

A panel discussion occurs when team members informally discuss a problem or a topic of interest in front of an audience. For this group assignment, it is best the discussion is scripted and 'acted out' as though it were extemporaneous. An example would be a news anchor post featuring experts with differing opinions on a conflict. Be sure to implement proper introduction and conclusions for this format, with all the applicable information. Also be sure to still include your verbal references and visual aids.

## 3. *Symposium*

Symposiums generally have a moderator and several speakers seated together in front of an audience (Lucas, 2008). Each speaker delivers a prepared speech with applicable introduction, body, and conclusion elements expected for that type of speech about a different aspect of the topic. The moderator will provide the overall introduction, conclusion, and transitions between the speakers. Verbal sources and visual aids are still required for this format.

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## Coping with Hitchhikers and Couch Potatoes on Teams

"Everyone is normal. However, some people are more 'normal' than others. For example, some people may always be enthusiastic and upbeat, while others may show behavior that approaches manic-bubbling over with endless excited chatter, unable to listen to others, filled with grandiose feelings of self-importance. Personality types and traits--as well as pathologies--often form a continuum. Throughout your life, you will be working with people on this continuum.

The different personalities you will encounter in team situations will also show a spectrum of traits. In general, you will find your fellow team members at the university are just as interested in learning the material and getting the job done as you are. Occasionally, however, you may run across someone who can create real difficulties for both you and the other members of your team. This handout is meant to give you some practical advice in dealing with the problems that this type of team member can create: from identifying typical behavior patterns, to understanding how your well-meaning but misguided efforts can encourage more of the same type of unproductive behavior, and finally, to concrete suggestions on how to cope effectively with the situation.

In this handout, I will discuss at least two superficially similar types of problematic people. The first type is the 'couch potato'. If you think of yourself as tired and bored and really more interested in watching TV than working on your homework (everyone has had times like these), you begin to get a picture of the couch potato. A second, far more difficult type of person to deal with, is the 'hitchhiker'. Hitchhikers are called hitchhikers because they can get through [life] by hitchhiking with various groups while contributing little to nothing themselves. Learning how to handle yourself with couch potato or hitchhiker types can save you a lot of grief and aid in more productive relationships. In the long run, changing your reactions to these people can prove beneficial not only for you, but also for the person who is causing your problems.

To begin with, let's imagine that you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay--she's not really that good at solving problems, but she tries as hard as she can, and she willingly does things such as taking the time to go in to see the professor or the grader to get questions answered when no one in group can figure them out. Henry is a little more irritating. He's a nice guy, but he just doesn't put in the time or effort needed to do a very good job. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend riding his motorbike. Henry is so nice about it, though, that you can't help but like him and cut him a little slack, although sometimes you get irritated and grumble to Mary.

Jack, on the other hand, has been nothing but a problem. In fact, Jack is such a problem that we will focus only on him for a while, because you will be able to use some of the same methods to deal with Jack (the hitchhiker) as you use with Henry (the couch potato).

Here are a few of the things Jack has done:

- When you tried to set up meeting times at the beginning of the semester, Jack always seemed to have something scheduled, so that he couldn't meet with the rest of the group.
- Jack infrequently turns in his homework. And when he does turn in homework, it is almost always wrong. In fact, he obviously spends less than two minutes on a problem--just enough to put some junk down on the paper that looks like work.
- Jack has never answered a phone message. When you confronted him about it, he denied getting any messages. You e-mailed him, but he never answered those, either. When you finally confronted him about the e-mails, he said he was "too busy to answer."
- Jack doesn't show up for meetings--even after everyone in the group has asked him to do so. (Last time he promised he would "be there for sure". But he wasn't there.)
- His writing skills are okay, but he just can't seem to do anything right for the lab reports, He loses the drafts, or doesn't reread his work, or leaves out the tables, or does something sloppy like write in the equations by pencil ("I don't know how to use equation editor"). You've stopped assigning any work to him related to the lab report, because you don't want to flub the strict deadlines your professor has imposed.
- Jack continually complains about his many problems, such as the fifty-hour work weeks at his job, along with the heavy workload from the three other classes he's signed up for, the bad textbooks, and the terrible teachers. At first you felt sorry for him--but recently it has begun to occur to you that Jack is using you. You've even begun to wonder if Jack has set up this inappropriate work/study schedule on purpose because he realizes he can get other people to do a lot of his work for him.
- Jack speaks loudly and self-confidently when you try to discuss his problems--he seems to think the problems are all the fault of the others in the group. He is so certain of himself that your fellow group members and you yourself almost wonder if it really is your fault.
- Your group finally was upset enough to discuss the situation with Professor Distracted. He in turn talked, along with the group, to Jack, who in very sincere and convincing fashion said that he just hadn't really understood what everyone wanted him to do. Dr. Distracted stated that the problem must be that the group was not communicating effectively. He noticed that you, Mary, and Henry looked angry and agitated, while Jack simply looked bewildered, a little hurt, and not at all guilty. It was easy then for Dr. Distracted to conclude that this was a dysfunctional group, and that everyone was at fault--probably Jack least of all.

The bottom line is: *You and your teammates are left holding the bag--Jack is getting the same good grades as everyone else in the group without doing a lick of work. Oh yes--and he managed to make you all look bad while he was at it.*

### **What this group did wrong: Absorbing**

This group was an 'absorber' group. Whenever Jack did something wrong, right from the very beginning, they 'absorbed' the problem. In fact, at least initially, the group took some pride in covering for a team-member with some obvious problems, and in getting the job done.

*Hitchhikers count on you to act in a self-sacrificing manner.* In fact, the nicer you are (or at least, the nicer you think you are being), the more the hitchhiker will be able to hitchhike. By not reflecting the consequences of the hitchhiker's unacceptable behavior back to their rightful owner, you are rewarding the hitchhiker for using this type of behavior and making it more likely that the hitchhiker will continue to use this behavior in the future.

### **What this group should have done: Mirroring**

It's important to reflect the dysfunctional behavior of the hitchhiker back on him or herself, so that the hitchhiker pays the price--not you. Don't get caught up in the hitchhiker's accusations, blaming, and criticism. Maintain your own sense of reality despite what the hitchhiker says (often easier said than done). *Show by your actions that you have a bottom line: that there are limits to the type of behavior you will and will not accept.* Clearly communicate these limits and act on them consistently. For example, here is what the group could have done in the above situation to forestall problems:

- When Jack couldn't seem to find time in his busy schedule to meet with the group, even when you suggested several reasonable alternative times, you needed to give Jack a quick once-over to decide whether he was in actuality a hard worker with little time, or whether he was simply a hitchhiker. Was Jack also suggesting that everyone do a couple separate homework problems and just staple them together at the end (contrary to what the professor has said the homework team should be doing)? Was Jack brusque and self-important, and seemingly in a hurry to get away? These are all signs that Jack is a hitchhiker. In this case, it would be acceptable for you (or anyone in the group) to suggest to Jack that he either find time to meet with the group, or that he talk to the professor about his problems--otherwise you won't be able to put his name on the home- work. Once this is said, it becomes a non-negotiable issue.

- If Jack turns in junk for homework or lab reports, you must tell him that he has not contributed in any meaningful fashion, so his name will not go on the submitted work. *No matter what Jack says, stick to your guns!* If Jack gets abusive, take his work to show to the professor. Do this the *first time* that the junk is submitted, before Jack has taken much advantage of you--not after a month or two, when you are really beginning to get frustrated. Submitting two or three (or even five or six) poorly worked homework problems, for example, should not be considered to be a contribution to the team effort! Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.

- Clearly if Jack turns in shoddy results, or nothing at all, for homework or a lab report, his name does not go on the finished work. (Note: if you have gotten to know your team member, and he

or she is clearly a contributor, it is appropriate to fill in for them temporarily if they have to take a trip, or if something unexpected arises.)

- If Jack doesn't respond to e-mails, answer phone messages, or show up for meetings, don't waste too much time continuing to try to contact him. Just don't put his name on the finished work--and *stick to your guns!*

- Keep in mind that the only one who can handle Jack's problems is Jack. You can't change him--you can only change your own attitude so that he no longer takes advantage of you. Only Jack can change Jack--and he will have no incentive to change if you do all his work for him. People like Jack can be master manipulators.

By the time you find out that his problems are never-ending, and that he himself is their cause, the semester has ended and he is off to repeat his manipulations on a new, unsuspecting group. Stop allowing these dysfunctional patterns early in the game--before the hitchhiker is able to take advantage of you and the rest of your team!

### **Henry, the Couch Potato**

But we haven't discussed Henry yet (remember Henry?). Although Henry stood up with the rest of the group to try to battle against Jack's irrational behavior, he hasn't really been pulling his full weight. Actually, Jack was so bad to work with that you didn't even think about Henry's occasional couch potato antics. But in reality, dealing with a couch potato is a piece of cake in comparison with handling a hitchhiker. In fact, couch potatoes generally have completely different motivations, methods, and styles than hitchhikers (although occasionally you can find a person with both characteristics in one). Couch potatoes aren't often vindictive, manipulative, or overly emotional. They are simply more interested in doing other things than what the team is supposed to be doing. (Other things may include working really hard in a class involving a subject they find interesting.)

The best way to deal with a couch potato is very similar to the way that you deal with a hitchhiker: set firm, explicit expectations--and then stick to your guns. Although couch potatoes are not as insidiously manipulative as hitchhikers, they will definitely test your limits. If your limits are flimsy, you then share the blame if you have Henry's work to do as well as your own.

### **But I've Never Liked Telling People What to Do!**

If you are a nice person who has never had to take charge and be firm with anyone, working with a couch potato or a hitchhiker can help you grow as a person and learn the important character trait of firmness. Just be patient with yourself as you learn. The first few times you try to be firm, you may find yourself thinking--'but now he/she won't like me--it's not worth the pain!' But many people just like you have had exactly the same troubled reaction the first few (or even many!) times they tried to be firm. Just keep *trying--and stick to your guns!* Someday it

will seem more natural, and you won't feel so guilty about having reasonable expectations for others to meet. In the meantime, you will find that you have more time to spend with your family, friends, or schoolwork, because you aren't doing someone else's job along with your own.

### **Common Characteristics that Allow a Hitchhiker or Couch Potato to Take Advantage**

- Your inability to allow the hitchhiker or couch potato to fail or suffer--and as a consequence, learn from his or her mistakes.
- Your devotion to the ideal of 'the good of the team'--without common-sense realization of how this can allow others to take advantage of you. Sometimes you show (and are secretly proud of) an irrational loyalty to others.
- You like to make others happy even at your own expense (co-dependency).
- You always feel that you have to do better, and your best is never enough (perfectionism).
- Your willingness to interpret the slightest contribution by a hitchhiker or couch potato as 'progress'.
- You are willing to make personal sacrifices so as to not 'abandon' a hitchhiking team member--without realizing that you are devaluing yourself in this process.
- Poor self-image--nothing you do is good enough.
- Long-suffering martyrdom--nobody else could stand this, but you do.
- The ability to cooperate but not delegate.
- Excessive conscientiousness.
- The tendency to feel responsible for others at the expense of being responsible for yourself.

### **What to do when everyone in the group leaves the work to you. Or there are two real workers and two hitchhikers on the team.**

Although it is statistically less likely that you will have two or more hitchhikers or couch potatoes in your group, it is actually the situation that the professor sees most often. This is because teams can often cover for one problem person, but when half the group or more is shirking the work, the work becomes more difficult to complete, and the load becomes so unbearable that the professor's help is sought.

The tendency of most reasonable people (which includes professors some of the time), is to think that it takes 'two to tango'--that is, two people to make a problem. This is true-but the point missing here is that if there is a hitchhiker in your group, there will inevitably be problems. And hitchhikers are unbelievably good at deflecting blame.

As soon as you become aware that everyone is leaving the work to you-or doing such substandard work that *defacto*, the work is left to you, you need to take action. In my class, I allow you the leeway to come to me and request to be moved to another group. (You cannot simply move to another group on your own.) I will probably ask some questions and compare what you say about your performance with what I have observed so far in class and in materials you've turned in. Then I will take appropriate action.

### **Later on--out on the job and in your personal life**

You will meet couch potatoes and hitchhikers throughout the course of your professional career. Couch potatoes are relatively benign, can often be firmly guided to do reasonably good work, and can even become your friends. However, hitchhikers are completely different types of people--ones who can work their way into your confidence and then wreak havoc. Unfortunately, not only your colleagues, subordinates and friends (including boy- or girl-friend), but also high achievers you are in contact with may be hitchhikers. Your doctor, your lawyer-even your supervisor at work could show some or many of these traits. If this is the case, and your personal or professional life is being affected, it will help if you keep some of the techniques suggested here in mind.

### **In closing, bear in mind:**

- Couch potatoes often simply need firm motivation for them to decide to buckle down and do good work. Give them that motivation-and *stick to your guns!*
- Whether couch potato or hitchhiker, remember that it is not the person, but rather the dysfunctional behavior that is causing the trouble.
- Don't take flack from a hitchhiker personally. If it weren't you, they'd be doing the same thing to someone else-someone less aware than you. Realize that, no matter how irrationally confident, condescending, spiteful, or irritating a hitchhiker may be, this person's troubles are far more than you can ever really understand--have compassion even as you draw firm boundaries.
- Keep a sense of humor!"

## Group Discussion Self-Assessment Paper

Your task for this assignment is to reach a full, objective assessment of the major strengths and weaknesses of your small group and of your performance in the group. Write a thoughtful, objective evaluation in full-sentence and paragraph form with an introduction, body, and a conclusion. Address the following as your main points in the paper:

1. Identify the role each group member played. Explain what drew you to this conclusion about this person. Use the leadership and group roles listed in the chapter and assign one or two roles per group member. Be sure to include yourself in this assessment.
2. Talk about the cohesiveness of your group as a whole. The following questions can help guide the development of this point: How did you function together? What were your strengths and weaknesses as a group? How was your task developed and accomplished? Are you satisfied with the work of the group and with your role in the group? If the group were to start its project over again, what changes would you recommend so that the group worked more effectively?
3. What grade do you feel your group deserves and why. Identify any group members who you felt were participating in blocking roles and thus, contributing to a less able group environment. If you have a person who you feel held a blocking role, what grade do you think this person deserves?

For the last part of the assignment, fill out the following group evaluation forms for each of your group members and yourself and attach them to your group discussion self evaluation paper.

## Group Participant Evaluation

Person being evaluated \_\_\_\_\_

Your name \_\_\_\_\_ Group \_\_\_\_\_

*For each item, circle the number that best reflects your evaluation of the participant's contribution to the group.*

poor  
fair  
average  
good  
excellent

Appeared committed to the goals of the group

Participated frequently in group deliberations

Comments were clear, relevant, and helpful

Carried out individual assignments promptly

Assisted with procedural leadership functions

Assisted with task leadership functions

Assisted with maintenance leadership functions

Avoided interpersonal conflict with group members

Encouraged participation by other group members

Helped keep discussion on track

Overall contribution in comparison to other group members

---

*Comments:* (this space must be filled in)

## Group Discussion Participant Evaluation Worksheet

Person being evaluated \_\_\_\_\_

Your name \_\_\_\_\_ Group \_\_\_\_\_

*For each item, circle the number that best reflects your evaluation of the participant's contribution to the group.*

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Assisted with task leadership functions

Assisted with maintenance leadership functions

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Overall contribution in comparison to other group members

---

*Comments:* (this space must be filled in)

## Group Discussion Participant Evaluation Worksheet

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Carried out individual assignments promptly

Assisted with procedural leadership functions

Assisted with task leadership functions

Assisted with maintenance leadership functions

Avoided interpersonal conflict with group members

Encouraged participation by other group members

Helped keep discussion on track

Overall contribution in comparison to other group members

---

*Comments:* (this space must be filled in)

## Group Discussion Participant Evaluation Worksheet

Person being evaluated \_\_\_\_\_

Your name \_\_\_\_\_ Group \_\_\_\_\_

*For each item, circle the number that best reflects your evaluation of the participant's contribution to the group.*

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fair  
average  
good  
excellent

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