STDEV: 150
Public Speaking
**Introduction to STDEV 150 Public Speaking**

We are excited to have you join our speech community at BYU this semester! We have fabulous speech instructors here in the Public Speaking program that care very much about you and your development in this course. This text is designed to provide a basic foundation for the learning activities that will take place in your speech class. Your teacher will have you read this material but will adapt in-class activities to your specific class. All classes will learn more about giving speeches by performing the following speeches: introduction, informative, impromptu, persuasive, special occasion, and group. Additional assignments may be given to you to help you learn valuable skills. Please accept the assignments that your instructor gives you and embrace the unique discussions or additional materials they provide. Enjoy your journey and we look forward to seeing you at the speech showcase at the end of the semester!

Best wishes for your success in this course!
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Lesson 1
You and Public Speaking

This is your first step on the road to becoming a great public speaker. This course will give you the opportunity to learn and practice speaking skills in a supportive and safe environment. Many students experience intense feelings of fear or inadequacy when they are asked to speak in public. After reading this chapter you should recognize that these feelings are normal and that you can use your nervousness in positive ways. You will also become acquainted with the basic steps to becoming a successful speaker.

Learning Outcomes

When you have successfully completed this lesson you will be able to do the following:

1. Demonstrate the power of the spoken word.
2. Understand how to cope with speech anxiety.
3. Identify the five tasks of a public speaker.
4. Understand how to improve your vocal quality.
The Power of the Spoken Word

*If all my talents and powers were to be taken from me by some inscrutable Providence, and I had my choice of keeping but one, I would unhesitatingly ask to keep the Power of Speaking, for through it I would quickly recover all the rest.*

—Daniel Webster (Lata and Kumar 3).

The history of public address is rich and deep. Some of the most profound teachings on speech date all the way back to Aristotle and are still used today. Watch the following clip to see how some of the best speeches in the past century illustrate the power of the voice in the public arena.

When a speaker delivers a sincere and powerful message, they have the opportunity to change the world around them. Great public speakers are some of the most powerful people because they can invoke action, subdue emotions, and inspire minds. Public speaking remains a vital skill for communication today. In a world that is digitally connected, it is still vital to learn to communicate effectively in a personal and professional way. Learning to speak well will empower you to communicate effectively in several areas:

**School**—this course is often required or suggested by many different majors. Students who have learned public speaking skills have been able to deliver better presentations in other classes. They have also found that they are better able to organize papers and essays.

**Work**—The Wall Street Journal found oral communication to be ranked first by employers as a personal quality sought in potential employees (Karr A1). Studies also show that those with good oral communication skills are identified as “leaders” and get promoted faster on the job. This finding continues to be supported by recent studies and polls.

**Interpersonal relations**—learning to communicate effectively helps us in our relations with colleagues, clients, strangers, friends, and
family. It gives us confidence to express our messages and the skill to clearly state what we mean in a sensitive and respectful manner. Mastering speaking skills also will help us understand people better. As a speaker, we learn to understand our audiences’ perspectives and needs.

**Community involvement**—learning the skills of speaking will help us put them into real-life applications. We will be able to better voice our opinion at a town meeting, give a lesson or a talk at church, motivate a youth group, or organize a service project.

Let’s take the first steps in learning how to speak in public. The first thing that we need to address is the subject of speech anxiety.

**Portraying Confidence While Facing Your Fears**

*I gain strength, courage and confidence by every experience in which I must stop and look fear in the face—I say to myself, I’ve lived through this and can take the next thing that comes along. We must do the things we think we cannot do.*

—Eleanor Roosevelt (Faulkner and Monaghan 128)

For many people, public speaking can create anxiety, high stress, and fear. In this section we will briefly review Dr. Susan Jeffers’ *Feel the Fear and Do It Anyway* to help you learn to deal with your anxiety. As you go through this section, you can apply these philosophies to your life in general and to public speaking.

Your nerves can work positively for you. When you are nervous, your adrenaline flows and you get excited about what you are doing. This response can be a good thing. It comes across to your audience as enthusiasm. You are anxious because you care about what you are saying and because you care about your audience.

Giving yourself permission to experience fear is the first step to success. It is very natural for you to wonder about your speaking style and wonder if the audience will listen to what you have to say. Will you look stupid? Will you sound stupid? You might fail, lose where you are on the page, ramble, forget, have poor posture, or have lipstick on your teeth. You fear the unknown because it is not defined, but visualizing what you fear and letting it go in a positive way will let you progress. You can use fear to your advantage.
Dr. Susan Jeffers writes about the five “truths” of fear in her book *Feel the Fear and Do It Anyway*:

1. The fear will never go away as long as you continue to grow (Jeffers 22).
   
   If you are waiting for fear to go away before you take any chances, you’ve got the wrong idea. As long as you are stretching your capabilities, fear is inevitable. By trying to avoid fear, you put limitations on your continual growth.

2. The only way to get rid of the fear of doing something is to go out and do it (Jeffers 23).
   
   When you confront the particular situation you are afraid of, you will be able to overcome that fear. If you are anxious about public speaking, you must find opportunities to speak. Participate in small groups, teach a class, or volunteer to demonstrate in how-to situations.

3. The only way to feel better about yourself is to go out and do it (Jeffers 25).
   
   According to Dr. Jeffers, the “doing it” comes before the feeling better about yourself. “When you make something happen, not only does the fear of the situation go away, but also you get a big bonus: you do a lot toward building your self-confidence.” With each positive experience will come validation and recognition. Each success will increase your self-esteem and help you become the individual you need to be to grow.

4. Not only are you going to experience fear whenever you’re in unfamiliar territory, but so is everyone else (Jeffers 25).
   
   If you are nervous about speaking in public, you are not alone. In a survey that asked three thousand Americans what they were most afraid of, “speaking before a group” came in first, ahead of heights, insects, financial problems, deep water, sickness, and even death (Wallechinsky, Wallace, and Wallace 469–70). An episode of the TV sitcom Seinfeld dealt with the widespread phenomenon of stage fright. It began with Seinfeld delivering these lines in his stand-up comedy act: “According to most studies, people’s number one fear is public speaking. Number two is death. Death is number two. Does that seem right? This means to the average person, if you have to go to a
funeral, you’re better off in the casket than doing the eulogy” (Seinfeld 120).
5. Pushing through fear is less frightening than living with the underlying fear that comes from a feeling of helplessness (Jeffers 28). Taking chances and seizing opportunities is better than living with the feeling of helplessness or failure that we are stuck with if we do nothing. Many situations require us to “push through our fear”: running for office, teaching a class, taking the opportunity to be in a relationship, signing up for a golf tournament or bowling league, traveling, joining a book club, taking an evening class, and doing all of those things we say we’ll do. Even opening the first chapter to a speech course takes courage. You are faced with the question, “Will I succeed or will I fail?” At this point you get to make a choice: you decide whether to succeed or fail.

Of fear, Dr. Jeffers says, “The truth is, if you knew you could handle anything that came your way, what would you possibly have to fear? . . . All you have to do to diminish your fear is to develop more trust in your ability to handle whatever comes your way” (Jeffers 16).

This is all important to learn because of the fact that fear causes pain, and ultimately we want to change the pain to power. Having power instead of pain means being in control of your life and taking the kind of risks that build your sense of self-worth and, in turn, enhance your ability to handle fear. Dr. Jeffers suggests you begin on the pain-to-power path by developing a Pain-to-Power vocabulary. She notes that “the way you use words has a tremendous impact on the quality of your life. Certain words are destructive; others are empowering” (Jeffers 39).

**Change Your Expectations**

Many people are afraid of public speaking because they are afraid of making mistakes and embarrassing themselves. To get over this fear, you
must first give up the belief that you have to be perfect and give yourself permission to make mistakes. The truth is that even professional speakers make mistakes. Judith E. Pearson, in her advice on overcoming a fear of public speaking, suggests,

_The way to recover from a mistake is to observe it dispassionately, take whatever corrective action is appropriate, regain your composure, focus on what to say next, and get on with it. Dwelling on an error and feeling bad about it only adds to your confusion. Leave the mistake behind and move forward. You can’t please everyone in your audience. Sure, some listeners may think you are a moron for making a mistake. Some won’t even notice it. Others may admire the way you recover so easily. Some may be relieved to know you are human (Pearson)._ 

**Learn Strategies for Coping with Your Fears**

Experts on overcoming fear of public speaking and professional speakers themselves have offered some excellent advice on ways to overcome speech anxiety. The following strategies, collected from their articles and books, will give you some ways to cope with your fears.

**Visualize Success**

Rather than anticipating your speaking experience with dread and imagining yourself fumbling and stammering, picture yourself delivering your speech the way you would like to. Judith E. Pearson, in her article “Overcome your Fear of Public Speaking” recommends, “Mentally rehearse that you are speaking confidently with a smooth delivery to an appreciative audience. Hear the words coming out of your mouth in a flowing

Fig. 1.6. Successful athletes Kristi Yamaguchi, Mary Lou Retton, and Martina Navratilova
cadence. See yourself with an erect posture, breathing free and easy. By visualizing this way, you are programming your mind and body for the results you want” (Pearson) When you can visualize yourself speaking confidently, you will become more confident.

This technique, called “positive imagery,” has been used in sports psychology for years by athletes like Martina Navratilova, Mary Lou Retton, and Kristi Yamaguchi (Hamilton 54). An athlete can train mentally prior to a competition by mentally running through a successful routine in his or her mind, picturing a perfect serve, or imagining the path of a golf ball as it rolls into the hole. You can anticipate a similar successful outcome before every speech.

**Think Positively**

Replace any negative thoughts that tend to fill your mind with positive ones. Prepare positive thoughts beforehand so that when you feel yourself thinking, “I am going to make a fool of myself . . . Everyone is watching me,” you can immediately switch modes to “Everyone gets nervous . . . I am well prepared, I am excited to give this speech, and I think my audience will enjoy what I have to say.”

**Project Confidence**

Even if you feel tense, act confidently. Stand tall, gesture emphatically, look directly at your audience, and speak forcefully. Avoid playing with your rings, jingling change in your pocket, or shifting body weight from foot to foot. Eliminating your nervous behaviors will help you change your perception that you are nervous (Grice and Skinner 55). Remember that your audience cannot see inside you. They see only what you show them (Osborn and Osborn 45). Never tell your audience that you are nervous; this will only make them uncomfortable, obligated to worry about you, and distracted from your message (Buxman and Lemons 110). You’d be surprised how often students confess after a speech that they were quaking in their shoes, only to discover that the rest of the class was impressed with how confident they looked.

**Make Nervousness Work for You**
Remember that anxiety about speaking in front of people is a natural reaction. Michael and Suzanne Osborn say,

You may have been told that taking a public speaking class will cure you of your communication apprehension. One of the biggest myths about a public speaking class is that it can or should rid you of your natural fears. There is no cure for communication anxiety, but there are things that can help you keep it under control (Osborn and Osborn 42).

It’s natural to get butterflies when you have to give a speech. According to the legendary news reporter Edward R. Murrow, “The only difference between the pros and the novices is that the pros have trained their butterflies to fly in formation” (as quoted in Hamilton 51).

Prepare and Practice
Go to http://www.youtube.com/watch?v=C2Fr19oqeb8 to watch a video on nervousness.

First of all, pick a topic that means something to you. You will have more enthusiasm about your speech if you know your subject matter well. If you are out on a limb speaking about a topic you know nothing about, you will most likely be more anxious than if you feel well-informed and sincerely concerned about your subject matter. Enthusiasm is contagious; if you think your material is interesting and meaningful, your audience will, too (Pearson).

Knowing that you are adequately prepared and have practiced your speech beforehand will increase your confidence dramatically. Carefully plan your presentation and create note cards if necessary. Cheryl Hamilton recommends always rehearsing your presentation out loud:

Mentally thinking through your speech is not the same as practicing aloud. The environment you practice in should be as close as possible to the actual speaking environment. For example, if you will be standing during your presentation, stand while practicing; if you will be using visual aids, practice using them. As you rehearse, time yourself to see if you need to shorten or lengthen
the presentation. Finally, anticipate possible audience questions and prepare answers for them (Hamilton 51).

George L. Grice and John F. Skinner, in their book Mastering Public Speaking, recommend that you practice your speech several times from start to finish without stopping:

Too often when students mess up in practice, they stop and begin again. This is not a luxury you have when you address an audience, so as you practice, practice recovering from mistakes. Knowing that you can make it through your speech despite blunders in practice should make you more confident (Grice and Skinner 56).

Don’t Dwell on Past “Failures”

We improve our speaking skills through experience. Just because you may have felt embarrassed about a poor speaking performance in the past does not mean you should be afraid of future opportunities to speak. “Remember,” Pearson advises, “All good speakers started out as not-so-good speakers. They improved because they resolved to do better the next time” (Pearson).

Be Well-Rested and Avoid Hassles

A good night’s sleep can make a big difference before any event that requires you to think clearly—a final exam, a job interview, or a speech in public. Clear your calendar of any stressful events on the day of your speech that might interfere with your ability to speak confidently and sincerely.

Avoid Mood-Altering Substances

Some people make the mistake of drinking a caffeinated soda or popping a pill before their speech, thinking these things will pep them up and improve their performance. The opposite is true. Mood-altering substances are not only an emotional crutch that you don’t need; they can also backfire and amplify your nervousness or make you feel sluggish.

Marjorie Brody, president of Brody Communications, offers the following tips to help prevent one common symptom of stage fright—dry mouth. Avoid dairy products, soda, coffee, and alcohol before a presentation. Instead, drink water that is room temperature. You might want to try using petroleum jelly on your teeth to keep them from sticking to
your lips. To promote salivation, Brody suggests gently biting the tip of your tongue (Brody 101–102).

**Breathe and Relax**

Deep breathing promotes relaxation. Deep breathing sends oxygen to the lungs and brain and expands muscles in the throat and chest that tend to tighten when we are tense. Cheryl Hamilton recommends “taking a deep breath through your nose, holding it while you count to five, and then slowly exhaling through your mouth. As you exhale, imagine that the stress and tension are slowly draining down your arms and out your fingertips, down your body and legs and out your toes. Repeat the process a second or third time if needed” (Hamilton 52).

Use relaxation techniques prior to your speech. Concentrate on slowly tensing and relaxing your muscles, starting with your neck and working down to your toes (Osborn and Osborn 42). You can also lightly clench and unclench your fists as you are waiting for your turn to speak; this may help relieve some tension and clamminess in your hands (Nelson and Pearson A-10).

**Look Your Best**

If you dress your best and take the time to present a polished appearance, you will naturally feel more confident. Wear clothing that is comfortable and unrestrictive. “Wear something that makes you feel good because, if you feel good, you’ll radiate confidence” (Buxman and Lemons 110).

**Prayer**

Prayerfully ask for help as you prepare and practice your speech. After the speech is over, remember to give thanks.

Learning how to manage your anxiety positively is the first step in becoming a successful speaker. It may take time, but should not hinder you from beginning to speak publicly. Next, we will discuss the five tasks to successfully deliver a speech. These tasks will be discussed in detail throughout the course, but for now, you need to know what will be required of you to succeed in any given speaking engagement.
The Five Tasks of a Speaker
Aristotle is credited with identifying five canons or tasks a speaker must complete in order to deliver a speech successfully; these were later emphasized and refined by Quintilian. These tasks are still used today in the teaching of public address:

Invention
The first step in giving a speech is to analyze the speaking circumstances, including the speaker’s knowledge on the topic, the audience, the location, the time allotted to give the presentation, and the physical set-up. A speaker will choose and research a topic that is appropriate to the circumstances.

Organization
The second step is to organize your ideas and research in the best order for the topic and audience. Most speeches will have three basic parts: introduction, body, and conclusion. In this course you will be taught a variety of ways to organize the body your speeches, whether it is an introduction, impromptu, informative, persuasive, or tribute speech. You will also learn how to give effective introduction and conclusions.

Style
The third step is to choose the most appropriate language for the speech. This may include word choice, stylistic techniques like metaphors or alliteration, transitions, length of sentences and paragraphs, and so forth. It will also include choosing the method of delivery, whether it is extemporeous, impromptu, manuscript, or memorized.
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Memory
In Aristotle’s day, the use of text was tedious because everything had to be handwritten. They emphasized the use of memory techniques to aid them in their delivery of public addresses. Today, this task is just as important: we need to know our speech. Rather than reading our notes, using teleprompters, or relying on our PowerPoint presentations, it is important to practice our speeches until we are comfortable conveying the knowledge fluently and with powerful eye contact.

Delivery
The last task is to deliver the speech. The aspects of delivery can be divided into both physical and vocal characteristics. Physical characteristics include eye contact, facial expression, posture, gestures, and so forth. Vocal characteristics include tone, articulation, rate, volume, pause, breath control, and so forth. While all of the tasks are important, the final task of delivery is often viewed as the most important to the listening audience.

These five tasks will be covered in more detail throughout this course. They will be used to evaluate how well you accomplish your speaking assignments. The first skill we will learn is how to improve our vocal quality. Since all speeches are delivered vocally, it is important for you to be familiar with your voice and learn how to use it well.

Engaging an Audience with Your Voice
How many times have you heard people say after they have listened to their voices on a recording, “That doesn’t sound like me!” or “I sound terrible!” Yes, we do sound different when recorded, but once you get acquainted with your voice and the rich sounds that it makes, you’ll feel comfortable with who you are. One of the most well-known orators in history was a Greek statesman named Demosthenes (384–322 BC). He was born with a speech impediment and failed miserably in his first public address, but he desired so desperately to be a successful statesman that he undertook a rigorous program to improve his vocal and physical performance. To improve the power of his voice he delivered his speeches against the roar of the waves. To improve his enunciation, he spoke with pebbles in his mouth. To improve his breath he delivered his speeches while running uphill. He practiced gestures to
enhance his messages. As a result of his determination and dedication, Demosthenes became a very influential speaker (Hunt 61–62).

There are different methods to help you improve your vocal quality, but nothing is better than recording yourself and listening to see what needs work. The important vocal elements for speech are pitch, inflection, breath, pause, pace, rhythm, volume, articulation, enunciation, sincerity, and conviction.

After listening to these examples of performance, watch this video of Taylor Mali’s [Totally Like Whatever](http://www.youtube.com/watch?v=OEBZkWkkdZA) for an example of a great performance.

**Pitch/Inflection**

Pitch is used in music to refer to the highness or lowness of a note. In speech, it refers to the highness or lowness of our voice. Generally the fluctuations are small in speech, making them conversational and comfortable. If a speaker remains too high or too low, it can irritate or bore an audience. If the tone remains the same, it will be monotone and will put the audience to sleep. Be sure to naturally vary your tones to keep your vocal delivery interesting. Inflection is the process of changing the pitch within a syllable. We do this with the last word of a sentence when we ask a question. This vocal change gives it meaning. Try asking a question without changing the pitch at the end. How did it affect the communication? Varying your pitch while speaking will add meaning and keep the audience better engaged.

Watch this video clip of a speech on [mediaandfillers](http://www.youtube.com/watch?v=wXgyxh8sm0).

**Breath/Pause**

Having good breath support is important for speaking because it will give you the power of sound. You do not want your voice to be airy or run out of breath before you finish a sentence. It is important to time your breathing so it is natural and does not draw attention to itself. Pauses can help with breathing, but they can also punctuate meaning. Using a pause before or after a vital sentence will help you emphasize its importance. Avoid pausing too long or too often because this can make
the audience uncomfortable or lose focus on your speech. Beginning speakers are often uncomfortable with silence; instead, they fill their speeches with filler words like “um,” “uh,” “like,” “you know,” “ok,” or “so.” Use of fillers will make the audience feel like you are unprepared and it will be difficult for them to understand your message. Be sure to keep your speeches free of these fillers. If you have the habit of using filler words start using pauses to replace them so that you can eventually eliminate them.

**Pace/Rhythm**

The pace is the speed at which we read or speak. The normal rate of speech lies between 130 to 160 words per minute. Speaking too quickly may cause poor diction and cause you to lose your audience’ attention. On the other hand, speaking too slowly can irritate your listeners and their minds may begin to wander since the audience listens at 500-800 words a minute. It is important to vary your pace; just like you want to avoid being monotone, you also want to avoid being monopaced. Speeches should never seem to be read, even if you are using a manuscript; rather, they should be delivered. The general rule is to speak a little more quickly when the information is easily understood or if you are leading to a climactic moment in a narrative to intensify the story. You should speak more slowly when you are speaking about detailed, technical, or difficult concepts. You can also slow your pace when you want to emphasize an important point. Rhythm is a pattern that is created by regular recurrence of words, phrases, ideas, or pauses. It influences the pace of your speech. It should always be subordinate to meaning. Rhythm is common in poetry and if you choose to use a poem for your first assignment, be sure that the rhyming words and pauses at the end of each line do not call attention to themselves. Rhythm can add a motivating element to your speeches if used correctly. Using the same pause and pitch rhythm can make the speech sound read. Varying pause rhythm, even in poetry, can enhance meaning and emphasize your point.

**Volume**

Your message is very important. Be sure to speak up and be heard. However, like many of the other vocal elements we have discussed, volume should be varied. Do not use the same volume throughout your entire presentation. When telling a story with a tender moment, soften your voice slightly. At the end of a motivational speech, raise you voice
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slightly to call your audience to action. Never yell or shout at your audience because it may offend or alienate them. Volume fluctuation is normal but not as varied when delivering a factual speech, but in other speeches volume changes can add tenderness or passion to words.

Articulation/Pronunciation
Articulation and pronunciation requires a speaker to pronounce words clearly and correctly:

Articulation- speak words clearly, good diction, vocalize consonants at the end of words rather than mumble them. Example: "anD" rather than "an," "frienDs" rather than "friens."

Pronunciation- speak words correctly, correct emphasis on syllables, letters in right order. Example: "Especially" rather than "expecially," "spaghetti" rather than "pasghetti."

You do not need to worry if you are from another part of the country or world, because this will often add an element of interest for your audience and you are not required to change the personality of your voice. However, if English is not your native language, you will want to be sure to enunciate and pronounce your words clearly. It is important for speakers to make sure their words are understandable to their audience. It is also important not to over-enunciate, because this will make your speech sound contrived or phony. If students slur their words or leave off parts or add sounds to a word that does not belong, it will cause confusion and the audience will not be able to understand the message.

I often show a recording of a speaker who says, “vio-lets” rather than “violence.” It takes several times before the audience says, “Oh, violence, not violets.” This is not uncommon. I often hear students say “ta” instead of “to” or “git” instead of “get.” Sometimes they will slur their words together, “kinda” instead of “kind of” or “wanna” instead of “want to.” Once bad habits are recognized, students can correct them by opening their mouths a little more and separating their words. It will take practice, but once a student starts the correction process, they will find rapid success. Another problem that occurs in speaking is mispronunciation of words. As a speaker, you should verify the pronunciations of the words you will be using. For some, this means looking up difficult terminology in the dictionary and practicing the pronunciation until you can say it with ease. For others, it may mean correcting words we learned incorrectly in our youth.
Sincerity/Conviction

While all of the vocal elements discussed above add to a polished, engaging, and conversational delivery, the most important aspect of giving a well-received speech is the sincerity and conviction of the speaker. You
need to truly believe in what you are sharing with your audience and you need to be yourself as you speak. Don’t be afraid to add your personality to your delivery. Audiences are more attracted to speakers who are authentic because they feel they are more trustworthy and likeable. Choose topics you know well or are passionate about. If you do, your enthusiasm and conviction will be easier to convey and the audience will be more motivated to listen.

The principles taught in lesson one will help you overcome your anxieties about speaking in public. Try the relaxation techniques to feel more comfortable when preparing and delivering your speech assignments in this class. Also, record yourself several times either reading or speaking to become more familiar with your voice. Take note of what you would like to improve and set a few goals to become a more conversational and engaging speaker.
Lesson 2
Connecting with Your Audience

Now that we have discussed speaking fears and anxieties, you need to understand that giving a speech is an audience-centered activity. It is not about you, the speaker, but about your audience and the message you have to share with them. If you really care about your message and your audience, your sincerity and conviction should be evident to your listeners. If you are focused on the audience through the process of choosing of your topic, gathering the material, and in your delivery, they are more likely to be open and receptive to you and your message. After reading this lesson, you will understand the importance of adapting your speeches to different audiences, see how listening helps you prepare, and feel the need to adopt speaker ethics. You will also learn some basic speaking techniques that will help you connect with your audience.

Learning Outcomes
In this chapter, you will understand the following:

1. How to adapt speeches to an audience
2. Why it’s important to listen
3. How to be ethical in your speaking
4. How to use humor appropriately in a speech
5. How to tell a good story
6. How to give your first speech with some jump-start tips
**Audience Analysis**

*Our voice resonates with life. Because this is so, it can touch the lives of others. The caring and compassion imbued in your voice finds passage to the listener’s soul, striking his or her heart and causing it to sing out; the human voice summons something profound from deep within, and can even compel a person into action. — Daisaku Ikeda*

Some of the first questions you should ask yourself when preparing and delivering any speech are related to the question, “Who is my audience?”

- Are there five people or five hundred people?
- Are the people you are speaking to five years old, twenty-five years old, or seventy-five years old?
- Are they peers, family, students, parents, business people, or community members?
- Do they know you or are you a stranger to them?
- Do they see you as an expert, friend, colleague, mentor, leader, or outsider?
- Are you in a formal seminar room, at a banquet table, or in the locker room? You have to be sure you know to whom you are speaking.
- In each situation, you need to analyze the age, culture, demographics, and interests of your audience. You also need to be aware of the audience setting.

Your audience is an essential part of your success as a speaker. They are not in attendance by chance: they are there for a purpose. Your communication without them is incomplete. They are part of your
communication path; in fact, their acceptance of your message is the finish line of your speech. Your success is complete if they are engaged, motivated, and willing to act upon the message you share with them.

Even though the word “audience” denotes a group, an audience is really a collection of unique individuals. Each has his or her own experiences, beliefs, and interests. You need to be respectful of each member but you cannot address each member personally; therefore, it is important for you to determine which subgroups exist in the audience and adapt your material appropriately to them.

Fig. 2.2. Topic diagram

Your primary purpose in planning, presenting, and reviewing your speech should be to speak to your particular audience, as diverse or homogenous as it may be. You need to speak to their needs with consideration to their differences and commonalities. To do this, you must put a lot of thought, work, and effort into knowing your audience. Audience analysis should be done before you speak, while you speak, and after you speak.
Here are some helpful questions you should ask and several ways that you can get to know your audience before you present:

- **Ask questions.** How much do they know about my topic? How will they view my credibility? Will they see me as trustworthy? What do we have in common? Will they be open minded?
- **View your topic through their eyes and answer questions like,** “How does this apply to me?” “Why should I care?” or “What can I do about it?”
- **Assess their demographics by determining their age, gender, education, income, race, culture, and so forth.** Use this information to find commonalities and significant differences.
- **Write down what you personally know about your audience.**
- **Ask the person who invited you to speak more about who will be in the audience.** See if they can give you any constructive advice.
- **Arrive early to greet and mingle with the audience.**
- **Create a survey that can be given to the audience before you speak; with today’s technology you can invite people to participate in an online survey.**
- **Contact local leaders to learn more about the people living in that area or research the city or organization online to learn more about their mission, read their news, or learn about local happenings and attractions.**

You should use techniques and analyze your audience while you speak:

- **Grab their attention and relate the topic directly to the audience in the introduction.**
- **Help the audience perceive that you genuinely care about them through your adaption to their unique circumstances.**
- **Establish your trustworthiness in how you use sources, language, and examples.**
- **Establish your credibility by either having another person introduce you or by mentioning your own expertise after you have gained their attention.**
- **Choose supporting materials and use language that they can understand and will find engaging.**
Lesson 2: Connecting with Your Audience

- Read audience feedback. Do they exhibit eager looks and smiles, or are they confused, bored, or angry? If the latter, adapt your speech to meet their needs.
- Deliver with energy and appropriate enthusiasm for your topic. The more engaging your delivery is, the easier it will be for your audience to listen.

Analyze the audience after you speak:
- Stay and answer questions or mingle with them.
- Ask for constructive feedback from people you know in the audience: perhaps family, friends, colleagues, or the people who invited you.
- Provide a simple survey for audience members to fill out.
- Learn from the feedback so you can repeat your strengths and improve your weaknesses.

Connecting with your audience means that you must connect heart to heart. It means that, as an audience member, you are open and willing to receive information, and that, as a presenter, you are open and willing to share information that will make a difference. To better understand what it takes to listen to a speaker, it is wise to briefly review the concept of listening.

The listening stage included listening, ethics, and audience analysis.

Ethical Listening and Speaking
You may be asking yourself, “If I am trying to learn how to SPEAK in public, why am I reading about LISTENING?” Good question. Your audience’s job is to listen. However, the more you know about their job, the better you can help them listen to you effectively. To be a better speaker, we first need to be a better listener. The fact is that most of our lives are spent listening to others. We listen to family members, friends, co-workers, employers, customers, advertisements, news, and entertainment. What is it that makes us better listeners in certain situations and poor ones in others? One of the best ways to understand an audience is to assess our own listening mannerisms and determine what our own strengths and weaknesses may be.
What kind of listener are you? As you know, there is a difference between listening and hearing. Hearing refers to the reverberation of sounds on your eardrum. Listening involves interpreting the sound waves for meaning; it requires effort.

Good listeners do the following:

- Seek the opportunity to learn from others. They use their energy to focus on the message the speaker wishes to share.
- Concentrate on hearing the message. They will not allow distractions to interfere with listening; they will turn off their cell phones, close a computer or book, and place other distracting items away.
- Withhold judgment until after the speech is finished. They are open-minded and are receptive to all points of view and new learning experiences.
- Take focused notes; they only write down key words or phrases.
- Give nonverbal feedback to the speaker by maintaining eye contact and showing their understanding through appropriate facial expressions.

Listeners can listen to the same speech and walk away with very different results. This is because listeners filter information based on their own experiences; they seek or dismiss messages based on what is important to them. As speakers, there are things we can do to make it easier for our listeners to accept our messages.

- We can keep the speech simple in structure and language so the listener can more easily comprehend our main points and message.
- We can be well practiced so our speech is fluent, our voice engaging, and our physical mannerisms are complimentary to the message.
- We can maintain eye contact with audience members and smile at them as we do so. People are more likely to listen if you are looking at them instead of your notes, visuals, or at the ceiling.
- We can deliver the speech at a comfortable pace, not too quick or too slow, but varying the pace just enough so it is conversational.
- We can adapt our speech directly to the audience, as discussed in audience analysis above. Our choice of language, examples, visuals, and what we ask our audience to do can be reflective of their unique circumstances.
• We can arrive in advance, make sure the room has comfortable lighting, sound, temperature, and seating, verify our visuals work, and familiarize ourselves with either the media or other items provided for our presentation.
• We can greet audience members as they arrive. Showing a sincere interest in them will help them be more interested in our message.

As we acquire public speaking skills we become empowered. With this power, it is vital for us to listen to the needs of the audience and be ethical in our actions towards them.

*Character is much easier kept than recovered.*

— Thomas Paine (351)

Presenting a public speech carries with it a heavy ethical responsibility. You have to make sure your goals are ethically sound, you are fully prepared for each speech, you are honest in what you say, you avoid name-calling and other forms of abusive language, and you put ethical principles into practice.

Ethics can be defined as “the philosophical study of the moral value of human conduct and of the rules and principles that ought to govern it” (Collins “ethics”).

Determining what is right and wrong can be difficult as our audience becomes more diverse and often reaches across the globe. However, there are some basic principles that can help you become an ethical speaker. Elain Witt, BYU Speech instructor, in *Ethics in Public Speaking*, says, “Ethics in public speaking can be a complex subject because it is both culturally based and deeply personal, further complicated by historical precedents that justify various speaking behaviors in differing circumstances. Sometimes it seems black and white, but in most instances, it is a nebulous contract between speaker and audience—an understanding that the speaker will adhere to a set of criteria wherein the audience knows the message is accurate and worthwhile and the messenger is decent and just.” She continues, “Ultimately, the decision to speak ethically reflects respect for your audience. Conversely, unethical
speaking habits show disrespect and will, in due course, sabotage you as a speaker. When speaking ethically, the content you deliver should be truthful, carefully researched, accurately delivered and have a worthwhile purpose. As a result of your ethical speaking, your audience will come to trust you and your information” (Witt 11).

It is helpful and ethical for you to build your credibility or character (ethos) with your audience. You can do this in a variety of ways:

- Tell your audience what your interest or expertise is on the subject. Do this early in the speech, usually in the introduction after the attention-getter or thesis.
- Use personal examples or personalize your speech so your audience knows that you care about the subject and that this is not just a report or assignment.
- Decide what language is appropriate for your topic and your audience. Use language that is professional and edifying; avoid slang, racial slurs, swearing, or other offensive wording.
- Acknowledge sources that you use; briefly state their credentials and quote them in context.
- Use your time well. This isn’t about just your time in giving the speech, but also the time of each listener. Make the most of that time by being prepared.
- Take your audience’s beliefs into consideration as you prepare and deliver your speech. Be sensitive to their understanding, and if you are asking them to alter beliefs or behaviors, do it respectfully.
- Before you speak, review your speech for any areas that may cause ethical concern.

“A speech is a solemn responsibility. The man who makes a bad thirty-minute speech to 200 people wastes only a half an hour of his own time. But he wastes 100 hours of the audience’s time—more than four days—which should be a hanging offense.”

—Jenkin Lloyd Jones (Stuart 23)

As mentioned above, one of the ethical concerns is the responsible use of your speaking time. In this course, timing is critical. Most
instructors deduct points for not meeting the time requirements; be sure you know them and stay within the allotted times.

We have discussed the importance of connecting with our audience. Now let’s learn two skills that can help us in this quest: the use of humor and stories.

_The only way to get through life is to laugh your way through it. You either have to laugh or cry. I prefer to laugh. Crying gives me a headache._

—Marjorie Pay Hinckley (Pearce 107)

### Connect with Your Audience through Humor

To watch a humorous speech, visit [http://speechshowcase.wordpress.com/mic-badylak/](http://speechshowcase.wordpress.com/mic-badylak/).

You have most likely heard the saying, “Laughter is the best medicine.” It is true. Humor takes the monotony and dullness out of a speech. While many humor devices are not sufficient enough to stand alone, using them can have a positive effect on any audience. The best humor is original and spontaneous and fits the situation exactly. Many people feel that they are not naturally humorous. Luckily, humor can be developed and cultivated. It should be practiced and added to a speaker’s repertoire of skills. Dr. Douglas Gibb, BYU speech professor, outlined several humor hints in his book, _A Student’s Guide for Public Speaking_:

- Don’t tell a joke that is not clearly related to the point of the talk. Fit your joke to the occasion. Use jokes sparingly, and make them so appropriate to the topic that they seem naturally to belong in the speech just where you insert them.
- Humor often comes from a quick, unusual turn of events. Anecdotes depend largely upon a surprise finish for their humor. If your anecdote should be told with a quick punch, speak a little more rapidly than usual. If you never memorize anything else, memorize the punch line of the joke.
- Don’t laugh at your own joke. Always wait until your audience laughs before you even smile. If you giggle telling your story, you distract the attention of the audience from the story to yourself. If you laugh just before you deliver the punch line you may, because of poor enunciation, conceal the point.
• Sharing an embarrassing experience is a great aid in creating ties between the speaker and the audience. It connects with the audience. If you seem to be a kindred spirit, one who appreciates humor, others will be anxious to share experiences with you.
• Remember that an appreciation of humor does not mean liking every joke you hear. It really means recognizing the humorous elements in situations. If you do this you cannot be angry or hurt. Your mind will quickly translate the occasion into something amusing before any of these emotional states can possess you.
• Humor never hurts, embarrasses, nor humiliates another person. If you happen to have a quick wit and a fast retort comes to your mind, refrain from expressing it if there is the slightest danger of hurting someone.
• The purpose of telling a humorous story is not to attract attention to yourself. The more important purpose is to return interest and attention to the speech. It is like an alternating note in an enjoyable movie; you are laughing one moment and crying the next, not crying (or serious) during the whole move.

Connect with Your Audience through Stories

“Stories are the heart and soul of our culture. They give us hope and help us set goals for ourselves.”

—Eileen Silva Kindig (17)

To watch a speech with a good story, visit http://speechshowcase.wordpress.com/taylor-hoybjerg.

Another way to connect to an audience is through a good story. Stories have universal appeal and can influence listeners tremendously. In speech giving, stories can be used to grab listeners’ attention, build bridges with diverse audiences, illustrate key points, and teach principles without being preachy. They can be entertaining, sad, insightful, surprising, frightful, or creative. As a speaker, learning to tell a great tale will aid you in commanding your audience’s attention. However, learning to be a great storyteller takes practice. There is not just one way to learn and to tell an engaging story; techniques can vary with the diversity of tellers. For the purposes of this course, consider the following tips when preparing a story for a speech:

• Always make your story relevant to the subject at hand.
Lesson 2: Connecting with Your Audience

- Use stories during public speaking engagements to illustrate points; state the point in addition to telling the story.
- Select stories to match the intelligence, experience, occupation, and age of the audience, as well as the nature of the occasion. You don’t want to talk over the heads of the audience members, but you don’t want to bore them with stories that are too simple.

Links on How to Tell a Story
- NPR’s Scott Simon: How to Tell a Story: [http://www.youtube.com/watch?v=tIX_WNdJu6w&feature=autoplay&list=PL563627A9001A9C28&lfa=results_video&playnext=2](http://www.youtube.com/watch?v=tIX_WNdJu6w&feature=autoplay&list=PL563627A9001A9C28&lfa=results_video&playnext=2)
- How to Tell a Story: Quick-Learn Storytelling Techniques: [http://www.youtube.com/watch?v=m0A8mUflH-Q&feature=BFa&list=PL563627A9001A9C28&lfa=results_video](http://www.youtube.com/watch?v=m0A8mUflH-Q&feature=BFa&list=PL563627A9001A9C28&lfa=results_video)

Usually a beginning speech class will have you introduce yourself at the beginning of the course before you have learned how to become a great speaker. Rather than winging it, here are a few general tips to prepare you in giving your first speech:

1. **AUDIENCE.** Remember that speaking is about sharing valuable information with an audience; it is not about you. Care for and know about your audience. Choose a topic they need or want to hear about. Use language and examples that they will relate to. Do not do anything that may offend them. Converse with them.

2. **SUPPORT.** Know your topic well. Do your research or have your material prepared and organized. Be sure all material relates directly to your topic. If you are using visual aids, be sure they are professional, easily understood, and complimentary to the message.

3. **ORGANIZATION.** Follow a clear pattern of organization.
   a. Introduction—grab the audience’s attention, state your purpose, tell your listeners why it relates to them and why you are the one addressing it, and then preview your main points.
   b. Body—only use 2–4 main points, and make them well balanced and supported with engaging stories, statistics, examples, anecdotes, quotations, and research.
c. Conclusion—tie things up with a summary, restating your thesis and leaving your audience with vivid last words that relate directly to them.

4. **ETHICS.** Be ethical. Always use material and language that is honestly represented. Be candid; do not hide your intentions.

5. **DELIVER.** Practice until you feel your speech flows. Deliver from an outline or notes so that you can be conversational and maintain strong eye contact. Be sincere. Use good vocal qualities and avoid distracting mannerisms. If you can, practice in front of a mirror, with a video or audio recorder, or in front of friends and family. Doing this will help you become more fluent and comfortable with your own voice. It will help you self-evaluate what you can do to improve your message and delivery.
Lesson 3
Delivering Your Speech with Style

Now that we know how to connect with our audience, we need to learn how to organize our message appropriately for the occasion. There will be many different types of presentations and circumstances that you will face at school, at church, in the community, and at work. Most of the speeches you deliver will not require you to write them word for word; rather you are more likely to present them using a few notes. To be successful, most speeches require you to research, organize, and practice before your formal presentation. This approach to presentation is called extemporaneous speaking and is the most common type of formal presentation. You will be required to present most of your speeches in this course extemporaneously. To accomplish this, you will need to learn the different types of presentation and how to organize your speeches. We will also discuss the importance of nonverbal communication as you present in front of an audience. As discussed in lesson one, the purpose of an effective vocal delivery is to convey, demonstrate, communicate, and interpret the words to the audience. Nearly anyone can stand and read words to an audience, but effective delivery helps the audience feel and understand the emotions as well as the words and concepts the speaker is trying to get across. This means both verbal and nonverbal aspects should add understanding and meaning to the spoken word.
The five tasks: Presentation characteristics generally fit in *style, memory, and delivery*, while outlining fits in the *organization*.

**Learning Outcomes**

In this lesson, you will come to understand the following:

1. The advantages and disadvantages of different presentation methods
2. How to use gestures to enhance communication
3. How to choose a topic
4. How to organize your speech
5. How to organize and deliver an impromptu speech

*One of the great pleasures for an audience is the experience of quickly grasping what you’re getting at . . . Presentations that cut to the chase rarely annoy your audience or put them to sleep.*

—attributed to Henry Boettenger
Presentation Methods

There are four main types of speech presentation styles—manuscript reading, memorization, impromptu, and extemporaneous. While you will most likely utilize all of these in your speech class, the most used and preferred method for this course is extemporaneous. The following describes when they are used and the advantages and disadvantages of each.

### Reading from a Manuscript

Most people prefer to use manuscripts, even when it is not the most appropriate method for the occasion. Manuscripts are often used by officials in government or business positions because misstatement might cause repercussions harmful to national policy or the reputation of the business organization. Scientists, professionals, and professors present research papers in manuscript form before professional associations. Technical material, statistical information, or quotations of findings are usually presented to highly specialized audiences where the material itself commands interest and holds attention. Speeches prepared for broadcasting and radio may be presented this way. Successful broadcasters and radio speakers cultivate the ability to read as though they are speaking extemporaneously. You will most likely use a manuscript for your special occasion speech.

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It permits a careful choice of language or precision of meaning and beauty of expression.</td>
<td>• It decreases audience communication because most speakers cannot read with the same directness with which they speak.</td>
</tr>
<tr>
<td>• It permits economy of expression because the manuscript can be edited.</td>
<td>• It lessens audience projection because speakers cannot look at the audience as often as they can in speaking extemporaneously. They lose part of the effect of eye contact and freedom of bodily action, especially gestures.</td>
</tr>
<tr>
<td>• It enables speakers to develop more fluency than in extemporaneous speaking, for they do not have to choose their language as they speak.</td>
<td>• It decreases flexibility because it cannot be easily adapted to changed conditions, such as more or less time than anticipated, or responses to preceding speeches.</td>
</tr>
<tr>
<td>• It prevents rambling and digressions.</td>
<td>• For experienced speakers, more time is required to prepare the manuscript than to prepare an outline for an extemporaneous speech.</td>
</tr>
<tr>
<td>• It provides a manuscript for future reference or for publication.</td>
<td></td>
</tr>
</tbody>
</table>

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Speaking From Memory

Writing speeches and committing them to memory is favored by speakers who have difficulty in thinking on their feet. This was the favorite method during the period of elocution (1868–1912), for it allowed speakers to enhance their presentation techniques.

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It allows for precision in expression.</td>
<td>• It makes any adaptation to changed conditions difficult.</td>
</tr>
<tr>
<td>• It allows for carefully planned development.</td>
<td>• There tends to be a lack of directness or a preoccupation in the presentation.</td>
</tr>
<tr>
<td>• It is more conducive to a colorful choice of language.</td>
<td>• More time is needed for preparation.</td>
</tr>
<tr>
<td>• It gives more attention to presentation than the extemporaneous method.</td>
<td>• Too often, the speech sounds memorized. There is a lack of apparent spontaneity.</td>
</tr>
</tbody>
</table>

The Impromptu Method

The most common informal method of speech presentation is impromptu. Frequently, we are called upon to express ourselves with little or no preparation time. We are asked to answer questions in a classroom, respond to a presentation, address an audience, defend a position, or speak in a variety of other situations where we must immediately refer to our past experiences and learn to organize and support our ideas on the spot.

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It may more aptly reveal a person’s true feelings than would a prepared statement.</td>
<td>• It calls for speaking without complete preparation. Consequently, immature judgments may be expressed based upon inadequate knowledge.</td>
</tr>
<tr>
<td>• The ideas and opinions must come spontaneously; they are, therefore, usually fresh and dynamic.</td>
<td>• Many people cannot express themselves fluently on the spur of the moment.</td>
</tr>
<tr>
<td>• It encourages thinking on your feet. As a result, you communicate directly because you must think the thoughts as you speak them.</td>
<td>• It may result in poorly arranged ideas. Speakers may ramble and present disconnected, incoherent statements.</td>
</tr>
<tr>
<td>• It encourages greater fluency of expression.</td>
<td>• It may induce stage fright. Without time for thought, a person may become emotionally distraught.</td>
</tr>
</tbody>
</table>
Lesson 3: Delivering Your Speech with Style

### The Extemporaneous Method

An extemporaneous speech is one that has been prepared previously, but with the presentation itself done with few or no notes and without memorization. In this course, this type of speech should be used for your informative and persuasive speeches.

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It encourages audience communication and directness.</td>
<td></td>
</tr>
<tr>
<td>• It avoids artificial and stilted manner because the speaker must think the ideas as he speaks.</td>
<td></td>
</tr>
<tr>
<td>• It permits flexibility; speakers may shorten or lengthen their speeches as occasion demands or as they sense the need.</td>
<td></td>
</tr>
<tr>
<td>• It permits apparent spontaneity; the speech does not sound memorized and rehearsed, even though it was practiced.</td>
<td></td>
</tr>
<tr>
<td>• It may encourage poor language choice, since the speaker must choose his language as he speaks, although with practice beforehand this effect can be diminished.</td>
<td></td>
</tr>
<tr>
<td>• It may lessen fluency by requiring an immediate choice of phraseology.</td>
<td></td>
</tr>
<tr>
<td>• It allows for meaningless digressions when the speaker departs from his or her outline.</td>
<td></td>
</tr>
<tr>
<td>• It does not provide a script for future reference or for publication.</td>
<td></td>
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</tbody>
</table>
Nonverbal Communication

A speaker’s nonverbal characteristics speak volumes without saying a word. How speakers approach and depart the lectern, and their appearance, use of eye contact, notes, gestures, expressions, posture, stance, and movements may impart a greater message than all their spoken words.

<table>
<thead>
<tr>
<th>Unfavorable Physical Mannerisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from BYU English classes reacted unfavorably to the following physical mannerisms in their peers’ oral presentations:</td>
</tr>
<tr>
<td>• Unkempt appearance</td>
</tr>
<tr>
<td>• Stiff movements and gestures</td>
</tr>
<tr>
<td>• Hands behind back</td>
</tr>
<tr>
<td>• No movement</td>
</tr>
<tr>
<td>• Jerking of head</td>
</tr>
<tr>
<td>• Monotonous facial expression</td>
</tr>
<tr>
<td>• Clenched fists</td>
</tr>
<tr>
<td>• Poor timing of gestures</td>
</tr>
<tr>
<td>• Leaning to one side</td>
</tr>
<tr>
<td>• Scratching chin</td>
</tr>
<tr>
<td>• Looking at feet</td>
</tr>
<tr>
<td>• Looking at ceiling</td>
</tr>
<tr>
<td>• Slouchy position</td>
</tr>
<tr>
<td>• Hands in front of face</td>
</tr>
<tr>
<td>• Squeezing fingers &amp; hands together</td>
</tr>
<tr>
<td>• Gestures too close to sides</td>
</tr>
<tr>
<td>• Pulling at shirt</td>
</tr>
<tr>
<td>• Tilting on toes</td>
</tr>
<tr>
<td>• Twisting paper in hand</td>
</tr>
<tr>
<td>• Holding hands clasped in front</td>
</tr>
<tr>
<td>• Looking scared</td>
</tr>
<tr>
<td>• Feet too close together</td>
</tr>
<tr>
<td>• Smacking lips</td>
</tr>
<tr>
<td>• Swallowing obviously</td>
</tr>
<tr>
<td>• Looking down away from audience</td>
</tr>
<tr>
<td>• Playing with hair</td>
</tr>
<tr>
<td>• Raised eyebrows</td>
</tr>
<tr>
<td>• Scowling</td>
</tr>
<tr>
<td>• Hands on hips</td>
</tr>
<tr>
<td>• Tilting on toes</td>
</tr>
<tr>
<td>• Right hand motion only</td>
</tr>
<tr>
<td>• Circular pacing</td>
</tr>
<tr>
<td>• Legs too far apart</td>
</tr>
</tbody>
</table>

Approaching an audience with poise, purpose, and confidence will set the tone and mood of your speech and give favorable initial credibility with your audience. If your gestures during the speech compliment the message, your derived credibility will increase. Finally, when you close with dignity, it adds to the acceptance of your speech, increasing your terminal credibility.

The physical gestures of a speaker are important. Let’s briefly discuss what you should do with your body:
Lesson 3: Delivering Your Speech with Style

Physical Delivery Tips

It takes time to master physical gestures so that they feel natural and come easily. Practice speeches using a mirror or video recording so you can see what you like and correct what you don’t.

<table>
<thead>
<tr>
<th>FEET</th>
<th>HANDS</th>
<th>FACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stand with good posture.</td>
<td>• Keep hands rested to your side when not using as gestures.</td>
<td>• Your face is your most important physical asset while speaking. If you are doing it right, very little attention will be drawn to your hands and feet.</td>
</tr>
<tr>
<td>• Keep feet comfortably parted with good balance.</td>
<td>• If you are using notes, hold them in one hand and keep them on small note cards, allowing them to become part of your gestures.</td>
<td>• Have pleasant and appropriate facial expressions.</td>
</tr>
<tr>
<td>• If not using a podium, take a few steps when transitioning from major point to point.</td>
<td>• Lift hands to chest level and higher so they can be easily seen.</td>
<td>• Keep hair and hands away from your face.</td>
</tr>
<tr>
<td>• If using a podium, keep feet firmly planted and avoid rocking, pacing, or swaying.</td>
<td>• Use hand gestures to emphasize points, explain visuals, aid in dialog, and communicate personality.</td>
<td>• Briefly groom yourself right before your presentation to make sure you look nice and your teeth are clean.</td>
</tr>
<tr>
<td>• Wear attractive and practical shoes.</td>
<td>• Avoid over-using the hands; use them with purpose.</td>
<td>• Maintain excellent eye contact with your audience.</td>
</tr>
<tr>
<td>• If your knees or legs shake from nerves, wear loose slacks or a longer skirt.</td>
<td>• Never play with jewelry, pens, clickers, or anything in your pockets.</td>
<td>• Smile genuinely as you converse with the listeners.</td>
</tr>
</tbody>
</table>

The most crucial element to selling your concepts and holding and maintaining the audience’s interest is the use of good eye contact. The effective preparation and use of key notes will improve your eye contact. Gestures and movement provide the animation expected by today’s audiences and can be used to emphasize points and maintain audience attention. Facial expressions convey meaning, feeling, and mood, and help the audience better understand your message. Many nonverbal messages, positive or negative, are sent via your posture, stance, and body language.

Using personality in your delivery makes the speech come alive. Some of the more important elements of personality are conversational style,
confidence, conviction, power, passion, drama, happiness, brightness, humor, sincerity, integrity, enthusiasm, energy, and intensity. Personality conveys the speaker's emotion about the topic and specific points in the speech. It conveys to the audience how you feel about your subject and how they should feel about the subject.

**Choosing Your Topic**

Before you can deliver your speech, you need to choose a topic to present. “What will I talk about?” is undoubtedly the most common question first asked by students. To answer this question, you should consider your interest in the topic, your ability to handle the content, and its appropriateness for the audience.

If you’re not interested in the topic, chances are that nobody else will be, so your talk will be boring and will probably fizzle. When you have selected a topic that you are excited about or have an interest in, your excitement or interest will be reflected in your voice. You will demonstrate interest, enthusiasm, and zeal. Ralph Waldo Emerson said it best: “Nothing great was ever achieved without enthusiasm!” Although your purpose should and will become more specific, at this point you should choose your topic. Selecting a topic can be easy or difficult. Don’t delay! The sooner you choose, the sooner you’ll be researching, organizing and practicing. It is best to choose topics with which you have a lot of experience or interest. Just remember that if you are not truly excited about your topic, your audience won’t be either.

Topics that interest you will naturally stem from your hobbies, school or job experiences, family background, religious and spiritual beliefs, political opinions, and so forth. Start thinking about your personal interests and brainstorm for an idea you think will spark the interests of your listeners. Use the following questions to conduct a personal inventory. Your interest in one of these topics will make a great start for a speech and will assist you in connecting with your audience. The best method in choosing a topic is to brainstorm. For example, if your instructor wants you to give an informative speech, what could you speak about?

- Ask yourself what your hobbies, talents, and interests are and write them down.
- What have you recently read, researched, or written?
- Are there current events of interest?
Lesson 3: Delivering Your Speech with Style

- Have you traveled to an interesting place? Are you from a unique place?
- Is there an interesting technological advancement you know about?
- Is there something about your major that you could share?
- Could you use your employment experience?

Be creative in your brainstorming. If this brainstorming doesn’t lead you to a solid topic, try researching ideas on the Internet or doing a library reference search. Be sure your topic meets the general purpose. Don’t choose a persuasive topic for an informative speech or vice versa.

Let me say a word here about narrowing down your topic. If you bite off more than you can chew, you’ll wind up frustrated that you can’t say everything you want to say in just five minutes.

Once you have selected a topic, you need to ask yourself, “Can I handle this topic? Have I given enough thought to my audience, as well as enough thought to my own knowledge and experience regarding the subject?” For example, if a female student selected “how to elk hunt” as her topic and as she presented, she only referred to her boyfriend and how he is an elk hunter, those listening would see that she didn’t have much credibility or experience in the field of elk hunting, so she wouldn’t connect well with her audience.

We talked about the importance of knowing your audience in lesson two. When you choose your topic, it is especially crucial that you imagine how your listeners will respond to the subject matter. Will they find it interesting or over their heads? Will they be amused or offended at your remarks? Will you be giving them useful, practical information or just taking up their time? Really, the most important thing to remember as you think about your topic in relation to your audience is this: if you are interested and enthusiastic about your topic and you present it with sincerity and clarity, chances are that your audience will be interested in what you have to say too.
Organizing Your Speech

Whether you choose your topic or purpose first depends on your speaking occasion. In most settings, the occasion, audience, and speaker’s qualifications will determine the topic choice. In a course setting, you are often assigned a general purpose, but the topic choice is up to you, the speaker. Since you are in a course setting, I will first address the general speech purposes.

General Objectives

When given an assignment, your general objective is usually assumed. For example, the general purpose of the speeches in this class could be

1. To introduce yourself or a fellow classmate.
2. To inform or persuade spontaneously on a given topic.
3. To inform about a concept, object, event, or process.
4. To give tribute or eulogy, introduce a speaker, accept an award, and so forth.
5. To persuade the audience to reinforce, change, or accept an attitude, belief, or behavior.

Now you will need to create a more specific objective and eventually develop a thesis statement. Your specific purpose and thesis will develop as you research and write your speech outline. The following is an example of a persuasive specific purpose and thesis:

Specific purpose: To persuade my audience to take a closer look at the music they listen to, the way it affects them, and get rid of anything offensive.

Thesis: When we improve the quality of our music, we improve the quality of our lives.

Of course, the thesis is one element of the introduction. A speech is organized into three major parts: introduction, body, and conclusion.

The introduction is the most critical part of the speech. If you do not capture your audience in the beginning, you may lose them forever. The introduction should only take 10–15 percent of your allotted speech time. It has four basic purposes:
1. **Gain the audience’s attention.** The first step is to gain the audiences’ attention. Real or imaginary stories, humor, fables, parables, analogies, rhetorical questions, facts, figures, statistics, examples, explanations, quotes, and visual or auditory aids can be effective attention devices if used well. Only choose material that is directly related to your topic. Never start with “Hi, my name is,” “My topic is,” or, worse, “I’m sorry, I just prepared last night.” Whatever you choose to use, be sure to state how the topic relates to the listeners. Use creativity and language to allow them to be part of this step.

2. **Introduce the topic with your thesis statement.** Many students believe they can simply say, “My topic is __________.” While this is direct, it lacks eloquence and intent. Sometimes students don’t state their topic at all—they assume the audience will understand if they listen to the material presented. There should always be a clear thesis statement in the introduction. Several steps are usually taken to create a thesis. First, you choose your topic, for example, “education.” After some research, you decide what your specific objective will be, for example, “to persuade (or inform) my audience about alternatives to public schooling, such as private schools, home schools, and specialized schools.” After you have organized your materials into an outline, you should write a clear and compelling thesis sentence: for example, “Today, I wish to persuade you that small private schools and home schools are better than public schools academically, socially, and spiritually.”

   Watch this video on creating your thesis: [http://www.youtube.com/watch?v=4vnQ2TBrwIA&list=UUDnso5Syr4JPlglgyXA8Egg&index=6&feature=plcp](http://www.youtube.com/watch?v=4vnQ2TBrwIA&list=UUDnso5Syr4JPlglgyXA8Egg&index=6&feature=plcp)

   Read this handout on thesis statements: [http://writingcenter.unc.edu/handouts/thesis-statements/](http://writingcenter.unc.edu/handouts/thesis-statements/)

3. **Establish credibility and goodwill.** To establish credibility means to show why you are qualified to speak on the topic. You will need to give a brief explanation of your expertise about, interest in, or relation to your topic. To establish goodwill means to show that you have the audience’s best interest at heart.

4. **Give a clear preview.** Tell your audience the main points you will be discussing in the speech. The preview usually is the last step of the introduction, providing a smooth transition into the
body of speech. For example, a good preview for the thesis statement, “When we improve the quality of our music, we improve the quality of our lives,” could be, “Music has an effect on the physical, mental, and spiritual nature of its listeners.” This identifies the three main points of the body: the physical, mental, and spiritual effects of music.

The **body of your speech** is where you fill in all the details by explaining and supporting your thesis statement. Here is your chance to capitalize on the points outlined in your thesis statement. You should generally stick with four or fewer points if you are talking between two and seven minutes. Subpoints and extra points just distract from your main message. Your body can include the materials gleaned from your research. You can use personal experiences, quotes, examples, philosophies, and so forth. The body of the speech is very important. You will devote 75 percent or more of your speech time to this area. Points need to be logical, focused, and limited. By reading lesson four about researching and supporting your speech, you will better understand how to develop the body and learn more about each individual speech assignment--that is, impromptu, informative, persuasive, and special occasion.

While the **conclusion** of a speech will only take about 5 percent of the total speech time, it should receive as much care as the introduction; it should not be a mere afterthought. Remember that your conclusion can leave a lasting impression with your audience. Be creative. A carefully crafted conclusion can inspire, excite, or motivate an audience. The conclusion simply wraps up your speech. You summarize your thematic statement again and make concluding statements about your main points. Conclusions must include a few major functions:

1. **First, conclusions should provide closure.** This is accomplished by relating back to the original attention-getting statement or technique used in the introduction. This signals to the audience that you are about to end your speech. It is more eloquent than saying, “In conclusion.” If you used a quote in the introduction, you could restate or paraphrase part of the same quote or use a new climatic quote on the same issue.

   A good example of a closure technique can be found in a speech given by Gordon B. Hinckley in “Bring up a Child in the Way He
Lesson 3: Delivering Your Speech with Style

Should Go” (54). A portion of his speech is transcribed in text below. President Hinckley’s Introduction:

A few days ago there came to my office a man from Las Vegas, Nevada. His wife and married daughter were with him. When we had accomplished the purpose of his visit, the younger woman asked if I would accept something from her thirteen-year-old daughter. She unwrapped a painting of two butterflies around a flowering shrub. The mother explained that her daughter had been struck by a car in a terrible accident when she was four years of age. Her body was badly broken. She was left paralyzed from the shoulders down, a quadriplegic without the use of arms or legs. She had painted this picture holding a brush between her teeth and moving her head. As I listened to that story, the painting grew in beauty and value before my eyes. It became more than a portrayal of butterflies. It represented remarkable courage in the face of blinding adversity; tenacious practice in holding and moving the brush; pleading prayers for help; faith—the faith of a child, nurtured by loving parents, that she could create beauty notwithstanding her handicap. . . . I will hang this small painting in my study so that during occasional hours of struggle there will come into my mind the picture of a beautiful little girl, robbed of the use of her feet and hands, gripping the handle of a paintbrush in her teeth to create a thing of beauty.

President Hinckley’s conclusion:

Now, with all of this, I know there are very many of you who are wonderful parents and whose children are growing in righteousness. Happy and productive will be their lives, and the world will be the better for them. I thank you and most warmly congratulate you. Surely you are fortunate. But there are others—too many among our own—whose children, to quote the revelation, are “growing up in wickedness” and who “seek not . . . the riches of
eternity, but their eyes are full of greediness” (D&C 68:31). To these I make my appeal. It may not be easy. It may be fraught with disappointment and challenge. It will require courage and patience. I remind you of the faith and determination of the thirteen-year-old girl who, holding a paintbrush in her teeth, created the painting I showed you earlier. Love can make the difference—love generously given in childhood and reaching through the awkward years of youth. It will do what money lavished on children will never do.

2. **The conclusion should restate the thesis.** This is done in direct relation to what the audience now knows after giving your speech. If your speech is technical or longer than six minutes, you will want to summarize or restate your main points. Your concluding remark should be vivid. The conclusion should take only 5 percent (or maybe up to 10 percent if you are calling your audience to action) of your allotted speech time.

3. **Leave a lasting impression on the audience.** Ending with a powerful quote, a challenge, or a call to action can be very motivating. Whatever you choose to do, take care that your last words have the feeling of the best “goodbye kiss.” Your last words leave your audience with a lasting impression, so do it right.

**Outlining the Speech**

It is important for speakers to keep their information organized. All speeches should have an introduction, body, and conclusion. Most speakers should outline their speech rather than speak from a manuscript. In this course, manuscripts are usually reserved for special occasion speeches. There are two types of outlines:

- A formal, full-sentence outline
- A speaker’s keyword outline

The **formal outline** is a detailed, full-sentence outline. Creating this outline in preparing for the speech helps the speaker to think out his or her thoughts in clear, well-developed sentences. It helps the speaker fully develop each point. It helps gauge how much time will be needed
or used. Transitions, summaries, and signposts are planned to bring about a smooth delivery. A formal bibliography is also included in the outline. The example would work well for a six-to-seven-minute presentation. While the example is detailed, it could be simplified for a shorter presentation. The speaker must remember that even the detailed formal outline is still just an outline, not a manuscript. It offers flexibility in the delivery timing of your speech. Outlines will be given to your instructor as part of the course speaking assignments.

A speaker’s **keyword outline** is usually created after the formal outline. It is usually placed on small three-by-five-inch or four-by-six-inch cards. You can type the outline on the cards or print your information on them. The speaking outline should be as brief as possible. It should follow the same pattern as the formal outline. Be sure to include the necessary quotes or statistics with their source information. The font should be large and easy to read. Unlike the formal outline, you can include special personal notes on the keyword outline. For example, if you wanted to have a significant pause, you could type or write “PAUSE” on your keyword outline to aid in the delivery of your message. Notice how different the keyword and formal outlines are in detail and how similar they are in format. The keyword outline has been put in columns so that it can easily be attached to cards or printed on heavy paper.

### Impromptu Techniques

**Purpose of Impromptu Speaking**

Now that we have learned about organization, let’s put it into practice by learning a new skill—impromptu. Being able to speak at a moment’s notice is a valuable skill in many situations, including work, religious worship, and important public speeches. You may need to fight city hall about a rent increase, be asked to speak at church without warning, or be required by the boss to defend your proposal without being notified in advance.

One of the greatest speeches ever given was an impromptu speech by Robert Kennedy. On April 4, 1968, he was in Indianapolis campaigning for the Democratic presidential nomination when he learned about the assassination of Martin Luther King Jr. Rather than heeding police warnings of possible violence, Kennedy chose to address the gathered
crowd and inform them of the terrible news. He then delivered an elegant tribute to King, along with a message of hope.

Visit this site to view Robert Kennedy’s impromptu speech: http://www.youtube.com/watch?v=j6mL2cqxA. Kennedy was thoughtful, informed, and eloquent in addressing his audience under pressure. Without practice and thoughtfulness we may find ourselves unsuccessful in spontaneous moments, like the 2007 Miss Teen USA’s competitor from South Carolina: http://www.youtube.com/watch?v=lj3iNz8Dww.

Impromptu speaking can be fun and easy if approached with some common-sense outlining techniques. If you also use familiar or personal stories, you can give a speech that sounds as if it took hours to prepare. While there are a variety of methods for learning to give impromptu speeches, we will focus on just one style. For this impromptu activity, you will be given two topics, from which you will choose just one to speak about. You will have sixty seconds to prepare your speech and then be asked to give a two minute speech. This method is used in competitive high school and college speaking tournaments. It will only take a little time to learn the steps; add to this a lot of practice and you will be successful. Here are the steps you can use to prepare the impromptu speech in just sixty seconds:

1. Choose your topic within two to three seconds.
2. In the next five to ten seconds, develop a thematic concept.
3. Now, in the next thirty to forty seconds, choose a body outline and fill it in with examples. Find at least one strong personal support for the body of the speech. Think of simple examples that could be expanded—scriptures, quotes, jokes, or clever examples do well as support. Think how this theme can be directly related to your audience.
4. The next ten to fifteen seconds should be devoted to finding an attention getter for your introduction. Usually, you can use something that you thought of during step three. Remember, this is a grabber and can be short and to the point, like a quote, a visual in the room, a joke, a brief story, lyrics to a song, a pantomime, a question, a loud statement, a whisper, or a song.
5. You do not need to worry about your conclusion because you will use whatever technique you use in the introduction as a grabber as closure for your conclusion. You will also restate your thesis.
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Also consider using direct audience application. However, since this has already been thought of during your preparation time, it is time to use your last seconds to take a deep breath and compose yourself for your speech. Now, stand and deliver!

Let’s discuss these steps in more detail, using material from Dane Allred, a BYU speech instructor:

Choose a Topic and Develop a Theme

An impromptu speech is usually two to four minutes long with one minute of preparation. Usually, topics are one-word abstracts, quotations, or familiar sayings, but they can even be cartoons, uncompleted sentences, or short, rhymed phrases. When you choose your topic, use just a few seconds develop a thematic concept. For example, say you are given a cartoon that shows Ziggy at the complaint department. The caption says, “I wish I was taller.”

“I have a complaint—I’m short.” (I know—I stole it from The Jerry Seinfeld Show) (Kaplan 1998). There are several themes that could be addressed in your speech—complaints, height, work, stress, and humor. Choose just one theme. Don’t worry about creating a detailed thesis. Now you will use the rest of the minute of preparation to outline your speech and prepare your introduction.

Outline and Support the Body

Next, decide on an outline and support for the body of the speech. This will generally take about thirty to forty seconds of your preparation time. Most speeches can follow some standard outlines, like cause–effect solution. Here are a few examples. List one of your own:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Good</th>
<th>Yes</th>
<th>Nation</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect</td>
<td>Bad</td>
<td>No</td>
<td>Community</td>
<td>What</td>
</tr>
<tr>
<td>Solution</td>
<td>Ugly</td>
<td>Maybe</td>
<td>Me</td>
<td>Where</td>
</tr>
</tbody>
</table>

In an impromptu speech, no one expects you to be an expert on a topic you were just given, so the best choice is to try to analyze the topic based on your own or common human experiences. Let’s say you chose “work” for your theme. Now, let’s say you choose the “Yes, No, Maybe”
outline to talk about work. The “yes” portion may include agreeing that work is important, and giving some reasons people may have to work, like to support a family or get an education. You could talk about a job you have or had in the past. The “no” portion of the speech would be about why people don’t want to work or, in the current economy, why people are unable to find work. You could illustrate with a job you may have quit or lost, someone you know who lost their job, or even a job you wouldn’t want to do.

Finally, the last portion of the speech would discuss the balance, or “maybe” section, telling your audience that it might be necessary to work a job you don’t love to pay your way through college or to support yourself or your family; you could also indicate that any work will help you prepare for a job you really want to do in the future. You may wish to describe your perfect job. Since you are different from everyone else, it will be your own creation—a speech you make up in a minute!

Try the other outlines and see if there is one that you think could be used for the topic of “work.” You could even combine parts of outlines and make a new outline that might fit the topic better. Combining “where,” “community” and “me” might be useful for a speech about special “work” that takes place only in your hometown. An outline gives structure and helps the audience understand where you are going in a speech.

Choose Introductory Material

Finally, after developing the outline for the body, you need to choose an introduction that will capture your audience’s interest. This will require the remainder of your preparation time. One useful technique is to have a list of stories or examples ready that might be useful in impromptu situations. You could list three to five examples of familiar fairy tales, religious stories, personal experiences, ideas from books you have been reading, articles about current events that you have been keeping up on, historical events, or movies that impacted you; the possibilities are as endless as your own experiences. Then you have a prepared list with which you can grab an introduction and start your speech.

The great thing about taking inventory of your knowledge and experience now is that anything from your list can be used not only as an attention getter but may also be used as support in the body outline. This exercise will also help you discover that you have personal connections to all kinds of topics, even perhaps ones you will choose later for your
informative and persuasive speeches. Here are some inventory examples, but be sure to make a list of your own:

<table>
<thead>
<tr>
<th>TRADITIONAL STORIES</th>
<th>RELIGIOUS STORIES</th>
<th>CURRENT EVENTS, FAVORITE MOVIES OR BOOKS</th>
<th>HISTORICAL OR PERSONAL EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Robin Hood</td>
<td>• Adam and Eve</td>
<td>• Economy</td>
<td>• George Washington</td>
</tr>
<tr>
<td>• Cinderella</td>
<td>• Buddha enlightened</td>
<td>• World affairs</td>
<td>• 1969 Landing on the moon</td>
</tr>
<tr>
<td>• The Boy Who Cried Wolf</td>
<td>• Mohammed to Medina</td>
<td>• How to Win Friends and Influence People</td>
<td>• List your personal stories—Stories about you, your friends, or family</td>
</tr>
<tr>
<td>• Midas and the Golden Touch</td>
<td></td>
<td>• Red Badge of Courage</td>
<td></td>
</tr>
<tr>
<td>• Anansi the Spider</td>
<td></td>
<td>• Amazing Grace</td>
<td></td>
</tr>
<tr>
<td>• Theseus and the Minotaur</td>
<td></td>
<td>• Tangled</td>
<td></td>
</tr>
</tbody>
</table>

While stories are great attention-getters, so are jokes, visuals (something already in the room), quotes, statistics, poems, scriptures, and other materials that are in your memory. Since you have already created a theme from your topic, your thesis should come easily. Also, having outlined the body of speech, you can easily include a detailed preview at the end of your introduction. You may ask, “what about the conclusion?” The conclusion encompasses what you have already accomplished in your preparation—restate your thesis or summarize your points, then use closure by returning to the same material you used to capture the audience. This approach allows you to prepare part of a speech and then use what you already have to complete it or “mirror” the remainder of the speech.

**Practice**

Practice, practice, practice giving impromptu speeches! Choose your topic quickly, choose an outline, choose an introduction, and speak about personal experiences or other things that are familiar to you during your speech. You’ll fill up the few minutes of an impromptu speech with interesting content and give the audience the ability to follow your points easily. Learning and practicing the impromptu techniques now will help you to brainstorm and organize other presentations for this class in a quick, efficient manner, allowing you more time to research, build, and polish the formal presentations.

**Impromptu Outline**

Directions: You will need to do many practice impromptu speeches to effectively develop your impromptu skills. However, you are only required to turn in two practice outlines. Use the following form to help you learn
and keep the speech structure. You may use this page for your outlines. Each point should be only one completely developed sentence. See the examples (one blank sample and one filled out sample) below. Impromptu practice outlines generally are written after the speech is given.

Subject:

I. Introduction
   A. Attention:
   B. Thesis:
   C. Preview:

II. Body
   A. Detailed example:
   B. Transitional example:
   C. Audience application:

III. Conclusion
   A. Closure:
   B. Restate:

Practice Impromptu Outline Example

Subject: Scissors

I. Introduction
   a. Attention: Snip, snip, snip. With little effort I can take one hand and move these two blades in a pair of scissors to cut through most things.
   b. Thesis: Like a pair of scissors, working in twos is the easiest way to cut through the difficulties of life and solve problems.
   c. Preview: I am going to explain to you how working with a partner is much easier than working alone through gospel examples and worldly examples.

II. Body
   a. As missionaries, you all know that we have a companion and we are to never leave that companion.
   b. If I were to divide a few of you in pairs of two and left some of you alone, giving you all a project to build a tower out of straws and tooth picks and telling you that whoever could build it the tallest in the given time limit would win, who do you think would win?
   c. These same principles apply to life:
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i. While there are time that being alone is good, we are not meant to be alone in all things.
ii. Having a study buddy in school can be helpful.
iii. Matt. 19:5 For this cause shall a man leave father and mother, and shall cleave to his wife: and they twain shall be one flesh?

III. Conclusion
   a. Closure: Just like a pair of scissors that will cut through anything because it has two working blades, it is easiest to cut through the difficulties of life and solve our problems when we work together.
   b. Restate: Two by two is God’s way, and it is the best way.
Lesson 4
Researching and Supporting Your Speech

Speeches are generally more engaging and convincing when they incorporate research and appropriate media to enhance the learning and listening experience of the audience. Most speeches will require a certain amount of research and may include the use of visual aids. In this course, you will be required to use sources and visuals for select presentations. In this lesson, we will discuss how to research and use sources responsibly in your presentations. We will also address the advantages and disadvantages of using visual aids and give you some general tips.

Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes.

—Peter Senge (Senge)

Learning Outcomes
In this chapter, you will learn the following:

1. How to responsibly research your topics
2. How to use research in a speech
3. How to identify source material while speaking
4. How to use visuals effectively in a presentation
Reseaching Your Topic

All speeches need support for their purposes. Supporting materials can be placed in the introduction, body, and conclusion of the speech. The introduction may use a great narrative or startling statistic to earn the audience’s attention. The conclusion may have a thought-provoking quote, but most supporting material will be placed in the body of the speech. Supporting your speech is essential for success. First, you should draw on personal knowledge and observation to personalize and develop your speech. Logically, the next step is obtaining references to support what you assert in your speech. These references can greatly enhance your credibility if you use objective, competent sources.

It is important to begin your research early. You should choose a topic in which you have interest or experience, but one that is also appealing to your audience. When researching and selecting supporting material, remember the following guidelines:

1. Generally, you should look at about nine times the material you have time to use in your presentation. This will allow you to choose the best material for your circumstances. Be sure to use a variety of supporting materials from various credible sources. A highly credible source is one that is seen as accurate, unbiased, trustworthy, and fair.
2. Always look at your materials from the viewpoint of your audience. Remember that you know more than they do. Find materials that will help them understand your topic best.
3. Keep a record of your findings. Carefully document quotes, statistics, facts, stories, and so forth. Be sure to record the bibliographical information so you can identify sources appropriately in your speech and outline. Only cite sources that are actually used in your presentation.
4. Make sure your sources are credible by checking authorship, sponsorship, and currency. Consider if the author or sponsor
Lesson 4: Researching and Supporting Your Speech

has any biases that may prevent a fair and logical presentation. Double check to make sure evidence is not exaggerated or misrepresented. Never distort or falsify information. Use the most current evidence available for your topic.

Sources can be found in a variety of places. First, draw on any personal knowledge, interest or experience you have. This will give you credibility. Next, it is important to support your speech using outside resources. These can be found at the library, on the Internet, or by interviewing individuals with experience or expertise. When researching at the library, numerous resources are available—journals, dissertations, newspapers, rare documents, periodicals, and so forth. If you are unfamiliar with your library, be sure to take a self-guided tour or ask for assistance. It won’t take too long and will be worth the time investment.

When researching on the Internet, it is important that you find and use only reputable sources. Be sure to write down the URL as part of the source citation. The URL is the website’s address. The source should also be cited with the author or sponsoring organization, title of article, date posted, URL, and the date you accessed it. This information needs to be placed in your outline or manuscript bibliography. News events, government documents, national organizations, educational resources, and many other materials can be easily found by using a search engine. While the Internet is convenient, be careful to use only the best research. Many students today often begin researching their topics by going to Wikipedia, the free online encyclopedia.

While research has shown that it has a broad base of information and can be fairly accurate, many in academia suggest using it only as a starting point and encourage students to use more credible sources, indicating that Wiki does not rely on the experts for the information. Other concerns are bias, false information, and the inability to police such a large public site. Sometimes, it is tempting for students to cut and paste
information from websites directly into their speeches and claim it as their own. This is unethical and can jeopardize a student’s integrity and grade in the course. Today, many professors and instructors use online tools to check for plagiarism. Do not cut and paste your speech together from other source material. Never pay for online speeches; most are of poor quality, can easily be detected for plagiarism, and more importantly, violate the ethical code of this course.

Watch this video on citing Internet sources: [http://www.youtube.com/watch?v=k4n7XlHa69I](http://www.youtube.com/watch?v=k4n7XlHa69I)

Sometimes an interview is appropriate in supporting your speech. This can be the case with any topic, but may be necessary or preferable with highly localized or unique topics, or topics in which the speaker is, or has recently interacted with, an expert on the topic. If you choose to interview someone for needed information, be prepared. Write down your questions before the interview. Arm yourself with knowledge. Know your topic before you go to the interview. Decide in advance how you will record the interview—whether you will use a digital recorder, take notes, or use both. After the interview, choose which quotes or information you need to support your topic. Be sure to fairly represent the individual being interviewed by not taking anything out of context.

Diona Wilson, a BYU Public Speaking instructor, provided the following interviewing tips:

1. NEVER ask the interviewee to meet your schedule—always arrange the appointment around their schedule and assure them that the interview will be brief.
2. ALWAYS plan on spending 15 minutes or less. If the interviewee becomes comfortable and relaxed and takes more time, okay, but you plan on 15 minutes.
3. PREPARE your questions ahead of time. Prepare five well-written questions, and below them, have three more questions ready, in case the interviewee gives you more time.
4. BRT. Build a relationship of trust first. Before you go into the interview, know enough about the individual and the company that you can begin with a personal question or comment on something that you have in common: “... so you graduated from BYU, also?” “... how do you like fishing the Provo River?” “... You know, I
come from a large family, too. I admire you for having six children! How do you balance your time with your career?”

5. ORDER your questions. Of course you wanted to interview this person for at least one very important reason. THAT REASON should be your middle question. If you only have time for five questions, order them as follows:

   a. Question or Comment that helps the interviewee identify with you (BRT).
   b. A neutral question that leads to the topic of your discussion.
   c. An open ended question that lets the interviewee discuss the topic from his or her point of view, for as long as they want.
   d. THE question that you actually came to get the answer to, as difficult or controversial as it may be. Then compliment the interviewee on their openness.
   e. A neutral question that returns to the topic, which you have in common with them (BRT).

6. IF you get more time out of the interviewee—you can see that they are relaxed and enjoying the experience—insert 1–3 questions more between (d) and (e).

7. THANK the interviewee profusely—be sincere, find something you can genuinely compliment and thank them for—and get out of there (Freeman 2012)!

SMILE and be comfortable yourself. Never be afraid or attack your interviewee. Respect their right to keep their opinions to themselves.

**Supporting Material**

From the research that you do, you will need to pick and choose only the best supporting material to use in your speech. Be sure that you balance your material using a variety of materials to support your thesis.

Your research and personal material will be the basic building blocks that will give your message its substance and reliability, serving the following functions:

- Illustrates the meaning and importance of your thesis
- Demonstrates the relevance of thesis to the listeners' lives
- Validates statements or claims
Let’s look at facts, statistics, examples, and narratives and how they can contribute to your message.

**Facts and Statistics.** Facts and statistical figures can lay the foundation and prepare the listeners for your conclusions. It is critical that you always have the most current facts and figures. Facts are verifiable units of information highly respected by most audiences.

1. Understandable definitions and explanations are crucial to the effectiveness of a speech.
2. Speakers increase the likelihood that audiences will accept their version of the facts by citing qualified and well-respected sources.
3. Speakers should guard against biases that can distort the meaning of facts.

**Statistics** are numerical facts.

1. Statistical information is useful for emphasizing the magnitude of events or predicting future developments.
2. Descriptive statistics explain the size or distribution of something.
3. Inferential statistics make predictions or demonstrate causal relationships.
4. Statistics are generally more effective when related to something familiar to the audience.
5. Simplified charts or graphs can help communicate important numerical facts.

**Using Facts in a Speech**

Gather more information than you need and select the best for your speech.

1. Identify the source of your information.
2. Be careful not to distort information as you interpret it.
3. Remember that inferential statistics are based on probability, not certainty.
4. Enliven facts and figures with examples and analogies.
Lesson 4: Researching and Supporting Your Speech

Testimony. Supports your message by showing what others have to say about your topic. Testimony is more critical in persuasive speaking than in informative speaking. When you use testimony in persuasive speaking, you are using witnesses to support your position. There are three types of testimony.

**Expert Testimony** comes from highly competent sources and helps to establish the validity of factual interpretations.

1. An expert is an authority on a particular subject.
2. Expert testimony allows you to “borrow” ethos from the expert.
3. Expert testimony is important when ideas are innovative, unfamiliar, technical, or controversial.
4. Unless the audience is familiar with cited experts, you should stress their credentials.

**Prestige Testimony** is based on a source’s good name and reputation.

1. It can enhance the general credibility of a speech by associating you with the source’s popularity.
2. The skill and subtlety with which speakers invoke prestige testimony usually determines its effectiveness.

**Peer Testimony** adds a sense of human authenticity to a message.

1. The voices of the people are generally highly regarded in our culture.
2. It can enhance identification between listeners and a message.
3. Here at BYU, students will relate well with other students’ experiences.

**Using Testimony in a Speech**

1. Quote and paraphrase your sources accurately.
2. Provide testimony from more than one respected source.
3. Cite the qualifications of expert sources.
4. Emphasize that the testimony is current.
5. Be cautious of using biased testimony.
6. Keep reference brief and use a direct quote if it is not too technical or long.
Examples. Examples can be used in both informative and persuasive speaking to clarify factual information or as an emotional appeal to listeners. Examples can motivate your audience to feel emotions such as fear, pride, anger, compassion, and so forth. Factual examples are more powerful than hypothetical examples.

Examples provide concrete verbal illustrations of a message:

1. Gain audience attention and interest.
2. Increase understanding by clarifying abstract ideas.
3. Humanize factual information.
4. Enhance an audience’s emotional identification.
5. Help amplify a speaker’s main points of emphasis.

“Th[e human body is like a machine, and just like any other machine they need a little fine tuning. Picture a high performance engine if you will. There are hundreds of parts that are machined with such exacting tolerances that being off by a thousandth of an inch can cause catastrophic failure. In order to keep these parts running smoothly you have to perform routine maintenance such as changing the oil, adjusting the timing, and replacing the spark plugs. Your body is not a whole lot different. You could argue that the human body has the ability to adapt to things unlike a machine, but the point is, you still need a little upkeep. You have to perform basic tasks like eating right and exercising. You also need to take yourself into the shop every once and a while and get a check-up.”

Types of Examples

1. Brief examples offer specific illustrations of ideas and assertions. These are often used in combination to strengthen an argument.
2. Extended examples provide more detail and can help promote emotional involvement.
3. Factual examples are based on real people or occurrences.
4. Hypothetical examples should represent a credible representation of reality.

Using Examples in a Speech

1. Used to clarify the meaning of technical or abstract ideas.
2. Used to offer contrasting positions or illustrations.
3. Reserved for points the speaker wishes to emphasize.
4. Should be made specific by applying names to people and places.

**Narratives.** Narratives bring the listeners into the scene of reality. They create a living drama that the listener can visualize and relate to you and your topic. Narratives illustrate a point by telling a story within a speech. It allows the audience to identify with the speaker and set the mood. Narratives should be carefully developed with an introduction, body, and conclusion. They should create anticipation and suspense. They generally use dialogue rather than paraphrase.

*I had always been active: I’ve never smoked, I’ve never had high cholesterol, I’ve never been overweight, and I’ve always maintained a relatively good diet. Regardless of all those things, I found myself being rushed to the hospital with symptoms of what appeared to be a heart attack.*

**General Hints in Using Supporting Materials**

1. Use a minimum of three to five independent sources to support your specific purpose.
2. Avoid unethical distortions of your materials.
3. Make sure your sources are reliable and appropriate for your topic.
4. Make sure you use the most recent information available.
5. Make sure your information is complete and interpreted correctly.
6. When summarizing or paraphrasing, stay true to the original statement.
7. Be sure to clearly identify your sources in your speech and speech manuscript, outline, and bibliography.
8. Use visual aids to enhance visualization of complicated figures and statistics.

*Wherever you are, it is the place to start. The effort you expend today does make a difference.*

—attributed to Andrew Matthews
Oral Citations

Your instructor will usually require you to turn in a speech outline or manuscript with a formal bibliography. While you may provide a bibliography of your sources to your instructor, it is important for you to identify your source material while you speak. Your audience will only recognize your research information if you clearly identify it while speaking. It is important to distinguish your voice from the voices of your sources. By following the guidelines listed below, you can avoid oral plagiarism:

1. Cite all sources you quote, paraphrase, or summarize. You do not need to cite facts or ideas that are common knowledge to your audience. But when in doubt, err on the side of caution and cite the source. Remember, what is common knowledge to you may not be common knowledge for your audience. When paraphrasing or summarizing information from a source, it is best to use your own language and structure, but still identify where the information was obtained. Be sure to cite your source every time that you use it, even if you transition to the next point and are using the same source. Once you have introduced a source with credentials, it is easier to refer back to the source. Always be clear but conversational in identifying your sources.

2. When orally identifying your source, establish trustworthiness and timeliness. Generally, you should refer to the author’s name and the title of the article or publication. If the date is important to the topic, it should be stated as well. Author credentials should also be stated. If using a web site, give the official name of the site and not the URL; for example, “Last month, American Cancer Society Online reported that . . . “

3. Keep citations brief and conversational. When you refer to a source for the first time, give all the necessary details the audience will need to hear, such as the author, credentials, title, and date. Leave out unnecessary details, like page numbers, volumes, URLs, and so forth. In subsequent references to the same source, simplify the citation. For instance, “Dr. Beth Shubin, an assistant attending orthopaedic surgeon in the Women’s Sports Medicine Center, stated in a Medical News Today article, “Dance Your way to a Better Body”, that ‘Dance is . . . very good for balance and posture.’” Later, when referring to the same source you can make
it briefer by stating, “Dr. Shubin further indicated, ‘Dance is also a great aerobic workout and in addition tones many different muscle groups.’” The source can be identified before, during, or immediately after the information is given. To keep it conversational, avoid saying “quote” or “unquote”; rather, change your tone of voice, your pace (by slowing down or pausing), or your volume. Physical gesturing may also aid in distinguishing your source material from your own ideas (Letteri 194–196).

**BYU Academic Honesty and Plagiarism Policy**

The following BYU policies will apply to all speeches, written papers, presentations, and materials presented in this course:

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct (“Academic Honesty Policy”).

Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing (“Plagiarism Policy”).

**Visual Aids**

Visual aids are used in speeches to help the audience; they are not there for the speaker. A visual aid is not for the speaker to hide behind. It is only there to assist in sharing information with your audience. Just like narratives, facts, and testimony clarify or prove points, in your speech, a good visual aid can support your speech’s purpose. Aids must be visually aesthetic, simple, brief, and easy to see and read. They must support, but not dominate, your speech. Look at the following examples of visual aids. One is obviously superior to the other for use in a speech. The other is crowded, cramped, full of minor details, and far too difficult for an audience to digest.
Fig. 4.3. This graph is too cramped for a speech.

Fig. 4.4. This graph is better for a speech.

The goal of a visual should be to help the audience retain information, explain a concept more efficiently, engage the audience in a learning
activity, or move an audience to emotion. Few presentations should rely solely upon their visuals. In fact, for this course, visuals should be used sparingly. Aids are not always needed or appropriate for all topics or types of speeches, but should be considered as a possibility when brainstorming a topic. Here are some good reasons to use visual aids:

1. To strengthen the clarity of your message.
2. To increase the interest in your topic.
3. To increase retention of your information
4. To increase speaker credibility and persuasiveness.
5. To build bridges with the audience.

If your visual aid is not visible, audible, understandable or related to the topic, or if it is offensive, then you will achieve NONE of your goals for using it.

Story: Several years ago I had a student submit a PowerPoint slide presentation with 52 slides for a 5 minute presentation. This meant that he was going to show one slide every ten seconds of his speech. Each slide contained emotional images of young Black Africans who were impoverished. This was unacceptable for a few reasons: First, this is a speech course; it is more about the speaker engaging the audience and not the visuals. Next, to see the slides the lights needed to be dimmed, resulting in only being able to hear a voice while watching the slides. Another problem was that the slides were an emotional overload for the audience. Too many slides or too much information makes it difficult to the audience to connect with the speaker and the topic; too many of these images could desensitize the audience to a very important topic. My advice to the speaker: choose no more than four slides from his collection of 52 and preferably just two, one for attention and one for closure.

Here are some basic tips to consider when using visuals:

- If you can be more powerful in your presentation without visuals, do not use them.
- If you choose to use visuals, be creative and use only the best.
• Follow professional design principles if using slides or posters; keep them uncluttered.
• Make sure words are spelled correctly.
• Verify the accuracy of the information.
• Use only visuals that can be seen easily.
• Do not stare at your visuals when using them; maintain strong eye contact with your audience.
• In general, if you are using slides, use less than one per minute.
• Cover the slide or blank the screen when you are finished addressing the slide.
• Keep slides visual; avoid using words except for power words, titles, or statistical charts.
• Put away or cover physical aids that will detract from your delivery.
• Do not pass aids or material out to your audience before or during your speech; handouts, while helpful, only distract: wait until your speech is over.
• Know how to use your visuals. Practice with them until you are comfortable.
• Arrive early to your speaking engagement to make sure you have what you need for any visual aids.
• If something goes wrong, do not waste time trying to correct it; be confident in moving forward without your visuals.

**Types of Visual Aids.** We are in a world that is quickly changing. Technological advances have given us more options for communication and presentation than ever before. Many programs are free and available online. Applications like Prezi, Google Presentations, sliderocket, Voicethread, Screenr, and others offer creative presentation options. However, it takes time to learn how to use these applications and often they may be more inhibiting than helpful. While we are becoming more and more technically oriented in our communications, remember that different topics, audiences, and setups may require you to use certain types of visuals based on availability or appropriateness. Also, just because everyone else uses PowerPoint slides does not mean that you need to use them too. In fact, being different can make your message stand out from the rest. Consider the following visual options based on your topic, audience, setup, and location:
Lesson 4: Researching and Supporting Your Speech

<table>
<thead>
<tr>
<th>costumes</th>
<th>slides</th>
<th>maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>objects/instruments</td>
<td>overhead projection</td>
<td>photographs</td>
</tr>
<tr>
<td>models</td>
<td>opaque projection</td>
<td>specimens</td>
</tr>
<tr>
<td>your own body</td>
<td>line/bar/pie graphs</td>
<td>magnetic Board</td>
</tr>
<tr>
<td>pictures</td>
<td>pictograph</td>
<td>handouts</td>
</tr>
<tr>
<td>drawings/sketches</td>
<td>flannel/felt board</td>
<td>Internet websites</td>
</tr>
<tr>
<td>charts/word strips</td>
<td>CDs or mp3s</td>
<td>computer presentations</td>
</tr>
<tr>
<td>films, videos, DVDs</td>
<td>television</td>
<td>chalkboard</td>
</tr>
</tbody>
</table>

Generally, it is best to avoid lecture materials, such as the chalkboard, overhead projector, long detailed slides, or computer presentations, for speeches. When creating your slides, consider omitting words. For example, if you want to discuss the concept of accomplishing goals, use a picture of a mountain climber on a steep slope. Images will quickly communicate understanding. Also, using live Internet or sites like YouTube can hinder the flow and credibility of a presentation. Live Internet invites unwanted distractions like advertising and page clutter. If using the Internet, consider embedding videos into your PowerPoint, sliderocket, Prezi, or other media. If you choose to use a video clip, keep it very short.

Thoughts on using PowerPoint effectively [http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm)

The Ten Sins of PowerPoint [http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm)

Make Your Visuals Work for You and Your Audience

One speech showcase representative used Kerr jars filled with honey and chunky peanut butter to demonstrate mucus in the healthy lung and a cystic fibrosis lung. The image of her swirling the honey and then roughly spreading the peanut butter through the jars has been imbedded in my memory.

Another student dressed in costume, gracefully danced the hula to traditional Hawaiian music after explaining the history, interpreting the hand moves, and demonstrating the basic moves.

One engineering student brought in the equipment to build a cooler, explaining the concept so simply that the lay audience all felt they could build one themselves.

A young return sister missionary who served in Bolivia told a story of a family who lived under a piece of sheet metal. She explained that all four members of the family shared one bed, and yet, the young little girl gave the missionary a farewell gift: the only thing she owned, a hand-knitted doll.
Where to Find Visual Aids

Visuals can be found in a variety of places. Images are easily found online, from libraries, or from your own collections. You can borrow visuals from classes you are enrolled in or at your place of employment. You can purchase simple crafts for demonstrations, purchase food items at the store, make food samples at home, or bring books or collectibles from your library or your travels. Many unique visuals can be found at thrift stores, or you can borrow them from friends and relatives. There are many objects are right in your own residence that may be appropriate for your visual aid.

Putting It Together

Taking the time to research and find appropriate visuals to enhance your speeches is essential to your success as a speaker. As you read the next lessons on informative and persuasive speaking, be sure you put these principles into practice. As you do so, you will find that the audience and instructor will better appreciate your presentation.
Lesson 5
Informative Speaking

In Lesson 4, we learned to use research and visual aids for speaking purposes. In this lesson, we will apply the use of research and visuals to informative speaking. Undoubtedly, you will have many opportunities to teach others in your career, family life, educational community, and at other activities. The purpose of an informative speech is to provide new information about a topic. This new information can be more depth to a familiar topic or a basic approach to a topic few know about. Your informative speech should be presented in a way that will help your audience grasp and remember the facts or ideas that are encompassed by the topic of your choice. In this lesson, we will discuss the types of informative topics, common informative patterns of organization for the body of a speech, how to use transitions, and how to establish interest or credibility on your topic.

Learning Outcomes

In this lesson, you will learn to do the following:

1. Understand the types of informative topics
2. Apply the main patterns of informative organization
3. Use transitions to improve the flow of your speech
4. Establish your personal credibility
Man’s mind stretched to a new idea never goes back to its original dimensions.

— Attributed to Oliver Wendell Holmes Jr.

Remember as you are deciding what topic you want to speak about for the informative speech assignment that speaking is an audience-centered activity. The purpose of the informative speech is to provide the listeners with information that they did not have before, adapt the information in such a way that it will seem important for the listeners to learn, and be clear and meaningful. A speech to inform seeks to analyze, explain, report, describe, or clarify an idea, event, object, and so forth.
Types of Informative Speeches

The best topics for informative speaking are those in which you have expertise or a great interest. Your main purpose is to make the main points of your report clear, to have your instructions understood, or to ensure a proper comprehension of the content of your speech. You should present the information so it is interesting to your audience. As an informative speaker, you must be prepared to present with enthusiasm, clarity, and excitement without being persuasive. You are not asking anything of your audience, but you are expected to maintain the audience’s interest.

While most speeches include both informative and persuasive elements, informative speaking places greater emphasis on facts and avoids changing attitudes with opinion or bias language. In persuasive speaking, you ask your audience to change an attitude, belief, or behavior; we’ll talk more about persuasion in the next lesson. Be sure you give an informative speech and not a persuasive speech for the assignment in this lesson. Informational speeches can be categorized in a variety of different ways, but for our purposes, we will focus on the following four types of topics: objects, events, concepts, and processes.

These types of topics are generally presented by the speaker by reporting, teaching, or demonstrating. Let’s briefly discuss the nature and purpose of each type of topic, after which we will look at how to organize the different types of informative topics.

Watch this informative speech on harps: [http://speechshowcase.wordpress.com/sarah-shepherd/](http://speechshowcase.wordpress.com/sarah-shepherd/)

Object speeches are about people, places or things. For example, you could deliver a speech about a past president (person), a great vacation spot (place), or the newest computer gadget (thing). Speeches on objects are often organized with spatial or topical patterns.

Examples of Object Topics

- The Beatles
- George Washington
• Steve Jobs
• Germany
• Fiji
• Wonders of the world
• Sequoia Trees
• Prezi
• Google

**Event** speeches are about current, past, future, or traditional events. Examples of this could include a current national affair, an historical event, an upcoming Olympic event, or the origins of a specific holiday. These topics can be organized in chronological or topical patterns.

**Examples of Event Topics**

- The Founding of Rome
- The Civil War
- Hiroshima
- Forming of the European Union
- Winter Olympics
- 2012 Presidential Election
- Saint Patrick’s Day
- Carnival
- Chinese New Year

**Concept** speeches are about topical ideas. This could be about a religion, a personality disorder, a disease, a theory, or an idea. Speeches about concepts generally use a topical pattern.

**Examples of Concept Topics**

- Christianity
- Scientology
- Evolution
- Diabetes
- Cancer
- ADD (Attention Deficit Disorder)
- Newton’s Law
- 10,000 Hour Theory
- Hartman’s Color Code
**Process** speeches either teach your audience how to do something or show the results of a process—for example, “how to make an ethnic food,” “how to perform CPR,” or “how electoral voting works.” This type of speech follows a sequential organizational pattern.

**Examples of Process or Demonstration Topics**
- How to play golf
- How to make pie crust
- How to communicate with American Sign Language
- How to take quality pictures
- How to fly fish
- How to perform the Hula
- How to administer first aid
- How to defend yourself in a threatening situation
- How to qualify for your first home

As you can see, there are plenty of subjects to speak about. And, if you have a strong interest or experience in any particular subject, your speech is likely to be a success.

We already know how to organize a speech. Here we will focus on body organization for informative purposes. Remember the balance of the speech:

- The introduction is about 10 percent of total speech time.
- The body will take up about 85 percent.
- The conclusion should only be about 5 percent of the total speech time.

The body contains most of the information in your speech and needs to be clearly organized. Without a clear organization, the audience will probably forget the information, the main points, and maybe the thesis. Some simple patterns can help you create a clear and memorable speech. There are four patterns of organization we will examine for the body of the informative speech: chronological (sequential), spatial, topical, and cause–effect.

1. **Chronological, or sequential, pattern** is generally used for speeches of events or processes. This pattern orders points by date or in order of sequence. If you are explaining a process you
will say, “First this happens, then this next, then this third, and finally this.” Topics can vary; for example, you could talk about how to make a particular recipe, how to tune an instrument, or how to build a blog may use a sequential pattern. If you are using this pattern to explain an event, you will do the same thing, but usually you would use dates; for example, you would say something like “In January 1960 this happened, next, in March, this happened, and finally, in June, it resulted in this.” For example, if you were speaking about the history of money, you could choose three chronological points representing three major time periods: Early period, middle period, and current times.

II. Body

a. Before 1200 BC, people did not use money, but would use trade as their means of distributing goods.

b. Between 1000 BC and AD 800, money in the form of shells, beads, and coins became commonplace, with paper being introduced about AD 960.

c. Today, the exchange of money is mostly electronic.

If you were to give a demonstration speech on how to make bread, you would follow a list of what to do using a sequential pattern. This could involve many steps, but if there are too many steps, you would want to divide your topic into only three to four major points; for instance, you could divide it into preparation, mixing, and baking.

II. Body

a. First, gather your ingredients and prepare your equipment.

b. Next, combine and mix the ingredients, then knead.

c. The final steps—rise, punch, rise, and bake—involve some waiting.

2. Spatial pattern can be used for more visual topics. It orders points by their location. This pattern could be effective for topics on human anatomy, maps of parks, cities, and countries, or processes on how to create something. When the topic a process, it can be combined with a sequential pattern.
If you were to give a speech about the human heart, it would be very helpful to see what the speaker is addressing in visual form. Therefore, it is also very logical to address the parts of the heart or the process of circulation by taking your audience through a visual explanation.

II. Body
   a. The right ventricle of the heart pumps unoxygenated blood from the body to the lungs.
   b. Arteries and valves contribute to the blood's journey.
   c. After becoming oxygenated, the blood returns to the left ventricle ready to journey to all parts of the body.

3. **Topical, or categorical, pattern** is used mostly for concept speeches, but can be used for speeches about people, places, or things. It orders things by category or topic. For example, you could organize a speech on children’s literature by genre or a speech on personality by color types.

II. Body
   a. Hartman’s Color Code helps us understand different personality types.
   b. You can know your own personality: Red, Yellow, White, or Blue.
   c. You can learn to communicate effectively to different personality types by understanding their basic characteristics.

4. **Cause–effect pattern** has ordered points in order to show a cause–effect relationship. It is used in informative speeches when the relationship is accepted as fact or the topic is non-persuasive. For example, illustrating possible causes of shipwrecks in the Bermuda Triangle, the fact that wearing a seatbelt is safer, or that redshift shows that the universe is expanding are all non-persuasive relationships that can be discussed through cause–effect. If you do choose a topic like the safety of seatbelts, you cannot ask your audience to buckle-up because then you cross the line into persuasion. Cause–effect is often used in persuasive speeches to convince an audience that a relationship exits that is not widely accepted, or has not been proven, or that because of
the relationship they should do something about it. For informative speaking, the focus when using this pattern should be on the effect and how it was caused.

II. **Body**

a. The effect known as the aurora borealis, or the northern lights, is a beautiful light show with a rich history of theories.

b. Today, because of science, we know the cause of the aurora borealis.

The pattern you decide to use for your topic should be consistent, meaning each major point should fit the main pattern. However, you can use a different pattern for the supporting sub-points of a main point. For example, if you chose to speak about children’s literature, your pattern could look like this:

II. **Body**

   i. Newberry Medal Award
   ii. Caldecott Medal Award

   i. Newberry Medal Award
   ii. Caldecott Medal Award

c. Best children’s books 2000–present
   i. Newberry Medal Award
   ii. Caldecott Medal Award

As you can see from the example above, the main points are organized chronologically and the sub-points are topically arranged. Whatever you choose, the goal should be to organize logically and simply, and to aid the audience in remembering the material.

**Problem–solution patterns** should not be used for informative speeches. We will discuss this pattern in the persuasive organizational options in the next lesson.

**Transitions**

Once you have your main organization for the body of the speech, it is time to add transitions. A transition is a statement which links two points
Lesson 5: Informative Speaking

together so the speech flows naturally. If you do not use transitions, the speech will feel choppy and cause confusion for your listeners. However, avoid using the same transition over and over again or using abrupt transitions that draw attention to themselves.

Poor Examples

“Next is measuring the ingredients. . . . Next we mix. . . . Next we bake.”

“Now that we talked about ingredients, let’s talk about mixing.”

Good Examples

“The first step is to accurately measure the ingredients.”

“Once the ingredients have been accurately measured, we will mix the dry ingredients together in a separate bowl.”

“Finally, it is time to bake our cake.”

Transitions should be conversational but helpful to the audience in remembering the information being presented. Transitions for speeches are the same as transitions in writing. It is worth the time and effort to plan your transitions. Here are some examples of transitions you can use for your speeches:

1. To introduce an item in a series: “first,” “second,” “in the first place,” “next,” “then,” “furthermore,” “moreover,” “in addition,” “also,” “similarly,” “besides,” “as well as,” “finally,” and “last.”
2. To introduce examples: “for example,” “for instance,” “to illustrate,” “specifically,” “for instance,” “in particular,” “that is,” and “namely.”
3. To compare: “also,” “similarly,” “likewise,” and “in the same manner.”
4. To contrast: “conversely,” “even though,” “on the other hand,” “in contrast,” “nevertheless,” “still,” “however,” “yet,” “although,” and “but.”
5. To introduce a restatement: “that is,” “in other words,” and “to put it differently.”
6. To conclude: “in other words,” “in short,” “in summary,” “in conclusion,” “finally,” and “to sum up.”
7. To introduce a result or cause: “as a result,” “hence,” “thus,” “therefore,” and “consequently.”
8. To show place or direction: “to close,” “near,” “next to,” “above,” “below,” “beyond,” “in front of,” “father on,” “nearby,” “up,” “down,” “forward,” “backward,” and “behind.”

For additional transitional information, go to http://owl.english.purdue.edu/owl/resource/574/02/

Check the Organization of the Body of Your Speech
Does your body of speech contain two to four main points?

9. Are your main points organized utilizing one pattern?
10. Are your main points clearly separate from one another and logical?
11. Does the wording of each main point fit the organizational pattern?
12. Are the main points balanced in information and time?
13. Are the main points backed with credible supporting material?
14. Are effective transitions used between the main points?

Establish Your Credibility
Before delivering your informative speech, it is important for you to determine how you will establish your credibility. There are two ways to establish credibility and you should use both. The first way is to show your own interest and expertise on the topic. This is generally done in the introduction of your speech. After you have grabbed your audience’s attention and stated your thesis, take a moment to express your personal interest or your direct tie to the topic. This will help the audience see why you are speaking on the topic and it will help establish trust. In an informative speech, you need to be an expert on the topic you will be presenting. This means that you need to research the topic or have personal expertise.

You may give an oral report on a book, a particular problem or need, some historical or biographical research, or a current event. In this type of speech, the information must be accurate, and all the facts must be correct. Credibility is a must. You cannot assume the audience won’t know information about your topic. You must assume they know something, and you are adding to the information that they already know.
Lesson 5: Informative Speaking

For example, someone has probably read the book you are talking about. Someone may have a friend or family member who is diabetic. Someone may have a hobby of photography. And finally, people do read or listen to the news. The rule of thumb is to know nine times more information than the amount of data you will be presenting in the amount of time you have been given. If you are giving a five-minute speech, you should know enough to present for forty-five minutes. If you are presenting for ten minutes, you should have an hour and a half worth of information. You need to know your topic well. But having this information does not mean that you will be presenting it all. The beauty of having this information is not only that it will make you knowledgeable but also you will have the very best information to select from for the few minutes you will be speaking.

“In order to help another effectively, I must understand what he understands. If I do not know that, my greater understanding will be of no help to him... instruction begins when you put yourself in his place so that you may understand what he understands and in the way he understands it.”
—Søren Aabye Kierkegaard (Barnes, Christensen, and Hansen 6).

The following is a sample outline format of what your outline should look like.
Example of Formal Informative Outline Format

Name:
Topic:
Specific purpose:
Thesis:

Introduction
I.
A. attention-getting statement  
B. thesis  
C. statement that establishes credibility  
   i. explanation of expertise or your relation to the topic  
   ii. statement relating topic to the listener  
D. preview of main ideas

Body
II.
A. first main point  
   i. sub-point that develops or explains first main point A   
      a. statement of support for sub-point 1   
         (1) research or personal experience that supports a  
         (2) research or personal experience that supports a  
   ii. another sub-point that develops or explains first main idea A  
      a. statement of support for sub-point idea 2  
         (1) research or personal experience that supports a  
         (2) research or personal experience that supports a  
      b. statement of support for subordinate idea 2  
         (1) research or personal experience that supports b  
         (2) research or personal experience that supports b  
B. second main point  
   (Follow a similar sub-point pattern as illustrated above for first main idea.)  
C. third main point  
   (Follow a similar sub-point pattern as illustrated above for first main idea.)

Conclusion
III.
A. summary of main ideas  
B. statement relating topic and ideas to listener  
C. restate thesis in impacting way.  
D. vivid closure technique

Bibliography—Please cite the sources you used to create and deliver your speech
Helpful Optional Informative Speech Material

The purpose of the following questions is to help you learn the concepts of preparing and presenting an informative speech. These do not need to be turned in; they are here to assist you in your preparation should you need it.

1. List at least three possible informative topics that would be of interest to you and your audience.
2. Brainstorm about each of these topics. Analyze specific possibilities for each topic (who, what, when, where, why, and how).
3. Develop specific purposes and thematic statements for each topic.
4. In what ways might personal experience limit and distort your knowledge as well as enrich it?
5. Surf the net for a variety of resources to find support for your topics. What supporting evidence is available? Is it recent?
6. How will you make this topic interesting and NEW to your audience?
7. What type of visual aids will compliment and amplify your message?
Lesson 6
Persuasion with Passion

Persuasion is part of our everyday lives; it is all around us. We are both recipients and initiators of it. Often, we are passionate about our beliefs, but persuading with passion requires much more than strong beliefs. You will need all the skills you have learned up to this point and a several new ones to be successful in delivering an effective persuasive speech. Persuasive speeches require credible evidence, well rounded proofs, audience adaption, and an engaging delivery. In this lesson, you will learn about different persuasive propositions, patterns, proofs, and evidence, as well as how to connect with your target audience. Understanding persuasive principles will make you a better speaker and an empowered recipient of persuasive messages.

The five tasks: Persuasion takes invention, organization, and language in creating appropriate arguments for the audience. It will also require great memory and delivery as you connect and motivate your audience to action.

Learning Outcomes

In this lesson, you will learn to do the following:

1. Understand three types of persuasive propositions.
2. Use persuasive patterns.
3. Use persuasive proofs to strengthen your speech.
4. Use credible evidence to support your proposition.
5. Adapt your persuasive speech to your audience.

_Speech is power. Speech is to persuade, to convert, to compel_  
—Ralph Waldo Emerson (595)
Persuasive Speaking
The goal of persuasive speaking is to change or reinforce an attitude, belief, or behavior. Please recognize that persuasion is a process. It is rarely a complete success or failure, and should be considered in terms of degrees. Speakers need to avoid expecting too much of an audience, but remember that in matters of great importance, the audience may be slow or even resistant to change. With this in mind, you will need to select and organize your persuasive topics with care, focusing on the needs and attitudes of your audience. It is critical you use only ethical means in communicating your message to your listeners. Look at the following topics and assess how you feel about the topic, what you know, and what you would say to persuade an audience:

**Life Experiences**
1. You just received your driver’s license and want to take the family car to the mall.
2. You want to borrow your friend’s laptop for PowerPoint presentation in another class.
3. You want to ask a new person who moved into your neighborhood out on a date.
4. You want to borrow $40,000 from the bank for a new business venture.
5. You want to get a raise from $18 an hour to $24 an hour.
6. You need to travel to another state and want to catch a ride with a neighbor who is heading that way.
7. You received a B on a paper. You felt you should have received an A, and you want to convince the professor that you deserve an A.
8. You want a scholarship from your college.
9. You want an internship with a prestigious company.
10. You want a class to count as an elective towards your total credits in your college.
11. You want a car, but desire to pay $100 less than what is being asked for by the seller.
12. You want your spouse or roommate to run an errand for you today.
13. You want a specific gift for your birthday.
14. You want time off from work but must convince your co-worker to trade you shifts.

**Persuasive Topics**
1. You want to convince others about your beliefs regarding US involvement in the Middle East.
2. You want to convince others about your beliefs on US immigration policies.
3. You want to convince others about your beliefs regarding driving and cell phone usage.
4. You want to convince others about your beliefs regarding stem cell research.
5. You want to convince others about your beliefs regarding capital punishment.
6. You want to convince others to contribute money to a good cause.
7. You want to convince others to stay out of debt.
8. You want to convince others to serve in a charitable organization.
9. You want to convince others to be CPR-certified.
10. You want to convince others about your beliefs regarding paying college athletes.
11. You want to persuade your audience regarding gun laws.
12. You want to persuade your audience about voting.
13. You want to persuade your audience about universal health care.
14. You want to persuade your audience about school uniforms.
When choosing your persuasive topic, you will want to consider things you feel strongly about and what your audience needs to hear. President Gordon B. Hinckley, fifteenth president of the LDS Church, when addressing the student body at BYU, admonished each student to raise their voice and make a difference:

You are good. But it is not enough just to be good. You must be good for something. You must contribute good to the world. The world must be a better place for your presence. And the good that is in you must be spread to others. . . . But in this world so filled with problems, so constantly threatened by dark and evil challenges, you can and must rise above mediocrity, above indifference. You can become involved and speak with a strong voice for that which is right. . . . You cannot simply sit in your laboratory or your library and let the world drift along its aimless way. It needs your strength, your courage, your voice in speaking up for those values that can save it. If this university meets the purpose for which it is maintained, then you must leave here not alone with secular knowledge but, even more important, with a spiritual and moral foundation that will find expression to improve the family, the community, the nation, even the world of which you will be a part (Hinckley “Stand Up for Truth”).

Once you have considered a variety of your persuasive options and have chosen a topic, determine what type of persuasive proposition is best for your topic and audience.

Go to the following link for additional persuasive topics: http://www.speech-topics-help.com/persuasive-speech-ideas.html.
Three Types of Persuasive Propositions

As stated previously, the goal of persuasive speaking is to change or reinforce an attitude, belief, or behavior. Let’s consider the following types of persuasive propositions:

**Fact.** A proposition of fact seeks to change or reinforce a belief. If you are giving a speech based on this type of proposition, you will ask the audience to believe that something is or isn’t, was or wasn’t, or will be or will not be based on the evidence you provide. Fact propositions only ask the audience for passive agreement, the mere shaking of the head to acknowledge the facts presented. Here are a few examples of possible persuasive fact topics: children’s vitamins are necessary, teen drivers are unsafe, fast-food is unhealthy, aerobic exercise is beneficial, caffeine is harmful, and so forth. Fact propositions are not always absolute or scientific; most do not have a definite answer but must be supported with evidence to prove the fact of the claim you are making. When giving a fact persuasive speech, you can choose past, present, or future fact issues:

- Past fact. There is good reason to believe that the death of John F. Kennedy was a planned assassination by a group and not the act of a lone mad man.
- Present fact. Universal healthcare works well in many other nations and can work in the United States too.
- Future fact. Utah may experience a major earthquake in the next decade.

**Value.** Propositions of value ask the audience to adopt an attitude by having them agree that something is good or bad, advantageous or disadvantageous, right or wrong, just or unjust. Possible value topics include euthanasia, grading systems in elementary schools, marriage rights, fad diets, working mothers, going to war, capital punishment, and abortion. Like fact propositions, value propositions ask the audience to agree, but do not inherently ask the audience to act. Here are two examples of value propositions:

- Public transportation is beneficial to your wallet, your time, and to the environment.
- The legalization of voluntary euthanasia for terminally ill patients is wrong because it violates the Hippocratic Oath and the deeply rooted religious traditions of the sanctity of life.
Policy. Propositions of policy usually ask listeners to adopt or change a behavior. Policy topics can be based on issues of either fact or value, but in addition, they always call for a course of action. They will suggest the solution for a need or a problem. Policy speeches will usually ask for more than just passive agreement by encouraging immediate action. Propositions of policy will generally contain the word “should” in their thesis statement. For example, “We should exercise five times a week.” Let’s take some of the propositions mentioned above and change them to policy propositions:

- “We should prepare ourselves now for an earthquake.” This proposition requires you to prove that there is a viable threat, but now, instead of leaving the audience hanging in fear like you may with a fact proposition, you can positively prepare your audience to make specific preparation steps so they can feel safe.
- “The U.S. should adopt a universal healthcare plan.” This proposition still requires you to prove that universal healthcare is the best option for the U.S., but now you would ask the audience to vote for representatives who support it, to sign a petition, or to get more involved and educated on the issue.
- “You should use public transportation because it is beneficial to your wallet, your time, and to the environment.” With this topic, you would still cover the main points, but rather than just having the audience agree with you, you will call them to act by handing out transportation schedules or providing the online transportation link and asking them to start using public transportation.
- “The legalization of voluntary euthanasia for terminally ill patients should not be considered because it violates the Hippocratic oath and deeply rooted religious traditions regarding the sanctity of life.” The call to action for this topic may be to contact political representatives and physicians to let them know your stance on the issue. You may ask them to be more educated on the topic and to inform and encourage friends, colleagues, and family to take a stance against it.

After you determine your topic, decide the best way to organize it. There are a variety of persuasive patterns to choose from; we will address some of the most common patterns and when they are used.
Persuasive Speech Patterns
A persuasive speech of fact or value will usually follow the patterns of organization for an informative speech. While it can be organized the same as a topical informative speech pattern, the evidence and language it uses will give it the persuasive characteristics. If the fact or value topic is controversial, you might consider using a pro-con approach (described below). Many persuasive speakers will call their audience to action and therefore should follow a policy persuasive pattern. There are several unique options for organizing a policy speech. Be sure to choose a pattern that fits your topic best. It is important to note that policy organizational patterns address how the body of the speech should be organized; the introductions and conclusions of persuasive speeches will still be organized as discussed in previous chapters.

Policy Persuasive Patterns
Problem–solution or problem-cause-solution. This pattern is a pattern that most speakers will choose because it is effective and very simple, with only the two or three points in the body of the speech.

II. Body
   A. Problem
   B. Solution

OR

II. Body
   A. Problem
   B. Cause
   C. Solution

   Let’s plug in some information into the outline so you can see how this pattern can work for specific topics:

   Topic: We should prepare ourselves now for an earthquake.

II. Body
   A. Problem. Seismic activity has increased in Utah and its surrounding areas and most people are not prepared for a natural disaster.
B. Solution. We need to prepare by storing food, disaster-proofing our homes, having a communication plan, and staying informed.

OR

Topic: The University should offer more parking to its students.

II Body
A. Problem. Many students cannot find a place to park near campus.
B. Cause. There are only 7,000 student stalls available close to the heart of campus and more than 15,000 students who compete for the parking.
C. Solution. Our university should build additional multi-level parking for students near the museum and athletic facilities.
D. The advantage of a problem–solution approach is that the speaker gets to define and identify the problem and propose a solution. When considering how to address the problem and solution, identify how much the audience knows about the problem, whether they agree that it is important or not, then adapt the evidence to their understanding and position. After the audience is convinced of the problem, the speaker will introduce the best solution. If the audience readily agrees, less time can be spent on the problem and more time on the solution. If you know the cause of the problem, address it and have your solution directly deal with the cause. Depending on the topic, solutions can be global, national, in the community, or personal. If possible, address the different levels of solutions, but always personalize it to the audience.

Alternative Solutions or Comparative Advantages
These patterns may be used when there have been one or more solutions proposed for a problem or need. As a speaker, you will explore the various solutions that have been proposed and show how they are not the best option. You may show how the alternative solutions may cause more harm than good. In comparative advantages, the alternative solutions may be good, but are not the best. Show how your course of action has greater advantages when compared to other plans. Show that your solution is the only reasonable and logical one. The organization may look like this:
II. Body
A. proposed solutions and why they will not work
   i. solution #1 weaknesses
   ii. solution #2 weaknesses
B. best solution and reasons why
   i. reason #1
   ii. reason #2
   iii. reason #3

OR

A. My solution is better than the alternative because. . .
   i. evidence of weakness in alternative solution
   ii. evidence of strength in my solution
B. My solution is better than the alternative because. . .
   i. evidence of weakness in alternative solution
   ii. evidence of strength in my solution
C. My solution is better than the alternative because. . .
   i. evidence of weakness in alternative solution
   ii. evidence of strength in my solution

Let’s plug in some information to show how this pattern might work for a persuasive topic on commuting to work:

A. Taking public transportation is better than driving to work because it will save you money.
   i. Driving requires you to spend more money to get to work
      a. Gas is expensive and you will need to fill your tank regularly when commuting to work.
      b. Insurance can cost you over a hundred dollars each month
      c. Tolls, commuter lane passes, and maintenance on your car can add to the list of expenses.
   ii. Public transportation can save you money
      a. Costs of monthly or annual passes are reasonable and often businesses will contribute to cover the cost.
      b. Traveling less in a personal vehicle will reduce or eliminate insurance.
      c. Taking public transportation eliminates costs associated with tolls, commuter privileges, and car maintenance.
B. Taking public transportation is better than driving to work because it will save you time.
   i. Driving to work requires a lot of commuting time.
      a. Most people do not get paid to drive to work.
      b. For many people, driving to and from work can take one to two hours daily.
      c. Drivers are usually not productive with their driving time and are often stressed by the daily commute.
   ii. Public transportation can save you time and stress.
      a. Public transportation commuters can often safely start their work on wireless devices during the commute thus get in more work time.
      b. Express busses and trains can save you time because they do not get stuck in traffic.
      c. Public transportation commuters can sleep, relax, or work on personal tasks because they are not driving, and the new busses and trains offer a comfortable ride.

Multi-Sided Presentation (Pro-Con). This pattern is used only for educated audiences and controversial topics. The speaker presents the arguments to both sides of an issue, advocating why a certain side is right. Even if the audience favors the speaker’s position, this approach can help prepare listeners for counterattacks at a later time. If an audience is opposed to the proposition, then the speaker should start by talking about the points that they all agree on and show that he or she understands the arguments. Organization for pro-con is usually topical:

II. Body (for an audience that agrees with the speaker)
   A. issue #1: state your position
      i. show evidence for issue #1
      ii. show fallacies of the opposition’s arguments on issue #1
      iii. restate your position and transition to the next argument
   B. issue #2: state your position
      i. show evidence for issue #2
      ii. show fallacies of the opposition’s arguments on issue #2
      iii. restate your position and transition to the next argument

OR
II. Body (for an audience that disagrees with the speaker)

A. issue #1: state the issue and views of both positions
   i. show your understanding of the opposition’s arguments for issue #1 and point out the fallacies or weaknesses of the argument
   ii. show evidence that directly refutes the opposition position for issue #1
   iii. restate your position and transition to the next argument

B. issue #2: state the issue and views of both positions
   i. show your understanding of the opposition’s arguments for issue #1 and point out the fallacies or weaknesses of the argument
   ii. show evidence that directly refutes the opposition position for issue #2
   iii. restate the your position and transition to the next argument

**Monroe’s Motivated Sequence** is a persuasive pattern that is used in advertising and speaking. The five steps follow the psychology of persuasion and were developed by Alan Monroe in the 1930s. “Some of the shortest and most memorable commercials and speeches have used this pattern.” (Monroe 310–31).

Example of commercial

It has five steps that fit into the classical speech organization that we use in this course:

Traditional Pattern

I. Introduction
   i. attention
   ii. thesis
   iii. credibility
   iv. preview

II. Body
   i. need or problem
   ii. satisfaction or solution
   iii. visualization
III. Conclusion
   i. call to action
   ii. restate thesis
   iii. vivid closure

**Monroe’s Motivated Sequence**

I. **Attention:** Gain attention, establish common ground with audience, state your interest, introduce thesis and preview the body points.

II. **Need:** Show listeners that there is an important need or a problem—support with evidence.

III. **Satisfaction:** Propose a solution to the need or problem—support with evidence.

IV. **Visualization:** Show listeners through narrations, analogy, parallel case or some other way the anticipated outcomes associated with the solution.

V. **Call to action:** Make direct request of listeners to act on the proposal; be specific about what they can do.

To watch Martin Luther King Jr.’s *I Have a Dream* speech, click here: [http://www.youtube.com/watch?v=t8AxgXxmgFM](http://www.youtube.com/watch?v=t8AxgXxmgFM).

Martin Luther King Jr.’s *I Have a Dream* speech (King), ranked at the top of all American speeches of the twentieth century, is patterned using Monroe’s *Motivated Sequence*. This important speech served as a precursor to the Civil Rights Act of 1964 and the Voting Rights Act of 1965. King’s words are important to students of speech because they demonstrate the unity of the concepts you are learning in this course. Let’s briefly look at how Martin Luther King Jr.’s *I Have a Dream* speech uses Monroe’s *Motivated Sequence*:

I. **Attention.** King, speaking from the steps of the Lincoln Memorial, calls attention to Lincoln’s signing of the Emancipation Proclamation and points out, “One hundred years later, the Negro still is not free” (102).

II. **Need.** King states, “Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check that has come back marked ‘insufficient funds’” (102).
III. **Satisfaction.** King says, “We must make the pledge that we shall always march ahead” (103). He then lists the ways their needs must be fulfilled: “We can never be satisfied as long as . . .” (104).

IV. **Visualization.** “I have a dream . . .” (104). offers a vision of what equality looks like for all citizens and communities in the United States and around the world.

V. **Action.** “Let freedom ring . . .”

Like King, you are planning to arouse the audience’s intrigue; you are also attempting to convince them to adopt a specific solution to a specific need or problem. Therefore, you will have to use audience adaption, motivational action, and colorful language. This is more easily accomplished when using Alan Monroe’s Motivated Sequence. The outline below illustrates in more detail how the Motivated Sequence is used. You must be both emotional and intellectual. You will have to use convincing evidence, illustrative examples, and dramatic images. If your audience is to act upon your solution, they will have to WANT to act.

**Specific Procedures for Organizing by Monroe’s Motivated Sequence**

1. Get Attention: Consider using one of the following methods:
   a. A specific example. Present a specific instance of the problem. Include in your instance aspects of the cause, the evils, and the extent of the problem. Don’t give them everything—just enough to make them curious.
   b. A rhetorical question. Ask the audience a question that will arouse their interest but doesn’t need to be answered aloud. This is a weak method and is used too often; avoid it if possible.
   c. Use a shocking statement. Make an opening statement that will startle the audience and at the same time leads directly to the problem to be presented.
   d. Begin with a literary quotation. A poem, saying, or maxim often contains the essence of a whole problem.
   e. Pile up the evidence. Begin by presenting a series of instances of the problem. Overwhelm the audience with the enormity of the problem.
   f. A humorous story. A joke, with a point, is often a good way to start. Be sure the point is directly related to the problem.
2. Show the Nature of the Need or Problem
   a. Demonstrate the nature and the extent of the problem. Use examples, statistics, and opinions.
   b. Demonstrate the effects of the problem. What is the problem doing to the people affected? Use examples and facts.
   c. Demonstrate the causes of the problem. (Sometimes causes are not possible to determine.)
   d. Demonstrate how the existence of the problem affects the listeners.

3. Present the Solution: Make a clear statement of the procedure and methods to be used. Make clear the cost, the time, and the number of people the solution will require and affect. Show where similar solutions have worked elsewhere.

4. Visualize the Solution: Show how the solution will eliminate the cause, reduce the symptoms or eliminate them, result in great advantages, reduce costs, and increase efficiency. At the same time, you may also paint a word picture of the audience showing them what will happen if the solution being offered is not adopted.

5. Appeal for Audience Action: Speak directly to the audience and appeal to their:
   a. Sense of fair play, desire to save, desire to be thoughtful, desire to be thought intelligent, pride in ownership, pride in community.
   b. Ask them to help in the adoption and development of your proposed solution. You should also return to the beginning of your speech—your attention-getting—device, and tie it in with your final appeal for action.
   c. In the closing portion of your speech, you should:
      i. Challenge the audience to do something.
      ii. Provide a summary of the important points.
      iii. Indicate your own intention to do something.
      iv. Close with a strong appeal for action.

   President Uchtdorf’s speech uses Monroe’s Motivational Sequence approach here:  http://www.lds.org/media-library/video/mormon-messages?lang=eng#2009-02-06-create
Lesson 6: Persuasion with Passion

**Note about introduction:** After you gain attention, remember to include a clear thesis, personal credibility, and a preview before moving to the next step.

**Note about time allotment in body:** The amount of time you spend in discussing the problem and solution depends on where your audience stands regarding the issue. If they are not easily convinced that there is a problem, you will spend more time developing your evidence to prove there is a problem. However, if they easily agree, spend less time proving the need and more time convincing them of the solution or calling them to action.

**Supporting Persuasive Speeches**

We have discussed the importance of supporting materials in a previous lesson. When supporting material is used in persuasive speaking, it becomes evidence. Evidence is a crucial part of the persuasion process. If I wanted to persuade everyone in class to walk or ride the bus to school, it would be best if I had a good reason. If you were to ask me why and I responded, “I don’t know, it just seems like a good idea,” perhaps you would agree, but it seems unlikely.

However, if I presented facts or examples of how the air quality would improve, how you would save money, and how you would be more likely to get to your classes on time, you would be slightly more motivated. I could even give you a local bus schedule and explain the convenient benefits of riding the bus around town. Evidence would be an important element of my ability to persuade you to act upon my proposal. In persuasive speaking, evidence helps justify the conclusions and recommendations the speaker asks the listener to accept. It is best if you utilize a blend of the types of evidence and arguments.

When we discuss evidence in persuasion, it is good to go back more than two thousand years ago and examine the work of Aristotle. Aristotle was a remarkable teacher. His father had been a court physician, so Aristotle received the finest education. He studied with Plato for twenty years and was then selected by Alexander the Great to be the secretary of education. Aristotle developed a fantastic cataloging system and used the methods of Platonic dialogue. He became the first great librarian and researcher of Greece. Developing his expertise in researching assisted him in writing a book called Rhetoric, which is the single most important work on the study of speech making.
Persuasive Proofs

Aristotle also developed a theory called artistic proofs or appeals. He told his students that they could use three great tools of speech, logos, pathos, and ethos (“Rhetoric” 11–12). In addition, mythos is a very valuable proof to use when audience members have specific cultural similarities (“Poetics”). Let’s look at each:

Logic (Logos). Logos is logical reasoning and order in arguments. Speakers who artistically use evidence from statistics and examples can substantially support their proposition. A persuasive speaker should be logical and make sense. Every appeal must seem rational and well-conceived to the audience. The speech itself should have a logical flow or organization.

Emotion (pathos). Pathos is emotional appeals to human nature. Every speech, but more particularly a persuasive speech, should make the audience feel something. Feelings leave an indelible memory on every person’s mind. People seldom forget how they felt at a certain moment. John Henry Newman stated,

Deductions have no power of persuasion. The heart is commonly reached, not through the reason, but through the imagination, by means of direct impressions, by the testimony of facts and events, by history, by description. Persons influence us, voices melt us, looks subdue us, deeds inflame us. Many a man will live and die upon a dogma; no man will be a martyr for a conclusion. A conclusion is but an opinion; ... No one, I say, will die for his own calculations; he dies for realities (Newman 92–93).

Perhaps John Henry Newman overstated the case, but his claim that people do not die for logical conclusions—only for convictions they feel in their souls—seems historically correct.

Credibility and Character (ethos). There are two different ways to build ethos in a persuasive speech. First, you can use evidence from experts on your topic to support your claims. Next, you can build your own credibility and character. We have no word in English that is equivalent to the Greek word “ethos,” which essentially means that people bring to
a persuasive speech what they themselves are in the embodiment of his or her total “self.” All that you are should be an effective tool to convince others. Ethos is the power of your total being focused upon the subject for a persuasive purpose; it is credibility, knowledge, honesty, experience, quality delivery, charisma, humor, sincerity, and sensitivity to the audience. All these are perceived by audiences as important credentials for a speaker.

*Cultural Appeal* (mythos). Mythos illustrates the connection between culture and tradition. It refers to the stories and sayings that tap into our social character, values, faith, and feelings, such as patriotism, cultural pride, heroes, enemies, and so forth. When people invoke mythos successfully in their speeches, they at least temporarily redefine who we are, have been, and aspire to be—a feat of considerable cultural significance. The effective use of mythos may cause listeners to accept the association of the speaker’s topic and propositions with their most salient values and beliefs.

So how do you use all of these? You must have ethos; you can do this by showing your interest in the topic and your sincerity towards the audience, and by using powerful language, eye contact, and strategically planned gestures. Also, you must assess the emotional state of the audience and then give reassurance that you understand and are connected to their emotional needs. This can be done through narratives and sensitive language. You will also need to adapt your language and examples to match the culture or beliefs of the audience. Lastly, you must appeal to the rational sides of your listeners, enabling the audience to be able to predict the outcome or come to a conclusion. The organization and logical arguments must be the foundation of your speech. These four proofs will be covered in more detail in the next lesson.

**Adapt Your Persuasive Speech to Your Audience**

Because persuasive speaking is the most complicated and ambitious kind of speaking, audience members who listen to you will engage in a mental dialogue with you. They will assess your credibility, your delivery, your arguments, and so forth. You must think about what is going on inside their minds. As you prepare, you must be hard on your speech, anticipating likely criticisms and objections that will arise in the minds of the audience. Usually, you can’t persuade everyone, so be sure to target an important subgroup. Don’t offend or alienate the others, but do concentrate on your
target. With great effort, your speech will be instrumental in furthering the process of persuasion! Consider the following tips to persuade your audience:

**First.** Speeches are most successful when they do not call for too radical a change in belief. The psyche has great difficulty adjusting to great changes too quickly. For instance, if you wanted to persuade an audience about the dangers of dairy products and ask them to abstain, you may find them resistant. Their position may be a result of routine use of dairy products, a positive endorsement of the products by the FDA, or simply acquired tastes. To persuade the audience, you will need to start in areas of common interest, give concessions, and then introduce reasonable evidence to help shape their opinions. You may not get the audience to quit using dairy products, but you may cause them to reduce their intake and influence them to learn more about their dairy products. Any movement towards agreement, especially with a resistant audience, can be seen as successful.

**Second.** We are more apt to be persuaded if, by doing so, we are fulfilling our basic needs—that is, shelter, food, income, and so forth. (Maslow 59). For example, The Church of Jesus Christ of Latter-day Saints will often send welfare missionaries to third-world countries before proselyting missionaries because the basic needs of the country

![Maslow's Hierarchy of Needs](image-url)
must be met first before proselyting can occur. Welfare missionaries can help individuals and communities learn to be more self-sustaining by teaching gardening skills or helping implement a more reliable water storage system. People are more accepting to messages that meet their current situations and needs.

**Third.** We will be more easily convinced to change behavior if we have been agreeing with the speaker throughout the speech. It is a simple matter of saying “yes” once more. We are placed in the affirmative mood by saying “yes” several times. Always start your speech in areas of agreement and give concessions when needed. If a topic is controversial, be sure to address the audience’s position with understanding.

**Fourth.** More persuasion takes place when the audience senses areas that it has in common with the speaker. The more common areas the speaker and the audience possess, the greater the chance of persuasion and call to action. You will often see a politician relating with an audience by stating something like, “I, too, was raised in a small community.” If you will show your personal experience and credibility on the topic, audiences will see how you relate to the topic. Also, try using unifying language, such as “we” or “us” instead of “you.”

**Fifth.** Persuasion seems to take place more easily when the course of change is only suggested and then reinforced with logic and emotion by the speaker. Audiences usually react negatively to force and intimidation. They also feel strongly about making their own conclusions.

**Sixth.** Quintilian, a Roman theorist, said “[an ideal orator] must possess the quality which Cato places first... That is, he must be a good man” (Quintilian 148). What an audience thinks about you can make a difference on how well you can influence them. Who you are and how you live your life will make a difference. If an audience does not know you, you may be introduced to the audience by the person in charge of the event. Often, we must introduce ourselves while speaking. Follow the guidelines previously taught about how to establish your credibility with the audience. Never lie or exaggerate to win over an audience. Always be ethical in your persuasion and credentials.

**Seventh.** The last part of the persuasive speaking sequence that needs to be covered is argument. In the persuasive area, this is a critical part of developing a motive for your listener to change or act. Since the audience may not be nearly as informed about your subject as you are, make your speech direction perfectly clear and state your conclusions.
Don’t expect the audience to absorb them by inference. State them clearly. In the next lesson we will learn how to develop solid arguments. But for now, use Logos, pathos, ethos, and mythos to help guide you in choosing materials for your persuasive topic.

Persuasion can be powerful; because of this, it comes with a high level of ethical duty. A lot of manipulation is going on in the world today. I would encourage you to use persuasion with integrity and remain true to the ethics of public speaking by providing vital information and by affirming and applying values. It is important that you do not focus on changing the listener, as much as helping them learn important lessons or principles that will lead them to want to change themselves. Persuading with passion will require you to plan for your target audience, prepare your evidence, polish your technique, practice your delivery, and propagate your message with integrity.

Student speech example: Organ donation [http://sloanshowcase.byu.edu/?x=2006fall&s=vandrewcrudolph](http://sloanshowcase.byu.edu/?x=2006fall&s=vandrewcrudolph)
Lesson 7
Argumentation, Critical Thinking, and Ethics

People have varying strengths of opinions on different subjects. If you were to persuade your audience about the importance of brushing their teeth, many would agree that it is an important hygiene skill. You wouldn't find it too difficult to persuade them because most people know that without good brushing habits, they are more likely to get cavities and gingivitis. However, when the subject is controversial and where opinions vary, you will find persuasion more challenging. Some people enjoy a good argument. They seem to want to confront people, ideas, and opinions without having first used the skill of critical thinking. In this lesson, you will learn the importance of critical thinking, reasoning, and ethics as they apply to our interpersonal interactions and to public speaking.

The five tasks: Argument and ethical responsibility are part of invention, organization, and language. Arguments have to be created with sound research and reasoning and organized in a powerful but transparent manner, and should use a language that speaks reasonably to the listener.
Learning Outcomes

In this chapter, you will learn to do the following:

1. Build bridges with your audience—how you can agree to disagree?
2. Understand Toulmin’s model of argument—the value of critical thinking.
3. Apply the principles of ethics—fallacies and sound reasoning

In 1992, at age twelve, Severn Cullis-Suzuki raised money with members of ECO to attend the Earth summit in Rio de Janeiro. She spoke about environmental issues from a youth perspective at the summit, and this is her speech: [http://www.youtube.com/watch?v=TQmz6Rbpnu0&NR=1](http://www.youtube.com/watch?v=TQmz6Rbpnu0&NR=1)

*Freedom of expression is the matrix, the indispensible condition, of nearly every other form of freedom.*

—Benjamin N. Cardozo (Berkman and Shumway 135)

Although they are similar in some ways, persuasive speeches and argumentative speeches have different purposes and different approaches. Persuasion involves expressing an opinion and wanting to make a change in the minds of the audience. The speaker wants to influence and sway the audience with friendly persuasion, and to motivate and inspire them into taking his or her suggested plan of action. Persuasion can take the form of television advertisements, political rallies, product packaging, marriage proposals, and so forth.

Argumentation, on the other hand, requires a firm stand on the affirmative or negative side of an issue backed by specific grounds. The goal is not always to win over your audience, but often to win the argument. You must support your own case with solid reasoning and dispute the claims of the opposing side with equally solid reasoning. Argumentation carried on between two parties is called a debate. Debates are sparked by any issue that seems to polarize us (divide us into definite pro/con viewpoints). These types of issues include topics like welfare reform, abortion, environmental protection, capital punishment, healthcare, affirmative action, and many others.
Building Bridges with Your Audience: You Can Agree to Disagree

We all feel strongly about certain issues. It is very important that we learn how to argue a point with integrity. Arguing with integrity includes stating your own position and allowing the other party to state their position as well. Instead of creating a hostile argument, which results in hurt feelings and flared tempers, each person needs to agree to disagree. This means respecting the other person’s opinions, data, and claims. It also involves sharing your time and sharing your analysis of the information.

For his course “Debate and Argumentation,” Douglas Gibb wrote about the importance of relational skills in arguing persuasively. He outlined eight interpersonal principles that apply here:

1. We can disagree without being disagreeable.
2. We can agree to disagree.
3. We can value the other person’s opinion.
4. We can mentally cooperate with the other person.
5. We can willingly admit when we are wrong.
6. We should never deceive ourselves or others in any way.
7. We can self-disclose our motives, purposes, and reasons.
8. We can contribute to the growth and development of the other person (Gibb 19–20).

Dr. Gibb explained that agreeing to disagree involves loving and supporting your audience (whether that means one person or many people) and approaching your listeners with an attitude of friendship. Be hard on the problem but soft on people! Arguing persuasively is inseparable from friendship and commitment. The essence of speaking is not to use the audience to make us happy, but to serve and affirm the ones we speak to. We can learn, to our surprise, that what we need more than anything is not to be appreciated and loved, but to love and support the audience as they, in turn, love and support us (Gibb 20).
Ideally you should still build bridges with your audience when giving an argumentative speech. When you are speaking to an audience that generally disagrees with or is only tolerable of your proposition, you can still start in areas of agreement by getting their attention with something you do agree on, show your understanding of their side of the argument, and make concessions when appropriate. It is easy to lose sight of this when you are passionately preparing your view of a controversial claim. Take the time to see where the audience fits into your presentation. If available, give an audience survey in advance to assess what their beliefs are, why they have those beliefs, and how strong their beliefs are regarding the subject. If you are unable to give a survey, then use other means to do an audience analysis. The audience is still very important when presenting your side of an issue.

### Types of Arguments

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logos</td>
<td>Logical arguments: cause, analogy, sign, parallel case, generalization, categorical</td>
</tr>
<tr>
<td>Ethos</td>
<td>Authoritative argument or evidence from experts</td>
</tr>
<tr>
<td>Pathos</td>
<td>Emotional motivational argument</td>
</tr>
<tr>
<td>Mythos</td>
<td>Argument based on traditions, values of a group, or identity</td>
</tr>
</tbody>
</table>

Fig. 7.2. There are several types of arguments that are important to know.

As discussed in the previous chapter, support or evidence can be categorized into four different types of proofs: Logos, ethos, pathos, and mythos. In this chapter, we will address these four proofs in argument terms and place them into three categories:

- Authoritative (ethos) argument is based on testimony or study results from experts.
- Motivational (pathos and mythos) argument may come from narratives, personal testimony, religious leaders, traditional values, etc.
• Substantive (Logos) argument can be based on cause, sign, generalization, parallel case, analogy, or classification:
  ◦ Cause: One or more accepted facts about a person, object, event, or condition
  ◦ Sign: Clues or symptoms.
  ◦ Generalization: Information about a number of persons, objects, events, or conditions, taken as a representative sample of the population.
  ◦ Parallel Case: One or more statements about a single object, event, or condition.
  ◦ Analogy: Reports that a relationship of a certain nature exists between two items.
  ◦ Classification: A generalized conclusion about known members of a class of persons, objects, events, or conditions.

Watch Representative Barbara Jordan’s Nixon Impeachment Speech here: [http://www.youtube.com/watch?v=UG6xMgjSMdk&feature=fvwrel](http://www.youtube.com/watch?v=UG6xMgjSMdk&feature=fvwrel)

To develop a good argumentative speech, you will need to develop solid artistic arguments that use not only a variety of evidence but your own voice. One popular approach to developing sound artistic arguments is to use the Toulmin Model of Argument, named after Stephen Toulmin, an English philosopher who published several articles and books on argument including The Uses of Argument, published in 1958. Rather than following a traditional approach to formal logic, like the syllogism, Toulmin suggested a model that could explain the natural process of everyday arguments.

His model benefits both the speaker and the listener: the speaker because the structure aids in creating dynamic arguments, and the listener because the structure provides a method to evaluate strengths and weaknesses of the arguments. Let’s briefly review the six parts of Toulmin’s Model of Argument, as quoted in Understanding Persuasion by Raymond S. Ross (122–124):

The first three parts of Toulmin’s Model are essential to all arguments include

• the claim
• the data
• the warrant
The claim is the main point of an argument and is also often identified as a thesis, proposition, or conclusion. In an argumentative speech, you will have a main thesis, proposition, or claim in the introduction. To create your claim, you should ask yourself, “What do I want to prove?” or “What do I want my audience to believe?” Your claim should be only one sentence and should follow the guidelines of a good thesis. In the body of the speech, each main point should be one sub-claim or reason that supports your main claim or thesis in the introduction.

The grounds are the evidence (testimony, examples, facts, or statistics) that support the truth of a claim (Ross 123–124). To choose good evidence, ask yourself, “Does this information credibly support my claim?” “Is the evidence relevant?” and “Is the data sufficient?” The grounds will help you define the main points in the body of your speech, like a list of reasons, to support the claim.

**Toulmin’s First Triad**

![Toulmin’s First Triad](image)

The warrant is the assumption that the evidence and claim are competently and sufficiently linked. It is based and can be tested on the type of argument that is being made: if you are supporting your claim with authoritative evidence, then your warrant is based on the fact or assumption that your expert is qualified and credible. It is the bridge that justifies the movement from the evidence (grounds) to the claim. You can ask yourself, “Will my using this data reinforce to my audience that the claim is true?” Sometimes warrants are assumed or unstated, but other times they will be clearly identified by you as the speaker.
Let us look at how this would work in an argument.

**Toulmin’s First Triad**

![Toulmin's First Triad Diagram]

Dr. Frederick Pack said artificially added caffeine in soda is worse for your body than naturally occurring.

We should avoid soda with caffeine.

Experts help us know the truth. Dr. Pack is an expert regarding caffeine.

**Type of Argument Ethos**

Authoritative arguments or evidence from experts.

Fig. 7.5. Toulmin’s First Triad.

In this argument we are merely stringing together the components necessary to make a basic argument to support the thesis “avoid sodas that are caffeinated.” Here we use authoritative argument (ethos): “Dr. Pack, an expert on caffeine, has found that caffeine in soda can be harmful.”

Let’s examine three additional elements that can strengthen an argument:

- the backing
- the qualifier
- the rebuttal

**The Backing** is information that support or clarifies the warrant. It may include additional evidence, credentials, or reasoning to “back up” a warrant if there is a possibility that your audience will reject it. Ask yourself if your audience will have any difficulty accepting or understanding your link or bridge from the grounds to the claim. If so, backing can be very helpful.
The **Qualifier** helps “quantify” how often the argument is true; most arguments are not all-inclusive or absolute. You can qualify your statements with phrases such as “very likely,” “probably,” “it seems,” and “many.” It is also good when using statistics, since either “65 percent” or “5 percent” could be significant depending on the topic and evidence. If you are addressing fatalities, 5 percent could be very significant.

The **Rebuttal** establishes the exceptions to your argument or evidence. It may acknowledge counterarguments or list circumstances that do not apply to the main argument. Generally, you should ask yourself, “Is the argument absolute and if not, what are the exceptions?” or “How can I answer objections or different perceptions?” This is a way to make concessions or to show your understanding of a complex issue. You can use phrases like “While this is true for 65 percent, there are exceptions with the other 35 percent that include . . . ,” “This is true in all cases except in . . . ,” or “some may disagree because . . . ,” and then you would briefly address the exceptions or objections. This is especially helpful because it can build bridges of understanding, win those who oppose to your side of the argument, inoculate those who support you against opposing arguments, or provide additional understanding of complex arguments.
Techniques for Addressing Competing Arguments

1. If the audience knows of claims and evidence that oppose yours, and those claims and evidence can be refuted, raise them in your speech and refute them.

2. If you don’t have time to refute counterclaims that are known to your audience, mention the counterclaim and concede them if your evidence can withstand it. In other words, simply note that there are claims to the contrary, specify the claims, reiterate your own claim, and then move on.

3. If there are counterclaims that your audience may be unaware of, ignore them if there is no time to refute them. Otherwise, if time permits, state the counterclaims and refute them.

4. From an ethical perspective, you may ignore competing claims only when they do not severely weaken your own claims and when you have no time to address them adequately.

Caffeine continued

Dr. Frederick Pack said artificially added caffeine in soda is worse for your body than naturally occurring.

We should avoid soda with caffeine.

There are a few sodas with insignificant amounts. However, the most popular sodas have caffeine free versions.

Dr. Pack is not alone in his findings. Dr. Widtsoe found added caffeine causes ill effects: insomnia, irritability, headaches, & kidney damage.

Fig. 7.7. A continuation of the caffeine argument that uses Toulmin’s Second Triad.

The charts display all the elements of Toulmin’s Model used for one authoritative argument to support the main claim that caffeine added to sodas is harmful. This argument alone will probably not move an audience to drop their favorite caffeinated soda. You will need clusters of substantive, authoritative, and motivational arguments to persuade an
audience. The movement of the argument and your unique voice makes this approach more artistic and dynamic, rather than static like traditional logic. With this in mind, what would be some good arguments that you could create to further the main claim above or perhaps disprove it? See if you can fill in all the parts to Toulmin’s Model for both substantial and motivational arguments. Get to the point and use practicalities. If the argument becomes too wordy or tedious, you will lose your audience and your ability to make an impact. Now create your own arguments for a topic of your choice:

1. Make your claim.
2. Restate or qualify your claim.
3. Present good reasons to support your claim.
4. Explain the underlying assumptions that connect your claim and your reasons. If an underlying assumption is controversial, provide backing for it.
5. Provide additional grounds to support your claim.
6. Acknowledge and respond to possible counterarguments.
7. Draw a conclusion, stated as strongly as possible.

In organizing your argumentation speech, you should have your strongest arguments first or last, depending on your audience’s position on the subject. If your audience is going to be more supportive of your topic, save your best arguments for the last part of your speech. If they are more likely to be disagreeable, start with your strongest argument, but remember to start in areas of agreement for your introduction. You want to make a powerful impact right up front, and you also want to leave a lasting impression on your audience at the end. Avoid personal attacks. As most political analysts will tell you, “mud slinging” usually backfires, and the one who starts the fight ends up with the dirtiest face. In other words, derogatory remarks and unfounded accusations erode your own credibility with the audience.

**Avoid Fallacies**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD HOMINEM</td>
<td>An attack on the character of the individual or the opponent rather than his or her actual arguments and qualifications</td>
<td>“Sam Smith divorced his loving wife of ten years. How could he be qualified to be mayor?”</td>
</tr>
<tr>
<td>Fallacy Type</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>AD POPULUM</strong></td>
<td>An emotional appeal to positive concepts or negative concepts rather than a direct discussion of the real issue</td>
<td>“You should vote for Tom Green because he stands for Canadian values.”</td>
</tr>
<tr>
<td><strong>BEGGING THE QUESTION</strong></td>
<td>Loading the conclusion in the claim; assuming that something is true before it is proved</td>
<td>“Everyone knows that our ineffective drug control program is a miserable failure.”</td>
</tr>
<tr>
<td><strong>CIRCULAR ARGUMENT</strong></td>
<td>A sentence or argument that restates rather than proves</td>
<td>“Prime Minister Trudeau was a well-read man because he was an intellectual.”</td>
</tr>
<tr>
<td><strong>EITHER/OR</strong></td>
<td>An oversimplification that reduces alternatives to only two choices, thereby creating a false dilemma</td>
<td>“Either we ban boxing or hundreds of young men will be senselessly killed.”</td>
</tr>
<tr>
<td><strong>FAULTY COMPARISON/FALSE ANALOGY</strong></td>
<td>Basing an argument on simplistic comparison of two things, ideas, events, or situations</td>
<td>“Teaching kids about sex education is like letting them loose in a candy store.”</td>
</tr>
<tr>
<td><strong>GENETIC FALLACY</strong></td>
<td>Arguing that the origins of a person, object, or institution determine its worth</td>
<td>“He speaks with a funny German accent. He must be a Nazi.”</td>
</tr>
<tr>
<td><strong>HASTY GENERALIZATION</strong></td>
<td>Conclusion is not justified by sufficient or unbiased evidence</td>
<td>“Professor P. is a hard grader because he gave me a 36 on a biology test.”</td>
</tr>
<tr>
<td><strong>POST HOC, ERGO PROPTER HOC</strong></td>
<td>Arguing that because Event B occurred after Event A, Event A caused Event B</td>
<td>“Because I forgot to leave my porch light on, someone robbed my house.”</td>
</tr>
<tr>
<td><strong>RED HERRING</strong></td>
<td>Avoiding countering an opposing argument directly by introducing a non-issue to the argument</td>
<td>“Equal pay for women is an important issue, but I wonder whether women really want to take the responsibility that comes with higher-paying jobs.”</td>
</tr>
<tr>
<td><strong>STRAW MAN</strong></td>
<td>Setting up an artificially easy argument to refute in place of the real issue</td>
<td>“Although Ms. Jackson has been accused of misusing government funds, she has donated all of her income for the past three years to charity.”</td>
</tr>
<tr>
<td><strong>HALO EFFECT</strong> (Horn Effect)</td>
<td>Pairing your position with something the audience feels good about (or bad about) will persuade them to feel good about (or bad about) your position.</td>
<td>An ad showing Michael Jordan (popular sports star) eating the hot dogs your company sells.</td>
</tr>
<tr>
<td><strong>SLIPPERY SLOPE</strong></td>
<td>The assumption that one course of action will lead to a series of actions/events.</td>
<td>“Letting foreign work groups into the United States will force us to let everyone in and they will take over our country.”</td>
</tr>
</tbody>
</table>
The Value of Critical Thinking

You have to be a good critical thinker before you can have a good argument. In education and in the workforce, more and more emphasis is being placed on developing critical thinking skills. In her article “Teaching Skills or Teaching Thinking,” Patricia R. Palmerton states “When we teach students to speak
we ought also to be focusing upon the process that influence the evolution of their thought (336).” If you know how to think, judge, and reason clearly and critically, you will be a better student, worker, and problem solver. We need to encourage each other to stop being negative and hostile and to get into the mode of being intelligent and objective. Critical thinking involves being judgmental, but it involves forming and defending judgment. It is so important that we are well-informed and that we state how we received our information. I think we have all heard the statement, “Don’t confuse me with the facts, I’m perfectly content with the way I think.”

Bertrand Russell said, “Most people would die sooner than think—in fact they do so” (166). It is our responsibility as human beings to evaluate the facts fairly, weigh the information fairly, and then take the initiative to perform a logical analysis.

Think about the following list of characteristics of critical thinkers from V. R. Ruggiero’s Beyond Feelings: A Guide to Critical Thinking. How many of these qualities do you already possess? How can you develop these traits more fully?

**Characteristics of Critical Thinkers**

- Critical thinkers regard problems and controversial issues as exciting challenges.
- Critical thinkers strive for understanding, remain patient with complexity, and are ready to invest time to overcome confusion.
- Critical thinkers base their judgments on evidence rather than personal preferences. They defer judgment when evidence is insufficient and revise judgments when new evidence reveals error (15).
- Critical thinkers are interested in other people’s ideas and are willing to read and listen attentively, even when they tend to disagree with the position or person.
- Critical thinkers recognize that extreme views, whether conservative or liberal, are seldom correct. They practice fair-mindedness and seek a balanced view.
- Critical thinkers are honest with themselves and acknowledge what they know and don’t know. They recognize their limitations and are watchful of their own errors (Ruggiero).
You Must Use Ethics in Public Speaking at All Times

In today’s world, you can count on reading or listening to many examples of ethical problems. People take advantage of other people in less fortunate situations. For example, consider the scam artist who sells worthless stocks, the doctor who performs unnecessary surgery, the politician who doesn’t keep his promises, or the journalist who publishes unsupported allegations. Every profession has the potential to cross the line into unethical behavior. This is equally true of public speakers.

As a society, we are very concerned with abuse. We are all concerned with the larger-than-life abuses we see, such as abuse of children, abuse of the political system, and abuse of property by criminals. But it’s the small abuses where we intentionally begin to blur the line between good and bad that forfeit our integrity one step at a time. I am talking about things like using office paper for personal use, keeping extra change, and neglecting to admit you have borrowed someone else’s ideas. It is a speaker’s responsibility to communicate with integrity and ethics at all times. Several areas of speech preparation and delivery call for ethical decisions.

Choosing Your Topic. In selecting a topic, you should let your conscience be your guide. For example, it would be unethical to present a speech on how to steal money. It is also generally unethical to persuade an audience to believe or do something that you yourself do not really believe or are unwilling to do.

Avoiding Plagiarism. It is unethical not to credit your sources. This includes using direct quotes and using any ideas that are not your own or public knowledge. Even if you paraphrase someone else’s words, borrowing the “gist” of their statement, you must acknowledge them. My favorite approach to this principle is from Bruce E. Gronbeck: “Give your source credit for the material and give yourself credit for having taken the time to do the research” (Gronbeck et al. 106). Be sure you follow the guideline on acknowledging your sources as taught earlier in this text. [http://www.youtube.com/watch?v=TzV8GAtK0A0&feature=related]

Collecting Data. Manipulating the facts to change the variables in your favor is unethical. Stretching a statistic from 20 percent to even 25 percent is misleading and very offensive to your audience. If someone in the audience has an understanding of your topic, they will immediately know that your evidence is faulty. Please do not assume that the audience is naive. Even if you do not run the risk of “getting caught,” you...
should maintain the integrity of your data by always giving the correct information.

**Admitting That You Are Human.** Being pretentious means pretending that you know everything. We all want to be loved and accepted, and we feel that for this to happen we have to sell ourselves as being important and smart and attractive. For some people, the problem occurs when they don’t want to admit that they are wrong. Even if they don’t have enough knowledge about a topic, they will stretch the truth to seem intelligent or even make up something to avoid admitting that they don’t know the answer to a question. Remember that critical thinkers are honest with themselves (and their listeners) about what they know and what they don’t know. People care if a trust has been broken, and they care if they have been lied to or deceived.

Remember the statement from Jenkin Lloyd Jones, “A speech is a solemn responsibility” (Stuart 23). You have a duty to your audience and to yourself. Take responsibility for your information. Saying, “I didn’t know” when it turns out your information is faulty is a poor excuse and has no place in the realms of critical thinking, reasoning, or ethics. This lesson is very important, and I would recommend that you look through the material several times to understand the urgency of its message. Watch this video to see a persuasive speech on teen driving: [http://www.youtube.com/watch?v=-1gViWtwVrU&NR=1](http://www.youtube.com/watch?v=-1gViWtwVrU&NR=1)
Lesson 8
The Speaker’s Language

Language has power to melt hearts, incite action, and bring peace or understanding. Words of poetry, biblical verses, or historical speeches are viewed by many as works of art. It is easy as a beginning speaker to feel intimidated as you observe powerful uses of language. However, as a speaker, you should first think and convey ideas, not words. As we address language in this chapter, remember that the occasion and audience, your knowledge, and the type of speech will dictate your language style. As you prepare your outlines and manuscripts for speaking, have confidence in your ability to communicate and realize you are more proficient in using language than you realize.

The five tasks: Language is about style and invention. It is about creativity, simplicity, and adapting your words to your target audience.

Learning Outcomes

In this lesson, you will learn to do the following:
1. Understand the principles of language
2. Adapt your language to the audience
3. Enhance your speech with language techniques
The Principles of Language

It is with eloquence as with a flame; it requires fuel to feed it, motion to excite it, and it brightens as it burns.

—Tacitus (Chang 256)

Public speaking usually requires you to converse with your audience. To be conversational, our language should directly speak to the audience’s hearts and minds. When we are preparing a speech, we should never input language just to impress an audience with our extensive vocabulary or create poetic lines just to meet a class requirement. Language needs to flow from your heart to the hearts and minds of your listeners. Whether you are presenting by manuscript, with an outline, or without the aid of any notes, understanding the principles of language is important. First, let’s look at the difference between written and oral language, briefly comparing the differences between the two styles:

<table>
<thead>
<tr>
<th>Writing Style: Writing for essays, reports, or journals</th>
<th>Speaking Style: Writing to speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses longer complex sentences because a reader can reread the material.</td>
<td>1. Uses short simple sentences with action verbs and one idea per sentence.</td>
</tr>
<tr>
<td>2. Uses an impersonal voice.</td>
<td>2. Uses personal stories.</td>
</tr>
<tr>
<td>3. Often uses abstract words that may be difficult to picture</td>
<td>3. Uses concrete, specific, picture-producing words.</td>
</tr>
<tr>
<td>4. Is often concise with no repetition.</td>
<td>4. Says the same thing in different ways; artistically repetitive.</td>
</tr>
<tr>
<td>5. Reinforces with bold type, punctuation, and pictures or emotional icons.</td>
<td>5. Reinforces words with facial expression, voice, and gesture.</td>
</tr>
<tr>
<td>6. Reinforces transitions by words.</td>
<td>6. Reinforces transitions with gestures.</td>
</tr>
<tr>
<td>7. Emphasizes pauses with dashes, dots, and empty spaces.</td>
<td>7. Non-vocalized pauses for dramatic emphasis.</td>
</tr>
</tbody>
</table>

It is important to remember that you are writing or creating a speech, not a written piece for a magazine. You can easily accomplish this if you follow these suggestions:
1. Converse with your language. Language flows more easily if you picture your audience as friends and speak to them as such. This does not mean that your language should be casual, but it should be personable.

2. Use language to clarify ideas. Be direct and use familiar words that the audience can understand. My neighbor taught his three-year-old daughter the scripture, “The glory of God is intelligence” (D&C 93:36). Later, in front of a public audience, he proudly encouraged his daughter to recite it. She said innocently, “The glory of God is in television.” All present laughed at the innocent misinterpretation. The young girl did not know the word intelligence, and so she substituted it with a word she did know. As speakers, we cannot allow our audiences to misunderstand. Always verify the accuracy of your words in definition and pronunciation.

3. Keep sentences short and sayable. Try reading the following sentence aloud:

   You must be able to say the sentences you write. And so they cannot be long and serpentine things that curl around clauses, caress subclauses, encompass extended metaphor, stop briefly for a whimsical digression and culminate, ultimately, in long and rhythmic peroration that signals to your audience that you would not take it unkindly if they, at just about this moment, would interrupt you with vigorous and sustained applause (Noonan 34)

   Peggy Noonan, in her book On Speaking Well uses the above sentence to point out how difficult it is to deliver long sentences. Speakers will run out of breath, emphasize the wrong words, confuse the audience, and even ultimately forget what they are saying. There is power in simplicity. The Sermon on the Mount is only 150 words, and only one in fifty words contains more than two syllables. The Gettysburg address is 267 words and only twenty-one words have more than two syllables.

4. Do not use fillers words such as “like,” “you know,” “um,” “uh,” “and,” “so,” “now,” “okay,” and so forth in your sentences or between phrases; they clutter the speech and decrease audience understanding and your credibility.
5. Use pauses for meaning and enjoy delivering language. Take time to let vivid words roll forth from your mouth without being in a hurry. Use pauses before or after complex ideas or to emphasis a point. Your language will be enhanced when it is delivered well.

6. Be sensitive with your language to avoid stereotyping or racist or sexist language. Diona Wilson, BYU speech professor, teaches that we need to be inclusive with our language. She states, “Inclusive language is ethical, more accurate, and audience-centered.” She gives us four rules to follow:

a. Avoid the generic “he” or the use of “man” when referring to both males and females.
   i. Example: “Every student at BYU knows he signed the Honor Code.”
   ii. Better: “All students at BYU are required to sign the Honor Code.”

b. Avoid stereotyping jobs and social roles by gender.
   i. Example: “A male nurse quickly escorted the patient to the examining room.”
   ii. Better: “A nurse quickly escorted the patient to the examining room.”

c. Avoid identifying personal traits that are unrelated to the topic.
   i. Example: “Judith Riley, a stay-at-home-mom, requested an audience with the mayor.”
   ii. Better: “As a concerned citizen, Judith Riley requested an audience with the mayor.”

d. Use the appropriate name that a group uses to identify themselves.
   i. Example: “Indian code talkers were instrumental during World War II.”
   ii. Better: “Native American code talkers were instrumental during World War II.”
   iii. Best: “Navajo Nation code talkers were instrumental during World War II” (Freeman, 23).
Adapt the Language to the Audience

Like the young child that did not know the word intelligence, we cannot allow our listeners to misunderstand. We need to develop our speech language according to our target audience. If you have a young audience of children, use picture-producing words that will engage them and tell lots of stories. Avoid unfamiliar words, unless you give a simple explanation. Specialized or technical audiences allow you to use jargon and terms that clarify concepts quickly and efficiently. They generally know much about the topic you are addressing. They are usually your colleagues, associates, fellow researchers, or hobbyists.

Most audiences you will be addressing are lay audiences, comprised of various educational, economic, religious, and cultural backgrounds. They generally do not have a specialized knowledge of the topic you will present. Most materials in newspapers, magazines, broadcasting, advertising, public announcements or educational materials are targeted to this type of audience. Do your homework so you can know what type of audience you will be addressing.

The Roman orator Cicero divided language into three styles: Plain, Middle, and Grand.

<table>
<thead>
<tr>
<th>Style</th>
<th>Used For</th>
<th>Description</th>
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<tbody>
<tr>
<td>Plain</td>
<td>Teach</td>
<td>When using this style you should strive for simplicity. Develop concrete images so the audience can picture what you're talking about. Use language accurately. Define new terms. Generally, research or informative presentations would fit this category. Most court proceedings and textbooks would also employ this style.</td>
</tr>
<tr>
<td>Middle</td>
<td>Please</td>
<td>Speeches of this style fit right in the middle in terms of language. While you may employ some stylistic language techniques, the aim is usually just to please, not to persuade or motivate. Impromptu speaking and some informative speeches would fit this category. Also, included would be many blogs, newspaper articles, novels, and broadcast reports.</td>
</tr>
<tr>
<td>Grand</td>
<td>Motivate</td>
<td>This style will use many language techniques (see list below) to add eloquence and power to the speech. The message will be memorable. The delivery will be given with power, confidence, and conviction. Martin Luther King Jr.'s I Have Dream speech fits this style perfectly.</td>
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Cicero believed that Grand style was best, but only when balanced with the other two styles.
“Such a speaker might sway thousands if conditions were right. But if he resorted to dramatic delivery and majestic speech without first preparing his listeners, he would be ‘like a drunken reveller in the midst of sober men.’ Timing and a clear understanding of the speaking situation were critical. The grand orator must be familiar with the other two forms of style or his manner would strike the listener as ‘scarcely sane.’ The ‘eloquent speaker’ was Cicero’s ideal. No one ever achieved the eminence he had in mind, but like Plato’s philosopher king, the ideal sometimes motivated man’s best efforts” (Golden et al. 89).

While you may use all three styles in one speech, most speeches will lean to one style based on the type of speech, audience, and occasion.

**Language Tools**

There are many tools in the English language that we can use to make our speeches more powerful. You can improve your vocabulary by learning new words; keep a list of words that are unfamiliar to you from your reading or listening by simply looking up and recording their definitions and pronunciations. You can also join word clubs or feeds that introduce you to new language. While typing in your word processor, use the synonym tool to see if there are other words that are fitting or appealing. Read great classic works, poetry, the Bible, or historical speeches: they always introduce great words and are usually very stylistic in form and ideas.

American Rhetoric Top 100 Speeches: [www.americanrhetoric.com/top100speechesall.html](http://www.americanrhetoric.com/top100speechesall.html)

Thomas Jefferson Education Adult Classics List: [http://www.tjed.org/resources/classics/adults/](http://www.tjed.org/resources/classics/adults/)

> This eloquence has power to sway man’s mind and move them in every possible way.

—Cicero (Coleman 30)

It is difficult for people to understand the meaning of abstract words. It is our responsibility as speakers to clarify our abstract ideas by making
them more concrete. We need to make sure we use our language ethically and purposefully. Avoid trite language, ridiculous comparisons, and overuse or distortion of analogies, be able to support your claims, and make sure your language is credible and ethical. There are various language tools we can use to enhance our messages:

- **Simile** relates abstract words to concrete words, using the connector words “like” and “as.” Similes can be used both positively and negatively—for example, “She writes like Shakespeare,” or “She has a nose like a roller coaster, with many dips and curves.”

- **Metaphor** is usually used in a startling, graphic, or inspirational manner. It is definite, saying that something is or was—for example, “Suicide is a thief in the night” or “… the truth is blown out and has yet to be lit again.”

- **Synecdoche** is used to simplify a complex subject by focusing on a part of the subject to represent the whole. It can also be used to present the whole, in which the subject is a part—for example, the officer represented the “law” in Les Miserable, the use of the “ABCs” to refer to the alphabet, and the word “Mormons” to refer to members of The Church of Jesus Christ of Latter-day Saints.

- **Metonymy** is used to simplify a complex idea by focusing on something that is closely related—for example, the Statue of Liberty represents the American dream, and the press represents journalism.

- **Onomatopoeia** imitates a sound in which the object or action signifies, for example, words like trudge, boom, buzz, crinkle, hiss, rap, and so forth.

Use language to awaken feelings. Denotative language increases objectivity and encourages detachment. It is the dictionary meaning of a word. Connotative language invests a subject with emotion and interprets
definitions with feeling. The techniques listed above can also be used to kindle and arouse feelings.

- **Hyperbole** is exaggeration, which can force listeners to confront problems—for example, envision a picture of a cigarette that is curved into a hot smoking pistol (the poster used by the American Cancer Society).

- **Personification** treats a nonhuman subject as though they had human form and feeling—for example, the representation of liberty as a woman.

Use language to create unity:

- **Culture types** are words that invoke values, goals, heroes, or enemies of a group—for example, progress, science, fact, or communist. Ideographs are culture types that express a group’s basic political faith or system of belief—for example, freedom, liberty, and so forth.

- **Archetypal metaphors** draw on sources, such as light and darkness, storms, the sea, disease and cures, war and peace, and so forth. Dr. Martin Luther King Jr. uses them throughout his *I Have a Dream* speech when he says “beacon light of hope,” (102) “flames of withering injustice,” (102) “joyous daybreak,” (102) “long night of their captivity,” (102) and so forth.

Use language to encourage action:

- **Alliteration** is the repetition of initial consonant sounds in closely connected words—for example, “Instead of military madness
we need to offer the world peace and prosperity,” and “The Soul selects her own Society” (Dickinson 12).

- **Anaphora** uses the same initial wording in a sequence of phrases—for example, “Now is the time to rise . . . ; now is the time to lift . . . ; now is the time to make justice a reality” (King 103). Dr. King uses this technique also throughout *I Have a Dream* as it guides the speech through Monroe’s Motivated Sequence.

- **Inversion** changes normal word order, placing the verb before the subject, noun before an adjective, or noun before a preposition to make the statement more memorable. For example, John Donne said, “Never send to know for whom the bell tolls. It tolls for thee” (Targoff 86). Winston Churchill said, “Sure I am of this, that you have only to endure to conquer” (as quoted in Wheeler 31).

- **Antithesis** combines opposing elements in the same or adjoining sentences so listeners can see their options clearly—for example, President Kennedy said, “And so my fellow Americans: Ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: Ask not what America can do for you, but what together we can do for the freedom of man” (Kennedy). You can watch President Kennedy’s speech here: [http://www.youtube.com/watch?v=4phB-rRjYqw](http://www.youtube.com/watch?v=4phB-rRjYqw).

As you begin to use language, do not forget that the most important purpose is to convey ideas, not words. By using language techniques, you can better explain an idea, make a comparison, increase the impact of a statement, personalize your message, and best of all, capture the attention of your listeners.

John F. Kennedy Inaugural Address: [http://www.youtube.com/watch?v=PEC1C4p0k3E](http://www.youtube.com/watch?v=PEC1C4p0k3E)
Lesson 9
Speaking on Special Occasions

You have learned a variety of speaking skills through extemporaneous speaking assignments; now you will have the opportunity to give a manuscript special occasion speech. Baby blessings, baptisms, funerals, award ceremonies, inaugurals, anniversaries, weddings, graduations, retirements, dedications, and holiday celebrations are all special occasion events. The people who gather for these special occasions usually do so for emotionally-charged reasons. Speaking at these events is different than other speech situations. Rather than focusing on conveying information, a speaker should focus on the needs of the audience and the special event. In this lesson, we will discuss the guidelines for special occasion speeches. You will also learn how to write, use, and deliver your speech from a manuscript. We will also briefly discuss important skills for interviews.

The five tasks: Special occasion speaking is all about the honor, celebration, emotions, and message. It will require and elevated use of style and an emotional delivery. While you will write a manuscript for this type of presentation, memory is vital. You will use invention to create a moving message. Generally you will include a few impacting narratives. Organization is a priority, but should not draw attention to itself; use language techniques to help it flow and create artistic patterns.
Learning Outcomes

In this lesson, you will learn to do the following:

1. Understand special occasion speaking guidelines
2. Understand the requirements for the different types of special occasion speeches
3. Use a manuscript and podium

*To every thing there is a season, and a time to every purpose under the heaven: . . . A time to be born, and a time to die; . . . A time to weep, and a time to laugh; a time to mourn, and a time to dance; . . . a time to keep silence, and a time to speak; A time to love, and a time to hate; a time of war, and a time of peace.*

_Ecclesiastes 3:1–8_
**Special Occasion Speeches**

For an example of a special occasion speech, watch Erika Richard’s Eulogy speech “What’s Your Story?”


Our final lesson encompasses honoring a person or group at a special occasion. I would recommend that you become familiar with special occasion speeches so that when the opportunity arises, you will be ready to present. Having attended numerous special events, I feel that the tributes made a difference to the audience because they personalized the celebration to their own lives.

Before we proceed to the different types of speeches, let us consider a few general special occasion speech guidelines and example speeches:

1. **Be brief.** The gathering is about the celebration, and the speech is just a part of the whole event. There may be other speakers, entertainment, or activities. Avoid creating any ill will by being too long. Many of the greatest special occasion speeches were short—for example, Ronald Reagan’s national *Tribute to the Challenger Crew* was just four minutes in length. Even Martin Luther King Jr., speaking at the March on Washington D.C., kept his special occasion persuasive, *I Have a Dream*, to less than fifteen minutes. In 1863, Abraham Lincoln dedicated the battlefield in his short but profound *Gettysburg Address*. It is short enough that most children memorize it in elementary school:

   *Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on*
a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate - we cannot consecrate - we cannot hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.

You cannot light a fire in another soul, unless there is one burning in your own.

—President Harold B. Lee (Zimmerman 128)

2. **Be sincere.** Insincerity is almost always felt. If the voice, face, and body seem to contradict the written words, the listener will usually believe your nonverbal message. Use conviction and sincerity to connect yourself and your audience to the message and the person you are honoring. Avoid over praising; subtleties have more power. President Ronald Reagan demonstrated sincerity and genuine sadness as he postponed his State of the Union address and instead delivered his national tribute to the Challenger crew on January 28, 1986.


3. **Have a message.** This speech isn’t just about an award, retirement, performance, or other accomplishment; it is about a person, group, or ideal and what they did to get to this point. Be sure that
your tribute has a point, a thesis, or even a policy to give it purpose and direction. Apply the message directly to the audience so they leave with a motivation to be more than they are today, and feeling the true purpose of the gathering.

*It is not enough to study or reenact the accomplishments of our pioneers. We need to identify the great eternal principles they applied to achieve all they achieved for our benefit and then apply those principles to the challenges for our day. In that way we honor their pioneering efforts, and we also reaffirm our heritage and strengthen its capacity to bless our own posterity and those millions of our Heavenly Father’s children who have yet to hear and accept the gospel of Jesus Christ.*

—Dallin H. Oaks

4. **Elevate the language.** Special occasions are emotional celebrations. Use vivid language to capture the feelings of the moment. Use poetry, quotes, and short narratives to paint pictures and motivate hearts. Use language techniques like alliteration (for a less obvious preview) or imagery to bring the message to life. Consider the techniques discussed in the previous lesson and how you could incorporate them into your speech.

5. **Tell a story.** Bring the speech to life with a cluster of short stories or one detailed narrative. We discussed stories briefly in an earlier lesson, but remember that people love well-told stories. After all is said and done, the stories linger in the minds of the listeners and are retold to others. Choose one well-developed story or have a few shorter ones. Stories will tell the messages for you and in a more powerful way. The following story is attributed to Fred Rogers, better known as Mister Rogers from PBS, as the keynote speaker for an annual meeting in Miami, Florida, on June 19, 1998.

*Everybody’s looking for the something that’s missing . . . everybody. I know a couple whose five-year-old son kept pestering them to have some time alone with his newborn brother. His parents were concerned that his rivalrous feelings might prompt him to hurt the baby, so they kept refusing. Finally he was so insistent*
that they said, ‘All right, you can be with the baby but for just a minute.’ The mother and dad watched as their five-year-old walked to the crib. He didn’t even touch the baby. All he did was say, “What was it like? I’m starting to forget.’ That five-year-old somehow sensed that that baby might be still in touch with something very important—something truly life-giving!

Stories used in Steve Jobs’s commencement speech: http://www.youtube.com/watch?v=UF8uR6Z6KLC&feature=player_embedded

**Types of Special Occasion Speeches**

1. **Present a Gift or Award.** Scholarship, medal, leadership award, favorite teacher, Eagle Scout award, contest winner, retirement gift, prize, service, or performance.

   **Hints:** Don’t over praise, but pay deserving tribute to recipient; don’t overemphasize the value of the gift or money; stress the achievement instead of the material object.

   **Steps:** Make appropriate remarks about the occasion; give short history of event/award; state reasons for the choice; tell of person’s efforts, service, or merit; explain purpose of award; show award at proper time, but don’t let it distract; have a sincere attitude.

2. **Accept a Gift or Award.** Prize, scholarship, community service, performance.

   **Hints:** Keep it simple; express gratitude; be genuine; give credit to those who assisted you, praise cooperation and support; don’t apologize for winning; be modest and gracious; sincerely praise gift or award, but don’t over praise or overvalue it; come forward to accept award and don’t stand in front of it; hold award in full view of audience, or, if too large, place it so all can view it; take award with you as you return to your seat, if possible; keep it in full view and don’t stuff it in your pocket.

   **Steps:** Follow the same steps as in presenting an award.

   Acceptance speech by Fred Rogers: http://www.youtube.com/watch?v=Upm9LnuCBUM

3. **Introduce a Speaker.** You may introduce a mayor to a public gathering, a war hero to a school assembly, a Hollywood celebrity to your school, a sports star to an athletic banquet, a noted artist or author to your arts organization, a political candidate to interested voters, or a
religious leader to an audience. Remember that people aren't there to hear you—highlight the speaker.

**Lesson 9: Speaking on Special Occasions**

_Hints:_ Keep it short and to the point; be accurate; make the audience and speaker feel comfortably acquainted; interest the audience in the speaker and subject; put the speaker at ease; don't embarrass the speaker; towards the middle or end, announce the subject and give the speaker's name.

_Steps:_

- Draw sources from speaker, subject, audience, or occasion.
- Material should be accurate and pertinent.
- Know how to pronounce the speaker's name correctly.
- If you know the speaker personally, you may wish to remark briefly on your relationship or share a very brief story.
- Talk about his or her training, honors, important positions held, books written, notable achievements.
- Know the title of subject.
- Adjust remarks to fit the audience or occasion.
- Confer with the person about the contents of the introduction.
- Rehearse aloud until you are confident and prepared.
- Use a good podium deportment.
- While you may start out with, “Ladies and Gentlemen” or another salutation to greet the audience, consider starting with an appropriate attention getter and then make your transition to the appropriate theme for the gathering.
- At the end of the introduction, state: “I am happy to present Dr. _____who will speak to you on__________.” Then turn to Dr.____ and nod.

Go to [speeches.byu.edu](http://speeches.byu.edu) and listen to one of the introductions by President Samuelson.

**Speech to Welcome.** “Public relations speech . . . made to a group of individuals to extend greetings and promote friendship. Make people feel they are sincerely wanted and that the hosts are delighted to have them. Examples include: receptions, welcome for a distinguished visitor, new school official, religious leader, political leader, officer, or delegation. They may be made in many settings, such as chamber of commerce, city,
school, convention, company, etc.” (Roach 44).
**Hints:** Be sincere, brief, accurate, simple, vivid, and hospitable, promote good will, set the tone for meeting, let occasion govern presentation (formal or informal), use appropriate body language, and avoid slang.

**Steps:** Determine a clear purpose: get information. You may need to explain the organization you represent and interesting points about it. Pay tribute to guests for their work, state the advantages of the visit, explain what their coming means, express common interests, speak of the occasion, express anticipated pleasant associations and mutual benefits, and don’t sound memorized.

5. **Farewell Speech.** A guest of honor may be asked to say a few last words before leaving an organization to publicly say goodbye to acquaintances. In this type of speech, you should express appreciation for what acquaintances helped accomplish and for the happiness they shared. It may be formal or informal, and be given at a luncheon, dinner, or party. It may be about receiving commendation, testimonials, or a gift. Occasions for a farewell speech may be a retirement, new job, promotion to a new department, move to a new location, a conclusion of service in civic or religious organization, departure from school, and so forth.

**Hints:** Don’t treat the occasion with too much sadness; be sincere and honest; and feel deep emotion, but express it in a manner consistent with the occasion and mindful of all persons present.

**Steps:** Carefully analyze the audience; accept gifts or compliments graciously; begin by referring to the past or maybe the time you first arrived; use interesting anecdotes that are in good taste; point out good things about the audience; express appreciation for their support; commend harmony and cooperation; tell them you will always remember associations fondly; speak of your future work briefly and sincerely; explain why you are leaving; encourage those who remain; praise your successor; conclude with genuine expression of appreciation and interest in their future; sincerely thank them for any gift; don’t talk about unpleasant experiences.

6. **Tribute or Eulogy.** While a eulogy is given at a funeral, tributes may be given at a dinner to honor an individual, a birthday party, a formal announcement of political candidacy, a dedication of a project created or donated by someone, an anniversary, and so forth. A tribute or eulogy praises and evaluates favorably; it commends and lifts up the finer qualities and characteristics of the subject. It stresses the personality of the person, talking of their greatness and achievements, benefits to society,
and influence upon other people. It is not merely a simple biographical sketch. Share stories that give evidence of good living and teach life lessons.

Steps: Choose someone you admire who has lived a commendable life, someone about whom you can secure adequate information—for example, a grandparent, past president, classmate, religious leader, teacher, well-known person in community, or leader. Be sincere. You may use chronological order. Tell what the person has accomplished, what he or she stood for, and nature of his or her influence upon society. Don’t just list significant happenings, but also state how he or she reacted to events and what happened as a result. Another approach is to organize the speech around different periods of the person’s life. Omit unimportant, insignificant events. Point out any struggles they overcame to achieve their aims. Don’t exaggerate. Show the development of ideas and ideals. Describe relations and service to others and indicate their significance. Pay careful attention to the introduction and conclusion. Use logical organization. Practice aloud, watch the time, and sound conversational.

For a eulogy, offer consolation and a hopeful message if speaking at a funeral. It should be inspirational, not overly sentimental. For LDS funerals see Elder Boyd K. Packer’s talk “Funerals—A Time for Reverence” in the November 1988 Ensign.

Watch this student’s tribute to her sister: http://speechshowcase.wordpress.com/amy-johnson/.

Watch this student’s tribute to the Founding Fathers: http://speechshowcase.wordpress.com/eric-volmar/.

7. Dedication Speech. Occurs on a commemorative occasion. It is generally brief and carries a serious tone. Use excellent language, careful construction, fine wording, and polished delivery. “It should commemorate, honor an occasion, and praise the spirit of endeavor and progress that the dedication symbolized.” It should make the audience feel proud. Examples include erecting monuments, completing buildings, stadiums and baseball parks, laying corner stones, and opening institutions.

Hints: Display dignified attitude; properly blend emotion and sentiment to fit the noble sentiments presented; have obvious poise, professional appearance, and self-confidence. Key body language to the tone of the speech; make proper use of microphone; be aware of environment;
and use gestures. Speak so the whole crowd can hear, and articulate carefully, but be conversational.

**Steps:** Know your purpose. Compliment ideals and achievements that the structure symbolizes. Give a brief history of the events leading to the present. Mention sacrifice, hard work, and service; explain its future use, influence, and significance, and emphasize what the object stands for rather than the object itself. Organize the speech carefully; pay special attention to the introduction and conclusion; use logical order, careful wording, and little or no humor; practice aloud; have the speech almost memorized, but conversational; and be sincere and dignified.


**8. Announcement.** Presentation of information; these should be brief, concise, to the point, and pertinent. “It tells specifically about something in the past (who won a prize), about immediate events to occur . . . or about events in the near future” (Carlile 106). It should be crystal clear in meaning and include all necessary and helpful data. “Each year many millions of announcements are made. Each year many people who hear these announcements are left in a confused state of mind because the information presented was poorly organized, obscure, incomplete, or could not be heard. Often, as a result, attendance at clubs, schools, churches and other organizations has been disappointing . . . You can increase attendance by making absolutely certain that every individual within hearing distance of your voice is completely informed of and aware of the event” (Carlile 106). Announcements might be made to inform about a school dance, a special sale, a symposium, a graduation update, changes in requirements, changes in procedure, internship applications or requirements, family reunion plans, or a field trip, or to encourage individuals to check community calendars or newspapers.

**Hints:** Make sure you can be heard; use logical order; don’t use long lists; be enthusiastic; and articulate.

**Steps:** Clearly define activity; gather accurate information; use simple, clear language; organize information; use strong introduction; place most important information at the beginning to be effective; and name exact location, time, and date. State the admission charge and what the money will be used for; and give relevant ticket information—how, when, where, and how tickets can be secured. Summarize or restate important information. Use notes for accuracy. Be alert and polite. Speak clearly and
distinctly. Pause between important data. Make sure the audience is listening. Maintain good eye contact.

9. **Toasts.** Given at wedding luncheons, dinners, receptions, family gatherings. See information in tribute/eulogy section. Be enthusiastic, sincere, brief, and situation-specific.

10. **Unique or Personal Situation Speech.** You may be working on a project that is unique to your personal situation. For example, a student may be participating in a pageant or competition that requires a speech explaining platform goals or a community service project, while another student may be preparing a project that is specific to a major or career. If you are majoring in broadcasting, consider taping a sample news broadcast. If you tape your speech, be aware of the setting, lighting, and background noise. Wear plain clothing (not white or black); check hair and makeup; watch posture, poise and articulation; and be natural and conversational. Mark manuscript. Practice eye contact and vocal variety.

11. **Speech to Entertain.** Like a toast, “after-dinner” speeches can be given at luncheons, dinners, receptions, family gatherings, stand-up comedy, or other gatherings. While these speeches can and should make a viable point, they should also be entertaining and creative. This humorous speech could include jokes, subtle wit, or a funny anecdote. It might begin with a joke: “What did the humanities graduate say to the engineering graduate? Would you like fries with that?” However, unlike today’s stand-up comedy, speeches to entertain are light-hearted topics presented more like an informative or persuasive speech. The speech should provide insight on a specific topic through the use of humor or creativity.

*Hints: Use positive and genuine humor with your topic. Avoid presenting a string of jokes, like in stand-up comedy. Use only humor that is appropriate to BYU and LDS standards. Choose material that fits your personality. Make sure your humor supports the theme. Avoid trite humor. Avoid sarcasm and irony. Do not make fun of other people or use humor to discriminate. “Avoid these topics: Religion, race, sexuality, intelligence, birthplaces, handicaps, ethnicity, sexual orientation, religious leaders, childlessness, physical appearance, political leanings” (Carlile and Hensely 75–125).
Steps: Choose a topic and material that your audience will relate to—“Jokes depend on a shared frame of reference. You and your listeners must understand the social background of the joke, or you’ll fall flat” (Rozakis 174). Use pause, facial expression and vocal emphasis to enhance the humor. Carefully plan the organization of the speech, but deliver it conversationally. While some people are naturally funny, many are not—be sure to practice many times so you can master your timing, verbal and nonverbal techniques. “Where you falter, alter” (Noonan 35).

Bill Cosby giving a comedic speech: [http://www.youtube.com/watch?v=qyMSc97UksM](http://www.youtube.com/watch?v=qyMSc97UksM).

Creating the Manuscript and Using the Podium

When preparing to speak to an audience from memorization or a manuscript, it is important to remember that it is still a speech. Writing a manuscript may hinder spontaneity and delivery, but it allows the speaker to paint powerfully with words. When you write your manuscript for a speaking assignment, write in speaking style and not writing style, using the language guidelines discussed in the previous lesson. Remember, without a manuscript, there is a danger that you could ramble. Even with an outline, your language might be too casual or repetitive. It is important that you are prepared with a well-developed and edited manuscript. A manuscript is written word-for-word and does not have any outline symbols. Be sure to place a creative title at the beginning that matches the personality of your speech.

Generally, two manuscripts will be prepared for speaking. A polished professional manuscript with a title should be available to your instructor, audience members, or publishers. The second script is just for you, printed and adapted to aid you in your speech delivery. Although you may use your manuscript to deliver, most instructors require you have excellent eye contact. Your audiences will also appreciate your speaking when it doesn’t feel read but conversational and connected. The manuscript you deliver from should be marked to aid you in a successful delivery.

1. The manuscript should be typed in a larger font and double or triple spaced for easy reading.
2. Write out phonetically the words or names you may have difficulty pronouncing.
3. Use marking to help you determine pauses and places of special emphasis, and where to adjust your rate of speaking.
4. Be sure no sentence starts on one page and finishes on another.
5. Number each page so the pages will not get out of order.
6. Start with two pages facing you on the podium and make sure with each page to turn an additional two pages are facing you; this reduces page turning.
7. Do whatever is necessary to make turning of pages easier, such as tabs or folds.
8. Generally, two and a half pages, double-spaced, typed in twelve point Times New Roman font, will take about four minutes to deliver. Remember, it is not about packing the speech with illustrations; choose only the best, and then take more time in your delivery to connect with your audience.
9. If using a teleprompter, get practice with it before your deliver your speech live. Remember to use eye contact to your advantage by slowly sweeping the audience, moving to a new section during transitions.
10. Manuscript speaking should not feel “read,” but should be delivered as conversationally or powerfully as possible. Know your material well so that you can maintain eye contact throughout your delivery.

Using a Podium

Hopefully, during this course you have not used a podium for your extemporaneous speeches. However, the use of a manuscript begs for the use of the podium. The purpose of a podium is to place your notes on it. Most large podiums may also be equipped with a microphone that will project your voice. Some may have computers or other technical aids to help you in the delivery of your speech. Please follow these guidelines in the use of a podium:

- Do not lean on the podium, stand tall with good posture. Small podiums may creak with weight added to it; if the podium is
smaller, place your notes on it and take a half-step back so you are not touching it. Only reach to turn any pages.

- Some speakers feel relieved to hide behind a podium. Podiums are not meant to hide you, if you are too small, ask for a different podium during set-up or feel free to step away from the podium to deliver your speech center-stage.
- If the podium is large and stable, feel free to rest your hands on the corners or sides. Avoid moving them, except to gesture. Having your hands at the side will allow you to raise them quicker and locate them closer to your upper body and face.
- Remember that gestures are still important; use them thoughtfully, keeping hands where they can be seen.
- Avoid rocking your heels, leaning or swaying, or other distracting mannerisms. Follow the nonverbal rules and gestures as previously taught.
- Lay two pages at a time on the podium if it is large enough. This will help you turn fewer pages.

Now you just need to create your special occasion speech and deliver it. Spend some time selecting your topic. Try to visualize where you will be speaking, who the audience will be, and how you can make a difference in their lives.

Thank you for being persistent and completing the course reading. Best wishes to you in all your future speaking endeavors!
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