

Fundamentals of Public Speaking

Fundamentals of Public Speaking

*FLORIDA STATE COLLEGE AT
JACKSONVILLE*



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PART I

MODULE 1: THE SPEECH COMMUNICATION PROCESS

I. Module Introduction

Scenario

Overcoming Speech Anxiety

“Hey, Karyn, wait up! I need your help!”

“Sure, Darryl—what’s going on?” “

Well, I think you know that I was elected as the treasurer for my fraternity, right?”

“Yeah, congratulations. That means you have an unlimited supply of money now, right? Got a few bucks I can borrow?”

“I wish. I’m more of a glorified bookkeeper. But I need your help. I’m supposed to give a report in front of everyone in the fraternity—including a few alumni—on the money we’ve raised so far this semester. I’m petrified. I didn’t realize the treasurer would have to speak in public! That’ll teach me to run for office, huh?” “What can I do to help you out?”

“Well, aren’t you taking a public speaking class this semester? Have you learned any tips to help me with my nervousness? I’m desperate, and I’ll take any help I can get at this stage.”

“Sure, there are a couple of things you can do. First, you have to realize that it’s normal to be nervous. You’d probably be surprised to find that even the people who don’t seem nervous have a little flutter inside when they speak. And usually people listening to you don’t even see it.”

“Really? I doubt that Todd, our chapter president, has ever been nervous in his entire life! That guy is unreal!”

“You’d be surprised how many people have stage fright. That’s the first helpful thing I can tell you; just about everyone feels some level of nervousness—even famous speakers! But if you can learn

to channel that nervousness you feel, the jitters can work to your advantage. You'll come across as excited and enthusiastic. That wouldn't be such a bad thing, would it?"

"I guess not. I never thought about it that way. Being nervous is a good thing? You're saying people won't even realize I'm nervous? What else can I do?"

"Well, probably one of the biggest things you can do is to prepare. Make sure you do the work before you speak—spend some time thinking about what you want to say, do some research if necessary. Oh, and be sure to practice your speech a few times before you give it to the fraternity. You'll be a lot more relaxed than someone who just wings it, without planning first. Just knowing that you're prepared will give you confidence. Better yet—you'll come across to your audience as super prepared, too."

"That makes a lot of sense, Karyn." "Good, glad I could help. Now I've got to run or I'll be late for my next class. Good luck!" "Wait! Now I need you to help me decide what to say! Karyn, come back! What am I going to wear? Call me!"

Introduction

Most students report feeling anxious about speaking in public. You're not alone! Studies have shown that the fear of public speaking ranks higher than the fear of death! Wow! That statement alone probably intensifies your anxiety. But you need not fear that anxiety will ruin your presentation. You can actually make it work for you. In this module, we'll discuss how speech anxiety might manifest itself in your presentations and how normal your anxiety is in relation to other speakers. You'll also hear some tips for reducing your speech apprehension.

In this module, we will also focus on the origins of public speaking and trace how it has evolved from ancient Greece to the twenty-first century. You might be surprised to learn how relevant public

speaking remains despite its ancient beginnings. We'll look at how speech continues to impact all areas of everyday life, from your career to your social life.

Finally, we'll outline the components that comprise the speech communication process and identify some of the first basic terms you'll read about as you begin the journey to becoming a better public speaker. As you start to understand and use the terms and concepts common to public speaking, you'll soon find that you too can "speak the language."

Objectives

Upon completion of this module, the student will be able to:

Summary

Hopefully, any fear that you're anticipating as you prepare to speak has been minimized. Just knowing that you are not alone should be comforting; it is a rare individual who doesn't feel at least a bit of speech apprehension. If you haven't already, take the self-assessment above. Your score will help you better define your initial level of anxiety. Then keep in mind that the more you practice a new skill, the more confident you will become.

The speech communication process involves many components, but it's really not that complicated. There are certainly quite a few new terms and concepts, but learning these is your initiation into a brand new world; you're joining thousands of others who have also taken these first steps to becoming better public speakers. Now that you know some of the basic vocabulary, you share a language common to all public speakers.

Lecture Content

SPC2608: The Speech Communication Process | Module 1

2. Greek Rhetoric

You might be surprised to learn that public speaking has been considered a critical skill for thousands of years. Much of our current theory on oral communication derives from early Greek and Roman scholars, such as Aristotle and Cicero, who felt effective public speaking, or rhetoric, was one of the most valuable skills they could demonstrate within their society. Rhetoric topped the list of required areas of study for young Greek students.

A famous quote attributed to Isocrates, the founder of the first school of rhetoric in Athens, says,

“But I do hold that people can become better and worthier if they conceive an ambition to speak well.... “

To the Greeks, the ability to communicate effectively orally was the mark of a well-educated citizen (Isocrates); it was one of the requirements for participation within the democracy. Citizens often gathered in the marketplace simply to participate in the process of argument and debate. In fact, the word forum, used today to indicate an online place for discussion, was originally known as an open area within Greek and Roman cities often utilized for public speaking.

3. Everyday Examples of Public Speaking

We've continued the use of that ancient word, forum, in our cultural language, but just how important is speech in today's society? You might think that public speaking skills are outdated and no longer relevant. Surely people in our present-day societies don't gather to listen to the rhetoric of argument and debate. You might even think that speaking well is no longer a criterion for success. Then how do you explain the American judicial system? Public speech is an inherent component in that process. Two adversarial lawyers arguing points of law before a jury is an example of public speaking at its best. Citizens are asked to determine guilt or innocence based on the effectiveness of the speakers and their arguments. In fact, people make important decisions every day based on a speaker's skill in communicating.

Think about our political process. In democratic societies around the world, citizens gather to hear political candidates debate the pertinent issues. Often the choices people make about who should be elected are based, in large part, on the candidate's ability to speak fluently and eloquently in public. Consider political protests and rallies. Aren't these concerned citizens much like the early Greeks and Romans gathering in a public place in order to exercise their right to public speech? The American people considered freedom of speech so important that it became a founding principle in the creation of their democracy.

4. Ability to Communicate: #1 Employer-Sought Skill

But you might argue that public speaking skills are critical only in isolated areas of our daily lives. Do you think to yourself that you'll never really use speech in your day-to-day life? Or that no one is concerned with your ability to speak in a public forum? Then you would be wrong.

Take a look at the list in the table. While employers would ideally like to hire employees with all these skills, according to the National Association of Colleges and Employers (Job Outlook 2016), employers consistently rank communication as one of the top five skills they seek.

Top Five Qualities/Skills Employers Want

1. Leadership
2. Ability to work in a team
3. Communication skills (written)
4. Problem-solving skills
5. Communication skills (verbal)

Source: Job Outlook 2016, The National Association of Colleges and Employers, 2016

5. Speech and My Personal Life?

Finally, what about your personal life? Can you imagine a situation where your skill as a speaker might impact your social and private life? What if you had to speak to a zoning committee before you could convert a warehouse into the perfect loft for yourself?

Knowing how to research and organize your ideas so that you sound knowledgeable and informed is just one of the skills you'll learn as a public speaker. Or perhaps you are a finalist for a fantastic job -your dream job, the only hitch? Your final interview is in front of a panel of interviewers. As a practiced public speaker you'll find yourself answering each question clearly and calmly.

Or maybe you meet the perfect girl (or guy) at a party and you're dying to ask her/him out on a date. Can you do that in front of all of her/his friends? Whew! Talk about pressure! But you'll know how to manage any signs of anxiety so that you appear confident, cool, and collected. Public speaking can help you feel at ease in all of these situations, whether your audience is one or many.

In fact, a study in 2004 found that short-term stresses -such as speaking in public -are actually thought to boost your immune system. The researchers found that these types of tasks "tended to mobilize (the subjects') fast-acting Immune response -the body's all-purpose defense system for fending off infection and healing wounds "(Song 1). It's a small stress that teaches your body to handle the bigger stressors of life. So speaking in public is good for you in many ways.

6. The Speech Communication Process

There are a number of models used to demonstrate the process of public speaking. Many researchers have worked to create a visual image or representation of the communication process so that you can more easily understand the different components and how they work together. The terms used by different authors, texts, and models vary slightly as well, but don't let that worry you. In this chapter you'll quickly see that even though the terms and models may vary slightly, the process of communicating is universal.

Most who study the speech communication process agree that there are several critical components present in nearly every speech. We have chosen in this text to label these components using the following terms:

- **Speaker**
- **Listener(s)**
- **Message**
- **Channel**
- **Context**
- **Interference**
- **Feedback**

Speaker

As you might imagine, the speaker is the crucial first element within the speech communication process. Without a speaker, there is no process. **The speaker is simply the person who is delivering, or presenting, the speech.** A speaker might be someone who is

training employees in your workplace. Your professor is another example of a public speaker as s/he gives a lecture. Even a stand-up comedian can be considered a public speaker. After all, each of these people is presenting an oral message to an audience in a public setting. Most speakers, however, would agree that the listener is one of the primary reasons that they speak.

Listener

The listener is just as important as the speaker; neither one is effective without the other. **The listener is the person or persons who have assembled to hear the oral message.** Some texts might even call several listeners an “audience. ” The listener generally forms an opinion as to the effectiveness of the speaker and the validity of the speaker’s message based on what they see and hear during the presentation. The listener’s job sometimes includes critiquing, or evaluating, the speaker’s style and message. You might be asked to critique your classmates as they speak or to complete an evaluation of a public speaker in another setting. That makes the job of the listener extremely important. Providing constructive feedback to speakers often helps the speaker improve her/his speech tremendously.

Message

Another crucial element in the speech process is the message. **The message is what the speaker is discussing or the ideas that s/he is presenting to you as s/he covers a particular topic.** The important chapter concepts presented by your professor become the message during a lecture. The commands and steps you need to use, the new software at work, are the message of the

trainer as s/he presents the information to your department. The message might be lengthy, such as the President's State of the Union address, or fairly brief, as in a five-minute presentation given in class.

Channel

The channel is the means by which the message is sent or transmitted. Different channels are used to deliver the message, depending on the communication type or context. For instance, in mass communication, the channel utilized might be a television or radio broadcast. The use of a cell phone is an example of a channel that you might use to send a friend a message in interpersonal communication. However, the channel typically used within public speaking is the speaker's voice, or more specifically, the sound waves used to carry the voice to those listening. You could watch a prerecorded speech or one accessible on YouTube, and you might now say the channel is the television or your computer. This is partially true. However, the speech would still have no value if the speaker's voice was not present, so in reality, the channel is now a combination of the two -the speaker's voice broadcast through an electronic source.

Context

The context is a bit more complicated than the other elements we have discussed so far. The context is more than one specific component. For example, when you give a speech in your classroom, the classroom, or **the physical location of your speech, is part of the context** . That's probably the easiest part of context to grasp.

But you should also consider that the *people in your audience*

expect you to behave in a certain manner, depending on the physical location or the occasion of the presentation . If you gave a toast at a wedding, the audience wouldn't be surprised if you told a funny story about the couple or used informal gestures such as a high-five or a slap on the groom's back. That would be acceptable within the expectations of your audience, given the occasion. However, what if the reason for your speech was the presentation of a eulogy at a loved one's funeral? Would the audience still find a high-five or humor as acceptable in that setting? Probably not. So the expectations of your audience must be factored into context as well.

The cultural rules -often unwritten and sometimes never formally communicated to us -are also a part of the context. Depending on your culture, you would probably agree that there are some "rules " typically adhered to by those attending a funeral. In some cultures, mourners wear dark colors and are somber and quiet. In other cultures, grieving out loud or beating one's chest to show extreme grief is traditional. Therefore, *the rules from our culture* -no matter what they are -play a part in the context as well.

Interference

Every speaker hopes that her/his speech is clearly understood by the audience. However, there are times when some obstacle gets in the way of the message and interferes with the listener's ability to hear what's being said. **This is interference , or you might have heard it referred to as "noise."** Every speaker must prepare and present with the assumption that interference is likely to be present in the speaking environment.

Interference can be mental, physical, or physiological. **Mental interference occurs when the listener is not fully focused on what s/he is hearing due to her/his own thoughts.** If you've ever caught yourself daydreaming in class during a lecture, you're experiencing

mental interference. Your own thoughts are getting in the way of the message.

A second form of interference is **physical interference**. This is noise in the literal sense -someone coughing behind you during a speech or the sound of a mower outside the classroom window. You may be unable to hear the speaker because of the surrounding environmental noises.

The last form of interference is **physiological**. This type of interference occurs when your body is responsible for the blocked signals. A deaf person, for example, has the truest form of physiological interference; s/he may have varying degrees of difficulty hearing the message. If you've ever been in a room that was too cold or too hot and found yourself not paying attention, you're experiencing physiological interference. Your bodily discomfort distracts from what is happening around you.

Feedback

The final component within the speech process is feedback. While some might assume that the speaker is the only one who sends a message during a speech, the reality is that the **listeners in the audience are sending a message of their own, called feedback**. Often this is how the speaker knows if s/he is sending an effective message. Occasionally the feedback from listeners comes in verbal form – questions from the audience or an angry response from a listener about a key point presented. However, in general, feedback during a presentation is typically non-verbal –a student nodding her/his head in agreement or a confused look from an audience member. An observant speaker will scan the audience for these forms of feedback, but keep in mind that non-verbal feedback is often more difficult to spot and to decipher. For example, is a yawn a sign of boredom, or is it simply a tired audience member?

Generally, all of the above elements are present during a speech. However, you might wonder what the process would look like if we used a diagram to illustrate it. Initially, some students think of public speaking as a linear process -the speaker sending a message to the listener -a simple, straight line. But if you'll think about the components we've just covered, you begin to see that a straight line cannot adequately represent the process, when we add listener feedback into the process. The listener is sending her/his own message back to the speaker, so perhaps the process might better be represented as circular. Add in some interference and place the example in context, and you have a more complete idea of the speech process.

7. Speech Anxiety

What is it?

Speech anxiety is best defined as the nervousness that a speaker feels before and/or during a presentation. Sweating palms, a shaky voice, a dry throat, difficulty breathing, and even memory loss are all common symptoms of anxiety. The symptoms you, as an individual, will feel are hard to predict. But it helps if you remember that nearly every speaker has experienced some degree of speech anxiety. Even professional speakers occasionally feel a small amount of apprehension at times. Anxiety levels vary. Some speakers will report little to no anxiety while speaking; others will confess that they are petrified at the thought of speaking in public. Jerry Seinfeld used to joke that “at a funeral, the average person would rather be in the casket than giving the eulogy.” Now that is fear!

How Do I Overcome My Fear?

There are many reasons why a speaker might feel anxious, but there are several steps you can take to reduce your anxiety. First, remember that everyone has experienced some level of anxiety during a presentation. Knowing that you are not the only one feeling nervous should help a bit. Keep in mind that most listeners won't even be aware of your anxiety. They often don't see what you thought was glaringly obvious; they're busy preparing themselves for their turn up front. It is perfectly normal to feel nervous when you find yourself in an unfamiliar setting or situation. You probably felt nervous the first time you had to shoot a foul shot in front of a large crowd of basketball fans. Or you might recall the anxiety

you felt during your first piano recital as a child, or that first job interview. Think of this nervous feeling as your body readying itself for an important activity.

Also, you might feel anxious if you have not adequately prepared for the presentation. Preparing and practicing your presentation are two of the surest ways to minimize nervousness. No one wants to feel embarrassed in public, but knowing that you have done everything possible to ensure success should help you feel more confident. Do your research and organize your ideas logically. Then practice several times. Try to find someone to listen as you practice -your family, your friends, your roommate -and listen to their feedback. Even if they don't know your topic, they know you. They may even be able to point out some areas in your presentation that still need improvement. The more you prepare and practice, the more successful your presentation will likely be.

Finally, be optimistic and focus on the positives. Use positive self-talk as you prepare. Don't tell yourself that you'll perform horribly or that you can't do it. Have you ever heard of a self-fulfilling prophecy? What you expect to happen may be exactly what does happen. So tell yourself that you're well prepared and that you will improve every time you speak. Remind yourself that you are calm and in control of the situation and be sure to take a deep breath whenever necessary. Imagine yourself speaking clearly and effortlessly. Find a couple of friendly faces in the crowd and focus on them. If they're sending positive energy your way, grab it!

How Nervous Am I?

New speakers often overestimate the amount of anxiety they feel or expect to feel when speaking in public. The self-assessment below is an easy way to determine where your level of anxiety places you when measured against the level reported by others. You may be

surprised to find that this assessment indicates that you are less anxious than you might have originally anticipated.

8. Greetings and Introductions

This is a course link to the Discussion Board. By linking to the main discussion board and not the specific discussion, students will be able to see the prompt before entering the board and adding their own threads.

Course Assignment

Self Introduction Speech

This speech will be a 2-3 minute informative presentation in which you will introduce yourself. Tell us about your background or your family. What hobbies or Interests do you have? What are your career goals? Basically tell us anything that you feel comfortable sharing. This speech is worth 50 points. An outline is not required for this speech. You may choose to use two or three notecards to speak from. Simply jot down a few notes to yourself. Do NOT write your speech out word for word.

This speech will be recorded following the requirements outlined in the syllabus. You may not stop and edit your video. You must let it roll. This will be uploaded to YouTube following the directions provided. (FSCJ has privacy settings so only those permitted to view can review your videos. These videos will not be posted for the public to view.)

Here is a link for how to upload your speech video:

How to Upload Videos to YouTube – The Center for eLearning

Note: If necessary, download the video transcript [here](#).

Once you have uploaded your presentation, go to the dropbox and provide the YouTube link to your speech. The rubric for this speech can be found at the end of the syllabus.

9. Discussion Board

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Speech Anxiety

This discussion board will allow you to discuss your fears of public speaking. It is perfectly normal to be nervous – and each person will feel varying levels of anxiety. A few may not be nervous at all, most students will be somewhat anxious, and a few others may feel strong anxiety. Before you get started, please take five minutes to complete the Personal Report of Communication Apprehension (PRCA). We will all take this again at the end of the semester to see how we have grown as public speakers.

1. Complete the pre-test during the first week of the course session through the online survey at: <https://goo.gl/forms/bXmLdbINRIWrYHW53>. The results will be sent to your professor.
2. After taking this test and reflecting on your answers, on a scale of 1 (no fear at all) to 10 (I might pass out) where would you place your fear of public speaking? Very fearful? Somewhat fearful? Little or no fear? Counting presentations in your classes, speaking in front of a small group at church or leading a meeting in a work setting, how much “public” speaking have you done? Give an example of one of these speaking opportunities and tell us what happened. How did you feel? Was the presentation success? Well received?
3. Focus on the positive! How do you feel you will benefit from becoming a better public speaker? Will this help you in your

career, your other classes, or within your private life? Explain what you think. Can you name a speaker that you feel is really effective? A minister, a professor, a politician? How would it feel to be as calm and engaging as that speaker?

4. Think about what you fear the most about giving a speech or a presentation. Sit down now and think of two possible tips (positive thinking, preparation, practice, deep breaths, etc.) that you will lessen your anxiety as you prepare to speak. Even if you feel no fear, choose two tips you can use to make your presentation better. Tell us the two tips you've decided upon and how you believe these will improve your performance. After you post your response, reply to the postings of at least two of your classmates.

Please post your response on the **Module 1 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

10. PRCA-24 Pre-Test

https://docs.google.com/a/lumenlearning.com/forms/d/e/1FAIpQLScaW8uHtImmybQ1p5GUD4-aZK9sy3uk21hj_xr1I6mPGNbLRg/viewform?c=0&w=1

PART II

MODULE 2: AUDIENCE ANALYSIS AND EFFECTIVE LISTENING

II. Module Introduction

Scenario

Who's In My Audience

“What’s up, Todd? You look bummed!”

“I don’t understand it, Darryl. I thought for sure my speech to the fraternity governing council and President Griffin would convince them that a KJYJ radio competition on campus would be a great way to kick off our “We Care” campaign. I clearly outlined how the competition would benefit everyone involved. I even threw in a few statistics! I did my research! Griffin’s always harping on positive publicity for the college, so this should have been a no-brainer!”

“Hey, never let it be said that I question the wisdom of my frat president, buddy, but what were you thinking when you suggested KJYJ? Didn’t you know that the council would never approve them? They might have given you the nod if you’d suggested GRUV 101, or even that station that plays all the oldies from the fifties. But KJYJ? You had zero chance with that one.”

“What makes YOU the expert on this? I know this campus inside and out.”

“Yeah? Well, you made a rookie mistake. You didn’t think about the audience for that little speech you were planning. Think about who’s on the governing council—not one person under fifty, dude! Griffin’s got to be at least sixty-five! You think that a group of geriatrics is going to approve the most controversial station in town? Shock radio? No way! The members of that council are old school, man.”

“You’re telling me that I should actually factor in the age of audience members every time I give a presentation? I don’t have time for that!”

“Well, according to my friend, Karyn, that’s just one of the things you need to think about. She’s in Professor Jamison’s speech class this semester, and she’s always telling me how much she’s learned about speaking in public. She says age, gender, group membership, religious preference, socioeconomic status—all that has to be factored in when you give a presentation, if you actually want your audience to do as you ask.”

“Or you can keep making presentations that get you nowhere. Seems obvious to me, but what do I know? You’re the one who ‘knows the campus inside and out.’”

Introduction

In Module 1, you learned that the speech communication process involves much more than a speaker with a message. The audience is a crucial component as well. While Todd appears to have gathered pertinent facts and clearly outlined his request to the council, the scenario above shows us that he failed to think about the composition of his audience. Todd did not consider how the values, beliefs, and backgrounds of his listeners might influence their decision-making.

The audience should be your primary focus as you plan and prepare each presentation. What do they value? What experiences have they had that might affect how they respond to your topic? What preconceived attitudes do they have that might influence whether they are for you or against you? This module will provide you with the tools you’ll need to effectively analyze your audience.

First, we’ll identify some basic terms that you will need to understand before you begin an audience analysis. Terms such as values, attitudes, and beliefs are of special interest to us as we begin to analyze the members of your audience. You’ll find that a person’s beliefs and values can play an important role in the acceptance or rejection of your ideas and propositions. Next, we’ll focus on the

collection and use of demographic data as a means of gathering basic background information from your potential listeners. Spending a little time getting to know your audience BEFORE you speak will allow you to tailor your presentation for that specific audience. We'll examine the two most common methods of audience analysis—observation and survey—so that you'll have the tools you need to pinpoint what is important to those listening to you.

Don't make the mistake of thinking that your speaking skills are all you need in a speech class. Listening skills are important as well. You'll want to listen to understand your audience and, at times, you'll be asked to act as an audience – listening and evaluating what you're hearing. While you may think that listening is an automated response, surprisingly it can be more complex than simply hearing the spoken word. So we'll finish this module with a brief discussion of the types of listening styles and some barriers to listening so that you're well on your way to becoming an excellent speaker AND listener.

Objectives

Upon completion of this module, the student will be able to:

- Assess how the beliefs, attitudes, and values of your audience impact your presentation
- Identify the demographic data most often derived from audience analysis
- Discuss common listening styles and types of listening
- Demonstrate knowledge of demographical information when tailored to a particular audience

Summary

As you can see from our discussion in this module, knowing your audience is crucial. Listen to them. Watch them. Gathering basic demographic data from your audience can provide you with information relevant for your speech, such as topics that will interest your audience, given the age and gender of its members, and the interests and passions they share. In many cases, simple observation will assist you in pinpointing some of the fundamental beliefs and values held by individual audience members.

If you prefer, a more formal method of data collection can be achieved with a written or oral survey. Keep your survey simple and to the point, and remember that a survey is simply a tool to assist you in getting to know your audience better.

Use critical listening skills as you study your audience. If you take the time to hear what they value, you can tailor your speech in such a way that you really reach your listeners. You can overcome common listening barriers that get in the way of your message. Likewise, as a listener in the audience, learn to critique the speaker's message. Listen for content. Evaluate for validity.

Finally, respect the diversity and complexity of your listeners. Get to know them. Now take what you've learned as we move on to the next module. You're one step closer to your first speech.

Lecture Content

Audience Analysis and Effective Listening|Module 2

12. Values, Beliefs, and Attitudes

Human beings are complex, multifaceted creatures. Psychologists and sociologists have written thousands of pages of text attempting to explain what makes human beings “tick ” in order to better understand why individuals behave as they do. Why does one person laugh off an insult while another feels the need to punch the offender? Why do some cultures value the uniqueness of the individual while others believe that the group working as a whole is more important? What makes one person persevere while another gives up? In one small section of this chapter, we certainly cannot hope to comprehensively cover all that comprises human psychology, but we do need to identify a few key terms that have relevance in our study of communication and speech. For our purposes, the terms values, beliefs, and attitudes are especially important as you attempt to analyze your audience. These terms are defined for you in the table below.

Values

The underlying principles or standards of desirable or ideal behavior that we use to justify our beliefs and attitudes

Beliefs

Ideas we express about subjects that may explain our attitudes towards them

Attitudes

A frame of mind in favor of or opposed to a person, policy, belief, institution, topic, etc.

Let's look at an example at how these terms work together to form a person's belief system. For example, you might say that you value freedom. You might also concede that you believe it is sometimes necessary to police-or even invade-other countries or nations to protect freedom. Your beliefs naturally correspond to the values you hold dear. Furthermore, as an extension of this value, you are appreciative of those who serve in the military to protect your rights. You honor veterans and give to charities that support them. Your overall positive attitude towards veterans and veteran issues is a direct reflection of your belief that freedom is crucial.

On the other hand, what if you have a friend who says she places great value on her health but refuses to exercise or watch her calories? Or perhaps she smokes? Her actions and attitude do not support what she says she believes. Perhaps she argues that she would be healthier if there weren't so many delicious snacks and treats available, or that it's not her fault that smoking is so prevalent in our society. In his book *Six Impossible Things Before Breakfast: The Evolutionary Origins of Belief*, Lewis Wolpert found that most of us like to blame our behavior (especially negative behavior) on outside forces-our situation or circumstances. In other words, when we fail to act or behave as we state we believe, it's not our fault (15).

Keep in mind, however, that humans are extraordinarily complex, so it follows that our belief systems are equally complex. It might help us to understand these concepts better if we look at attitudes, values, and beliefs through an illustration. Visualize a house or a building. Your values can best be represented as the foundation, or perhaps the basement, of the home. This is the overall support of the structure and as such acts as a scaffold for all the other features that will be added to the home-walls, rooms, roof, etc. Our beliefs are formed from the foundation of our fundamental values.

Just as walls cannot be expected to remain upright if the foundation caves in, beliefs that are not supported by a strong value system are generally transient beliefs—they don't last. Let's end by adding attitudes into this visualization. Much as we utilize our windows and doors to look out upon the world, attitudes are the tendencies we have to view the people and places around us in either a positive light or a negative light.

As a public speaker, you have a limited amount of time to present your facts and evidence, so knowing how an audience thinks and what they value will assist you as you determine which beliefs can potentially be changed and which are “set in stone,” as the old saying goes. In other words, some beliefs are fixed, and some are variable. Fixed beliefs are fundamental core beliefs, typically ingrained since childhood. These beliefs are not easily shaken or altered. It is difficult, if not impossible, to change fixed beliefs. For instance, if you are adamantly opposed to the death penalty or abortion, you are probably responding to one of your fixed, core beliefs, “It is *wrong* to kill.” You have probably fashioned much of your life and how you choose to live it around this fundamental belief. If so, it is unlikely that a ten-minute speech will change your opinion.

On the other hand, some of our beliefs are less rigid; we can be convinced to change what we believe. These types of beliefs are **variable beliefs**. Let's say, for instance, that you've never given much thought to a vegetarian lifestyle. You eat meat, but have no problem with your friends who are vegetarians. However, a speech by a classmate reveals some factors that you'd never considered: the health benefits of a vegetarian diet and the inhumane treatment of livestock being raised for slaughter. Suddenly, you're rethinking your lifestyle and diet. You begin considering the moral and health issues advocated in the speech. What's happening? Your classmate has touched on a variable belief. You could be persuaded to become a vegetarian after hearing the facts and arguments presented. This belief was never fundamental to the way you saw yourself or viewed the world. Now that you have new evidence, you reconsider.

So why is this knowledge of belief systems important to you as a speaker? Knowing as much as you can about how your audience members think, believe, and view the world gives you “insider ” information that will assist you as you choose your topics, your examples, and your evidence. As you attempt to persuade listeners, you will certainly need to be aware of which beliefs are fixed and which are variable. It might also help if you realize how persistently we humans hold on to our beliefs, often even after we are presented with evidence that clearly contradicts them. This can make your attempt to convince your audience more difficult. Wolpert states that “when examining evidence relevant to a given belief, people are inclined to see what they expect to see and conclude what they expect to conclude ” (7-8). We often see only what we want to see. We focus on the evidence that supports our already established beliefs and disregard other conflicting evidence because it doesn’t fit how we view the world. It doesn’t fit into our belief system. You must be prepared to combat that human tendency.

Knowing what individuals in your audience value and believe can assist you in all phases of your speech preparation and presentation. How can you gather this information from them? First, you will need to know what questions to ask and what types of data to collect. One of the first places to start is with the collection of demographic information.

13. Using Demographical Information

You've probably heard the term "demographics" used before. **Demographic data** is the information (often statistical) most often collected to analyze the people, groups, and organizations around us. The U.S. Census Bureau is one of the best examples of a group known for collecting demographic data. Every ten years, census takers gather information about the population of the United States. They typically want to know the composition of each household- how many children/adults each has, its average annual income, its ethnic background, the gender and ages of those in the household, and other similar information. This data is then compiled to provide government and other agencies with an overall view of the individuals, families, and other collective groups that compose the population of the United States. This information might be used to determine funding or to project the needs of the country in future years. As you might imagine, gathering and compiling this tremendous amount of data is mind- boggling. Luckily, the data you'll gather to prepare for a presentation is on a much smaller scale. According to the research provided by Tyrone Adams and Peter Decargo, the demographic data you'd most likely want to collect from your audience would be:

- Gender
- Age
- Ethnic background
- Group membership
- Educational level
- Political affiliation
- Religious affiliation
- Socioeconomic level

How might data in these areas assist you in understanding your audience? After all, you won't use this information to determine funding or to analyze the needs of a city. You will, however, be able to use the information you collect to better understand what your audience is interested in, whether you have included culturally appropriate examples to explain your topic, or if your audience already has a religious or political preference that might make it difficult for them to believe as you do or to take a recommended course of action. Knowing these details about your audience will assist you as you move through each step of the speech process from beginning to end (McQuail 111-14).

Let's look at a couple of examples that may help you better understand how analyzing your audience can impact your speech preparation and presentation. One of the first tasks you'll need to accomplish as you prepare for a presentation is to decide on a topic. What will you choose to discuss? If you know that your audience is composed entirely of men, would you consider giving a speech about choosing the best gynecologist? Probably not. Knowing the gender of this audience helps you narrow the topic to one more gender- relevant. Could you give a speech to this same group about breast cancer? Again, you might not pick this topic based on your analysis of your listeners. However, if you presented the topic as an issue that might affect the wives, mothers, and daughters of the men in your audience, that topic becomes relevant.

Look at another example. You research and prepare a well thought-out presentation that focuses on Medicare coverage in the United States. While you may have provided effective statistical information, quoted many respected experts in the field, and used detailed examples to help explain the topic, how much interest will you generate with this topic if you give the speech to a group of college students? In this case, the age of the audience is the critical factor. Young listeners in their twenties are probably not yet affected by this issue and therefore are disinterested in your speech before you even begin.

What if this same topic is presented to a support group that caters

to adults dealing with aging parents? In this case, the listeners may, again, be young and typically disinterested in the topic personally, but it is the group membership—a support group dealing with aging parents—that makes the topic relevant to these listeners. These examples should help you better understand how knowing just a few small demographic details about your audience can be the difference between addressing an interested and connected audience and presenting to a group of listeners who can't wait for the speech to end.

As you can now see, collecting this audience data as you prepare for a presentation can influence your preparation and the potential outcome of your speech. Knowing as much as you possibly can about your audience gives you an edge. In essence, it gives you the inside track into the thoughts, feelings, and experiences of your audience so that you can draw on that information as you prepare and deliver your presentation. Striving to be audience-centered is one of our primary goals as speakers. If you consider your audience in each step of your preparation and presentation, you will find that you are a more effective speaker because you will be able to connect with the individuals in that audience in such a way that they can easily relate to your information—and to you.

14. Collecting Demographic Information

Observation

So what methods can you use to analyze your audience, especially in a classroom setting? Generally, the two methods most commonly used for audience analysis are observation and survey. Obviously, observation is as it sounds—you watch and listen to the individuals in your audience over the course of several days or weeks. If you think about it, you already do this without being completely conscious of it. As you chat during a break, you may find out that many of the students in your class are closely following an upcoming election. They have already formed opinions of the candidates and have their own reasons for choosing one over the other. Or perhaps several students in your small group share that they are single parents struggling to balance school, work, and children. While these tidbits of information are normally simply acknowledged and stored away in the recesses of your brain, you are, in fact, finding information that could help you prepare for an upcoming speech to these students. Your classmates are voicing their values, beliefs, and attitudes, as well as providing you with great demographic information such as age, household composition, and political preference. In this case, all you had to do was to actively listen to the chitchat and conversations going on around you.

While actually having your audience tell you what interests and concerns them is the easiest way to gather information, you can also collect data by watching and making simple observations. For instance, you might notice that the student who sits in front of you always wears t-shirts to class that proclaim a message such as Save the Planet or Freedom to Dafur. Simply taking note of this

student's choice of clothing might reasonably lead you to believe that s/he has an awareness-and perhaps even a strong opinion-regarding the current events in the world. Or you might observe that several students in the class wear military uniforms when they attend lectures. Having several audience members who serve in the military allows you to make some reasonable assumptions. These students are most likely patriotic and, like the student wearing the t-shirts, probably have some knowledge and interest in world events. They may not necessarily approach the issues from the same viewpoint, but you might safely assume that a presentation that makes reference to world events would be of interest to these students. Naturally, you do need to take precautions not to stereotype individuals, and you may periodically find that your assumptions are in error, but observation is certainly one of the more natural forms of information collection.

Surveying

A less naturalistic-but generally more reliable-form of data collection is the use of surveys. Surveys are common in our society today. Retailers and restaurants will often offer discounts to their customers who are willing to take an online survey. Government entities and consumer groups may ask you to participate in a phone survey. In each case, the survey is simply a list of questions that are designed to gather demographic information-age, gender, and income-helpful to the organization behind the request. Some survey requests come from nonprofit organizations or universities conducting polls. Likewise, it should not be surprising to find that retailers desire a clear profile of the shoppers who frequent the mall or shopping center in which they are located. How much income does the typical shopper have available to spend on luxury items or frivolous purchases? Who is most likely to shop between 9:00 a.m. and noon? The more a group can pinpoint who is shopping or dining

in the vicinity of their establishment, the better they can serve those clients and gauge the effectiveness of their public relations tactics, menu changes, pricing decisions, and so on.

In a classroom setting, such as a speech or communication class, you again have an advantage; you know where and when you can gain access to these potential audience members so that the distribution and collection of a survey is fairly simple. Your main focus, however, should be to design a survey that gathers valid and reliable information in a straightforward manner. While entire companies (or departments within companies) exist to create and conduct official surveys, your surveys do not necessarily have to be as complex or lengthy. Your basic goal is to ask the questions that you feel will provide you with an insight into the background, experiences, and interests of your audience members. The following chart taken from Cindy Griffin's *Invitation to Public Speaking* (262) provides a brief synopsis of tips a presenter should keep in mind as s/he designs a survey.

There are several Websites that offer design tips and/or assistance in creating surveys, so feel free to investigate as needed. A couple of sites include SurveyMonkey and Zoomerang . Remember, however, that part of the process of speaking well is writing well. Your goal is to create a unique survey with clear questions that best elicit the answers you need from your audience, not finding and adapting someone else's survey for your purposes. The following exercise will help you as you begin the process of designing your audience survey.

15. Effective Listening

The Process of Listening

Before we end this module, let's briefly discuss your skills as a listener. While much of the focus in a speech class is on the speaker, acting as an audience for other speakers is equally important. Often one of the best resources for understanding your audience is to listen to them. When we discussed observation as a means of getting to know an audience, listening is a primary skill. If you're in a traditional classroom, you can gain a lot from simply listening to your classmates as they talk in class. What do they value? What are their concerns? Likewise, in an online classroom, you can read discussions and watch your classmates' speeches to learn more about them. You can then tailor your speech topics, your examples, and your persuasive tactics to fit that particular audience.

Listening is an important skill in all parts of life. As a friend, a mentor, a co-worker, a classmate – listening is the key to those relationships. So how does listening really work? First, understand that there is a difference between hearing and listening. Hearing is the physiological process of sound waves bouncing off the eardrum. We hear sound whether that be a voice, music, a gunshot, or a crying baby. Your ears cannot distinguish between the different sounds. That's where listening comes into play. Listening is taking the sound and making sense out of it. That's when the brain says, "Wow, that was a gunshot. What's going on? " Or "Yes, I hear the baby crying

So how does listening differ in those situations? Do we listen differently depending on the source or the context? Definitely! Let's discuss that in more detail below.

16. Types of Listening

When we engage in listening we are doing so for many different reasons depending upon the goals in which we are trying to achieve. There are four different types of listening that are essential to know when deciding what your goal as the listener is. **The four types of listening are appreciative, empathic, comprehensive, and critical.** Familiarize yourself with these different types of listening so you can strengthen and improve your ability to critically think and evaluate what you have heard.

Appreciative Listening

When you listen for appreciation you are listening for enjoyment. Think about the music you listen to. You usually listen to music because you enjoy it. The same can be said for appreciative listening when someone is speaking. Some common types of appreciative listening can be found in sermons from places of worship, from a motivational speech by people we respect or hold in high regard, or even from a standup comedian who makes us laugh.

Empathic Listening

When you listen empathically you are doing so to show mutual concern. During this type of listening you are trying to identify with the speaker by understanding the situation in which he/she is discussing. You are stepping into the other's shoes to get a better understanding of what it is he/she is talking about. Usually during this type of listening you want to be fully present in the moment or mindfully listening to what the speaker is saying. Your goal during

this time is to focus on the speaker, not on yourself. You are trying to understand from the speaker's perspective.

Comprehensive Listening

If you are watching the news, listening to a lecture, or getting directions from someone, you are listening to understand or listening to comprehend the message that is being sent. This process is active. In class, you should be focused, possibly taking notes of the speaker's main ideas. Identifying the structure of the speech and evaluating the supports he/she offers as evidence. This is one of the more difficult types of listening because it requires you to not only concentrate but to actively participate in the process. The more you practice listening to comprehend, the stronger listener you become.

Critical Listening

Have you ever had to buy an expensive item, such as a new appliance, a car, a cell phone, or an iPad? You probably did some research beforehand and listened closely to the salesperson when you went to compare brands. Or perhaps your best friend is telling you about some medical tests he/she recently had done. You listen closely so you can help your friend understand her results and the possible ramifications of the findings. Both of these scenarios are examples of critical listening. Critical listening is listening to evaluate the content of the message. As a critical listener you are listening to all parts of the message, analyzing it, and evaluating what you heard. When engaging in critical listening, you are also critically thinking. You are making mental judgments based on what you see, hear, and read. Your goal as a critical listener is to evaluate

the message that is being sent and decide for yourself if the information is valid.

17. Styles of Listening

Just as there are different types of listening, depending upon the context of the situations, there are also different styles of listening. The styles of listening can be interchangeable depending upon the situation. More often than not we as competent communicators will adjust and switch our styles of listening depending upon the context of the situation. First we need to define what a listening style is before we define the different types of styles. A **listening style is “a set of attitudes and beliefs about listening”** (Floyd 136). There are four different styles of listening: **People – Oriented, Action – Oriented, Content – Oriented, and Time – Oriented**. You might have a dominant style that can be seen in multiple occasions, but you can adjust or orientate to the situation.

People- Oriented

If you are a people – oriented listener you are able to tune into people's emotions, feelings, and moods (Bodie and Worthington 70). You relate more to relationship building when listening to someone communicate with you. You try to find common interests with the other person.

Action- Oriented

This type of listener values clear, organized, and error free messages. If you are listening to a presentation, you will most likely notice errors and inconsistencies through the presentation. An example of an action – oriented listener is: Nancy likes it when her assistant presents her daily activities in a clear, easy to follow, and

straightforward manner. If they are delivered any other way Nancy gets frustrated.

Content- Oriented

This style of listening is for individuals who favor technical information. They enjoy complex and challenging information. This type of listener listens to all the information being presented before forming any sort of judgments. An example of a content – oriented listener would be one that enjoys listening to presidential debates because they make him/her think about their own political views.

Time- Oriented

If you are efficient with your use of time then you are a time-oriented listener. When you are communicating with someone you want the person to get to the point of their story quickly. This type of listener is not concerned with details. If you had to go to the emergency room and see a doctor, the doctor wants you to get to the point of the matter so he/she can do a proper diagnosis quickly before moving on to the next patient.

18. Barriers to Listening

Now that you have a better understanding of the types and styles of listening we will now discuss the barriers to listening. A **barrier to listening** is anything that is physically or philologically hindering you from recognizing, understanding, and accurately interpreting the message that you are receiving. We'll discuss five different barriers to effective listening: **Information overload, personal concerns or issues, outside distractions, prejudice, and rate of speech and thought**. When you have a better understanding of the potential barriers to effective listening you can pinpoint where your weaknesses are and work on building them up to make you a better listener.

Information Overload

Seventy percent of our waking time is spent in some sort of communication situation. Of that seventy percent, forty-five percent of that time is spent listening. With all we have to listen to, there are going to be times where we experience **information overload**. Information overload is when you have so much information coming at you; it's easy to become overwhelmed. In a public speaking class you can experience this when listening to your fellow classmates give speeches—especially if you're hearing 20 speeches one after the other. You become overwhelmed and you'll probably find yourself tuning out at some point. Or what if a speaker condenses so many statistics into the presentation that you cannot keep track of all the numbers? That's information overload.

Personal Concerns

Let's face it, you have a lot going on in your life. You attend school, you probably work, you might be raising a family, and you have your own personal issues to work through every day. Sometimes when we are absorbed in our own thoughts and concerns, we can't focus on what someone else is saying. Your role as an audience member is to listen to what the speaker is saying. If you find yourself focusing on your own upcoming speech rather than listening to your classmates, you're allowing your personal concerns to distract you. Or perhaps you are worried about something happening at work or home. When you allow those worries to take your focus, you will often find that you become a less effective listener.

Outside Distraction

Classroom doors slamming, cell phones ringing, students having conversations outside in the hall are all examples of outside distractions. It is your job to check out the speaking situations before you present. That way you expect some of the above mentioned outside distractions. If you have a good idea of what to expect, you can adjust your volume, pace, pitch, and tone of your speech. If you are an audience member you can move to another seat, close the door, and do whatever is necessary to minimize the distractions.

Prejudice

Sometimes you might have a hard time listening because you do not agree with the speaker. We, as humans, have a tendency to be closed- minded at times. If you have an emotional reaction to a

speaker or you disagree with his/her ideas on a personal level, you might allow personal prejudices to distract you. Keep an open mind. While you may not agree with the speaker, his or her message may be valid. You'll never know unless you hear them out.

Rate of Speech and Thought

Most people speak at a rate of 125 words per minute. As a listener you are able to filter 700 words a minute. If we can process so many more words than we actually hear, a mental lag can occur. Eventually you'll stop listening or you'll find yourself drifting in and out. It might be to your benefit to mentally summarize the speaker's ideas from time to time to keep yourself engaged.

Thus, listening well is just as important as speaking well. The two go hand in hand.

19. Course Assignment

In Module 2 we discussed how important audience analysis, in particular, demographical information can be to your speech presentation. Knowing the makeup of your audience allows you to tailor your speech. The topic you choose, your word choice and your examples should all factor in the specific audience you will address.

This assignment will ask you to complete an analysis of a particular audience. The guidelines are outlined below.

DIRECTIONS: Imagine that you've been asked to give a short speech to a group of International students visiting Florida State College at Jacksonville from Dubai, United Arab Emirates. Before you do so, surely you'd want to research Dubai in order to relate to your audience. Feel free to research as much as you'd like in order to discuss the following questions. There is a fact sheet at the end of this assignment that you may wish to use as well. Then answer the following discussion questions providing details, examples and your own insight and analysis.

Remember demographics typically cover gender/gender roles, political affiliations, religious affiliations, age, ethnic background, income level, educational level, etc.

1. What stereotypes might you already have when you consider this audience? It's okay to be honest here. Once you acknowledge what you believe or have heard/read/been taught, you can better focus on the reality. How would allowing these stereotypes to influence your speech hinder your presentation?
2. List 3 demographics that you feel would differ for these students vs. students originating from the United States. Which of these 3 demographics would you consider most important to keep in mind as you speak to these students? Why?

3. What might you include in this presentation that you would normally not consider relevant or necessary to address for U. S. students? Why? What should you consider as you choose your examples and details? What about the use of slang, idioms, and jargon?

Dubai United Arab Emirates

Country	United Arab Emirates
Emirate	Dubai
Founded by	Ubaid bin Saeed and Maktum bin Butti Al Maktoum
Seat	Dubai
Subdivision	Towns and villages
Government	
• Type	Absolute monarchy
• Emir	Mohammed bin Rashid Al Maktoum
• Crown Prince	Hamdan bin Mohammed bin Rashid Al Maktoum
Languages Spoken	Arabic, English
Population	
• Total	2,502,715
• Indian	51%
• Emirati	15%
• Pakistani	16%
• Bangladeshi	9%
• Filipino	3%

- Other Countries 6%

Time Zone UAE standard time (UTC+4)

“Dubai” by Unknown, A Wikimedia project is licensed under CC BY-SA 4.0

Discussion Board

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Listening Discussion

In this module, we discussed the types of listening and the different styles of listening. Answer the questions below. Then remember to reply to two classmates.

1. Think about a time when you were asked to listen to a friend, a coworker, a lecture, a sermon, etc. Briefly explain the context of the situation.
2. What type of listening was needed in this situation? Appreciative/Empathic/Comprehensive/Critical? (You could have more than one answer here.) How did you come to this answer?
3. What personal listening style were you using in the situation outlined above? People – Oriented, Action – Oriented, Content – Oriented, and Time – Oriented. Do you find yourself using one style more often than others? Which one? What do you think that says about you as a listener?

PART III

MODULE 3: PREPARING FOR YOUR FIRST SPEECH

20. Module Introduction

Scenario

Where Do I Begin?

“Watch out! You just about ran me over, Ellis. Don’t you know that reading and walking at the same time can be dangerous for your health—or mine? You were totally focused on whatever that is you’re reading. What is it? The latest stats for the NFL draft? Or maybe some juicy gossip in the latest edition of *Campus Connection*?”

“Sorry, Kym, I didn’t see you. No, actually I was thinking about running for student government, but I can see now that I was delusional. I just picked up a copy of the requirements, and apparently all candidates have to give a speech in the quad next week, introducing themselves and outlining three ideas they have to improve campus life. I wouldn’t know where to start.”

“I think you’d make a great officer, Ellis. You’re smart, and you’d give it your all. What’s the holdup? Afraid of speaking in public?”

“Well, there’s some of that, but really it’s more about the issues we’re supposed to address. We only have five minutes each to speak, and I have no idea how to choose the issues from the hundreds of improvements we need around here or how to narrow it all down to a five-minute presentation. Plus, I’m supposed to turn in an outline of my planned speech to the faculty advisor two days before the presentation. I haven’t done an outline since high school, and mine weren’t so great even then—at least that’s what my English teacher wrote every time he marked a big red ‘D’ on my paper.”

“Ouch! I still have nightmares about the thirty-page research paper I had to do in Simpson’s history class! Seriously though, you’re just overwhelmed. You need to take it one step at a time. Figure out

the issues you care about most and then decide how many details you can give for each.”

“Yeah, but how do I actually do that? Make a list or something?”

“Sure, it’s called brainstorming. Make a list of every issue you can think of, and then choose four or five that you think are most important and focus on those. Once you’ve narrowed the list down to the ones you want to discuss, do a little research and figure out what it is you want to say about each. You’d have to time yourself, so you know how much you can include in the five minutes allotted to you. Then you can decide what to leave in and what you have to leave out.” “Yeah, but what about that outline?”

“I’d be glad to help you with the outline. It’s really just a skeleton of the speech you plan to give—you know, the bones of the speech. Then you add in a few examples, maybe a funny story, and voila—you’ve got a speech. And look at the bright side—there’s no grade for this one!” “You do make it seem less intimidating by breaking it down into manageable chunks. I guess I’ll give it a try, as long as you promise to respect my fear of red ink and go easy on the critique.”

“No red ink, I promise. Besides, your biggest worry isn’t a grade on an outline. In case you’ve forgotten, you’ve still got to face all those students in the quad. You’re on your own there!”

Introduction

You probably have a first speech coming up soon, and we understand that you may feel some uncertainty—maybe even a bit of intimidation—at the thought of preparing and delivering that first presentation. New speakers are often overwhelmed by the process of putting a speech together from beginning to end. Where do you begin? How do you know which topic will work best with your audience? How much information is enough? Can you have too much information? Relax! We wouldn’t ask you to deliver a speech at

this point without first providing you with the necessary tools that you'll need to be successful as you move towards that first speaking deadline.

Your initiation into public speaking began in Module 1, when we introduced you to a new vocabulary—the basic concepts and terms known to all public speakers. You gained some insight into the process of public speaking and discovered the necessary components of that process, such as the speaker, the listener, and the message. We also discussed speech anxiety in that first chapter because we wanted to immediately address, and hopefully reduce, any fear that you might have as you begin this process. Module 2 focused on the methods available to you to analyze your audience and determine the interests, beliefs, and demographic data of audience members. We believe that it is crucial that you understand just how important your audience is and to develop an audience-centered mindset from the beginning. We want you to become more than just an adequate speaker; we want you to be an engaging and effective speaker, and becoming audience-centered is a positive first step in that direction.

We've purposefully designed this course as a step-by-step guide to public speaking. That means that every module is designed to build on earlier concepts and skills. While the first two modules focused on the overall process of public speaking and the importance of your audience, Module 3 will focus on those initial steps you'll need to take as you prepare for your speech. First, we'll discuss the topic—the subject and focus of your speech—and give you some tips on choosing a topic that balances your interests with those of your audience. It will also be important to discuss how much information you will actually be able to discuss, given the time allotted for your presentation, and the number of main ideas that you'll need to adequately cover the subject matter. Narrowing your topic and including only the most pertinent information will ensure that you are able to do both.

This module will introduce a few new terms as well. We'll discuss the difference between a general and a specific purpose and find

out what a thesis is and why it is so important to include one in your introduction. Finally, we'll spend some time discussing how to prepare an outline. An effective outline will assist you in organizing the information you'll cover as you speak. We'll discuss the different formats and styles available and give you some important tips to using your outline effectively.

Objectives

Upon completion of this module, the student will be able to:

- Differentiate between a general and a specific purpose
- Choose and narrow speech topics appropriately
- Draft an outline using correct formatting and style
- Demonstrate how to effectively use an outline while speaking

Summary

This module provided the “nuts and bolts” needed for your first speech. Finding a topic can seem overwhelming—that’s why we recommend that you brainstorm and go through your own personal inventory. What do you enjoy doing? What hobbies and skills do you have that you might share? Do you have specialized knowledge in a certain area? Sharing what you enjoy can be a great way to determine a topic. But you can’t stop there. Remember, it is important that you narrow your topic sufficiently. Most classroom speeches are between four -six minutes long. We’d prefer that you give several details and examples to fully explain a couple of main ideas completely rather than attempting to cover too many ideas inadequately.

We also discussed your general and specific purposes for

speaking. Know why you want to speak. Are you intending to teach something to your listeners or perhaps you hope to persuade them? What will you teach them? What is the intent of your persuasion? These types of questions ensure that you have a clear purpose in mind—a necessary first step towards a good thesis and great main ideas. Preview for your audience what you will cover in the speech. Let them know what they can expect from you—what you'll be explaining. It's much easier for them to follow along and to retain your message. Then organize all those thoughts swirling around in your head by putting them down on paper through the use of an outline. An effective outline allows you to create a visual of your thoughts. Which ideas are most important? Which details, examples, and facts should you include? Where will you place them? The outline is one of the best tools you can use to plan, prepare, and present your speech, so don't overlook it!

Each of these first few modules will give you the necessary skills that you'll need for your first speech. You're learning the lingo, you're gathering the necessary items you'll need, and soon you'll be delivering a speech. As long as you take it one step at a time, you'll do fine.

Humans are multifaceted beings with often contradictory beliefs and a wide range of interests. Respecting the diversity and complexity of your listeners should be your goal throughout your speech process.

Lecture Content

SPC2608: Preparing For Your First Speech |Module 3

2I. Outlining Your Speech continued

Choosing Your Topic

One of the first things that you must do when preparing a speech is to determine **your topic -the subject and focus of your presentation** . While this may seem like a simple detail, some students find the process difficult for several reasons. First, there are so many potentially interesting topics to choose from that it can seem overwhelming. Do you choose a light, humorous topic or an insightful, heartfelt one? Do you discuss politics, daily life, relationships, work, ongoing societal controversies, or perhaps personal conflict? Additionally, some students stress over finding the “perfect ” topic. That’s a lot of unnecessary pressure. Any number of topics could be perfect for your presentation, depending on the guidelines assigned by your instructor.

If you find yourself floundering, consider brainstorming. According to Isaksen and Treffinger, brainstorming allows your brain to be creative by removing the normal inhibitions (7). (“No, that’s stupid. ” “No, that would never work. ” “That might be too absurd to even consider. “). The technique first became popular when an ad executive, Alex Osborn, realized that his employees needed to begin thinking creatively -outside the box -to generate new direction and new ideas for clients. You may find Osborn’s “rules ” helpful as you attempt the process.

No criticism of ideas. Don’t worry right away about how useful, appropriate, or acceptable your initial ideas are -you can edit later

Go for large quantities of ideas in a short period of time -try to write down as many ideas as you can within a predetermined time (for example, one minute)

Every idea has equal worth -there are no “good ” or “bad ” ideas. Withhold your internal judgment until you’ve finished

Encourage wild and exaggerated ideas. Write down everything -no matter how farfetched an idea might seem at the time

Sometimes the craziest ideas will be the ones to engage an audience or spark interest. You may find yourself writing down ideas that you would have never considered before, and one of those ideas could be perfect for your speech. Here is a great example of finding an “outside of the box ” topic.

The assignment was to present a demonstration or a “how to ” presentation. Many students discussed how to bake a cake or change a tire. Some chose to cover issues like how to choose a good course or find textbooks cheap. One student, however, had obviously done some brainstorming. Her topic was “How to be a superhero. ” Did she take a risk? Sure. College students could have ridiculed that topic; they certainly might have considered the topic juvenile or absurd. In reality, her listeners loved it! She was engaging, she was certainly unique, and she presented it with a grin and a sense of humor. She was the hit of the class.

You might think to yourself, “I could never do anything that unusual. ” That’s fine. Instead, **you might choose to find a topic by focusing on your own interests, hobbies, or skills** . Do you sail or scuba dive? That might be an interesting “how to ” speech. Or perhaps you paint, crochet, or rock climb. If you are enthusiastic about what you do, that energy and enjoyment will be evident as you speak on the topic. **What about your career knowledge?** Could you give a speech on changing the oil in your car? Who better to do that than a trained mechanic or someone who works in a garage? Do you work on computers at your job? Why not teach your audience how to create a desktop shortcut or how to change out a hard drive? By choosing a topic that you already know a great deal about, you’ll feel less anxious, and your audience is sure to view you as confident and knowledgeable.

In Clella Jaffe’s book, *Public Speaking: Concepts and Skills for a Diverse Society* , she notes the importance of choosing a topic. Jaffe

concludes that choosing a topic because you find the subject interesting and worthwhile doesn't mean that it is necessarily the best topic for your audience (73). **You should consider the interests, attitudes, and values of your audience in each step of your preparation, including choosing a topic.** If your analysis of your audience reveals that several audience members would be offended or completely disinterested in your chosen topic, you risk losing their attention and goodwill by moving forward with that topic anyway.

Let's look at an example. Let's say that you work for the IRS and that you find tax code fascinating – you can quote every line of every regulation. You're quite knowledgeable, given your job, and you feel confident discussing the subject, so you decide to use this knowledge in your speech. This topic could work for your assignment, but you should be aware that you may have to work harder to engage your listeners and keep their interest –especially if you use too many business terms that are unfamiliar to your audience or include excessive statistical information in your presentation. How could you take your knowledge in this area and apply it specifically to an audience of college students? What if you discussed the top five deductions that college-age income earners are most likely to overlook? This area of your job knowledge could be quite beneficial to your listeners; they'd probably thank you later for saving them money. Considering how to apply your knowledge and how to make your discussion relevant, given the demographics of your specific audience, is the key difference between an effective presentation and one that will have your listeners eagerly awaiting your closing remarks.

One last detail to keep in mind when choosing your topic is to narrow your subject so that it fits the scope, expectations, and time limit of your assignment. You need to balance providing enough information to adequately explain the topic with keeping within the time allotted for the presentation. A topic that is too broad and overly general will yield too much information to cover

in a short speech. For instance, if your topic is “dogs, ” there are hundreds of main points that you could cover -large or small breeds, training methods, choosing the right dog for your family, grooming habits, etc. Those are far too many points to discuss in a five-minute speech. Narrowing the topic to just one smaller subtopic is more doable.

Suppose you decide to discuss choosing the right dog for your family. Now you can focus your research on a more specific area within your larger, original topic. Perhaps you'll decide that your main points will cover the importance of knowing the sociability and patience of various dog breeds, the exercise requirements for your chosen breed, and any possible disadvantages in the breed (such as excessive barking or excitability). Your listeners will not be overwhelmed by too much information since you've narrowed your main ideas to a select few points. They can easily digest this information and you can present your speech within the assigned four to five minute timeframe. Narrowing is not as difficult as it might initially seem. It simply requires you to give a bit more thought to your topic and to focus in on the specific ideas and details that you feel would best suit you, your audience, and your instructor.

22. Determining Your Purpose

Now that we've discussed how to choose a properly narrowed topic, let's think a bit about the purpose of your speech. What do you hope to accomplish in your presentation? Will you introduce yourself or demonstrate a skill? If so, you've chosen to inform your audience -you're **acting as a teacher and relaying information** on your chosen topic to your listeners. What if you wanted to use your speech to convince your listeners to vote in the upcoming election or to become more safety conscious while driving a vehicle? Your purpose now would be to **persuade your listeners – to present compelling reasons to encourage them to do as you ask**.

As you are beginning to see, most speakers have a reason, or a purpose, as to why they choose to speak in public. We don't just stand behind a podium without first considering why we're there. **There are three general reasons to speak -to inform, to persuade, and to entertain.** The above examples focus on informing or persuading an audience. But what about the third purpose we listed -entertaining? You may not immediately think of public speakers as entertainers -especially if you view public speaking as a serious, maybe even fearful, activity. But many public speakers speak for the sole purpose of entertaining listeners. Think, for instance, about the format of a standup comedian's act. If asked, s/he would probably say that the goal is simply to make you laugh. But the method of delivery used to accomplish this goal – one speaker, typically on a stage, speaking to many listeners in a continuous conversation -is the textbook definition of public speaking.

Keep in mind that a speaker may have more than one purpose. Perhaps s/he intends to inform you but hopes to be entertaining and engaging as well. If you've ever attended a lecture or a workshop to gain information or to learn a new skill but found yourself laughing and responding to the humor of your presenter, that speaker has successfully merged the need to inform with a

desire to entertain. How are most of us persuaded to change or to try something new? It's often the information that is presented -the facts, statistics, and examples -that actually convinces us. Combining heartfelt examples and stories with undisputable facts and statistics is an effective persuasive technique. Without the information you gather to support your ideas, your attempt at persuasion may have been ineffective.

You should have a clear understanding now of the three general purposes for any given speech. However, it's not enough to simply identify your general goal. Identifying a narrowed more focused goal for your presentation really allows you to consider what you want to say and why you want to say it. **The specific goal, or purpose, then, is what you hope to accomplish in that particular speech.** Let's say, as an example, that your instructor has assigned an informative speech with a topic of your choice. You should know immediately then that your general purpose is to inform, right? But what is your specific purpose? Only you can determine the specific purpose, depending upon the topic you choose and the goal you hope to attain at the completion of your presentation. Your specific purpose in that speech might be to demonstrate the proper way to change a tire or the steps to correctly perform CPR. If your general purpose is to persuade, your specific purpose could be to convince your listeners that smoking is harmful and that quitting is essential for a long, healthy life or to motivate your audience to lose weight. Taking a few moments at the beginning of your preparation to actively consider your specific purpose makes it much more likely that you will remain focused and have a clear end goal for your speech.

23. Determining Your Thesis

Once you have determined your specific purpose (to convince your audience that smoking is harmful), you probably feel that you have narrowed your topic sufficiently to begin gathering information. You begin an online search using some of the key words from your specific purpose (for instance, the harmful effects of smoking) and you are amazed to find that those few key words yield hundreds of possible results -lung cancer, throat and tongue cancer, emphysema, hardening of the arteries, accelerated aging, pulmonary disease, and the list goes on and on. You know you can't possibly discuss all of these effects in a four- to five-minute speech, so *what now?* Now you need to become selective. Which of those results most interests you? Which might best persuade your audience to quit smoking? You narrow your topic further and decide to concentrate solely on the research involving lung cancer. But which points about lung cancer do you want to share in your presentation? **You need a thesis statement -one sentence that pulls all of your information together and informs your audience of the major points that you intend to cover during your speech.** A thesis statement for a speech on lung cancer might choose to examine the link between lung cancer and smoking, the treatment options for lung cancer patients, and the mortality rate for this type of cancer.

A thesis statement provides your audience with a “preview ” of your speech in much the same way that a movie trailer previews an upcoming new movie. Movie trailers reveal enough about the movie to capture the audience's attention and to gain their interest; an effective movie trailer shows us just enough to make us want to see the movie. You want your thesis to do the same. **An effective thesis lets your audience know what ideas you'll cover, what you consider most important, and how many details you'll include.** The movie trailer certainly doesn't reveal the ending or show you the

entire movie. Your thesis, likewise, doesn't go into great detail. You don't give all your facts, tell all your stories, or share all of your examples in your introduction; you share that information gradually as you work your way through the speech. Your thesis, then, is simply an overview -or a preview -of what your audience will hear if they continue to pay attention and listen to all of your presentation.

24. Outlining Your Speech

You should feel confident by now that you can choose an adequately narrowed topic, determine your specific purpose, and create a thesis statement that reveals your main speaking points for your audience. All you need now is an outline to organize your thoughts and successfully lead you through your actual presentation. You have probably created an outline before, perhaps as an assignment in your high school English classes or in a college composition class. Possibly you have discovered that outlining chapters from your textbook or your notes from class is beneficial on its own. Studies have shown outlining to be an effective study tool; knowing how to identify the main ideas and supporting data and how to logically organize it seems to help in the retention of the course material (Van Blerkom 10).

An outline is an important tool for the public speaker as well. Once you have decided on your main points, you can begin to sift through the supporting materials that you've gathered, choosing the most relevant examples and the strongest facts and details from your research. As you work through the outlining process, you begin to see which details best correlate with your main points and how to connect those ideas logically. **An outline provides you with a visual snapshot of your essay or speech.** Just looking at an outline allows others to immediately see how you've grouped ideas together or which details support which main points. **Outlines typically use symbols and indentations to reveal the organization of your points and are valuable tools to assist you in structuring, organizing, and developing your ideas** (Sumerset). An outline can reveal gaps in your information or disorganized thinking on your part. Never underestimate the importance of your outline; it's your guide, or map, to your presentation.

The first step in creating your outline is to determine what main ideas you will include in your speech. Most students find that that

they can clearly explain no more than three or four main ideas in a four- to six-minute speech. Your presentation will be stronger if you choose to explain a few ideas clearly and comprehensively rather than choosing to explain too many ideas sparingly. Your main ideas are represented on your outline by Roman numerals (I, II, III, etc.) as shown in the following example.

- i. The link between lung cancer and smoking
- ii. Treatment options for lung cancer patients
- iii. The mortality rate for lung cancer

Obviously, the outline shown above is incomplete. There is more to an outline than the main ideas. Where are the supporting details -the facts and statistics, the stories of patients who have experienced lung cancer and survived? Any reader should be able to deduce from your outline how you intend to present the topic and how your supporting details relate to your main points. **You have two or three main points, but which details fit where?** Merkle and Jeffries suggest the utilization of a graphic organizer to help you visualize how your details support your points (350-59). A network tree organizer, such as the one shown below, is useful when you intend to list facts, definitions, or examples that relate to a single idea or concept -in our case, points relating to one main idea.

If you have a main idea, but you cannot find at least two (or three) supporting details for that idea, you probably need to reconsider whether that particular point is integral to your topic. If it's a key point in your presentation, you should be able to "back it up " with several relevant facts or explanations.

Supporting details should be listed vertically under each of the corresponding main points and are represented on your outline by capital letters (A, B, C, etc.). Supporting details should be indented on the outline; the indentation acts as a visual reminder that these are lesser details linked to the bigger idea above them. The following list is an example.

The link between lung cancer and smoking*

- A. Smokers are seventy percent more likely to develop lung cancer
- B. Scientists can show that nicotine and other cigarette additives destroy lung tissue and air sacs, reducing the lung's ability to defend against invading cells

The addition of sub-points (A, B, C) under each main idea (I, II, III) helps to further explain and validate the bigger main idea. However, in most cases, your outline will need to go one step further. What if you need to further explain some of your sub-points? In the previous example, subpoint A provides a statistical detail (seventy percent of smokers are more likely to develop lung cancer). It would be important to list the source of this data and perhaps the timeframe for this statistic so that your listeners can assess the validity of your facts. These details should then be listed vertically under subpoint A, as they relate directly to that single statistic and to that particular sub-point. These details would also be further indented to show the corresponding relationship and are represented by numbers (1, 2, 3, etc.). Take a look at the following example.

I. The link between lung cancer and smoking

A. Smokers are seventy percent more likely to develop lung cancer

1. Five-year study published in the Harvard Journal of Medicine
2. Study compared medical records of 10,000 lung cancer patients

Now let's put the entire outline together so that you can see the finished project.

I. The link between lung cancer and smoking

A. Smokers are seventy percent more likely to develop lung cancer

1. Five-year study published in the Harvard Journal of

Medicine

2. Study compared medical records of 10,000 lung cancer patients

B. Scientists can show that nicotine and other cigarette additives destroy lung tissue and air sacs, reducing the lung's ability to defend against invading cells

II. Treatment options for lung cancer patients

A. Partial removal of affected lung tissue

B. Lung transplant

C. Radiation to shrink existing cells

1. Palliative measure only

2. Adds +/- two years to patient's life

III. The mortality rate for lung cancer

A. Less than forty percent of lung cancer patients survive more than three years

B. Lung transplants result in organ rejection (and ultimately, death) in fifty-eight percent of patients

** These are fictional details for instructional purposes and do not represent any actual statistical data, studies, or findings.*

25. Course Assignment: Outline Person of Interest Speech

Prepare the attached Speech Outline Template. Attach your completed Template for grading.

Speech Outline Template

Speech Outline Template

Introduction

Attention

Getter:

3. **Credibility** (How do you know so much about this topic? – Research? Your own experiences?)

List any websites/references/sources that you used

4. **Thesis sentence** (one sentence that tells us what your main ideas are):

Body (Main ideas I, II, III) Facts/details under each idea.

I.

A.

1.

2.

B.

1.

2.

TRANSITION SENTENCE (How will you switch from your first
main idea to the second one?)

II.

1.

2.

- 1.
- 2.

TRANSITION SENTENCE (How will you switch from your first main idea to the second one?)

III.

- 1.
- 2.

- 1.
- 2.

Conclusion

Recap or Summary of Topic (one sentence/thesis restated in past tense)

Memorable Ending (quote, startling detail, rhetorical question, etc.)

PART IV

MODULE 4: DEVELOPING AND SUPPORTING YOUR IDEAS

26. Module Introduction

Scenario

Read the Fine Print!

“So, Dave, I hear that you’ve found the deal of the century! A week in Mexico for 299 bucks! I wish I’d known about that Website, too. I might not be spending my Spring Break at home, helping my mom paint the house.”

“Yeah, well, remember that old saying, ‘Everything is not always what it seems’? I am proof that whoever said that knew what they were talking about—he probably got scammed, too. I found out too late that the Website I used to find that vacation isn’t legit. I’m out \$299, and I’ll be spending my break at home with my parents as well. Probably working with my dad to try to recoup the money I lost.”

“Are you kidding? How did you find out that the site was bogus?”

“Well, after I wired the money, I was told that I would receive my ticket and my vacation packet the next day. When that didn’t show up three days later, I went back to the Website to find out what the delay was. When I typed in the address, I got redirected to the Maryland Attorney General’s Webpage. Apparently, there have been a lot of complaints against this site, and it’s been shut down. The Attorney General’s office wants anyone who’s paid money to this company to contact them, so they can compile a case against this company.”

“Man, that’s a bummer. But if they’ve been doing this to lots of other people, you’d think that your background check for the company would have revealed it. What did the Better Business Bureau say about the company? No complaints? Or what about

the student center here on campus? Hadn't any other students complained?"

"I didn't do any checking. Everything looked fine. They had testimonials from 'satisfied customers' and some cool pictures of the resort and the beach. And it said there were only a couple of spots left, so I had to wire the money immediately. I'm an idiot!"

"Well, yeah, I hate to say it, but you are. Don't you know enough to do a little research before you plunk down cold, hard cash? Just because the Website looks legit doesn't mean I wouldn't check it out first."

"Okay, okay, message received. Lesson learned! I won't be quite as gullible next time. Let's talk about something else—something positive. Did you see the announcement in the campus newspaper that the college is going to shut down two days early for Spring Break? I can hardly wait. After this fiasco, I need some good news."

"Umm, Dave, I hate to be the one to tell you this but that story about extra days for the break is not true. Apparently, it was in the April 1st edition of the campus newspaper, and it was just a prank for April Fools' Day. Didn't you read the disclaimer on the last page saying that this was a 'special' edition and that none of it was actually true? Dude, I worry about you. I'm beginning to believe that you need a full-time babysitter . . ."

Introduction

Do you think Dave is gullible? Regardless of your opinion on the matter, the above scenario provides some sound advice. If you want to be an informed consumer, you must do your research. It is important to research just about anything these days if you want to be a smart consumer. The same applies to your presentations. You've already seen how much preparation is needed to get started. You need to analyze your audience, figure out your purpose, choose

a topic, and determine which main ideas you'll use for the thesis of your speech.

This module will take you one step further. How will you support your main ideas? What will you say to your audience to back up your arguments? You'll need to find and develop details, examples, and facts that will prove your point or convince your listeners. We call these details, examples, facts, and illustrations your supporting materials. Effective supporting material, or supports, lets your audience know that you have conducted research to flesh out your main points. They want to know that you have thoroughly investigated, that you know pertinent facts and details about your subject, and that you have considered their interests and concerns while preparing to speak. This helps to give you credibility because a smart listener is trying to determine whether s/he can trust what you say and what your research says—in essence, can I rely on this speaker's knowledge and character?

This module will provide you with information about gathering supporting material for your presentation so that you can develop your initial ideas into carefully considered and researched points that will inform your audience and reveal the time and effort you have taken to make your presentation insightful and credible.

Objectives

Upon completion of this module, the student will be able to:

- Select research and supporting material for your presentation
- Describe the value of valid and reliable sources to help create speaker credibility
- Distinguish between the five types of supporting materials
- Evaluate sources using three basic criteria

Summary

You can't always accept everything you hear or read. Facts can be twisted, actions can be misinterpreted, and sometimes people make mistakes. You cannot accept that everything you uncover during your research is true; it is your job to ensure that your source is reliable and valid. Include a variety of supporting materials in your speech. Tell a story; then cite a statistic or a fact. Using several types of supports makes your speech interesting and appeals to the needs of different listeners. Some want to hear the human interest aspect while others need logical, factual information.

To persuade your audience that you are credible, you must be able to assure them that you have used trusted sources and that you have factual information. Take a look at the author. Who is this person? Who do they work for? How much knowledge do they have in this area? Pay attention to the issue of recency. Is this data current? Have new studies discovered better solutions or treatments?

And finally, remember to double-check the integrity of your sources. Is there anything about this source that bothers you? Are you concerned that this source is profiting from the information? Does this source have personal issues that could affect the veracity of the information? By asking these types of questions as you gather your research and collect your supporting material, you ensure that you have done your best to bring valid, reliable information to your listeners. Your audience can trust your credibility. They can trust your sources and your supporting details. They can trust you.

Lecture Content

SPC2608: Developing and Supporting Your

Ideas | Module 4

27. Types of Supporting Materials

The types of supporting materials that you will use for your presentation depend partly on the topic you've chosen and the audience that you will address. We have already discussed how important it is to try to reach as many listeners in your audience as you possibly can. *Choosing several types of supports is one way to ensure that your speech is well rounded and will appeal to many different listeners.* Let's use the topic of buying a hybrid vehicle as an example. Some members of your audience will want to hear facts and statistics as they listen to your presentation. They may be mostly interested in hearing about rebates and gas mileage. Or perhaps they'll want more information on how the vehicle actually functions or how the components within a hybrid, such as engine and motor, differ from a standard vehicle. But some audience members will also want to hear personal examples and anecdotes, as they find the human connection in the presentation more interesting and relatable. They want to know what personal reasons car buyers have for switching to hybrid vehicles. Do some individuals switch to hybrids due to environmental and ecological concerns? By providing both of these types of supporting material within one presentation, the speaker is able to reach more listeners within the group. Here are some of the basic types of supports that you may want to include in a speech.

Examples

An **example** is an item of information that is typical of a class or group and acts to represent the larger group. You use examples

as a means to explain yourself every day. When you tell a friend that you are overwhelmed and then mention a particularly time-consuming assignment that must be completed in two days, you've given your friend an example -one specific item from a list of many items that are causing you stress at that moment. You will often find that providing an example is equally helpful in a presentation.

If you tell your audience that you researched and found thousands of individuals who reported near-death experiences, I can assure you that your audience has no desire to hear all of these reports. But if you choose one or two incidents from this research to use as examples, it will provide them with specifics that help them better understand the phenomenon from an individual point of view. Examples, then, are used by the speaker to clarify information and to provide a narrower focus from the research.

Hypothetical Examples

A speaker might also choose to use a hypothetical example during a presentation. A **hypothetical example** allows the speaker to use an example that describes an imaginary item, event, or incident, rather than an actual one. Hypothetical examples could be used to describe a situation in which most listeners would never find themselves. For example, if you asked your audience to imagine that they have survived a plane crash and find themselves the sole survivor on a deserted island, your audience can picture this situation even though they probably have never found themselves in this predicament. Hypothetical examples can also be used to expand your audience's imagination. You could choose to open a presentation with a humorous example of the possible responses a human might have when first encountering a being from another planet. No one that I know of has actually found themselves in this particular situation; your example is simply a "what if " scenario designed to make your point and to arouse interest. As you can see,

examples, both actual and hypothetical, are effective in making your ideas and points clear to your audience. By giving your audience a detailed example, you help them to hone in on the smaller, more specific event or situation. This can be helpful in focusing your audience and keeping their interest.

28. Testimony

Another type of support that can be useful in your presentations is testimony. Testimony, whether written or verbal, allows you to use experts, or ordinary people with specialized knowledge, to prove or support your points. We most often think of testimony from experts. Quoting a medical doctor or a scientist to support your findings on cancer survival rates is certainly valid. Audience members expect experts to be knowledgeable and trustworthy, so expert testimony can be a strong and persuasive addition to the material you present to your listeners.

While testimony from an **expert** can be beneficial to a speaker's purpose, **peer testimony** can be equally valid. You might initially assume that only someone with a degree, an important title, or years of experience will impress and potentially persuade your audience, but there are times when your listeners will *find the experiences and insights of ordinary individuals* just as relevant. A presentation on cancer survival rates certainly requires the input of experts; your audience will want to hear percentages, medical analysis, and research findings. But the inclusion of the real-life stories of cancer survivors gives your audience an insider view of the disease and highlights the human element of your discussion. It should be clear to you that testimony -whether it is expert, peer, or a combination of the two -can be an effective form of support for your speech.

Statistics

Statistics are simply the numbers that you might use to support your ideas in a presentation. Percentages, estimates, totals, and other numerical evidence can be an effective support, depending

on your topic. Several studies show that statistics are the most effective form of evidence for a speech delivered to a college-educated audience, so using statistical data might be especially important if your intent is to persuade. If your purpose is to inform your audience of the rising number of pollutants in our streams, rivers, and lakes, and the risk these pollutants pose to humans and animals, most audience members would expect to hear some statistical data within your speech. Perhaps you'd inform them of the increasing number of fish, turtles, and other aquatic life found dead or dying in these water sources. Providing the numbers from years past and current totals would also be effective as a comparison -especially if you can show that the numbers are rising. Numbers quantify your information and provide your audience with concrete data that can illustrate how serious a problem or condition has become. Statistics are a strong support if you choose valid data from a reliable source and you take the time to emphasize the credibility of your sources and your overall research.

How you present the statistical data in your presentation is important as well (Allen and Preis 125-31; Baesler and Burgoon 584-92). The following tips will make your use of statistics easier for your audience to understand and remember.

Relying on statistics alone lessens your chances of reaching all of your listeners. While statistical data can validate many of your ideas, your listeners want to hear more than numbers. Including some human-interest stories and relevant testimony makes your speech more interesting and highlights the human factor that many audience members need in order to be persuaded. If you rely solely on statistical data to support your main points, you will most likely fail to reach an entire subgroup of the audience.

Incorporating your statistics into charts, graphs, and tables makes it easier for your audience to visualize the numbers that you quote. Remember the old adage, "A picture is worth a thousand words." Colorful, well-designed

charts and graphs can give your audience an immediate understanding of the data that you include in your presentation. In essence, graphs, charts, and tables provide your audience with a snapshot of your data.

Stories/Illustrations

As mentioned above, statistics often need to be combined with other types of supporting material to reach those audience members who crave the human connection within a topic. *Telling a story is a surprisingly easy way to connect to an audience*; listeners love to hear a good story. Many of us can recall how much we enjoyed having stories read to us or told to us as children, so a *speaker who can successfully incorporate stories and illustrations into her/his presentation usually finds a receptive audience*. Sharing a funny story about your first disastrous attempt to cook easily leads into a speech titled “Fajitas Without the Hassle.” The story serves to introduce you to the audience and sets the tone for your presentation. One could imagine that the speech that follows this story would include simple steps and cooking tips that anyone could master.

Certainly, humorous stories can arouse interest and work as a quick and effective attention-getter, but not all stories serve the same purpose or arouse the same feelings. Telling the story of a dying boy’s last wish could help you explain the work of the Make-A-Wish Foundation or your reasons for volunteering in the pediatric ward of your local hospital. The story helps your audience understand your reasons for volunteering or the need for more volunteers. Because this story is poignant and heartfelt, it is also likely to touch emotions and persuade your audience to listen -and perhaps volunteer too. While statistics revealing the number of children hospitalized because of fatal illnesses is valid information in

such a speech, the human connection the audience gains from the story will probably make a greater impact.

Definitions

The final support that we'd like to discuss is the use of definitions. **Definitions** are necessary in many presentations -especially those that introduce new information to listeners or those that explain a complicated process or concept. One of the biggest mistakes that new speakers make is to assume that audience members already have an adequate understanding of the concept or process being discussed in their presentations. Providing the definition of necessary terms makes the new information accessible to your listeners.

There are several online resources available to you for this purpose. You might visit Dictionary.com or Merriam-Webster.com. You can also look up the definition of most words through search engines, such as Ask.com or Bing.com. Adequate audience analysis perhaps through the use of a questionnaire or an informal survey should help you pinpoint your audience's prior knowledge of your subject. If you suspect that your listeners have little prior knowledge, one of your basic goals must be to include clear supporting information and to define the terms you use throughout your speech. Failure to do so will result in listeners who have lost interest in your subject or who have become frustrated with you as a speaker.

An excessive use of **jargon** can also hinder your audience's understanding of your presentation. Workers in most organizations use a specialized lingo or abbreviated language understood almost exclusively by the employees of that workplace. This language code is a form of shorthand that makes communication within the organization succinct, to the point, and often private. Military men and women use abbreviations and acronyms that most of us cannot

possibly understand. Doctors, nurses, and other medical personnel utilize a coded language that few outside the hospital or office walls could decipher. Workplace jargon meets the needs of its members, but it is important to keep in mind that the jargon is relatively obscure to those outside of the workplace. If you must use jargon in your speech, you'll want to limit the frequency of its use to ensure that you can readily explain it to your listeners.

As you can see, the supporting material that you choose will vary, depending on the personal preferences of the speaker, the goal of the presentation, the topic, and the analysis of the audience. As is true in most situations, the more variety that you can include within your speech, the more your audience is likely to find your presentation interesting, relevant, and appealing. Researching to find the most effective supporting material is crucial.

29. Evaluating Research Sources

Locating effective supporting material is an essential aspect of speech planning and delivery. Finding an accurate and reliable source to draw from should be one of your key considerations. *When we talk about finding or using a “source,” you should be able to tell your audience where you found the material that you chose to support your ideas.* Luckily, you will never lack sources; the world is full of them. The information that you need to support your ideas can be found online, in books, periodicals, magazines, and newspapers, to name a few. It has been our experience that college students often understand better than anyone how to locate sources; the problem for most students, however, is evaluating the reliability and validity of the information that they’ve found. Some sources are less reliable than others, so it is essential that you evaluate each potential source before deciding to include or exclude the information from that source. Using the following three criteria as you consider each source will help you to correctly evaluate the quality of the information you have found.

30. Recency

The first criterion to consider is the **recency** of your information. When you evaluate recency, you are primarily looking at the dates of your sources and the information reported at that time. When was this article written? How long ago were these findings reported? More importantly, is the data in this article still valid and current? These are important questions to consider, especially if your topic depends on the latest trends, current events, or research, which constantly evolves. Certainly, news broadcasts, newspapers, and recent magazine or book publications would provide you with current data.

Whether recency is of critical importance in your research will be decided primarily by your topic and your purpose. If your purpose is to discuss the latest cutting-edge treatments for cancer, then recency is a vital component for that speech. On the other hand, if your purpose is to review how cancer treatments have changed over the past decade, recency is not as crucial. Your intent in the latter speech would be to give a historical overview of cancer treatments, moving from earlier findings to more updated research. Obviously, your goal should be to find the most current data available to support your claims and ideas, but there are other criteria that you must consider as well.

31. Evaluating Research Sources

Authorship

A second criterion to examine is **authorship**, which can be thought of in this way: who wrote or compiled the information that you are considering, and how much knowledge does this person have of your subject? Would your audience immediately recognize the name of the author because s/he is well known or is considered to be an expert in her/his field? What credentials does the author have that make you feel that s/he is knowledgeable in this area? Perhaps you'll find that this person has a degree in that area or that s/he has written fifteen books on the subject. Examining the author's position in the organization and/or her/his title Director of Research, Head Investigator, Certified Mechanic, Vice President, etc. may also give you a better idea of the author's level of knowledge and experience.

Keep in mind, however, that while titles and degrees do provide insight into a source's overall competence, these are not the only indicators of validity. Personal experience or eyewitness accounts can be equally compelling and reliable. A book researched and written by a university history professor might provide important details and dates to support your topic of famous WWII battles. However, audience members would probably also find that a veteran's personal account of these battles is equally valid.

32. Evaluating Research Sources

Source Integrity

Allen Kruger states that many Americans simply accept news without validation; we believe the final criterion to examine for each of your sources is **source integrity**. Checking the integrity of your sources means that you're ensuring that your source is sound, complete, and has no hidden agendas or other conflicts that could possibly impact the reliability of the source. For instance, you find information from a Website that accuses your city's mayor of corruption. The source seems to have all the facts a federal investigator is reviewing the records from the city's accounting office, and there are dates and locations listed where the mayor has met with special interest groups to receive kickbacks. You decide that this source is a perfect example to use in your speech on the rising levels of corruption in government. Indeed, you may be right. This information would be interesting and relevant on such a topic if the integrity of the source can be trusted. Checking the integrity of a source brings us back to our first criterion. Who is the author? Is the author a well-known and trusted journalist who has been investigating this story for months and is known for her/his factual reporting? Or is the author a city employee who was fired recently and holds a grudge against the mayor? Being fired doesn't necessarily make this employee's story untrue, but it should encourage you to do further research before using this Website as your sole source of information. This source may have a hidden agenda for reporting this information; s/he may want revenge for being fired or wish to embarrass the city and the mayor.

It is also important to note that some sources even legitimate,

mainstream sources may have some bias or slant in their reporting. Vivian Martin discusses some of the online news sources have been accused of bias. Some sources will acknowledge that the information provided is filtered through his or her outlook on the world; some may not be as forthcoming. Also note that some sources allow contributors and/or contributions that have not been validated. Wikipedia is the perfect example. By its own admission, Wikipedia is the “free encyclopedia that anyone can edit. ” While much of the information found on Wikipedia may be factual, it is often impossible to determine which data has been checked for accuracy and which data has been added by an unknown source that may lack validity. At this time, we feel it is important to stress that Wikipedia should not be used as a source for your research. Most, if not all, instructors will not give credit for a Wikipedia citation.

33. Course Assignment: Annotated Bibliography

Annotated Bibliography Guidelines

A bibliography is simply a list of the references you used when writing a paper or— in this case – preparing a speech. You'll be using MLA style for your bibliographies in this class.

An annotated bibliography is more than a simple list of sources. An annotated bibliography requires you to EVALUATE your sources. You should look at your sources and discuss the RELEVANCE, ACCURACY, and QUALITY of each source.

Typically an annotated bibliography is 100-150 words long per citation.

The link below provides additional information and examples:

“How to Prepare an Annotated Bibliography: The Annotated Bibliography”

Here's an annotated bibliography example:

Waite, Linda J., Frances Koblin Goldscheider, and Christina Witsberger. “Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults.” *American Sociological Review* 51.4 (1986): 541-554. Print.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about

families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

34. Discussion Board: Using Sources Effectively

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Supporting Your Ideas

In this module, we discussed the five main types of supports that you will typically want to use in your presentations. This discussion gives you the opportunity to listen to a couple of speeches that effectively use some of these supporting materials. After listening to these speeches, answer the related questions, and be prepared to discuss them with your classmates.

- A. The Checkers Speech was a speech given on September 23, 1952 by vice presidential candidate, California Senator Richard Nixon in response to accusations that he had misused campaign funds. He delivered a half-hour television address in which he defended himself. Please listen to the first 2 minutes of that speech using the link below. Note: If necessary, download the audio transcript [here](#).

Nixon's Checker Speech (Speech using Testimony)

1. Is the testimony used in this clip an example of expert or peer testimony? Why do you believe the speaker chose this specific source of testimony? What is the advantage of using testimony for this topic?
 2. Is the use of testimony with this topic an effective support? Why or why not? Does the testimony convince you?
- B. Here is a short 4 minute video of student, Alexandra Kahler, discussing Rhino Poaching. Use the link below to view the

speech.

Speak Out Against Rhino Poaching

1. The speaker used several different types of supporting material. Which type was most persuasive?
2. Are the statistics used in this speech effective? Would an audience consider these sources reliable and valid? Why or why not?
3. What specific information does the speaker give to the audience to identify the source(s) of the statistical data used during the presentation?
4. Kahler uses several intense images in her speech. Are these images effective in increasing persuasion? Do you think this type of supporting material was more powerful than statistics in her speech?

Please post your response on the **Module 4 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

PART V

MODULE 5: PRESENTING YOUR SPEECH MODULE

35. Module Introduction

Scenario

He's So Boring

“Pat, where were you yesterday? You cut class again.”

“Yup, and I’m going to keep cutting. That guy reminds me of Ben Stein in *Ferris Bueller’s Day Off*. His voice is so boring. All he does is read from his notes and never looks up from his pages. And he has that awful monotone. Just thinking of him makes me want to go to sleep. Besides, he doesn’t take attendance. Why go? You’ll let me copy your notes, won’t you?”

“You don’t need my notes; he has his notes on the Internet. I download them and save myself the trouble of writing during class. I spend the time listening to my iPod or texting people who cut class. What he says in class is the same exact thing that he has on the Web.”

“So why do you go to class anyway?”

“Beats me! What do you want to do with our newfound freedom every Monday and Wednesday?”

Introduction

Have you ever had an instructor like Pat’s? No need to go to class—all the professor did was read to you? And if you did go, what do you do during those long minutes of boredom? “Zone out?” Text friends? Sleep? Well, the same can be true for public speaking. How would you like to listen to a speech delivered in a monotone or by

someone who never looked at you? If you're like most people, you'd tune out rather quickly and that speech would fall on deaf ears. Did you notice the metaphors in the last sentence, "tune out" and "fall on deaf ears"? It is not surprising that we have developed terms that refer to what happens when we have to listen to something boring—we don't listen.

This module will help you take your knowledge of topic selection, audience analysis, and supporting materials and apply that knowledge to a speech presentation. We'll discuss the types of speeches—manuscript, impromptu, memorized, and extemporaneous—and give you some pointers on delivering the speech—tone of voice, gestures, movement, and eye contact. After all, it's not just what you say; it is how you say it.

Objectives

Upon completion of this module, the student will be able to:

- Distinguish between the four different types of speech delivery and explain the benefits and drawbacks of each one
- Explain and demonstrate how to deliver impromptu speeches
- Explain and demonstrate how to effectively deliver an extemporaneous speech
- Use your voice, body, and visual aids to enhance your effectiveness while speaking

Summary

While all of this may sound complicated, it is not. Engage your audience by looking at them and smiling. Stand tall and appear confident, but do not remain tied to a podium or the front of the

room. If you feel comfortable moving, do so. It is really just a matter of remembering that it is not only what you say but also how you say it. Only when you marry your verbal message and nonverbal message will you present a commanding presence as a speaker. So no matter what delivery style you use—speaking extemporaneously, reading from a manuscript, or giving an impromptu presentation—remember to engage your audience and share your passion. Chances are the audience will respond enthusiastically.

Lecture Content

Presenting Your Speech

36. Four Types of Speeches

Speeches can be categorized into four broad areas depending on the amount of preparation that is undertaken and depending upon the nature of the occasion. **The four types of speeches are manuscript, memorized, extemporaneous, and impromptu.** Our aim is to acquaint you with these four different modes of delivery, to provide suggestions for when you are asked to make impromptu remarks, and then to focus most your time on the preparation, practice, and presentation of extemporaneous speeches.

Manuscript Speech

When you listen to the President deliver a State of the Union message, you listen to a well-crafted speech being read from a teleprompter. The speech has been polished by a staff of speechwriters and has been practiced many times. The President will know how to anticipate the reaction of the audience and will know when to pause for applause and when to expect laughter. This form of speaking is used when the exact words matter and when much time and energy is expended on getting everything just right. There are times when people who are not leaders of countries deliver manuscript speeches as well. They are used when people testify before Congress, when people read important statements in a public setting, or when people deliver reports at professional meetings. All call for exact words in the correct order.

While the President has access to a staff of speech writers and a teleprompter, most of us do not. If you were given this type of assignment, you would have to read your manuscript speech from printed notes. In that case, you would want to ensure that you had prepared your manuscript carefully, using large fonts so you could read it easily without burying your nose in the pages. Reading the

speech does not allow you to skimp on the preparation. Practice the speech many times. This allows you to make changes, if needed, and to select the best words to communicate your exact meaning. Remember to speak clearly and naturally –strive for a conversational tone. It shouldn't sound read –even if you are reading. Also, remember to speak slowly; there is a natural tendency to speed up when we speak in public. Delivering a speech is not a race; you do not receive bonus points for finishing early.

Unless you are specifically told by your instructor to prepare and deliver a manuscript speech, you should never write out the entire speech. Spend your time developing your outline, organizing your ideas, and determining where you can best insert your supports. Then practice using the outline while speaking.

Memorized Speech

When you were in elementary school, did you ever have to memorize a poem or a part of a speech? If you are like most students, the answer is “Yes. ” There is nothing wrong with memorization. But if you try to memorize a speech, you risk forgetting what you planned to say and coming across as completely unprepared. Memorizing your speech is even worse than reading it. All the objections that apply to the read speech also apply to the memorized speech. Spontaneity is gone. The speech can sound stilted. Often, delivery is too rapid. Concentration is on the words, not the ideas. Sometimes the speech sounds too formal, like a written essay. There is minimal feedback or other contact with the audience. And what happens if your mind goes completely blank or if an audience member interrupts? The entire presentation will likely fall apart. Memorizing a speech puts entirely too much pressure on the speaker.

That said, there are a couple of parts of the speech that you may

want to have memorized -or practiced so well that you can deliver them almost as if memorized. These include:

Your introduction: It sets the stage for the entire speech. The words should be well chosen and rehearsed. You may find that as you repeat this portion of the speech during your rehearsals you do come to memorize it word for word. If so, this is fine. After all, once you have determined the best way of saying something, why not use it? Just make sure the presentation does not sound memorized.

Your conclusion: The summary and call to action are the final words that your audience will hear. As with the introduction, if you practice this repeatedly you will develop the best way to say what you want and you will probably have perfected this portion of the speech.

Impromptu Speech

There will come a time for all of us when we are asked to “say a few words ” without much preparation. You haven’t prepared any notes, you haven’t practiced what you’ll say, and you’re being asked to “wing it. ” While this may seem incredibly scary, impromptu presentations are the most common type of public speaking. You’re in class and suddenly the professor wants to hear how group projects are going. You, as the leader of your group, are asked to stand and briefly discuss what the group is doing and how much you’ve completed so far. That’s an impromptu speech. You didn’t know when you headed to class that day that you’d be speaking in public, but you did it. No sweat! Or maybe you’re in a meeting at work and the boss announces that he wants you to brief everyone in the meeting on the new equipment being installed that afternoon. Again, no prior planning, no notes, you just do it. That’s impromptu speaking.

Extemporaneous Speech

The focus of most college courses in public speaking is the extemporaneous speech. This is because this is the type of speech used most in business, education, preaching, and political affairs. Few of us will ever have a professional staff of speechwriters or ever deliver a speech with the aid of a teleprompter. But when you do have a speech or presentation to deliver, you'll want to sound prepared, authoritative, and clear.

Simply stated, an extemporaneous speech is one where you will have time for preparation and practice but will not be expected to read from a manuscript or to have the speech memorized. The question most students ask is, "How much time should be spent in preparation and practice?" Perhaps Mark Twain said it best. When speaking about preparing for an impromptu speech, he noted, "It usually takes more than three weeks to prepare a good impromptu speech" (King). While celebrated as a humorist, there is much truth in his words. To appear to be speaking off the cuff, and to do it well, you must prepare thoroughly and practice to perfection. When you speak extemporaneously, it means you've had ample time to prepare and research and that you have rehearsed your speech (many times) using an outline or notes to remind you of the progression of ideas you wish to present. You will follow all the normal steps outlined in the earlier chapters. Choose a topic, narrow appropriately, analyze your audience, choose your supports, and create an outline. You will know your speech so well and will amaze your audience!

37. Techniques for Effective Delivery

Whenever you speak in public, it is really a multimedia experience for the audience. Not only does the audience listen to the speech, but they also get to see you in action. And, if the speaker uses visual aids, such as demonstration objects, charts, or PowerPoint slides, the audience receives other visual stimuli as well. How you put a speech presentation together is what will set you apart from those who give an “adequate ” speech.

Use of Your Body

As you stand before an audience, be confident and be yourself. Remember, you planned for this speech, you prepared well, and you practiced so that you know the material you will present. You are probably the expert in the room on this subject. If not, why are you the one making the presentation?

You need to consider not only what you say, but also how your body will support you and your words. When your actions are wedded to your words, the impact of your speech will be strengthened. If your platform behavior includes mannerisms unrelated to your spoken message, those actions will call attention to themselves and away from your speech.

Here are five areas on which to focus as you plan, practice, and present:

1. **1. Rid Yourself of Distracting Mannerisms:** Eliminate vocal and visual impediments. Some common faults of inexperienced or in effective speakers are:

- Gripping or leaning on the lectern
- Finger tapping
- Lip biting or licking
- Toying with a pen or jewelry
- Frowning
- Adjusting hair or clothing
- Swaying
- Chewing gum
- Head wagging

These all have two things in common: **They are physical manifestations of simple nervousness and they are performed unconsciously.** When you make a verbal mistake, you can easily correct it, because you can hear your own words. However, you cannot see yourself, so most distracting mannerisms go uncorrected. You cannot eliminate distractions unless you know they exist.

The first step in self-improvement is to learn what you want to change. In speech preparation, nothing is as revealing as a video of your self. The first step in eliminating any superfluous behavior is to obtain an accurate picture of your body's image while speaking. This should include:

- Posture
- Gestures
- Body movement
- Facial expressions
- Eye contact

The next step is to free yourself of physical behaviors that do not add to your speech. This can be accomplished by simply becoming aware of your problem areas. After you have viewed a video of yourself speaking, review the video several times and make a list of all the distracting mannerisms you notice. Once you have completed these reviews, go over the list of

all the distracting mannerisms you saw and heard. The next time you are having a conversation with someone you know well, try to notice whether you use any of these distracting mannerisms even in casual circumstances. Tackle each of your negative points one at a time.

2. **2. Build Self-Confidence by Being Yourself:** The most important rule for making your body communicate effectively is to be yourself. The emphasis should be on the sharing of ideas, not on the performance. Strive to be as genuine and natural as you are when you speak to family members and friends.

Many people say, “I’m okay in a small group, but when I get in front of a larger group I freeze.” The only difference between speaking to a small informal group and to a sizable audience is the number of listeners. To compensate for this, you need only to amplify your natural behavior. Be authentically yourself, but amplify your movements and expressions just enough so that the audience can see them.

3. **3. Let Your Body Mirror Your Feelings:** If you are interested in your subject, truly believe what you are saying, and want to share your message with others, your physical movements will come from within you and will be appropriate to what you are saying.

By involving yourself in your message, you will be natural and spontaneous without having to consciously think about what you are doing or saying. For many of us, this is not as easy as it sounds because it requires us to drop the mask that shields the “real self” in public.

To become an effective speaker, it is essential that you get rid of your mask and share your true feelings with your audience. Your audience wants to know how you feel about your subject. If you want to convince others, you must convey your convictions. Speak from the heart and to the soul.

4. **4. Build Self-confidence through Preparation:** Nothing

influences a speaker's mental attitude more than the knowledge that s/he is thoroughly prepared. This knowledge leads to self-confidence, which is a vital ingredient of effective public speaking.

How many of us have ever experienced a situation in which we had not prepared well for a presentation? How did we come across? On the other hand, think of those presentations that did go well. These are the ones for which we were properly prepared.

5. **5. Use Your Everyday Speaking Situations:** Whenever you speak to people, make an extra effort to notice how you speak. Observe, too, whether the facial expressions of your listeners indicate they do or do not understand what you are saying. Before calling to request something on the phone, plan and practice what you are going to say. Even a phone request is essentially a short presentation. Another exercise is to prepare a ninety-second presentation about your self. Describe who you are and what you do.

Record your presentation and review it using the four steps described above.

Since you are talking about yourself, you do not need to research the topic; however, you do need to prepare what you are going to say and how you are going to say it. Plan everything including your gestures and walking patterns.

Facial Expressions

Leave that deadpan expression to poker players. A speaker realizes that appropriate facial expressions are an important part of effective communication. In fact, facial expressions are often the key determinant of the meaning behind the message. People watch a speaker's face during a presentation. When you speak, your face

-more clearly than any other part of your body -communicates to others your attitudes, feelings, and emotions.

Remove expressions that do not belong on your face. Inappropriate expressions include distracting mannerisms or unconscious expressions not rooted in your feelings, attitudes, and emotions. In much the same way that some speakers perform random, distracting gestures and body movements, nervous speakers often release excess energy and tension by unconsciously moving their facial muscles (e.g., licking lips, tightening the jaw).

One type of unconscious facial movement which is less apt to be read clearly by an audience is involuntary frowning. This type of frowning occurs when a speaker attempts to deliver a memorized speech. There are no rules governing the use of specific expressions. If you relax your inhibitions and allow yourself to respond naturally to your thoughts, attitudes, and emotions, your facial expressions will be appropriate and will project sincerity, conviction, and credibility.

Eye Contact

Eye contact is the cement that binds together speakers and their audiences. When you speak, your eyes involve your listeners in your presentation. Jan Costagnaro says, "When you maintain eye contact, you present an air of confidence in yourself and what you are communicating. People who are listening to what you are saying will take you more seriously, and will take what you say as important. If you lose eye contact or focus on everything else but the person(s) you are speaking to, you may not be taken seriously and the truth in your points may be lost. " There is no surer way to break a communication bond between you and the audience than by failing to look at your listeners. No matter how large your audience may be, each listener wants to feel that you are speaking directly to him/her.

The adage, “The eyes are the mirror of the soul, ” underlines the need for you to convince people with your eyes, as well as your words. Only by looking at your listeners as individuals can you convince them that you are sincere and are interested in them and that you care whether they accept your message. When you speak, your eyes also function as a control device you can use to ensure the audience’s attentiveness and concentration.

Eye contact can also help to overcome nervousness by making your audience a known quantity. Effective eye contact is an important feedback device that makes the speaking situation a two-way communication process. By looking at your audience, you can determine how they are reacting.

When you develop the ability to gauge the audience’s reactions and adjust your presentation accordingly, you will be a much more effective speaker. The following supporting tips will help you be more confident and improve your ability to make eye contact:

Know your material. Know the material so well that you do not have to devote your mental energy to the task of remembering the sequence of ideas and words.

Prepare well and rehearse enough so that you do not have to depend too heavily on notes. Many speakers, no matter how well prepared, need at least a few notes to deliver their message. If you can speak effectively without notes, by all means do so. But if you choose to use notes, they should be only a delivery outline, using key words. Notes are not a substitute for preparation and practice.

Establish a personal bond with listeners. Begin by selecting one person and talking to him/ her personally. Maintain eye contact with that person long enough to establish a visual bond (about five to ten seconds). This is usually the equivalent of a sentence or a thought. Then shift your gaze to another person. In a small group, this is relatively easy to do. But, if you are addressing hundreds or thousands of people, it is impossible. What you can do is pick out one or two individuals in each section of the room and establish

personal bonds. Then, each listener will get the impression you are talking directly to him/her.

Monitor visual feedback. While you are talking, your listeners are responding with their own nonverbal messages. Use your eyes to actively seek out this valuable feedback. If individuals aren't looking at you, they may not be listening either. Make sure they can hear you. Then work to actively engage them.

Your Appearance Matters

Multiple studies have shown that appearance influences everything from employment to social status. Whether we like to admit it or not, ours is a culture obsessed with appearance. Attractive people are more likely to get the job, get the promotion, and get the girl (or guy). Bonnie Berry's 2008 research on physical appearance also shows that communicator attractiveness influences how an audience perceives the credibility of the speaker. Overall, more attractive speakers were thought to be more credible (51).

So what does that mean for you as you prepare for a speech? Bottom line: Make an effort. If your listeners will have on suits and dresses, wear your best suit or dress -the outfit that brings you the most compliments. Make sure that every item of clothing is clean and well tailored. Certainly a speaker who appears unkempt gives the impression to the audience that s/he doesn't really care, and that's not the first impression that you want to send to your listeners.

38. Course Assignment

Person Of Interest Speech

This speech will be a 4-5 informative speech in which you will research –and then present—the life of a famous person. You may choose a celebrity, an athlete, a politician, a musician, etc. You may NOT use a relative or personal acquaintance. You may want to focus on that person’s background (childhood), awards, contributions, scandals, etc. This speech is worth 100 points.

An outline is required for this speech. Please use the outline template attached. Do NOT write your speech out word for word. The outline is worth 25 points.

You must use 3 valid research sources for this speech. You will provide these sources in an annotated bibliography. Examples and guidelines for the bibliography can be found under course documents. The annotation for each source should be your evaluation of your source’s usefulness, reliability, and relevance. Each annotation should be 100-150 words. The annotated bibliography is worth 50 points.

This speech requires you to provide a self-review of your presentation. Other students will NOT view your speech. Only you will evaluate your own presentation. Please use the rubric provided under course documents. You cannot simply provide a numerical score for your presentation. You MUST discuss your speech providing comments on your strengths and weaknesses. This self-review is worth 25 points.

This speech will be recorded following the requirements outlined in the syllabus. You may not stop and edit your video. You must let it roll. This will be uploaded to YouTube following the directions provided. (FSCJ has privacy settings so only those permitted to view

can review your videos. These videos will not be posted for the public to view.)

Here is a link for how to upload your speech video:

How to Upload Videos to YouTube – The Center for eLearning

Note: If necessary, download the video transcript [here](#).

Once you have uploaded your presentation, go to the dropbox and provide the YouTube link to your speech. The rubric for this speech can be found at the end of the syllabus.

39. Course Assignment: Self-Review for Person of Interest Speech

Review the attached document: For each area, check either strong or weak for each. Then write 2-3 sentences for each explaining the answer you chose (give specific examples from your speech) and how you intend to improve the areas marked as weak.

Link: [Speech Self Review](#)

40. Discussion Board: Nonverbal Observation

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Nonverbal observation/discussion

I'd like for each of you to spend a few minutes watching someone in a public setting for the sole purpose of observing NONVERBAL cues. Please do NOT choose someone you already know such as a group of friends, family, your children, etc. Please choose "subjects" that are at least teenagers or older. Watch a couple while you're having coffee one afternoon or a family while you're waiting for a movie to start and so on. You don't want it to be obvious that you're watching.

You want to choose someone who is NOT alone – someone sitting or talking with another LIVE person. 😊 NOT SOMEONE ON A CELL PHONE. Although it is hard these days, try to find people who aren't texting or scrolling through their phones the entire time. You will need to observe both people or the entire group for interaction, but you want to focus on ONE main person to write about. You may want to jot down some notes to yourself as you watch. Each answer should be a paragraph (a minimum of 5-7 sentences) in length. In particular, look for some of the following things:

1. Briefly explain the context...where were you? Who were you watching? Why did you choose this person? What about the interaction got your attention?
2. What kind of gestures did you see? Describe the gestures. Don't just say, "she used her hands a lot." How? There's a difference between pointing your finger in someone's face and stroking someone's face. Did it seem this person needed his/

her hands to express themselves? Did he or she have any repetitive habits like drumming his fingers or playing with her hair? Did this person touch someone with them? What did the touch tell you? Would you say this person used his or her WHOLE body to communicate or did this person make only small, occasional movements and gestures?

3. Did this person's clothing/body say anything about him or her? Describe what he/she is wearing. A T-shirt with a slogan or art? Do you see any tattoos, piercings, etc.? Jewelry? Dressed up or casual? Did you feel he or she was appropriately dressed for the time and place?
4. What about eye contact? Did this person sustain eye contact with whomever he/she was with? Some eye contact? A lot of eye contact? Smiles? Frowns? Would you say based on the nonverbal that you would describe this person as happy, sad, preoccupied, friendly, quiet, standoffish, what?
5. What did this experience show you about communicating nonverbally? How might this experience affect how you interact in the future? How do you feel verbal and nonverbal communication differ after doing this exercise? Does nonverbal communication enhance/distract?

Please post your response on the **Module 5 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

PART VI

MODULE 6:

INTRODUCTIONS AND
CONCLUSIONS

4I. Module Introduction

Scenario

“Raj, you look like you’re playing a video game the way you hit the keys so fast on the remote control during the commercials.”

“Well, Sarah, I use the commercials as time to search for other shows that I might want to see. Don’t you ever ‘channel surf’?”

“Sure, but not all the time. And I usually give the next show a reasonable chance to grab my attention. How can you know if you like a show if you only watch it for ten or fifteen seconds?”

“Well, I figure that the commercials only last for two minutes, and I want to see eight or ten other stations to see what else might be on. I can make up my mind very quickly.”

Introduction

Are you a channel surfer like Raj? Do you give the next station a reasonable chance of capturing your attention? Do you “channel surf” in other areas of your life? Do you do a quick scan of a menu to make a meal choice, or do you think about all the items on the list? When you walk into a club, do you consider who you would like to get to know? Most people can make quick decisions as to what will interest them and are pretty good at it.

In planning your speeches and presentations, you need to capture your audience’s attention in the first few seconds, or they will “switch channels.” In your speech class or in other settings, few people will really be able to demand another speaker then and there, but they can mentally tune you out and not listen.

That is why the introduction of your speech is so crucial. We

will help you understand the importance of your introduction and conclusion. What will you say to “set the stage” for your speech? How will you engage your audience? These are two of the four functions of your Introduction—capturing the audience’s attention and revealing your topic. You will also want to establish your credibility and preview your speech; in other words, give us a strong thesis and tell us what makes you the expert on this topic. You’ve got a much better chance of gaining your audience’s attention—and keeping it—if you start out strong.

It is equally important to finish strong. Do not falter at the finish line. If you have engaged your audience and helped them to connect to your speech throughout, make sure your conclusion is effective as well. Your audience wants to know that you’re nearing the end. They want you to recap your points, and finish with a “ta-da” moment—something memorable. This module will help you do just that.

Objectives

Upon completion of this module, the student will be able to:

- Explain the reasons an effective introduction and conclusion are important in planning and presenting a speech
- State the four essential parts of an effective introduction
- State the three essential parts of an effective conclusion
- Prepare and deliver a speech that incorporates the four elements of an effective introduction and the three elements of an effective conclusion
- Use transitions effectively to move from the introduction to the body of the speech
- Use transitions effectively to signal the ending of the speech

Summary

Remember those first few opening seconds are critical, so make your introduction spectacular. Ensure your audience is engaged and eager to hear your speech. Grab their attention and draw them in as you preview your ideas. Do not skimp on your closing. Just as an essay needs a concluding paragraph, your speech needs a well-crafted conclusion. A nice summary and a memorable ending can be the difference between an average speech and an awesome one—your audience will view you as polished and professional. Now that you have the introduction and the conclusion under control, the written part of your speech is just about complete. In the next module, we will discuss how your choice of words, phrases, and overall language usage will impact your speech.

Lecture Content

Introductions and Conclusions

42. The Four Tasks of the Speech Introduction

According to William Lampton, there are four important tasks that must be accomplished during the first few minutes of a speech (86). You must:

1. Capture the audience's attention
2. Establish your credibility/ethos
3. Reveal the topic of the speech and relate it to the audience
4. Preview the body of the speech

Capture the Audience's Attention

Audience members do not attend a presentation with the intention of losing their interest or being bored to tears. Truth be told, audience members do not give a speaker a terribly long time to win them over either. You may only have several sentences and, possibly, a chance to actually introduce the topic of the speech before the audience mentally votes “Yes, I want to listen further ” or “No, I’m tuning out and thinking about lunch. ”

Depending on the overall time limit of a presentation, an ideal introduction should last no more than around one or two minutes -and this includes your thesis and preview of your main points. This seems like a long time, but in truth, it is not. Hence, you have a short, yet precious window, to lure your audience and hope to keep them there. Here are top attention-gaining strategies to try in your upcoming speeches:

Ask a question

Ask insightful, meaningful questions. Better yet, ask a series of questions designed to draw the audience further and further into your speech.

When you ask your audience a question, they have to think. In the process of thinking, they are paying attention. Even if your question does not call for an oral reply, they will be thinking what they would answer if called upon.

“How many of you would categorize yourselves as ‘givers’? How many of you search for the perfect Christmas or birthday gift each year for your best friend or perhaps your Mom? You go all out, right? Then, how many of you have signed up to be an organ donor? Isn’t that the ultimate gift? The gift of life?”

“How many of you have ever had a couple of glasses of wine while dining with friends, then driven yourself home? Did you ever consider that you might not be “okay ” to make it home? ” Is it possible that you were over the legal limit?”

Find a quotation

It could be a historical quote, a humorous one, even a song lyric. Ensure you credit the originator of the quote. Ensure the quote is relevant to your topic.

“Make sure you have finished speaking before your audience has finished listening. “

– Dnorothy Sarnoff

*“Courage is being scared to death- but saddling up anyway.
“*

– John Wayne

Shock the audience

Use a startling statistic or a shocking statement. Share a personal revelation.

“During the five minutes of my speech, seven individuals will die of AIDS or HIV-related complications in the world. “

“Statistics show that one in every four women will be assaulted in her lifetime. “

“Today, I want to talk to you about a recent loss I’ve had. I lost my best friend, my consoler, my buddy who could always be counted on to party all night. I lost all of that when I finally accepted that I am an alcoholic. Six months ago, I gave up alcohol. “

Find a direct connection to the audience:

Reference a local event, place, or activity. Use a recent news story, tragedy, or occurrence that your audience would be sure to recall.

“I’m sure all of you will recall the news story a few months back in which a car went over the Buckman Bridge, sideswiped by a drunk driver. Today, I want to discuss how you can be a defensive driver -and hopefully -save yourself from becoming the next headline. “

Tell a story

Engage us, draw us in, and make the details of the story vivid and real to us.

“When I was four years old, I became separated from my parents while visiting the zoo. One minute they were there; the next, they were gone. While you might imagine that I was frightened, I wasn’t. I continued to look at the snakes in each display, fascinated. I tagged along with other visitors following the same path, staring in awe at each new exhibit. I certainly didn’t realize then what we all know now. How dangerous the world can be for a child alone. “

If you ever listened to a scary story told by a camp counselor at night when all were sitting near a camp fire, you know the power of a good story. Religious leaders know the power of a good story also. That is why they often include Bible stories in their sermons. Plan to tell your audience a story, and you will have them listening as attentively to you as campers listen to a counselor’s scary story. Use vivid details; paint a mental picture in the minds of your listeners. You want them to relate -to smell the cookies baking, to see the tears in your Grandmother’s eyes, to feel the softness of a baby in your arms.

Find a compelling visual aid

- Poignant, shocking, funny. A picture IS worth a thousand words.
- A photo of a homeless child
- A picture of a crystal clear lake and mountain range
- A cartoon depicting a political news story

Establish Your Credibility

An audience may or may not have a preconceived notion about you

when you stand before them, but you can bet that your audience will make up its mind about you quickly. Humans are notoriously quick to judge and often form a first impression about a date, a stranger, or a speaker within the first 30 seconds. It becomes imperative, then, for you to establish your credibility within the first few lines of your introduction. While some in your audience will form a first impression of you based upon your outfit or your smile, **most will judge your credibility based upon two crucial factors: your perceived competence and character** .

Competence ensures your audience that you know your subject well. You have a strong knowledge base, and you are well prepared to share the topic with your listeners. Reveal your expertise in the introduction, so your audience knows from the beginning that you can be trusted. If you have a special relationship to the topic, either personal or professional or by association, the beginning of your presentation is the time to share that. If you do not have in-depth knowledge of the topic, it's time to hit the books, access the Internet, or talk with the experts. You have the ability to become a minor expert on most any topic by doing some research. Then ensure that your audience knows of your research; they want to know that your information is valid.

A second component of credibility comes from the audience's **assessment of your character** . Can you be trusted? Do you have their best interests at heart? Will the information you provide be useful and relevant to their lives or do you have your own agenda? This aspect of credibility is often referred to as “ethos” -simply the Greek word for character. A great example is the stereotype of a used car salesman. You need a car, but you are not sure which one is right for you and which one you can really afford. The salesman knows all the necessary information -gas consumption, mileage, and accessories. But you just do not trust that s/he has your best interest at heart. Is s/he trying to get rid of a particular car or make more commission? Is the car you are being shown best for you or best for the salesman? While you feel confident of the salesperson's competence, you are doubtful of his/

her character. It is important that you show your audience that you are credible in both areas (Banks).

Reveal the Topic of the Speech/Preview the Body of the Speech

After you grab your audience's attention and before you reach the actual body of the speech, you will reveal your thesis statement. Remember, a thesis statement is a singular thought that tells the audience what the speech is about. It should include the main points of the speech that you will include in the body. The thesis statement previews for the audience what you intend to cover in your speech. This preview is like giving your audience a map for a car trip: They will have an overview of where you will be taking them. It will be easier for them to pay attention as you present your information.

If you have ever seen *Law and Order* or a similar courtroom show, you have viewed the way the attorneys present the outline of their case in the opening statement. A presentation might be spoken like this:

"Ladies and gentlemen of the jury, I am going to show how the defendant surprised Mr. Jones in a dark alley and took the knife that he bought that day and stabbed him in the ribs. The evidence will prove that.... "

Or perhaps it will be spoken this way:

"Ladies and gentlemen, this lawsuit was filed because the defendant's car was following too closely behind the car of Mary Jane Fox, the plaintiff. The defendant, Mr. Hare, was not paying attention to the traffic ahead of him. As a result, Mary Jane was hit from behind by Mr. Hare. She suffered a broken and separated leg, and she will have this injury for the rest of her life. "

Notice that in each case, the attorney laid out the roadmap for what was going to be presented during the trial. The jurors had a framework to fill in when the evidence was presented.

To prepare yourself, review the main points you intend to cover and write one sentence that previews each of those points, separated by commas. You can also write three shorter sentences and use periods. *Beware of going into the details reserved for the main body of the speech while previewing your topic.* This will confuse the audience, and they will wonder what else you plan to discuss.

43. I Started Now, How Do I Finish?

You have riveted your audience with an engaging introduction. Your introduction led to a compellingly written and logically organized speech. Now, it is time to wrap up the entire experience, but how? Do not make the mistake of thinking, “Well, my speech is just about over at this point, so it doesn’t matter how I end it. ” You need a conclusion just as dynamic and memorable as your speech opener.

How do you feel when a movie has a disappointing ending that does not wrap up the story or, worse, simply leaves you hanging? You feel frustrated, quite possibly like you wasted your money and time. Your audience will feel the same way if your closing remarks do not provide effective closure for your speech. Too many speakers do not realize that when a speech fizzles out, the audience is left with a negative impression.

Your speech introduction and body may have included the most profound words known to man, but it could be said that a speaker is only as strong as her/his last sentence. You want your final sentences to be ones that are remembered and valued.

What a Speech Conclusion Is Meant to Do

The speech conclusion has four basic missions:

It tells the audience, “This speech does have an ending. “

Hopefully, your audience will want you to speak for an hour, rather than just five or eight minutes. However, when you transition into your conclusion and use appropriate signposting, your audience realizes that the speech will come full-circle.

It tells the audience, “Here’s what I told you. “

Just as you used a mapping statement to preview your main points, now you will summarize your points within your conclusion. Often simply rewording -or even restating -your original thesis statement in the past tense will effectively summarize your speech.

It says, “Remember this speech! “

If you have ever left a presentation and were given a handout upon your exit, you have been handed a “takeaway. ” Your speech conclusion is a mental takeaway for the audience. Your conclusion should contain enough memorable words and phrases that will help the audience positively recall the experience – and even recollect certain points that you made. Do not forget to include that “ta-da ” moment.

44. Course Assignment: Demonstration Speech Outline

Prepare the attached Speech Outline Template. Attach your completed Template for grading.

Link: [Speech Outline Template](#)

45. Discussion Board: Introductions

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Introductions/Conclusions

Read the three speech introductions below and indicate which one you would choose if speaking to an audience of college students who do not know much about the issue of global warming. There is no right or wrong answer here. You are simply putting yourself into the shoes of the listener and choosing which short introduction grabs your attention and gets you ready to listen.

Introduction A

Hi. Last year I took a class in global ecology. I learned that the earth is warming about one degree every fifty years. At this rate, more than twenty percent of the ice stored in the polar icecaps will melt by the year 2050. This may not seem like a lot, but with this much extra water in the oceans, we might see Miami Beach under water and the island of Manhattan a new place to SCUBA dive. In my speech...

Introduction B

Good afternoon. My name is Ted Scott, and I'm going to talk about the issue of global warming. As you know, the earth is warming because humans are emitting CO₂ gas from the cars we drive, from the fuels we use to heat our homes, and from the coal we burn to produce electricity. At the rate we are heating the earth, we will melt the polar ice caps in fifty years and sink much valuable oceanfront property. In my speech...

Introduction C

One day in the future, your grandchildren, or perhaps their grandchildren, take a vacation to New York State. They plan to do

what so many other vacationers do in the area that was Manhattan Island; they will SCUBA dive through the subways of Manhattan Island. That's right; if global warming continues through this century at the same rate it has been continuing over the last thirty years, some scientists are predicting that the Island of Manhattan will be under water by the year 2075. It seems unlikely, doesn't it?

1. So which introduction did you pick? Do you know why it appealed to you?
2. What do you think makes an introduction successful? What's needed?
3. If you refer back to the list of attention-getters in module 6, what are a couple of the techniques you'd feel comfortable using in an introduction? Why?

Please post your response on the **Module 6 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

PART VII

MODULE 7: LANGUAGE

46. Module Introduction

Scenario

Can You Say That

“Hey guys, what’s going on down by the student center? It looked like protestors or something when I drove by, but I couldn’t hear what they were saying just a bunch of chanting or something.”

“I heard it’s a group called ‘Reclaim Your Heritage.’ Apparently, they’re protesting against any nonwhite exchange students who are attending school here. I saw a poster that said ‘Ship ‘em back in a sack!’ That’s just sick!”

“Why doesn’t somebody do something about them? Can’t they throw their sorry butts in jail for inciting a riot or disrupting the peace? Can they even be on campus if they’re not students?”

“Well, as much as I agree, they have the right to free speech, and as long as they have a permit to gather, it’s all legal. This is a state university, so it’s not considered private property. I don’t like what they stand for either, but I think it’s a slippery slope if we begin telling people what they can and can’t say, you know?”

“That’s all well and good until somebody gets hurt. You know how stuff like this escalates. First it’s marching around with posters. Next thing you know, there’s a fight, and somebody’s dead. I know it makes me mad, and I’m not even affected by all this. I can’t imagine what it would be like to be one of those exchange students.”

“Whoa, look at this pamphlet they were passing out. I can’t believe this! Look at this one line here, ‘Reclaim Your Heritage will stop at nothing to cleanse our country. Spilled blood’s a great cleanser.’ Isn’t that a threat if they talk about killing someone? Couldn’t they be held accountable if what they say causes someone’s death?”

“What they’re using is inflammatory language. They’re using strong language to purposefully stir up emotions and make people mad, but the courts have always ruled that you can’t be arrested for that. Talking about violence is not the same as an actual violent act. After all, it’s a free country.”

“Yeah, well tell that to those exchange students. Half of them will be afraid to leave the dorm now. Some kind of free country they’ve found!”

Introduction

If you think about it, language is fascinating for so many reasons. Infants initially begin to use language by listening and responding to those around them. Like tiny tape recorders, they are able to mimic not only the words they hear but the nuances, the accents, and the inflections in the language as well. Studies have also shown that twins have been known to create their own private languages to communicate a language complete with sounds, meaning, and interpretation known only to the two of them. Talk about being creative! Add to this the use of slang, workplace jargon, and regional language differences and you can see that language has a central role in our lives from infancy to adulthood.

While we often take communication for granted, we cannot imagine functioning without it. If language and its impact is crucial to us as everyday citizens, consider how much more important language must be to the success of a public speaker. It is probably obvious that the words you choose as you speak to an audience must be clear and concise. As a public speaker your audience holds you to a higher standard; they expect proper grammar and pronunciation and carefully chosen words.

As a speaker public or otherwise your words do more than convey a message; they can be used to stir the emotions of your listeners, bringing them to tears or inspiring them to change. As the scenario

at the start of the chapter illustrates, language can also be used to inflame and to incite. Powerful words can be used to bring about good or evil. This power in language is one of the areas that we want to discuss further in this module. We'll also address why miscommunication between the speaker and the listener so often occurs. Finally, we'll add a few new terms and concepts to your growing vocabulary by discussing the difference between connotative and denotative words, encoding and decoding, and a person's cultural frame of reference.

Objectives

Upon completion of this module, the student will be able to:

- Discuss the use of inflammatory language and freedom of speech issues in society
- Discuss how language and word choice can affect the listener's emotions
- Distinguish between connotative and denotative word meanings
- Describe why miscommunication occurs between speaker and listener

Summary

After reading this module, you should realize how powerful and fascinating language truly is. Researchers from many disciplines have focused on language, examining everything from public speech to hate speech. What these studies have shown us is that there are many subgroups and subcultures utilizing their own specialized brands of language slang, twin-speak, baby talk, hip-hop, jargon,

and rap are just a few. Mastery of language within these groups means acceptance. And isn't that what communication is ultimately all about?

This module has attempted to reveal to you the wonder of language with all its idiosyncrasies. Ironically, the idiosyncrasies of our language often become our barriers to effective communication. Miscommunications are common even when we listen carefully, use similar terms, and share a common cultural frame of reference. The process of encoding and decoding further complicates communication between the sender and the receiver. An understanding of this process should help you to be more aware of the gap that often exists between a speaker's intent and a listener's interpretation. If speaking clearly and carefully has not been one of your primary goals as a speaker, it should be now. Finally, we hope that what this chapter has conveyed is that meaning is not found in the words themselves but rather within the people who hear and use the words.

Lecture Content

Language

47. What About the Use of Slang?

While language is intended to create a standardized, common speech that all members of society can understand, it is also frequently unique, creative, and full of idiosyncrasies. The use of language as creative expression is easily understood in children who often create their own languages “for the fun of it.” Anyone remember “pig Latin?” However, the need to be different and separate doesn’t disappear as children grow up.

Think about the prevalent use of slang in countries around the world. Slang might be described as a specialized language whose primary purpose is to keep talk private; only insiders know enough of the language to successfully encode or decode the message. According to Tom Dalzell, a slang expert and author of several books on the subject, “When slang is used, there is a subtext to the primary message. That subtext speaks to the speaker’s and listeners’ membership in the same ‘tribe.’ Because ‘tribe’ identity is so important, slang as a powerful and graphic manifestation of that identity’s benefits.” In a 2004 interview with Vivian Goodman linguist Tony Thorne agreed, “Slang is very much a badge of identity. A whole part of adolescence is the playing with identity, creating your own identity. The way they stand, the kind of gestures they have, the kind of hairstyles . . . These are all signs and symbols, and in a sense slang is just one of those.”

You may feel comfortable speaking to your friends or coworkers using the latest terms; however, it is important for the public speaker to limit her/his use of slang. While you may have an informal style and/or topic, remember that not all members of an audience are privy to the meaning behind the words. Certainly, some slang terms have become so commonplace that these terms have now become a part of the mainstream culture. But slang comes

and goes quickly. While just about everyone probably knows what a “BFF ” is, how many people are still using that term on a regular basis? It has already been pushed aside for something new that’s the nature of creative expression. There is always something new around the corner.

48. Processing Errors: "That's Not What I Heard! "

While specialized language such as slang or jargon can act as a barrier to shared meaning, there are other barriers that public speakers need to be aware of. It's probably no surprise to you that when we speak impulsively or without much forethought, we often cause a miscommunication the listener simply didn't understand what we said in the way we intended because we didn't take enough time to frame the message clearly. *You've probably begun to accept that misunderstandings are a natural byproduct of communication.*

Miscommunication has many causes. Think how difficult it must be for someone from another country to understand our idioms, slang, and puns. When we say, "take a seat, " you and I know that simply means to sit down. If we took the words literally, however, we'd be tempted to take the chair and carry it away with us.

Our perceptions also play a part in misconstrued messages. When we say, "I'm too tired to see you tonight, " that message might be interpreted by the recipient as, "I don't think you're important. "

49. Encoding and Decoding

Part of the misunderstanding in these examples can result from the process of encoding and decoding. **Encoding occurs when the sender begins to formulate the message.** One of the first things that the sender must determine is the channel that s/he will use to convey the message. For our purposes as public speakers, the channel is the spoken word sent through the sound waves of the human voice. The speaker's purpose and intent, as well as her/his communication style, influence *which words will be chosen for the message, how those words will be strung together into sentences and phrases, and how those words will be delivered quietly, forcefully, etc.* Individuals may, at times, spend more time and expend more effort to encode important messages a meeting with the boss to request a raise, a marriage proposal, or a persuasive presentation requiring just the right words. Yet you'd probably be surprised to learn that most speakers give little conscious thought to the encoding process in their everyday communication.

The receiver of the message goes through her/his own process in order to make sense of incoming messages. This process is known as **decoding**. Decoding begins once the message has been received. The receiver or **listener** must be able to deduce meaning from the words and phrases used so that s/he can **literally "break the code" and interpret the message correctly**. Receivers can usually interpret the message without any complicated processing, as long as the code used to create the message has a common meaning between sender and receiver. When the sender uses terms that are unfamiliar to the receiver or sends the message in a language unknown to the receiver, it can become more difficult if not impossible -to decode the message. If asked "Quel est votre nom?", a response to the question is impossible without the necessary code an understanding of French.

In the example above, the language difference between the

speaker and the listener interferes with the listener's decoding process and becomes a barrier to shared meaning. **Interference** comes in many forms. In Chapter One we discussed how interference can intrude on the speech process. Physical noise from our surroundings, such as a train whistle or a crying child, as well as mental noise from our own thoughts, can make correctly interpreting the message almost impossible. The presence of interference adds to the likelihood that our message won't be received as intended. A critical phrase is missed as we daydream or a few words are drowned out by noise, and the message is no longer complete. At the drive-through you order a diet soda, but the sudden buzz of a timer inside the restaurant sounds over the word "diet. " Because noise interfered with the original message, the receiver never even heard the word "diet," and you end up with a regular soda instead.

50. Public Speaking Barriers

As a public speaker, all of these same barriers stand between you and your audience. You cannot be an effective speaker unless you know what to look for and minimize any suspected barriers to understanding. Know about your audience and your speaking environment. Professional speakers ask many questions about their potential audience size, age, gender, interests, and other information. They also want to know as much as possible about their speaking environment. Is it a classroom or an auditorium? Will I be on a raised platform or stage or at audience level? Will I need a microphone to be heard? *The more you know about where you will speak, the better you will be able to predict the types of interference that may come between you and your listeners.* You're more likely to successfully minimize interference if you've given some thought to the barriers that you may encounter beforehand.

Don't forget that audience analysis helps speakers in many ways; *knowing your audience well can help you avoid many potential communication barriers from the start.* For example, if you know that you have classmates in your audience who speak English as a second language, it would be especially important for you to consciously limit your use of idioms or workplace jargon as you speak. Many of those students only understand this second language from a formal perspective; they have not yet had a chance to focus on the informal parts of our language, such as slang, so much of your presentation could literally be incomprehensible to them.

51. Cultural Frame of Reference

These students may also lack a *common cultural frame of reference*. If you think about it, in order for you to fully understand a play on words, a joke that's being told, or even a story that's being shared, you have to understand the references that the speaker uses. If you've always lived in a small town in a rural area, a visit to New York City might be exciting, but it could also be overwhelming. Asking directions from the New Yorkers that you encounter might seem logical, but if you don't know the landmarks that are used to provide the directions, the references are useless to you.

When individuals do not share a similar culture or do not come from a common background, it can be difficult to communicate; their life experiences have been different, and they have little in common. These individuals may see the world in a different way than you. Your childhood may have little resemblance to the childhood of someone from a war-torn country. While you may recall trips to the fair and birthday parties, these pastimes may be foreign to them. Your childhood was, hopefully, safe and protected; theirs was full of danger and constant anxiety. Naturally, it would be difficult for either of you to completely understand the other's view of life. It may be that your only chance to truly get to know that person is through conversation, sharing your experiences through language. The use of language to connect is a wonderful reminder of the power of language.

52. The Power of Language

At times such language is used purposely by some members of our society to trigger emotions such as fear, hurt, or outrage. This type of hurtful language sometimes results in chaos, and is often referred to as “fighting words.” According to the “What is the Fighting Words Doctrine,” the fighting words doctrine originated in a landmark court case in 1942. The ruling defined fighting words as “words which are likely to incite an immediate fight and words which inflict injury.” While subsequent court cases have amended the original doctrine somewhat, the intent is clear. There are some words some language that incite anger, hate, and, at times, violence. For our purposes, we will refer to this as **inflammatory language**.

Powerful language is not offensive language. You should certainly strive to use vivid and persuasive language as you speak to an audience. One of your goals as a public speaker is to use emotion to create passion in your listeners or to reach them in such a way that they will be moved to act. Yet you should never knowingly use language that demeans or offends or hurts. The use of profanity is one example. While you may not view profanity as anything more than words, many of your audience members might be shocked or angered if you included profanity in your speech. It is impossible to know which swear words might be accepted and which might not, so as a general rule, we would caution you against the inclusion of any profanity in your speeches. As public speakers, we need to be mindful of the power we hold when we speak. Speaking to accomplish your purpose must also be balanced with an understanding of the responsibility that you have to your audience and to society as a whole.

Keep in mind that even if you are careful to avoid inflammatory or derogatory language, you may inadvertently trigger an emotional response from your audience without intending to do so. Unless you are privy to all of the experiences, fears, and stresses of every

listener's life, it is impossible to know what meanings your listeners may have attached to certain words or if your listeners have had a personal experience that will be triggered by your use of a particular word, example, or detail. Let's say that you begin a presentation with a recent news story about an elderly man who was attacked in his home. This story might provide an effective attention-getter that lends itself directly to your topic of "Safety in the Home." You are shocked when one of the listeners in your audience leaves the room crying. You later learn that this listener's grandfather was recently attacked as well. While this is an unfortunate incident remember we do not ever want to inflict hurt or pain intentionally there was no way you could know that this example would create such turmoil for at least one listener in your audience.

53. Denotative vs. Connotative Meaning

As the example above illustrates, we as speakers, cannot know the intimate details of our audience's lives, and we may not always be able to predict which examples or words will arouse strong emotions within our listeners. Even an ordinary word used in an everyday context might lead to negative associations for some of our listeners. Let's look at an example. If I use the word "pig" in a presentation, I am probably correct in assuming that most if not all of my listeners will associate that word with its denotative meaning, a farm animal. The **denotative meaning** of a word is simply the commonly accepted meaning or the definition that you would find if you were to look up that word in a dictionary. But the word "pig" can have more than one meaning for some listeners, depending on the context in which the word is used and the past experiences of the listener. We refer to these other meanings as the **connotative meaning**.

Typically, the connotative meaning of a word has more of an emotional association and is more likely to trigger an emotional response than the denotative meaning. To continue the example above a bit further, assume that at least one listener in my audience grew up during the 1960s. This listener might hear the word "pig" and immediately associate the word with a derogatory term used at that time to refer to a police officer. While we assume that this misinterpretation would become quickly apparent and perhaps humorous to the listener as the speech continued, the fact remains that the speaker has lost the attention of at least one audience member, however briefly, due to the idiosyncrasy of language.

54. Course Assignment: Demonstration Speech

This speech will be a 4-5 informative speech in which you will demonstrate a skill. In essence, you will teach us how to do something such as bake a cake, change a tire, install a hard drive, etc. This speech is worth 100 points.

At least one visual aid is required for this speech. Your visual might be a poster, a PowerPoint, another person, or actual objects that you manipulate while speaking.

CAUTIONS: Because you are filming the speech, you may want to choose to teach a skill that allows you to remain somewhat stationary so the camera may see you at all times. Otherwise you will need to have someone operating the camera that can move with you efficiently. Also keep in mind that if you choose to use a PowerPoint, again your camera person must move back and forth between you and your slides effectively. Ensure that you choose a topic that allows you to make eye contact with your audience. You are being graded on your presentation – not your talent. Engage your audience, look at them, and speak clearly.

An outline is required for this speech. Please use the outline template under course documents. Do NOT write your speech out word for word. The outline is worth 25 points.

A bibliography is not required for this speech. There is no self-review for this speech.

This speech will be recorded following the requirements outlined in the syllabus. You may not stop and edit your video. You must let it roll. This will be uploaded to YouTube following the directions provided. (FSCJ has privacy settings so only those permitted to view can review your videos. These videos will not be posted for the public to view.)

Here is a link for how to upload your speech video:

How to Upload Videos to YouTube – The Center for eLearning

Note: If necessary, download the video transcript [here](#).

Once you have uploaded your presentation, go to the dropbox and provide the YouTube link to your speech. The rubric for this speech can be found at the end of the syllabus.

55. Discussion Board: Inflammatory Language or Freedom of Speech

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Inflammatory Language or Freedom of Speech Discussion

In Module 7 we discussed the power of language and introduced the term, “inflammatory language.” During the 1980s and early ’90s many public colleges and universities sought to combat discrimination and harassment on campuses through the use of so-called speech codes. Proponents of the codes often argued the codes were necessary to prevent a rise in discriminatory harassment. Others said the push for the codes was merely part of a general movement of political correctness. Please listen to the 15 minute podcast below which covers speech codes on campuses in 2015 and answer the discussion questions.

The Drive for Campus Speech Codes

[Download transcript here](#), if necessary.

For this discussion:

1. After listening to this podcast, I'd like for you to discuss whether you feel speech codes restricting certain types of speech on college campuses are necessary and useful, or whether the codes infringe on freedom of speech and expression.
2. Do you feel that there are exceptions to these speech codes/rules? Explain. Might you agree with the intent of the rules but not the reality? Support your opinions.
3. Based on what we have discussed in this course, why does the

way that we use language effect the way that view the world and those around us?

Keep in mind that you will need to support your opinion with details and examples. You'll also need to be mindful that some of your classmates may not agree with your opinion. That's the point of the discussion. Ultimately we should all be able to speak an opinion that may not be agreed upon by others. Engage in spirited discussion tempered by politeness, empathy, and college appropriate language. Ultimately, some of you may simply have to agree to disagree.

Please post your response on the **Module 7 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

PART VIII

MODULE 8: USING VISUAL AIDS

56. Module Introduction

Scenario

Seeing is Believing

Scene: Two students leaving an Ecology 101 special screening of the film *An Inconvenient Truth*, produced by Al Gore.

“Boy, that was something. I never knew that global warming was such a big deal. I kind of like it that we’ve had milder winters for the past few years.”

“Are you kidding? The greenhouse gasses are literally melting the planet. If it keeps up, Manhattan Island will be under water in fifty to one hundred years.”

“Well, what really impressed me is the way Al Gore presented all the information so clearly. Seeing those visuals really made me a believer! Those images were so convincing.”

“Remember when Gore ran for president? He was so boring and spoke in a monotone. He could have used a few visual aids then. You know, he only lost by a few votes. I wonder if some better visuals might have won him the election.”

“Hey, let’s not get into politics; we have to prepare a debate on climate change for our Ecology class. Let’s go find some visuals!”

Introduction

It’s amazing what filmmakers can do when they make a big budget movie. Almost anyone can communicate well with the aid of technology and compelling visual aids. Now it will be your turn to

consider how you can make use of visual aids to augment your spoken words during a speech or presentation. Have you ever had a conversation with a friend and found that after a while you were hearing the words but not thinking of the meaning or importance of what was being said? It is almost as if the words were “going in one ear and out the other.” If it is so hard to hold one person’s attention, imagine the challenge of holding the attention of 20 people or even 200 people.

In Modules 5 and 6 we discussed the need for a compelling introduction and effective delivery to capture and hold attention. Now we will add the final elements that can be used as you seek to inform or persuade. Those elements are the visual aids that you bring to illustrate your points as you present your information.

Objectives

Upon completion of this module, the student will be able to:

- Discuss how visual aids enhance a presentation
- Identify the Do’s and Don’ts of using visual aids
- Prepare and deliver a speech that incorporates visual aids

Summary

You should be aware by now that there are many different types of visuals to choose from as you prepare and present your speech. Graphs, charts, photographs—even your own body—might be effective additions depending upon your topic. A photograph of a soldier’s flag-draped coffin could be quite moving in a speech about the human cost of war. Likewise, a chart showing the number of soldiers killed in action over the last year might be equally effective.

Only you can choose which visuals you'll include in your presentation. Just keep in mind the precautions we've discussed in the module. Make sure that any visual you choose is explained during the course of your speech. Ensure that your visuals can be easily seen by everyone in your audience, and remember to practice using your visual. Where will you stand? Where will you place the visual? Do you know how to use the necessary equipment? Let your visuals lend you credibility, not distract from your presentation. Visuals can have a place in your speech. Just remember that visuals can never replace you, your words, and your impact.

Lecture Content

Using Visual Aids

57. The Purpose of Visual Aids

Believe it or not, you have been familiar with visual aids in public speaking for a long time. Remember Show and Tell back in grade school? There are a number of reasons that Show and Tell was not just “Tell.” With Show and Tell, you had a “thing ” to talk about. This allowed you to capture your audience’s attention with both sight and sound. You had something to do with your hands, and the object you talked about gave you and the audience something to focus on during the presentation. The audience also had a visual reference to remember after the speech ended. So even though you may not have thought about Show and Tell since your grade school days, you have already learned about visual aids. A **visual aid** is anything the audience can see that helps the speaker get his or her message across to the audience.

Visual aids serve in several different capacities throughout a presentation. In this section, Leigh Kelly addresses visual aids and the following functions they perform:

- Emphasize ideas through both sight and sound
- Enhance your credibility
- Capture and hold audience attention
- Help your audience remember your speech
- Help control stage fright

58. Emphasize Ideas Through Both Sight and Sound

Your words provide the sound element to the speech experience. Visual aids emphasize your content by helping the audience connect your content to something tangible. For example, let's say you are giving an informative speech -explaining how something works. You choose to discuss the inner workings of a pop-up turkey timer. Maybe your audience has never seen an actual pop-up turkey timer or your explanation of the turkey timer might not be as clear as you'd like. In this case, you would want the audience to see the object and the process. You could either bring in an actual pop-up timer or use pictures in a PowerPoint presentation to show the process. If you are giving a demonstration speech, you would want to use visual aids to authenticate every step of a process. Your audience will actually learn by seeing how to make a stained glass window or rocky road brownies by having the tools or ingredients in front of them.

Consider a eulogy delivered in front of a large picture of the deceased. Maybe the attendees even have a program in their hand with stories and pictures celebrating that person's life. Or, on a lighter note, how many weddings or graduation parties have you attended where the lights go down, and suddenly a video or PowerPoint presentation shows highlights from the life experiences of the honorees? These visual depictions are usually the hit of the celebration.

In persuasive speaking, visual aids lend an equally dynamic element to a speaker's argument. Charts and graphs can bring key statistics or facts to life, such as in a speech about famine in third world countries. Photos can help the audience truly see the extent of a problem. If a speaker plans to ask the audience to sign a petition

or donate money, handouts or other paperwork can give the audience an immediate way to respond.

In all types of speeches, visual aids give words and ideas dimension. Could those words and ideas come to life without a visual aid? Yes. However, there are times that a visual aid adds that extra touch to magnify a speaker's thoughts. As a speaker, you will come to identify those occasions when -excuse the cliché -a picture is worth a thousand words.

59. Enhance Your Credibility

We have already reviewed the importance of being a credible speaker and what it means for a speech to contain credible content. Let us add another way you can earn it: by using a visual aid that gives your content more substance and integrity (Seiler 174-85). You already read the example about using a graph or chart when relaying facts or statistics. Telling your audience about those numbers and adding where you obtained that resource will give you credibility. However, by seeing the actual visual of those numbers and using a footnote to show where the research came from, you are, in a sense, using a nonverbal component to boost your credibility with the audience. They'll see your poster board or PowerPoint and think, "Wow, this person really came prepared."

Let's look at another example: you are giving a persuasive speech about why all companies should undergo cultural sensitivity training. Your content has facts about employers who have conducted such training. But then you show your audience a video containing a segment from 20/20 -the one that depicts the Denny's Restaurant class action lawsuit and the corporate-wide sensitivity training that ensued. By providing the audience with this unique visual example, the content you delivered will be magnified. The audience might say, "Okay, now I get why this sensitivity training is necessary for all companies." They might also see you as a resource on the subject because you:

- a) took the time to find an outside visual aid,
- b) sought to increase their understanding, and
- c) strove to drive your point home in as many ways as possible.

Without question, the wrong visual aid -something clearly unrelated to your topic or downright cheesy (like a clown nose for no reason) -can send your credibility plummeting. But a visual aid that raises

your content and your audience's awareness to a new level can strategically increase your perceived character, likeability, and expertise with your audience.

60. Capture and Hold Attention

When the audience sees that you are setting up charts, they suspect that you are well-prepared, and this will initially capture their interest. If they see that you are bringing a CD with you as you walk to the podium, they wonder what's on it. Even before the visual aid is used in the speech, it is already capturing attention. When you hold something in your hands and tell your audience about the object, they have something to look at while they listen to you. The same is true if you use a large map, chart, slides, photographs, or drawings and make reference to the information. As you hold the object and refer to it, your audience will follow with their eyes and their minds.

Think of how the college classroom has evolved over the past decade. Chances are your classrooms have included multimedia presentations to enhance the teaching and learning process (Harris 260-67). Your instructors tell the deans and college presidents that the students in college today grew up with computers, technology, and video. To think that a professor can hold their attention for a fifty-minute lecture with nothing but a booming voice and a piece of chalk is a bit naive. You can grab and hold the attention of your audience for five to ten minutes without using visual aids. But if the occasion allows, why not take advantage of the power of both sight and sound to capture and maintain their interest?

6I. Benefits of Visual Aids

In addition to the three functions just described, visual aids can have some added benefits as well. First, they can help you control stage fright. If your palms get sweaty or your stomach rumbles as your turn to speak approaches, visual aids can help reduce that anxiety. Research has shown that when a speaker concentrates on the physical objects s/he will use during a speech, s/he becomes less concerned with worrying about how s/he will speak and look. Planning for and using visual aids require more practice, and this practice could also alleviate anxiety.

Next, visual aids can complement or replace speaker notes. Maybe you're worried about forgetting what you'll say or if you'll be able to see your notes as you speak. If you plan a presentation that uses charts, overhead transparencies, slides, or computer graphics, such as PowerPoint, the visual component will be large and right in front of your audience's eyes -and yours. Just remember that your job is to balance looking at notes and visuals with the need to make eye contact with your audience.

Finally, visual aids can help your audience remember your speech. Do you remember the exact details of the classic food pyramid -the precise servings of grains or fruits that all people are supposed to intake every day? Probably not, but you do remember the shape. You may even remember that whole grains and cereals are at the bottom, fruits and vegetables above that, and meats and dairy products still higher. We remember the basic details of the food pyramid because of the power of the visual. Why? Because the visual lingers on in our minds even when the details, or words, don't initially "stick " or fade over time.

One student who delivered a persuasive speech regarding why children should not be spanked began by holding up a switch, a large spoon, and a belt. She asked the audience if they were familiar with these items. She went on to ask if the objects reminded anyone

of their childhood. Without question, students in class remembered those visual aids, even though they may not have remembered every word the speaker said. Many people remember what they see more than what they hear. When considering your speech, from topic selection to outlining and rehearsing, think about whether the use of a visual object will help your audience remember your topic or parts of your content.

62. Types of Visual Aids

Now that we have discussed why you should consider the use of visual aids when you deliver a speech, let's discuss the types of visual aids that can be used in a speech or presentation. We'll explore ones that you might already know about and maybe even suggest a few that didn't immediately come to mind.

Your Body

Did you know that you are a visual aid? If a visual aid is anything the audience can see that helps the speaker get her/his message across, then you become the first visual aid to discuss. When you walk to the front of the room to begin a speech, you always bring an effective visual aid with you. If your speech requires a sense of physicality that would be better served by actual movement, rather than by pictures or explanation, just use your body. Just imagine a speech where a student seeks to explain the rules of football and the signals used by the referee when there is a violation. Clipping, holding, and using the hands are all well described by showing the audience with your body. Another example could be moves in tai-chi or how to make a jump shot.

Like all visual aids, plan and practice exactly what you are going to do. Ensure that your audience will be able to see all of your moves from the front, back, and sides of the room. Also check with your instructor first to determine if you are enough of an appropriate visual aid or if something different is expected or required. Explain exactly how you are using yourself and why you have chosen this path. (Your instructor will want to know that you aren't just taking the easy route.)

Another Person

Sometimes we all need a little help from another person. In your speech, you may need a live model to demonstrate how to apply cosmetics or you may even need a Jujutsu partner to show different moves. If your speech requires you to do something with or to another human being, recruit that person in advance and practice with her/him. Recruit your person well in advance and ensure that s/he can attend your speech at the specified date and time. You don't want an unreliable live model undermining your entire program. If you choose to use someone else as a visual in your speech, here are some bits of advice.

- When you practice your speech, practice with your model every time. You will need to anticipate that person's moves, behavior, and timing.
- Tell the person what you want her/him to do in all parts of the speech. Do you want her/ him to remain seated when you are not demonstrating?
- Advise the person not to respond or react to the audience. Too many times, a guest in the speech unexpectedly distracts the audience or the speaker when s/he should not have been the main point of focus.

63. Scale Models, Objects, and Props

Nearly anything can be a prop: a model car, a hat, a Slinky, a hand puppet. People love to see “things, ” so an object or a model of what you are talking about can complement your topic. Props are considered anything your mind can imagine that will get and keep attention focused on you and your subject. Some people consider props among the best techniques for adding interest, humor, and variety to presentations and speeches.

Sometimes an object works better than a person. Case in point: a student planned to give a speech on CPR. She considered asking a classmate to volunteer to help her, and this could have worked well. But when she posted her planned speech topic on the class discussion forum, a classmate, who was an ambulance driver, volunteered to secure a CPR dummy for her speech. The dummy worked well, since she could practice many times in advance of the class without putting undue burden on a friend.

Another time to use an object or a scale model is if the original object is too large to bring in. For instance, if you are giving a speech about plane safety, an actual 747 would be difficult to bring to class (especially when you have enough trouble trying to find a place to park your car in the school parking lot). Showing a scale model of the plane would be a manageable alternative. When planning for the use of a prop, keep the following in mind:

- Make sure that you can easily transport your object or model and that you will have somewhere to keep it if you can't carry it around all day
- Make sure that the object can be seen by all members of the audience. If the object is too small to be seen, you could pass it around, but you will then compete with it. If a document

camera is available, this might be a better option, to magnify the object to the whole audience.

- Try not to show the object until you are ready to use it. You don't want to compete with a prop before you reveal it.
- Tell the audience exactly what the object is once you show it to them to maximize their comprehension

64. Posters and Flip Charts

Posters and flip charts could be called the “prehistoric PowerPoint ” because they have been used by countless business professionals, teachers, and students for years. They are still effective for presenting bulleted main points or other graphics. Posters and flip charts have a significant advantage over drawing on the board in the front of the room, since you can prepare the visual in advance at your leisure and fine-tune it before the speech.

Posters and flip charts can be used for any words or graphics that you want the entire audience to see. These items are also helpful if you want to write or draw information during a speech. When using a poster or flip chart, limit the number of words per line and lines per page and write large enough (and neatly enough) so your audience can clearly see and understand your information and data. You'll also want to limit the number of colors and fonts. Don't make your chart or poster so distracting that it competes with you.

When writing or drawing on a flip chart or easel during a presentation, attempt to stand on the side opposite your dominant hand. This will minimize the amount of time you spend with your back to the audience. An effective way to use the prepared flip chart is to add a line or two, or a word or two, during the speech. This gives the speech and visual a prepared look, and adds an air of spontaneity.

If you plan to use a flip chart or a poster board, try to conceal it until it is used. Keep it turned away from the audience or keep a blank sheet over the first page. When finished using the visual material, take it from view, so the audience can again focus on you and not on the visual that you are no longer talking about.

Finally, plan for all eventualities. If you need a flip chart easel, will it be available on the day of the speech? What is the backup plan? If a stand is not available, consider an alternate solution that still

ensures visibility. If a person is assigned to hold the poster board, be certain that s/he does not create a distraction.

65. Blackboard, White Board, or Chalk Board

Whatever you call it, the board at the front of the room can be invaluable to a speaker. Fortunately, most classrooms and many conference/meeting rooms have white boards or chalkboards available for your use. **Boards** are used most often when you want to write or draw something during your actual speech. Boards are also helpful if you want to display an outline or bullet points for your audience. But remember, even experienced educators find it hard to maintain contact with an audience while writing extensively on the board. Use this visual with definite awareness of the need to maintain a rapport with your audience while looking at the board. According to research compiled by Reed Markham, when a presenter plans to use a board during a speech, it is important to consider the following tips:

- If you write a lot of information during your speech, try to write as much as you can in advance of the presentation, so you don't lose the audience during long silences. This will require your early arrival at the speaking location.
- Beware of "back talk." You never want to turn your whole back to the audience if you can avoid it.
- Consider whether or not your handwriting is "board-worthy." If it isn't, use PowerPoint or have someone else do the writing for you.
- Remember that there are marker colors other than black and blue. You can use other colors to add zing, but do make sure that the audience can see the marker. Yellow might not be the best choice, unless your illustration necessitates it (e.g., the center of a flower).
- When writing low on the board, check the visibility of those in

the rear of the room to make sure they can see.

- If you refer to a specific line on the board, get a laser or wooden pointer, rather than using your finger.
- Ask ahead if there will be markers (that aren't dried out) and chalk available, or if you should bring your own.

66. Photographs and Pictures

People love to pass around pictures of their kids, vacations, weddings, and other life events. This is why photographs and pictures can add a familiar but dynamic element to your presentation. You can use a picture or a photograph in any type of speech, but you must consider the best time to introduce them in a speech.

One learner recently began a speech on starvation in virtual silence. She began with these words. “Before I begin my speech today I’d like to pass these photos around and then collect them in the back of the room.” She then passed a small stack of three pictures down each row of seats. The pictures were of starving children dressed in rags. After everyone had a chance to see the photos, she collected the pictures in the back of the room. She began to speak from the back of the room. “These pictures were not taken in Africa, Asia, or war-torn Iraq. They were taken right here in America.” She then walked slowly to the front of the room and made a point of holding the pictures in one hand as she spoke from the heart. “Yes, America, the land of plenty has plenty of hungry and starving children. I want you to help.” She then went on to persuade the class to skip one meal a week and contribute the money to America’s Second Harvest. Did the pictures help? Definitely. The pictures and the way they were used helped get and ultimately keep her audience’s attention.

If you decide to hand out pictures during your speech, realize that you will compete with them as they travel around the room. In the example above, the learner masterfully used the pictures to gain attention and tug on her audience members’ hearts. She also managed the situation so the pictures would not compete with her words. While you can pass the pictures around a room, there are other ways they can be used during a speech. Some pictures are better displayed if they are scanned and projected onto a screen

or placed in a PowerPoint presentation. If you believe passing the pictures around will distract your audience to the point of non-recovery, this may be the ideal option. If you have several pictures to show (more than three), passing them may take too much time, so PowerPoint might be a better choice. You can do as the person speaking on starvation did and pass out your pictures before you speak and then collect them. This was a masterful move on her part and did not detract from her speech. She would have to build this time into her speech, however.

Also, consider the size of your pictures. If you are using small pictures and passing them out, this won't be an issue. However, if you place your small pictures on a poster board or hang them with tape on a white board, they won't be seen from the back of the room. Instead, you can go to a copy shop or photo store and get a small photo blown up to a poster size for nominal cost. In most cases, this is a worthwhile investment, so you can stay in control of your visuals during the speech. If the photo is in digital format, you can always project it on a large screen.

Finally, expect that some people will have additional questions when they see photos. Tell your audience when you will accept those questions while the pictures are being passed around or after your entire presentation.

67. Maps, Charts, and Graphs

Can you imagine a nightly weather report without a map? Probably not. A speech on travel, a Congressional rezoning meeting, or an international affairs report are also presentations that might call for a large map in the front of the room. If your speech requires some sort of geographic reference, a map is an effective tool. To use a map effectively, make sure your audience can actually see the map. Do you remember if you had maps in grade school that hung above the blackboard? The teacher could pull a map down when needed and put it away when not needed, and the map was big enough for the whole class to see. You need to ensure that everyone can see the visual aid. Consider using an overhead projector or computer image so you have greater flexibility.

Charts and Graphs

You might have seen the following in the headlines:

- The unemployment rate is going down
- Gas prices are going up
- High school graduation rates are improving

Easy to say and easy to prove, but how do you ensure that an audience not only believes you but also buys into your message? You do it with charts and graphs. The power of the image is immediate and effective. There are several types of charts to consider:

- Use a pie chart to show relationships among parts
- Use a bar graph to compare and contrast information
- Use a line graph to indicate changes during a specific period of time

- Use a flow chart to show a process, a power structure, or chain of command

68. Handouts

One of the most popular types of visual aid involves leaving the audience members with a paper-based “take-away.” It can be a perfect way for your message to make a lasting impression. That is why so many sales professionals and marketing organizations produce “leave-behinds.” They are designed to give the sales prospect something tangible to help remember the firm, the salesperson, and the message.

A handout is also a good idea when you present many details that you want the audience to remember. A handout will keep them focused on listening to you, along with the added benefit of allowing you a measure of control over how your presentation is remembered.

As always, you want to be in control of the entire speech and everything surrounding the situation. Therefore, you need to consider when to distribute any material you intend to pass out. This is a tactical decision that can greatly affect the impact of a speech. Typically it is best to either pass a handout BEFORE the speech begins or AFTER you have finished speaking. Otherwise, your handout becomes your competition for your audience’s attention.

If you do decide to use a handout in your speech, you need to consider the following:

- Allow enough time to hand out items before your presentation, so the audience can flip through material and appease their curiosity before you begin speaking.
- Make the handout interactive by leaving blanks for the audience to fill in while you speak.
- Tell audience members what you want them to do with the handouts while you continue the speech.
- Inform the audience early in the speech if you will provide a handout of the charts, tables, posters, or PowerPoint

presentation used in your speech. This will allow them to anticipate the material so they can focus on listening.

- Make the handouts unforgettable. A “leave-behind ” that is not deemed important can quickly become a “left-behind. ” Items left behind are thrown out by the sweeper, not read at leisure the next day.

69. Presentation Software

No discussion of visual aids would be complete without mentioning presentation software, such as Microsoft PowerPoint. Programs like PowerPoint allow you to use a combination of graphics, text, animations, and sounds to create and organize your presentation. These programs typically have existing templates, backgrounds, and even a “wizard ” to help you quickly create dynamic presentations. You can add various effects to the way the pages are presented and can animate many of the elements on the page. You can also add audio or video content to your presentation.

The use of a presentation tool, however, should never be a substitute for a well-informed speaker making a personal connection with the audience. Some inexperienced speakers place their entire outline on the screen and essentially read to the audience. The visual aid does not replace the speaker. Some speakers have become paralyzed without a presentation tool because of their dependence on it. A presentation tool is not always necessary; your judgment is more important than the visual aid.

70. Course Assignment

Prepare the attached Speech Outline Template. Attach your completed Template for grading.

Link: [Speech Outline Template](#)

7I. Course Assignment: Annotated Bibliography

Annotated Bibliography Guidelines

A bibliography is simply a list of the references you used when writing a paper or— in this case – preparing a speech. You'll be using MLA style for your bibliographies in this class.

An annotated bibliography is more than a simple list of sources. An annotated bibliography requires you to EVALUATE your sources. You should look at your sources and discuss the RELEVANCE, ACCURACY, and QUALITY of each source.

Typically an annotated bibliography is 100-150 words long per citation.

The link below provides additional information and examples:

Link: <http://guides.library.cornell.edu/annotatedbibliography>

Here's an example:

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows

no significant gender differences in sex role attitudes as a result of nonfamily living.

72. Discussion Board: Using Visual Aids

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Visual Aids Discussion

Salman Khan: Let's use video to reinvent education

Appropriately incorporating visual aids is one of the most challenging aspect of public speaking. First, you must decide if your voice carries a message more powerfully than a visual. If you decide a visual is imperative, what type of visual aid will you use and how will you practice deploying it effectively within your speech? Please watch the following TED Talk by Salman Khan, creator of Kahn academy. After viewing the presentation, answer the following questions. As always, reply to two of your classmates.

1. How do you feel Khan's slides impacted his audience's ability to process the material he was speaking about? In your opinion, did the use of these visuals improve – or damage – the speech? Why?
2. Have you ever been in a lecture or meeting and been bored to death by a slide presentation? What is the difference between a great slideshow and a horrible one? What is the purpose of a slideshow?
3. If you were designing a slideshow for this speech, what images would you want to include? Why?
4. Is it possible that the power of the spoken word can be lessened by visuals? Do you feel there are occasions when words should stand alone? Give an example.

Please post your response on the **Module 8 Discussion Board**. In

addition to your initial response, please reply to at least two of your peers as well.

PART IX

MODULE 9: PERSUASIVE SPEAKING

73. Module Introduction

Scenario

Can It Be Easy?

“OK, I can do this. I can really do this. I screwed up on the last speech because I didn’t have an introduction that ‘wowed’ them, and I forgot we needed to have research beyond our own experience. But a persuasive speech on a topic of my choosing? Piece of cake.”

“Not so fast Mr. ‘I can’t fail on my informative speech.’ What makes you think this will be so easy?”

“I have a great topic—the causes of the Civil War; I have all the background information from the paper I wrote for my American history class, and I toured Gettysburg National Park last summer. So when it comes to facts, figures, and personal experience, I’ll be on target.”

“Bob, if this assignment was to give an informative speech on the causes of the Civil War, you’d be set. But this is a persuasive speech. Besides, who else in the room will want to hear you tell us about your summer vacation and what you learned last week in HIS 103? This has all the signs of calling you Mr. ‘I can’t fail on my persuasive speech.’”

“Let’s go to the library and start from the beginning”

Introduction

In the case of the informative speech, your goal is to transmit information, so the listeners leave the classroom, the briefing, or

the lecture with additional knowledge or new skills. The goal of a persuasive speech is to change the attitudes, beliefs, or behavioral intentions of the listener.

When you speak to inform, you seek to increase the knowledge and skill set of the audience. You are successful if they do acquire the knowledge and skills by the end of the speech. You are even more successful if they remember these bits of information and skills and are able to put them to use when needed at some point in the future. For example, one test of the effects of an informative speech on the proper way to change a tire is to ask the members of the audience to repeat the steps when you are finished. However, the “real” test is what happens when a class member has her/his next flat tire. Does the student remember to set the parking break? Does s/he remember to loosen all the lug nuts before raising the car? Does s/he remember to put the lug nuts in a hub cap, so they don’t get lost?

When you speak to persuade, you will often need to present information or to demonstrate a process, but you will need to do more. In a persuasive speech, your objective is to influence attitudes, beliefs, and/or behavioral intentions. The change may be in direction, such as trying to get an audience to vote for a bond issue rather than sit out the election, or the change may be to intensify a position already held, as when a leader of a labor strike speaks to rally the members of the picket line. If your goal is persuasion, it is not sufficient that the members of your audience understand what you say. Your goal is to get them to agree with you and perhaps to take some specific action(s). As such, a persuasive speech is different from an informative speech in that the latter is primarily interested in gaining understanding.

Objectives

Upon completion of this module, the student will be able to:

- Explain the role that attitudes, beliefs, and behaviors play in the process of persuasion
- Explain how questions of fact, value, and policy are used in persuasive speeches
- Demonstrate the ability to effectively use ethos, logos, and pathos in crafting a persuasive speech
- Explain the formats for persuasive speeches
- Describe the components of speaker credibility and how to enhance credibility within your own speeches
- Explain the steps used in Monroe's Motivated Sequence

Lecture Content

Persuasive Speeches

74. The Power of Persuasion

We discussed the relationship between attitudes, beliefs, values, and behaviors in an earlier module, but understanding and utilizing this understanding is crucial if you are to effectively persuade others. To understand this relationship better, consider the example of Taj, who gave a persuasive speech about his college's food service. He was fed up with the college food service. He felt that the food was poor quality and overpriced, and he wanted to have his classmates join in a boycott of the cafeterias and the snack bars as a way to force the cafeterias and snack bars to improve service. He planned a speech that would seek to persuade them that the cafeteria food at the college was awful and overpriced. He talked about the many items of food the cafeterias and snack bars served and showed that each of the items was served cold, was greasy, or had little nutritional value. He also showed that the food items were overpriced when compared to the same items purchased off campus.

In planning his strategy for the speech, Taj reasoned that if he was successful at achieving the above goals -getting the class members to agree that the food was greasy, cold, not nutritional and overpriced -he would probably find that, at the end of the speech, most would have a more negative attitude towards the food service than they did before.

If he asked the class if they agreed with him that the food was awful and overpriced, they would all raise their hands in agreement. However, the end result that Taj wanted was to get them to join a boycott. He wanted them to agree to bring a lunch from home the next day. This commitment is the intention to perform a behavior, which is more difficult to achieve. Further, even if everyone in class signed a pledge card promising to boycott the food service, he might find that some people forgot and had to buy their lunches the

next day. Attitudes do not equal intentions, and intentions do not equal behavior.

75. Types of Persuasive Speeches

There are three kinds of persuasive speeches most often used in the area of beliefs and attitudes. These are speeches of fact, value, and policy. You can argue about what is, what should be, or how it should be. In making any of these kinds of speeches, you make specific claims that you seek to prove to your audience. You make these claims by the propositions you set forth. Propositions serve as the thesis statement for your speech. You “prove ” your case with facts, logic, appeals to emotion, and your credibility. If the audience accepts your arguments and agrees with the facts, you will be successful. We divide the propositions into the three categories because each type requires a different approach as you plan your speech.

Proposition of Fact

A proposition of fact is one that claims something is true or false. Some propositions of fact include:

- America has fifty states.
- Water is composed of two parts hydrogen and one part oxygen.
- The sun rises in the east and sets in the west.

Each statement is a proposition that can be proven true or false by checking with authorities, a map, a chemistry textbook, and your experience and senses. Some propositions are quantifiable, like the number of states in the United States. Others are simply true or false, like the correct composition of water.

The propositions of fact that will be the subject of most persuasive speeches are less straightforward. They might include the following:

- Violence on television causes child violence.
- More Americans are going to college than ever before.
- The athletic program at our college raises more money than it spends.

Each of these propositions can be supported by conducting research in books, on the Internet, or in your college's financial statements. As you establish the truth of your propositions, you are impacting the beliefs of the audience.

76. Proposition of Value

A proposition of value is one that asserts a speaker's sense of values or a writer's sense of right and wrong. It discusses good and bad, just and unjust, the beautiful and the ugly. Value claims make judgments, and readers need to evaluate the evidence and assumptions supporting such claims. Value claims try to prove that some idea, action, or condition is good or bad, right or wrong, worthwhile or worthless. These may include arguments (claims) about a moral, aesthetic, or philosophical topic (value). Some propositions of value include:

- Capital punishment is cruel and unjust.
- The “pursuit of happiness” is a worthy life ambition.
- America's national parks enrich the nation.

Each of these propositions can be supported by conducting research, but you will want to go further and involve the emotion of the audience. In a speech about capital punishment, you will probably find data about the execution of people later found to be innocent due to DNA evidence, but you also may want to argue the unfairness of the way people are put to death or present the arguments made by the American Civil Liberties Union with respect to the unfairness of the justice system. They argue that, in many areas, almost ten African-Americans are executed for each Caucasian (“Race and the Death Penalty “). As you establish the truth of your propositions, you impact both the attitudes and the beliefs of the audience.

A proposition of value suggests certain values are important and that adoption of the proposition would achieve those desired values. Propositions of value are shown to be desirable or undesirable. For example, with respect to the Patriot Act, one can argue that privacy ought to be valued above security, or one can argue that security should be valued over privacy. In these statements, the two values

are privacy and security. Reasonable people could argue that one value (privacy) ought to be considered more important than another value (security). On the other hand, one could argue that security should be valued over privacy.

77. Proposition of Policy

A proposition of policy is one that includes a statement calling for an action. The action is examined to determine whether such an action would be desirable or undesirable. For example, proposing that students should spend more time on homework is a proposition of policy calling for a specific action. While the proposition is based on some value premise, the focus of the discussion is not necessarily on this underlying premise but more on the desirability and ability to act. It is important to note that policies do not lead to values; values lead to policies.

- Fact claim: Smoking marijuana is less harmful to one's health than smoking cigarettes.
- Value claim: The prejudices about the social conditions that led to current marijuana legislation are outdated.
- Policy claim: Because the social conditions that gave rise to current marijuana legislation no longer exist and because of the potential medical and financial benefits of its decriminalization, lawmakers should reconsider the legal status of cannabis.

Examples from the right might include:

- Fact claim: Public school performance in the United States has plummeted over the past twenty years.
- Value claim: It is unfair to force taxpayers to contribute to a school system that does not serve them.
- Policy claim: Following the Canadian system, Congress should form a system for public funding of religious schools for families that opt out of the public school system.

78. Three Forms of Proof

The psychologist Carl Hovland and his associates did conducted well-regarded social science research in the 1950s and 1960s to rediscover what Aristotle had noted 2500 years before in his book titled *On Rhetoric*. In his words, “Of the [modes of persuasion] provided through speech there are three species: for some are in the character of the speaker, and some are in disposing the listener in some way, and some in the argument itself, by showing or seeming to show something ” (Aristotle 1356b). We know the three species as:

- The logic of the argument (**logos**)
- The credibility of the speaker (**ethos**)
- The emotions of the audience (**pathos**)

Logos

Logos is the use of logic to persuade your audience. A logical argument usually convinces its audience because of the perceived merit and reasonableness of the claims and proof offered in support of the overall thesis, rather than because of the emotions it produces in the audience (pathos) or because of the status or credentials of the speaker (ethos). We often spend most of our time in speech development thinking about the logical elements, but we should remember that logic is only one leg of the three-legged stool of persuasion.

Ethos

If any one form of proof can be seen as most important, it would be speaker credibility. There are three characteristics that may or may not add to a speaker's credibility. These characteristics are good sense, good will, and good moral character. We tend to believe those people we think are smart or have good sense. This is especially true if the person is deemed to have good sense in general but more so if s/he is seen as being knowledgeable about the topic at hand. This is why you want to let the audience know that you are informed on the topic of your talk, that you have personal experience, or that you have done your research.

The next aspect of credibility deals with your goodwill. This refers to how the audience members judge the speaker's intentions. Think about buying a car. Sadly, most people do not trust car salespeople. A car salesperson is seen as being out for herself/himself and not having our best interests at heart when s/he says, "This is a great car, and I can let you have it for a really good price. " We do, however, believe our dentist when s/he says, "This tooth has to come out. " We see our dentist as having our best interests at heart, even though we know s/he will make money removing the tooth, just as a salesperson earns a commission by making a sale.

The last aspect of credibility is the speaker's image, the perception that the speaker has good moral character or is an honest person. Let others know that you cheat on your taxes, speed in your car, or plagiarize papers, and they are less likely to believe you on other topics.

Pathos

Pathos is used to describe the speaker's attempt to appeal to an audience's sense of identity, their self-interest, and their emotions.

If the speaker can create a common sense of identity with her/his audience, then the speaker is using a pathetic appeal, or a rhetorical appeal using pathos. Pathos most often refers to an attempt to engage an audience's emotions. Think about the different emotions people are capable of feeling: love, pity, sorrow, affection, anger, fear, greed, lust, hatred, and so forth.

Let's say you are trying to convince an audience to donate money to a hurricane relief fund. The rhetoric can make pathetic appeals to an audience's feelings of love, pity, and fear. The extent to which any of these emotions will be successfully engaged will vary from audience to audience. Love will be invoked if the audience can be made to feel their fundamental connection to other human beings. Pity will be felt if the plight of the homeless hurricane victim can be made vivid to the audience. Fear might work if the audience can be made to imagine how they would feel in a hurricane victim's place. If the speaker uses these appeals properly (and also properly uses ethos and logos), then the audience is more likely to be persuaded.

79. Formats for Persuasive Speeches

Problem-Solution

Depending on your goals, there will be a standard format that makes the most sense for you to use to achieve your purpose. In a situation where you seek to alter beliefs and attitudes, you will often choose a speech that sets forth a problem and the solution.

Several times in this course, we have argued that when you stand up to speak, it is important that you are the expert in the room. If you know the facts, you are perceived as credible on the topic. This is of paramount importance when you speak to persuade. In many such cases, you come to the speaking situation because you care about the topic as well. Outside of class, people don't give speeches as an academic exercise but because they care. Many speeches have been delivered because speakers are passionate about issues, such as:

- The people in the Sudan are being killed
- The people in New Orleans are without homes
- Half of Americans go to bed hungry

Because we care, we can come to class and articulate the problem. Our goal is to convince the audience that the problem is real. We use the three forms of proof -ethos, pathos, and logos -to intensify or change the beliefs of the audience, so they will be receptive when we present the solution to the problem. Political speeches often take this form: "There is a problem in Washington, and it is the other party. Elect me, and I will cure the problems. "

You would use a problem-solution format when there might be

multiple solutions to the problem that you articulate. For example, you identify a worldwide problem of global warming. You express your feeling that the solution is to reduce our use of coal in industry. You may also believe that another possible solution is for everyone to drive a hybrid car that gets sixty miles per gallon.

80. Types of Persuasive Speeches continued

Cause and Effect

Closely related to the problem-solution speech format is the speech that deals with cause and effect. It is best used when you believe there is a single cause (or group of causes) for a problem; in this instance, you can use the cause and effect organization. An example of a problem that most readers of this book can probably relate to is dealing with the high cost of a college education: The primary reason (cause) that tuition costs in America are increasing at twice the rate of inflation is that the federal government is decreasing its share of funding for American colleges. The result (effect) of this is that middle-class students are graduating with a total debt load that exceeds their ability to pay the loans back in less than twenty years.

Monroe's Motivated Sequence

The three organizational patterns described above are primarily used when the objective of a speech is to influence beliefs and attitudes. When your purpose is to move the audience to action, an effective organizational pattern to use is the Monroe Motivated Sequence. This five-step organizational pattern was developed in the 1930s by Professor Alan Monroe at Purdue University. This is a simple yet effective system that takes you step-by-step from the process of getting attention to the call for action (Barton).

The five steps include:

1. **Attention:** Get the attention of your audience using a detailed story, shocking example, dramatic statistic, quotations, etc.
2. **Need:** Show that the problem spoken of in your speech exists, that it is significant, and that it won't go away by itself. Use statistics, examples, or other information to prove this. Convince your audience that there is a need for action.
3. **Satisfaction:** Show that this need can be satisfied. Provide specific solutions for the problem that the government and community can implement as a whole.
4. **Visualization:** Tell the audience what will happen if the solution is or isn't implemented. Be visual and detailed.
5. **Action:** Tell the audience what personal action they can take to solve the problem.

The advantage of the Monroe Motivated Sequence is that it emphasizes what you want the audience to do. Moreover, it puts your call to action at the end of a logical chain that brings them slowly from the recognition of the problem to seeing how the proposed action can work, to the action itself. Too often the audience feels like a situation is hopeless; Monroe's Motivated Sequence emphasizes the action the audience can take.

As with every other speech format, you need to get the attention of your audience, or else you speak without any hope of influencing them. This does not mean that getting attention is the only thing you need to accomplish in the introduction.

8I. Course Assignment: Persuasive Speech

Link: Persuasive Speech Worksheet

Persuasive Speech

This will be a 5-7 minute persuasive speech in which you will present a problem in society and convince us that your solution can solve the problem. You will need to use persuasive language and strong sources to accomplish this. This speech is worth 100 points.

CAUTIONS: Your speech will be more effective if you choose an issue that you actually care about. You will automatically come across as more passionate and concerned. Choosing a local topic also helps. Try to stay away from overused topics such as abortion, the death penalty, etc. Some topic suggestions might include recycling, arts in the schools, spaying/neutering pets, organic foods, etc.

An outline is required for this speech. Please use the outline template. The attached “persuasive worksheet” is simply a document to help you better understand what persuasion entails and how to approach this last speech. The persuasive worksheet does not need to be submitted to the instructor. Do NOT write your speech out word for word. The outline is worth 25 points.

You must use 5 valid research sources for this speech. You will provide these sources in an annotated bibliography. Examples and guidelines for the bibliography can be found under course documents. The annotation for each source should be your evaluation of your source’s usefulness, reliability, and relevance.

Each annotation should be 100-150 words. The annotated bibliography is worth 50 points.

This speech requires you to provide a self-review of your presentation. Other students will NOT view your speech. Only you will evaluate your own presentation. Please use the rubric provided under course documents. You cannot simply provide a numerical score for your presentation. You MUST discuss your speech providing comments on your strengths and weaknesses. This self-review is worth 25 points.

This speech will be recorded following the requirements outlined in the syllabus. You may not stop and edit your video. You must let it roll. This will be uploaded to YouTube following the directions provided. (FSCJ has privacy settings so only those permitted to view can review your videos. These videos will not be posted for the public to view.)

Here is a link for how to upload your speech video:

How to Upload Videos to YouTube – The Center for eLearning

Note: If necessary, download the video transcript [here](#).

Once you have uploaded your presentation, go to the dropbox and provide the YouTube link to your speech. The rubric for this speech can be found at the end of the syllabus.

82. Course Assignment: Self-Review for Persuasive Speech

Review the attached document: For each area, check either strong or weak for each. Then write 2-3 sentences for each explaining the answer you chose (give specific examples from your speech) and how you intend to improve the areas marked as weak.

Link: [Speech Self Review](#)

83. Course Assignment: Personal Report of Communication Apprehension (PRCA) Post-Test

Recall that each person completed the Personal Report of Communication Apprehension (PRCA) pre-test at the beginning of the course.

Select the following link and spend 5 minutes reassessing yourself to see if you have changed as a speaker throughout the course. Complete this post-test during the last week of the course session through the online form at: <https://goo.gl/forms/NIWGN0V048wlapail>.

This is not graded. Upon completion of the post-test, results will be sent to your professor.

84. Discussion Board: Speaker Critique

In a well-constructed initial response utilizing the knowledge you gained from the initial readings as well as your own experiences, discuss the following question:

Speaker Critique Discussion

Watch the TED Talk by Chimana Adichie, *The Danger of a Single Story*, then answer the following questions on the discussion board.

1. Purpose of speech: Why is the speech being delivered? Who is the intended audience, do you think? Is this a persuasive speech or informational?
2. Briefly discuss the speaker's voice quality. Discuss rate (how fast or slow), emphasis, intensity, vocal distractors (uh's, umm's, etc.), use of pauses, etc. Is the overall quality effective? Why or why not?
3. How does the speaker begin? What is used to gain attention? Tell us the quote or opening lines. Is it an effective opening?
4. What are the main ideas the speaker is presenting? Briefly outline them.
5. How does the speaker conclude? What is used to give a memorable ending? How does the audience respond?
6. What ONE positive technique or skill can you take from this speaker and use in your own speeches?

Please post your response on the **Module 9 Discussion Board**. In addition to your initial response, please reply to at least two of your peers as well.

85. Course Assignment: The Danger of a Single Story Reflection | Assignment Link

This assignment is ungraded, but you are still required to complete it.

Now that you watched the video, The Danger of a Single Story, please write 4-6 sentences answering this question:

“Briefly discuss two themes in the talk by Chimana Adichie. Drawing on her talk, what stories, characters, values, and emotions might you like to address in your current or future communication?”

Respond based on the speaker’s content, watching her as an audience, rather than a critic.

Submit this ungraded assignment using the Assignment Link above.