

Speech

Mr. Mathias

ESSENTIAL HANDOUTS: The GUTS of Public Speaking

TABLE OF CONTENTS

Intro/Conclusion Techniques

Patterns of Organization

Using Transitions & Internal Summaries

Types of Body Support

Outline Format (Template)

Sample Informative Outline

Using Notecards and Visual Aids

Incorporating Citations in Your Delivery

Incorporating Statistics in Your Delivery

Appropriate Attire for Major Speeches

Informative Speech Prompt





Speech • GUTS • Introduction Techniques

REFER to the occasion and **purpose**.

PAY your audience a **compliment**.

OPEN with a human interest story (**an anecdote**) to catch interest and arouse curiosity, or open with a story that has not happened but it could possibly happen. This is called a **hypothetical situation**. The final type of “story” is a **personal reference**.

REFER to a **recent current event** or **incident** that the audience is acquainted with.

USE a **quotation** in your opening remarks.

USE a **novel idea** or a **startling statement** that arouses curiosity and gains attention.

POSE pertinent and challenging questions to the audience to arouse their curiosity. These may come in the form of a **rhetorical question** (with no answer expected) or in the form of a **direct question** (requiring an actual answer).

YOU CAN connect with an audience on a financial, social or emotional level by giving them the **significance of the topic**.

LISTING several concise, exact instances in a series is offer **extended examples**.

LIST **startling statistics**. One, or a series of two or three, can gain audience interest, but don't overwhelm the audience with numbers.

BEGIN with an appropriate joke or make a **humorous reference**. Be careful though! If you are not “gifted” with humor in everyday situations, it can be dangerous.

PREPARING the audience for the body of your speech, the main points that you will be covering, is like a summary in reverse. **IT IS NECESSARY FOR ALL SPEECHES**. this is called a **preview**.

Effective Introduction Checklist: *Does My Introduction...*

- Capture the audience's attention?
- Alert listeners to the speech purpose and topic?
- Motivate listeners to accept your speech goals?
- Make the topic relevant with listeners?
- Use a clear preview/thesis statement at the end?
- Contain AT LEAST 3 **different** introduction techniques? (*including a preview*)



Speech • GUTS • Conclusion Techniques

Restate the thesis in an emotionalized or idealized way.

IF (and *only* if) your speech is argumentative/persuasive, you may want to use a **call to action**.

FINISH a story or **anecdote** that you began in the introduction.

YOU may want to end with a **rhetorical question** or a perhaps a **hypothetical situation**.

Recapitulation is for longer, more formal speeches and main points are reviewed in greater detail.

A **vivid illustration** of the central idea may use literary language to reinforce your main idea or to manipulate images/connotative words to leave a powerful image.

YOU may want to end with a **startling statement, pun** or other **appropriate humorous reference**.

YOU may want to **restate the significance of the topic**.

AN **extended example** will leave the audience with a clear visualization.

USE a **provocative quotation** to summarize the main point of your speech.

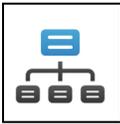
SOMETIMES a **personal reference** is most powerful. Make sure it is relevant to what you have already discussed and does not introduce any new information.

YOU **MUST** restate the main ideas of the speech concisely. It should occur in towards the beginning or in the middle of your conclusion **IT IS NECESSARY FOR ALL SPEECHES** and is called a **summary**.

Effective Conclusion Checklist: *Does My Conclusion...*

- Alert the audience that the speech is ending? (No "In conclusion...")
- Come to an end soon after you say you will finish?
- Avoid introducing new material?
- Use a clear summary to reiterate the main body points?
- End in a memorable way?
- Contain **AT LEAST 3 different** conclusion techniques? (*including a summary*)

JUST REMEMBER: A good speaker (1) tell us what they're going to say (**the introduction**), (2) says it (**the main body points**), then (3) tells us what they just said (**the conclusion**).



Speech • GUTS • Patterns of Organization

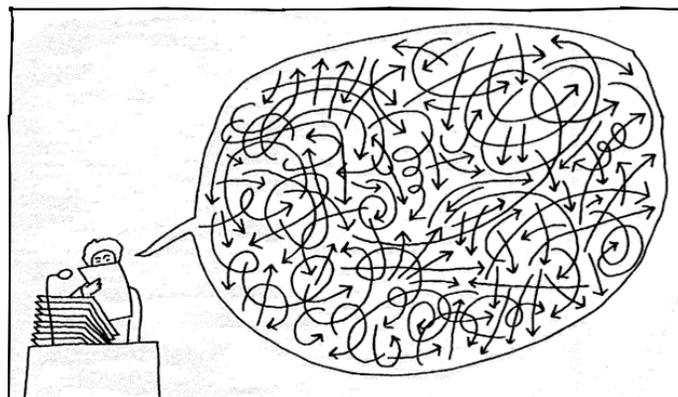
Patterns of Organization

EACH MAJOR SPEECH should follow one of the following patterns of organization.

- **Chronological** – in a logical, time sequence
GOOD FOR historical events/timelines, step-by-step instructions, etc.
- **Spatial** – governed by space relationships
GOOD FOR geographical topics, progression over a physical area
- **Topical** – ideas arranged emphasizing subtopics
GOOD FOR explaining interrelated benefits of a broader topic
- **Directional** – based on your assessment of audience demographic
GOOD WHEN discussing a controversial topic so as to avoid hostility
- **Climactic** – arranged in a contrasting sequence (least to most)
GOOD FOR topics going from simple to difficult, unimportant to important
- **Problem–Solution** – identifies difficulty, offers variety of approaches
GOOD FOR topics and appeals to an audience who wants answers
- **Contrastive** – arranged in a sequence favoring one proposition
GOOD FOR dealing with acceptance or rejection of a particular idea
- **Causal (Cause & Effect)** – links problems to origins
GOOD FOR speaker wanting audience to understand development of idea

REMEMBER

NO MATTER WHICH pattern you select for your speech, it must be carefully thought out and organized if you want to communicate to your audience.





Speech • GUTS • Using Transitions & Internal Summaries

Why Transitions?

TRANSITIONS ARE NECESSARY in speeches so that the speaker is able to connect thoughts and to clarify relationships among ideas. Below are common transitions used for clarifying specific relationships.



Time Relationships

First	Earlier
Second	Before
Third	Eventually
Next	Meanwhile
Soon	Afterwards
Last	After
Finally	Then
Later	At that moment
During	



Compare/Contrast

However	In contrast
Unlike	Nevertheless
Yet	In like manner
Likewise	On the contrary
Similarly	On the other hand
Instead	
But	



Spatial Relationships

Outside	Before
Inside	Ahead
Beyond	There
Here	Overhead
Near	Beneath
Behind	Above
Now	



Result (Cause & Effect)

Thus	So because of
Then	On account of
Therefore	Consequently
As a result of	



Addition

Also	Second
Besides	As well
Too	In addition
Moreover	Furthermore
First	



Emphasis

Indeed	In other words
In fact	



Examples

For instance	Also
That is	As an illustration
For example	In particular
Namely	

These are also called **SIGNPOSTS**. Signposts are words or phrases within sentences that help your audience understand your speech's structure. Just as highway signs tell drivers the direction they're traveling and how the roads are organized, speech signposts inform audiences about the direction and organization of a presentation.

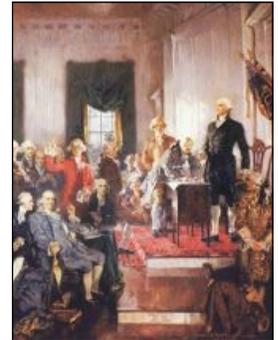
It is important that your transitions and internal summaries introduce a **new point while also** signaling the end of the previous point.

The Public Speech

Opinion
Contrast
Literary Language
Definition
Anecdotes
Rhetorical Questions
Comparison
Description
Visual Aid
Fact
Hypothetical Question
Types of Support
Personal Reference
Humor
Analogy
Epigram
Quotations
Examples
Statistics
Incident

Fact

- The basis of most informative speeches
- Facts are true and can be proven true...obviously.
- **EXAMPLES:** dates, names, etc.



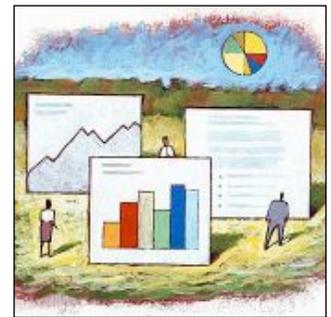
Opinion

- Different from fact because it can be proven true or **UN**true.
- Can be individual or "collective" opinion of a group of experts in that field.



Statistics

- "There are three types of lies— lies, damn lies and statistics."
- Benjamin Disraeli
- Can be boring but correct use can help you effectively make your point.
- **EXAMPLE:** bombs (i.e. cost to make, damage incurred, blast radius, etc.)



Comparison and Contrast

- **COMPARISONS** show how things are alike.
- **CONTRASTS** show how things are different.
- Similes and metaphors can be quite useful to illustrate a point.



Literary Language

- **RHETORIC!**
- **HYPERBOLE OR UNDERSTATEMENT** (for intentional exaggeration)
- **IRONY**
- **PERSONIFICATION**
- **ALLITERATION**, etc.
- **PARALLELISM, ANAPHORA**, etc.



Analogy

- An analogy compares two things that are different.
- A comparison extending beyond 2-3 sentences: ANALOGY.
- Your comparison should prove the truth of something in comparing it to something else.



Examples

- A specific instance of something
- Example: instead of just saying “high-grossing movie,” you could actually reference one...



Incident

- specific reference to a CURRENT EVENT or HISTORICAL EVENT.
- a brief story that makes a point.
- can be long or short (but audiences have difficulty following lengthy incidents)



Quotations

- Using the words of another person or a book/article from your research
- Quoting authorities can help prove your point
- Adds credibility and eloquence



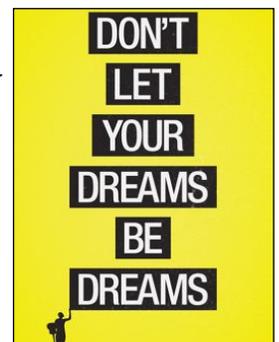
Humor

- Can be very effective but must be tasteful and tactful
- Do not attempt unless you have a “talent” for it
- Must be relevant to topic and timed appropriately
- Remember: we all have varying senses of humor



Epigram

- a short statement that makes its point skillfully in very few words
- originally a brief poem carved on tombstones
- EXAMPLE:
“Brevity is the soul of wit.”
“A short saying oft contains much wisdom.”



Personal Reference

- something from your own experience (or the experience of someone close to you) that gives you knowledge that can add significance to your speech



Anecdote

- a relevant story that can be used to add poignance, illustrate a point, or provide relief
- often humorous, but does not need to be
- must be *actual* stories (you can't just make something up!)



Description

- used to develop your ideas
- effective use evokes sensory responses from the listener
- be specific! use details to add interest! use concrete language (no abstract words).



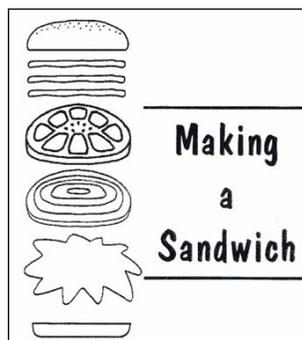
Definition

- clear and apt explanations of topics
- sets limits by showing what a thing *is* and what it is *not*
- often come from dictionaries
- important to use if your speech involves "jargon"



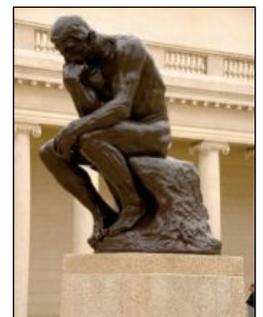
Visual or Auditory Aid

- any type of poster, chart, video, slide show, photograph, etc.
- audio aid (such as CDs, sound files, etc.) can also work



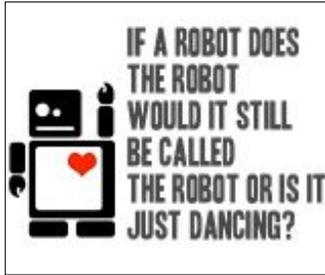
Rhetorical Questions

- a general or specific question that engages the audience to **THINK** but does not require a verbal response
- **EXAMPLES:**
 - “Have you ever...?”
 - “Why me? Why us?...”
 - “Where would we be...”



Hypothetical Situation

- creates a possible or imaginary situation that helps the audience experience the nature of the speech on a more personal level
- not necessarily based on reality but should be a scenario that is possible.



Other Types

- logical appeal
- emotional appeal
- (We will talk more about these when we get to persuasive speeches!)



PROPER FORMAT FOR SPEECH OUTLINE

Name: [YOUR NAME]
Type: [TYPE OF SPEECH]
Topic: [YOUR TOPIC]
Pattern: [PATTERN OF ORGANIZATION]
Purpose: I want my audience to [YOUR PURPOSE].
Audience: High school speech class—teenagers

- I. Thesis/preview *only* (the last line of your introduction), *written as a full sentence.*
- II. Transition and the *first* body point, *written as a full sentence.*
 - A. word or phrase (type[s] of support, highlighted/emboldened)
 1. (if needed) additional detail(s) (type[s] of support, highlighted/emboldened)
 - B. word or phrase (type[s] of support, highlighted/emboldened)
 - C. word or phrase (type[s] of support, highlighted/emboldened)
 - D. word or phrase (type[s] of support, highlighted/emboldened)
 - E. word or phrase (type[s] of support, highlighted/emboldened)
- III. Internal summary, transition, and your *second* body point, *written as a full sentence.*
(SAME FORMAT AS ABOVE)
- IV. Internal summary, transition, and your *third* body point, *written as a full sentence.*
(SAME FORMAT AS ABOVE)
- V. Transition to conclusion (the *first* sentence of your conclusion), *written as a full sentence.*

NOTE: When citing a statistic or quotation in your outline, it should appear in quotation marks, formatted like this:

Speaker/Author & Source - "EXACT QUOTATION" (quotation)

Source & Date - "EXACT STATISTIC" (statistic)

* * *

AFTER YOUR OUTLINE, YOU SHOULD HAVE THE FOLLOWING:

INTRODUCTION

Type out the full text of your introduction. This should be written out word-for-word and contain *a minimum of three* different introduction techniques, including a preview/thesis. Each technique should be identified in highlighted/emboldened parentheses (like this).

CONCLUSION

Type out the full text of your conclusion. This should be written out word-for-word and contain *a minimum of three* different conclusion techniques, including a summary. Each technique should be identified in highlighted/emboldened parentheses (like this). Remember to make your ending statement memorable and delivered in a way that communicates finality. (NEVER end with "Thank you.")

* * *

(AFTER YOUR INTRO & CONCLUSION, COMES YOUR WORKS CITED PAGE)

SAMPLE INFORMATIVE OUTLINE

Name: Taylor Harrison
Type: Informative
Topic: Concussions in Junior High and High School
Pattern: Topical
Purpose: I want my audience to understand the dangers of concussions in Junior High and High School football and to discuss how the game of football is changing in order to combat concussions.
Audience: High school speech class—teenagers

- I. This morning we will talk about what a concussion actually is, the danger that concussions pose to young athletes that play Junior High or High School football, and how the game of football is evolving to protect the players from concussions.
- II. Before we discuss how dangerous concussions can be to football players, it is imperative that we understand what a concussion actually is and the symptoms that can be a result of a concussion.
 - A. Latin word “concussus” meaning to “shake violently” **(definition)**
 1. Dr. Daniel Kuland in book *The Injured Athlete*: “A concussion may produce...chemical, or neuroelectrical changes. This “scrambling of connections” takes time to reorganize.” **(quotation)**
 2. Picture of concussion. Brain collides with skull. **(visual aid)**
 - B. Symptoms – headache, dizziness, ringing in ears, memory loss **(fact)**
 - C. Ryan Ripp – could not remember play he was concussed **(example, incident)**
- III. Now that we understand what a concussion actually is, we can now discuss the dangers that concussions pose to young football players.
 - A. Continue to play—extremely vulnerable to second concussion **(fact)**
 1. Story of Zackery Lystedt **(incident)**
 - B. Potential for future brain problems **(fact)**
 1. 2012 NFL study – “6.1% of retired players above age 50 reported diagnoses of dementia, Alzheimer’s, and other memory-related diseases, compared with 1.2% for comparably aged men in the United States.” **(quotation/statistic)**
 - C. G–force comparison picture **(visual aid/comparison)**
 - D. Dangers of concussions very serious, impact athlete’s future **(opinion)**
- IV. After talking about the dangers of concussions football might sound like a pretty bad idea, but there changes to the game of football taking place that make the game safer.
 - A. Richard Adler, Lystedt lawyer – “Catastrophic brain injuries in sports are preventable. We may never be able to prevent concussions in contact sports, but we can prevent kids from returning to play with concussions.” **(quotation)**
 - B. Go back to Zackery Lystedt story – law requires athletes to be removed if suspected concussion **(example, fact)**
 - C. First law of its kind, many states have followed **(fact)**
 - D. States’ concussions laws map **(visual aid)**
 - E. Laws & more padding in helmets enough to stop concussions? **(rhetorical question)**
- V. As we have seen over the course of this speech, concussions can be very dangerous, especially to young football players.



Notecards

- ☑ USE outline form (EXCEPTION: quotations/statistics, which should be *highlighted* and limited)
- ☑ USE only 3" x 5" index cards.
- ☑ LIMIT number of cards to what is indicated on the prompt.
- ☑ TAPE cards to top of podium.
- ☑ MAKE sure they are clear and legible; typing is encouraged. You should be able to read your own writing.
- ☑ WRITE on one side only.
- ☑ YOU are limited to approximately 20 words per card (not including quotations or statistics).

Visual Aids

- ☑ YOUR visual aid(s) must *directly* support your idea. (Ask yourself, “How will this enhance my message?”)
- ☑ YOUR visual aid must include (but is not limited to) a digital visual aid (i.e. PowerPoint presentation).
- ☑ CONTENT in your visual aid should be school appropriate and tasteful. If you are unsure, ask me first.
- ☑ CHARTS, PHOTOS and other visuals should be simple, clear, and large enough for all to see.
- ☑ TEXT on PowerPoint slides should be kept to a minimum. You should not read directly from it.
- ☑ PROPS and supplementary non-electronic visual aids should be able to be seen by everyone.
- ☑ YOUR visual aid should not distract from the rest of your speech.
- ☑ FILL the dead space as you transition into and out of your visual aid.
- ☑ DO not upstage yourself to reference your visual aid.
- ☑ VIDEO and audio clips should be kept short (generally no more than 30–40 seconds) and *already embedded* in your presentation—not a video pulled up on YouTube.
- ☑ YOU **MUST** come in prior to your speaking day to rehearse with the classroom equipment for your speech (i.e. computer, projector, speakers, etc.). This may involve coming in before or staying after school, so please plan accordingly. You must set up an appointment with me. Your PowerPoint should be in its final form at that time. Remember: *If you do not practice with it, you cannot present with it. No exceptions.*
- ☑ SUBMITTING YOUR VISUAL AID: Final versions of PowerPoints, etc. should be either emailed to me (emathias@hse.k12.in.us), shared on Google Docs (emathias@hse.k12.in.us) *or* brought to me on a flash drive when you come to rehearse. In the event that you needed to make adjustments due to technical issues, I need the revised version before school begins on your performance day. If I do not have it before 7:35 AM, you may not use it.





Speech • GUTS • Incorporating Citations in Your Delivery

Overview

ONE OF THE most important aspects of delivering a speech is properly citing your information. Without explaining where you got the information you are sharing, your audience can never be sure that you aren't just making this up. MLA formatting is great for papers, but not so much for speeches. So, how do we cite our sources in a way that goes with the flow of our delivery?

JUST AS WE have specific words and phrases used for internal summaries and transitions, there are a variety of phrases you can use to set up a quote or cite a statistic. Consider the following “templates” for citation:

In the [DATE] [SOURCE] [SOURCE TYPE], “[TITLE],” [AUTHOR] states, “_____.”

EXAMPLES:

- ☞ In the 2013 *New York Times* article, “Is Algebra Necessary?” Andrew Hacker states, “What is needed is not textbook formulas but greater understanding of where various numbers come from, and what they actually convey.”
- ☞ In her book, *Slouching Towards Bethlehem*, Joan Didion writes, “The ability to think for one's self depends upon one's mastery of the language.”

As [CREDENTIALS] [AUTHOR] puts it, “_____.”

EXAMPLE:

- ☞ As Pulitzer-prize winning author Joseph Ellis puts it, “Washington’s task was to transform the improbable into the inevitable.”

Note: You do not need to list extensive credentials for widely recognized historical figures (i.e. Thomas Jefferson, Mahatma Gandhi, etc.) The idea is that by prefacing the name of a lesser-known individual with their credentials, you preemptively establish their credibility for the audience.

According to [INSTITUTION/GROUP] “_____.”

EXAMPLE:

- ☞ According to the Association for Pet Obesity Prevention, 58% of American cats are overweight.

In a [TIMEFRAME/DATE] [SOURCE] conducted by [INSTITUTION/GROUP], “_____.”

EXAMPLE:

- ☞ In a 2013 study conducted by the University of California, Berkley, researchers found evidence suggesting that sleep deprivation leads to poor food choices.

THESE ARE BUT a few possible ways to cite your sources within the body of your speech. The exact wording for any of these will differ depending on the flow of your speech. Verbs, in particular, can, and should, vary (i.e. “states” instead of “writes,” “noted,” instead of “put it,” etc.). Read your citations aloud and go with what sounds best and flows most easily. If things still don't quite sound right, turn on the news; good reporters cite their sources. Listen to how a reporter on a reputable radio show or television program sets up their sources



Speech • GUTS • Incorporating Citations in Your Delivery (Statistics Edition)

Give us the most important information by anticipating audience questions.

- ④ “Say what??” — the actual statistic (specific figures, not a loose approximation)
- ④ “Says who??” — the source (what research group or institute found this information)
IMPORTANT NOTE: This may not be the source where you read it. Do some investigating.
- ④ “Since when??” — the timeframe or date (how recent the information is)
IMPORTANT NOTE: “Recent” can be within the last 1–2 years. If the information is more than 2 years old, you need to tell us the year the study/poll was conducted.

Format statistics for maximum impact, but do **NOT** stretch (or shrink) the truth.

- ④ Convert portions or ratios into percentages. (*1 in 2 = 50%*)
- ④ Convert percentages into portions or ratios, perhaps applying them to the audience. (*40% = 2 in 5*)
- ④ Do the math—calculate the difference between two contrasting (but related) statistics and cite that figure.
- ④ Chart it yourself—open up a spreadsheet, plug in the data and create a visual representation of the information. Be sure to include the name of the source!

Example Citations with Statistic from *Harper’s Index* (February 2014):

Portion of U.S. smartphone owners who can’t remember the last time their phones were not in the room with them: 1/4 **SOURCE:** IDC (San Mateo, Calif.)

Here are a few possible ways a speaker might cite this statistic during the speech:

“According to a recent study conducted by the International Data Corporation, 1 in 4 U.S. smartphone owners can’t remember the last time their phone was not in the room with them.”

“The February 2014 *Harper’s Index* cited a study by the International Data Corporation which revealed that 1 in 4 U.S. smartphone owners can’t remember the last time their phone wasn’t in the room with them.”

“When asked, 25% of American smartphone owners surveyed said they can’t remember the last time their phone was not in the room with them. This surprising information comes to us from the International Data Corporation, listed in the February 2014 *Harper’s Index*.”

“The International Data Corporation tells us that 1 in 4 American smartphone owners can’t remember the last time their phone was not in the room with them.”

A Handful of Helpful Resources for Stats and Studies

- 🔖 Pew Research Center (pewresearch.org)
- 🔖 *Harper’s Index* (harpers.org)
- 🔖 Gallup (gallup.com)
- 🔖 major news sources (i.e. CNN.com, *The New York Times*, *The Washington Post*, NPR.org, etc.)
- 🔖 reputable sources and academic journals found in online databases (Gale, Ebsco, etc.)



Speech • Appropriate Attire for Major Speeches

Overview

IF YOU ARE unsure as to what you should wear for performing your speech, please consult the diagrams below.

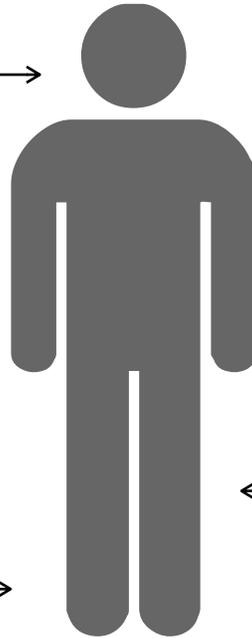
Gentlemen

HAIR: KEEP YOUR HAIR out of your face and keep it natural, no crazy amount of gel.

SHIRT: MAKE SURE THAT your shirt is wrinkle-free. The color you choose to wear should go along with the formality of the occasion.

NOTE: Shirts should be long sleeved; common colors for professional attire are typically white, blue, etc.)

SHOES: CHOOSE DRESS SHOES that match your pants and belt. You must also wear dress socks, absolutely **no** athletic socks.



TIE: YOUR TIE SHOULD match your shirt, be pushed up, and not attract too much attention. ***A tie is required for speeches.***

NOTE: You are always welcome to wear a suit, but it is never a requirement.

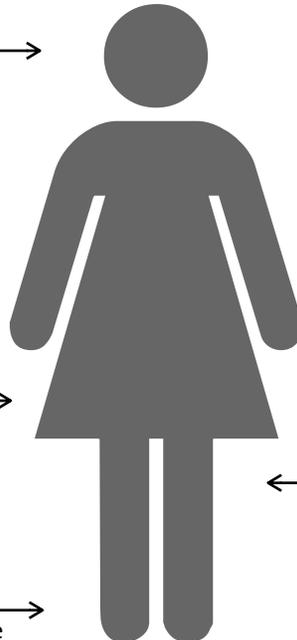
SLACKS: WEAR A NEUTRAL pair of slacks; black, gray or khaki are good go-to colors. Always wear a belt.

Ladies

HAIR: SHORT HAIR CAN be left neatly parted; longer hair should be picked up and removed from the face, but can be used to frame the face. The most important thing is for us to be able to *clearly* see your face for eye contact and facial expressions

SKIRT: SKIRTS SHOULD BE a neutral color and an appropriate length. As always, school dress code applies.

SHOES: SHOES SHOULD COMPLIMENT the color of your pants or skirt. The heel should not exceed 2 inches. Avoid open-toe shoes.



BLOUSE: BLOUSES SHOULD HUG your torso but allow you to breathe. Neckline should be modest and appropriate. As always, the school dress code applies.

PANTS: PANTS SHOULD BE loose enough to not impair your walking and should also be chosen in a neutral color.



Speech • Informative Speech • Prompt

Time Limit	Presentation	Sources	Paperwork	Attire	Due Dates
4–6 MINUTES	4 NOTECARDS	3 SOURCES (MIN.)	I OUTLINE	BUSINESS FORMAL	PAPERWORK
Standard time policy applies: <i>Minus 10% per minute/fraction thereof over.</i> <i>Minus 10% if short by 30 seconds or less.</i> <i>F points if short by more than 30 seconds</i>	3 x 5 inch size with no more than 20 words on <i>one side only</i> . Quotations and statistics should be highlighted and limited. A VISUAL AID is required. Grade will be lowered 10% without it. <i>(See Visual Aids handout for tips and procedures.)</i>	Use of additional sources is <i>strongly</i> encouraged. At least <i>one</i> of these must be a book. Sources of <i>general</i> information such as dictionaries, encyclopedias, Wikipedia, About.com, etc. are <i>not</i> allowed.	Typed with all body supports highlighted I INTRO & I CONCLUSION Each typed out fully, with the 3 techniques in each identified) I WORKS CITED PAGE (MLA FORMAT) NOTE: Above items are submitted as a single document on Turnitin COPIES OF SOURCES All relevant information from speech highlighted	MEN: tie with slacks/suit, appropriate footwear WOMEN: nice skirt or dress pants, appropriate footwear <i>No jeans or tennis shoes!</i>	A printed copy of the Turnitin report and highlighted sources are due IN CLASS on the <i>school day</i> prior to your performance day. PAPERWORK: _____ PERFORMANCE: _____

Purpose

AN INFORMATIVE SPEECH includes information people will find beneficial to include in their general base of knowledge. While no one can foretell accurately what kind of speeches you may be called upon to present in the future, it is a safe bet that you will speak many times to inform others, relaying pertinent information about a given topic, be it in the work place, a school environment or a formal presentation.

THIS SPEECH PROVIDES a clear understanding of the speaker’s ideas upon a subject. It will be necessary for you to arouse the audience’s interest in this particular subject. Once you have evaluated the audience demographics, it is imperative that you to become an “expert” in the subject so that you may relay detailed and specific information in such a way that your audience **WANTS** to learn about it. The information you present must be accurate. For accurate information, acceptable sources written by reliable and competent authorities must be consulted during your research...keep the material within the last 5 years of publication. Your audience also needs to know where you found your material, so you will need to refer to your sources during the course of your speech (see *Incorporating Citations in Your Delivery* handout).

How to Select a Topic and Prepare

CHOOSE A TOPIC that interests you. If you are not enthusiastic, then how will your audience be? Be sure that you connect your interest to the audience’s interest.

1. Use your **Topic Selection** sheet to come up with possible topic ideas.
2. Analyze your audience demographics for their interests.
3. Narrow the general topic to be manageable for your time limit. This is **VERY** important!!!
4. Begin constructing an outline.
5. Gather research from credible sources, keeping track of citation information.
6. Adapt your outline, organizing and supporting main points with *at least 5 different types* of body support.
7. Make additions and deletions on your outline.
8. Rehearse. *Rehearse!* Make adjustments where needed and then... **REHEARSE MORE!**

Remember!

- ◆ GAIN your audience's attention.
- ◆ MAKE your topic relevant to your audience.
- ◆ PRESENT your ideas.
- ◆ DEVELOP your ideas with thorough and varying body supports
- ◆ CITE your sources!
- ◆ SUMMARIZE your ideas and ask audience to remember them.

How to Present

YOU WILL NEED an easy, energetic presentation. Be enthusiastic and original in what you have to say. Use your hands to gesture appropriately—this will help you relax and deliver your speech with a conversational style. Keep your introduction interesting and your conclusion memorable—*in a good way*.

Do NOT Memorize Your Speech!

YOU ARE PERFORMING what is known as **EXTEMPORANEOUS SPEAKING**. That means you know what you want to say but you do not have the entire speech written out or memorized “word for word.” Your sparse words or phrases written on your note cards will aid in jogging your memory.

A Few Helpful Hints

FIRST, have only three main points to your speech. Otherwise, you will go over time. Support these three points with developed support, using examples, illustrations, analogies facts, etc.—any of the devices from your types of support notes.

SECOND, do not be afraid to inject humor into your presentation, *if* you are adept at using it and it is appropriate to the topic and situation. Humor is a good way to add interest and gain attention. Take care not to overdo it. You will not achieve your purpose which is to inform, *not* entertain.

THIRD, be sure your speech *progresses*. Do not allow the speech to drag or become dull. This will hinder your performance and detract from your overall effectiveness as a speaker.

AND LASTLY, lend plenty of effort toward an interesting and *creative* introduction and conclusion. ☺

