

Name
COM 315- time
Instructor

Creative, Efficient, and Representative Title of the Speech

INTRODUCTION

I. Attention Getter: Shocking, scary, cool fact, story, scenario, etc. Sentence clearly relating this attention getter to the topic and subject. This is delivered with practiced timing so people may hear and digest your crazy fact or scene. This is practiced often so as to lend you extra confidence for the rest of the speech. This is also the first impression that the audience has of you and the speech that they are about to hear. It is usually at this point that they decide if they want to listen to YOU. They may be interested in the topic or not which cannot be controlled at this point but it is up to you to show them that they will enjoy your presentation as you will speak to this particular audience with confidence and an understanding of them the audience. This also sets your pace and tone for the rest of the speech. So deliver with confidence, excitement, and passion. Be creative and do not be afraid to smile.

II. Credibility Statement: Why should the audience listen to YOU? Your interests, research, studies, personal stories of experience in detail. This could be 1-7 sentences long as much as needed.

III. Relating to the Audience: Why should THIS audience care about his topic?! What is in it for them? (WIIFM) How does this affect their lives or those that they love? What are the immediate implications of this subject?

IV. Thesis Statement: Simple sentence in declarative form that states what you are speaking about including your 2-3 main points.

Transition: A semi-review of the introduction and a preview for the first main point.

BODY

I. Simple main point very general and in the form of a complete declarative sentence.

[Never a question like "What is a flex capacitor anyway?"]

- A. Another complete simple sentence supporting the main point but more specific.
- B. If there is an "A" then there must be at least a "B" also one complete sentence supporting the main point.
- C. Complete sentence that requires more detail and therefore sub-support.
 1. In this complete single sentence is sub-support which is more specific and in such detail that it may require a citation that is written out.

2. According to this complete declarative sentence written by Damon Hall on October 21, 2003 in the New York Times, is the second sub-supporting point which is necessary because all support must come in at least pairs.
3. This need for at least two points is called the "rule of two's".
 - a. The rule of two's is necessary.
 - b. The rule of two's ensures that you have enough detail in your support.
 - i. This is a complete sentence of more detail about the rule of two's.
 - ii. This is the other half of the detail about the rule of two's.

Transition: Review statement of the previous main point and then a Preview Statement of the next point in 1-2 sentences cleverly woven together.

II.

- A.
 1.
 - a.
 - b.
 - 2.
- B.
 - 1.
 - 2.
 3.
 - a.
 - i.
 - ii.
 - iii.
 - iv.
 - b.
 - c.
 - 4.
- C.

Transition: Review statement of the previous main point and then a Preview Statement of the next point in 1-2 sentences cleverly woven together.

III.

- A.
 1.
 - a.
 - b.
 - 2.
- B.
 - 1.

Materials for helping with: Preparation Outlines
Speaking Outlines
Nonverbal Communication
5-Step Practice Method

8 guidelines for effective preparation outlines

1. The preparation outline should include the speaker's specific purpose statement.
 - a. The specific purpose statement should be written before the text of the outline itself.
 - b. Including the specific purpose statement makes it easier to judge how well the speech accomplishes the speaker's aim.
 2. The preparation outline should include the speaker's central idea.
 - a. The central idea can follow the specific purpose as an independent element of the outline.
 - b. It can also be identified in the body of the outline.
 3. The preparation outline should clearly label the introduction, body, and conclusion of the speech.
 - a. This ensures that the speech indeed has an introduction, body, and conclusion.
 - b. It also helps guarantee that each part of the speech meets its objectives.
 - c. Labels for the introduction, body, and conclusion are stated separately from the system of symbolization used in the outline.
 4. The preparation outline should have a consistent pattern of symbolization and indentation.
 - a. In the most common system of outlining, main points are identified by Roman numerals and are indented equally.
 - b. Subpoints are identified with capital letters and are indented equally.
 - c. There may also be sub-subpoints and even sub-sub-subpoints.
 - d. Using a consistent pattern of symbolization and indentation provides a clear visual framework that shows the relationships among the ideas in the speech.
 5. The preparation outline should state main points and subpoints in full sentences.
 - a. Using full sentences clearly identifies the content of each point.
 - b. Using full sentences helps ensure that a speaker has thought out the points fully.
 6. The preparation outline should label transitions, internal summaries, and internal previews.
 - a. This helps make sure that the speech has sufficient transitions, internal summaries, and internal previews.
 - b. Labels for these elements are not included in the system of symbolization of the outline.
 7. The preparation outline should include a bibliography.
 - a. The bibliography is a list of all the sources used in preparing the speech.
 - b. Students should check with their teacher to see if they must follow a specific format for the bibliography.
 8. The preparation outline may also include a title for the speech.
 - a. Students should check with their teacher to see if a title is required.
 - b. If a title is required, it should be brief, attract the attention of the audience, and encapsulate the main thrust of the speech.
- I. Once the preparation outline is completed then create a speaking outline
- A. A speaking outline is a brief outline used to deliver a speech.
 - B. The primary purpose of a speaking outline is to help a speaker remember what to say.
 1. It includes key words and phrases from the preparation outline.

2. It includes essential statistics and quotations the speaker does not want to forget.
 3. It includes cues to direct and sharpen a speaker's delivery.
 - C. Speaking outlines are especially effective for extemporaneous speeches.
 1. An extemporaneous speech is thoroughly prepared and practiced in advance.
 2. The specific wording, however, is selected as the speech is being delivered.
 3. Most classroom speeches are delivered extemporaneously.
 - D. There are four guidelines for effective speaking outlines.
 1. The speaking outline should follow the same visual framework used in the preparation outline.
 - a. Using the same symbolization and indentation as in the preparation outline makes the speaking outline easier to prepare.
 - b. It also makes it easier for the speaker to see where she or he is in the speech at any given moment.
 2. The speaking outline should be plainly legible.
 - a. A speaking outline is worthless unless it is instantly readable at a distance.
 - b. Using dark ink, large letters, and leaving extra space helps make the speaking outline more readable.
 3. The speaking outline should be as brief as possible.
 - a. Detailed notes often prevent a speaker from maintaining eye contact with the audience.
 - b. The best rule is that a speaking outline should contain the minimum necessary to jog a speaker's memory and keep him or her on track.
 4. The speaking outline should include cues for delivering the speech.
 - a. One technique is to highlight key ideas that require special vocal emphasis.
 - b. Another is to jot down prompts for delivery such as "slow down," "pause," and "louder."
- II. Effective speakers learn to use nonverbal communication to enhance the impact of their message
- A. Nonverbal communication can play a major role in the outcome of a speech.
 1. Researchers estimate that hundreds of thousands of messages are conveyed through bodily movement.
 2. Studies show that in some situations nonverbal communication accounts for much of the meaning communicated by a speaker.
 - B. Four aspects of nonverbal communication are especially important for public speakers.
 1. The first aspect is personal appearance.
 - c. Listeners always see a speaker before they hear the speaker.
 - d. Just as speakers adapt to the audience and occasion in other respects, so should they take care to dress and groom appropriately.
 2. The second aspect is bodily action.
 - a. Public speakers need to avoid distracting bodily actions such as fidgeting with notes, leaning on the lectern, and shifting weight from one foot to the other.
 - b. Effective speakers learn to control these actions so as to keep attention focused on the message of the speech.
 - c. Effective speakers are also aware of their actions before and after the speech as well as during it.
 - (1) Before the speech, they walk confidently to the lectern, establish eye contact with the audience, and look poised and confident regardless of how nervous they may be.
 - (2) After the speech, they give their closing line a few moments to sink in, calmly gather up their notes, and maintain their confident demeanor while returning to their seat.
 3. The third aspect is gestures.
 - a. Some accomplished speakers gesture a great deal; others hardly at all.

- b. The cardinal rule is that whatever gestures a speaker does make should not draw attention to themselves or distract from the message of the speech.
- c. Gestures should appear natural and spontaneous, clarify or reinforce the speaker's ideas, and be appropriate to the audience and occasion.
- 4. The fourth aspect is eye contact.
 - a. Audiences often look at a speaker's eyes for clues about the speaker's truthfulness, intelligence, and feelings.
 - b. Although customs of eye contact in interpersonal communication vary from culture to culture, there is fairly wide agreement across cultures on the importance of eye contact in public speaking.
 - c. Research shows that in the United States speakers who fail to establish eye contact are perceived as ill at ease and often as insincere or dishonest.
 - d. Establishing eye contact is one of the quickest ways to establish a communicative bond with an audience.
 - (1) Eye contact helps capture an audience's attention.
 - (2) Eye contact helps establish the speaker's credibility.
 - (3) Eye contact allows speakers to see and respond to feedback.

III. Speakers can improve their speech delivery by following a five-step method

- A. First, the speaker should go over her or his preparation outline aloud.
 - 1. This allows the speaker to judge how the written outline translates into spoken discourse.
 - 2. It also gives the speaker a chance to clarify and revise the speech as necessary.
- B. Second, the speaker should prepare a speaking outline.
 - 1. Preparing a speaking outline increases the speaker's familiarity with the speech.
 - 2. The speaking outline should conform to the guidelines presented in Chapter 10.
- C. Third, the speaker should practice the speech aloud several times using only the speaking outline.
 - 1. At this stage, the speaker should not worry about getting everything in the speech just right.
 - 2. The aim is to gain control of the ideas and structure of the speech, not to learn it word for word.
- D. Fourth, the speaker should polish and refine the delivery.
 - 1. Practicing in front of a mirror is one way to check on nonverbal communication such as gestures and eye contact.
 - 2. Tape recording the speech is an excellent way to gauge such things as rate, pauses, articulation, and vocal variety.
 - 3. A few practice sessions in front of other people—friends, family, roommates, etc.—can be especially valuable.
- E. Fifth, the speaker should give the speech a dress rehearsal under conditions as close as possible to those he or she will face during the actual speech.
 - 1. Some students like to try the speech in an empty classroom a day or two before the speech is due.
 - 2. It is important that the dress rehearsal incorporate every aspect of the speech, including visual aids.
- F. In order for this method to be effective, speakers must start early.
 - 1. A single practice session—no matter how long—is rarely enough.
 - 2. Student speakers should give themselves *at least* a couple of days, preferably more, to gain command of the speech and its presentation.