

Presenting and Interpreting Public Messages

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Foreword

Speech: Essentials of Communication: A Guide to Interacting Effectively in Today's World™ is a five-unit elective for high school students, providing theoretical and practical knowledge and skills for truthful and effective communication. Students will learn about communication truths and theories, characteristics of language, interpersonal relationships, group dynamics, and public speaking.

This course contains information and activities that show students how to effectively express ideas and interact with others in the world around them. Studying the units and applying the communication principles in this course will help students discover ways in which their knowledge enables them to honor God, communicate truth, develop relationships, meet the needs of others, fulfill social obligations, exchange information, and reach personal goals.

This course also provides a special application of practical and effective communication skills to the business world, a destination towards which many career-minded students will be heading.

Speech: Essentials of Communication contains the following units. The unit for this student workbook is highlighted below.

Unit 1 — Communication Foundations

Unit 2 — Language Characteristics

Unit 3 — Interpersonal Relationships

Unit 4 — Understanding Groups

Unit 5 — Presenting and Interpreting Public Messages

LIFEPAC Speech: Essentials of Communication **A Guide to Interacting Effectively in Today's World™**

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Why is Communication Essential?

Welcome to *Speech: Essentials of Communication*. The development and proper use of communication skills is one of the most important goals we should strive to achieve in life. As beings that are created in the image of God, we have a God-given ability to communicate through spoken, written, and nonverbal means; however, because of the entrance of sin into the world through Adam, we often witness a distortion of the communication process that God originally provided. We have, as a result of the Fall, seen the breaking down of human relationships and communication.

In response to this situation, God has chosen to communicate to the world through His Son, Jesus Christ; the Bible; and His Creation. His communication to the world has been “essential” to restoring relationships and the communication process that people need.


Because of God’s communication with us, Christians have been provided with the spiritual resources they need in order to properly develop effective communication skills. Following the pattern of the “Master Communicator,” we have the responsibility and privilege to communicate the truths of God’s Word and His Creation to others throughout the world. As a part of this task, we must learn to make an accurate and efficient use of communication tools and procedures that are commonly found in society, whether at home, school, or in the business world.

For Christians, communication is crucial to not only receiving but also providing truth. Each day, you have the opportunity to interact with family, friends, teachers, co-workers, and any number of other people in a variety of settings. The effectiveness of your interactions with others influences your ability to communicate well for everyone’s benefit.

Speech: Essentials of Communication is intended to show you in a practical, hands-on way, how to be an effective communicator for God in the world. As you move through each of the five units, you will identify, analyze, and evaluate communication skills and processes that you will need for spiritual, moral, personal, social, and professional growth. Doing so will help you develop and demonstrate your own communication skills and thereby assist in building your ability and confidence when you are called upon to interact with others.

The course covers concepts and ideas that are widely-used in the field of communication. School, church, home, and work-world settings provide real-life scenarios that allow for consideration of how these communication principles can be applied in real-world situations. Interacting with the concepts and perspectives in *Speech: Essentials of Communication* gives you the opportunity to develop discernment and become better equipped to practice a Christian understanding of communication in the world around you.

Unit Five: Presenting and Interpreting



Public speaking is an important communication skill that is not reserved solely for politicians or those who hold elevated positions in society. Most people, whether students, volunteers, or businessmen, have the opportunity to speak in public. No matter what career path you choose, you will need to learn how to effectively communicate as a public speaker.

For some people, the mere thought of delivering a speech to a crowd gives them “butterflies” in their stomachs, but as you will learn in this unit, much of the apprehension associated with public communication is caused by not knowing what to say or how to say it. The lessons in this unit emphasize that preparation is key to gaining confidence with a crowd. When you are confident about your message and believe you have something important to say, your fears will more easily subside.

Unit 5 teaches you how to not only avoid feeling apprehensive when speaking in front of others but also effectively prepare for and deliver speeches. As part of completing the unit, you will present a ten-minute speech, participate in a group presentation, and evaluate a speech.



Objectives

When you have completed Unit 5, you should be better prepared to:

- Define the audience, topic, and purpose(s) of a speech. (Section I)
- Devise and organize speech thesis statements and outlines. (Section I)
- Use research techniques in developing a topic. (Section II)
- Use reliable information to support the content of a speech. (Section II)
- Use visual and/or auditory aids to support and present a speech. (Section II)
- Identify and use appropriate organizational patterns to prepare a speech. (Section III)
- Devise presentation outlines. (Section III)
- Use scripts or notes to present a speech. (Section III)
- Know the types and strategies of speech delivery. (Section IV)
- Apply critical-listening strategies for presentation evaluation. (Section IV)
- Prepare and present an individual presentation to inform, persuade, or motivate the audience, using traditional tools. (Section IV)
- Apply strategies to manage apprehension, to build confidence, and to elicit control of a speech. (Section IV)
- Research, prepare, and participate in a persuasive group discussion or debate. (Section IV)



I. Preparing Speeches

Throughout your life, you will have opportunities to stand up in front of gatherings of people to speak publicly. Knowing how to prepare a speech can give you the ability to make good use of these opportunities and deliver information that you believe is important enough for others to consider. In Section I, you'll learn practical steps for preparing a speech. The lessons for this section are as follows:

Determining the Purpose and Choosing a Topic

In this lesson, you'll look at the three purposes for speeches: to inform, to persuade, and to entertain. You'll also identify four idea-generating methods for choosing a topic for a speech. At the completion of this lesson, you should be better prepared to:

- **Define the audience, topic, and the purpose(s) for a speech.**

Developing a Thesis Statement

You'll learn how to refine a chosen topic by developing a thesis statement. This statement will narrow the focus of your speech and present the central idea that you want to communicate. At the completion of this lesson, you should be better prepared to:

- **Devise and organize thesis statements for speeches.**

Defining Your Audience

In this lesson, you'll discover how to analyze your audience and determine the importance of an occasion so that you are better able to understand an audience's expectations. This lesson will also demonstrate the importance that the physical setting makes in how a speech should be prepared. At the completion of this lesson, you should be better prepared to:

- **Define the audience, topic, and the purpose(s) for a speech.**

Developing a Preliminary Outline

In this last lesson, you'll learn how to create a preliminary outline for a speech, filling in the details for what you would say to an audience. You'll study four ways in which you can present information in an interesting manner. At the completion of this lesson, you should be better prepared to:

- **Devise and organize speech thesis statements and outlines.**

Should you be asked to give a speech, this section will help you know what is involved and provide you with what you will need to select and prepare content that is appropriately matched to the needs of your audience.

Determining the Purpose and Choosing a Topic

Objective

- Define the audience, topic, and purpose(s) of a speech.

Vocabulary

effective – sufficient to produce a desired result

evaluate – to assess the quality or value

Determining the Purpose

Determining the purpose of a speech (or presentation) is the essential and crucial first step. A presenter must know the reason for a speech before figuring out what to say; the reason gives the speech direction.

Most of the time, the general purpose of a speech is easy to determine. For example, you have to fulfill the requirements for a class; your boss needs you to present information to less experienced employees; or you have to introduce a keynote speaker at a conference.

In addition to determining the general purpose of a speech, a speaker must also establish the specific purpose of a speech. The specific purpose of a speech might be stated, “I want my audience to understand the importance of capturing their family stories.” Determining the general and specific purpose of a speech will enable the speaker to more **effectively** choose a topic.

General Purpose. When people give a speech, they usually do so to fulfill one of three general purposes: to inform, to persuade, or to entertain.

To Inform. An informative speech provides an audience with information about people, ideas, objects, events, procedures, and places. Its primary goal is to enlighten listeners. When speaking to inform, a speaker might define, instruct, demonstrate, train, describe, or answer questions on a subject. Because many listeners forget half of what they hear immediately after they

hear it, informative speeches need to present information in a memorable way. This can be achieved by using a metaphor to connect important information, sharing a story, or offering an appeal to the listeners. Situations that call for an informative speech might include teaching a group of co-workers how to use a piece of equipment, correcting voter misconceptions about a federal policy, making consumers aware of a product, and increasing travelers’ knowledge of safety precautions.

To Persuade. An effective persuasive speech motivates listeners to alter or remain faithful to their beliefs, behavior, or attitudes by presenting ethical forms of argumentation. One of the most effective means of persuasion is the use of verbal and visual representations of a need. Goals of persuasive speeches include convincing people to vote for a certain political candidate, converting people from one set of beliefs to another, or inspiring wealthy business owners to donate to a particular cause.

To Entertain. Speeches for the purpose of entertainment might include elements of informative speeches and persuasive speeches, but their primary goal is to amuse listeners. Entertainment involves engaging an audience by pleasing or amusing them. Speeches that attempt to entertain might be used in a variety of situations such as giving a toast to a bride and groom, presenting a keynote speaker, accepting an award, saying farewell, celebrating a special occasion, or telling a story.

Type of Speech	Primary Goal	Examples
Informative	Enlighten listeners	<ul style="list-style-type: none"> • Teach skills, concepts • Correct misconceptions • Announce products/changes • Increase knowledge outside of educational settings
Persuasive	Motivate listeners to change beliefs, behaviors, or attitudes	<ul style="list-style-type: none"> • Convince voters • Encourage/inspire action • Share beliefs
Entertaining	Amuse listeners	<ul style="list-style-type: none"> • Give toasts • Present keynote speaker • Accept an award • Announce special occasions • Tell a story

Choosing a Topic

Once you have determined the general purpose of the speech, you may be ready to choose the topic. If you were to give an informative speech, you might choose to inform an audience on how to plant a garden, or you might point out interesting sights at Yosemite National Park if you had gone there this past year. (In some cases, a speaker might first be given a topic and then have to determine the general purpose.) If you have difficulty coming up with a topic, it helps to try several idea-generating methods:

- brainstorm
- review current news items
- consult others
- use a mind map

Brainstorm. As you discovered in the unit on groups, brainstorming is an effective way to generate a multitude of ideas. Brainstorming can also be used on a personal basis to generate ideas. If you apply this technique in order to discover your speech topic, you could begin by asking questions that will spark the imagination. For example, ask yourself “Is there something that I want to learn more about which others might enjoy hearing also?” or “Is there an activity in which I am proficient?” or “What does my audience need to know?” You should write everything down

that comes to mind. Do not extensively **evaluate** your thoughts until you have a significant list of ideas. Once the list is extensive, you should evaluate your audience's interest in the ideas according to the following criteria:

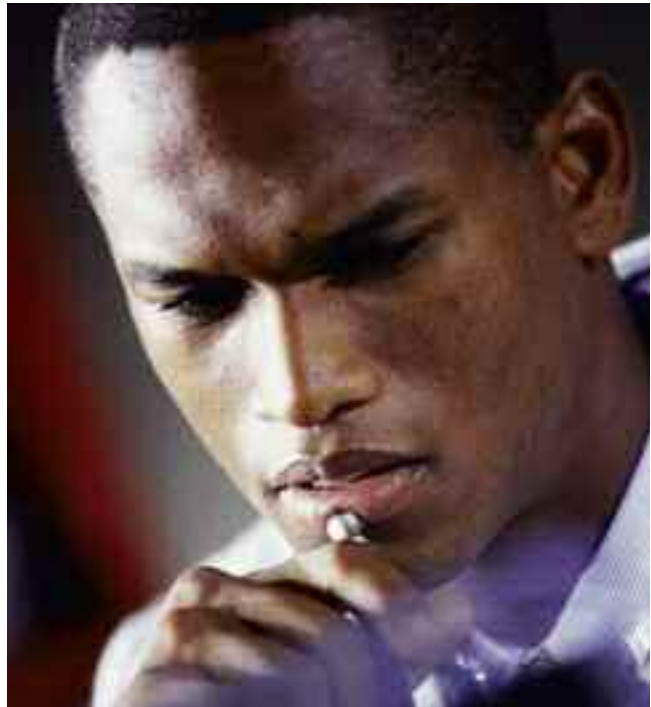
1. *Does the topic interest you?* Whether writing an essay or a speech, the subject matter needs to be interesting to you. If you are interested in a topic, you will be more enthusiastic about preparing your speech and delivering it. Audiences who sense a speaker's enthusiasm are more likely to become enthusiastic themselves about the topic.
2. *How much do you know about the topic?* It is always best to write or speak about what you know. It's generally best to pick a topic with which you are familiar. You don't have to be an expert on the subject, but you should be acquainted with the basics.
3. *What information is available to you on this topic?* You might have some knowledge about a topic that interests you, but if you can't obtain enough information on the subject to develop a speech, you will need to choose another topic. For instance, you

might have an interest in the vermiform appendix; however, little is known about the purpose of this organ in the human body. It would be difficult to gather enough information to develop an effective speech on the purpose of the vermiform appendix. (*The vermiform appendix* is a formal name for the human organ we simply call the appendix. It is a small sac connected to the large intestine). A good place to start gathering information on a topic is online at the *Wikipedia*, a free online encyclopedia generated by readers.

4. *Is the topic appropriate?* In order for a speech to be effective, it must be appropriate for the situation. For example, if you are asked to give a twenty-minute informative speech on government health care benefits for the elderly, it would not be appropriate to choose a topic that would cause you to go outside those boundaries; consequently, the pitfalls of Social Security would not be an appropriate topic. It is also important to choose a topic that takes into consideration the interests or needs of the audience. Speaking to a room full of teenagers about preparing for retirement would not be appropriate to most members.
5. *Can you adequately cover this topic in the allotted time?* To be effective, your speech must cover a limited topic. For example, you might choose to do a speech on football. While this topic is narrower than the topic of sports, it is too broad for a ten-minute speech. However, by narrowing the topic, it could become an effective speech. You could speak about a specific football training method, the recent success of your high school football team, or the dangers of dehydration when teams take inadequate water breaks during practice. Once a topic is selected, where do you start to gather the information? That takes us to the next idea for developing the topic.

Review current news items. Magazines, newspapers, online news services, and television news shows are excellent sources of current topics. Scan headlines,

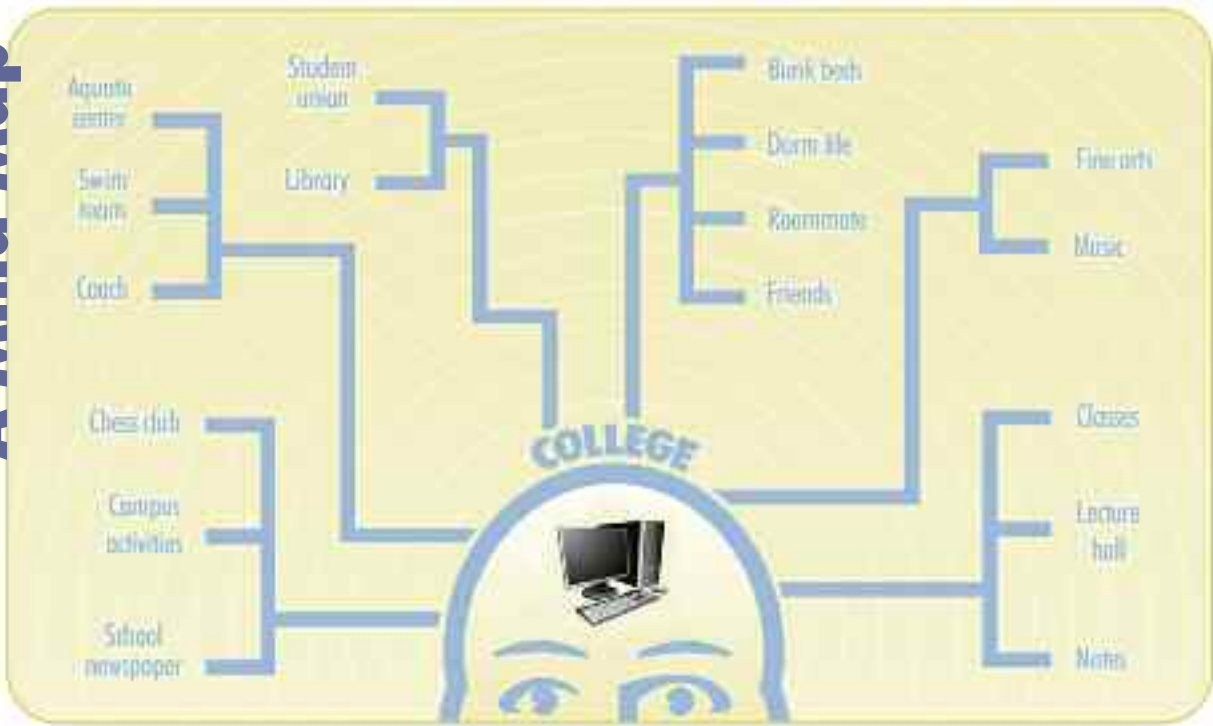
article titles, and television listings until you find something that interests you. If you can't find enough news sources at home, the local library and the Internet offer many avenues for current local, national, and international news information.



Consult others. Another helpful way to generate ideas for a topic is to talk to family members, friends, and teachers. You can ask others what topics they might speak about if they were giving the speech. It might also help to ask them what topics they think might be of interest to your specific audience. They might have noticed that you enjoy collecting fast-food toys, and think that others would be interested in hearing about how last year's McDonald's® giveaway is this year's hottest item on eBay®.

Use a mind map. A helpful technique for narrowing a speech topic is to create a mind map. A mind map is a collection of related ideas. To refine a general topic, think of associated ideas and write them down. Next, write down any ideas that might be associated with those ideas until you arrive at a topic that can be covered in the allotted time. What follows is an example of a mind map, with computers as the general topic. You could choose any one of the outlying ideas as a topic for a speech. The further out you go from the center of the chart, the more specific the topic becomes.

A Mind Map



Answer the following questions in one to three sentences.

1.1 List the three general purposes of public speaking.

- a. _____
- b. _____
- c. _____

1.2 Name one method for generating ideas for a speech topic. _____

1.3 List the five criteria that should be considered when choosing a topic.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.4 What is a mind map? _____



Teacher check _____

Initial

Date

Skill-Building Activity: Defining Topic and Purpose

1.5 This is the first of several activities that will help you prepare and deliver a 10-minute speech.

a. If your teacher does not assign you a general purpose, determine whether you would like to make an informative, persuasive, or entertaining speech.

b. General purpose of your speech: _____

c. List three general topics that interest you and about which you know enough to write a one-page report:

Example: Water Sports

Topic 1 –

Topic 2 –

Topic 3 –

d. Following the example stated below, list at least two subtopics for each of the main topics. Subtopics should be narrow enough to be adequately covered in a ten-minute speech (Each subtopic should not require more than two to three minutes to explain.) Use the mind map technique if you need help, or ask a teacher or librarian for assistance.

Example: Topic 1 – Water sports

Subtopic 1: How to windsurf

Subtopic 2: Top five places to scuba dive

Topic 1 –

Subtopic 1:

Subtopic 2:

Topic 2 –

Subtopic 1:

Subtopic 2:

Topic 3 –

Subtopic 1:

Subtopic 2:

e. From the list you just created, choose one of the subtopics that you can thoroughly research and that you would enjoy presenting. This subtopic will be the topic for your speech.

Your topic: _____

f. What do you want your audience to know, believe, feel, or do? _____



Teacher check _____

Initial _____

Date _____

Developing a Thesis Statement

Objective

- Devise and organize thesis statements for speeches.

Specific Purpose

Once a speaker has determined the specific topic of the speech, he or she will need to narrow the focus further by defining what the audience is expected to know, do, believe, or feel due to information provided in the speech.

For example, if in the past exercises, you have chosen to give a speech on Web site security features, your specific purpose might be stated as, “I want to inform my audience about Web site security features.” This statement is adequate, but not very effective. It states what you will do as the speaker, but not how the audience will respond. A more effective statement of purpose might be, “I want my audience to identify four types of Web site security features.”

The next step in preparing a message is to develop a thesis statement. A thesis statement is a concise summary of a speech. It focuses on the central idea that a speaker wishes to communicate to his or her audience.

Similar to a statement of purpose, a thesis statement should be narrowly focused. It should be written in specific language. Consider broad and narrow examples of thesis statements given above.

Thesis statements are declarative. A declarative statement states a fact, a possibility, or a condition. Declarative statements do not express a request (“Please believe that pollution is bad”), nor do they ask a question (“Why are you giving a speech?”). The statement states with confidence the focus of the speech.

Thesis Statements

BROAD

Yosemite National Park is beautiful.

The massive granite forms and the grove of sequoia trees make Yosemite National Park one of the most spectacular places in North America.

A dog is a man's best friend.

Dogs are loyal and faithful to their owners.

Terrorism should be stopped.

The formation of a special government agency to track down terrorists will help prevent future attacks.

NARROW

Skill-Building Activity: Developing Your Thesis Statement

I.6 Answer the following questions.

a. List the possible topics within your speech. Circle the most important topic. _____

b. Write out the central idea of your speech. _____

c. Focusing on your central idea, write out your thesis statement. Be sure that your statement is declarative. _____



Teacher check _____

Initial

Date

Defining Your Audience

Objective

- Define the audience, topic, and purpose(s) for a speech.

Vocabulary

cohesion – working together to create a united whole

Analyzing the Audience

An effective speaker will not launch into a lengthy explanation of interests without knowing something of the listener's interests and situation. Before the speaker begins to organize main points, he or she tries to understand who the audience is, what the audience knows, what the situation is, and what the audience is willing to know. The informal study done by a speaker before creating a speech is called situational analysis. It has three components necessary for a complete view of the situation:

1. audience type
2. demographics
3. occasion

Audience type. Audiences are composed of individuals, each with a distinct set of perceptions, attitudes, and goals. Some audiences are united due to interests, job association, or various other formal or informal group memberships. An audience of retired army officers listening to an anti-war protester might be more united in their responses to the speaker than an audience of randomly selected citizens.

According to communication scholar H.L. Hollingsworth, audiences may be classified according to cohesiveness into five different types:

1. pedestrian audience
2. passive audience
3. selected audience
4. concerted audience
5. organized audience

A *pedestrian audience* has the lowest level of **cohesion**. As the name suggests, members of the audience are just passing through a speaker's range of influence. A prime example of a pedestrian audience is a group of people who walk by a street preacher or politician. Members of the group have not purposefully gathered to hear what the speaker has to say. When dealing with a pedestrian audience, the speaker's greatest challenge is to redirect the thoughts and feelings of individuals toward the message. Capturing prolonged attention of members of a pedestrian audience is not easy. That is why so many street speakers and protesters use outspoken or noticeable statements to gain attention.

The second type of audience is a *passive audience*. A passive audience is a group of people gathered together to listen to a speech that they are not necessarily interested in hearing. A classroom full of students is an example of a passive audience. Classmates may be required to listen to what you have to say. They are a "captive" audience; so the speaker's main concern is to maintain interest, not capture it.

Members of the third type, a *selected audience*, gather to hear a speaker because they share a common interest or goal. For example, the president of student government might gather together the rest of the members to persuade them to take on a charity drive; however, some members might disagree with the speaker. To effectively address a selected audience, a speaker must not only maintain members' interest, he must also convince the audience of his dedication to the group's collective goal.

The fourth type of audience is known as a *concerted audience*. A concerted audience is very cohesive. It shares the goals and interests of the speaker and is inclined to do what he asks or recommends. A group of shareholders listening to the company's president speak on ways to increase revenue is an example of a concerted audience. Because the president shares the same goal as the shareholders—financial success—the shareholders are likely to accept the president's plan of action for the next fiscal year.

The last type is an *organized audience*. An organized audience is the most cohesive type of audience. In an organized audience, members agree with the speaker and his message. A community organization gathered to celebrate its 50th anniversary of service is an example of an organized audience. When addressing an organized audience, the speaker's primary concern is to tell members what to do and how to do it.

Demographics

When developing a speech, it is important to consider the demographics of the audience. Audience demographics may include age, gender, organizational affiliation, and ethnicity.

Age. When planning a speech, it is important to consider the average age of the listeners. For instance, an audience of teenagers tends to have different interests and expectations than a middle-aged audience. While

an informative speech on the lifestyles of classical composers might be interesting to a group of music enthusiasts, most people will probably not be as interested.

The expectations of young people can differ greatly from those of mature adults. When presented with a solution to a problem, most mature adults demand to see hard evidence before they will consider changing their views. On the other hand, most young people will agree to change their views if a speaker is charismatic. Their level of trust is higher than that of the adults. When speaking to mature adults, it is important to support the main points with facts. When speaking to young people, it is important to include stories or illustrations that they can recognize.

Gender. Another important demographic characteristic to consider when preparing a speech is gender. If an individual has been asked to speak to an audience that consists of only women, it is a good idea to choose a topic that most women in the group would find interesting. The type of evidence that is cited should also be influenced by the gender of your audience. For instance, if you are speaking to a crowd that is predominantly male, your speech might be more effective if you quote more male authorities than female authorities. Usually the topic cannot be selected by gender because today the roles and interests of many men and women have become blurred



“The organizational membership of an audience is a good indicator of its interests.”

much more than in past generations. Be careful not to stereotype a group based upon its gender. Consider one or more of the other demographic items.

Ethnicity. A person’s ethnicity can have a profound effect on the way he or she interprets a speaker’s message, so it is important that a speaker is aware of an audience’s cultural background. For instance, some Asian cultures prefer to be allowed to draw the conclusion themselves rather than be faced directly with it. Westerners, on the other hand, appreciate explicit statements of purpose or belief, and they structure their speeches accordingly. What might be acceptable in one culture might not be as well received in another.

Organizational Affiliation. An audience’s organizational affiliation involves membership in a political, religious, occupational, or social group. An audience’s organizational membership is a good indicator of its interests. For example, if someone is planning to speak to an audience that is made up of volunteers at a school, it might be safe to assume that members are interested in topics that deal with education.

Similarly, organizational affiliation can indicate the values and beliefs of an audience. Consider the adjustments that a politician must make when addressing various audiences. When speaking to a group of conservative voters, he or she might stress belief in limited government. When speaking to a group of blue-collar workers, the speaker might emphasize determination to reduce taxes for the middle-class and provide better benefits for the unemployed.

The Occasion

A final aspect of audience and situational analysis is the occasion. When preparing a speech, the occasion should be analyzed from three aspects:

1. audience expectation
2. the audience’s knowledge of the topic
3. the physical setting

Audience Expectation. Generally, the occasion and the purpose of a speech form an audience’s expectations. For example, if you have been asked to inform a group of high school students how to achieve higher scores on the SAT, you will be expected to include a great deal of practical study tips in your speech.



Audience Types

- *Pedestrian audience*
- *Passive audience*
- *Selected audience*
- *Concerted audience*
- *Organized audience*

Likewise, a speech or toast given by the best man at a wedding is expected to be affectionate and witty, reflecting the celebration of the couple's decision.

Audience Knowledge. Another factor surrounding the occasion of a speech is the audience's knowledge of the topic. If an audience is very knowledgeable about the topic, a speaker should not spend much time on issues with which they are already familiar. For instance, if you are asked to speak to a group of computer technicians, there would be no need to explain the basic functions of a personal computer.

If an audience is not very knowledgeable about the topic, speakers should not talk to them as if they already grasp the subject's concepts and vocabulary. In a respectful manner, explain terms with which they might not be familiar. For instance, if you are asked to teach computer skills to a group that is unfamiliar with the basics, you will probably have to explain the meaning of computer terms such as "mouse,"

"window," and "point and click." However, always recognize your audience's intelligence, whether the listeners are knowledgeable about your topic or not.

Physical Setting. The physical setting of the speech—a conference room, classroom, or park—can have an effect on the way a speech is received. A speech delivered in a park or on the street will present more difficulties in maintaining an audience's attention than if it were given in a conference room. Outside environments generally offer more distractions than indoors. Physical setting can also be used to enhance a message. For example, the setting Martin Luther King Jr. chose for his famous "I Have a Dream" speech was intentional. He delivered the speech standing within the eaves of the Lincoln Monument, with the Washington Monument in front of him. The intent was to inspire listeners by the visual surroundings and memories of America's great men.





Answer the following questions in one to three sentences.

1.7 Which audience type is in total agreement with the speaker and his message? _____

1.8 Explain why a passive audience may also be called a “captive” audience. _____

1.9 Why is it important to consider the average age of your audience? _____

1.10 What three things might be indicated by an audience's organizational affiliation?

a. _____

b. _____

c. _____

1.11 How should you speak to an audience that has little knowledge about the topic of your speech?



Teacher check _____

Initial _____

Date _____

Skill-Building Activity: Developing Your Thesis Statement

1.12 Answer the following questions about your anticipated audience. If you don't already know your audience, then contact someone who would know.

- a. Who will your audience be (classmates, club members, etc.)? _____

- b. To what type of audience will you be speaking? Will it be a pedestrian, passive, selected, concerted, or organized audience? _____
- c. What will the size of your audience be? _____
- d. What races or ethnic backgrounds will be represented in your audience? _____

- e. What is the age range of your listeners? Will you be speaking to adults, teenagers, children, or people of all ages? _____
- f. Will you be speaking to men, women, or a mixed group? _____
- g. Is your audience affiliated with a particular religious, political, or social organization? If so, which one and how will it affect your message? _____

- h. How much does your audience know about your topic? _____

- i. What do you want your audience to know, believe, feel, or do? _____

- j. According to your answers above, write out your statement of purpose:
I want my audience to _____



Teacher check _____

Initial

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Developing a Preliminary Outline

Objective

- Devise and organize speech thesis statements and outlines.

Before a speaker can begin to gather support for a thesis, he or she must identify the main points of the speech and organize them into a preliminary outline. In order to provide depth and variety in the speech, an outline ideally should have three to five main points.

Generating Ideas

Generating ideas for an outline doesn't have to be a difficult task. Reflecting on the information that you have already mapped out in the previous lessons may generate ideas for your main points. First, consider the specific purpose of your speech: "What do I want to communicate to the audience?" Second, consider the main divisions of your thesis statement (i.e. "three steps to a more fulfilling life" or "frogs legs are both healthful and delicious"). In the first example, the speaker would separate the speech into introduction and then the three steps. In the second example, the speech would have an introduction and then two separate sections, (1) healthful and (2) delicious. At this time, write down on your scrap paper any ideas for main points that come to mind.

If a speaker were preparing a speech to inspire listeners to read books instead of watching television, the thesis statement might be: "Books inspire, entertain, and educate." According to the steps outlined above, the speaker might ask: "What will inspire my audience to read more?" or "What are the obvious divisions of my thesis statement?" A brief brainstorming session might result in the following ideas:

1. Written stories are better than television shows.
2. Most television shows don't have much substance.
3. Books inspire.
4. Books educate.
5. Books entertain.

6. Television leaves nothing to the imagination.
7. Reading books can improve your vocabulary and your understanding of the world.
8. Reading books improves your critical thinking skills.
9. Books allow you to "dialogue" with some of the greatest thinkers the world has known.
10. Books demonstrate the heights that man's intellect can achieve.
11. Books can be read almost anywhere.
12. The best television shows/movies are based on books.

After a sufficient amount of ideas is generated, the speaker should consider which ideas are similar and can be grouped together. The most effective speeches are those that contain three to five main points, so look for subject groupings, and then narrow them down to three to five groupings for the speech. When this is done, the speaker is left with the following:

- **Books inspire.** Books allow you to "dialogue" with some of the greatest thinkers the world has known. Books demonstrate the heights that man's intellect can achieve.
- **Books educate.** Most television shows don't have much substance. Reading books can improve your vocabulary and your understanding of the world. Critical thinking skills are improved through reading books.
- **Books entertain.** Television leaves nothing to the imagination. Written stories are better than television shows. The best television shows/movies are based on books.
- **Books can be read almost anywhere.**

Grouping ideas will suggest which ideas are relevant to the topic and which are not. In the above example, three main points became evident with possible sub-

“An outline should have three to five main points.”

divisions. Idea #11 was eliminated for reasons of irrelevance to the thesis. It is an important thought alone, but it doesn't group well with the focus of the speech. Below is the preliminary outline for our example:

I. Books inspire.

- A. Books allow you to “dialogue” with some of the greatest thinkers the world has known.
- B. Books demonstrate the heights that man's intellect can achieve.

II. Books educate.

- A. Most television shows don't have much substance.
- B. Reading books can improve your vocabulary and your understanding of the world.
- C. Critical thinking skills are improved through reading books.

III. Books entertain.

- A. Television leaves nothing to the imagination.
- B. Written stories are better written than television shows.
- C. The best television shows/movies are based on books.

The above outline was created in a formal style. However, many speakers work by groups or by the graphical brainstorming chart shown in this lesson. You will find the style that is best for you. For this unit, try to use the formal style of outlining.

As a speaker gathers supportive information for the main points, he or she might discover that the outline needs to be revised. Subdivisions or even a different main point might be added. The order of the main points might work better in a different order. Revision can occur several times because the work done in this lesson is considered a “preliminary outline,” not a final one.





Answer the following questions.

I.13 How many main points should an outline have? _____

I.14 When generating ideas for your main points, what two things should be considered?

a. _____

b. _____

I.15 Can you add main points to a preliminary outline? _____



Teacher check _____

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Skill-Building Activity: Developing a Preliminary Outline

I.16 On a separate sheet of paper, follow these steps to develop a preliminary outline. You have already done the first two questions, but rewrite them onto your paper for reference. If you can, edit and rewrite the purpose and thesis statement. Speeches are revised again and again until the time comes to deliver it.

a. Write out the purpose of your speech.

b. Write out your thesis statement.

c. Write out the natural divisions of your thesis statement.

d. Generate ideas for main points by brainstorming. Try to develop enough ideas to generate at least three main points. You may have to research your topic before doing this part.

e. Group similar or related ideas together and eliminate any ideas that are not relevant. You may do this either through visual mapping or listing topics under your main divisions.

f. Arrange groups according to main points and sub-points. (Determining sub-points is not necessary at this time, but it is helpful.) Remember: an ideal outline has three to five main points.

g. Create a formal preliminary outline of your speech as follows:

Purpose:

Thesis Statement

Outline using Roman numerals for main points and letters A, B, C, etc. for sub-points.



Teacher check _____

Initial

Date



Review for Self Test

Read the section review that follows and look over the objectives and problems in this section to prepare for Self Test 1. If you did not complete the problems successfully or are not sure about the information that relates to each objective, review the material again.

When you are ready, take Self Test 1. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you need to restudy.

Determining the Purpose and Choosing a Topic

In this lesson, you looked at the three purposes for speeches: to inform, to persuade, and to entertain. You also identified four idea-generating methods for choosing a topic for a speech. Having completed this lesson, you should be better prepared to:

- **Define the audience, topic, and the purpose(s) for a speech.**

Developing a Thesis Statement

You learned how to refine a chosen topic by developing a thesis statement. This statement will narrow the focus of your speech and present the central idea that you want to communicate. Having completed this lesson, you should be better prepared to:

- **Devise and organize thesis statements for speeches.**

Defining Your Audience

In this lesson, you discovered how to analyze your audience and determine the importance of an occasion so that you are better able to understand an audience's expectations. This lesson also demonstrated the importance that the physical setting makes in how a speech should be prepared. Having completed this lesson, you should be better prepared to:

- **Define the audience, topic, and the purpose(s) for a speech.**

Developing a Preliminary Outline

In this last lesson, you learned how to create a preliminary outline for a speech, filling in the details for what you would say to an audience. You studied four ways in which you can present information in an interesting manner. Having completed this lesson, you should be better prepared to:

- **Devise and organize speech thesis statements and outlines.**

Self Test 1

Answer the following questions in one to three sentences (5 points for each problem).

I.01 Informative speeches provide information on (list at least two):

- a. _____
- b. _____

I.02 The primary goal of a persuasive speech is to: _____

I.03 If you are interested in a topic, you will be: _____

I.04 For a topic to be appropriate, it must match: _____

I.05 A thesis statement should make: _____



Fill in the blanks with the correct words from the word list below (4 points each).

audience	demographics	organizational	preliminary	thesis
concerted	ethnicity	pedestrian	purpose	
declarative sentence	occasion	physical setting	selected	

- I.06 When speaking to a _____ audience, the speaker must first gain the audience's attention.
- I.07 An audience's _____ can indicate its interests and expectations.
- I.08 A person's _____ can have a profound affect on the way he interprets a speaker's message.
- I.09 The _____ and the purpose of a speech shape an audience's expectations.
- I.010 The _____ can affect the way your message is received.
- I.011 An effective speaker tries to understand his or her _____ .
- I.012 An effective statement of purpose is written as a _____ .
- I.013 The _____ statement summarizes the main points of a speech.
- I.014 A(n) _____ audience shares the interests or goals of the speaker.
- I.015 The statement of _____ specifies what the speaker expects to accomplish.
- I.016 A _____ audience is inclined to do what the speaker recommends.
- I.017 A _____ outline should contain three to five main points.
- I.018 _____ affiliation is a good indicator of interest.



Teacher check _____

Score _____

Initial _____

Date _____