

THE ART OF PUBLIC SPEAKING

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Chapters 1 & 2

Speaking in Public; Ethics and Public Speaking

Great Moments from Great Speeches



Similarities between Public Speaking and Conversations

1. Organizing your thoughts logically

2. Tailoring your message to your audience

3. Telling your message for maximum impact

4. Adapting to listener feedback

Differences Between Public Speaking and Conversation

Public speaking is highly structured

Public speaking requires more formal language

Public speaking requires a different method of delivery

The Speech Communication Process

- **Speaker**
- **Message**
- **Channel**
- **Listener**
- **Feedback**
- **Interference**
- **Situation**



Speaker

The person who is presenting an oral message to a listener.



Message

Whatever a speaker communicates to someone else.



Channel

The means by which a message is communicated.



Listener

The person who receives the speaker's message.



Frame of Reference

This is the sum of a person's knowledge, experience, goals, values, and attitudes.

- **Everything a speaker says is filtered through a listener's frame of reference.**
- **No two people can have exactly the same frame of reference.**



Feedback

The messages, usually nonverbal, sent from a listener to a speaker.



Interference

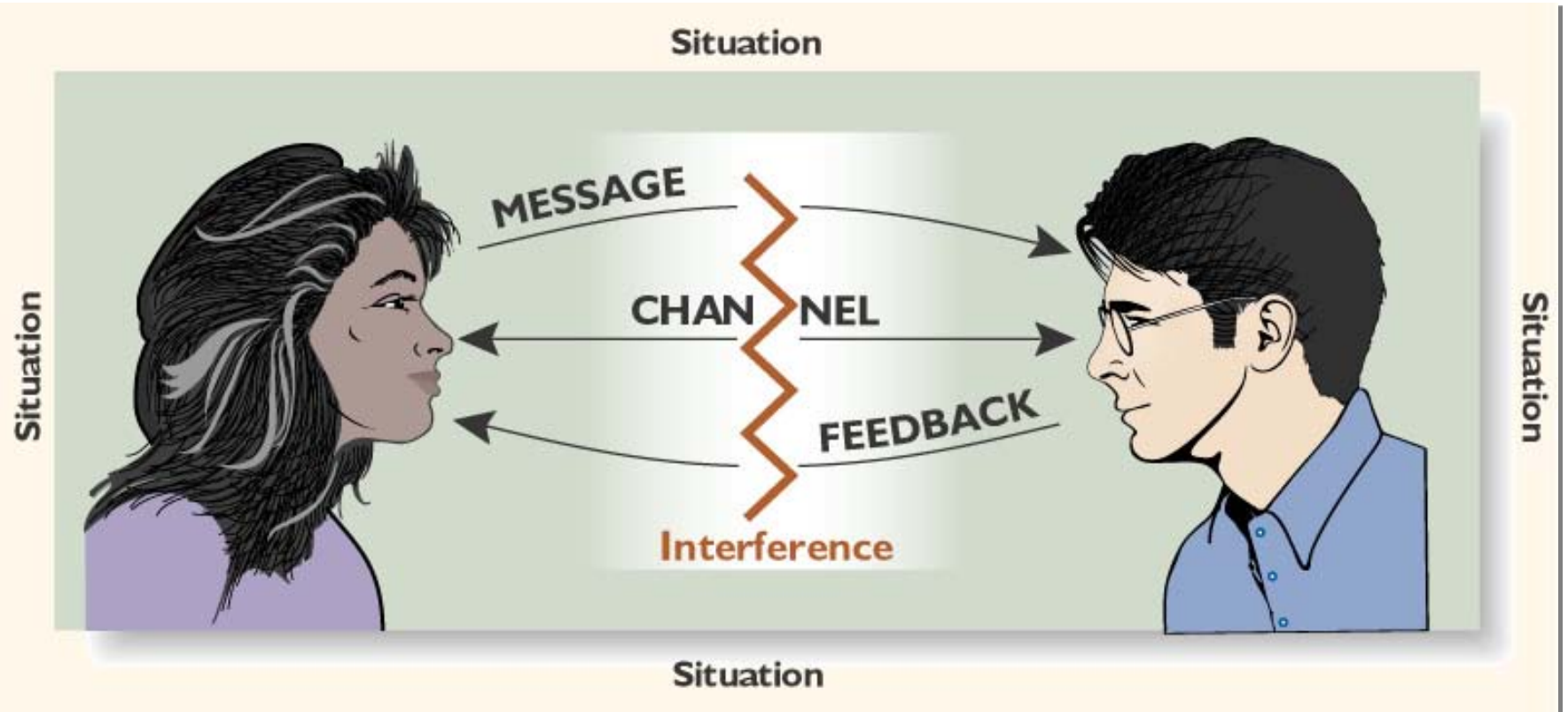
- **Anything that impedes the communication of a message.**
- **This can be internal or external.**



Situation

The time and place in which speech communication occurs.

The Speech Communication Process



Developing Confidence in Public Speaking

- Survey says: 41% of average Americans list Public Speaking as their greatest fear.



Nervousness Is Normal

Your body is responding by producing extra adrenaline, a hormone released into the bloodstream in response to physical or mental stress.

You can reduce nervousness by:

- Acquiring speaking experience
- Preparing so thoroughly that you can't not be successful
- Thinking positively (at least five to one)
- Visualize your success
- Remember, most nervousness isn't visible
- Don't expect perfection: Well-thought-out isn't performance
- Note: Tips for dealing w/nervousness pg. 15

Ethics in Public Speaking: As a speaker, you have a responsibility to

1. Avoid ethnocentrism
2. Tell the truth, w/out exaggerations
3. Avoid name-calling and all forms of abusive language
4. Avoid plagiarism in all it's forms



Ethnocentrism

The belief that one's own group or culture is superior to all other groups or cultures.



Plagiarism

Presenting another person's language or ideas as one's own.



Types of Plagiarism

- **Global plagiarism**
- **Patchwork plagiarism**
- **Incremental plagiarism**



Global Plagiarism

Stealing a speech entirely from a single source and passing it off as one's own.



Patchwork Plagiarism

**Stealing ideas or language
from two or three sources and
passing them off as one's own.**



Incremental Plagiarism

Failing to give credit for particular parts of a speech that are borrowed from other people.



Plagiarism and the Internet

- **Cite sources when using Internet materials**
- **Take careful research notes**



Giving Your First Speech

Organization: Introduction, Body, Conclusion

- **Introduction**: Use an *attention getter* and tell the audience where you are going with your speech
- **Body**: Use topical method of organization with 2-3 main points
- **Conclusion**: Let the audience know you are about to finish and reinforce the main theme

Specifics

- Choose an object that represents who you are or would like to be.
- Develop your speech around how this object represents you.
- Remember to have your speech divided into three parts: Intro, body, and conclusion.
- Use a 3x5 card to write your speaker outline.

Specifics, Focus on:

1. Using Descriptive Language
2. Linking the Conclusion to the Introduction
3. Being organized with your main points and letting us know where you are going

Rehearsing Your First Speech

- Rehearse the speech out loud
- Ask friends or family members to listen and to give constructive feedback
- Time your speech

"A Heart Worn on My Hand"

**A Heart Worn
on My Hand**

Self-Introduction

Chapter Three

Listening

Hearing

The vibration of sound waves on the eardrums and the firing of electrochemical impulses in the brain.

Listening

Paying close attention to, and making sense of, what we hear.

Researchers say: People only understand half of what they hear and remember only 10% of the original message

As a listener, you have the responsibility to:

1. Listen courteously and attentively
2. Avoid pre-judging the speaker
3. Maintain free & open expression of ideas

Four types of listening

1. Appreciative
2. Empathetic
3. Comprehensive
4. Critical

Types of Listening:

1. Appreciative Listening

Listening for pleasure or enjoyment.

2. Empathic Listening

Listening to provide emotional support for the speaker.

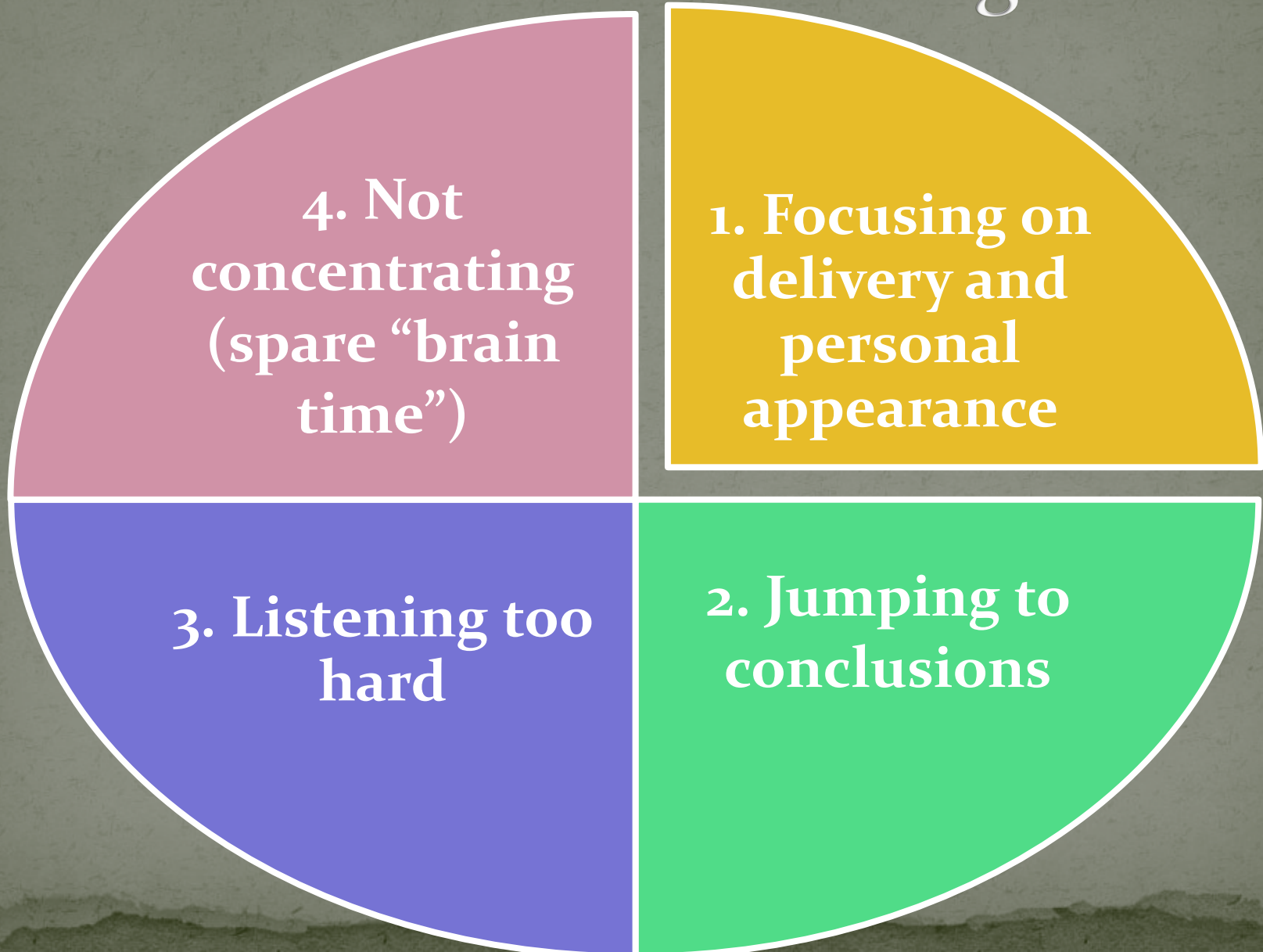
3. Comprehensive Listening

Listening to understand the message of a speaker.

4. Critical Listening

Listening to evaluate a message for purposes of accepting or rejecting it.

Four causes of Poor Listening



1. Focusing on delivery and personal appearance

2. Jumping to conclusions

3. Listening too hard

4. Not concentrating (spare “brain time”)

Spare “Brain Time”

The difference between the rate at which most people talk (120 to 150 words a minute) and the rate at which the brain can process language (400 to 800 words a minute).

How to Become a Better Listener

- Take listening seriously
- Resist distractions
- Don't be diverted by appearance or delivery

How to Become a Better Listener

- **Focus your listening**
 - **Listen for main points**
 - **Listen for evidence**
 - **Listen for technique**
- **Develop note-taking skills**
- **Suspend judgment**

Active Listening

Giving undivided attention to a speaker in a genuine effort to understand the speaker's point of view.



Selecting a Topic and Purpose

CHAPTER 4





Brainstorming

A method of generating ideas for speech topics by free association of words and ideas.





Topic

The subject of a speech.

General Purpose

The broad goal of a speech.

Specific Purpose Statement

A single infinitive phrase that states precisely what a speaker hopes to accomplish in his or her speech.



Guidelines for the Specific Purpose Statement


- **Write as a full infinitive phrase**
- **Express as a statement, not as a question**
- **Avoid figurative language**
- **Limit to one distinct idea**
- **Avoid being too vague or general**



Write the Specific Purpose as a
Full Infinitive Phrase

Ineffective: **Calendars**


More Effective: **To inform my audience about
the four major kinds of
calendars used in the world
today.**



Express the Specific Purpose as a Statement, Not as a Question


Ineffective: Is the U.S. space program necessary?

More Effective: To persuade my audience that the U.S. space program provides many important benefits to people here on earth.



Avoid Figurative Language in the Specific Purpose Statement

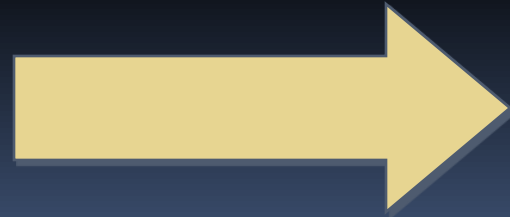
Ineffective: To inform my audience that
yoga is extremely cool.



More effective: To inform my audience how
yoga can improve their
health.

Limit the Specific Purpose to One Distinct Idea


Ineffective: To persuade my audience
to become literacy tutors
and to donate time to the
Special Olympics.





More effective: To persuade my audience to become literacy tutors.

OR



More effective: To persuade my audience to donate time to the Special Olympics.



Be Sure the Specific Purpose Is Not Too Vague or General

Ineffective: To inform my audience about
the Civil War.



More Effective: To inform my audience about
the role of African-American
soldiers in the Civil War.



Questions to Ask About Your Specific Purpose

- **Does my purpose meet the assignment?**
- **Can I accomplish my purpose in the time allotted?**
- **Is the purpose relevant to my audience?**
- **Is the purpose too trivial for my audience?**
- **Is the purpose too technical for my audience?**



Central Idea

- **A one-sentence statement that sums up or encapsulates the major ideas of a speech.**
- **It will list out the ideas of the main points specifically.**



Guidelines for the Central Idea


- **Express as a full sentence**
- **Do not express as a question**
- **Avoid figurative language**
- **Do not be vague or overly general**

Make Sure the Central Idea is Not Too General


Ineffective:

**Paying college athletes a
salary is a good idea.**





***More Effective:* The NCAA should allow such athletes to receive a \$250 monthly salary as part of their scholarships and should help with living expenses as a way to compensate for their hard work.**




State the Central Idea as a Complete Sentence

Ineffective:

Uses of the laser.

More Effective:

The laser is a highly versatile device with important uses in medicine, industry, art, and communications.




State the Central Idea as a
Statement,
Not as a Question

Ineffective:

**How does indoor soccer
differ from outdoor soccer?**





More Effective: Played on a smaller, enclosed field that resembles a hockey rink with artificial turf, indoor soccer involves faster action, more scoring, and different strategies than outdoor soccer.

General Purpose:



Specific Purpose:



Central Idea:

To inform

**To inform my audience
of the three major races
in alpine skiing.**

**The three major
races in alpine skiing
are the downhill, the
slalom, and the giant
slalom.**



Main Points:

- I. The first major race in alpine skiing is the downhill.
- II. The second major race in alpine skiing is the slalom.
- III. The third major race in alpine skiing is the giant slalom.

Use Parallel Language for best memory retention



Speaking to Inform

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Informative Speech

A speech designed to convey knowledge and understanding.





Types of Informative Speeches

- **Speeches about objects**
 - **Speeches about processes**
 - **Speeches about events**
 - **Speeches about concepts**
- 

Informative Speech

About an Object

Central Idea: To inform my audience of the three major alternative-fuel cars now being developed; the electric, methanol, and hydrogen car.

- I. One kind of alternative-fuel car is powered by electricity.**
- II. A second kind of alternative-fuel car is powered by methanol.**
- III. A third kind of alternative-fuel car is powered by hydrogen.**

Informative Speech

About a Process

Central Idea: To inform my that magic tricks will require either mechanical devices or the magician's skill.

- I. Many magic tricks rely on mechanical devices that may require little skill by the magician.**
- II. Other magic tricks depend on the magician's skill in fooling people by sleight-of-hand manipulation**



Informative Speech

About an Event

Central Idea: To inform my audience about the floor exercise, vault, balance beam, and uneven parallel bars.

- I. The floor exercise combines dancing, acrobatics, and tumbling.**
- II. The vault features explosive strength and dramatic midair maneuvers.**
- III. The balance beam requires precise routines and perfect coordination.**
- IV. The uneven parallel bars demand great strength, flexibility, and agility.**

Informative Speech

About a Concept

Central Idea: To inform my audience about the basic principles of nonviolent resistance; namely social change must be achieved by moral means, one should not inflict violence, and suffering can be a powerful social force.

- I. The first major principle of nonviolent resistance is that social change must be achieved by moral means.**
- II. The second major principle of nonviolent resistance is that one should not inflict violence on one's enemies.**
- III. The third major principle of nonviolent resistance is that suffering can be a powerful social force.**

Guidelines for Informative Speaking

- Don't overestimate what the audience knows
- Relate the subject directly to the audience
- Don't be too technical
- Avoid abstractions
- Personalize your ideas

Chapter 5

Analyzing the Audience

A series of horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide towards the center.

Audience-Centeredness

Keeping the audience foremost in mind at every step of speech preparation and presentation.

Questions for Audience-Centeredness

- **To whom am I speaking?**
- **What do I want them to know, believe, or do as a result of my speech?**
- **What is the most effective way of composing and presenting my speech to accomplish that aim?**

Factors of Demographic Audience Analysis

- **Age**
- **Gender**
- **Sexual orientation**
- **Racial, ethnic, and cultural background**
- **Religion**
- **Group membership**

Factors of Situational Audience Analysis

- **Size**
- **Physical setting**
- **Disposition toward the topic**
- **Disposition toward the speaker**
- **Disposition toward the occasion**





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Identification

Creating a bond with listeners by emphasizing common values, goals, and experiences.

Barack Obama: Adapting to the Audience



Egocentrism

The tendency of people to be concerned above all with their own values, beliefs, and well-being.

Stereotyping

- **Creating an oversimplified image of a particular group of people, usually by assuming that all members of the group are alike.**

Getting Information about the Audience

- Questionnaires
 - **Fixed-alternative questions**
 - **Scale questions**
 - **Open-ended questions**
- Fixed-Alternative Questions
 - **Questions that offer a fixed choice between two or more alternatives.**

Fixed-Alternative Question

**Do you know what the insanity plea is
in the U.S. legal system?**

Yes _____

No _____

Not Sure _____

Scale Questions

Questions that require responses at fixed intervals along a scale of answers.

Scale Question

**Do you agree or disagree with the following:
Expert psychologists can determine with a
high degree of accuracy whether or not a
defendant is criminally insane.**

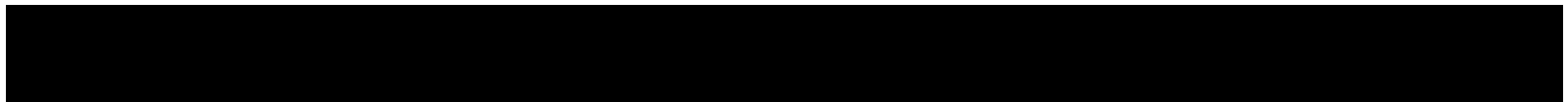
**strongly
agree**

**mildly
agree**

undecided

**mildly
disagree**

**strongly
disagree**



Open-Ended Questions

Questions that allow respondents to answer however they want.

Open-Ended Question

What is your opinion about the insanity plea in U.S. court cases?

Using Audience-Analysis Questionnaires





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Gathering Materials



Using Your Own Knowledge and Experience

Your personal experiences can sometimes supply many supporting materials for your speeches.

Tips for Doing Research

- **Start early**
- **Make a preliminary bibliography**
- **Take notes efficiently**
- **Think about your materials as you research**



Evaluating Internet and Other Documents

- **Authorship**
- **Sponsorship**
- **Recency**



Research Interview

An interview conducted to gather information for a speech.

Citing Research in a Speech

- Journal or book reference:
 - Authors last name
 - Year of publication
- Newspaper or magazine article:
 - Authors last name
 - Name of newspaper/magazine
 - Date of publication
- Personal Interview
 - Name of person interviewed
 - Why they are the expert
 - Month and year interview was conducted
- Internet
 - Name of internet site (**not** www address)
 - Date accessed

C H A P T E R

7

Supporting Your Ideas

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Supporting Materials

- 1. Examples**
- 2. Statistics**
- 3. Testimony**

1. Example

A specific case used to illustrate or to represent a group of people, ideas, conditions, experiences, or the like.

Types of Examples

- **Brief examples**
- **Extended examples**
- **Hypothetical examples**

Brief Example

A specific case referred to in passing to illustrate a point.

Extended Example

A story, narrative, or anecdote developed at some length to illustrate a point.

Using Extended Examples



Hypothetical Example

An example that describes an imaginary or fictitious situation.

Using Hypothetical Examples



Tips for Using Examples

- **Use examples to clarify your ideas**
- **Use examples to reinforce your ideas**
- **Use examples to personalize your ideas**

Tips for Using Examples

- **Make your examples vivid and richly textured**
- **Practice delivery to enhance your extended examples**

2. Statistical Measures

- **Mean**
- **Median**
- **Mode**

Mean

The average value of a group of numbers.

Median

The middle figure in a group once the figures are put in order from the highest to the lowest.

Mode

The number that occurs most frequently in a group of numbers.

Tips for Using Statistics

- **Make sure the statistics are from a reliable source**
- **Use statistics to quantify your ideas**
- **Use statistics sparingly**
- **Identify the sources of your statistics**

Tips for Using Statistics

- **Explain your statistics**
- **Round off complicated statistics**
- **Use visual aids to clarify statistical trends**

Explaining Statistics



3. Testimony

Quotations or paraphrases used to support a point.

Expert Testimony

Testimony from people who are recognized experts in their fields.

Peer Testimony

Testimony from ordinary people with firsthand experience or insight on a topic.

Direct Quotation

Testimony that is presented word for word.

Quoting Out of Context

Distorting a statement's meaning by removing the statement from the words and phrases surrounding it.

Paraphrase

To restate or summarize a source's ideas in one's own words.

Tips for Using Testimony

- **Quote or paraphrase accurately**
- **Use testimony from qualified sources**
- **Use testimony from unbiased sources**
- **Identify the people you quote or paraphrase**

Identifying the Source of Testimony





CHAPTER 8

Organizing the Body of the Speech

STRATEGIC ORGANIZATION

Putting a speech together in a particular way to achieve a particular result with a particular audience.

MAIN POINTS

The major points developed in the body of a speech.

TIPS FOR PREPARING MAIN POINTS

- ◉ Keep main points separate
- ◉ Try to use the same pattern of wording for main points
- ◉ Balance the amount of time devoted to main points

TYPES OF ORGANIZATION PATTERN

1. Chronological Order
2. Spatial Order
3. Causal Order
4. Problem Solution Order
5. Topical Order

CHRONOLOGICAL ORDER

A method of speech organization in which the main points follow a time pattern.

CHRONOLOGICAL ORDER

Specific Purpose: To inform my audience how the Great Wall of China was built.

- Main Points:**
- I. Building of the Great Wall began during the Qin dynasty of 221-206 B.C.
 - II. New sections of the Great Wall were added during the Han dynasty of 206 B.C.-220 A.D.
 - III. The Great Wall was completed during the Ming Dynasty of 1368-1644.

SPATIAL ORDER

A method of speech organization in which the main points follow a directional pattern.

SPATIAL ORDER

Specific Purpose: To inform my audience about the structure of a hurricane.

- Main Points:**
- I. At the center of a hurricane is the calm, cloud-free eye.
 - II. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
 - III. Rotating around the eyewall are large bands of clouds and precipitation called spiral rain bands.

CAUSAL ORDER

A method of speech organization in which the main points show a cause-effect relationship.

CAUSAL ORDER

Specific Purpose: To inform my audience about the possible causes for the collapse of Mayan civilization.

- Main Points:**
- I. Mayan civilization flourished for over a thousand years until 900 A.D., when it mysteriously began to disintegrate. (EFFECT)
 - II. Scholars have advanced three major explanations for the causes of this disintegration. (CAUSE)

PROBLEM-SOLUTION ORDER

A method of speech organization in which the first main point deals with the existence and seriousness of a problem and the second main point presents a solution to the problem.

PROBLEM-SOLUTION ORDER

Specific Purpose: To persuade my audience that legislation is needed to control the abuses of fraudulent charity fund-raisers.

Main Points:

- I. Fraudulent charity fund-raising has become a widespread national problem.
- II. The problem can be solved by a combination of government initiative and individual awareness.

TOPICAL ORDER

A method of speech organization in which the main points divide the topic into logical and consistent subtopics.

TOPICAL ORDER

Specific Purpose: To inform my audience about the achievements of Ida Wells-Barnett.

- Main Points:**
- I. As a teacher, Wells-Barnett spoke out against inferior school facilities for African-American children.
 - II. As a journalist, Wells-Barnett campaigned against lynching.
 - III. As a civic organizer, Wells-Barnett helped found the NAACP.

CONNECTIVE

A word or phrase that connects the ideas of a speech and indicates the relationship between them.

TYPES OF CONNECTIVES

- ◉ Transition
- ◉ Signpost
- ◉ Internal preview
- ◉ Internal summary

TRANSITION

A word or phrase that indicates when a speaker has finished one thought and is moving on to another.

TRANSITIONS

- ◎ Now that we have seen how drinking too much is a serious problem for students and their communities, let us look at some causes.
- ◎ So much for the present; what about the future?

USING TRANSITIONS



SIGNPOST

A very brief statement that indicates where a speaker is in the speech or that focuses attention on key ideas.

SIGNPOSTS

The first cause of the global lack of food is inefficient agricultural production.

The second cause of global lack of food is drought in the affected countries.

The final cause of global lack of food is mismanagement of available resources by local leaders.

INTERNAL PREVIEW

A statement in the introduction of the speech that lets the audience know what the speaker is going to discuss next.

INTERNAL PREVIEW

“In discussing how Asian Americans have been stereotyped in the mass media, we’ll look first at the origins of the problem and second at its continuing impact today.”

INTERNAL SUMMARY

A statement in the conclusion of the speech that summarizes the speaker's preceding point or points.

INTERNAL SUMMARY

“In short, palm reading is an ancient art. Developed in China more than 5,000 years ago, it was practiced in classical Greece and Rome, flourished during the Middle Ages, survived the Industrial Revolution, and remains popular today.”



Chapter 9

Beginning and Ending the Speech

The Introduction

- **Get attention and interest**
- **Reveal the topic**
- **Establish credibility and goodwill**
- **Preview the body of the speech**

Methods of Gaining Attention

- **Relate your topic to the audience**
- **State the importance of your topic**
- **Startle the audience**
- **Arouse the curiosity of the audience**
- **Question the audience**
- **Begin with a quotation**
- **Tell a story**

Relating to the Audience



Relating to the Audience





Credibility

The audience's perception of whether a speaker is qualified to speak on a given topic.



Goodwill

The audience's perception of whether the speaker has the best interests of the audience in mind.



Rhetorical Question

A question that the audience answers mentally rather than out loud.



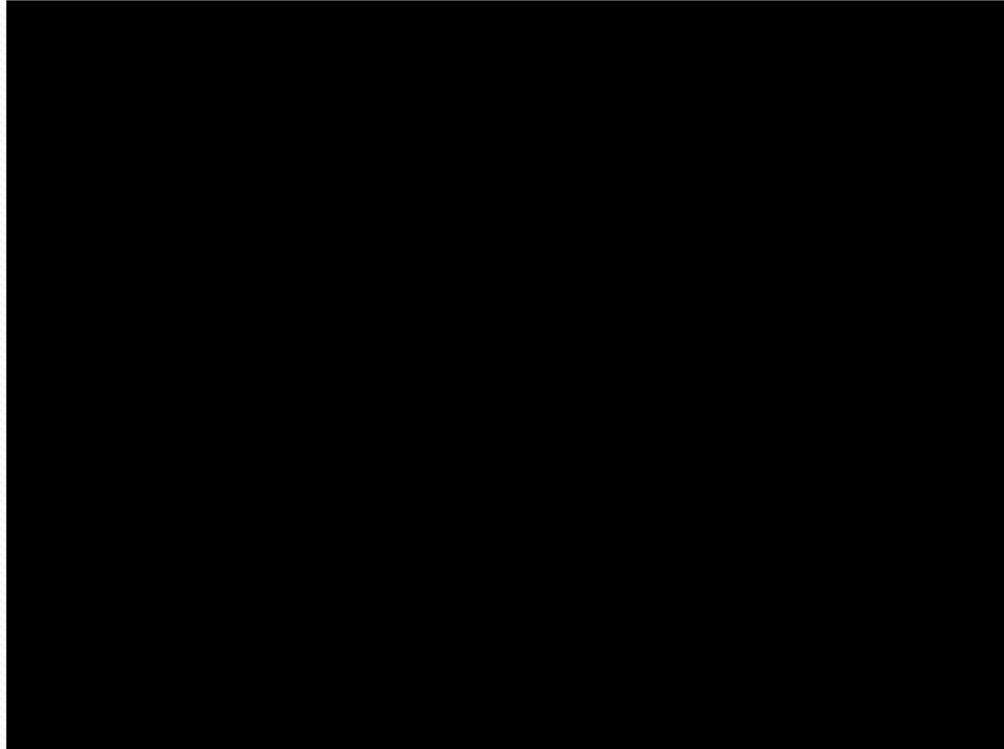
Preview Statement

A statement in the introduction of a speech that identifies the main points to be discussed in the body of the speech.

Preview Statements



Complete Introduction: Informative Speech



Complete Introduction: Persuasive Speech



Tips for Preparing the Introduction

- **Be concise: Usually no more than 10-20 percent of the total speech**
- **Look for possible introductory materials as you do your research**
- **Be creative in devising your introduction**

Tips for Preparing the Introduction

- **Finalize the exact wording of your introduction after you have finished preparing the body of the speech**
- **Work out the content and delivery of your introduction in detail**



The Conclusion

- **Signal the end of the speech**
- **Reinforce the central idea**



Crescendo Ending

A conclusion in which the speech builds to a zenith of power and intensity.

Using a Crescendo Ending



Martin Luther King, Jr.,
"I've Been to the Mountaintop"



Dissolve Ending

A conclusion that generates emotional appeal by fading step by step to a dramatic final statement.

Methods of Reinforcing the Central Idea

- **Summarize your speech**
- **End with a quotation**
- **Make a dramatic statement**

Tips for Preparing the Conclusion

- **Look for possible concluding materials as you do your research**
- **Conclude with a bang, not a whimper**
- **Be brief: Usually no more than 5-10 percent of the total speech**
- **Work out the content and delivery of your conclusion in detail**

Summarizing in a Speech Conclusion



Linking the Conclusion to the Introduction





C H A P T E R 10

Outlining the Speech

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Guidelines for the Preparation Outline

- Identify the pattern of arrangement for your speech (i.e. topical, spatial)
- State the specific purpose of your speech
- Identify the central idea
- Label the introduction, body, and conclusion
- Use a consistent pattern of symbolization and indentation

Guidelines for the Preparation Outline

- **State main points and subpoints in full sentences**
- **Label transitions, internal summaries, and internal previews**
- **Attach a bibliography/reference page**
- **Model your outline like the handout in class**

Visual Framework

The pattern of symbolization and indentation in a speech outline that shows the relationships among the ideas of the speech.

Example of Visual Framework

I. Main point

A. Subpoint

B. Subpoint

1. Sub-subpoint

2. Sub-subpoint

II. Main point

A. Subpoint

1. Sub-subpoint

2. Sub-subpoint

B. Subpoint

Speaking Outline

A brief outline used to jog a speaker's memory during the presentation.

Guidelines for the Speaking Outline

- Follow the visual framework used in the preparation outline
- Make sure the outline is plainly legible
- Keep the outline as brief as possible
- Give yourself cues for delivering the speech

Delivery cues

Directions in a speaking outline to help a speaker remember how she or he wants to deliver key parts of the speech.

Citing your sources in your speech

1. Book Reference

1. Include the author, and name of book.

1. According to Jeremy Taylor, author of Finances for the Future, published in 2007, “The average person spends 1.5 times their annual income on personal, non-necessity items.”

2. Magazine, Journal, Newspaper Reference

1. Include the author, name of magazine, etc., and name of article.

1. According to a Times article entitled “What to do with your peaches” written by Nancy Drew, peaches are best bottled when they are freshly packed in jars with a Tbsp of lemon juice.

Citing your Sources

- Internet Reference

- Include the title of the internet site and author, if applicable.

- According to the US Department of Agriculture website, the average cow eats 10 bails of hay per month.
- According to The National AIDS Society webpage, updated by Charles Fin, AIDS is on the rise in Africa.

- Interview Reference

- Include the name of the person interviewed, qualifications, and Month/Year when interviewed.

- According to a March 2007 interview with Nancy Drew, a famous crime investigator in England, Criminals should go directly to jail.

C H A P T E R 1 1

Using Language

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Guidelines for Using Language

- **Accurately**
- **Clearly**
- **Vividly**
- **Appropriately**

Imagery

The use of vivid language to create mental images of objects, actions, or ideas.

Using Imagery



Ronald Reagan,
“Remarks at the U.S. Ranger Monument on the
40th Anniversary of D-Day”

Simile

An explicit comparison, introduced with the word “like” or “as,” between things that are essentially different yet have something in common.

Simile

“Air pollution is eating away at the monuments in Washington, D.C., like a giant Alka-Seltzer tablet.”

Metaphor

An implicit comparison, not introduced with the word “like” or “as,” between two things that are essentially different yet have something in common.

Metaphor

“America’s cities are the windows through which the world looks at American society.”

Using Metaphor



Rhythm

The pattern of sound in a speech created by the choice and arrangement of words.

Using Rhythm



Winston Churchill,
“Address to the Dominion High Commissioners and
Allied Countries’ Ministers Conference”

Parallelism

The similar arrangement of a pair or series of related words, phrases, or sentences.

Parallelism

“Rich and poor, intelligent and ignorant, wise and foolish, virtuous and vicious, man and woman—it is ever the same, each soul must depend wholly on itself.”

Repetition

Reiteration of the same word or set of words at the beginning or end of successive clauses or sentences

Repetition

**“We will not tire, we will not falter,
and we will not fail.”**

Alliteration

Repetition of the initial consonant sound of close or adjoining words.

Alliteration

“In a nation founded on the promise of human dignity, our colleges, our communities, our country should challenge hatred wherever we find it.”

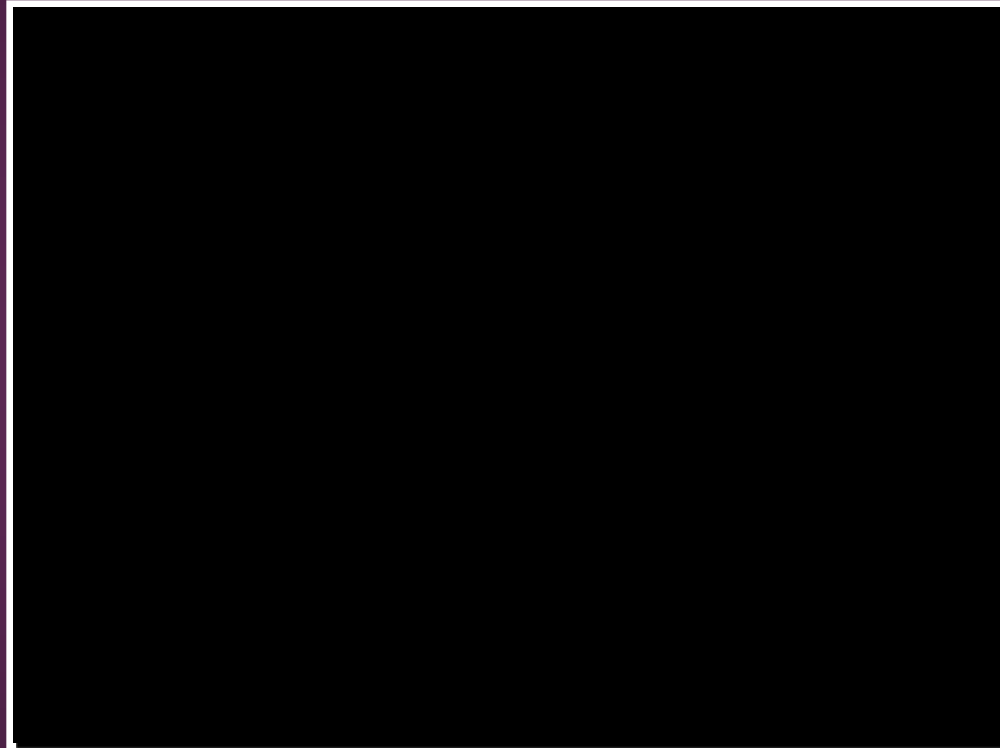
Antithesis

The juxtaposition of contrasting ideas, usually in parallel structure.

Antithesis

“Ask not what your country can do for you; ask what you can do for your country.”

Using Language Vividly



Using Language Appropriately

- **Appropriateness to the occasion**
- **Appropriateness to the audience**
- **Appropriateness to the topic**
- **Appropriateness to the speaker**

Inclusive Language

Language that does not stereotype, demean, or patronize people on the basis of gender, race, religion, disability, sexual orientation, or other factors.

Using Inclusive Language

- **Avoid the generic “he”**
- **Avoid the use of “man” when referring to both men and women**
- **Avoid stereotyping jobs and social roles by gender**

Using Inclusive Language

- **Avoid identifying personal traits unrelated to the topic**
- **Use names that groups use to identify themselves**



C H A P T E R 12

Delivery

Stephen E. Lucas

Nonverbal Communication

Communication based on a person's use of voice and body, rather than on the use of words.

Conversational Quality

Presenting a speech so it sounds spontaneous no matter how many times it has been rehearsed.

The Speaker's Voice

- Volume
- Pitch
- Rate
- Pauses
- Vocal variety
- Pronunciation
- Articulation

Vocalized Pauses

Pauses that occur when a speaker fills the silence between words with vocalizations such as “uh,” “er,” and “um.”

The Speaker's Body

- Personal appearance
- Movement
- Gestures
- Eye contact

Movement

- Move with your transition statements.
- Move and plant. Make sure you aren't moving the whole time.
- Try to cover both sides of the room.

Using Gestures and Eye Contact



Using Gestures and Eye Contact



Practicing Delivery

- **Go through your preparation outline aloud to see how it translates into spoken discourse.**
- **Prepare your speaking outline.**
- **Practice the speech aloud several times.**
- **Polish and refine your delivery.**
- **Give your speech a dress rehearsal.**

C H A P T E R

13

Using Visual Aids

Stephen E. Lucas

Advantages of Visual Aids

- **Clarity**
- **Interest**
- **Retention**
- **Credibility**
- **Persuasiveness**

Kinds of Visual Aids

- **Objects**
- **Models**
- **Photographs**
- **Drawings**
- **Graphs**

Kinds of Visual Aids

- **Charts**
- **Video**
- **Transparencies**
- **Multimedia presentations**

Photographs

- **Must be large enough to be seen easily by all listeners**
- **Convert photographs to transparencies and show them with an overhead projector**
- **Show photographs with PowerPoint or another multimedia program**

Using a Photograph



Drawings

- **Can be a useful alternative to photographs**
- **Must be large enough to be seen easily by all listeners**



This is what a
person with dyslexia
might see when
reading this sentence.

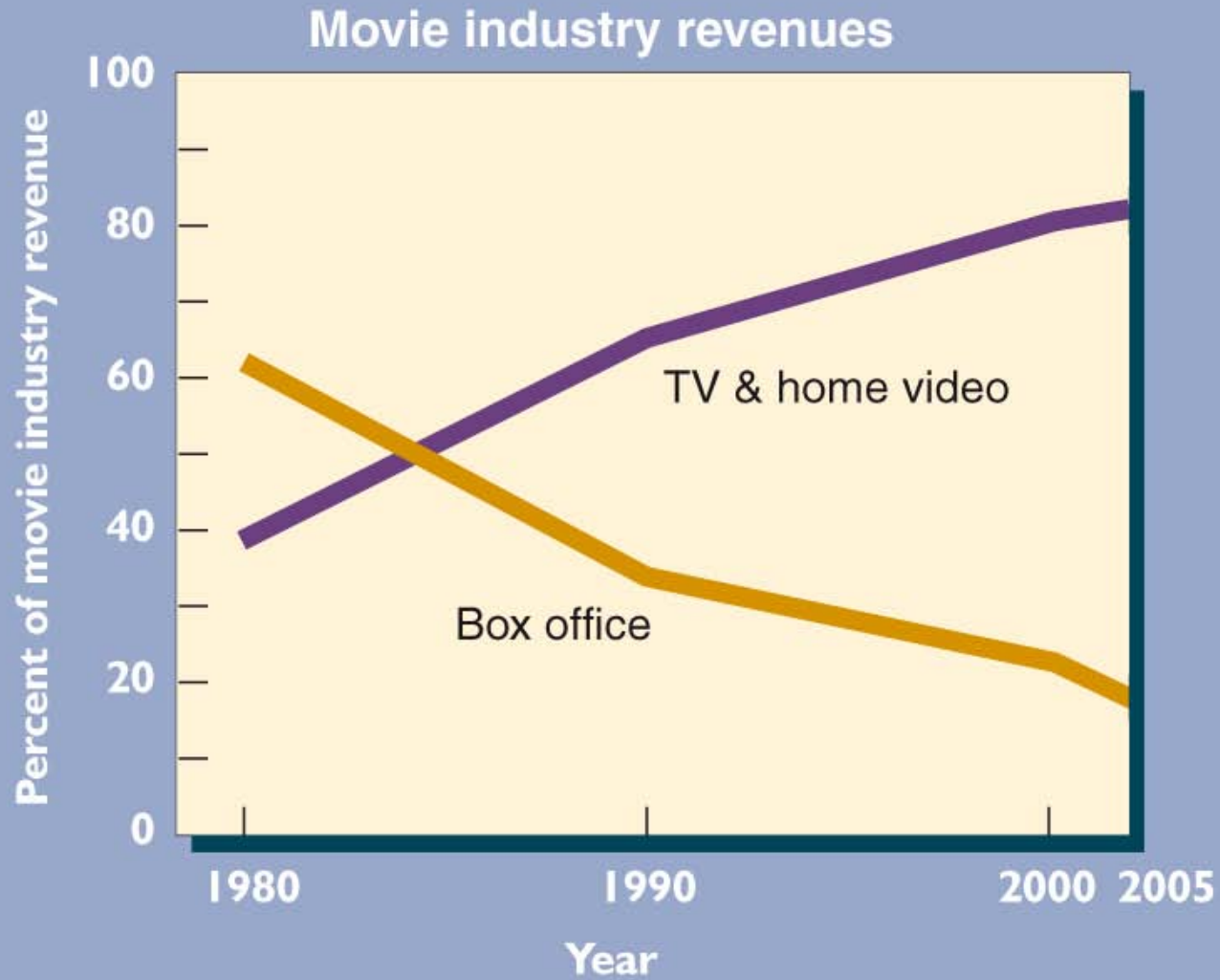


Graphs

Visual aids used to show statistical trends and patterns.

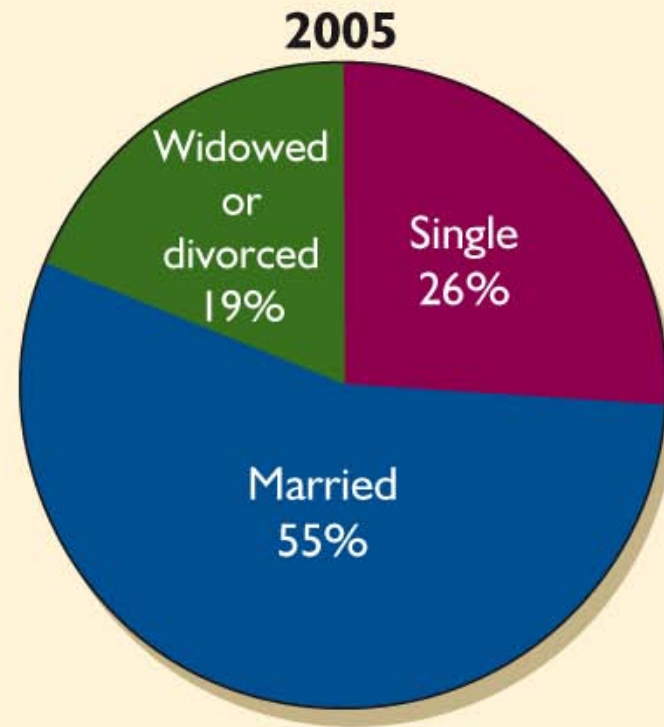
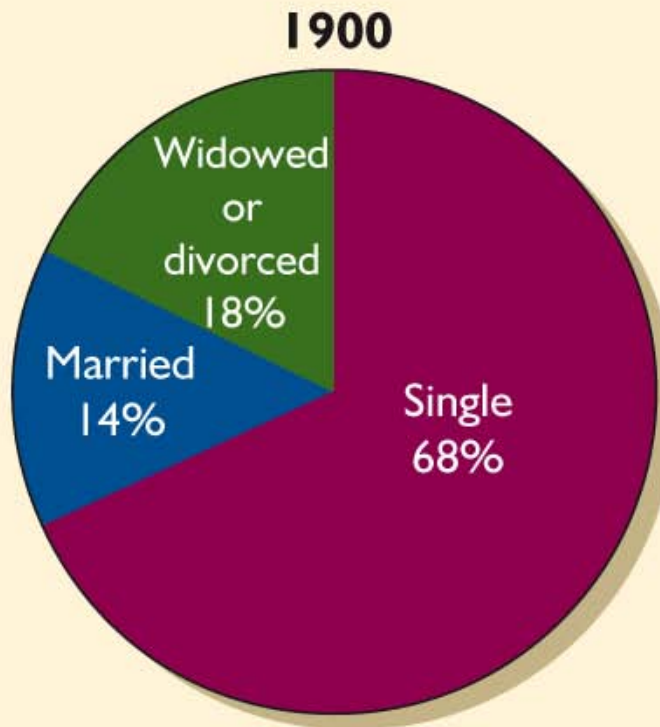
Line Graph

A graph that uses one or more lines to show changes in statistics over time or space.



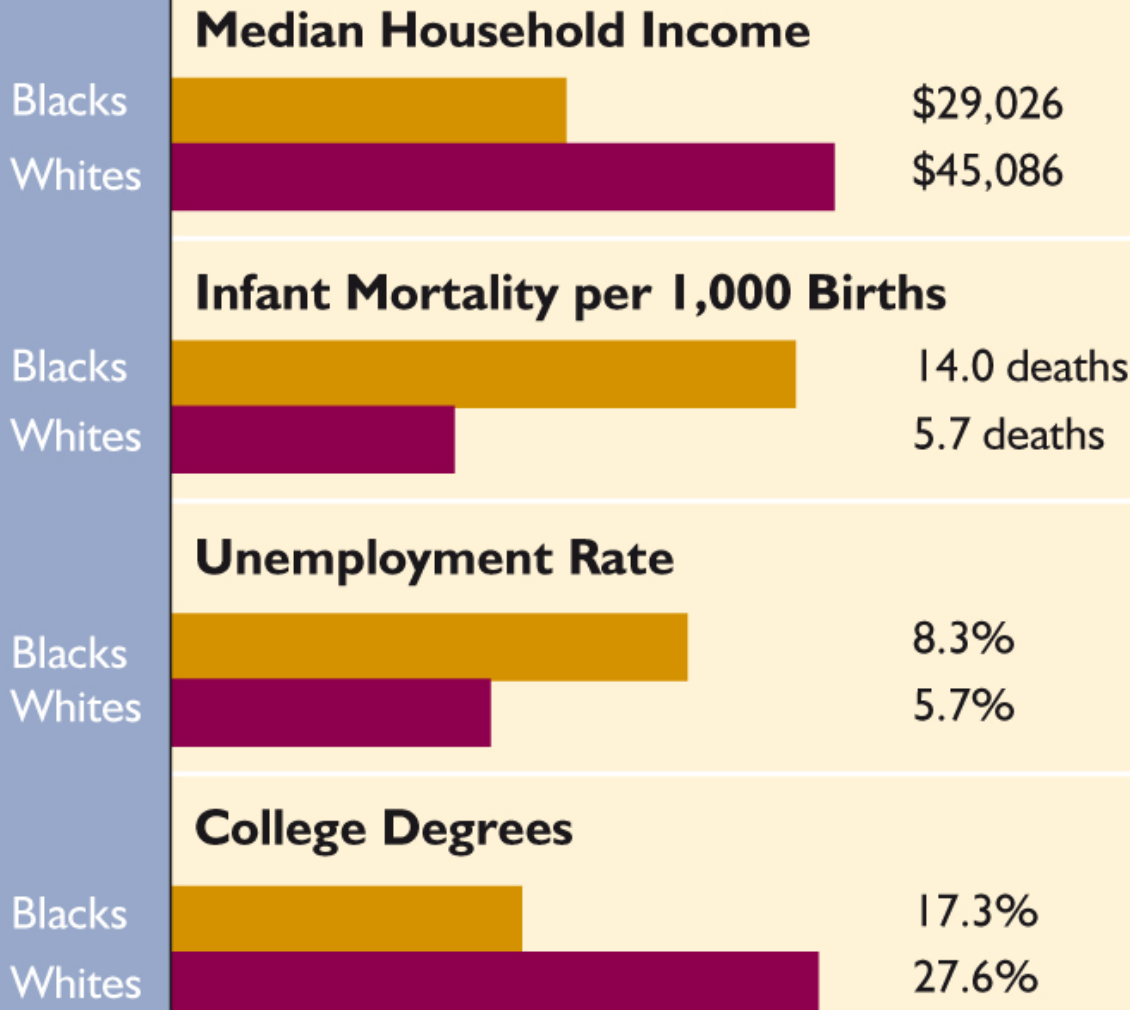
Pie Graph

A graph that highlights segments of a circle to show simple distribution patterns.



Bar Graph

A graph that uses vertical or horizontal bars to show comparisons among two or more items.



Using a Graph



Chart

A visual aid that summarizes a large block of information, usually in list form.

Region of Birth	Percent of U.S. Immigrants
Asia	33 percent
Mexico	19 percent
Europe	15 percent
Caribbean	10 percent
Central America	7 percent
South America	7 percent
Africa	6 percent
Other	3 percent

Using a Chart



Transparencies

Visual aids drawn, written, or printed on sheets of clear acetate and shown with an overhead projector.

Video

- **Use video only when it is essential to communicate your message**
- **Edit video so it is smoothly integrated into your speech**
- **Make sure you can run the video equipment properly**

Multimedia Presentation

A speech that combines several kinds of visual and/or audio aids in the same talk.

Using Multimedia Resources



Guidelines for Preparing Visual Aids

- Prepare visual aids in advance
- Keep visual aids simple
- Make sure visual aids are large enough
- Use fonts that are easy to read
- Use a limited number of fonts
- Use color effectively

Guidelines for Presenting Visual Aids

- **Avoid using the chalkboard for visual aids**
- **Display visual aids where listeners can see them**
- **Avoid passing visual aids among the audience**

Guidelines for Presenting Visual Aids

- **Display visual aids only while discussing them**
- **Talk to the audience, not to your visual aid**
- **Explain visual aids clearly and concisely**
- **Practice with your visual aids**

Explaining Visual Aids



C H A P T E R

18

Speaking in Small Groups

Stephen E. Lucas

Small Group

A collection of 3 to 12 people who assemble for a specific purpose.

Leadership

The ability to influence group members so as to help achieve the goals of the group.

Kinds of Group Leaders

- **Implied leader**
- **Emergent leader**
- **Designated leader**

Implied Leader

A group member to whom other members defer because of her or his rank, expertise, or other quality.

Emergent Leader

A group member who emerges as a leader during the group's deliberations.

Designated Leader

A person who is elected or appointed as leader when the group is formed.

Group Needs

- **Procedural needs**
- **Task needs**
- **Maintenance needs**

Procedural Needs

Routine “housekeeping” actions necessary for the efficient conduct of business in a small group.

Task Needs

Substantive actions necessary to help a small group complete its assigned task.

Maintenance Needs

Communicative actions necessary to maintain interpersonal relations in a small group.

Responsibilities in a Small Group

- **Be committed to the group's goals**
- **Fulfill individual assignments**
- **Avoid interpersonal conflicts**
- **Encourage full participation**
- **Keep the discussion on track**

Hidden Agenda

A set of unstated individual goals that may conflict with the goals of the group as a whole.

Reflective-Thinking Method

A five-step method for directing discussion in a problem-solving small group.

Steps of the Reflective-Thinking Method

- Define the problem
- Analyze the problem
- Establish criteria for solutions
- Generate potential solutions
- Select the best solution

Guidelines for Discussion Questions

- **Make the question clear and specific**
- **Phrase the question to allow for a wide range of answers**
- **Avoid biased or slanted questions**
- **Pose a single question**

Make the Question Clear and Specific

Ineffective: What should be done about fraudulent charities?

More Effective: What should the federal government do to control the activities of fraudulent charities?

Phrase the Question to Allow for a Wide Range of Answers

Ineffective: Should our community
build more bike paths?

More Effective: What should our community
do to improve services for
bike riders?

Avoid Biased or Slanted Questions

Ineffective: How can we keep the campus bookstore from ripping off students?

More Effective: What changes, if any, should be made in the pricing policies of the campus bookstore?

Pose a Single Question

Ineffective:

What revisions should our school consider in its admissions requirements and in its graduation requirements?



More Effective: What revisions should our school consider in its admissions requirements?

OR

More Effective: What revisions should our school consider in its graduation requirements?

Consensus

A group decision that is acceptable to all members of the group.

Presenting Group Recommendations

- Oral report
- Symposium
- Panel

Oral Report

A speech presenting the findings, conclusions, decisions, etc. of a small group.

Symposium

A public presentation in which several people present prepared speeches on different aspects of the same topic.

Panel Discussion

A structured conversation on a given topic among several people in front of an audience.