

# Effective Speaking: From Ideas to Delivery

There are three main types of speeches you will prepare and deliver:

- **Tribute/Commemorative Speech** – to honor or commemorate a person, program, animal, etc.
- **Informative Speech** – to educate your audience about a particular topic
- **Persuasive Speech** – to sway your audience to a particular view or encourage them to take action on an issue

There are three **rhetorical approaches** you can use to frame your discussion. These methods can be used separately or in combination depending on the type of speech and the instructor's specifications:

- **Logos** (Logical method) – uses facts, statistics, and quotes from experts
  - Often used for **informative** speeches to demonstrate the accuracy of your information
  - May also be effective in **persuasive** and **tribute** speeches to demonstrate the accuracy of your information
- **Ethos** (Ethical method) – appeals to the audiences' sense of right and wrong
  - Often used in **persuasive** speech to sway the audience to agree with your position or to take some type of action by appealing to their values and ethics
  - Can be used in a **tribute** speech to express the character of the person or the significance of the event about whom or which you are speaking
- **Pathos** (Emotional method) – tugging at the audiences' heartstrings
  - Is an effective way to **persuade** your audience to become involved in a cause by appealing to their feelings and emotions
  - Can be used in a **tribute** speech to build an emotional connection between the audience and the person, or event you are commemorating

## Developing Ideas and Determining the Style and Overall Structure of Your Speech

- **Brainstorming:**
  - What do you know about the topic?
  - What aspect of the topic is of particular interest to you? Why?
  - Do you have strong feelings about the last answer? Why?
  - Do you think you have an important message to share with others? What is it?
- **Identify your audience:**
  - Who is the audience and why is your message important to them?
  - Why should the audience care about what you have to say?
  - How can you best convey your message to them?
- **Strategize your approach:**
  - Define your terms.
  - Provide necessary background details.
  - Decide whether a scholarly approach is appropriate or if you should inject lighthearted, respectful humor, storytelling, or emotion.
  - Arrange the speech in a logical order that flows and allows the audience to follow your points.
  - Use a thesaurus to create a bank of words with similar meanings and connotations that are relevant to the topic. Incorporate these words into the speech to keep it unified, but interesting.

# Developing the Speech Outline

The speech outline provides the specific structure and content of your speech. **It is written as a full sentence outline.** In a full sentence outline, in place of the more familiar key words and phrases, you will write a complete, grammatically correct sentence for each main point, subpoint and sub-subpoint. (See page [3](#) of this document for an example of a complete full sentence outline.)

## Important points to remember while constructing the outline:

- The title, specific purpose and central idea are stated at the top of the outline, but they are not part of the formal outline structure.
- Label the introduction, body, and conclusion: These labels should be placed in the center of the page and done in **bold** type. They are not part of the formal outline, so they will not be identified in the numbering system. They simply show clearly that you have these elements in your speech.

**The Introduction:** The introduction has several purposes; it must:

- Get the audience's attention
- Introduce the topic<sup>2</sup>
- Establish your credibility – what makes you qualified to discuss this topic
- Preview the main points

**Body:** There are three main structures which must be included in the body of your speech:

- **Specific Purpose-** “A single infinitive phrase that states precisely what a speaker hopes to accomplish in his or her speech” (Lucas 82).
- **Central Idea-** “A one-sentence statement that sums up or encapsulates the major ideas of a speech” (Lucas 89).
- **Main points-** “The major points developed in the body of a speech” (Lucas 67). Supporting details are used to develop the main points.

**The Conclusion:** The conclusion serves two purposes:

- To let the audience know the speech is coming to an end
- To reinforce the audience's understanding of, or commitment to, the central idea. This can be done several ways:
  - Present a summary of main points
  - Close with an anecdote that clearly exemplifies the theme you have just discussed.
  - End with a rhetorical question or idea that makes the audience think more deeply about your topic.

# Full Sentence Outline Structure for Effective Speaking

(For use with *The Art of Public Speaking* by Stephen Lucas, 11<sup>th</sup> ed.)

Title: How to create a full sentence outline for an oral presentation

Specific Purpose: To inform my audience on how to structure a speech outline properly.

Central Idea: A proper speech outline has three main parts including the introduction, the body of the speech, and the conclusion.

## Introduction

- I. Grab the audience's attention with a clever opening statement such as, "Did you ever build a house? I did!"
- II. Identify yourself by saying, "Hello, I am Jane Doe."
- III. State the purpose and central idea of your speech.
- IV. State your authority on the topic.
  - A. "I have been a volunteer with Habitat for Humanity for six years."
  - B. "I have carefully researched this topic, consulting several respected authorities in the field."
- V. State your thesis and main points.

## Body

- I. Main points are designated by Roman numerals and are flush with the margin.
  - A. Subpoints are designated by capital letters and are indented from the Roman numeral they support.
    1. There must be at least two subpoints for each main point.
      - a. Sub-subpoints are designated by Arabic numerals.
      - b. They are indented from the subpoint they support.
      - c. There must be at least two sub-sub points for each subpoint.
    2. Use connectives (transitions) between main points, subpoints, and subpoints.
      - a. Connectives let the audience know you are moving on to another point.
      - b. Avoid repeating the same connectives
      - c. here are some examples of connectives:
        - 1) One of the other significant aspects of the program is...
        - 2) Another important part of the process involves...
      - d. Avoid clichés, overly familiar, and vague connectives like these:
        - 1) At the end of the day...
        - 2) After all is said and done...
    - B. For more help with transitions, go to [www.bucks.edu/tutor](http://www.bucks.edu/tutor) and consult the Tutoring Center's handout on transitions.
  - II. Use only one sentence for each entry in your outline.
    - A. This allows you to clearly see all parts of your speech, including details.
    - B. This also makes it easier to prepare notecards for your presentation.

## Conclusion

- I. The conclusion summarizes the main points and relates back to the thesis.
  - A. Use a clear transition to let the audience know you are reaching the end of your speech.
  - B. There are several types of conclusions.
    1. You can simply sum up the speech in relation to the thesis.
    2. You can also leave the audience with an interesting anecdote or quote that is relative.
    3. You can give the audience something deeper to think about that relates to your thesis (topic).
      - a. This is very effective for persuasive speeches.
      - b. This technique can be used to call for the audience to take some action.
    4. For more information on preparing conclusions, you may go to [www.bucks.edu/tutor](http://www.bucks.edu/tutor) and access the Tutoring Center's handout on conclusions.

# In-Text Citation for Speeches

Use **verbal attributions** when making references to an outside source.

Attributions identify and give credit to original sources of ideas as a way to avoid accidental plagiarism. Without the benefit of written forms of in-text citation, the speaker must rely on spoken words to cite and integrate outside sources. Key words can also indicate the shift in ownership. Verbal tags such as **says, said, states, reported, remarked, commented, argued** etc. signal a direct quote, while the word **“that”** often implies the introduction of a paraphrase.

Direct quote indicated by a **verbal tag**:

**The famous biologist, Rachel Carson wrote**, “The control of nature is a phrase that is conceived in arrogance.”

Paraphrase indicated with **“that”**:

Rachel Carson discussed in her book, *Silent Spring*, **that** the quick fix philosophy of Americans and their pesticides would lead to disastrous environmental consequences.

Avoid confusing and disjointed use of supporting material by “sandwiching” it between your own ideas.

Here is an example of **“sandwiching”** from a speech on baby boomers:

**Setting up the reference:**

According to the May 2011 Pew Internet and American Life Project Report,

**Quoted material:**

+ “half of all adults (50%) use social networking sites

**Student’s analysis:**

+ suggesting that increasing numbers of Baby Boomers are becoming more computer literate.

**Here it is all put together:**

“According to the May 2011 Pew Internet and American Life Project Report, “half of all adults (50%) use social networking sites suggesting that increasing numbers of Baby Boomers are becoming more computer literate.”



**Do not use air quotes (finger quotes)** or the verbal **“quote/end quote”** to attribute sources. These methods introduce sarcasm into the presentation. Skilled speakers do not use these methods unless they intentionally want to interject some measure of irony or absurdity into the speech. Important quotes can be referenced as shown above or by using devices such as PowerPoint slides (properly cited) that supplement the presenter’s oral material.

# Preparing Note Cards for an Oral Presentation

After completing your formal speech outline, use it to prepare note cards for your oral presentation. First, however, you should practice your speech; become familiar with the content, organization, and flow. This will help keep your cards brief in content and number.

Note cards prompt your memory when delivering a speech. They should be composed of key words that refer to main points, sub points, support, examples, citations, and cues for special directions (to bring in visual aids, to distribute handouts, to slow down or pause, etc.). If quoted material is longer or complex, you may read it from a note card in its entirety after introducing the quote, or better yet, display it in a Power Point slide if possible.

## Tips for Making Successful Note Cards:

- Keep information on each card short and only use one side of the card. Use key words and short phrases. Put only one main idea on each card. You may list several sub points on one card as long as you do not have to include details. If details for each item are necessary, use a separate card for each sub point.
- Keep total number of cards to a minimum.
- Clearly number each card in the upper right hand corner (in case you drop them).
- Do not include every detail. By rehearsing your speech first, you will gain confidence in knowing the material, minimizing what you need to put on note cards.
- Rehearse your speech using the note cards – not your formal outline.
- Highlight areas where you consistently stumble or feel uncertain, but use this technique sparingly. Practice is your best method for gaining confidence.

## Tips for Delivering Your Speech

- Rehearse (in front of a mirror and/or before an audience of friends/family).
- Know your material so you need only glance occasionally at note cards – or not at all.
- Breathe!
- Maintain good posture.
- Gesture naturally.
- Make eye contact throughout your speech.
- Don't worry about seeming nervous – everyone is – nervousness can translate into enthusiasm and energy if you don't let it get the better of you.
- Acknowledge any elephants in the room.
  - If you lose your place, acknowledge it; give yourself a moment or two to reorient yourself.
  - If you are concerned your soft or accented speaking voice will hamper your effectiveness, encourage the audience to feel free to ask you to speak up or repeat what you have said.
  - If the technology doesn't work properly, improvise; come with a back-up plan (e.g. handouts or posters)