Effective Speaking Survival Sheet

**Brainstorm**
- 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 that you have an important message to share with others?
- What is it?

**Identify your audience and determine your purpose**
- Who is the audience and why would the message also be important to them?

**Strategize your approach**
- **To Inform**
  - Define terms, and explain the who, what, when, where, why, and how details.
- **To convince**
  - Use facts, statistics, and quotes from other experts.
  - Use logic – try the simple formula: if this, then that.
- **To persuade**
  - Use an emotional or ethical appeal – tug on the audience’s heartstrings or their sense of right and wrong.
- **To entertain**
  - Interject lighthearted respectful humor and scenario storytelling.

**Develop unity with variety.** Before you write: Use a **thesaurus** to create a bank of words with similar meanings and connotations that are relevant to the topic and its focus. Incorporate the related words into the speech to keep it unified.
Outline using the five paragraph essay format – develop the speech according to the allotted time limit.

<table>
<thead>
<tr>
<th>This is what I’m going to say</th>
<th>The <strong>Introduction</strong> gets the attention of the audience by raising interest and curiosity. It identifies and eases into the topic. It hints at the direction the speech will take, establishes your credibility to speak about the topic, and acquaints the audience with your central message. It does not discuss details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is how I’m going to say it...</td>
<td>Expand and explain the topic and its focus in the body paragraphs developed with specific details.</td>
</tr>
<tr>
<td>Use strategically selected examples that will <strong>connect</strong> with the target audience.</td>
<td>Use transition words and phrases to move smoothly from one idea to another.</td>
</tr>
<tr>
<td>Supporting Paragraph 1</td>
<td>Use descriptive language that paints a picture for the listener. Sensory information engages the listener through active participation of imagination.</td>
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<tr>
<td>Supporting Paragraph 2</td>
<td>Define unfamiliar terms for the audience with comprehensible words.</td>
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<tr>
<td>Supporting Paragraph 3</td>
<td>Organize ideas chronologically, from the simple to the complex, or by using the emphatic order which moves from the first to the most important example.</td>
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<tr>
<td></td>
<td>Use attributions to acknowledge the ownership of ideas that are not your own.</td>
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<tr>
<td></td>
<td>Be concise. Edit out unnecessary words.</td>
</tr>
<tr>
<td>This is what I said</td>
<td>The <strong>Conclusion</strong> is the last opportunity to remind the audience of your central point. It is the place where all the ideas that have been discussed come together to leave a final thought. It should emphasize important implications that resonate with the listener, to be reflected on, remembered, or responded to.</td>
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Orators use **parallelism** to develop interesting passages, to engage the audience, and to make lasting impressions. The literary device involves the use of paired word endings, and repeated words and phrases to create memorable sound or rhythm in the speech. Parallelism is also used to establish a balanced weight of importance among multiple ideas.

**Rehearse** **Know your material** **Breathe** **Maintain good posture** **Gesture naturally** **Make eye contact**
Attributions and In-Text Citation for the Public Speaker

As students research for assignments they will read, reference, and consider the ideas of other people. The central idea of the student’s work is expected to be strengthened by bringing in evidence from these sources. A literature essay or research assignment, consequently, becomes an intellectual discussion between an author of a book, story, or article, one or more critics or experts, and the student. Because each person’s ideas are integrated into the student’s work, it is important to indicate who said what. Likewise, when presenting findings in an oral presentation, it is necessary to acknowledge supporting ideas by using verbal *attributions* when making references to other people’s literature, scholarly reviews, data, statistics, charts, opinions, statements, photography, art, music, video, web graphics, or film.

Attributions identify and give credit to the original source of ideas. Establishing the origin of ideas with attributions prevents plagiarism, which is the intentional or inadvertent use of another person’s intellectual ideas or creative property. Without attributions to signal ownership, the information appears to come directly from the student. Since public speakers lose the benefits of written forms of punctuation to indicate ownership, they must rely on spoken words to cite and to integrate their outside information. Therefore, transfer the power and purpose of punctuation over to the inflection in your voice as a citation tool. The speaker may need to utilize intentional pauses too, along with variations in volume and tone to show the shift from the presenter’s to the supporting source.

Additionally, key words will indicate this shift in ownership. Common verbal tags such as *says, said, states, reported*, 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 *said*, “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.

### Attributions Are Developed in the Third Person.

<table>
<thead>
<tr>
<th>The author, John Grisham, says...</th>
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<tbody>
<tr>
<td>The author states...</td>
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<tr>
<td>The literary critic, Sharon Hall asserts...</td>
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<tr>
<td>Emily Dickenson, the 19th century American poet expresses themes of...</td>
</tr>
<tr>
<td>According to art critic Harold Rosenberg...</td>
</tr>
<tr>
<td>References made to Rene Descartes’ famous idea...demonstrate that...</td>
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<tr>
<td>President Obama defends his point of view on...by arguing that...</td>
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<tr>
<td>Many disagree with Freud about his ideas on...because of...</td>
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</tbody>
</table>
Additionally, attributions help to develop a smooth connection between the speaker’s ideas and the supporting material credited to someone else. To avoid weak and disjointed use of supporting material do not begin or end a body paragraph with a quote. Avoid inserting the evidence into the speech without first setting it up with your own idea. Many students simply shoot evidence into a presentation like a dart on a dartboard. The quote or evidence just hangs on in the body of the speech without any connection to a point made by the student. The quoted or paraphrased material must connect logically to the student’s main idea. It must build support for that point and must indicate the original source.

For example:
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.

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

Most importantly, do not use “finger quotes” or the “quote/end quote” methods of attributing sources. These methods of oral in-text citations introduce stiffness and sarcasm, as well as boredom, into the presentation. Skilled speakers rarely use these strategies, unless they intentionally want to interject small measures of irony or absurdity into the speech. To properly identify a shift from the presenter’s ideas to another source, the orator should practice using voice inflection, pauses that hint at shifting sources, and verbal transitions like the ones listed above. Furthermore, important quotes can be presented with the accuracy of visual quotation marks in more sophisticated devices such as PowerPoint slides that supplement the presenter’s oral material.