Chapter 9

Preparing a Speech

Ancient Greek educators and philosophers wrote the first public speaking texts about 2,400 years ago. Aristotle's *On Rhetoric* covers many of the same topics addressed in this unit of the book, including speech organization, audience analysis, and persuasive appeals. Even though these principles have been around for thousands of years and have been taught to millions of students, it's still a challenge to get students to see the value of public speaking. Some students think they already know everything they need to know about speaking in public. In response I remind them that even the best speakers still don't know everything there is to know about public speaking. Other students don't think they'll engage in public speaking very often, if at all. To them, I mention that oral communication and presentation skills are integral to professional and personal success. Last, some students are anxious or even scared by the thought of speaking in front of an audience. To them, I explain that speaking anxiety is common and can be addressed. Learning about and practicing public speaking fosters transferable skills that will help you organize your thoughts, outline information, do research, adapt to various audiences, and utilize and understand persuasive techniques. These skills will be useful in other college classes, your career, your personal relationships, and your civic life.

9.1 Selecting and Narrowing a Topic

LEARNING OBJECTIVES

1. Employ audience analysis.
2. Determine the general purpose of a speech.
3. List strategies for narrowing a speech topic.
4. Compose an audience-centered, specific purpose statement for a speech.
5. Compose a thesis statement that summarizes the central idea of a speech.

There are many steps that go into the speech-making process. Many people do not approach speech preparation in an informed and systematic way, which results in many poorly planned or executed speeches that are not pleasant to sit through as an audience member and don't reflect well on the speaker. Good speaking skills can help you stand out from the crowd in increasingly competitive environments. While a polished delivery is important and will be discussed more in Chapter 10 "Delivering a Speech", good speaking skills must be practiced much earlier in the speech-making process.

Analyze Your Audience

Audience analysis is key for a speaker to achieve his or her speech goal. One of the first questions you should ask yourself is "Who is my audience?" While there are some generalizations you can make about an audience, a competent speaker always assumes there is a diversity of opinion and background among his or her listeners. You can't assume from looking that everyone in your audience is the same age, race, sexual orientation, religion, or many other factors. Even if you did have a fairly homogenous audience, with only one or two people who don't match up, you should still consider those one or two people. When I have a class with one or two older students, I still consider the different age demographics even though twenty other students are eighteen to twenty-two years old. In short, a good speaker shouldn't intentionally alienate even one audience member. Of course, a speaker could still unintentionally alienate certain audience members, especially in persuasive speaking situations. While this may be unavoidable, speakers can still think critically about what content they include in the speech and the effects it may have.

Even though you should remain conscious of the differences among audience members, you can also focus on commonalities. When delivering a speech in a college classroom, you can rightfully assume that everyone in your audience is currently living in the general area of the school, is enrolled at the school, and is currently taking the same speech class. In professional speeches, you can often assume that everyone is part of the same professional organization if you present at a conference, employed at the same place or in the same field if you are giving a sales presentation, or experiencing the nervousness of starting a new job if you are leading an orientation or training. You may not be able to assume much more, but that's enough to add some tailored points to your speech that will make the content more relevant.

Good speakers should always assume a diversity of backgrounds and opinions among their audience members.

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Demographic Audience Analysis

Demographics[1] are broad sociocultural categories, such as age, gender, race, socioeconomic status, sexual orientation, education level, religion, ethnicity, and nationality that are used to segment a larger population. Since you are always going to have diverse demographics among your audience members, it would be unwise to focus solely on one group over another. As a speaker, being aware of diverse demographics is useful in that you can tailor and vary examples to appeal to different groups of people. As you can read in the "Getting Real" feature in this chapter, engaging in audience segmentation based on demographics is much more targeted in some careers.

Psychological Audience Analysis

Psychological audience analysis[2] considers your audience's psychological dispositions toward the topic, speaker, and occasion and how their attitudes, beliefs, and values inform those dispositions. When considering your audience's disposition toward your topic, you want to assess your audience's knowledge of the subject. You wouldn't include a lesson on calculus in an introductory math course. You also wouldn't go into the intricacies of a heart transplant to an audience with no medical training. A speech on how to give a speech would be redundant in a public speaking class, but it could be useful for high school students or older adults who are going through a career transition. Students in my class recently had to theme their informative speeches around the topic of renewable energy. They were able to tie their various topics to a new renewable energy production plant that opened that semester on our campus. They had to be careful not to overrun their

1. Broad sociocultural categories such as age, gender, race, socioeconomic status, sexual orientation, education level, religion, ethnicity, and nationality that are used to segment a larger population.
2. Analysis that considers your audience's psychological dispositions toward the topic, speaker, and occasion and how their attitudes, beliefs, and values inform those dispositions.

speech with scientific jargon. One student compared the concept of biogasification to the natural gas production that comes from living creatures like humans and cows. This comparison got a laugh from the audience and also made the seemingly complex concept more understandable.

The audience may or may not have preconceptions about you as a speaker. One way to positively engage your audience is to make sure you establish your credibility. In terms of **credibility**[3], you want the audience to see you as competent, trustworthy, and engaging. If the audience is already familiar with you, they may already see you as a credible speaker because they've seen you speak before, have heard other people evaluate you positively, or know that you have credentials and/or experience that make you competent. If you know you have a reputation that isn't as positive, you will want to work hard to overcome those perceptions. To establish your trustworthiness, you want to incorporate good supporting material into your speech, verbally cite sources, and present information and arguments in a balanced, noncoercive, and nonmanipulative way. To establish yourself as engaging, you want to have a well-delivered speech, which requires you to practice, get feedback, and practice some more. Your verbal and nonverbal delivery should be fluent and appropriate to the audience and occasion. We will discuss speech delivery more in Chapter 10 "Delivering a Speech".

The circumstances that led your audience to attend your speech will affect their view of the occasion. A **captive audience**[4] includes people who are required to attend your presentation. Mandatory meetings are common in workplace settings. Whether you are presenting for a group of your employees, coworkers, classmates, or even residents in your dorm if you are a resident advisor, you shouldn't let the fact that the meeting is required give you license to give a half-hearted speech. In fact, you may want to build common ground with your audience to overcome any potential resentment for the required gathering. In your speech class, your classmates are captive audience members.

When you speak in a classroom or at a business meeting, you may have a captive audience.

View having a captive classroom audience as a challenge, and use this space as a public speaking testing laboratory. You can try new things and push your boundaries more, because this audience is very forgiving and understanding since they have to go through the same things you do. In general, you may have to work harder to maintain the attention of a captive audience. Since coworkers may expect to hear the same content they hear every time this particular meeting comes around, and classmates have to sit through dozens and dozens of speeches, use your

3. Audience members' perceptions of whether or not a speaker is competent, trustworthy, and/or engaging.

4. An audience consisting of people who are required to be present.

speech as an opportunity to stand out from the crowd or from what's been done before.

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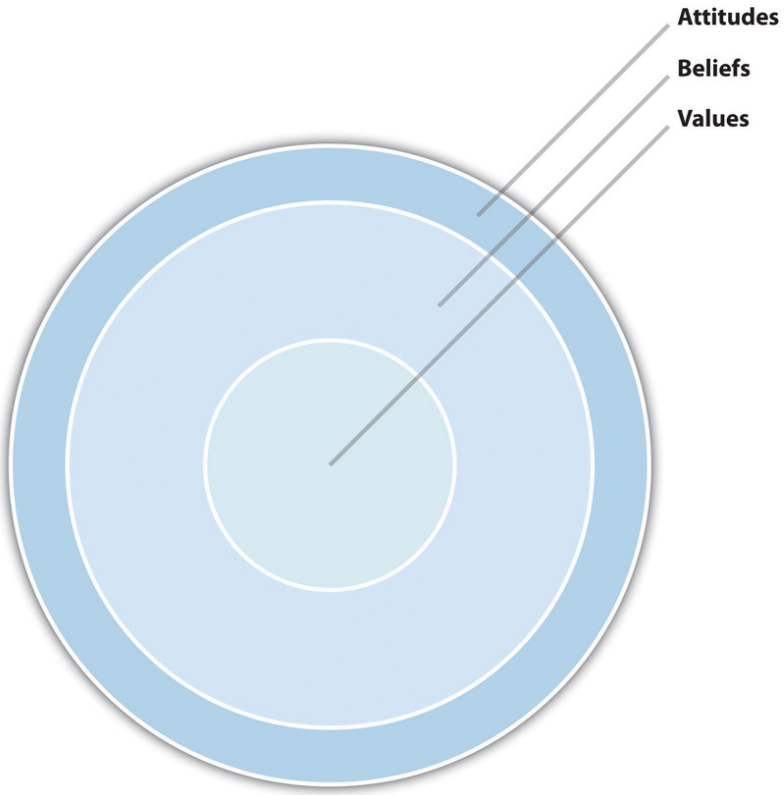
A **voluntary audience**[5] includes people who have decided to come hear your speech. This is perhaps one of the best compliments a speaker can receive, even before they've delivered the speech. Speaking for a voluntary audience often makes me have more speaking anxiety than I do when speaking in front of my class or my colleagues, because I know the audience may have preconceived notions or expectations that I must live up to. This is something to be aware of if you are used to speaking in front of captive audiences. To help adapt to a voluntary audience, ask yourself what the audience members expect. Why are they here? If they've decided to come and see you, they must be interested in your topic or you as a speaker. Perhaps you have a reputation for being humorous, being able to translate complicated information into more digestible parts, or being interactive with the audience and responding to questions. Whatever the reason or reasons, it's important to make sure you deliver on those aspects. If people are voluntarily giving up their time to hear you, you want to make sure they get what they expected.

A final aspect of psychological audience analysis involves considering the audience's attitudes, beliefs, and values, as they will influence all the perceptions mentioned previously. As you can see in Figure 9.1 "Psychological Analysis: Attitudes, Beliefs, and Values", we can think of our attitudes, beliefs, and values as layers that make up our perception and knowledge.

5. An audience consisting of people who chose to be present.

Figure 9.1 *Psychological Analysis: Attitudes, Beliefs, and Values*



At the outermost level, attitudes are our likes and dislikes, and they are easier to influence than beliefs or values because they are often reactionary. If you've ever followed the approval rating of a politician, you know that people's likes and dislikes change frequently and can change dramatically based on recent developments. This is also true interpersonally. For those of you who have siblings, think about how you can go from liking your sisters or brothers, maybe because they did something nice for you, to disliking them because they upset you. This seesaw of attitudes can go up and down over the course of a day or even a few minutes, but it can still be useful for a speaker to consider. If there is something going on in popular culture or current events that has captured people's attention and favor or disfavor, then you can tap into that as a speaker to better relate to your audience.

When considering beliefs, we are dealing with what we believe "is or isn't" or "true or false." We come to hold our beliefs based on what we are taught, experience for ourselves, or have faith in. Our beliefs change if we encounter new information or experiences that counter previous ones. As people age and experience more, their beliefs are likely to change, which is natural.

Our values deal with what we view as right or wrong, good or bad. Our values do change over time but usually as a result of a life transition or life-changing event such as a birth, death, or trauma. For example, when many people leave their parents' control for the first time and move away from home, they have a shift in values that occurs as they make this important and challenging life transition. In summary, audiences enter a speaking situation with various psychological dispositions, and considering what those may be can help speakers adapt their messages and better meet their speech goals.

Situational Audience Analysis

Situational audience analysis[6] considers the physical surroundings and setting of a speech. It's always a good idea to visit the place you will be speaking ahead of time so you will know what to expect. If you expect to have a lectern and arrive to find only a table at the front of the room, that little difference could end up increasing your anxiety and diminishing your speaking effectiveness. I have traveled to many different universities, conference facilities, and organizations to speak, and I always ask my host to show me the room I will be speaking in. I take note of the seating arrangement, the presence of technology and its compatibility with what I plan on using, the layout of the room including windows and doors, and anything else that's relevant to my speech. Knowing your physical setting ahead of time allows you to alter the physical setting, when possible, or alter your message or speaking strategies if needed. Sometimes I open or close blinds, move seats around, plug my computer in to make sure it works, or even practice some or all of my presentation. I have also revised a speech to be more interactive and informal when I realized I would speak in a lounge rather than a classroom or lecture hall.

6. Analysis that considers the physical surroundings and setting of a speech.

“Getting Real”

Marketing Careers and Audience Segmentation

Advertisers and marketers use sophisticated people and programs to ensure that their message is targeted to particular audiences. These people are often called marketing specialists.Career Cruising, “Marketing Specialist,” *Career Cruising: Explore Careers*, accessed January 24, 2012, http://www.careercruising.com. They research products and trends in markets and consumer behaviors and may work for advertising agencies, marketing firms, consulting firms, or other types of agencies or businesses. The pay range is varied, from $35,000 to $166,000 a year for most, and good communication, creativity, and analytic thinking skills are a must. If you stop to think about it, we are all targeted based on our demographics, psychographics, and life situations. Whereas advertisers used to engage in more mass marketing, to undifferentiated receivers, the categories are now much more refined and the target audiences more defined. We only need to look at the recent increase in marketing toward “tweens” or the eight-to-twelve age group. Although this group was once lumped in with younger kids or older teens, they are now targeted because they have “more of their own money to spend and more influence over familial decisions than ever before.”David L. Siegel, Timothy J. Coffey, and Gregory Livingston, *The Great Tween Buying Machine* (Chicago, IL: Dearborn Trade, 2004).

Whether it’s Red Bull aggressively marketing to the college-aged group or gyms marketing to single, working, young adults, much thought and effort goes into crafting a message with a particular receiver in mind. Some companies even create an “ideal customer,” going as far as to name the person, create a psychological and behavioral profile for them, and talk about them as if they were real during message development.Michael R. Solomon, *Consumer Behavior: Buying, Having, and Being*, 7th ed. (Upper Saddle River, NJ: Pearson, 2006), 10–11.

Facebook has also revolutionized targeted marketing, which has led to some controversy and backlash.Daisy Greenwell, “You Might Not ‘Like’ Facebook So Much after Reading This...” *The Times (London)*, sec. T2, January 13, 2012, 4–5. The “Like” button on Facebook that was introduced in 2010 is now popping up on news sites, company pages, and other websites. When you click the “Like” button, you are providing important information about your consumer behaviors that can then be fed into complicated algorithms that also

incorporate demographic and psychographic data pulled from your Facebook profile and even information from your friends. All this is in an effort to more directly market to you, which became easier in January of 2012 when Facebook started allowing targeted advertisements to go directly into users' "newsfeeds."

Markets are obviously segmented based on demographics like gender and age, but here are some other categories and examples of market segments: geography (region, city size, climate), lifestyle (couch potato, economical/ frugal, outdoorsy, status seeker), family life cycle (bachelors, newlyweds, full nesters, empty nesters), and perceived benefit of use (convenience, durability, value for the money, social acceptance), just to name a few.Leon G. Schiffman and Leslie Lazar Kanuk, *Consumer Behavior*, 7th ed. (Upper Saddle River, NJ: Prentice Hall, 2000), 37.

1. Make a list of the various segments you think marketers might put you in. Have you ever thought about these before? Why or why not?
2. Take note of the advertisements that catch your eye over a couple days. Do they match up with any of the segments you listed in the first question?
3. Are there any groups that you think it would be unethical to segment and target for marketing? Explain your answer.

Determine Your Purpose, Topic, and Thesis

General Purpose

Your speeches will usually fall into one of three categories. In some cases we speak to inform, meaning we attempt to teach our audience using factual objective evidence. In other cases, we speak to persuade, as we try to influence an audience's beliefs, attitudes, values, or behaviors. Last, we may speak to entertain or amuse our audience. In summary, the **general purpose**[7] of your speech will be to inform, to persuade, or to entertain.

You can see various topics that may fit into the three general purposes for speaking in Table 9.1 "General Purposes and Speech Topics". Some of the topics listed could fall into another general purpose category depending on how the speaker approached the topic, or they could contain elements of more than one general purpose. For example, you may have to inform your audience about your topic in one main point before you can persuade them, or you may include some

7. The overarching purpose of your speech, which will be to inform, to persuade, or to entertain.

entertaining elements in an informative or persuasive speech to help make the content more engaging for the audience. There should not be elements of persuasion included in an informative speech, however, since persuading is contrary to the objective approach that defines an informative general purpose. In any case, while there may be some overlap between general purposes, most speeches can be placed into one of the categories based on the overall content of the speech.

Table 9.1 General Purposes and Speech Topics

To Inform	To Persuade	To Entertain
Civil rights movement	Gun control	Comedic monologue
Renewable energy	Privacy rights	My craziest adventure
Reality television	Prison reform	A "roast"

Choosing a Topic

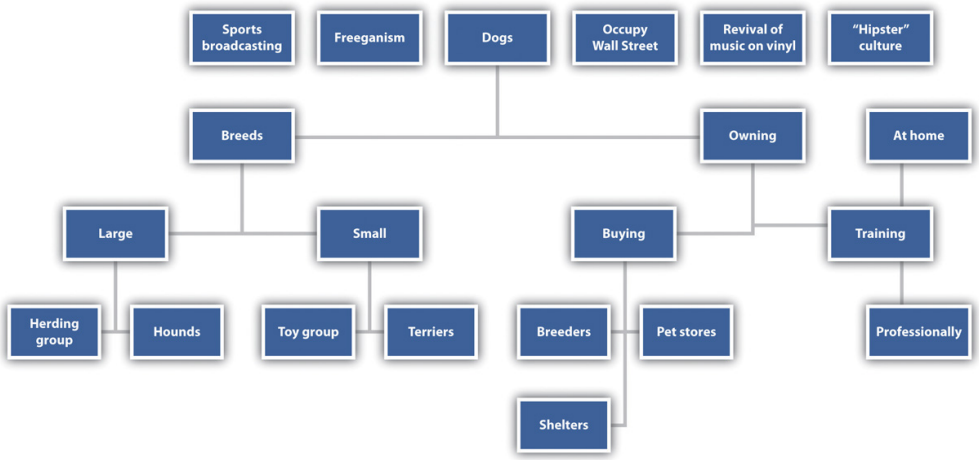
Once you have determined (or been assigned) your general purpose, you can begin the process of choosing a topic. In this class, you may be given the option to choose any topic for your informative or persuasive speech, but in most academic, professional, and personal settings, there will be some parameters set that will help guide your topic selection. Speeches in future classes will likely be organized around the content being covered in the class. Speeches delivered at work will usually be directed toward a specific goal such as welcoming new employees, informing about changes in workplace policies, or presenting quarterly sales figures. We are also usually compelled to speak about specific things in our personal lives, like addressing a problem at our child's school by speaking out at a school board meeting. In short, it's not often that you'll be starting from scratch when you begin to choose a topic.

Whether you've received parameters that narrow your topic range or not, the first step in choosing a topic is brainstorming. **Brainstorming**[8] involves generating many potential topic ideas in a fast-paced and nonjudgmental manner. Brainstorming can take place multiple times as you narrow your topic. For example, you may begin by brainstorming a list of your personal interests that can then be narrowed down to a speech topic. It makes sense that you will enjoy speaking about something that you care about or find interesting. The research and writing will be more interesting, and the delivery will be easier since you won't have to fake enthusiasm for your topic. Speaking about something you're familiar with and interested in can also help you manage speaking anxiety. While it's good to start with your personal interests, some speakers may get stuck here if they don't feel

8. Process of quickly generating ideas without prejudging them.

like they can make their interests relevant to the audience. In that case, you can look around for ideas. If your topic is something that's being discussed in newspapers, on television, in the lounge of your dorm, or around your family's dinner table, then it's likely to be of interest and be relevant since it's current. Figure 9.1 "Psychological Analysis: Attitudes, Beliefs, and Values" shows how brainstorming works in stages. A list of topics that interest the speaker are on the top row. The speaker can brainstorm subtopics for each idea to see which one may work the best. In this case, the speaker could decide to focus his or her informative speech on three common ways people come to own dogs: through breeders, pet stores, or shelters.

Figure 9.2 *Brainstorming and Narrowing a Topic*



Overall you can follow these tips as you select and narrow your topic:

1. Brainstorm topics that you are familiar with, interest you, and/or are currently topics of discussion.
2. Choose a topic appropriate for the assignment/occasion.
3. Choose a topic that you can make relevant to your audience.
4. Choose a topic that you have the resources to research (access to information, people to interview, etc.).

Specific Purpose

9. A one-sentence statement that is audience centered and includes the objective a speaker wants to accomplish in his or her speech.

Once you have brainstormed, narrowed, and chosen your topic, you can begin to draft your specific purpose statement. Your **specific purpose**[9] is a one-sentence statement that includes the objective you want to accomplish in your speech. You do not speak aloud your specific purpose during your speech; you use it to guide your researching, organizing, and writing. A good specific purpose statement is

audience centered, agrees with the general purpose, addresses one main idea, and is realistic.

An audience-centered specific purpose statement usually contains an explicit reference to the audience—for example, "my audience" or "the audience." Since a speaker may want to see if he or she effectively met his or her specific purpose, the objective should be written in such a way that it could be measured or assessed, and since a speaker actually wants to achieve his or her speech goal, the specific purpose should also be realistic. You won't be able to teach the audience a foreign language or persuade an atheist to Christianity in a six- to nine-minute speech. The following is a good example of a good specific purpose statement for an informative speech: "By the end of my speech, the audience will be better informed about the effects the green movement has had on schools." The statement is audience centered and matches with the general purpose by stating, "the audience will be better informed." The speaker could also test this specific purpose by asking the audience to write down, at the end of the speech, three effects the green movement has had on schools.

Thesis Statement

Your **thesis statement**[10] is a one-sentence summary of the central idea of your speech that you either explain or defend. You would explain the thesis statement for an informative speech, since these speeches are based on factual, objective material. You would defend your thesis statement for a persuasive speech, because these speeches are argumentative and your thesis should clearly indicate a stance on a particular issue. In order to make sure your thesis is argumentative and your stance clear, it is helpful to start your thesis with the words "I believe." When starting to work on a persuasive speech, it can also be beneficial to write out a counterargument to your thesis to ensure that it is arguable.

The thesis statement is different from the specific purpose in two main ways. First, the thesis statement is content centered, while the specific purpose statement is audience centered. Second, the thesis statement is incorporated into the spoken portion of your speech, while the specific purpose serves as a guide for your research and writing and an objective that you can measure. A good thesis statement is declarative, agrees with the general and specific purposes, and focuses and narrows your topic. Although you will likely end up revising and refining your thesis as you research and write, it is good to draft a thesis statement soon after drafting a specific purpose to help guide your progress. As with the specific purpose statement, your thesis helps ensure that your research, organizing, and writing are focused so you don't end up wasting time with irrelevant materials. Keep your specific purpose and thesis statement handy (drafting them at the top of your working outline is a good idea) so you can reference them often. The following

10. A one-sentence summary of the central idea of your speech that you will either explain or defend.

examples show how a general purpose, specific purpose, and thesis statement match up with a topic area:

1. **Topic:** My Craziest Adventure

   General purpose: To Entertain

   Specific purpose: By the end of my speech, the audience will appreciate the lasting memories that result from an eighteen-year-old visiting New Orleans for the first time.

   Thesis statement: New Orleans offers young tourists many opportunities for fun and excitement.

2. **Topic:** Renewable Energy

   General purpose: To Inform

   Specific purpose: By the end of my speech, the audience will be able to explain the basics of using biomass as fuel.

   Thesis statement: Biomass is a renewable resource that releases gases that can be used for fuel.

3. **Topic:** Privacy Rights

   General purpose: To Persuade

   Specific purpose: By the end of my speech, my audience will believe that parents should not be able to use tracking devices to monitor their teenage child's activities.

   Thesis statement: I believe that it is a violation of a child's privacy to be electronically monitored by his or her parents.

KEY TAKEAWAYS

- Getting integrated: Public speaking training builds transferrable skills that are useful in your college classes, career, personal relationships, and civic life.
- Demographic, psychographic, and situational audience analysis help tailor your speech content to your audience.
- The general and specific purposes of your speech are based on the speaking occasion and include the objective you would like to accomplish by the end of your speech. Determining these early in the speech-making process will help focus your research and writing.
- Brainstorm to identify topics that fit within your interests, and then narrow your topic based on audience analysis and the guidelines provided.
- A thesis statement summarizes the central idea of your speech and will be explained or defended using supporting material. Referencing your thesis statement often will help ensure that your speech is coherent.

EXERCISES

1. Getting integrated: Why do some people dread public speaking or just want to avoid it? Identify some potential benefits of public speaking in academic, professional, personal, and civic contexts that might make people see public speaking in a different light.
2. Conduct some preliminary audience analysis of your class and your classroom. What are some demographics that might be useful for you to consider? What might be some attitudes, beliefs, and values people have that might be relevant to your speech topics? What situational factors might you want to consider before giving your speech?
3. Pay attention to the news (in the paper, on the Internet, television, or radio). Identify two informative and two persuasive speech topics that are based in current events.

9.2 Researching and Supporting Your Speech

LEARNING OBJECTIVES

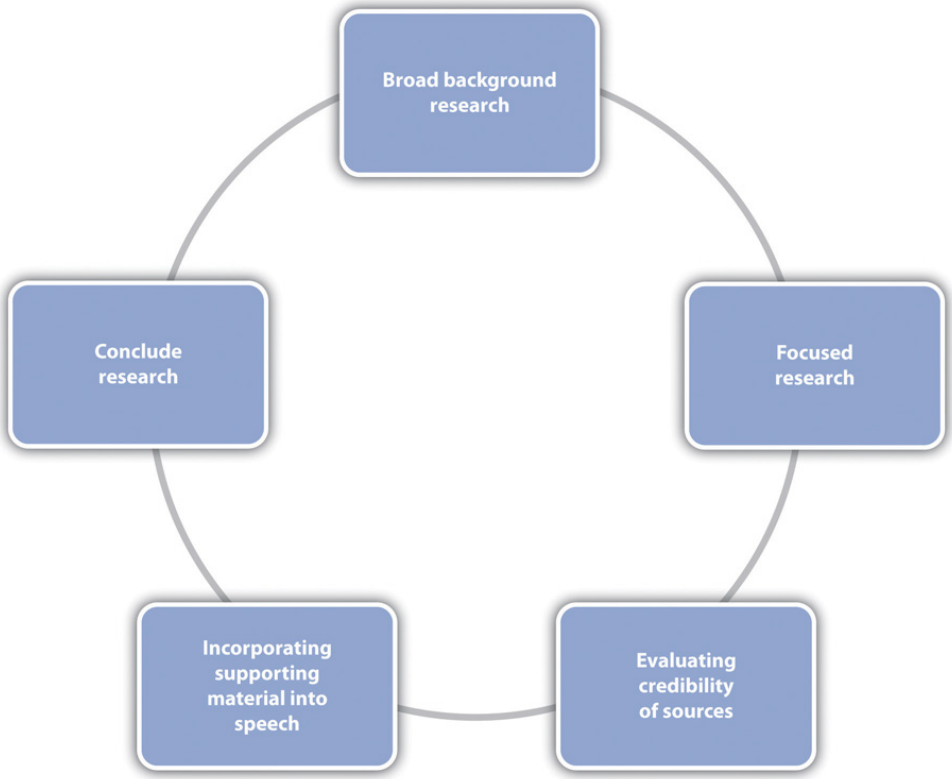
1. Identify appropriate methods for conducting college-level research.
2. Distinguish among various types of sources.
3. Evaluate the credibility of sources.
4. Identify various types of supporting material.
5. Employ visual aids that enhance a speaker's message.

We live in an age where access to information is more convenient than ever before. The days of photocopying journal articles in the stacks of the library or looking up newspaper articles on microfilm are over for most. Yet, even though we have all this information at our fingertips, research skills are more important than ever. Our challenge now is not accessing information but discerning what information is credible and relevant. Even though it may sound inconvenient to have to physically go to the library, students who did research before the digital revolution did not have to worry as much about discerning. If you found a source in the library, you could be assured of its credibility because a librarian had subscribed to or purchased that content. When you use Internet resources like Google or Wikipedia, you have no guarantees about some of the content that comes up.

Finding Supporting Material

As was noted in Section 9.1 "Selecting and Narrowing a Topic", it's good to speak about something you are already familiar with. So existing knowledge forms the first step of your research process. Depending on how familiar you are with a topic, you will need to do more or less background research before you actually start incorporating sources to support your speech. Background research is just a review of summaries available for your topic that helps refresh or create your knowledge about the subject. It is not the more focused and academic research that you will actually use to support and verbally cite in your speech. Figure 9.3 "Research Process" illustrates the research process. Note that you may go through some of these steps more than once.

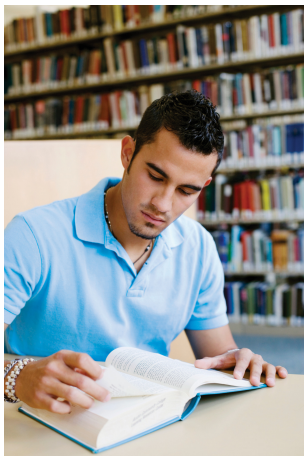
Figure 9.3 Research Process



I will reiterate several times in this chapter that your first step for research in college should be library resources, not Google or Bing or other general search engines. In most cases, you can still do your library research from the comfort of a computer, which makes it as accessible as Google but gives you much better results. Excellent and underutilized resources at college and university libraries are reference librarians. **Reference librarians**[11] are not like the people who likely staffed your high school library. They are information-retrieval experts. At most colleges and universities, you can find a reference librarian who has at least a master's degree in library and information sciences, and at some larger or specialized schools, reference librarians have doctoral degrees. I liken research to a maze, and reference librarians can help you navigate the maze. There may be dead ends, but there's always another way around to reach the end goal. Unfortunately, many students hit their first dead end and give up or assume that there's not enough research out there to support their speech. Trust me, if you've thought of a topic to do your speech on, someone else has thought of it, too, and people have written and published about it. Reference librarians can help you find that information. I recommend that you meet with a reference librarian face-to-face and take your assignment sheet and topic idea with you. In most cases, students report that they came away with more information than they needed, which is good because you can then narrow that down to the best information. If you can't meet

11. Information-retrieval experts at college and university libraries.

with a reference librarian face-to-face, many schools now offer the option to do a live chat with a reference librarian, and you can also contact them by e-mail or phone.



College and university libraries are often at the cutting edge of information retrieval for academic research.

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Aside from the human resources available in the library, you can also use electronic resources such as library databases. Library databases help you access more credible and scholarly information than what you will find using general Internet searches. These databases are quite expensive, and you can't access them as a regular citizen without paying for them. Luckily, some of your tuition dollars go to pay for subscriptions to these databases that you can then access as a student. Through these databases, you can access newspapers, magazines, journals, and books from around the world. Of course, libraries also house stores of physical resources like DVDs, books, academic journals, newspapers, and popular magazines. You can usually browse your library's physical collection through an online catalog search. A trip to the library to browse is especially useful for books. Since most university libraries use the Library of Congress classification system, books are organized by topic. That means if you find a good book using the online catalog and go to the library to get it, you should take a moment to look around that book, because the other books in that area will be topically related. On many occasions, I have used this tip and gone to the library for one book but left with several.

Although Google is not usually the best first stop for conducting college-level research, Google Scholar is a separate search engine that narrows results down to scholarly materials. This version of Google has improved much over the past few years and has served as a good resource for my research, even for this book. A strength of Google Scholar is that you can easily search for and find articles that aren't confined to a particular library database. Basically, the pool of resources you are searching is much larger than what you would have using a library database. The challenge is that you have no way of knowing if the articles that come up are available to you in full-text format. As noted earlier, most academic journal articles are found in databases that require users to pay subscription fees. So you are often only able to access the abstracts of articles or excerpts from books that come up in a Google Scholar search. You can use that information to check your library to see if the article is available in full-text format, but if it isn't, you have to go back to the search results. When you access Google Scholar on a campus network that

subscribes to academic databases, however, you can sometimes click through directly to full-text articles. Although this resource is still being improved, it may be a useful alternative or backup when other search strategies are leading to dead ends.

Types of Sources

There are several different types of sources that may be relevant for your speech topic. Those include periodicals, newspapers, books, reference tools, interviews, and websites. It is important that you know how to evaluate the credibility of each type of source material.

Periodicals

Periodicals[12] include magazines and journals, as they are published periodically. There are many library databases that can access periodicals from around the world and from years past. A common database is Academic Search Premiere (a similar version is Academic Search Complete). Many databases, like this one, allow you to narrow your search terms, which can be very helpful as you try to find good sources that are relevant to your topic. You may start by typing a key word into the first box and searching. Sometimes a general search like this can yield thousands of results, which you obviously wouldn't have time to look through. In this case you may limit your search to results that have your keyword in the **abstract**[13], which is the author-supplied summary of the source. If there are still too many results, you may limit your search to results that have your keyword in the title. At this point, you may have reduced those ten thousand results down to a handful, which is much more manageable.

Within your search results, you will need to distinguish between magazines and academic journals. In general, academic journals are considered more scholarly and credible than magazines because most of the content in them is peer reviewed. The **peer-review process**[14] is the most rigorous form of review, which takes several months to years and ensures that the information that is published has been vetted and approved by numerous experts on the subject. Academic journals are usually affiliated with professional organizations rather than for-profit corporations, and neither authors nor editors are paid for their contributions. For example, the *Quarterly Journal of Speech* is one of the oldest journals in communication studies and is published by the National Communication Association.

12. Information sources like academic journals and magazines.

13. An author-supplied summary of an academic article.

14. A rigorous form of review that takes several months to years and ensures that the information published has been vetted and approved by numerous experts on the subject.

If your instructor wants you to have sources from academic journals, you can often click a box to limit your search results to those that are "peer reviewed." There are also subject-specific databases you can use to find periodicals. For example, *Communication and Mass Media Complete* is a database that includes articles from hundreds of journals related to communication studies. It may be acceptable for you to include magazine sources in your speech, but you should still consider the credibility of the source. Magazines like *Scientific American* and *Time* are generally more credible and reliable than sources like *People* or *Entertainment Weekly*.

The National Communication Association publishes several peer-reviewed academic journals.

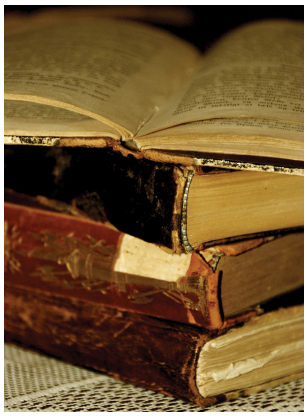
Source: Courtesy of the National Communication Association.

Newspapers and Books

Newspapers and books can be excellent sources but must still be evaluated for relevance and credibility. Newspapers are good for topics that are developing quickly, as they are updated daily. While there are well-known newspapers of record like the *New York Times*, smaller local papers can also be credible and relevant if your speech topic doesn't have national or international reach. You can access local, national, and international newspapers through electronic databases like LexisNexis. If a search result comes up that doesn't have a byline with an author's name or an organization like the Associated Press or Reuters cited, then it might be an editorial. Editorials may also have bylines, which make them look like traditional newspaper articles even though they are opinion based. It is important to distinguish between news articles and editorials because editorials are usually not objective and do not go through the same review process that a news story does before it's published. It's also important to know the background of your paper. Some newspapers are more tabloid focused or may be published by a specific interest group that has an agenda and biases. So it's usually better to go with a newspaper that is recognized as the newspaper of record for a particular area.

Books are good for a variety of subjects and are useful for in-depth research that you can't get as regularly from newspapers or magazines. Edited books with multiple chapters by different authors can be especially good to get a variety of perspectives on a topic.

To evaluate the credibility of a book, you'll want to know some things about the author. You can usually find this information at the front or back of the book. If an author is a credentialed and recognized expert in his or her area, the book will be more credible. But just because someone wrote a book on a subject doesn't mean he or she is the most credible source. For example, a quick search online brings up many books related to public speaking that are written by people who have no formal training in communication or speech. While they may have public speaking experience that can help them get a book deal with a certain publisher, that alone wouldn't qualify them to write a textbook, as textbook authors are expected to be credentialed experts—that is, people with experience and advanced training/degrees in their area. The publisher of a book can also be an indicator of credibility. Books published by university/academic presses (University of Chicago Press, Duke University Press) are considered more credible than books published by trade presses (Penguin, Random House), because they are often peer reviewed and they are not primarily profit driven.



Don't assume that you can't find a book relevant to a topic that is fairly recent, since books may be published within a year of a major event.

Source: Photo courtesy of Lin Kristensen, http://commons.wikimedia.org/wiki/File:Books_of_the_Past.jpg.

Reference Tools

The transition to college-level research means turning more toward primary sources and away from general reference materials. **Primary sources**[15] are written by people with firsthand experiences with an event or researchers/scholars who conducted original research. Unfortunately, many college students are reluctant to give up their reliance on reference tools like dictionaries and encyclopedias. While reference tools like dictionaries and encyclopedias are excellent for providing a speaker with a background on a topic, they should not be the foundation of your research unless they are academic and/or specialized.

Dictionaries are handy tools when we aren't familiar with a particular word. However, citing a dictionary like *Webster's* as a source in your speech is often unnecessary. I tell my students that *Webster's Dictionary* is useful when you need to challenge a Scrabble word, but it isn't the best source for college-level research. You will inevitably come upon a word that you don't know while doing research. Most good authors define the terms they use within the content of their writing. In that case, it's better to use the author's definition than a dictionary definition. Also, citing a dictionary doesn't show deep research skills; it only shows an

15. Materials written by people with firsthand experience with an event or researchers/scholars who conducted original research.

understanding of alphabetical order. So ideally you would quote or paraphrase the author's definition rather than turning to a general dictionary like *Webster's*. If you must turn to a dictionary, I recommend an academic dictionary like *The Oxford English Dictionary (OED)*, which is the most comprehensive dictionary in the English language, with more than twenty volumes. You can't access the *OED* for free online, but most libraries pay for a subscription that you can access as a student or patron. While the *OED* is an academic dictionary, it is not specialized, and you may need a specialized dictionary when dealing with very specific or technical terms. *The Dictionary of Business and Economics* is an example of an academic and specialized dictionary.

Many students have relied on encyclopedias for research in high school, but most encyclopedias, like *World Book*, *Encarta*, or *Britannica*, are not primary sources. Instead, they are examples of **secondary sources**[16] that aggregate, or compile, research done by others in a condensed summary. As I noted earlier, reference sources like encyclopedias are excellent resources to get you informed about the basics of a topic, but at the college level, primary sources are expected. Many encyclopedias are Internet based, which makes them convenient, but they are still not primary sources, and their credibility should be even more scrutinized.

Wikipedia revolutionized how many people retrieve information and pioneered an open-publishing format that allowed a community of people to post, edit, and debate content. While this is an important contribution to society, Wikipedia is not considered a scholarly or credible source. Like other encyclopedias, Wikipedia should not be used in college-level research, because it is not a primary source. In addition, since its content can be posted and edited by anyone, we cannot be sure of the credibility of the content. Even though there are self-appointed "experts" who monitor and edit some of the information on Wikipedia, we cannot verify their credentials or the review process that information goes through before it's posted. I'm not one of the college professors who completely dismisses Wikipedia, however. Wikipedia can be a great source for personal research, developing news stories, or trivia. Sometimes you can access primary sources through Wikipedia if you review the footnote citations included in an entry. Moving beyond Wikipedia, as with dictionaries, there are some encyclopedias that are better suited for college research. The *Encyclopedia of Black America* and the *Encyclopedia of Disaster Relief* are examples of specialized academic reference sources that will often include, in each entry, an author's name and credentials and more primary source information.

Wikipedia's open format also means it doesn't generally meet the expectations for credible, scholarly research.

Source: Wikimedia Foundation.

16. Sources that compile and summarize research done by others.

Interviews

When conducting an interview for a speech, you should access a person who has expertise in or direct experience with your speech topic. If you follow the suggestions for choosing a topic that were mentioned earlier, you may already know something about your speech topic and may have connections to people who would be good interview subjects. Previous employers, internship supervisors, teachers, community leaders, or even relatives may be appropriate interviewees, given your topic. If you do not have a connection to someone you can interview, you can often find someone via the Internet who would be willing to answer some questions. Many informative and persuasive speech topics relate to current issues, and most current issues have organizations that represent their needs. For an informative speech on ageism or a persuasive speech on lowering the voting age, a quick Internet search for "youth rights" leads you to the webpage for the National Youth Rights Association. Like most organization web pages, you can click on the "Contact Us" link to get information for leaders in the organization. You could also connect to members of the group through Facebook and interview young people who are active in the organization.

Once you have identified a good interviewee, you will want to begin researching and preparing your questions. Open-ended questions cannot be answered with a "yes" or "no" and can provide descriptions and details that will add to your speech. Quotes and paraphrases from your interview can add a personal side to a topic or at least convey potentially complicated information in a more conversational and interpersonal way.

Closed questions can be answered with one or two words and can provide a starting point to get to more detailed information if the interviewer has prepared follow-up questions. Unless the guidelines or occasion for your speech suggest otherwise, you should balance your interview data with the other sources in your speech. Don't let your references to the interview take over your speech.

Even if you record an interview, take some handwritten notes and make regular eye contact with the interviewee to show that you are paying attention.

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Tips for Conducting Interviews

1. Do preliminary research to answer basic questions. Many people and organizations have information available publicly. Don't waste interview time asking questions like

"What year did your organization start?" when you can find that on the website.
2. Plan questions ahead of time. Even if you know the person, treat it as a formal interview so you can be efficient.
3. Ask open-ended questions that can't be answered with only a yes or no. Questions that begin with *how* and *why* are generally more open-ended than *do* and *did* questions. Make sure you have follow-up questions ready.
4. Use the interview to ask for the personal side of an issue that you may not be able to find in other resources. Personal narratives about experiences can resonate with an audience.
5. Make sure you are prepared. If interviewing in person, have paper, pens, and a recording device if you're using one. Test your recording device ahead of time. If interviewing over the phone, make sure you have good service so you don't drop the call and that you have enough battery power on your phone. When interviewing on the phone or via video chat, make sure distractions (e.g., barking dogs) are minimized.
6. Whether the interview is conducted face-to-face, over the phone, or via video (e.g., Skype), you must get permission to record. Recording can be useful, as it increases accuracy and the level of detail taken away from the interview. Most smartphones have free apps now that allow you to record face-to-face or phone conversations.
7. Whether you record or not, take written notes during the interview. Aside from writing the interviewee's responses, you can also take note of follow-up questions that come to mind or notes on the nonverbal communication of the interviewee.
8. Mention ahead of time if you think you'll have follow-up questions, so the interviewee can expect further contact.
9. Reflect and expand on your notes soon after the interview. It's impossible to transcribe everything during the interview, but you will remember much of what you didn't have time to write down and can add it in.
10. Follow up with a thank-you note. People are busy, and thanking them for their time and the information they provided will be appreciated.

Websites

We already know that utilizing library resources can help you automatically filter out content that may not be scholarly or credible, since the content in research databases is selected and restricted. However, some information may be better retrieved from websites. Even though both research databases and websites are electronic sources, there are two key differences between them that may impact their credibility. First, most of the content in research databases is or was printed but has been converted to digital formats for easier and broader access. In contrast,

most of the content on websites has not been printed. Although not always the case, an exception to this is documents in PDF form found on web pages. You may want to do additional research or consult with your instructor to determine if that can count as a printed source. Second, most of the content on research databases has gone through editorial review, which means a professional editor or a peer editor has reviewed the material to make sure it is credible and worthy of publication. Most content on websites is not subjected to the same review process, as just about anyone with Internet access can self-publish information on a personal website, blog, wiki, or social media page. So what sort of information may be better retrieved from websites, and how can we evaluate the credibility of a website?

Most well-known organizations have official websites where they publish information related to their mission. If you know there is an organization related to your topic, you may want to see if they have an official website. It is almost always better to get information from an official website, because it is then more likely to be considered primary source information. Keep in mind, though, that organizations may have a bias or a political agenda that affects the information they put out. If you do get information from an official website, make sure to include that in your verbal citation to help establish your credibility. Official reports are also often best found on websites, as they rarely appear in their full form in periodicals, books, or newspapers. Government agencies, nonprofits, and other public service organizations often compose detailed and credible reports on a wide variety of topics.

The US Census Bureau's official website is a great place to find current and credible statistics related to population numbers and demographic statistics.

Source: Photo courtesy of U.S. Census Bureau.

A key way to evaluate the credibility of a website is to determine the site's accountability. By accountability, I mean determining who is ultimately responsible for the content put out and whose interests the content meets. The more information that is included on a website, the better able you will be to determine its accountability. Ideally all or most of the following information would be included: organization/agency name, author's name and contact information, date the information was posted or published, name and contact information for person in charge of web content (i.e., web editor or webmaster), and a link to information about the organization/agency/business mission. While all this information doesn't have to be present to warrant the use of the material, the less accountability information is available, the more you should scrutinize the information. You can also begin to judge the credibility of a website by its domain name. Some common domain names are *.com*, *.net*, *.org*, *.edu*, *.mil*, and *.gov*. For each type of domain, there are

questions you may ask that will help you evaluate the site's credibility. You can see a summary of these questions in Table 9.2 "Website Domain Names and Credibility". Note that some domain names are marked as "restricted" and others aren't. When a domain is restricted, *.mil* for example, a person or group wanting to register that domain name has to prove that their content is appropriate for the guidelines of the domain name. Essentially, this limits access to the information published on those domain names, which increases the overall credibility.

Table 9.2 Website Domain Names and Credibility

Domain Name	Purpose	Restricted?	Questions to Ask
.com, .net	Commercial	No	Is the information posted for profit? Is the information posted influenced by advertisers?
.org	Mostly noncommercial organizations	No	What is the mission of the organization? Who is responsible for the content? Is the information published to enhance public knowledge or to solicit donations?
.edu	Higher education	Yes	Who published the information? (the institution or an administrator, faculty member, staff member, or student)
.mil	US military	Yes	Most information on .mil sites will be credible, since it is not published for profit and only limited people have access to post information.
.gov	US government	Yes	Most information on .gov sites will be credible, since it is not published for profit and only limited people have access to post information.

Types of Supporting Material

There are several types of supporting material that you can pull from the sources you find during the research process to add to your speech. They include examples, explanations, statistics, analogies, testimony, and visual aids. You will want to have a balance of information, and you will want to include the material that is most relevant to your audience and is most likely to engage them. When determining relevance, utilize some of the strategies mentioned in Section 9.1 "Selecting and Narrowing a Topic". Thinking about who your audience is and what they know and would like to know will help you tailor your information. Also try to incorporate **proxemic information**[17], meaning information that is geographically relevant to your audience. For example, if delivering a speech about prison reform to an audience made up of Californians, citing statistics from North Carolina prisons

17. Information that is geographically relevant to the audience.

would not be as proxemic as citing information from California prisons. The closer you can get the information to the audience, the better. I tell my students to make the information so relevant and proxemic that it is in our backyards, in the car with us on the way to school or work, and in the bed with us while we sleep.

Examples

An **example**[18] is a cited case that is representative of a larger whole. Examples are especially beneficial when presenting information that an audience may not be familiar with. They are also useful for repackaging or reviewing information that has already been presented. Examples can be used in many different ways, so you should let your audience, purpose and thesis, and research materials guide your use. You may pull examples directly from your research materials, making sure to cite the source. The following is an example used in a speech about the negative effects of standardized testing: "Standardized testing makes many students anxious, and even ill. On March 14, 2002, the *Sacramento Bee* reported that some standardized tests now come with instructions indicating what teachers should do with a test booklet if a student throws up on it." You may also cite examples from your personal experience, if appropriate: "I remember being sick to my stomach while waiting for my SAT to begin."

You may also use hypothetical examples, which can be useful when you need to provide an example that is extraordinary or goes beyond most people's direct experience. Capitalize on this opportunity by incorporating vivid description into the example that appeals to the audience's senses. Always make sure to indicate when you are using a hypothetical example, as it would be unethical to present an example as real when it is not. Including the word *imagine* or something similar in the first sentence of the example can easily do this.

Whether real or hypothetical, examples used as supporting material can be brief or extended. Brief examples are usually one or two sentences, as you can see in the following hypothetical example: "Imagine that your child, little sister, or nephew has earned good grades for the past few years of elementary school, loves art class, and also plays on the soccer team. You hear the unmistakable sounds of crying when he or she comes home from school and you find out that art and soccer have been eliminated because students did not meet the federal guidelines for performance on standardized tests." Brief examples are useful when the audience is already familiar with a concept or during a review. Extended examples, sometimes called illustrations, are several sentences long and can be effective in introductions or conclusions to get the audience's attention or leave a lasting impression. It is important to think about relevance and time limits when considering using an extended illustration. Since most speeches are given within time constraints, you want to make sure the extended illustration is relevant to your speech purpose and

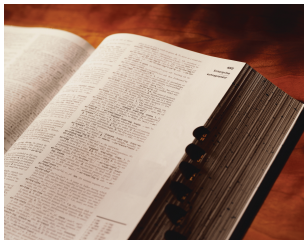
18. A cited case that is representative of a larger whole.

thesis and that it doesn't take up a disproportionate amount of the speech. If a brief example or series of brief examples would convey the same content and create the same tone as the extended example, I suggest you go with brevity.

Explanations

Explanations[19] clarify ideas by providing information about what something is, why something is the way it is, or how something works or came to be. One of the most common types of explanation is a definition. Definitions do not have to come from the dictionary. Many times, authors will define concepts as they use them in their writing, which is a good alternative to a dictionary definition.

As you do your research, think about how much your audience likely knows about a given subject. You do not need to provide definitions when information is common knowledge. Anticipate audience confusion and define legal, medical, or other forms of jargon as well as slang and foreign words. Definitions like the following are also useful for words that we are familiar with but may not know specifics: "According to the 2011 book *Prohibition: 13 Years That Changed America*, what we now know as Prohibition started in 1920 with the passage of the Volstead Act and the ratification of the Eighteenth Amendment." Keep in mind that repeating a definition verbatim from a dictionary often leads to fluency hiccups, because definitions are not written to be read aloud. It's a good idea to put the definition into your own words (still remembering to cite the original source) to make it easier for you to deliver.



Since quoting a dictionary definition during a speech is difficult, it's better to put a definition into your own words based on how it is defined in the original source in which it appeared.

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Other explanations focus on the "why" and "how" of a concept. Continuing to inform about Prohibition, a speaker could explain why the movement toward Prohibition began: "The Eighteenth Amendment to the Constitution gained support because of the strong political influence of the Anti-Saloon League." The speaker could go on to explain how the Constitution is amended: "According to the same book, a proposed amendment to the Constitution needs three-fourths of all the states to approve it in order to be ratified." We use explanations as verbal clarifications to support our claims in daily conversations, perhaps without even noticing it. Consciously incorporating clear explanations into your speech can help you achieve your speech goals.

19. Type of supporting material that clarifies ideas by providing information about what something is, why something is the way it is, or how something works or came to be.

Statistics

Statistics[20] are numerical representations of information. They are very credible in our society, as evidenced by their frequent use by news agencies, government offices, politicians, and academics. As a speaker, you can capitalize on the power of statistics if you use them appropriately. Unfortunately, statistics are often misused by speakers who intentionally or unintentionally misconstrue the numbers to support their argument without examining the context from which the statistic emerged. All statistics are contextual, so plucking a number out of a news article or a research study and including it in your speech without taking the time to understand the statistic is unethical.

Although statistics are popular as supporting evidence, they can also be boring. There will inevitably be people in your audience who are not good at processing numbers. Even people who are good with numbers have difficulty processing through a series of statistics presented orally. Remember that we have to adapt our information to listeners who don't have the luxury of pressing a pause or rewind button. For these reasons, it's a good idea to avoid using too many statistics and to use startling examples when you do use them. Startling statistics should defy our expectations. When you give the audience a large number that they would expect to be smaller, or vice versa, you will be more likely to engage them, as the following example shows: "Did you know that 1.3 billion people in the world do not have access to electricity? That's about 20 percent of the world's population according to a 2009 study on the International Energy Agency's official website."

You should also repeat key statistics at least once for emphasis. In the previous example, the first time we hear the statistic 1.3 billion, we don't have any context for the number. Translating that number into a percentage in the next sentence repeats the key statistic, which the audience now has context for, and repackages the information into a percentage, which some people may better understand. You should also round long numbers up or down to make them easier to speak. Make sure that rounding the number doesn't distort its significance. Rounding 1,298,791,943 to 1.3 billion, for example, makes the statistic more manageable and doesn't alter the basic meaning. It is also beneficial to translate numbers into something more concrete for visual or experiential learners by saying, for example, "That's equal to the population of four Unites States of Americas." While it may seem easy to throw some numbers in your speech to add to your credibility, it takes more work to make them impactful, memorable, and effective.

Tips for Using Statistics

1. Make sure you understand the context from which a statistic emerges.

20. Numerical representations of information.

2. Don't overuse statistics.
3. Use startling statistics that defy the audience's expectations.
4. Repeat key statistics at least once for emphasis.
5. Use a variety of numerical representations (whole numbers, percentages, ratios) to convey information.
6. Round long numbers to make them easier to speak.
7. Translate numbers into concrete ideas for more impact.

Analogies

Analogies[21] involve a comparison of ideas, items, or circumstances. When you compare two things that actually exist, you are using a literal analogy—for example, "Germany and Sweden are both European countries that have had nationalized health care for decades." Another type of literal comparison is a historical analogy. In Mary Fisher's now famous 1992 speech to the Republican National Convention, she compared the silence of many US political leaders regarding the HIV/AIDS crisis to that of many European leaders in the years before the Holocaust.

> My father has devoted much of his lifetime to guarding against another holocaust. He is part of the generation who heard Pastor Niemöller come out of the Nazi death camps to say, "They came after the Jews and I was not a Jew, so I did not protest. They came after the Trade Unionists, and I was not a Trade Unionist, so I did not protest. They came after the Roman Catholics, and I was not a Roman Catholic, so I did not protest. Then they came after me, and there was no one left to protest." The lesson history teaches is this: If you believe you are safe, you are at risk.

A figurative analogy compares things that are not normally related, often relying on metaphor, simile, or other figurative language devices. In the following example, wind and revolution are compared: "Just as the wind brings changes in the weather, so does revolution bring change to countries."

When you compare differences, you are highlighting contrast—for example, "Although the United States is often thought of as the most medically advanced country in the world, other Western countries with nationalized health care have lower infant mortality rates and higher life expectancies." To use analogies effectively and ethically, you must choose ideas, items, or circumstances to compare that are similar enough to warrant the analogy. The more similar the two things you're comparing, the stronger your support. If an entire speech on nationalized health care was based on comparing the United States and Sweden, then the analogy isn't too strong, since Sweden has approximately the same population as the state of North Carolina. Using the analogy without noting this large difference would be misrepresenting your supporting material. You could

21. Type of supporting material that compares ideas, items, or circumstances.

disclose the discrepancy and use other forms of supporting evidence to show that despite the population difference the two countries are similar in other areas to strengthen your speech.

Testimony

Testimony[22] is quoted information from people with direct knowledge about a subject or situation. Expert testimony is from people who are credentialed or recognized experts in a given subject. Lay testimony is often a recounting of a person's experiences, which is more subjective. Both types of testimony are valuable as supporting material. We can see this in the testimonies of people in courtrooms and other types of hearings. Lawyers know that juries want to hear testimony from experts, eyewitnesses, and friends and family. Congressional hearings are similar.

When Toyota cars were malfunctioning and being recalled in 2010, mechanics and engineers were called to testify about the technical specifications of the car (expert testimony), and car drivers like the soccer mom who recounted the brakes on her Prius suddenly failing while she was driving her kids to practice were also called (lay testimony). When using testimony, make sure you indicate whether it is expert or lay by sharing with the audience the context of the quote. Share the credentials of experts (education background, job title, years of experience, etc.) to add to your credibility or give some personal context for the lay testimony (eyewitness, personal knowledge, etc.).

Congressional hearings often draw on expert and lay testimony to provide a detailed understanding of an event or issue.

Source: Photo courtesy of Federal Emergency Management Agency, http://commons.wikimedia.org/wiki/File:FEMA_-_21441_-_Photograph_by_Mark_Wolfe_taken_on_01-14-2006_in_Mississippi.jpg.

22. Quoted information from people with direct knowledge about a subject or situation.

"Getting Competent"

Choosing the Right Supporting Material

As you sift through your research materials to find supporting material to incorporate into your speech, you will want to include a variety of information types. Choosing supporting material that is relevant to your audience will help make your speech more engaging. As was noted earlier, a speaker should consider the audience throughout the speech-making process. Imagine you were asked to deliver a speech about your college or university. To get some practice adapting supporting material to various audiences, provide an example of each type of supporting material that is tailored to the following specific audiences. Include an example, an explanation, a statistic, an analogy, some testimony, and a visual aid.

1. Incoming first-year students
2. Parents of incoming first-year students
3. Alumni of the college or university
4. Community members that live close to the school

Visual Aids

Visual aids[23] help a speaker reinforce speech content visually, which helps amplify the speaker's message. They can be used to present any of the types of supporting materials discussed previously. Speakers rely heavily on an audience's ability to learn by listening, which may not always be successful if audience members are visual or experiential learners. Even if audience members are good listeners, information overload or external or internal noise can be barriers to a speaker achieving his or her speech goals. Therefore skillfully incorporating visual aids into a speech has many potential benefits:

- Helping your audience remember information because it is presented orally and visually
- Helping your audience understand information because it is made more digestible through diagrams, charts, and so on
- Helping your audience see something in action by demonstrating with an object, showing a video, and so on
- Engaging your audience by making your delivery more dynamic through demonstration, gesturing, and so on

23. Materials that reinforce speech content visually, which helps amplify the speaker's message.

There are several types of visual aids, and each has its strengths in terms of the type of information it lends itself to presenting. The types of visual aids we will discuss are objects; chalkboards, whiteboards, and flip charts; posters and handouts; pictures; diagrams; charts; graphs; videos; and presentation software. It's important to remember that supporting materials presented on visual aids should be properly cited. We will discuss proper incorporation of supporting materials into a speech in Section 9.3 "Organizing". While visual aids can help bring your supporting material to life, they can also add more opportunities for things to go wrong during your speech. Therefore we'll discuss some tips for effective creation and delivery as we discuss the various types of visual aids.

Objects

Three-dimensional objects that represent an idea can be useful as a visual aid for a speech. They offer the audience a direct, concrete way to understand what you are saying. I often have my students do an introductory speech where they bring in three objects that represent their past, present, and future. Students have brought in a drawer from a chest that they were small enough to sleep in as a baby, a package of Ramen noodles to represent their life as a college student, and a stethoscope or other object to represent their career goals, among other things. Models also fall into this category, as they are scaled versions of objects that may be too big (the International Space Station) or too small (a molecule) to actually show to your audience.

Tips for Using Objects Effectively

1. Make sure your objects are large enough for the audience to see.
2. Do not pass objects around, as it will be distracting.
3. Hold your objects up long enough for the audience to see them.
4. Do not talk to your object, wiggle or wave it around, tap on it, or obstruct the audience's view of your face with it.
5. Practice with your objects so your delivery will be fluent and there won't be any surprises.

Chalkboards, Whiteboards, and Flip Charts

Chalkboards, whiteboards, and flip charts can be useful for interactive speeches. If you are polling the audience or brainstorming you can write down audience responses easily for everyone to see and for later reference. They can also be helpful for unexpected clarification. If audience members look confused, you can take a moment to expand on a point or concept using the board or flip chart. Since many people are uncomfortable writing on these things due to handwriting or

spelling issues, it's good to anticipate things that you may have to expand on and have prepared extra visual aids or slides that you can include if needed. You can also have audience members write things on boards or flip charts themselves, which helps get them engaged and takes some of the pressure off you as a speaker.

Posters and Handouts

Posters generally include text and graphics and often summarize an entire presentation or select main points. Posters are frequently used to present original research, as they can be broken down into the various steps to show how a process worked. Posters can be useful if you are going to have audience members circulating around the room before or after your presentation, so they can take the time to review the poster and ask questions. Posters are not often good visual aids during a speech, because it's difficult to make the text and graphics large enough for a room full of people to adequately see. The best posters are those created using computer software and professionally printed on large laminated paper.

These professional posters come at a price, often costing between forty and sixty dollars. If you opt to make your own poster, take care to make it look professional. Use a computer and printer to print out your text; do not handwrite on a poster. Make sure anything you cut by hand has neat, uniform edges. You can then affix the text, photos, and any accent backing to the poster board. Double-sided tape works well for this, as it doesn't leave humps like those left by rolled tape or the bubbles, smearing, or sticky mess left by glue.

Printing/copying businesses are now good at helping produce professional-looking posters. Although they can be costly, they add to the speaker's credibility.

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Handouts can be a useful alternative to posters. Think of them as miniposters that audience members can reference and take with them. Audience members will likely appreciate a handout that is limited to one page, is neatly laid out, and includes the speaker's contact information. It can be appropriate to give handouts to an audience before a long presentation where note taking is expected, complicated information is presented, or the audience will be tested on or have to respond to the information presented. In most regular speeches less than fifteen minutes long, it would not be wise to distribute handouts ahead of time, as they will distract the audience from the speaker. It's better to distribute the handouts after your speech or at the end of the program if there are others speaking after you.

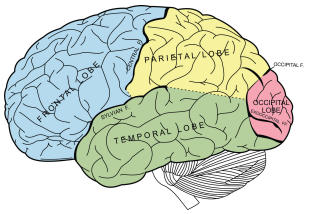
Pictures

Photographs, paintings, drawings, and sketches fall into the pictures category of visual aids. Pictures can be useful when you need to show an exact replication of what you're speaking about. Pictures can also connect to your audience on a personal level, especially if they evoke audience emotions. Think about the use of pictures in television commercials asking for donations or sponsorships. Organizations like Save the Children and the American Society for the Prevention of Cruelty to Animals successfully use pictures of malnourished children or abused animals to pull at the heartstrings of viewers. A series of well-chosen and themed pictures can have a meaningful impact on an audience. Although some pictures can be effectively presented when printed out on standard 8 1/2" x 11" printer paper using a black and white printer, others will need to be enlarged and/or printed in color, which will cost some money. You can often avoid this by incorporating a picture into a PowerPoint presentation, as the picture will be projected large enough for people to see. We will discuss PowerPoint in more detail later.

Diagrams and Drawings

Diagrams are good for showing the inner workings of an object or pointing out the most important or relevant parts of something. Think about diagrams as blueprints that show the inside of something—for example, key bones in the human body in a speech about common skateboarding injuries. Diagrams are good alternatives to pictures when you only need to point out certain things that may be difficult to see in a photograph.

You may even be able to draw a simple diagram yourself if you find it would be useful during your speech. Although not all maps are simple enough to be created by the speaker, many maps can be hand drawn during a speech or ahead of time to indicate different locations or patterns. While I would recommend that you anticipate this ahead of time so you can incorporate a more professional version of the diagram created with computer software or more precise drawing, drawing a diagram on an overhead projector, whiteboard, or smart board can be useful.



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Charts and Tables

Charts and tables are useful for compiling and cross-referencing larger amounts of information. The combination of rows and columns allows you to create headers and then divide them up into units, categories, dates, and so on. Medical

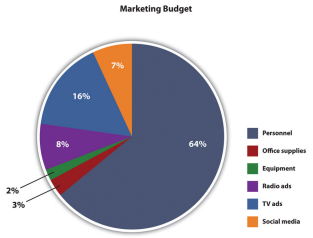
information is put into charts so that periods of recorded information, such as vital signs, can be updated and scanned by doctors and nurses. Charts and tables are also good for combining text and numbers, and they are easy to make with word processing software like Microsoft Word or spreadsheet software like Excel. Think of presenting your department's budget and spending at the end of a business quarter. You could have headers in the columns with the various categories and itemized deductions in the rows ending with a final total for each column.

Marketing Department Quarterly Budget

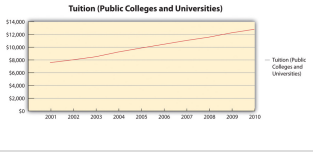
Category	Budgeted	Used	Quarter
Personnel	36,000	37,062	-1,062
Office supplies	2,000	1,890	110
Equipment/ Computers	1,500	1,338	162
Radio ad buy	5,000	4,500	500
TV ad buy	9,000	9,000	0
Social media ad buy	4,000	4,140	-140
Total	**57,500**	**57,930**	**-430**

A pie chart is an alternative representation of textual and numerical data that offers audience members a visual representation of the relative proportions of a whole. In a pie chart, each piece of the pie corresponds to a percentage of the whole, and the size of the pie varies with the size of the percentage. As with other charts and tables, most office software programs now easily make pie charts.

Graphs

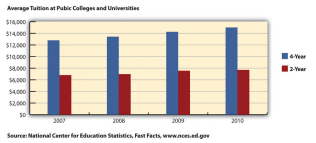


Graphs are representations that point out numerical relationships or trends and include line graphs and bar graphs. Line graphs are useful for showing trends over time. For example, you could track the rising cost of tuition for colleges and universities in a persuasive speech about the need for more merit-based financial aid.



Bar graphs are good for comparing amounts. In the same speech, you could compare the tuition of two-year institutions to that of four-year institutions. Graphs help make numerical data more digestible for your audience and allow you to convey an important numerical trend visually and quickly without having to go into lengthy explanations. Remember to always clearly label your *x*-axis and *y*-axis and to explain the basics of your graph to your audience before you go into the specific data. If you use a graph that was created by someone else, make sure it is large and clear enough for the audience to read and that you cite the original source.

Video



Source: National Center for Education Statistics, Fast Facts, http://www.nces.ed.gov.

Video clips as visual aids can be powerful and engaging for an audience, but they can also be troublesome for speakers. Whether embedded in a PowerPoint presentation, accessed through YouTube, or played from a laptop or DVD player, video clips are notorious for tripping up speakers. They require more than one piece of electronics when they are hooked to a projector and speaker and sometimes also require an Internet connection. The more electronic connection points, the more chances for something to go wrong. Therefore it is very important to test your technology before your speech, have a backup method of delivery if possible, and be prepared to go on without the video if all else fails. Although sometimes tempting, you should not let the video take over your speech. I recommend that my students not have more than 10 percent of their speech be filled with video, meaning there should be no more than one minute of video in a ten-minute speech. Make sure your video is relevant and that it is cued to where it needs to be. One useful strategy for incorporating video is to play a video without audio and speak along with the video, acting as a narrator. This allows the speaker to have more control over the visual aid and to adapt it and make it more relevant to a specific topic and audience. Additionally, video editing software like Final Cut and iMovie are readily available to college students and relatively easy to use. Some simple editing to cut together various clips that are meaningful or adding an introductory title or transitions can go a long way toward making your video look professional.

Presentation Software

The prevalence of computers and projectors in most schools, offices, and other presentation facilities has made using computer-generated visual aids more convenient. PowerPoint is the most commonly used presentation software and has functionality ranging from the most simple text-based slide to complicated transitions, timing features, video/sound imbedding, and even functionality with audience response systems like Turning Point that allow data to be collected live from audience members and incorporated quickly into the slideshow. Despite the fact that most college students have viewed and created numerous PowerPoint presentations, I have still seen many poorly executed slideshows that detracted from the speaker's message. PowerPoint should be viewed as a speech amplifier. Like an amplifier for a guitar, it doesn't do much without a musician there to play the instrument. The speaker is the musician, the speech is the instrument, and PowerPoint is the amplifier. Just as the amplifier doesn't dictate what the guitar player does, neither should PowerPoint take over the speaker.

I like to distinguish between using PowerPoint as a presentation aid and as a visual aid. PowerPoint, with all its bells and whistles, is designed as a presentation aid. Presentations are generally longer than speeches, at least fifteen minutes long, and are content heavy. College lectures and many professional conference presentations fall into this category. In these cases, PowerPoint generally runs along with the speaker throughout the presentation, reviewing key points and presenting visual aids such as pictures and graphs. The constant running of the slideshow also facilitates audience note taking, which is also common during presentations.

Speeches, on the other hand, are usually fifteen minutes or less, have repetition and redundancy built in (as they are adapted to a listening audience), and carry less expectation that the audience will take detailed notes. In this case, I believe PowerPoint should be used more as a visual aid, meaning that it should be simpler and amplify particular components of the speech rather than run along with the speaker throughout the speech.

Tips for Using PowerPoint as a Visual Aid

1. Do not have more than two slides per main point.
2. Use a consistent theme with limited variation in font style and font size.
3. Incorporate text and relevant graphics into each slide.
4. Limit content to no more than six lines of text or six bullet points per slide.
5. Do not use complete sentences; be concise.
6. Avoid unnecessary animation or distracting slide transitions.
7. Only have a slide displayed when it is relevant to what you're discussing. Insert completely black slides to display when you are not explicitly referencing content in the speech so the audience doesn't get distracted.

“Getting Plugged In”

Alternatives to PowerPoint

Although PowerPoint is the most frequently used presentation software, there are alternatives that can also be engaging and effective if the speaker is willing to invest the time in learning something new. Keynote is Apple’s alternative to Microsoft’s PowerPoint and offers some themes and style choices that can set your presentation apart from the familiar look of PowerPoint. Keep in mind that you will need to make sure you have access to Mac-compatible presentation tools, since Keynote won’t run or open on most PCs. Prezi is a new web-based presentation tool that uses Flash animation, zooming, and motion to make a very different-looking computer-generated visual aid. If you have the time to play with Prezi and create a visual aid for your presentation, you will stand out. You can see Prezi in action in Note 9.31 "Video Clip 9.1". You can also see sample presentations on Prezi’s website: http://prezi.com/explore.

1. What are some positives and negatives of using PowerPoint as a visual aid?
2. What are some other alternatives to using PowerPoint as a visual aid? Why?

Video Clip 9.1

James Geary, Metaphorically Speaking

(click to see video)

In this video, James Geary presents on metaphor using Prezi as his visual aid.

KEY TAKEAWAYS

- Library resources like databases and reference librarians are more suitable for college-level research than general search engines.
- Research sources include periodicals, newspapers and books, reference tools, interviews, and websites. The credibility of each type of supporting material should be evaluated.
- Speakers should include a variety of supporting material from their research sources in their speeches. The types of supporting material include examples, explanations, statistics, analogies, testimony, and visual aids.
- Visual aids help a speaker reinforce their content visually and have many potential benefits. Visual aids can also detract from a speech if not used properly. Visual aids include objects; chalkboards, whiteboards, and flip charts; posters and handouts; pictures; diagrams; charts; graphs; video; and presentation software.

EXERCISES

1. Getting integrated: Identify some ways that research skills are helpful in each of the following contexts: academic, professional, personal, and civic.
2. Go to the library webpage for your school. What are some resources that will be helpful for your research? Identify at least two library databases and at least one reference librarian. If you need help with research, what resources are available?
3. What are some websites that you think are credible for doing college-level research? Why? What are some website that are not credible? Why?

9.3 Organizing

LEARNING OBJECTIVES

1. Explain the process of organizing a speech.
2. Identify common organizational patterns.
3. Incorporate supporting materials into a speech.
4. Employ verbal citations for various types of supporting material.
5. List key organizing signposts.
6. Identify the objectives of a speech introduction.
7. Identify the objectives of a speech conclusion.

When organizing your speech, you want to start with the body. Even though most students want to start with the introduction, I explain that it's difficult to introduce and preview something that you haven't yet developed. A well-structured speech includes an introduction, a body, and a conclusion. Think of this structure as a human body. This type of comparison dates back to Plato, who noted, "every speech ought to be put together like a living creature."James A. Winans, *Public Speaking* (New York: Century, 1917), 411. The introduction is the head, the body is the torso and legs, and the conclusion is the feet. The information you add to this structure from your research and personal experience is the organs and muscle. The transitions you add are the connecting tissues that hold the parts together, and a well-practiced delivery is the skin and clothing that makes everything presentable.

Organizing the Body of Your Speech

Writing the body of your speech takes the most time in the speech-writing process. Your specific purpose and thesis statements should guide the initial development of the body, which will then be more informed by your research process. You will determine main points that help achieve your purpose and match your thesis. You will then fill information into your main points by incorporating the various types of supporting material discussed previously. Before you move on to your introduction and conclusion, you will connect the main points together with transitions and other signposts.

Determining Your Main Points

Think of each main point as a miniature speech within your larger speech. Each **main point**[24] will have a central idea, meet some part of your specific purpose, and

24. Division of the body of a speech that has a central idea, meets some part of the specific purpose, and includes supporting material from research related to the thesis.

include supporting material from your research that relates to your thesis. Reviewing the draft of your thesis and specific purpose statements can lead you to research materials. As you review your research, take notes on and/or highlight key ideas that stick out to you as useful, effective, relevant, and interesting. It is likely that these key ideas will become the central ideas of your main points, or at least subpoints. Once you've researched your speech enough to achieve your specific purpose, support your thesis, and meet the research guidelines set forth by your instructor, boss, or project guidelines, you can distill the research down to a series of central ideas. As you draft these central ideas, use **parallel wording**[25], which is similar wording among key organizing signposts and main points that helps structure a speech. Using parallel wording in your central idea statement for each main point will also help you write parallel key signposts like the preview statement in the introduction, transitions between main points, and the review statement in the conclusion. The following example shows parallel wording in the central ideas of each main point in a speech about the green movement and schools:

1. The green movement in schools positively affects school buildings and facilities.
2. The green movement in schools positively affects students.
3. The green movement in schools positively affects teachers.

While writing each central idea using parallel wording is useful for organizing information at this stage in the speech-making process, you should feel free to vary the wording a little more in your actual speech delivery. You will still want some parallel key words that are woven throughout the speech, but sticking too close to parallel wording can make your content sound forced or artificial.

After distilling your research materials down, you may have several central idea statements. You will likely have two to five main points, depending on what your instructor prefers, time constraints, or the organizational pattern you choose. All the central ideas may not get converted into main points; some may end up becoming subpoints and some may be discarded. Once you get your series of central ideas drafted, you will then want to consider how you might organize them, which will help you narrow your list down to what may actually end up becoming the body of your speech.

Organizing Your Main Points

There are several ways you can organize your main points, and some patterns correspond well to a particular subject area or speech type. Determining which pattern you will use helps filter through your list of central ideas generated from

25. Similar wording among key organizing signposts and main points that helps structure a speech.

your research and allows you to move on to the next step of inserting supporting material into your speech. Here are some common organizational patterns.

Topical Pattern

When you use the **topical pattern**[26], you are breaking a large idea or category into smaller ideas or subcategories. In short you are finding logical divisions to a whole. While you may break something down into smaller topics that will make two, three, or more main points, people tend to like groups of three. In a speech about the Woodstock Music and Art Fair, for example, you could break the main points down to (1) the musicians who performed, (2) the musicians who declined to perform, and (3) the audience. You could also break it down into three specific performances—(1) Santana, (2) The Grateful Dead, and (3) Creedence Clearwater Revival—or three genres of music—(1) folk, (2) funk, and (3) rock.

The topical pattern breaks a topic down into logical divisions but doesn't necessarily offer any guidance in ordering them. To help determine the order of topical main points, you may consider the primacy or recency effect. You prime an engine before you attempt to start it and prime a surface before you paint it. The **primacy effect**[27] is similar in that you present your best information first in order to make a positive impression and engage your audience early in your speech. The **recency effect**[28] is based on the idea that an audience will best remember the information they heard most recently. Therefore you would include your best information last in your speech to leave a strong final impression. Both primacy and recency can be effective. Consider your topic and your audience to help determine which would work best for your speech.

Chronological Pattern

A **chronological pattern**[29] helps structure your speech based on time or sequence. If you order a speech based on time, you may trace the development of an idea, product, or event. A speech on Woodstock could cover the following: (1) preparing for the event, (2) what happened during the event, and (3) the aftermath of the event. Ordering a speech based on sequence is also chronological and can be useful when providing directions on how to do something or how a process works. This could work well for a speech on baking bread at home, refinishing furniture, or harvesting corn. The chronological pattern is often a good choice for speeches related to history or demonstration speeches.

26. Organizing a speech by logically dividing a large topic or idea into smaller topics or ideas.
27. Speaking strategy in which the best information is presented first in order to make a positive impression on and engage your audience early in a speech.
28. Speaking strategy in which the best information is presented last in a speech in order to leave a strong final impression.
29. Organizing a speech based on time or sequence.

Spatial Pattern

The **spatial pattern**[30] arranges main points based on their layout or proximity to each other. A speech on Woodstock could focus on the layout of the venue, including (1) the camping area, (2) the stage area, and (3) the musician/crew area. A speech could also focus on the components of a typical theater stage or the layout of the new 9/11 memorial at the World Trade Center site.

Problem-Solution Pattern

The **problem-solution pattern**[31] entails presenting a problem and offering a solution. This pattern can be useful for persuasive speaking—specifically, persuasive speeches focused on a current societal issue. This can also be coupled with a call to action asking an audience to take specific steps to implement a solution offered. This organizational pattern can be applied to a wide range of topics and can be easily organized into two or three main points. You can offer evidence to support your claim that a problem exists in one main point and then offer a specific solution in the second main point. To be more comprehensive, you could set up the problem, review multiple solutions that have been proposed, and then add a third main point that argues for a specific solution out of the ones reviewed in the second main point. Using this pattern, you could offer solutions to the problem of rising textbook costs or offer your audience guidance on how to solve conflicts with roommates or coworkers.

Cause-Effect Pattern

The **cause-effect pattern**[32] sets up a relationship between ideas that shows a progression from origin to result. You could also start with the current situation and trace back to the root causes. This pattern can be used for informative or persuasive speeches. When used for informing, the speaker is explaining an established relationship and citing evidence to support the claim—for example, accessing unsecured, untrusted websites or e-mails leads to computer viruses. When used for persuading, the speaker is arguing for a link that is not as well established and/or is controversial—for example, violent video games lead to violent thoughts and actions. In a persuasive speech, a cause-effect argument is often paired with a proposed solution or call to action, such as advocating for stricter age restrictions on who can play violent video games. When organizing an informative speech using the cause-effect pattern, be careful not to advocate for a particular course of action.

30. Organizing the main points of a speech based on their layout or proximity to each other.

31. Organizing a speech by presenting a problem and then offering a solution.

32. Organizing a speech by setting up a relationship between ideas that shows a progression from origin to result or vice versa.

Monroe's Motivated Sequence

Monroe's Motivated Sequence[33] is a five-step organization pattern that attempts to persuade an audience by making a topic relevant, using positive and/or negative motivation, and including a call to action. The five steps are (1) attention, (2) need, (3) satisfaction, (4) visualization, and (5) action.Alan H. Monroe and Douglas Ehninger, *Principles of Speech*, 5th brief ed. (Chicago, IL: Scott, Foresman, 1964).

The attention step is accomplished in the introduction to your speech. Whether your entire speech is organized using this pattern or not, any good speaker begins by getting the attention of the audience. We will discuss several strategies in Section 9 "Getting Your Audience's Attention" for getting an audience's attention. The next two steps set up a problem and solution.

After getting the audience's attention you will want to establish that there is a need for your topic to be addressed. You will want to cite credible research that points out the seriousness or prevalence of an issue. In the attention and need steps, it is helpful to use supporting material that is relevant and proxemic to the audience.

Once you have set up the need for the problem to be addressed, you move on to the satisfaction step, where you present a solution to the problem. You may propose your own solution if it is informed by your research and reasonable. You may also propose a solution that you found in your research.

The visualization step is next and incorporates positive and/or negative motivation as a way to support the relationship you have set up between the need and your proposal to satisfy the need. You may ask your audience to visualize a world where things are better because they took your advice and addressed this problem. This capitalizes on positive motivation. You may also ask your audience to visualize a world where things are worse because they did not address the issue, which is a use of negative motivation. Now that you have hopefully persuaded your audience to believe the problem is worthy of addressing, proposed a solution, and asked them to visualize potential positive or negative consequences, you move to the action step.

The action step includes a call to action where you as basically saying, "Now that you see the seriousness of this problem, here's what you can do about it." The call to action should include concrete and specific steps an audience can take. Your goal should be to facilitate the call to action, making it easy for the audience to complete. Instead of asking them to contact their elected officials, you could start an online petition and make the link available to everyone. You could also bring the contact information for officials that represent that region so the audience doesn't have to look them up on their own. Although this organizing pattern is more

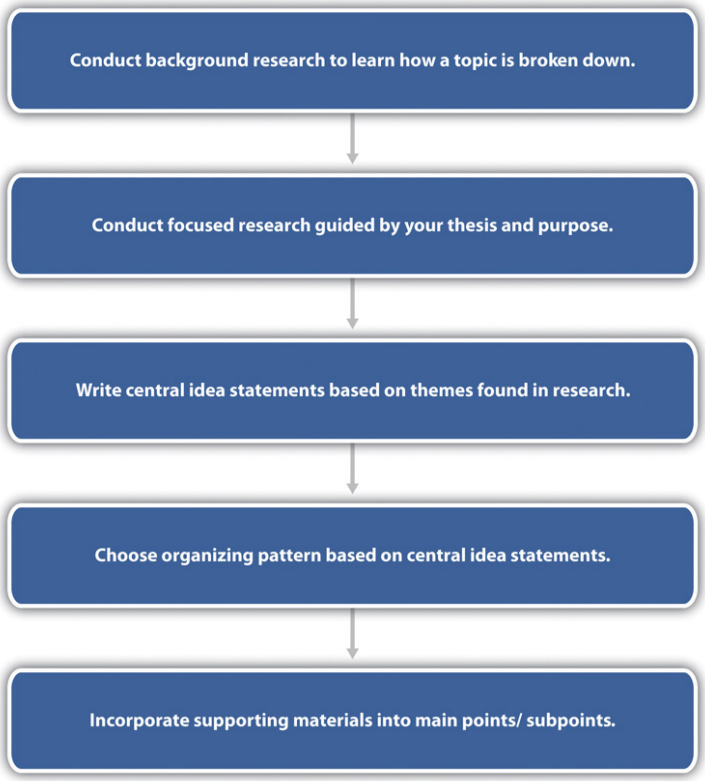
33. A five-step organization pattern that attempts to persuade an audience by making a topic relevant, using positive and/or negative motivation, and including a call to action.

complicated than the others, it offers a proven structure that can help you organize your supporting materials and achieve your speech goals.

Incorporating Supporting Material

So far, you have learned several key steps in the speech creation process, which are reviewed in Figure 9.4 "From Research to Main Points". Now you will begin to incorporate more specific information from your supporting materials into the body of your speech. You can place the central ideas that fit your organizational pattern at the beginning of each main point and then plug supporting material in as subpoints.

Figure 9.4 *From Research to Main Points*



This information will also make up the content of your formal and speaking outlines, which we will discuss more in Section 9.4 "Outlining". Remember that you want to include a variety of supporting material (examples, analogies, statistics, explanations, etc.) within your speech. The information that you include as subpoints helps back up the central idea that started the main point. Depending on the length of your speech and the depth of your research, you may also have sub-subpoints that back up the claim you are making in the subpoint. Each piece of

supporting material you include eventually links back to the specific purpose and thesis statement. This approach to supporting your speech is systematic and organized and helps ensure that your content fits together logically and that your main points are clearly supported and balanced.

One of the key elements of academic and professional public speaking is verbally citing your supporting materials so your audience can evaluate your credibility and the credibility of your sources. You should include citation information in three places: verbally in your speech, on any paper or electronic information (outline, PowerPoint), and on a separate reference sheet. Since much of the supporting material you incorporate into your speech comes directly from your research, it's important that you include relevant citation information as you plug this information into your main points. Don't wait to include citation information once you've drafted the body of your speech. At that point it may be difficult to retrace your steps to locate the source of a specific sentence or statistic. As you paraphrase or quote your supporting material, work the citation information into the sentences; do not clump the information together at the end of a sentence, or try to cite more than one source at the end of a paragraph or main point. It's important that the audience hear the citations as you use the respective information so it's clear which supporting material matches up with which source.

Writing key bibliographic information into your speech will help ensure that you remember to verbally cite your sources and that your citations will be more natural and flowing and less likely to result in fluency hiccups. At minimum, you should include the author, date, and source in a verbal citation. Sometimes more information is necessary. When citing a magazine, newspaper, or journal article, it is more important to include the source name than the title of the article, since the source name—for example, *Newsweek*—is what the audience needs to evaluate the speaker's credibility. For a book, make sure to cite the title and indicate that the source is a book. When verbally citing information retrieved from a website, you do not want to try to recite a long and cumbersome URL in your speech. Most people don't even make it past the "www." before they mess up. It is more relevant to audiences for speakers to report the sponsor/author of the site and the title of the web page, or section of the website, where they obtained their information. When getting information from a website, it is best to use "official" organization websites or government websites. When you get information from an official site, make sure you state that in your citation to add to your credibility. For an interview, state the interviewee's name, their credentials, and when the interview took place. Advice for verbally citing sources and examples from specific types of sources follow:

1. **Magazine article**

- "According to an article by Niall Ferguson in the January 23, 2012, issue of *Newsweek*, we can expect much discussion about 'class warfare' in the upcoming presidential and national election cycle. Ferguson reports that..."
- "As reported by Niall Ferguson, in the January 23, 2012, issue of *Newsweek*, many candidates denounce talking points about economic inequality..."

2. **Newspaper article**

   - "On November 26, 2011, Eithne Farry of *The Daily Telegraph* of London reported that..."
   - "An article about the renewed popularity of selling products in people's own homes appeared in *The Daily Telegraph* on November 26, 2011. Eithne Farry explored a few of these 'blast-from-the-past' styled parties..."

3. **Website**

   - "According to information I found at ready.gov, the website of the US Department of Homeland Security, US businesses and citizens..."
   - "According to information posted on the US Department of Homeland Security's official website,..."
   - "Helpful information about business continuity planning can be found on the U.S. Department of Homeland Security's official website, located at ready.gov..."

4. **Journal article**

   - "An article written by Dr. Nakamura and Dr. Kikuchi, at Meiji University in Tokyo, found that the Fukushima disaster was complicated by Japan's high nuclear consciousness. Their 2011 article published in the journal *Public Administration Today* reported that..."
   - "In a 2012 article published in *Public Administration Review*, Professors Nakamura and Kikuchi reported that the Fukushima disaster was embarrassing for a country with a long nuclear history..."
   - "Nakamura and Kikuchi, scholars in crisis management and public policy, authored a 2011 article about the failed crisis preparation at the now infamous Fukushima nuclear plant. Their *Public Administration Review* article reports that..."
   - **Bad example** (doesn't say where the information came from). "A 2011 study by Meiji University scholars found the crisis preparations at a Japanese nuclear plant to be inadequate..."

5. **Book**
    - "In their 2008 book *At War with Metaphor*, Steuter and Wills describe how we use metaphor to justify military conflict. They report..."
    - "Erin Steuter and Deborah Wills, experts in sociology and media studies, describe the connections between metaphor and warfare in their 2008 book *At War with Metaphor*. They both contend that..."
    - "In their 2008 book *At War with Metaphor*, Steuter and Wills reveal..."
6. **Interview**
    - "On February 20 I conducted a personal interview with Dr. Linda Scholz, a communication studies professor at Eastern Illinois University, to learn more about Latina/o Heritage Month. Dr. Scholz told me that..."
    - "I conducted an interview with Dr. Linda Scholz, a communication studies professor here at Eastern, and learned that there are more than a dozen events planned for Latina/o Heritage Month."
    - "In a telephone interview I conducted with Dr. Linda Scholz, a communication studies professor, I learned..."

“Getting Critical”

Plagiarism

During the process of locating and incorporating supporting material into your speech, it’s important to practice good research skills to avoid intentional or unintentional plagiarism. Plagiarism, as we have already learned, is the uncredited use of someone else’s words or ideas. It’s important to note that most colleges and universities have strict and detailed policies related to academic honesty. You should be familiar with your school’s policy and your instructor’s policy. At many schools, there are consequences for academic dishonesty whether it is intentional or unintentional. Although many schools try to make a learning opportunity out of an initial violation, multiple violations could lead to suspension or expulsion. At the class level, plagiarism may result in an automatic “F” for the assignment or the course.

Over my years of teaching, I have encountered more than a dozen cases of plagiarism. While that is not a large percentage in relation to the large number of students I have taught, I have noticed that the instances have steadily increased over the past few years. I don’t think this is because students are becoming more dishonest; I think it’s become easier to locate and copy information and easier to catch those who do. I always remind my students that they do not have access to a secret version of the Internet that faculty can’t access. If it takes a student five seconds to find a speech to plagiarize online, it will take me the same amount of time. Software programs like Turnitin.com also aid instructors in detecting plagiarism.

Being organized and thorough in your research can help avoid a situation where you feel backed into a corner and fake some sources or leave out some citations because you’re out of time. One key to avoiding this type of situation is to keep good records as you research and write. First, as you locate sources, always record all the key bibliographic information. I know from experience how frustrating it can be to try to locate a source after you’ve already worked it into your speech or paper, and you have the quote or paraphrase but can’t retrace your steps to find where you took it from. Printing the source, downloading the PDF, or copying and pasting the URL as soon as you locate the source can help you retrace your steps if needed.

Save drafts of your writing as you progress. Each day I work on a chapter for this book, I go to the "File" menu, choose "Save As," and amend the file name to include that day's date. That way I have a record that shows my work. The various style guides for writing also offer specific advice on how to cite sources and how to conduct research. You are probably familiar with MLA (Modern Language Association), used mostly in English and the humanities, and APA (American Psychological Association), which is used mostly in the social sciences. There's also the Chicago Manual of Style (CMS), used in history and also the style this book is in, and CBE (developed by the Council of Science Editors), which is used in biological and earth sciences. Since each manual is geared toward a different academic area, it's a good source for specific research-related questions. When in doubt about how to conduct or cite research, you can also ask your instructor for guidance.

1. Why do you think instances of academic dishonesty have been steadily increasing over the past few years?
2. What is your school's policy in academic honesty? What is your instructor's policy? What are the potential consequences for violating this policy at the school and classroom levels?
3. Based on what you learned here, what are some strategies you can employ to make your research process more organized?

Signposts

Signposts on highways help drivers and passengers navigate places they are not familiar with and give us reminders and warnings about what to expect down the road. **Signposts**[34] in speeches are statements that help audience members navigate the turns of your speech. There are several key signposts in your speech. In the order you will likely use them, they are preview statement, transition between introduction and body, transitions between main points, transition from body to conclusion, and review statement (see Table 9.3 "Organizing Signposts" for a review of the key signposts with examples). While the preview and review statements are in the introduction and conclusion, respectively, the other signposts are all transitions that help move between sections of your speech.

34. Statements that help audience members navigate the turns of a speech.

Table 9.3 Organizing Signposts

Signpost	Example
Preview statement	"Today, I'd like to inform you about the history of Habitat for Humanity, the work they have done in our area, and my experiences as a volunteer."
Transition from introduction to body	"Let's begin with the history of Habitat for Humanity."
Transition from main point one to main point two	"Now that you know more about the history of Habitat for Humanity, let's look at the work they have done in our area."
Transition from main point two to main point three	"Habitat for Humanity has done a lot of good work in our area, and I was fortunate to be able to experience this as a volunteer."
Transition from body to conclusion	"In closing, I hope you now have a better idea of the impact this well-known group has had."
Review statement	"Habitat for Humanity is an organization with an inspiring history that has done much for our area while also providing an opportunity for volunteers, like myself, to learn and grow."

There are also signposts that can be useful within sections of your speech. Words and phrases like *Aside from* and *While* are good ways to transition between thoughts within a main point or subpoint. Organizing signposts like *First*, *Second*, and *Third* can be used within a main point to help speaker and audience move through information. The preview in the introduction and review in the conclusion need not be the only such signposts in your speech. You can also include internal previews and internal reviews in your main points to help make the content more digestible or memorable.

In terms of writing, compose transitions that are easy for you to remember and speak. Pioneer speech teacher James A. Winans wrote in 1917 that "it is at a transition, ninety-nine times out of a hundred, that the speaker who staggers or breaks down, meets his [or her] difficulty."James A. Winans, *Public Speaking* (New York: Century, 1917), 421. His observation still holds true today. Key signposts like the ones in Table 9.3 "Organizing Signposts" should be concise, parallel, and obviously worded. Going back to the connection between speech signposts and signposts that guide our driving, we can see many connections. Speech signposts should be one concise sentence. Stop signs, for example, just say, "STOP." They do not say, "Your vehicle is now approaching an intersection. Please bring it to a stop."

Try to remove unnecessary words from key signposts to make them more effective and easier to remember and deliver. Speech signposts should also be parallel. All stop signs are octagonal with a red background and white lettering, which makes them easily recognizable to drivers. If the wording in your preview statement matches with key wording in your main points, transitions between main points, and review statement, then your audience will be better able to follow your speech. Last, traffic signposts are obvious. They are bright colors, sometimes reflective, and may even have flashing lights on them. A "Road Closed" sign painted in camouflage isn't a good idea and could lead to disaster.

Signposts in your speech guide the way for your audience members like signposts on the highway guide drivers.

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Being too vague or getting too creative with your speech signposts can also make them disappear into the background of your speech. My students have expressed concern that using parallel and obvious wording in speech signposts would make their speech boring or insult the intelligence of their audience. This is not the case. As we learned in Chapter 5 "Listening", most people struggle to be active listeners, so making a speech more listenable is usually appreciated. In addition, these are just six sentences in a much larger speech, so they are spaced out enough to not sound repetitive, and they can serve as anchor points to secure the attention of the audience.

In addition to well-written signposts, you want to have well-delivered signposts. **Nonverbal signposts**[35] include pauses and changes in rate, pitch, or volume that help emphasize transitions within a speech. I have missed students' signposts before, even though they were well written, because they did not stand out in the delivery. Here are some ways you can use nonverbal signposting: pause before and after your preview and review statements so they stand out, pause before and after your transitions between main points so they stand out, and slow your rate and lower your pitch on the closing line of your speech to provide closure.

Introduction

We all know that first impressions matter. Research shows that students' impressions of instructors on the first day of class persist throughout the semester.Eric L. Laws, Jennifer M. Apperson, Stephanie Buchert, and Norman J. Bregman, "Student Evaluations of Instruction: When Are Enduring First Impressions Formed?" *North American Journal of Psychology* 12, no. 1 (2010): 81. First

35. Pauses and changes in rate, pitch, or volume that help emphasize transitions within a speech.

impressions are quickly formed, sometimes spontaneous, and involve little to no cognitive effort. Despite the fact that first impressions aren't formed with much conscious effort, they form the basis of inferences and judgments about a person's personality.Johanna Lass-Hennemann, Linn K. Kuehl, André Schulz, Melly S. Oitzl, and Hartmut Schachinger, "Stress Strengthens Memory of First Impressions of Others' Positive Perosnality Traits," *PLoS ONE* 6, no. 1 (2011): 1. For example, the student who approaches the front of the class before their speech wearing sweatpants and a t-shirt, looks around blankly, and lets out a sigh before starting hasn't made a very good first impression. Even if the student is prepared for the speech and delivers it well, the audience has likely already associated what they observed with personality traits of the student (i.e., lazy, indifferent), and those associations now have staying power in the face of contrary evidence that comes later.

Your introduction is only a fraction of your speech, but in that first minute or so, your audience decides whether or not they are interested in listening to the rest of the speech. There are four objectives that you should accomplish in your introduction. They include getting your audience's attention, introducing your topic, establishing credibility and relevance, and previewing your main points.

Because of the power of first impressions, a speaker who seems unprepared in his or her introduction will likely be negatively evaluated even if the speech improves.

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Getting Your Audience's Attention

There are several strategies you can use to get your audience's attention. Although each can be effective on its own, combining these strategies is also an option. A speaker can get their audience's attention negatively, so think carefully about your choice. The student who began his speech on Habitat for Humanity by banging on the table with a hammer definitely got his audience's attention during his 8:00 a.m. class, but he also lost credibility in that moment because many in the audience probably saw him as a joker rather than a serious speaker. The student who started her persuasive speech against animal testing with a little tap dance number ended up stumbling through the first half of her speech when she was thrown off by the confused looks the audience gave her when she finished her "attention getter." These cautionary tales point out the importance of choosing an attention getter that is appropriate, meaning that it's unusual enough to get people interested—but not over the top—and relevant to your speech topic.

Use Humor

In one of my favorite episodes of the television show *The Office*, titled "Dwight's Speech," the boss, Michael Scott, takes the stage at a regional sales meeting for a very nervous Dwight, who has been called up to accept an award. In typical Michael Scott style, he attempts to win the crowd over with humor and fails miserably. I begin this section on using humor to start a speech with this example because I think erring on the side of caution when it comes to humor tends to be the best option, especially for new speakers. I have had students who think that cracking a joke will help lighten the mood and reduce their anxiety. If well executed, this is a likely result and can boost the confidence of the speaker and get the audience hooked. But even successful comedians still bomb, and many recount stories of excruciating instances in which they failed to connect with an audience. So the danger lies in the poorly executed joke, which has the reverse effect, heightening the speaker's anxiety and leading the audience to question the speaker's competence and credibility. In general, when a speech is supposed to be professional or formal, as many in-class speeches are, humor is more likely to be seen as incongruous with the occasion. But there are other situations where a humorous opening might fit perfectly. For example, a farewell speech to a longtime colleague could start with an inside joke. When considering humor, it's good to get feedback on your idea from a trusted source.

Cite a Startling Fact or Statistic

As you research your topic, take note of any information that defies your expectations or surprises you. If you have a strong reaction to something you learn, your audience may, too. When using a startling fact or statistic as an attention getter, it's important to get the most bang for your buck. You can do this by sharing more than one fact or statistic that builds up the audience's interest. When using numbers, it's also good to repeat and/or repackage the statistics so they stick in the audience's mind, which you can see in the following example:

In 1994, sixteen states reported that 15–19 percent of their population was considered obese. Every other state reported obesity rates less than that. In 2010, no states reported obesity rates in that same category of 15–19 percent, because every single state had at least a 20 percent obesity rate. In just six years, we went from no states with an obesity rate higher than 19 percent, to fifty. Currently, the national obesity rate for adults is nearly 34 percent. This dramatic rise in obesity is charted on the Center for Disease Control and Prevention's website, and these rates are expected to continue to rise.

The speaker could have just started by stating that nearly 34 percent of the US adult population was obese in 2011. But statistics aren't meaningful without context. So

sharing how that number rose dramatically over six years helps the audience members see the trend and understand what the current number means. The fourth sentence repackages and summarizes the statistics mentioned in the first three sentences, which again sets up an interesting and informative contrast. Last, the speaker provides a verbal citation for the source of the statistic.

Use a Quotation

Some quotations are attention getting and some are boring. Some quotations are relevant and moving and some are abstract and stale. If you choose to open your speech with a quotation, choose one that is attention getting, relevant, and moving. The following example illustrates some tips for using a quote to start a speech: "'The most important question in the world is 'Why is the child crying?'' This quote from author Alice Walker is at the heart of my speech today. Too often, people see children suffering at the hands of bullies and do nothing about it until it's too late. That's why I believe that all public schools should adopt a zero-tolerance policy on bullying."

Notice that the quote is delivered first in the speech, then the source of the quote is cited. Since the quote, like a starting fact or statistic just discussed, is the attention-getting part, it's better to start with that than the citation. Next, the speaker explains why the quote is relevant to the speech. Just because a quote seems relevant to you doesn't mean the audience will also pick up on that relevance, so it's best to make that explicit right after you use and cite the quote. Also evaluate the credibility of the source on which you found the quote. Many websites that make quotations available care more about selling pop-up ads than the accuracy of their information. Students who don't double-check the accuracy of the quote may end up attributing the quote to the wrong person or citing a made-up quote.

Ask a Question

Starting a speech with a question is a common attention getter, but in reality many of the questions that I have heard start a speech are not very attention getting. It's important to note that just because you use one of these strategies, that doesn't make it automatically appealing to an audience. A question can be mundane and boring just like a statistic, quotation, or story can.

A rhetorical question is different from a direct question. When a speaker asks a direct question, they actually want a response from their audience. A **rhetorical question**[36] is designed to elicit a mental response from the audience, not a verbal or nonverbal one. In short, a rhetorical question makes an audience think. Asking a direct question of your audience is warranted only if the speaker plans on doing

36. A question posed to the audience that is designed to elicit a mental response.

something with the information they get from the audience. I can't recall a time in which a student asked a direct question to start their speech and did anything with that information. Let's say a student starts the speech with the direct question "By a show of hands, how many people have taken public transportation in the past week?" and sixteen out of twenty students raise their hands. If the speaker is arguing that more students should use public transportation and she expected fewer students to raise their hands, is she going to change her speech angle on the spot? Since most speakers move on from their direct question without addressing the response they got from the audience, they have not made their attention getter relevant to their topic. So, if you use a direct question, make sure you have a point to it and some way to incorporate the responses into the speech.

A safer bet is to ask a rhetorical question that elicits only a mental response. A good rhetorical question can get the audience primed to think about the content of the speech. When asked as a series of questions and combined with startling statistics or facts, this strategy can create suspense and hook an audience. The following is a series of rhetorical questions used in a speech against the testing of cosmetics on animals: "Was the toxicity of the shampoo you used this morning tested on the eyes of rabbits? Would you let someone put a cosmetic in your dog's eye to test its toxicity level? Have you ever thought about how many products that you use every day are tested on animals?" Make sure you pause after your rhetorical question to give the audience time to think. Don't pause for too long, though, or an audience member may get restless and think that you're waiting for an actual response and blurt out what he or she was thinking.

Tell a Story

When you tell a story, whether in the introduction to your speech or not, you should aim to paint word pictures in the minds of your audience members. You might tell a story from your own life or recount a story you found in your research. You may also use a hypothetical story, which has the advantage of allowing you to use your creativity and help place your audience in unusual situations that neither you nor they have actually experienced. When using a hypothetical story, you should let your audience know it's not real, and you should present a story that the audience can relate to. Speakers often let the audience know a story is not real by starting with the word *imagine*. As I noted, a hypothetical example can allow you to speak beyond the experience of you and your audience members by having them imagine themselves in unusual circumstances. These circumstances should not be so unusual that the audience can't relate to them. I once had a student start her speech by saying, "Imagine being held as a prisoner of war for seven years." While that's definitely a dramatic opener, I don't think students in our class were able to really get themselves into that imagined space in the second or two that we had before the speaker moved on. It may have been better for the speaker to say, "Think

of someone you really care about. Visualize that person in your mind. Now, imagine that days and weeks go by and you haven't heard from that person. Weeks turn into months and years, and you have no idea if they are alive or dead." The speaker could go on to compare that scenario to the experiences of friends and family of prisoners of war. While we may not be able to imagine being held captive for years, we all know what it's like to experience uncertainty regarding the safety of a loved one.

Introducing the Topic

Introducing the topic of your speech is the most obvious objective of an introduction, but speakers sometimes forget to do this or do not do it clearly. As the author of your speech, you may think that what you're talking about is obvious. Sometimes a speech topic doesn't become obvious until the middle of a speech. By that time, however, it's easy to lose an audience that didn't get clearly told the topic of the speech in the introduction. Introducing the topic is done before the preview of main points and serves as an introduction to the overall topic. The following are two ways a speaker could introduce the topic of childhood obesity: "Childhood obesity is a serious problem facing our country," or "Today I'll persuade you that childhood obesity is a problem that can no longer be ignored."

Establishing Credibility and Relevance

The way you write and deliver your introduction makes an important first impression on your audience. But you can also take a moment in your introduction to explicitly set up your credibility in relation to your speech topic. If you have training, expertise, or credentials (e.g., a degree, certificate, etc.) relevant to your topic, you can share that with your audience. It may also be appropriate to mention firsthand experience, previous classes you have taken, or even a personal interest related to your topic. For example, I had a student deliver a speech persuading the audience that the penalties for texting and driving should be stricter. In his introduction, he mentioned that his brother's girlfriend was killed when she was hit by a car driven by someone who was texting. His personal story shared in the introduction added credibility to the overall speech.

I ask my students to imagine that when they finish their speech, everyone in the audience will raise their hands and ask the question "Why should I care about what you just said?"

This would no doubt be a nerve-racking experience. However, you can address this concern by preemptively answering this question in your speech. A good speaker will strive to make his or her content relevant to the audience throughout the speech, and starting this in the introduction appeals to an audience because the speaker is already answering the "so what?" question. When you establish relevance, you want to use immediate words like *I*, *you*, *we*, *our*, or *your*. You also want to address the audience sitting directly in front of you. While many students are good at making a topic relevant to humanity in general, it takes more effort to make the content relevant to a specific audience.

Imagine that your audience members will all ask, "Why should I care about your topic?" and work to proactively address relevance throughout your speech.

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Previewing Your Main Points

The preview of main points is usually the last sentence of your introduction and serves as a map of what's to come in the speech. The preview narrows your introduction of the topic down to the main ideas you will focus on in the speech. Your preview should be one sentence, should include wording that is parallel to the key wording of your main points in the body of your speech, and should preview your main points in the same order you discuss them in your speech. Make sure your wording is concise so your audience doesn't think there will be four points when there are only three. The following example previews the main points for a speech on childhood obesity: "Today I'll convey the seriousness of the obesity epidemic among children by reviewing some of the causes of obesity, common health problems associated with it, and steps we can take to help ensure our children maintain a healthy weight."

Conclusion

How you conclude a speech leaves an impression on your audience. There are three important objectives to accomplish in your conclusion. They include summarizing the importance of your topic, reviewing your main points, and closing your speech.

Summarizing the Importance of Your Topic

After you transition from the body of your speech to the conclusion, you will summarize the importance of your topic. This is the "take-away" message, or another place where you can answer the "so what?" question. This can often be a rewording of your thesis statement. The speech about childhood obesity could be summarized by saying, "Whether you have children or not, childhood obesity is a national problem that needs to be addressed."

Reviewing Your Main Points

Once you have summarized the overall importance of your speech, you review the main points. The review statement in the conclusion is very similar to the preview statement in your introduction. You don't have to use the exact same wording, but you still want to have recognizable parallelism that connects the key idea of each main point to the preview, review, and transitions. The review statement for the childhood obesity speech could be "In an effort to convince you of this, I cited statistics showing the rise of obesity, explained common health problems associated with obesity, and proposed steps that parents should take to ensure their children maintain a healthy weight."

Closing Your Speech

Like the attention getter, your closing statement is an opportunity for you to exercise your creativity as a speaker. Many students have difficulty wrapping up the speech with a sense of closure and completeness. In terms of closure, a well-written and well-delivered closing line signals to your audience that your speech is over, which cues their applause. You should not have to put an artificial end to your speech by saying "thank you" or "that's it" or "that's all I have." In terms of completeness, the closing line should relate to the overall speech and should provide some "take-away" message that may leave an audience thinking or propel them to action. A sample closing line could be "For your health, for our children's health, and for our country's health, we must take steps to address childhood obesity today." You can also create what I call the "ribbon and bow" for your speech by referring back to the introduction in the closing of your speech. For example, you may finish an illustration or answer a rhetorical question you started in the introduction.

Although the conclusion is likely the shortest part of the speech, I suggest that students practice it often. Even a well-written conclusion can be ineffective if the delivery is not good. Conclusions often turn out bad because they weren't practiced enough. If you only practice your speech starting from the beginning, you may not get to your conclusion very often because you stop to fix something in one of the main points, get interrupted, or run out of time. Once you've started your speech, anxiety may increase as you near the end and your brain becomes filled with thoughts of returning to your seat, so even a well-practiced conclusion can fall short. Practicing your conclusion by itself several times can help prevent this.

KEY TAKEAWAYS

- The speech consists of an introduction, a body, and a conclusion. When organizing a speech, start with the body.
- Determine the main points of a speech based on your research and supporting materials. The main points should support the thesis statement and help achieve the general and specific purposes.
- The organizational patterns that can help arrange the main points of a speech are topical, chronological, spatial, problem-solution, cause-effect, and Monroe's Motivated Sequence.
- Incorporating supporting material helps fill in the main points by creating subpoints. As supporting material is added to the speech, citation information should be included so you will have the information necessary to verbally cite your sources.
- Organizing signposts help connect the introduction, body, and conclusion of a speech. Organizing signposts should be written using parallel wording to the central idea of each main point.
- A speaker should do the following in the introduction of a speech: get the audience's attention, introduce the topic, establish credibility and relevance, and preview the main points.
- A speaker should do the following in the conclusion of a speech: summarize the importance of the topic, review the main points, and provide closure.

EXERCISES

1. Identifying the main points of reference material you plan to use in your speech can help you determine your main points/subpoints. Take one of your sources for your speech and list the main points and any subpoints from the article. Are any of them suitable main points for your speech? Why or why not?
2. Which organizational pattern listed do you think you will use for your speech, and why?
3. Write out verbal citations for some of the sources you plan to use in your speech, using the examples cited in the chapter as a guide.
4. Draft the opening and closing lines of your speech. Remember to tap into your creativity to try to engage the audience. Is there any way you can tie the introduction and conclusion together to create a "ribbon and bow" for your speech?

9.4 Outlining

LEARNING OBJECTIVES

1. Explain the principles of outlining.
2. Create a formal outline.
3. Explain the importance of writing for speaking.
4. Create a speaking outline.

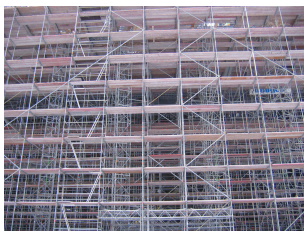
Think of your outline as a living document that grows and takes form throughout your speech-making process. When you first draft your general purpose, specific purpose, and thesis statement, you could create a new document on your computer and plug those in, essentially starting your outline. As you review your research and distill the information down into separate central ideas that support your specific purpose and thesis, type those statements into the document. Once you've chosen your organizational pattern and are ready to incorporate supporting material, you can quote and paraphrase your supporting material along with the bibliographic information needed for your verbal citations into the document. By this point, you have a good working outline, and you can easily cut and paste information to move it around and see how it fits into the main points, subpoints, and sub-subpoints. As your outline continues to take shape, you will want to follow established principles of outlining to ensure a quality speech.

The Formal Outline

The **formal outline**[37] is a full-sentence outline that helps you prepare for your speech. It includes the introduction and conclusion, the main content of the body, key supporting materials, citation information written into the sentences in the outline, and a references page for your speech. The formal outline also includes a title, the general purpose, specific purpose, and thesis statement. It's important to note that an outline is different from a script. While a script contains everything that will be said, an outline includes the main content. Therefore you shouldn't include every word you're going to say on your outline. This allows you more freedom as a speaker to adapt to your audience during your speech. Students sometimes complain about having to outline speeches or papers, but it is a skill that will help you in other contexts. Being able to break a topic down into logical divisions and then connect the information together will help ensure that you can prepare for complicated tasks or that you're prepared for meetings or interviews. I use outlines regularly to help me organize my thoughts and prepare for upcoming projects.

37. A full-sentence outline that helps a speaker prepare for and judge the coherence of a speech.

Principles of Outlining



Outlining provides a scaffolding, or structure, that will help ensure your speech is logical, coherent, and organized.

Source: Photo courtesy of Tup Wanders, http://commons.wikimedia.org/wiki/File:Scaffolding_Berlin2.jpg.

There are principles of outlining you can follow to make your outlining process more efficient and effective. Four principles of outlining are consistency, unity, coherence, and emphasis.Warren C. DuBois, *Essentials of Public Speaking* (New York: Prentice Hall, 1929), 104. In terms of consistency, you should follow standard outlining format. In standard outlining format, main points are indicated by capital roman numerals, subpoints are indicated by capital letters, and sub-subpoints are indicated by Arabic numerals. Further divisions are indicated by either lowercase letters or lowercase roman numerals.

The principle of unity means that each letter or number represents one idea. One concrete way to help reduce the amount of ideas you include per item is to limit each letter or number to one complete sentence. If you find that one subpoint has more than one idea, you can divide it into two subpoints. Limiting each component of your outline to one idea makes it easier to then plug in supporting material and helps ensure that your speech is coherent. In the following example from a speech arguing that downloading music from peer-to-peer sites should be legal, two ideas are presented as part of a main point.

1. Downloading music using peer-to-peer file-sharing programs helps market new music and doesn't hurt record sales.

The main point could be broken up into two distinct ideas that can be more fully supported.

1. Downloading music using peer-to-peer file-sharing programs helps market new music.
2. Downloading music using peer-to-peer file-sharing programs doesn't hurt record sales.

Following the principle of unity should help your outline adhere to the principle of coherence, which states that there should be a logical and natural flow of ideas, with main points, subpoints, and sub-subpoints connecting to each other.James A. Winans, *Public Speaking* (New York: Century, 1917), 407. Shorter phrases and keywords can make up the speaking outline, but you should write complete sentences throughout your formal outline to ensure coherence. The principle of

coherence can also be met by making sure that when dividing a main point or subpoint, you include at least two subdivisions. After all, it defies logic that you could divide anything into just one part. Therefore if you have an *A*, you must have a *B*, and if you have a *1*, you must have a *2*. If you can easily think of one subpoint but are having difficulty identifying another one, that subpoint may not be robust enough to stand on its own. Determining which ideas are coordinate with each other and which are subordinate to each other will help divide supporting information into the outline.James A. Winans, *Public Speaking* (New York: Century, 1917), 407–8. **Coordinate points**[38] are on the same level of importance in relation to the thesis of the speech or the central idea of a main point. In the following example, the two main points (I, II) are coordinate with each other. The two subpoints (A, B) are also coordinate with each other. **Subordinate points**[39] provide evidence or support for a main idea or thesis. In the following example, subpoint A and subpoint B are subordinate to main point II. You can look for specific words to help you determine any errors in distinguishing coordinate and subordinate points. Your points/subpoints are likely coordinate when you would connect the two statements using any of the following: *and*, *but*, *yet*, *or*, or *also*. In the example, the word *also* appears in B, which connects it, as a coordinate point, to A. The points/subpoints are likely subordinate if you would connect them using the following: *since*, *because*, *in order that*, *to explain*, or *to illustrate*. In the example, 1 and 2 are subordinate to A because they support that sentence.

1. Downloading music using peer-to-peer file-sharing programs helps market new music.
2. Downloading music using peer-to-peer file-sharing programs doesn't hurt record sales.
    1. John Borland, writing for CNET.com in 2004, cited research conducted by professors from Harvard and the University of North Carolina that observed 1.75 million downloads from two file-sharing programs.
        1. They conclude that the rapid increase in music downloading over the past few years does not significantly contribute to declining record sales.
        2. Their research even suggests that the practice of downloading music may even have a "slight positive effect on the sales of the top albums."
    2. A 2010 Government Accountability Office Report also states that sampling "pirated" goods could lead consumers to buy the "legitimate" goods.

38. Points that are at the same level of importance in relation to the thesis of the speech or the central idea of a main point.

39. Points that provide evidence or support for a main idea or thesis.

The principle of emphasis states that the material included in your outline should be engaging and balanced. As you place supporting material into your outline, choose the information that will have the most impact on your audience. Choose information that is proxemic and relevant, meaning that it can be easily related to the audience's lives because it matches their interests or ties into current events or the local area. Remember primacy and recency discussed earlier and place the most engaging information first or last in a main point depending on what kind of effect you want to have. Also make sure your information is balanced. The outline serves as a useful visual representation of the proportions of your speech. You can tell by the amount of space a main point, subpoint, or sub-subpoint takes up in relation to other points of the same level whether or not your speech is balanced. If one subpoint is a half a page, but a main point is only a quarter of a page, then you may want to consider making the subpoint a main point. Each part of your speech doesn't have to be equal. The first or last point may be more substantial than a middle point if you are following primacy or recency, but overall the speech should be relatively balanced.

Sample Formal Outline

The following outline shows the standards for formatting and content and can serve as an example as you construct your own outline. Check with your instructor to see if he or she has specific requirements for speech outlines that may differ from what is shown here.

Title: The USA's Neglected Sport: Soccer

General purpose: To persuade

Specific purpose: By the end of my speech, the audience will believe that soccer should be more popular in the United States.

Thesis statement: Soccer isn't as popular in the United States as it is in the rest of the world because people do not know enough about the game; however, there are actions we can take to increase its popularity.

Introduction

Attention getter: GOOOOOOOOOOOAL! GOAL! GOAL! GOOOOOAL!

Introduction of topic: If you've ever heard this excited yell coming from your television, then you probably already know that my speech today is about soccer.

Credibility and relevance: Like many of you, I played soccer on and off as a kid, but I was never really exposed to the culture of the sport. It wasn't until recently, when I started to watch some of the World Cup games with international students in my dorm, that I realized what I'd been missing out on. Soccer is the most popular sport in the world, but I bet that, like most US Americans, it only comes on your radar every few years during the World Cup or the Olympics. If, however, you lived anywhere else in the world, soccer (or football, as it is more often called) would likely be a much larger part of your life.

Preview: In order to persuade you that soccer should be more popular in the United States, I'll explain why soccer isn't as popular in the United States and describe some of the actions we should take to change our beliefs and attitudes about the game.

Transition: Let us begin with the problem of soccer's unpopularity in America.

Body

1. Although soccer has a long history as a sport, it hasn't taken hold in the United States to the extent that it has in other countries.
    1. Soccer has been around in one form or another for thousands of years.
        1. The president of FIFA, which is the international governing body for soccer, was quoted in David Goldblatt's 2008 book, *The Ball is Round*, as saying, "Football is as old as the world...People have always played some form of football, from its very basic form of kicking a ball around to the game it is today."
        2. Basil Kane, author of the book *Soccer for American Spectators*, reiterates this fact when he states, "Nearly every society at one time or another claimed its own form of kicking game."
    2. Despite this history, the United States hasn't caught "soccer fever" for several different reasons.
        1. Sports fans in the United States already have lots of options when it comes to playing and watching sports.
            a. Our own "national sports" such as football, basketball, and baseball take up much of our time and attention, which may prevent people from engaging in an additional sport.

b. Statistics unmistakably show that soccer viewership is low as indicated by the much-respected Pew Research group, which reported in 2006 that only 4 percent of adult US Americans they surveyed said that soccer was their favorite sport to watch.

    a. Comparatively, 34 percent of those surveyed said that football was their favorite sport to watch.
    b. In fact, soccer just barely beat out ice skating, with 3 percent of the adults surveyed indicating that as their favorite sport to watch.

2. The attitudes and expectations of sports fans in the United States also prevent soccer's expansion into the national sports consciousness.

    a. One reason Americans don't enjoy soccer as much as other sports is due to our shortened attention span, which has been created by the increasingly fast pace of our more revered sports like football and basketball.

        a. According to the 2009 article from BleacherReport.com, "An American Tragedy: Two Reasons Why We Don't Like Soccer," the average length of a play in the NFL is six seconds, and there is a scoring chance in the NBA every twenty-four seconds.
        b. This stands in stark comparison to soccer matches, which are played in two forty-five-minute periods with only periodic breaks in play.

    b. Our lack of attention span isn't the only obstacle that limits our appreciation for soccer; we are also set in our expectations.

        a. The BleacherReport article also points out that unlike with football, basketball, and baseball—all sports in which the United States has most if not all the best teams in the world—we know that the best soccer teams in the world aren't based in the United States.
        b. We also expect that sports will offer the same chances to compare player stats and obsess over data that we get from other sports, but as Chad Nielsen of ESPN.com

states, "There is no quantitative method to compare players from different leagues and continents."
c. Last, as legendary sports writer Frank Deford wrote in a 2012 article on *Sports Illustrated*'s website, Americans don't like ties in sports, and 30 percent of all soccer games end tied, as a draw, deadlocked, or nil-nil.

Transition: Although soccer has many problems that it would need to overcome to be more popular in the United States, I think there are actions we can take now to change our beliefs and attitudes about soccer in order to give it a better chance.

2. Soccer is the most popular sport in the world, and there have to be some good reasons that account for this status.

    1. As US Americans, we can start to enjoy soccer more if we better understand why the rest of the world loves it so much.

        1. As was mentioned earlier, Chad Nielsen of ESPN.com notes that American sports fans can't have the same stats obsession with soccer that they do with baseball or football, but fans all over the world obsess about their favorite teams and players.

            a. Fans argue every day, in bars and cafés from Baghdad to Bogotá, about statistics for goals and assists, but as Nielsen points out, with the game of soccer, such stats still fail to account for varieties of style and competition.
            b. So even though the statistics may be different, bonding over or arguing about a favorite team or player creates communities of fans that are just as involved and invested as even the most loyal team fans in the United States.

        2. Additionally, Americans can start to realize that some of the things we might initially find off putting about the sport of soccer are actually some of its strengths.

            a. The fact that soccer statistics aren't poured over and used to make predictions makes the game more interesting.
            b. The fact that the segments of play in soccer are longer and the scoring lower allows for the game to have a longer arc, meaning that anticipation can build and that a game might be won or lost by only one goal after a long and even-matched game.

2. We can also begin to enjoy soccer more if we view it as an additional form of entertainment.
    1. As Americans who like to be entertained, we can seek out soccer games in many different places.
        a. There is most likely a minor or even a major league soccer stadium team within driving distance of where you live.
        b. You can also go to soccer games at your local high school, college, or university.
    2. We can also join the rest of the world in following some of the major soccer celebrities—David Beckham is just the tip of the iceberg.
3. Getting involved in soccer can also help make our society more fit and healthy.
    1. Soccer can easily be the most athletic sport available to Americans.
    2. In just one game, the popular soccer player Gennaro Gattuso was calculated to have run about 6.2 miles, says Carl Bialik, a numbers expert who writes for *The Wall Street Journal*.
    3. With the growing trend of obesity in America, getting involved in soccer promotes more running and athletic ability than baseball, for instance, could ever provide.
        a. A press release on FIFA's official website notes that one hour of soccer three times a week has been shown in research to provide significant physical benefits.
        b. If that's not convincing enough, the website ScienceDaily.com reports that the *Scandinavian Journal of Medicine and Science in Sports* published a whole special issue titled *Football for Health* that contained fourteen articles supporting the health benefits of soccer.
4. Last, soccer has been praised for its ability to transcend language, culture, class, and country.
    1. The nongovernmental organization Soccer for Peace seeks to use the worldwide popularity of soccer as a peacemaking strategy to bridge the divides of race, religion, and socioeconomic class.
    2. According to their official website, the organization just celebrated its ten-year anniversary in 2012.

   a. Over those ten years the organization has focused on using soccer to bring together people of different religious faiths, particularly people who are Jewish and Muslim.
   b. In 2012, three first-year college students, one Christian, one Jew, and one Muslim, dribbled soccer balls for 450 miles across the state of North Carolina to help raise money for Soccer for Peace.

5. A press release on the World Association of Nongovernmental Organizations's official website states that from the dusty refugee camps of Lebanon to the upscale new neighborhoods in Buenos Aires, "soccer turns heads, stops conversations, causes breath to catch, and stirs hearts like virtually no other activity."

Conclusion

Transition to conclusion and summary of importance: In conclusion, soccer is a sport that has a long history, can help you get healthy, and can bring people together.

Review of main points: Now that you know some of the obstacles that prevent soccer from becoming more popular in the United States and several actions we can take to change our beliefs and attitudes about soccer, I hope you agree with me that it's time for the United States to join the rest of the world in welcoming soccer into our society.

Closing statement: The article from BleacherReport.com that I cited earlier closes with the following words that I would like you to take as you leave here today: "We need to learn that just because there is no scoring chance that doesn't mean it is boring. We need to see that soccer is not for a select few, but for all. We only need two feet and a ball. We need to stand up and appreciate the beautiful game."

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Examples of APA Formatting for References

The citation style of the American Psychological Association (APA) is most often used in communication studies when formatting research papers and references.

The following examples are formatted according to the sixth edition of the APA Style Manual. Links are included to the OWL Purdue website, which is one of the most credible online sources for APA format. Of course, to get the most accurate information, it is always best to consult the style manual directly, which can be found in your college or university's library.

Books

For more information on citing books in APA style on your references page, visit http://owl.english.purdue.edu/owl/resource/560/08.

Single Author

[citation redacted per publisher request]

Two Authors

Warren, J. T., & Fassett, D. L. (2011). *Communication: A critical/cultural introduction*. Los Angeles, CA: Sage.

Chapter from Edited Book

Mumby, D. K. (2011). Power and ethics. In G. Cheney, S. May, & D. Munshi (Eds.), *The handbook of communication ethics* (pp. 84–98). New York, NY: Routledge.

Periodicals

For more information on citing articles from periodicals in APA style on your references page, visit http://owl.english.purdue.edu/owl/resource/560/07.

Magazine

Huang, L. (2011, August 1). The death of English (LOL). *Newsweek, 152*(6), 8.

Newspaper

Kornblum, J. (2007, October 23). Privacy? That's old-school: Internet generation views openness in a different way. *USA Today*, 1D–2D.

Journal Article

Bodie, G. D. (2012). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education, 59*(1), 70–105.

Online Sources

For more information on citing articles from online sources in APA style on your references page, visit http://owl.english.purdue.edu/owl/resource/560/10.

Online Newspaper Article

Perman, C. (2011, September 8). Bad economy? A good time for a steamy affair. *USA Today*. Retrieved from http://www.usatoday.com/money/economy/story/2011-09-10/economy-affairs-divorce-marriage/50340948/1

Online News Website

Fraser, C. (2011, September 22). The women defying France's full-face veil ban. *BBC News*. Retrieved from http://www.bbc.co.uk/news/world-europe-15023308

Online Magazine

Cullen, L. T. (2007, April 26). Employee diversity training doesn't work. *Time*. Retrieved from http://www.time.com/time/magazine/article/0,9171,1615183,00.html

Government Document or Report Retrieved Online

Pew Research Center. (2010, November 18). The decline of marriage and rise of new families. Retrieved from http://pewsocialtrends.org/files/2010/11/pew-social-trends-2010-families.pdf

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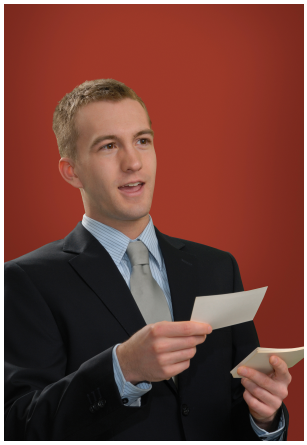
The Speaking Outline

The formal outline is a full-sentence outline that helps as you prepare for your speech, and the **speaking outline**[40] is a keyword and phrase outline that helps you deliver your speech. While the formal outline is important to ensure that your content is coherent and your ideas are balanced and expressed clearly, the speaking outline helps you get that information out to the audience. Make sure you budget time in your speech preparation to work on the speaking outline. Skimping on the speaking outline will show in your delivery.

You may convert your formal outline into a speaking outline using a computer program. I often resave a file and then reformat the text so it's more conducive to referencing while actually speaking to an audience. You may also choose, or be asked to, create a speaking outline on note cards. Note cards are a good option when you want to have more freedom to gesture or know you won't have a lectern on which to place notes printed on full sheets of paper. In either case, this entails converting the full-sentence outline to a keyword or key-phrase outline. Speakers will need to find a balance between having too much or too little content on their speaking outlines. You want to have enough information to prevent fluency hiccups as you stop to mentally retrieve information, but you don't want to have so much information that you read your speech, which lessens your eye contact and engagement with the audience. Budgeting sufficient time to work on your speaking outline will allow you to practice your speech with different amounts of notes to find what works best for you. Since the introduction and conclusion are so important, it may be useful to include notes to ensure that you remember to accomplish all the objectives of each.



Using note cards for your speaking outline will help you be able to move around and gesture more freely than using full sheets of paper.

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Aside from including important content on your speaking outline, you may want to include speaking cues. Speaking cues are reminders designed to help your delivery. You may write "(PAUSE)" before and after your preview statement to help you remember that important nonverbal signpost. You might also write "(MAKE EYE

40. A keyword and phrase outline that helps a speaker deliver a speech.

CONTACT)" as a reminder not to read unnecessarily from your cards. Overall, my advice is to make your speaking outline work for you. It's your last line of defense when you're in front of an audience, so you want it to help you, not hurt you.

Writing for Speaking

As you compose your outlines, write in a way that is natural for you to speak but also appropriate for the expectations of the occasion. Since we naturally speak with contractions, write them into your formal and speaking outlines. You should begin to read your speech aloud as you are writing the formal outline. As you read each section aloud, take note of places where you had difficulty saying a word or phrase or had a fluency hiccup, then go back to those places and edit them to make them easier for you to say. This will make you more comfortable with the words in front of you while you are speaking, which will improve your verbal and nonverbal delivery.

Tips for Note Cards

1. The 4 × 6 inch index cards provide more space and are easier to hold and move than 3.5 × 5 inch cards.
2. Find a balance between having so much information on your cards that you are tempted to read from them and so little information that you have fluency hiccups and verbal fillers while trying to remember what to say.
3. Use bullet points on the left-hand side rather than writing in paragraph form, so your eye can easily catch where you need to pick back up after you've made eye contact with the audience. Skipping a line between bullet points may also help.
4. Include all parts of the introduction/conclusion and signposts for backup.
5. Include key supporting material and wording for verbal citations.
6. Only write on the front of your cards.
7. Do not have a sentence that carries over from one card to the next (can lead to fluency hiccups).
8. If you have difficult-to-read handwriting, you may type your speech and tape or glue it to your cards. Use a font that's large enough for you to see and be neat with the glue or tape so your cards don't get stuck together.
9. Include cues that will help with your delivery. Highlight transitions, verbal citations, or other important information. Include reminders to pause, slow down, breathe, or make eye contact.
10. Your cards should be an extension of your body, not something to play with. Don't wiggle, wring, flip through, or slap your note cards.

KEY TAKEAWAYS

- The formal outline is a full-sentence outline that helps you prepare for your speech and includes the introduction and conclusion, the main content of the body, citation information written into the sentences of the outline, and a references page.
- The principles of outlining include consistency, unity, coherence, and emphasis.
- Coordinate points in an outline are on the same level of importance in relation to the thesis of the speech or the central idea of a main point. Subordinate points provide evidence for a main idea or thesis.
- The speaking outline is a keyword and phrase outline that helps you deliver your speech and can include speaking cues like "pause," "make eye contact," and so on.
- Write your speech in a manner conducive to speaking. Use contractions, familiar words, and phrases that are easy for you to articulate. Reading your speech aloud as you write it can help you identify places that may need revision to help you more effectively deliver your speech.

EXERCISES

1. What are some practical uses for outlining outside of this class? Which of the principles of outlining do you think would be most important in the workplace and why?
2. Identify which pieces of information you may use in your speech are coordinate with each other and subordinate.
3. Read aloud what you've written of your speech and identify places that can be reworded to make it easier for you to deliver.