

Name _____

Speech Pre-Planning

Purpose for pre-planning

■ Determine the purpose of the speech

Three general purposes

GENERAL PURPOSE: Your broad goal for the speech.

The **three GENERAL** purposes are:

1. _____: to share information

2. _____: to generate action, to influence behavior, or beliefs

3. _____: to suit the need of the occasion (*graduation, eulogy, wedding toast, etc.*)

SPECIFIC PURPOSE:

➤ Starts with “to” _____

➤ States precisely what a speaker hopes to accomplish in the speech.

➤ Usually _____ + _____ of the topic.

➤ To inform my audience about....

➤ To persuade my audience to....

Specific Purpose Statement Samples:

1. To _____ my audience about the **three major types** of staging for plays.

2. To _____ the **steps in CPR**.

3. To _____ my audience to **vote yes** on proposal two.

4. To _____ the bride and groom with a **wedding toast**.

Practice Activity:

1. Choose a topic you know something about.

Topic: _____

2. Choose a general purpose

General purpose: To _____

3. Write a specific purpose statement

Specific purpose: To _____

(GP + specific speech points)

PARTS OF A SPEECH

1. Introduction
2. _____
3. Conclusion

SPEECH INTRODUCTIONS

ALL Introductions **MUST** contain:

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

- The Introduction is the first part of every speech.
- Write in _____
- It's often written _____ of the speech.
- You **MUST** _____ all parts to prove you know they are there.

THE PURPOSE OF ATTENTION GETTERS:

Get your audience's attention - Hook them!

- Gain contact with the _____
- Get _____
- Arouse _____

More interested = Better listening = Greater speaker impact!

TYPES OF ATTENTION GETTERS

#1 _____

- ◆ Use of a _____ quote said by someone of importance or whose words are worthy, insightful and relative to the topic.
- ◆ _____ the speaker of the quote in the introduction and in your outline (we will cover this more later)

Examples of quotations:

- H.G. Wells once said, "The past is but the beginning of a beginning."
(thinkexist.com/quotes/h._g._wells)
- In the words of JFK "Ask not what your country can do for you, but what you can do for your country." (www.brainyquote.com/)

- #2 _____
- Uses a startling, shocking _____ or makes some _____ statement to catch people's attention.

Examples of Startling Statements:

- More than 3,800 young drivers ages 15-20 are killed every year.
- More than 326,000 young drivers are injured every year.
(<http://www.tdot.state.tn.us/wzsafety>)

- #3 Challenging _____/Series of _____ questions

- These are questions not meant to be answered
- They stimulate your audience to think about your topic

Examples of Rhetorical Questions:

- How many of you...
- What would you do if...

- #4 _____
- Tell an _____ joke or humorous story
 - Must _____ to the _____
 - In good taste (_____ to the classroom)
 - Not offensive
 - When in doubt-_____!
 - Make sure it is _____ to _____!

- #5 _____
- Might be a _____
"This morning I saw....."
 - Might be a story (anecdote or narrative)
 - _____ - A personal story, often humorous, that draws the audience in. It may even be an experience they can relate to, therefore grabbing their interest.
 - _____ - A story relative to the topic that may not be a personal experience.

- #6 _____ **Aid (picture, chart, music)**
- Must relate to subject
 - Must be _____, **displayed**, or _____ to class
 - Must be reinforced by _____: **Explain** connection to topic.
 - DO NOT _____ visual aids around!

#7 **Immediate** _____ or **challenge or** _____ **to a recent event** (i.e. health care reform)

8 **Personal** _____ or _____ - **Refer to occasion** (honoring/remembering someone, holidays, etc. used for **Special Occasion speeches**).

#9 _____: Withhold your topic for a minute or two and make the audience think about what it might be.

PRACTICE ACTIVITY:

Purpose statements & Attention Getters

- Use your Personal Experience Topic _____
- Write your general purpose (to inform or to entertain) _____
- Write a specific purpose statement (To...) _____

➤ Choose **three** different types of attention getters and write out three potential attention-getters for your personal experience speech topic (label the type of attention getter for each).

1. _____

2. _____

3. _____

Speech Introductions Continued

➤ Credibility

➤ _____

➤ Thesis Statement

CREDIBILITY

- _____ is the amount of trust and belief the speaker inspires in the audience.
- It is the level of _____ or expertise the speaker has related to the topic.
- The audience is not likely to listen to a speaker whom they feel _____ credibility.
- Why are you qualified to speak on the topic?
- Why should they listen to you? How has the topic impacted or related to you?

* _____ on your outline for points!

_____ : the speaker's mood or overall attitude both toward the audience and the topic.

Tone is established through:

- Word Choices/Sentence structure/grammar
- Speaker's projected image
 - _____ -Dress to impress
 - _____
 - Tone of _____

AUDIENCE RELEVANCE

Have clear _____ (What's In It For the _____ ?)

- Tell how topic relates/is important to them.
- Link topic to their interests or concerns.
- Why should they listen to you?
- How does it concern/relate to them?

* _____ on your outline for points!

THESIS STATEMENT

Thesis sentence (usually the _____ sentence of the introduction)

- Identifies _____ and _____ of the entire speech (developed from your specific purpose statement)
- Name main points when **3 main points** are required
 - arrange in order covered in the speech
 - the order is determined by the _____ that best develops the information. (*discussed later*)

SPEECH OUTLINING

FOUR REASONS FOR MAKING AN OUTLINE

1. Tests the strength of ideas and logic of the structure of your speech.
2. Helps organize information.
3. Creates the basis for your note cards.
4. Helps with rehearsal.

The body of a speech should always be outlined following a specific **organizational pattern** (notes given in class on organizational patterns).

TOPIC OUTLINES: The body of the speech is written in words and/or short phrases

PARTS OF AN OUTLINE

I. Introduction: Written in **complete sentences**. Please identify in parenthesis the parts of your introduction to make sure you have included all the necessary parts. These parts include: **attention-getter, thesis, credibility of the speaker, and audience relevance**.

II. Body: the body of the speech should be organized according to a carefully selected organizational pattern that best develops the information clearly for the audience. The body generally contains a minimum of three main points, as many sub-points as needed as well as any necessary transitions to help the flow of information.

A. **Main points** are indicated using capital letters. Main points (Capital Letters) **should always be written in complete sentences**.

These points may be further broken down using **numbers and lower case letters**.

1. Sub-point (ALL information that is quoted or paraphrased from research used anywhere in the speech, must be properly cited, BOTH on the outline AND on the Works Cited, or it is PLAGIARISM!)
 - a. Detail/Example
 - b. Detail/Example
 2. Sub-point
- B. Second Main Point
1. Sub-point
 2. Sub-point
- C. Third Main Point
1. Sub-point
 2. Sub-point
 - a. Detail (citation)
 - b. Example (citation)

III. Conclusion: The conclusion is written out in complete sentences. Remember to have **STRONG LAST WORDS HEARD** as these are what the audience is likely to remember.

RULES FOR OUTLINING

1. NEVER have only one main point, minor point, sub-point, detail/example. **EVERYTHING MUST BE IN AT LEAST TWO'S**. For every capital A, have a capital B, for every 1. have a 2., for every lower case a have a lower case b.

If you cannot come up with a second supporting piece of information then add the first one in some way to the point above it and do not divide it further. If you need to divide even further you would use lower case Roman Numerals.

ROMAN NUMERALS

I. i.	IV. iv.
II. ii.	V. v.
III. iii.	VI. vi.

2. INDENT: Always indent the next point. Follow the sample.

Capital letters-one indent

Numbers-2 indents

Lower case letters-3 indents

Lower case Roman numerals-4 indents

DO NOT TRUST YOUR COMPUTER'S AUTOMATIC FORMATTING OPTION. I recommend turning it off and doing all of your outline formatting by hand.

3. Use **MLA format** for the heading and header of your outline.

Single space your entire outline (the heading through the title will be **double-spaced**, then change to single spacing for the remainder of your outline.)