

Speech 251 Handout Packet Table of Contents

There are a total of 27 pages including this table of contents. If your handouts should print out irregular or with unidentifiable characters please contact me as soon as possible.

<u>Description of Handout</u>	<u>Pages</u>
Student Agreement to be signed and returned as soon as possible (1 page)	1
Speech Preparation Outline Guide (Could be used for informative speeches - 2 pages)	2-3
Introduction Speech – Video Self-Evaluation Questions Worksheet (1 page)	4
Song Lyric Speech Objectives (1 page)	5
The Bad Speech Handouts (Total 1 page)	6
The BAD Speech Evaluation	7
Storytelling Folklore Objectives & Self Eval (1 page)	8
Story Analysis Paper – Guidelines & Sample (1 page)	9
Team Chapter Presentations Handouts (Total of 11 pages)	10-18
Team Chapter Presentations Objectives (1 page)	10
Using Connectives (1 page)	11
Speech Preparation Checklist (1 page landscape)	12
Organizing the Outline (1 page landscape)	13
The Good Story Informative Speech Sample Preparation Outline (2 pages landscape)	14-15
The Informative Speech Preparation Outline Guide (3 pages)	16-18
Commemorative Speech Objectives – 2 to 4 Minutes (1 page)	19
Motivational Speech Handouts (6 pages)	20-21
Motivational Speech Objectives & Evaluation if you are not doing Service learning. (2 pages)	20-21
Audience Analysis – Adapting Your Message to Your Audience (1 page)	22
Monroe’s Motivated Sequence Pattern (1 page - landscape)	23
Sample Preparation Outline for Monroe’s Motivated Sequence Pattern (2 pages)	24-25

Student Agreement

After printing, copying, and/or downloading the handout packet and reading the course syllabus materials that you received in class, please fill out and sign both copies of the following student agreement. Keep the top copy for yourself, and turn in the bottom copy to me as soon as possible. My Receipt of your signed copy of the agreement will let me know that you have printed this handout packet and you have all of the handouts for Speech 251. Upon receipt of the agreement I will also know you have read and understood the course materials, requirements, and policies for Speech 251.

Student Agreement (Student's Copy)

I, _____, have carefully read the course syllabus and successfully printed, copied, and/or downloaded the 27 page Handout Packet for Speech 251. I understand the course requirements and policies and I agree to abide by them as a student enrolled in Speech 251 that meets _____ & _____ at _____, Section # _____ during the _____ Semester _____.

(Monday or Tuesday) (Wednesday or Thursday) (Time) (Optional)

(Fall/Spring) (Year)

In addition to having read the Syllabus, Handout Packet, and all other materials for class: I will turn my assignments in on time. I will come to class prepared and ready to participate. I will help create an optimal learning environment for the class and for myself. I will be a Team player.

Signed _____

Date _____



Student Agreement (Ron St. John's Copy)

I, _____, have carefully read the course syllabus and successfully printed, copied, and/or downloaded the 27 page Handout Packet for Speech 251. I understand the course requirements and policies and I agree to abide by them as a student enrolled in Speech 251 that meets _____ & _____ at _____, Section # _____ during the _____ Semester _____.

(Monday or Tuesday) (Wednesday or Thursday) (Time) (Optional)

(Fall/Spring) (Year)

In addition to having read the Syllabus, Handout Packet, and all other materials for class: I will turn my assignments in on time. I will come to class prepared and ready to participate. I will help create an optimal learning environment for the class and for myself. I will be a Team player.

Signed _____

Date _____

This is an outline guide for introducing your classmate. After you gather and organize your information from your interview 2 you could fill this out or type up your own outline using this one as a guide. If you decide to use this for your speaking outline please write legibly if you plan on using this during your speech. Just outline the information--Keywords and phrases. This is not a manuscript. **Do not write out everything you are going to say during the speech – Outline your information.**

INTRODUCTION

I. (Attention Getter) _____

II. (Reveal your topic) _____

III. (Establish Credibility) _____

IV. (Preview) _____

(TRANSITION: _____)

BODY

I. (First Main Point --main points are full sentences) _____

A. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

B. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

C. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

(TRANSITION: _____)

II. (Second Main Point --main points are full sentences) _____ 3

A. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

B. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

C. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

(TRANSITION: _____)

III. (Third Main Point --main points are full sentences) _____

A. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

B. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

C. (Subpoint) _____

1. (Sub-subpoint) _____

2. (Sub-subpoint) _____

(TRANSITION: _____)

CONCLUSION

I. (Summary of Main points) _____

II. (Closing -- Clincher -- Tie this back to Attention Getter) _____

INTRODUCTION SPEECH -- VIDEO SELF-EVALUATION QUESTIONS WORKSHEET

4

After your introduction speech a videotape of your speech will be available online. **You will to access the streaming video through WebCT.** Take these five questions with you when you watch the streaming video of your Introduction Speech. Write your responses down when you are viewing the video then email your responses to me **–Please do not try to turn this list of questions into me with hand written responses–ONLY typed, emailed evaluations will be accepted.** Make sure that you include ONLY THE QUESTION NUMBER with the responses to the question in your email and not the question. For your eval **You Must include in the subject of the email**-in the following order- the nature of your email **and your Name**. For example in the subject of your WebCT email you will have: "Intro eval, Jane Doe"

1. Describe your voice, gestures, and bodily action (posture, use of space, etc...). What message(s) did they seem to communicate?
2. Did your use of voice, gestures, and bodily action enhance (or detract) from the message of your speech? What will you do to reinforce or change your use of your voice, gestures, and bodily action to enhance the message of your speaking opportunities?
3. Did you seem to establish a dialogue with your audience? Why or Why not? Did you appear sincerely interested and enthusiastic in the topic (your classmate) and in your talking with your audience? Why or Why not? **Give examples to support your answers.**
4. Describe, **in detail**, what you have learned from this speaking opportunity, **and how you will use this information in future speaking opportunities.**
5. Describe, **in detail**, the areas you will improve your public speaking, **AND EXACTLY HOW YOU WILL IMPROVE -- INCLUDE THE SPECIFIC STEPS YOU WILL TAKE TO IMPROVE** your public speaking skills. **Include a variety of steps you will take to improve in each area (To just “practice” is not a specific step – exactly how will you practice?).** Make a detailed plan for improvement.

SONG LYRIC SPEECH OBJECTIVES

Time -- 2 minutes to 4 Minutes--no shorter no longer

Objectives:

1. Develop public speaking skills.
2. Create an understanding of your audience.
3. Learn to interpret published material.
4. Develop a manuscript that is effective and easy to use.
5. Have fun – learn some lyrics.

The Lyric Speech is an opportunity to use others' works in an interpretive manner. This project will allow you to focus more on the presentation and interpretation of others' material than creating and organizing the information. Often while public speaking, we add quotes or stories to our speech to "spice it up." It is then that you may assume a voice or character distinctly different from your own and present others' thoughts and or work – you will want your audience to know that it is not your "voice." I would suggest that you select a song you are **unfamiliar** with and listen to it after you have decided how you will present the song. (Read the cassette, album and CD jackets, pick lyrics you enjoy, decide how to present them, THEN listen to the song.) You will speak the lyrics NOT SING them. If it is a song that you know well you might bust out into that song–This is a speaking exercise, not karaoke. Once you have found a song you will put the lyrics into Manuscript form.

The Manuscript:

The Manuscript is to be Typed, Large Font (20pt.+), double and triple spaced; no widows or orphans on the page. You could **Bold or highlight** the first word in each sentence to make it easy to pick up the start of each sentence. You could start all sentences on the left margin so you don't have to fish around in the interior of the page to find the start of the next sentence. Your goal is to develop a manuscript that is easy to use when delivering the speech. Get your manuscript done as soon as possible so that you can begin to practice with your manuscript. There is a web page available on the Public Speakers' site that is a Lyrics clearinghouse of sorts. You can go to the page and find just about any lyrics that you are looking for. Once you find the lyrics that you are interested in you can then copy and past the lyrics into your word processor. You can do this by highlighting the lyrics then hold down the 'Ctrl' key and hit the 'C' key to copy the highlighted text while still holding the 'Ctrl' key. Let up the keys. Next you will open up a document in your word processor and put your cursor where you want it in the new document. Hold down the 'Ctrl' key and hit the 'V' key to paste the highlighted text/lyrics into your new document. This is an excellent way to copy and paste text between and within applications in Microsoft Windows. Now you will need to edit the lyrics and make an effective, usable Manuscript.

Things I will consider while grading this speech (a partial list):

1. Does the performance meet the objectives of the project?
2. Do your vocal and physical aspects work well with the message you are intending to send the audience?
3. Do you gesture appropriately and maintain eye contact with your audience indicating practice?
4. Are you enthusiastic about your presentation and your choice of lyrics?
5. Have you demonstrated effective delivery skills and effective skills using a manuscript?
6. Speeches must be a minimum of 2minutes and a maximum of 4 minutes–otherwise they will be penalized.
7. Deliver the lyrics to the class using your verbal and nonverbal skills to bring the lyrics to life.

Evaluation:

You will evaluate your classmates presentations to help them improve and to improve your own skills. Evaluation is an important part of this class. It is just as important to be in class when others are presenting as when you are presenting. You will use the following questions to do your own self-evaluation while viewing your speech on videotape. You will type the responses to each of the following questions. Be detailed, concise, and specific in you self-evaluations. You will also include specific, concise, and comprehensive suggestions for improvement in your next speech. You will develop a specific plan of action and steps that you will take to improve. Then you will turn in your typed responses from this video self-evaluation.

1. Describe your voice, gestures, and bodily action. What message(s) did they seem to communicate?
2. Did your use of voice, gestures, and bodily action enhance the message of your speech and compliment your lyrics?
3. What will you do to reinforce or change your use of your voice, gestures, and bodily action to enhance and further reinforce the message of your next public speaking opportunity?
4. Did you establish a dialogue/connection with your audience? Why or Why not? Give examples to support your answers.
5. Describe, in detail, what you have learned from this speaking opportunity, and how you will use this in future speaking opportunities.
6. Describe, in detail, what specific areas you will improve by your next speech and exactly what steps you will take to improve for your next speech. Once you have created a vision—a plan of action will allow you to walk into that vision. Build the Plan and the improvement will come. Include every step you can think of to improve for your next speech.

The “Bad Speech:”

The “Bad Speech” will be a speech based on many areas in which you want to improve as a speaker. This is the comically bad speech. You will exaggerate all of the areas in which you want to improve. If you use verbal pauses (uh’s & Um’s) then use these to an extreme. If your heart races then try to make it race even more—put it through the roof. If your face turns red when you are speaking then make it turn beat red. If you talk too fast when you present then talk even faster. If you have trouble maintaining eye contact then force yourself to not look up the entire speech. If you tremble during your speech then try to tremble for the entire speech. Use self deprecating humor here if you want (you don’t have to). Create a speech that is so horrible it is funny. Don’t make up things that you don’t do--Use your “trouble areas” that you want to improve.

This is not an impromptu speech. This speech will take some preparation. I will look for creativeness, and your ability to deliver your message to your audience no matter how “bad” it may be. The key is to have fun.

Paradoxical Intention:

Someone who is frightened of speaking in public may develop symptoms of anxiety such as blushing and perspiration increases—then you become embarrassed by your red, wet skin; obsessive thoughts increase when you try to suppress them; fears get worse if you desperately avoid the scary situation; stuttering increases when you become self-conscious about the speech problem; you make more mistakes when you worry about making them. Paradoxical Intention contends that the harder you try to suppress the symptoms of anxiety the more stressful the situation becomes. Therefore, Paradoxical intention is used to help individuals not avoid displaying their symptoms, but rather try to produce them, even exaggerate them. They find, paradoxically, that the harder they try to produce the symptoms of anxiety the less they succeed in demonstrating them. The self detachment found in humor is the dynamic that can break the vicious cycle of fear and symptom. For this reason, paradoxical intention sessions are conducted in a light hearted manner. So have fun and make fun of yourself.

You will first isolate any symptoms that you fear and work at appropriate self talk. Instead of conventional positive self-talk, which would be along the lines of “I’m going to stay calm -- take deep breaths – I can do it – I’m doing well,” you will motivate yourself along the lines of: “I’m going to feel really nervous – I can make my heart pound faster if I try – I can make my palms sweat more if I try – I want to feel really terrified.”

Have fun with this speech. When we make fun of some of our fears it allows us to realize how irrational some of them are. I am not suggesting for a moment that speaking in front of a group is not an anxiety producing situation—it can be—I don’t deny this for a minute, however, I know that we create many of our fears and by laughing at them and forcing ourselves to try and experience the symptoms of our fears we can begin to deal with the fear and most importantly the symptoms.

The Content of the speech can be whatever you want your content to be, however, if you talk about the areas that you want to improve then it becomes ironic (and very funny at times). I suggest that the content be about how you want to improve. DO NOT INTRODUCE YOUR CLASSMATE AGAIN FOR THE BAD SPEECH (as this may offend your classmate).

THE "BAD" SPEECH SELF-EVALUATION

7

Speaker's Name: _____ TIME: _____ TOTAL POINTS _____

(20pts)

Good, Excellent = 2 points

Fair, Average = 1.5 points

Needs Work = .5 point.

Comment on all evaluation criteria. You will grade your own speech from the video. So please include comments that will help you improve. You are grading your own work, however, you need to include comments in order to get credit for the speech. Put your total score in the upper right corner.

I. Introduction

_____ A. Attention Getter or Not

_____ B. Purpose Statement or Not

_____ C. Preview—maybe

TRANSITION:

II. Body

_____ A. Areas of Improvement easily identifiable

_____ B. Content was appropriate or inappropriate for delivery

_____ C. Organization or disorganization

TRANSITION:

III. Conclusion

_____ A. Summary or not

_____ B. Memorable Close or less than memorable

IV. DELIVERY:

_____ A. Connection with Audience or Not

1. Eye Contact or lack of

2. Rapport w/ Audience or alienation of audience

_____ B. Nonverbal Communication

1. Purposeful Movement or uncontrollable movement

2. Effective Gestures or flailing distracting arms

3. Vocalics—monotonous voice

How did you make it difficult for your audience to listen to you? Comment on aspects of your delivery. Give examples.

COMMENTS:

Objectives:

1. Choose a story that you are excited to tell.
2. Create every bit of the storytelling experience.
3. Speak without memorizing and without using a script or outline.
4. Learn the essence of the tale and present the story fluently
5. Get in touch with the storyteller inside of you.
6. Enjoy the art of storytelling

Criteria:

1. **Choose your story carefully.**

- a. Please choose your story only from the following folklore forms: Folktales, Epics, Fairy Tales, Parables, Legends, Hero Tales, Myths, Fables, Ballads.
- b. Be sure that you **REALLY LIKE** the story -- share with us something that is unique as well as entertaining. Introduce a story that will be new for many of us.
- c. Suggestion: Find a story that comes from your own ethnic or cultural background.

2. **Analyze your story**

- a. See the instruction/guideline sheet for the analysis paper (it is forthcoming and has the format and information that is required).
- b. Be sure that your story outline has sufficient details.

3. **Practice -- Practice -- Practice**

- a. You should be able to tell your story fluently.
- b. No scripts, no books, or notes are allowed.
- c. Be natural, conversational, and direct.

4. **Time limits:**

- a. Your story should be 4-8 minutes in length.
- b. You will get a grace period of 15 seconds under or 30 seconds over that limit, after which points will be deducted.
- c. Hint: Practice **aloud**, record and time your story -- edit, if necessary.

5. **Critiques:**

- a. You will provide additional feedback to classmates by evaluating at least two other storytellers that are assigned to you.
- b. See schedule for details.

6. **Instructor Evaluation will be based on:**

- a. General Skills (Fluency, Visualization, Plot building to Climax).
- b. Delivery: Voice (rate, volume, articulation and pronunciation, tone) Body (Facial expressions, Eye contact, Gestures, Posture, and other body motion).
- c. Characterization (Uniqueness, Differentiation of characters).
- d. Adherence to time limits.
- e. Overall Effectiveness.

7. **Stuffs Due:**

Story Analysis Paper of your story – Refer to the *Story Analysis Guidelines and Sample Page*. Following your performance you will do a self-evaluation after viewing the videotape of your story. You will focus on **Four Storytelling Strengths and exactly how you will incorporate these strengths into your next speeches; Four Areas that you will improve, and four specific steps you WILL take prior to your next speech/performance to improve in the areas that you want to improve**. Be detailed, descriptive, and specific in your evaluation. You must include the four specific steps that you will take to improve for your informative speech. You are designing your plan for improvement—be comprehensive, and all-inclusive. Write your responses down when you are viewing the video then turn in, or email your responses to me **by the due date**. To receive credit for your email evaluation **you must include in the subject of the email**—in the following order **Story Eval, SP251, your class day (M or T) your class time, your Name**. For example if you are in SP 251 on Mon. & Wed. at 10:30am the subject of your email will include, in this exact order, the following information: **“Story Eval 251 MW10:30 Your Name”**

Select a Story as Soon as Possible:

During the selection process of your story you will want to refer to the text that I have put on reserve for you at the library. Go to the Circulation desk and ask for **The text:** Breneman, L., & Breneman, B., (1983) *Once upon a time: A story telling handbook*. Chicago: Nelson-Hall Publishers on Reserve for Ron St. John Speech 251. You will also want to refer to the *Storytelling Page* for 1000s of stories on the *Public Speakers' Web site*:

<http://mauicc.hawaii.edu/staff/stjohn/publicspeakers/storytelling.html>

Once you have selected your story you will want to analyze your story. The following sample is from *Once Upon a Time* regarding your analysis paper that you will submit to me on the scheduled due date. The analysis paper is to be typed. After you have analyzed your story and decided what you want to do with it, it is time to set your plan down on paper, a plan that is an outline of the essentials, not all the detail and description – an outline of the story.

<p>The outline, which we call the “Story Analysis Paper,” should include:</p> <p>Title Author Source (if known) One-sentence character description of major characters Statement of theme (sentence form) Outline of story introduction initial incident plot development other incidents _____ climax conclusion</p>	<p>You will want to adapt your story to make it most effective for you and your audience. This will become your story. You are the teller. You can adapt your story to a modern setting, a Hawaiian setting, or any setting that will enhance the story and bring it to life.</p> <p>If you do adapt your story be comprehensive and thorough in your adaption. I will offer Extra credit for any analysis paper turned in before the Scheduled due date - 1point per day up to 7 points and an extra 3points if it is a week early.</p>
--	--

A Condensed Sample Analysis follows:

Story Analysis

- Title:** “The Peddler and His Caps” (old folktale)
- Author:** Unknown
- Source:** *Storytelling* by Ruth Tooze
- Characters:** **Peddler** --- A run-of-the-mill little man, neither old nor young, experienced in selling, not especially ambitious but concerned over his own property and rights. Nobody makes a monkey out of him.
- Monkeys** --- Fun-loving, clever, imitative, full of “monkey shine.”
- Theme:** Monkeys will be monkeys! Or, Monkeys see, monkeys do!
- Introduction:** Once upon a time there was a peddler who sold caps. He carried the caps on his head – first his old brown cap, then yellow...blue...green...and RED.
- Initial Incident:** One day he couldn’t sell a single cap.
- Plot**
- Development:** He walked to the edge of the village and settled himself under a tree for a nap. Before sleep he checked his caps... yellow... He went to sleep and slept for a long time. When he awoke his first thought was of his caps... They were gone! He looked in front ...left...right...around the tree...no caps. Finally he looked up in a tree, saw monkeys, and every monkey had on one of his caps. “You crazy monkeys you,” shaking his finger. “Give me back my caps.” But the monkeys only shook their fingers. “Tsk, tsk, tsk!” “You monkeys.” This time he shook his fist. “Tsk, tsk, tsk!” (Mocking) “You monkeys.” He stamped his foot. “Tsk...” “You monkeys.” He stamped both feet. By now he was very angry— “You Monkeys” ---- and he tore his old brown cap from his head and threw it to the ground.
- Climax:** Every monkey tore the cap from it’s head and threw it to the ground.
- Conclusion:** The peddler picked up his caps...brown...yellow...blue...green...and the tip top...red. Back to village. “Caps for sale!”

Team Presentation Time: 15 Minutes per Team

Objectives:

- 1. Study, organize, and disseminate information to your peers**
- 2. Learn to effectively organize and outline an informative presentation**
- 3. Develop and improve communication skills**
- 4. Practice Team Presentation Skills**
- 5. Learn how to use PowerPoint and Incorporate it into a presentation**
- 6. Teach class members, and involve them in active learning**

Outlining and Organizing Your Information:

You will gather material from the assigned chapter(s), organize, synthesize, and summarize it into a clear, concise, coherent presentation. Your goal is to teach the class about your chapter and actively involve the class in a learning opportunity. You will outline the information from you chapter(s) in a specific outlining format. Please refer to the 5 accompanying *Outlining Handouts*. Your Team will have one overall preparation outline for the entire presentation, and each team member will have his or her own speaking outline using the same outlining format and visual framework as the preparation outline. You will share the wealth in the team and allow each team member equal participation in the preparation and presentation of the team project.

PowerPoint:

You will use PowerPoint in your presentation to help organize and clarify your ideas. You can use handouts, and other supplemental materials. Your PowerPoint Presentation is worth a total of 20 points. Your PowerPoint presentation will be evaluated on Usage, Content, Organization, and Integration into Presentation.

What to consider when creating your presentation:

1. Have you given appropriate consideration to your use of color? (Text & background)
2. Have you chosen a visible font?
3. Is punctuation and capitalization consistent throughout your slides?
4. Have you created clear, effective slides?
5. Will the projected image be visible for the entire class?
6. Do your slides focus on single ideas and convey that information effectively?
7. Are things spelled and punctuated properly?
8. Have you included a blank ending slide to avoid the bright screen after your last slide?
9. Is any part of your presentation distracting to your audience? Sounds? Colors? Text?

The Team Chapter Presentation is worth 40 points. Your Team Presentation will be evaluated using the following criteria: Introduction, Content & Organization, Group Cohesion, Delivery, and Overall Effectiveness. Remember that the Team Presentations are in place of Tests over the chapter materials. I expect you to put as much time as preparing for a test, if not more, into preparing for your presentations to our class.

It is imperative that you involve your audience in the learning process. You can do this in many ways -- asking questions, you may include a discussion and/or activity into your presentation. Be creative, have fun, and demonstrate your sincere desire to communicate with your audience!!! Make a connection with your audience. **You will have three opportunities to present in Teams:**

Team Presentation 1: _____ (Chapter), _____ (Date)

Team Presentation 2: _____ (Chapter), _____ (Date)

Team Presentation 3: _____ (Chapter), _____ (Date)

INSTRUCTIONS

First, Read about each of the types of connectives listed below, **then** Place connectives in the appropriate places in your outlines.

Connectives are words or phrases that join the thoughts of a speech together and indicate the relationship between them. Connectives are essential to help the audience focus on main ideas without having them guess which ideas the speaker thinks are important. The audience is able to tune into what points the speaker has talked about and what point the speaker is presently talking about. When a speaker uses connectives properly the speech will flow smoothly and make complex ideas understandable. Each speech should contain the following four connectives: transitions, internal previews, internal summaries, and signposts.

TRANSITIONS:

Transitions are used to indicate movement from a completed thought to a new thought. Transitions indicate what idea is being left and what idea is coming up. The following examples indicate the use of this connective.

In addition to being a problem nationwide, suicide is **also** a problem on our campus.

So much for the problem; **what about** the solution?

Now that you have seen what a serious problem illiteracy is, **you may be asking yourself**—“How can I help?”

Since we know a little more about what memory is, **let us turn to** the relationship between the human brain and the process of memory.

INTERNAL PREVIEWS:

Internal previews direct the audience to what areas will be covered next. Internal previews generally appear once the speaker has finished a transition and after a new main point. The speaker simply previews the subpoints which make up the point being addressed. The following examples show how internal previews key the audience into the areas to be discussed.

We can help solve the problem by **knowing how to identify the symptoms** and **knowing whom to contact for help**.

Puzzles can be used for entertainment, as an indication of intelligence, and to help us develop better problem-solving techniques.

INTERNAL SUMMARIES:

Internal summaries are the flip side of internal previews. Rather than indicating what subpoints are to follow in the speech, internal summaries remind the listeners what subpoints have been discussed. Internal summaries are excellent ways to reinforce and clarify ideas which are essential for the audience to remember. The following are examples of internal summaries.

Therefore, anyone can help solve the problem by **knowing how to identify the symptoms**, and **knowing whom to contact about helping them**.

I hope I've made it clear that needed information is slipping right by us because **the news doesn't arouse our attention, it comes at us in unorganized segments, and the bits and pieces don't allow the development of a schemata**.

SIGNPOSTS:

Signposts are short statements which tell the audience where the speaker is in the speech. Often times signposts are numbers of words which suggest that what the speaker is about to say is important. The following are examples of signposts.

Let's **first** take a look at the nature of the problem.

The **third** warning sign is giving away one's possessions.

And **first**, the **most important thing** to remember is child custody battle injure the children.

To begin with, we must examine the engine of the car.

COMBINATION OF CONNECTIVES:

Connectives, when combined effectively, allow a speech to flow smoothly through each idea. The following is an example:

(**Internal Summary:** I hope I have made it clear that **Kahiko** is used as a system of passing on history and knowledge about the Gods, Goddesses, Kings and Queens. **Kahiko** can be easily identified by unsmiling faces, and stiff motions of the dancers.)

(**Transition:** Since we now know a little about ancient hula, let us turn to the modern hula.)

II. (Main Point 2) The second major form of hula in Hawaii is the modern hula or 'Auana.

(**Internal Preview:** 'Auana is used for entertainment, it narrates love stories, and is distinguishable from *kahiko*.)

SPEECH PREPARATION CHECKLIST

Before you turn your Speech Preparation Outline in please go over each item in this check list and make sure that you can say yes to each and every item on this list in regard to your topic, and your preparation outline. **I will not accept outlines that are not in agreement with the items included on this list.**

TOPIC SELECTION:

- ____ 1. Have you selected a topic which your content is informative (not persuasive)?
- ____ 2. Have you selected a topic in which you are interested?
- ____ 3. Have you selected a topic that will be unique to the majority of your audience?
- ____ 4. Have you narrowed the topic to fit the time requirements?
- ____ 5. Have you considered the significance and relevance of your topic to your audience?

PURPOSE:

- ____ 1. Have you narrowed your purpose to the specific understanding you want your audience to acquire by the end of your speech?
- ____ 2. Make sure the specific purpose is concrete and clear—avoid figurative language and avoid being vague and too general.
- ____ 3. Does your specific purpose state what you wish to accomplish (e.g., To inform my audience about the two major forms of hula.)?
- ____ 4. Is your specific purpose one distinct thought or idea?

THESIS STATEMENT/CENTRAL IDEA:

- ____ 1. Is your thesis statement (central idea) one complete sentence?
- ____ 2. Is the wording of your thesis a clear and concise sentence summarizing your main points?
Note: Your Thesis forecasts exactly what is going to be discussed.

PREPARATION OUTLINE CHECKLIST

ORGANIZATION:

- ____ 1. Have you determined the best pattern of organization for the topic and purpose?
- ____ 2. Is your thesis statement (central ideal) consistent with your preview, main points and summary? **Note:** It is extremely important to maintain this internal consistency.
- ____ 3. Have you highlighted your main points by forecasting and summarizing them, by including transitions, and by repeating the main points in your connectives?
- ____ 4. Have you limited your main points and illustrative materials to improve clarity and avoid information overkill? **Note:** Using three Main Points is usually best.
- ____ 5. Have you used the standard outlining format (visual framework)? **Note:** Refer to **Organizing The Outline, and Sample Hula Outline** handouts.
- ____ 6. Have you incorporated connectives (transitions, signposts, internal previews and internal summaries) within the outline? **Note:** Refer to **Connectives** handout.
- ____ 7. Have you labeled all elements of the outline (e.g., Introduction, Body, Conclusion, Attention Getter, Relevancy Statement, Credibility, Reveal Topic, Preview, Summary, Memorable Close, Main Points, Sub-points, Internal Previews & Summaries, Transitions)?

INTRODUCTION:

- ____ 1. Do you have a clear and effective attention getter?
- ____ 2. Have you included a relevancy statement in your introduction creating relevancy between your topic and your audience?
- ____ 3. Does your introduction have a short and concise credibility statement establishing your credibility to your audience?
- ____ 4. Have you included a statement that reveals your topic to your audience?
- ____ 5. Have you provided a clear preview of your main points using similar phrasing to your main points in the body of your speech?

BODY:

- ____ 1. Are your main points complete sentences that define your thesis statement?
- ____ 2. Are your main points clear, concise, and simple to understand?
- ____ 3. Have you expressed your main points in parallel structure when possible?
- ____ 4. Are all of your main points, ideas, and claims completely supported?

CONCLUSION:

- ____ 1. Does your conclusion summarize the main points concisely and completely?
- ____ 2. Is your final statement strong and memorable?

CONTENT:

- ____ 1. Have you included ways to arouse audience interest in the information you present?
- ____ 2. Have you selected information that will meet audience needs, reduce complexity and increase understanding?
- ____ 3. Have you used personal experience, stories, analogies, and comparisons to increase audience interest in your information?
- ____ 4. Does your content meet the time requirements (too much or too little information)?

LANGUAGE:

- ____ 1. Have you employed your language skills in defining, describing and explaining?
- ____ 2. Have you defined your ideas through comparisons, contrasts, synonyms, antonyms or operational definitions?
- ____ 3. Have you used specific, concrete detail, vivid, and abstract language where it is appropriate?
- ____ 4. Have you attempted to be as descriptive as possible by using precise, accurate and detailed descriptors?

REFERENCES:

- ____ 1. Have you **ONLY Cited Sources** in your reference section that you will **VERBALLY** cite in your speech?
- ____ 2. Have you completely cited all of your sources using MLA or APA format?

Organizing the Preparation Outline

BODY

13

I. Start with Main Points

- A. Look at the research and try to find a way to organize your main points (chronological, spatial, topical, problem-solution, cause-effect).
- B. You should have at least two and no more than four main points.
- C. Try to keep the wording as similar as possible in all the main points, and state them in full sentences (not in fragments). Also, devote an appropriate amount of time to each one.

II. Next, Make Components of the Main Points with Subpoints

- A. Look at the research that fits under each main point and come up with key ideas that belong to these main points. These will be your sub points. You need at least two sub points for each main point.
- B. Subpoints can be in complete sentences or fragments.

III. Support Your Subpoints with Sub-Subpoints (your facts and examples)

- A. You must have at least four sources, that will be cited on your Reference section at the end of your outline. These sources will help provide you with your sub-subpoints.
- B. Make sure in the body of your speech you tell us where your information came from, and/or who said it, in other words, CITE YOUR SOURCES IN YOUR SPEECH.
- C. Sources could be books, book chapters, magazine/newspaper articles, interviews with expert or knowledgeable individuals, www sites, or any other viable Internet sources or electronic media.
- D. Examples you use for supporting your main points--can be personal experiences.

IV. Use Connectives Throughout Your Speech (refer to the connectives handout)

- A. Know what transitions, internal previews, internal summaries, and signposts are, and when to use them (see your Connectives Handout on the reverse side)!
- B. Label and include all connectives in your preparation outline.

SPECIFIC GUIDELINES FOR AN INFORMATIVE SPEECH PREPARATION OUTLINE:

MAKE CERTAIN THAT YOU LABEL EVERYTHING! (All labels are in parentheses--include all labels)

Title/Topic

Specific Purpose: This is what your main points must support or prove. Tell me in one sentence what the purpose of your speech is.

Central Idea/Thesis Statement: Summarize your speech/outline in one sentence. Should clearly sum up all of your main points.

INTRODUCTION

- I. (Attention Getter) This could be a story or anything you know will GRAB your audience's attention.
- II. (Credibility Statement) Answer the question "Why should we listen to YOU?" Give some type of factual information or some reference that will show that you know what you are talking about. This could be the fact that you had a class on the topic, or that you have done a lot of research, or that you have first hand experience with your topic, or you are an expert, etc.
- III. (Relevancy Statement) Tell your audience how your topic is relevant to them.
- IV. (Preview) Briefly reveal your topic and state what your main points will be. Be sure to use connectives (see your Connectives Handout)!!

TRANSITION: Transitions are used to go smoothly from one part/point of the speech to another. (Include in your transitional statement the exact wording you will use in your speech)

- I. (MAIN POINT 1) Your first main point goes here-it MUST be one complete sentence.

INTERNAL PREVIEW: of Subpoints (A, B, AND C) Go HERE (Include the exact wording of your internal preview)

- A. (SUBPOINT) You should have at least two subpoints under each main point. This could be one complete sentence. You cannot have an A without a B.
 1. (SUB-SUBPOINT) This is where the specific examples from your research are included to support your main points. You can use quotes, examples, stories. Be sure to cite all sources. If you have a '1.' you must have a '2.'
 - a. (Sub-sub-subpoint) Further examples and information to support your subpoint.
 - b. If you have an 'a.' you need a 'b.'
 2. SUB-SUBPOINT More of the above.
- B. SUBPOINT
 1. SUB-SUBPOINT
 2. SUB-SUBPOINT
- C. SUBPOINT (optional)
 1. SUB-SUBPOINT
 2. SUB-SUBPOINT

INTERNAL SUMMARY OF SUBPOINTS A, B, AND C GOES HERE (Include the exact wording of your internal summary)

TRANSITION: A transition is used to go smoothly from the 1st Main Point to the 2nd Main Point. (Include the exact wording of your transition)

- II. Your second MAIN POINT goes here. Follow the same format that you used for the first main point.
- III. Your third MAIN POINT goes here. (The total number of main points is optional, however, three main points seems to be the number easiest to manage as a speaker, and the easiest to remember for your audience.)

TRANSITION: A Transition is used to transition smoothly from the body of your speech into the conclusion. (Include in your transitional statement your exact wording)

CONCLUSION

- I. (Summary Statement) Summarize your main points. Be specific and concise.
- II. (Memorable Closing Statement) Leave your audience with something to think about. A memorable close that refers back to the attention getter creates psychological unity for your audience.

REFERENCES

Your sources. Include in your outline complete citations (using APA or MLA format) of the sources you used. Include interviews and EVERY SOURCE of information you used to prepare your speech That you WILL Cite in your speech.

Refer to the additional outlining handouts for further information and samples.

The Following student's outline is a sample outline that you may use as a guide as you prepare your informative speech preparation outline. You will want to include all the labels that you see in this outline. The following is the exact format and Visual Framework I would like you to use for your Informative Preparation Outline, however, yours will be full size.

Specific Purpose: I will inform my audience about what a good story includes.

Central Idea: A good story includes well-developed characters engaged in realistic dialogue, an interesting plot, and a vivid setting.

INTRODUCTION

- I. **(Attention Getter)** Tom Sawyer by Mark Twain.....The Grapes of Wrath, John Steinbeck.....Harry Potter by J. K. Rowling..... Three incredible storytellers who have provided hours of exciting drama for readers throughout the world. Have you read books like these, where the action taking place in the story is so gripping that it is on your mind even when you're not reading? Has that preoccupation sometimes seemed more appealing than your own reality?
- II. **(Reveal Topic)** Today I'm going to share with you some basic guidelines that these three authors have used in creating their masterpieces. I'm going to explain to you how to go about writing a good story.
- III. **(Credibility Statement)** In addition to completing many writing-intensive classes here at MCC, I've also written several short stories and some poetry. I won the League for Innovation Literary Competition the past two years--once for short story and once for poetry.
- IV. **(Relevancy Statement)** Because each of you is going to have the opportunity to complete at least one writing-intensive class as a prerequisite to graduation, the information that I'm about to share with you should prove very helpful. In fact, if you follow this formula, I can guarantee you an A!
- V. **(Preview)** A good story includes well-developed characters engaged in realistic dialogue, an interesting plot, and a vivid setting.

(TRANSITION: Let's start with what is widely regarded as the most important components of a good story: the characters and the way that they speak.)

BODY

- I. **(MP 1)** A good story includes well-developed characters engaged in realistic dialogue.
 - (INTERNAL PREVIEW)** Three vital steps toward developing your characters are: get to know them intimately, give them a relevant past, and provide them with realistic dialogue.
 - A. **(SUB-POINT 1)** Get to know your characters intimately.
 - 1. **(SSP 1) Figure them out.** In her national bestseller, *bird by bird*, author Anne Lamott tells us that, as a writer, "you need to find out as much as possible about the interior life of the people you are working with."
 - a. **(SSSP 1)** You must determine what kind of a person each individual character is.
 - i. **(SSSSP)** What motivates them?
 - ii. **(SSSSP)** What do they care about?

b. **(SSSP 2)** Make your characters multifaceted. 14

- i. **(SSSSP)** Remember that *no one* is "all good"
- ii. **(SSSSP)** Or "all bad."

- 2. **(SSP 2) Reveal the characters.** Also in *bird by bird*, Lamott writes that "Everyone is walking around as an advertisement for who he or she is--so who is this person? Show us."
 - a. **(SSSP 1)** The reader wants to emotionally connect with the characters.
 - i. **(SSSSP)** Let the reader inside the characters' heads.
 - ii. **(SSSSP)** Show what makes them angry or sad; what would they teach their children?
 - b. **(SSSP 2)** Give detail about the characters' physical appearance.
 - i. **(SSSSP)** What do they look like?
 - ii. **(SSSSP)** How do they hold themselves (are they slouched like an old hat or erect like a five-star general)?
 - iii. **(SSSSP)** How do they move?

B. **(SUBPOINT 2)** Give your characters a relevant past.

- 1. **(SSP 1)** Characters who have survived or are surviving a great deal are the most likable, so place hard times in their lives.
- 2. **(SSP 2)** Make it plain how their past has shaped them into the person that they are now, and make their behavior support this individuality.

C. **(SUBPOINT 3)** Provide your characters with realistic dialogue.

- 1. **(SSP 1)** One line of dialogue that rings true reveals character in a way that pages of description can't.
- 2. **(SSP 2)** Robert Houston, reviewer for *The Nation* wrote, "...Nearly 200 years ago, Wordsworth and Coleridge [two literary giants] started a revolution when they proclaimed their aim to write in '**the language really used by men.**' Neither of them quite achieved that...."
- 3. **(SSP 3)** Make each character sound real and unique.
 - a. **(SSSP 1)** Allow the reader to identify the character by *what* he or she says.
 - b. **(SSSP 2)** Allow the reader to identify the character by the *way* in which he or she says it.

(INTERNAL SUMMARY) Once we are thoroughly acquainted with our characters, have given them a past that provides explanation for who they are, and have placed true-to-life words in their mouths, we have a wonderful foundation for our story.

(TRANSITION) Next we'll see how to place the characters into an intense situation--providing the drama that the reader craves.

II. (MP 2) A good story includes an interesting plot.

(INTERNAL PREVIEW) Two central themes to keep in mind when writing plot are: plot naturally emerges out of character, and plot must provide gripping drama.

A. (SUB-POINT 1) Plot naturally emerges out of character.

1. (SSP 1) If you focus on who your characters are and let there be something at stake, you've got plot.
2. (SSP 2) Plot is what people will up and do in spite of everything that tells them that they shouldn't...let the chips fall where they may.

B. (SUB-POINT 2) Plot must provide gripping drama.

1. (SSP 1) The plot must give your readers the feeling that they simply *have* to find out what happens next.
 - a. (SSSP 1) In order to create this sense of urgency, drama is the key, and it must come fast and furious.
 - b. (SSSP 2) The basic formula for drama is: setup, buildup, and payoff (just like a joke).
2. (SSP 2) Famed author John Gardner, in writing about plot, said that the writer is creating a dream into which he or she invites the reader, and **that the dream must be vivid and continuous**.
 - a. (SSSP 1) Just like a real dream, the plot must flow smoothly, yet be compelling.
 - b. (SSSP 2) There should be no jarring "wake-up" moment when the reader says, "Huh? What happened? That makes no sense!"

(INTERNAL SUMMARY) Therefore, with the story's focus firmly upon the characters, plot naturally emerges, and that plot must provide constant drama.

(TRANSITION) So...here we are: we have well-developed characters, speaking realistic dialogue, involved in the high drama of an interesting plot. Now all our story needs is one final ingredient.

III. (MP III) A good story includes a vivid setting.

(INTERNAL PREVIEW) Two basic rules of thumb when choosing and writing your setting are to give descriptive detail and to make the setting fit the character.

A. (SUB-POINT 1) Give descriptive detail in writing your setting.

1. (SSP 1) When commenting upon the art of effectively describing a setting, Michele Driscoll, MCC professor of English and teacher of Creative Writing, said, "**There is no such thing as a tree.**"
 - a. (SSSP 1) There's a massive South Carolina live oak, the Spanish moss dripping from its heavy limbs like the drooping, lacy cuff of a lady's blouse.
 - b. (SSSP 2) There's a northern Minnesota jack pine, tall and straight, its bark covered with sticky sap and its pine needles razor-sharp to the touch.

2. (SSP 2) The spot where the action will be taking place--what is its feel, its temperature, its color...can anything be heard or smelled there? 15

B. (SUB-POINT 2) Make the setting fit the character.

1. (SSP 1) Just as everyone is a walking advertisement for who he or she is, so every room is a little showcase of its occupants' values and personalities.
 - a. (SSSP 1) Make the individual character's own space fit his or her personality.
 - i. (SSSSP) If the character is a neat nut, his or her home will not likely look like a tornado just hit.
 - ii. (SSSSP) If the character is a lazy oaf, he or she will not live in a perfectly organized environment.
 - b. (SSSP 2) Make the character's private space fit his or her interests.
 - i. (SSSSP) If you're describing a cop, there will likely be a handgun, handcuffs, and a badge on the table and maybe a uniform in the closet.
 - ii. (SSSSP) If your character is a priest, it would make sense to have a Bible on the nightstand.
2. (SSP 2) If the space you're describing is a communal area (police station, hospital, park, department store, etc.), first visit a similar place and then describe it accurately.

(INTERNAL SUMMARY) You can see that by giving descriptive detail in writing your setting, and making the setting fit the character, the readers will feel like they are actually *there*, present in that space.

(TRANSITION) We've now broken down the process of writing a good story into a step-by-step procedure that should be easy for any writer to follow.

CONCLUSION

- I. (Summary Statement) A good story includes three important elements. First, it must have well-developed characters engaged in realistic dialogue. As we've seen, it's vital that the reader be able to both relate to the characters and believe their words. Next, the story must offer us an interesting plot. Using the basic formula of setup, buildup, and payoff, the drama must be absolutely spellbinding. Finally, it's key that the story's setting be vivid. The reader needs to feel as if he or she is actually *there*, witnessing the action.
- II. (Memorable Closing Statement) There will never be another Mark Twain, John Steinbeck or J. K. Rowling; however, each of us *can* know what it means to write well. We can experience the thrill of connecting with an audience...of touching our readers' hearts...and of creating in them a greater understanding of the human condition. We can be heard telling the truth.

REFERENCES

- Driscoll, Michele. Assistant Professor of English, Maui Community College. Comments from in-class lecture, Creative Writing, English 104W1, Spring, 2000.
- Gardner, John. Excerpt from bird by bird by Anne Lamott. New York: Random House, 1994.
- Houston, Robert. *The Nation*. Excerpt from review of What We Talk About When We Talk About Love by Raymond Carver. New York: Random House, 1989.
- Lamott, Anne. bird by bird. New York: Random House, 1994.

Central Idea: _____

INTRODUCTION

I. (Attention Getter) _____

II. (Reveal your topic) _____

III. (Establish Credibility) _____

IV. (Relevancy Statement) _____

V. (Preview of Main Points) _____

(TRANSITION: _____)

BODY

I. (First Main Point –A Complete sentence) _____

(Internal Preview of SPs) _____

A. (Subpoint-supports the main point) _____

1. (S-SP) _____

a. (SSSP) _____

b. (SSSP) _____

2. (S-SP) _____

3. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

II. (Second Main Point—A Complete sentence) _____

(Internal Preview of SPs) _____

A. (Subpoint) _____

1. (S-SP) _____

a. (SSSP) _____

b. (SSSP) _____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

(Internal Preview of SPs) _____

A. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

CONCLUSION

I. (Summary of Main points) _____

II. (Memorable Close/Clincher--Tie this back to Intro) _____

References

Use **Complete Citations** to cite sources. Please use APA or MLA format. You can find Style Manuals online and in the Library. Only cite sources in you reference section that you will verbally cite and/or call reference to during your speech. If you have any questions about how to cite electronic sources you can also find information for how to cite electronic sources online or at the Library. Be specific and complete with all citations. Interviews and surveys can be difficult to cite. Include person's name and title for an interview or number of people (50 students) for a survey, also include when, and where the interview /survey was conducted.

Objectives:

1. Create a speech that is short, eloquent, and commemoratively inspiring to all.
2. Commemorate or pay tribute to a person, group, institution, thing, idea or event.
3. Organize your thoughts and ideas so as to inspire your audience.
4. Use the richness and beauty of the English language to commemorate and inspire.
5. Learn to effectively use a Manuscript when delivering a speech.

The Speech:

Commemorative speeches are addresses of praise, tribute or celebration (text pages 445-449).

Commemorative speeches pay tribute to a person, group, institution, thing, event or an idea. Eulogies, Fourth of July speeches, testimonial addresses, and dedications are examples of commemorative speeches. The fundamental purpose of a commemorative speech is to inspire the audience-to heighten their admiration for the person, group, institution, event, thing/monument or idea being praised.

Although it usually presents information about its subject, a commemorative speech is different from an informative speech. The aim of an informative speech is to communicate information clearly and accurately. The aim of a commemorative speech is to express feelings, arouse sentiments, and inspire. It is **NOT** just a list of a persons achievements, accomplishments and/or background; it is much more.

Commemorative speeches depend above all on the creative and subtle use of language. Some of the most memorable speeches in history are commemorative addresses that we continue to find meaningful because of their eloquent expression. Two aspects of language use are especially important for commemorative speeches. The first is avoiding cliches and trite sentiments. The second is utilizing stylistic devices such as those used to enhance the presentation like--imagery, rhythm, metaphore, simile, antithesis (eg., "If you fail to prepare--You prepare to fail.").

Use the following tips of special occasion/commemorative speaking to help you write, organize, and deliver your commemorative speech. If you would like a more complete description and outline of each of the following tips please refer to the Public Speakers' Pages--"The 251 Speeches Page" then "Commemorative Speaking" at:

<http://www.hawaii.edu/mauispeech/html/commemorative.html>

1. **Create a ceremonial speech that is short and eloquent.**
2. **Adapt your speech to the occasion and the person, place, or event you are celebrating.**
3. **Consider the emotional needs of your audience and attempt to fulfill these needs with your speech.**
4. **Focus more on conveying your emotions, respect, and sincerity than providing a great deal of information about the honoree.**
5. **Unify your audience around emotions and sentiments you commonly share for the commemorated.**
6. **Make specific references to the particular characteristics and contributions of the honoree.**
7. **Balance your adulation of the honoree's professional accomplishments with praise for her/his personal achievements.**
8. **Do not understate or exaggerate your emotions or praise for the honoree--BE SINCERE.**

The Manuscript:

The Manuscript is to be Typed, Large Font (20pt.+), double and triple spaced; no widows or orphans on the page. You could **Bold or highlight** the first word in each sentence to make it easy to pick up the start of each sentence. You could start all sentences on the left margin so you don't have to fish around in the interior of the page to find the start of the next sentence. Your goal is to develop a manuscript that is easy to use when delivering the speech. The due dates are on your new schedule.

MOTIVATIONAL MESSAGE USING THE MOTIVATED SEQUENCE PATTERN 20

Project and Message type to be determined

Objectives:

1. Develop a Motivational speech topic into a motivational presentation.
2. Apply effective research and organizational skills in preparing a speech.
3. Effectively analyze your audience.
4. Create understanding in your audience.
4. Learn and use the Motivated Sequence Pattern to assist you in creating understanding.
5. Practice delivery and presentation skills.
6. Motivate your audience to take action (preferably immediate action) in response to your speech.

Persuasion is a complex, fascinating process that permeates our lives. Essentially (or eventually) it involves *change*. The purpose of persuasive speaking is to change or alter people's beliefs, concepts, values, or attitudes toward certain persons, processes, or phenomena. Another directed purpose of persuasive speaking is to motivate people to action. For example, they may already believe in your concept or belief but are not doing anything about it, so the purpose of your speech would be to motivate them to action.

This message is motivational and persuasive in nature. Your focus will be on a motivational message of policy. **Always** Consider your audience--every step of the way. Use the Audience Centered Approach to public speaking. All Topics **MUST BE CLEARED WITH RON!** I want to know ASAP what your topic is so that I can help you prepare. The sooner I know what your topic is the sooner I can help you.

Selecting a Topic:

The selection of a topic is particularly important. In preparing the persuasive message, you follow essentially the same process as the preparation for an informative speech. Because the general purpose is to convince or move your audience to action, you must select a specific purpose you feel strongly about or you are convinced about – one that you feel passionate about. You cannot convince others if you are passive or apathetic toward a subject or purpose. Furthermore, **you cannot convince others** if you have scant knowledge of or little experience with the topic. Once you select a topic you feel strongly about, you need to conduct an audience survey and an analysis to discover the audience's predisposition (attitude) toward your topic and their knowledge of the topic. Refer to the *Audience Analysis Handout*. There are five general predispositions to a topic that your audience might hold:

- 1. Favorable but not aroused to act.**
- 2. Apathetic toward the situation.**
- 3. Interested but undecided what to do or think about it.**
- 4. Interested but hostile to the proposed attitude, belief, or action.**
- 5. Hostile to any change from present state of affairs.**

For your Motivational message, you must select a specific purpose that will require some sort of change on the part of your audience. To convince your audience to get a college degree does not involve change; however, to convince them to make their college education work for them could potentially involve a change in attitude or action. If you do a thorough audience analysis about your specific topic, then you can avoid an embarrassment such as trying to convince your audience not to smoke cigarettes when no one does. Your survey of the audience's attitude toward and knowledge of your topic will be essential in shaping a message that seeks change. Your message must deal directly with your audience's predisposition toward your topic and must seek a change and action from them.

Essential Characteristics of Persuasive Speaking:

The essential characteristics of persuasive speaking are the qualities or standards you should strive to achieve in the preparation and presentation of your persuasive message:

1. Logical and emotional appeals adapted to the audience.
2. Change by degrees.
3. Credibility and sincerity.
4. Ethical arguments and motives.

Gathering Information:

Hopefully, you will be knowledgeable on the topic already. However, part of your assignment is to find additional sources. You will want to have outside sources that you will cite in your message. You are not considered a source. An interview (using your interview skills) would be a great source. Or many of the new resources we learned about in the Library would be a great place to find sources. Include your sources in your references. Use complete citations. APA format is encouraged, but MLA is acceptable. Electronic sources are to be cited completely.

Audience Analysis:

You will also gather information about your audience based on your topic. You will do this by putting together a questionnaire for each member of your audience. I would like you to include in your questionnaire some demographic questions along with your topic specific questions. Please refer to the *Audience Analysis Handout* for more information. You will also want to refer to the

Public Speaker's site on Analyzing the Audience at: http://www.hawaii.edu/mauispeech/html/analyzing_your_audience.html

Organizing the Information for the Motivated Sequence Pattern (MSP) Speech:

You will outline the information you know and the information you gather into a Motivated Sequence Pattern preparation outline. Please refer to the *MSP Handouts* prior to our class discussion on the MSP. The MSP outlining format is a detailed preparation outline that we will go over in class to help you prepare and organize your information. **You will also construct a Speaking Outline from your MSP preparation outline.** You will use the same identical format and framework. You will have a "bare bones" version of the preparation outline for the speaking outline. You will use a skeleton of the preparation outline to present your message.

Using Visual Aids:

<p>Ten Tips for the use of visual aids:</p> <ol style="list-style-type: none"> 1. Prepare visual aids in advance. 2. Use Dark ink, Broad tip pens, Large lettering. 3. Display where ALL can see. 4. Don't pass visuals among aud. during speech 5. Explain visual aids clearly and concisely. 6. Make sure the visual aids are large enough. 7. Avoid distracting colors or pastel colors. 8. Keep them simple and clear Not cluttered. 9. Talk to the audience, not to the visual aid. 10. Practice aloud with your visual aid. 	<p>You will use a visual aid to assist you in creating understanding in your audience. A visual aid is used to clarify and explain visually. It should not be the focal point of the presentation. Many of you will be using statistical evidence in your MSP speeches, and would benefit from the use of visual aids to help your audience visually understand your statistics and figures. There are many types of visuals to choose from: slides, graphs, charts, pictures (large enough), flip-charts, models, diagrams, PowerPoint, overheads, etc.... DO NOT USE THE CHALKBOARD. More information and tips on using visual aids are available on the <i>Visual Aids Page</i> on <i>The Public Speakers'</i> web site.</p>
---	---

Evaluation:

You will evaluate other messages to help your classmates improve, and to improve your own skills. Evaluation is an important part of this class. It is just as important to be in class when others are presenting as when you are presenting your message. With all evaluations in this class it will be important to be thorough, concise and detailed, and also include the speaker's Strengths, areas where improvements are needed, and specific suggestions as to exactly how the speaker can improve for the next speech.

You will also do a self evaluation of your motivational message after viewing your message. This is your final opportunity in this class to write a clear, concise, comprehensive self evaluation –make it count. The self evaluation of your motivational message is worth 30 points. It is a final summation of how you will take what you have learned from this opportunity and apply it to your commemorative speech and your future personal and public speaking situations. Be very detailed in your typed responses to the following questions. **You will only receive credit** for a typed or emailed evaluation that is thorough, detailed, descriptive, comprehensive, clear, and concise and includes steps that you will take to improve for future speaking situations (commemorative speech), and what you have learned in this class and how you have improved throughout the semester. Make sure that you include the question number with your response to the question on your typed/emailed evaluation.

1. **Identify and describe in detail at least four areas that you have improved in your message development.**
2. **Describe how you have improved so far this semester in this class. Provide examples.**
3. **Describe, in detail, the areas you will improve your public speaking, AND EXACTLY HOW YOU WILL IMPROVE -- INCLUDE THE SPECIFIC STEPS YOU WILL TAKE TO IMPROVE your public speaking skills. Include a variety of steps you will take to improve in each area (To just "practice" is not a specific step – exactly how will you practice when faced with a speaking opportunity in the future? What steps will you take to prepare your message?).**
4. **Finally, I would like to know what you feel was the most valuable or helpful thing(s) and/or skill(s) that you learned from this Motivational Message Project that will help you in future speaking situations or other areas of your life.**

I would prefer your evaluations via email.

Materials to be turned in for the MSP Speech:

Target audience and analysis questions, Rough preparation outlines due ASAP. **Final draft of the Motivated Sequence Pattern Preparation Outline. Speaking Outline.** If you would like to turn your Preparation, and Speaking outlines in early I am offering the incentive of one extra credit point for each day you turn your outlines in before the due date up to a maximum of 7points with a 3point bonus for 1 week early (you can still turn your final outline in more than a week early). **Peer evaluations** will be done in class and given to the presenter(s) after the presentation. **Video self-evaluations** are due ASAP or no later than the 2nd class sessions following your presentation. **"Build your message, and the Grade will come."**

Monroe's Motivated Sequence Pattern

Alan Monroe (1969) stated that "Although individuals may vary to some extent, research has shown that most people seek consistency or balance among their cognitions. When confronted with a problem that disturbs their normal orientation, they look for a solution; when they feel a want or need, they search for a way to satisfy it. In short when anything throws them into a condition of disorganization or dissonance, they are motivated to adjust their cognitions or values, or to alter their behavior so as to achieve a new state of balance" (p. 42).

The Motivated Sequence derives its name from the fact that by following the normal processes of human thinking it motivates an audience to respond affirmatively to the speaker's purpose. The sequence contains five distinct steps:

- (1) **Attention** (get the attention of your audience),
- (2) **Need** (describe the problem, demonstrate a need for change),
- (3) **Satisfaction** (present a practical, and concise solution),
- (4) **Visualization** (allow your audience to picture the results),
- (5) **Action** (request immediate action from your audience).

I. **The Attention Step.** First and foremost you need to gain the attention of your audience. In order to gain favorable attention, one or more of the following are recommended (most of these are the same techniques you used in the introductions of your informative speeches):

- | | |
|---|---|
| A. relating to the audience | F. humorous anecdote |
| B. showing importance of the topic | G. telling a dramatic story |
| C. making a startling statement | H. posing a question (maybe rhetorical) |
| D. arousing curiosity or suspense | I. using visual aids for illustration |
| E. using a quotation relevant to your topic | |

II. **The Need Step.** Now that you have the interest and attention of your audience, you must next make them feel a need for change. You need to show your audience that there is a serious problem with the current situation. It is important to state the need clearly and to illustrate it with strong supporting materials. One or more of the following are recommended:

- A. give a clear concise statement or description of the need or problem.
- B. one or more detailed examples which illustrate the need.
- C. statistical data(don't overwhelm us with statistics, & make sure we can relate)
- D. Testimony and other form of support to show the extent of the need

In your need step you will make a convincing demonstration of how the need directly affects your audience: their health, happiness, security, or other interests. By the end of this step your listeners should be so concerned about the problem that they are psychologically primed to hear your solution.

III. **The Satisfaction Step.** Having aroused a sense of need, you satisfy it by providing a solution to the problem. Now you present YOUR PLAN/SOLUTION and show your audience how it will work. The following techniques are recommended:

- A. briefly state the action or change you wish your audience to adopt.
- B. a complete concise explanation of your plan.
- C. a theoretical demonstration -- show how this action logically meets the problem.
- D. give actual examples showing that this plan has worked effectively, and it's a practical solution
- E. use facts, figures and the testimony of experts to support your claims\plan.

Make sure that you give your audience enough details of your proposal/plan so that it is clearly understood. Diagrams and charts are often useful here. You want your audience to leave the satisfaction step with a clear understanding of your plan. Your audience should now be wondering how this will work for them and what it can do for them (e.g., "This seems to be a practical solution for me, however, I would like to see/visualize it in action. How can I benefit?").

IV. **The Visualization Step.** Now that you have given your plan/solution you will intensify your audience's desire for your plan by helping them visualize your plan. You want to project your audience into the future and picture the potential benefits of your plan. Use vivid imagery to show your listeners how **they** will profit from your policy. Make them **visualize** how much better conditions will be once your plan is adopted. The Visualization Step may be developed using one of the following techniques:

- A. **The Positive Method** -- by describing conditions as they will be in the future if the solution you purpose is carried out. Provide vivid, concrete descriptions. Select some situation which you are quite sure will arise in the future, and picture your audience actually enjoying the conditions which acceptance of your plan will produce.
- B. **The Negative Method** -- by describing the adverse conditions that will prevail in the future if the plan you have presented is not carried out. Picture for your audience the danger or the unpleasantness which will result from failure to follow your advice. Select from the Need Step the most undesirable aspects of the present situation, and show how these conditions will continue if your proposal is rejected.
- C. **The Contrast Method** -- by combining the positive and negative approaches. Use the negative method first, visualizing the bad effects if the audience fails to follow your advice; then the positive method, visualizing the good effects of believing or doing as you recommend.

Which ever method you use, remember that the Visualization Step must stand the test of reality. The conditions you picture must be capable of attainment. Moreover, they **must be VIVID**. Let your listeners actually see themselves enjoying the advantages, or suffering the evils, you describe. Now that your audience is convinced your policy is beneficial, they should be motivated to take action NOW.

V. **The Action Step.** The function of the action step is to translate the desire created in the Visualization Step into overt action. Make a call for action. Tell your audience exactly what you want them to do NOW, and exactly how to do it. For example: Tell them where to go today on campus to donate blood. Give them the address of the state representative that they can write to (or give them stamped addressed envelopes to the representative, or even a form letter they can sign). Give them all the information they need to sign up for the CPR class offered next week at the Red Cross. You have done the leg work and you are making it easy for your audience to take **IMMEDIATE ACTION**. This step can take the form of one or more of the following devices:

- A. a challenge or appeal
- B. a summary is always expected by your audience
- C. a quotation
- D. an illustration
- E. a statement of personal intentions

You must conclude with a final stirring appeal that reinforces your audience's commitment to **ACT NOW! Beware**, however, of making the action step too long or involved. You are trying to make this easy for your audience to do **RIGHT NOW**.

The Motivated Sequence Pattern is tailor made for policy speeches that seek immediate action. This sequence follows the process of human thinking and leads the listener step by step to the desired action. This is a tried and true sequence that is extremely effective. The Motivated Sequence Pattern is used by people who make their living by persuasion--especially advertisers. Many TV commercials use this same sequence.

The above material is based on excerpts and thoughts taken from: D. Ehninger, A.H. Monroe, and B.E. Gronbeck's, (1978) Principles and Types of Speech Communication, 8th. Ed., pp. 142-163; S.E. Lucas (1995) The Art of Public Speaking, 5th. Ed., pp. 353-361.

Sample Preparation Outline for Monroe's Motivated Sequence Pattern

You will be motivating your audience to an immediate action. Take a good look at this sample outline. The Motivated Sequence Pattern Outline is different from the Informative outline. **Always** Consider your audience--every step of the way. Use the Audience Centered Approach to public speaking.

The Following student's outline is a sample outline that you may use as a guide as you prepare your **Motivated Sequence Pattern preparation outline**. You will want to include all the labels that you see in this outline. The Visual Framework here is what I will be looking for in your outlines. The Visual Framework is the use of Roman numerals, Letters (both upper and lower case) and Arabic numerals along with clean indentation and the use of all labels for all elements. Your use of connectives is up to you. I would suggest that you use internal previews and internal summaries where you feel that they are needed. Your objective is to put together a clear concise speech that is easy to follow, and the use of connectives is very important in doing this. Just because you don't see internal previews and summaries here does not mean that you can't or shouldn't use them.

~~~~~  
**Topic:** Random Acts of Kindness

**Specific Purpose:** To motivate my audience to partake in random acts of kindness.

**Central Idea:** Partaking in random acts of kindness can brighten someone's day, save someone's life, and even change the world.

### INTRODUCTION

#### I. The Attention Step

- A. **(Attention Getter/Relevancy Statement)** Example of Mark walking home and dropping his books.... (Canfield, p. 35)
1. Bill saved Mark's life ... with a small, random, seemingly unimportant act of kindness.
  2. So how many times have you stopped to help someone pick up the books they dropped? Or paused to thank a house-keeper for keeping your hall so clean? Asked to speak to the manager of a restaurant because you had a great waitress?
  3. If your answer is not often or never, you should consider participating in random acts of kindness.
- B. **(Credibility Statement)** I have recently become interested in random acts of kindness and by reading several books on the subject, I have learned more about the impact these acts can have on people's lives.
- C. **(Preview)** Random acts of kindness can brighten someone's day, save someone's life, maybe even change the world.

**(Transition:** So why do we need random acts of kindness?)

### BODY

## II. The Need Step

23

- A. Throughout the nation, throughout the world, people are having bad days.
1. In fact, 17.5 million Americans suffer from depression each year. (Drexler)
  2. How many times have you heard about people in the news who were so distraught or depressed that they decided to go shoot a few people? The postal worker. The boy at his high school.
  3. And I'm sure all of you can recall having a bad day or feeling unhappy.
- B. As College Students we tend to get wrapped up in the stress and deadlines of our everyday life.
1. We forget to take the time to offer a compliments to others.
  2. We are often in too much of a hurry to stop and help someone in need.
  3. When we are in need of help and can't get it we may become unhappy.
- C. Unhappiness leads to more unhappiness.
1. For instance, a teacher having a bad day might yell at a student.
  2. The Student may then go back to the dorm and yell at his/her roommate.
  3. The roommate then yells at his/her friend. It's a chain reaction.

**(Transition:** But there is a way to break a link in this chain. The smallest effort can stop this chain reaction in its tracks and even reverse it. And every one of you can do it.)

## III. The Satisfaction Step

- A. By partaking in random acts of kindness, you can change someone's day for the better, give someone a boost of confidence, possibly even save a life or eventually change the world.
1. There are so many ways to be kind.
    - a. You could tell the next worker you see what a great job he/she's doing.

(MSP Sample Satisfaction step continued)

- b. Pick up and return that pen the person walking in front of you dropped.
  - c. Thank the cafeteria worker for the superior service.
  - d. Compliment a friend on a quality or a classmate on his/her strong points.
2. Just think of the things you could do for others or say to others that will brighten their day.

(Transition: These are only a few examples of kind acts that you can do.)

- B. According to a Greek proverb, "Kindness begets kindness."
  1. It's true! Kindness is also a chain reaction.
  2. One act of kindness leads to another.
    - a. Example--A teacher compliments you on the strong points of your speech.
    - b. With the boost of confidence, you will go to your room and thank your roommate for cleaning last weekend.
    - c. He/She'll compliment a friend and so on. And it all started with a teacher's simple comment on a speech.

**(Internal Summary:** Now you know how you can use random acts of kindness everyday to benefit yourself and everyone around you.)

**(Transition:** Envision yourself partaking in Random Acts of Kindness on a daily basis.)

#### **IV. The Visualization Step**

- A. Imagine yourself thanking your professor for his/her enthusiasm.
  1. How would that make him/her feel? Probably terrific
  2. And the next class that comes in that day will be in for the most enthusiastic lecture ever.
- B. Or imagine commenting on a classmate's talent, only to find out later that you saved his/her life.
- C. There are no disadvantages--It is a Win-Win situation.

1. It doesn't cost anything, and we definitely don't lose anything by doing it.
2. In fact, random acts of kindness will not only cheer other people up, they will make you feel good too.
3. Let's admit it, when we compliment someone or lend a helping hand, we feel good about ourselves.

**(Transition:** But don't just think about what you can do--go do it!)

#### **CONCLUSION**

#### **V. The Action Step**

- A. **(Summary)** With all of the problems in the world, and the bad days that people are having sometimes all it takes to turn a problem into an opportunity, and a bad day into a smile is a simple act of kindness.
- B. **(Call to Immediate Action)** According to William Wordsworth, "nameless, unremembered acts of kindness" are "the best portion" of a person's life, so go out and demonstrate it in every way that you can. (Ryan, p. 578)
  1. I'm going to hand out some cards that have a suggestion for a random act of kindness you can do today.
  2. Try one of the random acts on the card you receive, or try one of your own ideas.
  3. Be honest, sincere, generous and kind.
- C. **(Memorable Close)** Who knows, the world may slowly become a better place because of a single random act of kindness.
  1. Let it be yours.
  2. Oh, and by the way, you are a TERRIFIC audience!

#### **REFERENCES**

- Canfield, Jack, and Mark Victor Hansen. *Chicken Soup for the Soul*. Deerfield Beach, FL: Health Communications, Inc., 1993.
- Drexler, Madeline. "When the Blues Turn Black." *Redbook*. Vol. 184, Issue 1, p. 108. November, 1994.
- Lieberman, Gerald F. *3,500 Good Quotes for Speakers*. Garden City, NY: Doubleday and Company, Inc., 1983.
- Ryan, Alan, John Sparrow, T. C. Worsley, eds. *The Oxford Dictionary of Quotations*. 3rd edition. New York: Oxford UP, 1979.
- Briggen, Nancy (1997). *Random Acts of Kindness* [Online]. Available: <http://www.readersindex.com/randomacts/> [1997, October 27].