

## **MODULE 2      TECHNIQUES OF PERSUASION**

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- Unit 2      Organising your Material
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### **UNIT 1      SUPPORTING YOUR IDEAS**

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#### **1.0    INTRODUCTION**

You now know the main points you have to make in your speech. But you cannot stand up and say to the audience, “These are the main points I want to make.” Their answer would probably be “So what?” You need to explain or enlarge on these main ideas. You need to give your listeners additional information about each main point so that they understand what you mean and will believe what you say. That additional information is your supporting material. In other words, you have the skeleton or outline of a speech and now you have to add meat to the skeleton to make your ideas credible, interesting, and memorable. In this unit we will discuss how to support your ideas – the sort of material you need to look for, and where to find it.

#### **2.0    OBJECTIVES**

At the end this unit, you should be able to:

- identify how to source for relevant materials to support the main ideas of your speech;
- state why supporting material are an important part of your speech; and
- describe the types of supporting materials that you can use to give substance to your speech.

#### **HOW TO STUDY THE UNIT**

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.

- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

### 3.0 MAIN CONTENT

#### 3.1 Forms of Support

The term supporting materials refers to the information a person provides to develop and/or justify an idea that is offered for a listener's consideration. Supporting materials serve a variety of functions in oral presentations: to clarify the speaker's point, to emphasize the point, to make the point more interesting, and to furnish a basis that enables others to believe the speaker's point. Without supporting materials, an oral presentation is little more than a string of assertions (claims without backing).

We have already noted that Support Material illustrates your assertions so the audience will understand the concepts and conclusions you are presenting. These are various forms of supporting materials:

- **Examples:** Concrete instances. Visual is better. Make sure the audience understands or can relate to what the example is illustrating (3<sup>rd</sup> step)
- **Testimony (authority):** direct quotations or paraphrases – using someone else's knowledge/information and, thus, their credibility. Requires acknowledgement (oral citation).
- **Surveys:** compilations of many people's views, public opinion, quantitative. Be sure you understand what group the survey represents and who the source of the survey is.
- **Definition:** clarification of unfamiliar terms and concepts [by example, by synonym, by classification].
- **Analogy:** illustrating a concept by relating the unfamiliar to the familiar. Be sure the audience understands the points of similarity
- **Statistics:** quantitative information. Good for establishing significance. Use round numbers if possible. "Humanize" large abstract numbers by linking them to something familiar.
- **Narration:** stories. They are visual, personal and chronological. Highly concrete and memorable. Good for illustration; weak for proof.
- **Explanation (description/detail):** describing an idea or concept in your own words. Most effective when highly visual (use lots of adjectives). Often overused.

**Proof** – getting the audience to accept your ideas, believe you, and be persuaded. There are three traditional types of proof:

- **Pathos** - using emotions to get support
- **Ethos** - using credibility to get support (either your own credibility or that of your sources)
- **Logos** - using logic and evidence (support material) to prove you are correct and gain support.

### SELF-ASSESSMENT EXERCISE

State at least, five supporting material you will use for a speech titled *Examination is not a true test of knowledge*

## 3.2 General and Specific Guidelines for Supporting Material

### General Guidelines for Supporting Materials

1. **Pertinence** -- Each piece of support should be clearly relevant to the point it is used to support.
2. **Variety** -- The presentation should not rely excessively on one type of support (such as examples) but should instead use a number of different forms of support.
3. **Amount** -- The presentation should include a sufficient amount of support (enough to make the ideas presented both clear and compelling to the audience).
4. **Detail** -- Each piece of support needs to be developed to the point that audience members can both understand the item of support AND can see how the item backs up the point it is used to support.
5. **Appropriateness** -- Each piece of supporting material should meet the demands that the audience and the occasion place on the kind of material that is likely to be received favourably. A "scholarly" audience, for example, will probably place higher demands on the speaker's sources of information than a "general" audience would. A "graphic" description of a particular topic, while entirely fitting in some occasions, might be out of place in another.

### Specific Guidelines for Supporting Materials

Supporting materials are usually offered in recurring forms. Depending upon the form of support provided, you should ask yourself some questions to determine if you are making the best possible use of that kind of material:

#### For Examples/Narratives

- Is the example/narrative representative?
- Is the example/narrative sufficiently detailed and vivid?

- Is the example/narrative personalized?
- If necessary, was the source cited in the speech?

**For Statistics**

- Is the source of the statistics reliable?
- Has the source of the statistics been cited in the speech?
- Has the statistics been used correctly?
- Have you rounded-off complicated statistics?
- Have you interpreted the statistics (explained it in another way)?
- Have you done something to emphasize the statistic?
- Have you used statistics sparingly?

**For testimony**

- Is the source qualified to make the statement you're quoting?
- Is the quotation accurate?
- Have you attributed the testimony prior to the quote?
- Have you made it clear whether you are paraphrasing or quoting directly?
- If you are quoting, is the quotation brief?
- Have you clearly signalled where the testimony begins and ends?
- Are the source's conclusions reasonably free from bias?

**For comparison/contrast**

- Is comparison appropriate and justified?
- Is the comparison meaningful -- does it tell your audience something valuable?
- Have you avoided overdoing the comparison?

**Locating the information**

- personal experiences and observations
- interviews
- library materials

**3.3 Recording your Information and Citing Sources.**

A *source* is the place where you got your information, such as a book, newspaper clipping, vital record certificate or e-mail exchange. A *citation* is how you record that source for future reference and connect it to your data. It is important to cite your sources, but also important to cite them correctly. These are the proper formats for recording your genealogy research findings. Please remember that it is very important to properly document and cite your sources when preparing for a public speech event. There are so many possible sources that you may come

across which makes it vital that you keep proper track of where each piece of information came from.

There are many ways to record a citation, and they vary for the different kinds of sources. How you record a book is different from how you would record a newspaper clipping. While I would not expect an undergraduate student to learn a dozen different citation formats, you should still try to be as complete and consistent as possible. Whether you use the usual punctuation and style (brackets, etc) is really up to you. Remember that it is never ethical to pass on someone else's ideas as if they were your own. Always give credit to the people whose ideas you have used by naming your sources.

It is important to cite your sources, but also important to cite them correctly. Study the formats for citing sources:

- Books: Author, *book title*, (publisher, publication date), page numbers, location of source.
- John Smith, *Our Family History in Wales*, (Family Tree Books, 1973), p. 45-55, found at the Huntsville Public Library.
- Newspaper Clippings: "Title of piece", *name of newspaper*, city, date of publication, page numbers, location of source.
- "Old Courthouse Demolished", *Huntsville Daily Press*, Huntsville Ontario, March 16, 1962, p. 13,

#### 4.0 CONCLUSION

The point we have emphasised in this unit is that, in order to be a credible speaker, you have to provide the audience with evidence to convince them that what you are saying is believable. Stating an opinion, or giving some information in a general way, is usually not sufficient to convince an audience of the credibility of your statements. You need to support your ideas in a way that makes them clear, interesting, and trustworthy.

#### 5.0 SUMMARY

Always give credit to the people whose ideas you have used by naming your sources.

It is equally important that you know where to find the appropriate material you intend to use in your speech. If you find information from someone who has a recorded citation, you should **not** simply add that citation to your records until you have verified it for yourself. You should still record the source info, but make sure you also note where you got the actual information from. You should also make notes if you are getting your information from the actual document or a transcription

## 6.0 TUTOR-MARKED ASSIGNMENT

- i. With good examples, differentiate between general and specific guidelines for supporting material.
- ii. Discuss any four specific guidelines you will use to select supporting materials for a speech on ‘The National Youth Service Corp programme should be scrapped’.

## 7.0 REFERENCES/FURTHER READING

Barker, L. L. & Gaut, D. A. (1996). *Communication* (7th edition). Boston, Mass: Allyn & Bacon.

Du Toit P.; Heese, M. & Orr, M. (1995). *Practical Guide to Reading, Thinking and Writing Skills*. Halfway House: Southern.

Gamble, T. K. & Gamble, M. W. (1998). *Public Speaking in the Age of Diversity* (2nd edition). Boston: Allyn & Bacon.

[www.hawaii.edu/mauispeech/html/supporting\\_materials.html](http://www.hawaii.edu/mauispeech/html/supporting_materials.html)

Steinberg, S. (1999). *Persuasive Communication Skills: Public Speaking*. Cape Town: Juta.

## UNIT 2 ORGANISING YOUR MATERIAL

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### 1.0 INTRODUCTION

As far as the organisation of a speech is concerned, you need to organise your speech in a logical way. Indeed, another way of thinking about organisation is that it is the logical order in which things are done. If you want your speech to go well, it is vital that you organise it logically. A well-organised speech, that is, a speech that has its main ideas arranged in a logical sequence, has advantages for both the speaker and the audience. It makes it easier for your listeners to follow your ideas and remember them, and it reduces the risk that you will forget what you want to say.

### 2.0 OBJECTIVES

At the end this unit, you should be able to:

- arrange the main points and supporting material of a speech into an appropriate organisational pattern; and
- discuss the theoretical principles that guide the choice and structure (layout) of a particular organisational pattern (cognitive outcome).

## HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

## 3.0 MAIN CONTENT

### 3.1 Structure of the Speech

A speech (or presentation) generally falls into three parts, the introduction, the main body and the conclusion (beginning, middle and end). Each of these serves as an integral and essential role with its own unique function. The body of the speech is the biggest and is where the majority of information is transferred. Consequently, it requires careful thought and consideration as well as some imagination to organize the body of a speech effectively.

To aid in planning the body of your speech, it can be helpful to make use of concepts and themes which run through the body of your speech, providing structure and tying thoughts together in unified manner. This is not to say that your delivery must be uniform throughout. For example, a speaker might use several characters from a popular movie, television series or play to illustrate how a proposal might impact people in various roles within an organisation. The characters and the attitudes they portray may differ significantly but their common source provides a unifying factor that the audience will pick up and appreciate.

The time to consider the way to organize the body of your speech is after you have selected and ordered the points you want to make. The best "organizers" act as a mechanism for the audience to grasp and remember what you say. Organizers make it easier to provide continuity between opening, body and ending. They help you connect with the audience quickly and are an aid to remembering the points you wish to make, allowing you to deliver the speech with minimum use of notes.

### Organisation Ideas

Here are a few ideas for organizing a speech. Each has its own strengths and weaknesses and some may work better than others for a given topic or setting. They can be used individually or in combination. The list is far from complete and you should feel free to get creative and come up with your own ideas.

- **Acronyms:** Organise your speech around an acronym, with the individual letters representing a keyword, which summarizes a component of your presentation. If at all possible, choose a word which is related in some way to your topic.
- **Colour:** Colour can be used to organise a presentation and then be coordinated with props, visual aids and handouts. As an added bonus, many topics have associations with a particular colour (environment - green) or have colour as an important component (fine art, interior decoration). In such cases, using colour as an organisational aid is quick and easy as well as being intuitively clear to your audience.
- **Issues:** Issues can be financial, aesthetic, philosophical or political among others and can serve to simplify complex topics defuse areas where the audience has strong opinions or high emotions.
- **Opinions:** Many topics have distinct vantage points, depending upon a number of factors including, but not limited to, factors such as age, gender, political affiliation, faith, job function, etc. Exploring different viewpoints can be excellent for political topics or topics related to changes in the workplace.
- **People:** People can be actual, mythical, historical, political, or stereotypical. As with the illustration above, don't overlook well-known characters from literature, movies or television shows. You may also consider using characters based on stereotypical group behaviours. Examples of each of these include politicians, police detectives, teenagers and their concerned parents. Using characters can make for great entertaining speeches, which derive humour from human frailties.
- **Places:** People have a strong sense of place and often make generic associations with specific types of geography or with specific locations. Many topics, such as travel or history, are place-specific.
- **Problems and solutions:** This is a good all-purpose organisation and an excellent choice for emerging topics. It is flexible in that you do not necessarily need the same number of solutions as you have problems.
- **Shapes and patterns:** Use shapes such as circles, squares, or triangles for identification and to illustrate relationships and how things work.
- **Storylines:** Use a universal plot from literature, mythology, classic movies, popular novels or nursery rhymes. Alternatively, real stories and life experiences can make for powerful narratives.
- **Time:** Try using themes from the past, present and future for topics that change over time. Create a project time line and compare it to significant calendar units such as the fiscal year.

For a clearer analysis, we present the Basic Structure of a Speech thus:

All speeches contain at least three parts:

- a. An Introduction
  - b. A Body
  - c. A Conclusion
- a. In the **Introduction**, you state the topic of your speech. You tell the audience the main points of your speech. In other words, you say what you are going to speak about.
  - b. In the **Body**, you speak about each point in detail. For each point you must give the audience some evidence or information that will help explain and support each point. The Body is the longest of the three parts.
  - c. In the **Conclusion**, you should summarise the main points of your speech, and emphasise what you want the audience to remember.

### **Making a Simple Outline**

An outline is a way to organise your ideas logically and clearly. Without making an outline, your speech will probably lack structure, and so be difficult to understand. By using a presentation outline, you can "see" the structure of your speech. In addition, it can also serve as your speaking script.

The following presentation outline is a very simple way to organise your material into a speech format. If you have time, you should look at the detailed speech outline. When making an outline, you should not write full sentences, but just **key words and phrases**.

#### **1. Introduction**

- a. What is the topic of your speech?
- b. Why should the audience listen to your speech?
- c. What will your main points be?

#### **2. The body**

- a. What are your main points and ideas (sub-topics)?
- b. What is your supporting evidence and information (sub-sub-topics)?

#### **3. The conclusion**

What were the main points of your speech, and what do you want the audience to remember?

**Note** that the presentation outline is not a word-for-word script for the speech but an outline of ideas to serve as an organisational and presentation tool for the speaker.

### 3.2 Preparing the Introduction

A good introduction should capture the audience's attention, bring them together as a group and motivate them to listen attentively to the speaker. Here are some tips to help you do just that.

Expressions that can signal introductions:

- Shall we start? May I have your attention, please? Let's get started!
- Before we start, let me remind you of our schedule.
- Let me first introduce myself briefly.
- It is a great pleasure for me to be here with you today.
- The title of my talk is...I will be proposing some solutions...
- We can cover those points in about 20 minutes.
- This will leave us 10 minutes for questions before the coffee break, if there is any
- Let me start with an anecdote that will illustrate my topic.
- Who has not experienced/been affected by...?
- Have you ever wondered how much time we waste when doing....?
- Did you know that...? You will be surprised to hear that...
- Let me report the words of our chairman.

### 3.3 Organising the Body of your Speech

The body of your speech contains the detailed information that you intend to convey to your audience. You can begin by Formulating an Organizing Question (**Inherent questions**). You then go on to assess the information you have gathered, and identify the ideas and information needed to develop your topic.

Always endeavour to divide the Speech into Key Ideas such as these:

- a. Topical
- b. Chronological
- c. Spatial
- d. Causal
- e. Pro-con
- f. Mnemonic or gimmick
- g. Problem-solution

The above mentioned organisational patterns are explained thus

- a. **Topical** – topic divides itself into subdivisions. In topical order, your speech topic can also be divided into subsections, but talking about them in a logical way does not depend on time order or space order. If you were explaining about bias in the work place, for example, your main points could be the following:

- (1) Racial bias
- (2) Gender bias
- (3) Age bias
- (4) Physical disability bias

It does not matter which of the four main points you discuss first – they are all equally important. They do not depend on a time order or a space order to make sense. They are all subsections of the speech topic.

- b. Chronological patterns** – follows a time sequence (periods of time or processes).

When you discuss your main points in the time order in which they occurred, you are using a chronological pattern.

- c. Spatial** – divides into geography or physical proximity. Space or spatial order is used for describing things such as objects, organisations, or places.
- d. Causal** – explores the causes and effects of the topic or vice versa; you need to use causal order especially when you are trying to convince your audience that “this” was caused by “that”, or that “this” was the result of “that”. You use this pattern all the time in your everyday conversations.
- e. Pro-con** – presents both sides of controversial issues.
- f. Mnemonic or gimmick** – organizes a speech according to a memory device.
- g. Problem-Solution:** This organisational pattern is also one that you use regularly in your everyday conversations. “I see a problem. This is what we should do to solve it?”

**Problem:** Township children who start school in urban areas are at a disadvantage because their English language skills are not well developed.

**Solution:** Providing these children with extra English lessons would alleviate this problem.

You also need to be careful about the words you select to express the information contained in the body of your speech. You may need to ask yourself these questions:

- Does your audience need a dictionary to decipher your speeches?
- Do you write your speeches with encyclopaedic diction?
- Do you draw your speechwriting inspiration from legal documents?

- Technical writing, essays, financial reports, and legal writings all have their place — but **none of them belong in your speechwriting**.
- Speeches which use **simple, conversational language** are more enjoyable to listen to, easier to follow, and more likely to be remembered.

When involved in public speaking, you usually think about getting content from your expertise and experiences. However, to add the human touch to any presentation, consider including conversation. For example, a little boy went to his mother with a question. Since the mother was busy on the computer, she replied, “Why don't you go ask your dad?” The boy's response: “I don't really care to know that much about it.” Although this is a joke, my guess is that the conversation is based on an actual dialogue between mother and child

With this objective of looking for real conversation for your next keynote presentation, have paper and pen always available to record key sentences. Listen to other people's conversation. Write down clever sentences of people you talk to. People will be flattered if you say, “Do you mind if I take a moment to jot that down? That was so clever!” You might find just the right place for it in your next speech. Effective presentation skills come from a variety of sources as well as presentation skills delivery. Telling about a conversation you were involved with or overheard will also help you to deal with stage fright since it is a story that's comfortable for you to tell.

Conversation is not just an important part of interpersonal skills; conversation can become an integral part of your presentation.

### 3.4 Preparing the Conclusion

Audiences tend to put a lot of emphasis on their first and final impressions of a speaker (technically known as the primacy/recency effect). Because of this, it is very important to finish your speech with something great. If you have ever seen a stand-up comedian perform, you will find that they save their best jokes for the end of their set, for this very reason.

To end your speech with impact, you can use a lot of the devices such as: quotations, jokes, anecdotes, audience involvement, questions, etc.

One of the best ways to conclude a speech is to tie the conclusion into the introduction. For example, you might have begun your speech by telling a suspenseful story that relates to your topic, but save the end of the story for the very end of your speech. Or refer back to the same quotation. Or refer to the joke that you told. Any of these strategies will give your speech a sense of connection and closure, and will leave the audience with a great final impression.

If you are delivering a persuasive speech, you might try a slightly different ending because your goal is not just to be remembered, it's to inspire people to take action. One way to do this is to issue a call-to-action. This means that you specifically tell your audience what actions you expect them to take related to your speech. Another way to inspire action with the conclusion of your speech is to appeal to their emotions. If you create a desired emotion within your audience, and then leave them with that emotion, they will take that emotion with them. For example: If you leave them feeling guilty about not-recycling by painting a bleak picture about the state of the Earth that their grandchildren will live in, then they might recall that emotion the next time they choose not to recycle and alter their behaviour.

Leaving a strong final impression is the most important aspect of the conclusion, but there are some other necessary steps as well:

1. Making a smooth transition from the body of the speech to the conclusion is crucial. To do this, use a signpost known as a concluding statement. The most common concluding statements include: "in conclusion", "I leave you with", "finally today", and other similarly obvious endings.
2. Just as it is important to preview a speech in the introduction, it is important to summarize the speech in the conclusion. The more the audience hears your main points, the more likely they are to remember them. By previewing, discussing, and summarizing your main points, your audience will be exposed to them at least three times during your speech.

A good conclusion should be about 5-10% of the total speech length. Anything shorter than 5% means that the ending has come too abruptly. Anything more than 10% and the audience may become restless. This brings up another point: If it sounds like a conclusion, you need to finish your speech in a reasonable amount of time. The conclusion is not the place to add new material.

The point being made here is that the beginning and conclusion of your talk are actually the most important parts. This is where you catch the attention and leave them with one final thought. Your closing moment is the main influential factor to persuade your listeners to do what you want them to do.

Here are some more suggestions for writing the conclusion of your speech:

3. An effective way to conclude a speech is to review your points and connect all to your introduction text. Restate the most important point of your speech. Connect it with the central idea in the introduction lines. For

example state it in other words or use the rhetorical technique of repetition by repeating a few important key phrases or words.

4. In a speech conclusion you could briefly recap the main speech topics. Summarize the major supporting points or paragraphs. It helps your audience to absorb and retain all information, your central message, and you make it easy for them to follow the logical steps you have informed them about.
5. Conclusion writing can also be explained as offering the so-called *moral of the story*:
  - a. Restate the problem and provide your solution in two sentences
  - b. Show a benefit or valuable application
  - c. Give the ultimate answer on some big question or issue you proposed earlier or at the opening of your speech presentation
  - d. Offer them 'how to do it' steps; visualize a course, sequence or time path of action.
6. Reaffirm the connection between the needs and interests of the listeners and your speech topics.
7. Close with a dramatic but appropriate statement based on emotional appeals. Examples of this kind of a speech conclusion could be:
  - a. Finish with a heart-felt human interest story or personal experience anecdote
  - b. Connect the public speaking topics with the everyday feelings and lives of your public speaking audience
  - c. Recite a couple of lines from a nostalgic song, poem or quotation from a historical speech and refer to its similarities
  - d. State a slogan - transform your central motto, idea or principle into an easy one to remember.

#### 4.0 CONCLUSION

Persuasive speech in public speaking is the art of using words to influence an audience. It involves directing, guiding or appealing to the thinking, logic or emotions of an individual or an audience. Since the goal of persuasion is to help the listeners to accept the idea, attitude or action being presented by the speaker, the intelligent organisation of the structure of the speech cannot be overemphasized. This organisational structure is often accomplished by the speaker's use of argumentation, rationalization, symbolism, and how the speaker presents supportive information.

#### 5.0 SUMMARY

In this unit, you have learnt what organizing your speech is all about, and the important techniques of developing a good organisational structure for your speech. You also learnt that a persuasive public speech needs to **convince, to change the minds of your audience with logical thought and sound reasoning**. You were also informed that if you are going to change the mind of your audience

through persuading them, you need to know how to implement the techniques of organizing your persuasive material intelligently.

## 6.0 TUTOR-MARKED ASSIGNMENT

i. Say whether the following statements are true or false.

	True	False
(a) Clear organisation is usually less important in speaking than in writing.	<input type="checkbox"/>	<input type="checkbox"/>
(b) Speakers who present well-organised speeches are more credible than speakers whose speeches are poorly organised.	<input type="checkbox"/>	<input type="checkbox"/>
(c) Chronological organisation is used primarily for informative speeches.	<input type="checkbox"/>	<input type="checkbox"/>
(d) Speeches arranged in time order follow a spatial sequence.	<input type="checkbox"/>	<input type="checkbox"/>
(e) Transitions are one of the forms of supporting materials used in a speech.	<input type="checkbox"/>	<input type="checkbox"/>
(f) “We’ve dealt with the problem. Now let’s consider the solution” is an example of a transition.	<input type="checkbox"/>	<input type="checkbox"/>
(g) It is seldom appropriate to discuss the importance of your topic in the introduction to your speech.	<input type="checkbox"/>	<input type="checkbox"/>
(h) Establishing goodwill is more important in the introduction to a persuasive speech than it is in the introduction to an informative speech.	<input type="checkbox"/>	<input type="checkbox"/>
(i) In the conclusion to a speech, it is inappropriate to refer back to the ideas mentioned in the introduction.	<input type="checkbox"/>	<input type="checkbox"/>
(j) In the outline of your speech, you identify the main points by Roman numerals and sub points by capital letters.	<input type="checkbox"/>	<input type="checkbox"/>

Questions 2 to 10 are multiple-choice questions. Please make sure that you do them because your examination paper also consists of multiple-choice questions.

ii. What is the most important reason for limiting the main points in a speech?

- (1) There is no time to include supporting materials if there are too many main points.
  - (2) It is difficult to balance the time given to each point if there are too many main points.
  - (3) It is difficult for the audience to keep track of more than five main points.
  - (4) There is usually not enough time to develop more than three to five main points.
- iii. Deciding on an organisational pattern for your main points depends on .....
- (1) your topic, your purpose, and your audience
  - (2) your topic and your credibility
  - (3) your topic and your audience
  - (4) your topic, your audience, and your support materials.
- iv. Which organisational pattern would be the most effective for arranging the main points in a speech with the specific purpose:
- “To inform my audience about the steps involved in a successful job interview”?
- (1) causal
  - (2) topical
  - (3) spatial
  - (4) chronological.
- v. When main ideas follow a directional sequence, they are organized in .....
- (1) causal order.
  - (2) topical order
  - (3) spatial order
  - (4) geographical order.
- vi. Which organisational pattern would be the most effective for attaining the main points of a speech with the specific purpose:
- “To inform my audience about the three major types of television programmes”?
- (1) analytical
  - (2) topical
  - (3) spatial
  - (4) problem-solution.
- vii. Here are the main points for a persuasive speech about the depletion of the ozone layer.
- (1) The depletion of the ozone layer has reached crisis proportions in Nigeria.
  - (2) Solving the problem requires that the government immediately ban all aerosol sprays.

- These main points are arranged in .....order
- (1) chronological order
  - (2) topical
  - (3) spatial
  - (4) problem-solution.
- viii. All the following are purposes of a speech introduction except.....
- (1) gaining the audience's attention
  - (2) providing examples to support the main point
  - (3) introducing the topic of the speech
  - (4) enhancing the speaker's credibility.
- ix. Which of the following would you most likely find in a speech introduction?
- (1) a transition
  - (2) a call to action
  - (3) a startling statement
  - (4) a lengthy quotation.
- x. In his persuasive speech, Jerry concluded with the following statement: So the next time you receive an e-mail message announcing a blood donation week on campus, decide that this will be the time for you to get involved – to do something that could save a life.

What method of concluding his speech did Jerry use?

- (1) an appeal to action
- (2) a hypothetical example
- (3) a summary
- (4) reference to the introduction.

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## UNIT 3 PREPARING THE DELIVERY

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Verbal Behaviour
  - 3.2 Vocal Behaviour
  - 3.3 Visual Behaviour
  - 3.4 Overcoming Speech Apprehension
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### 1.0 INTRODUCTION

No one is born possessing public speaking skills. Even the most noted speakers in history had to learn how to deliver an effective speech. People become good public speakers by learning the skills of effective speech delivery. What's more, these skills are not reserved for the select few. They are skills that anyone can learn.

Conversational quality (in public speaking) refers to a manner of utterance that resembles the spontaneity and informality of relaxed personal conversation, or conversational tone in the delivery. Do not confuse a conversational quality with a conversation. They are not the same thing. A speech is more formal than a conversation. Nevertheless, a public speaker should try to make the listeners feel that he or she is talking **with** them, as in a conversation.

### 2.0 OBJECTIVES

At the end this unit, you should be able to:

- creatively choose and use language appropriately in speech delivery;
- overcome speech apprehension; and
- use the various methods of delivering your speech.

### HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.

- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

### 3.0 MAIN CONTENT

#### 3.1 Verbal Behaviour

Verbal behaviour refers to the words we speak. It is very important, in public speaking, to pay attention to the words you speak. Think carefully about the words before you speak them. Ask yourself “Is there a better way of saying this?” Listen to words others use that explain an idea better than you could have. Study the following explanations of the figures of speech that can make you “Speak vividly”.

- **Alliteration** is repeating the first letter or sound of words that are close together. “John is cool, calm and collected”.
- **Antithesis** is putting contrasting ideas together. See these examples:
  - a. “Man proposes, God disposes”, “Give every man thy ear, but few thy voice”,
  - b. “Many are called, but few are chosen”.
- **Hyperbole** is a deliberate exaggeration used for effect, as in the example in the prescribed book – nobody is really bigger than a house!
- **Personification** is to give something non-human characteristics. The constitution is not alive, but saying that it will “live forever” vividly conveys the speaker’s idea of permanence.
- A **rhetorical question** is one to which no answer is required. It is used for effect – for example, to attract the audience’s attention in the introduction to a speech.

#### 3.2 Vocal Behaviour

This refers to how you sound when you deliver your speech – rather than with the words you use. It explains how and why volume, rate, pauses, pitch, articulation and pronunciation are important factors in the way your speech comes across to your listeners.

#### 3.3 Visual Behaviour

This section is concerned with nonverbal communication – what the audience sees (rather than what they hear) from the time you get up to make your speech until you sit down again. Remember that all nonverbal behaviour must complement rather than contradict your verbal message. Note the following nonverbal elements of public speaking:

1. personal appearance
2. posture
3. gestures

4. body movements
5. facial expression
6. eye contact.

### **3.4 Overcoming Speech Apprehension**

**Communication or Speech apprehension** is the fear associated with communicating with another person. According to research, 31 percent of school students experience some level of communication apprehension. A feeling of fear or nervousness experienced before a speech can actually give a competitive edge when the speaker comes to understand this and tackle the fears associated with public speaking. It is important not to try to eliminate fears associated with speaking - rather, it is helpful to take action to manage and control the anxiety.

These factors influence whether or not communication anxiety is present, and to what degree: the degree of evaluation, that is, what the subject perceives to be at stake, whether or not the subject feels subordinate to their audience, how conspicuous the subject feels, the degree of unpredictability in the situation, the degree of dissimilarity between the speaker and the audience; memories of prior failures or successes, and the presence or lack of communication skills are all factors impacting the degree of communication anxiety suffered in a given situation; also known as “stage fright.”

#### **Dealing with Presentation Fears**

Typically, fears of public speaking fall into two categories: fears about the audience (i.e. what if they don't like me, they'll have heard all this before, they'll walk out, etc.) and fears about ourselves (i.e. I'll forget what I have to say; I'll freeze; I'll make a mistake, etc.). It is helpful to develop strategies to be psychologically prepared for making a speech.

#### **Planning the Design**

Two vital aspects of successful public speaking are to define your purpose and to learn as much as you can about the audience.

#### **Defining Purpose**

Generally, work-related presentations fall into four different categories. When the purpose is to:

- stimulate the audience, the presentation is geared toward reinforcing and intensifying feelings already present in the listener
- inform the audience, the presentation provides data or information
- persuade the audience, the speaker expresses a viewpoint and works to prove it
- activate the audience, the presentation is geared towards asking the audience to take action.

**Audience Analysis**

The more you know about your audience, the more you can target your presentation to the specific group of people to whom you will be speaking. Try to find out about the audience before the presentation.

Remember that every good speech has an opening, a body, and a close. Some authorities on presentation skill suggest that for every one minute of speaking, one hour be spent preparing. And of course, part of preparation is the actual construction of the speech.

**The Opening**

Your opening should be designed to grab the listeners' attention, give your audience a reason for listening to the remainder of your speech, and smoothly lead into the body of your presentation. It is advisable to practise your opening until you have committed it to memory.

**The Body**

Research indicates that organized information is easier to understand and remember than unorganized information. Therefore, in constructing the body of a speech, it is important to identify the main points and organize them. There are different ways to organize information, including chronologically, categorically, by cause and effect, and by problem and solution. Main points must be stated, supported, and restated.

**The Close**

The closing must be the logical conclusion of your opening and overall purpose. It should be stimulating, memorable, and well planned. Memorization of the closing is very important to bring together the contents of the speech in a compelling way.

**4.0 CONCLUSION**

Most people are nervous about public speaking. When delivering a presentation, it may help to remember that your audience wants you to succeed. Many people would rather listen to a confident, dynamic speaker than one who is boring or unprepared. This is why the way you deliver a speech or presentation is as important as the research and preparation you put into it. Even interesting speeches will not hold people's attention if they are delivered without expression or enthusiasm from the speaker. Almost everyone is capable of giving an interesting speech or presentation with some practice and a few basic techniques.

**5.0 SUMMARY**

In this unit, we have discussed the three elements of delivery which are your style or use of language, the way you sound, and the way you look. We also presented guidelines for overcoming speech apprehension, as well as some methods of

delivering a speech. Interestingly, everyone is capable of giving a good speech or presentation with some practice and a few basic techniques.

## 6.0 TUTOR-MARKED ASSIGNMENT

- i. Explain the difference between vocal behaviour and visual behaviour.
- ii. Mention and discuss any three figures of speech that can make you speak vividly.
- iii. Discuss any three ways a speaker can overcome presentation fears.  
Questions 4 to 10 are multiple-choice questions. Please, make sure you do them because your examination paper contains a large number of multiple-choice questions.
- iv. Changing your pitch to draw attention to a particular word is called .....  
  - a. inflection.
  - b. spontaneity.
  - c. volume.
  - d. variety.
- v. In how many of the following situations will the personal appearance of the speaker influence the audience?  
  - (a) A politician presenting a report-back speech to voters.
  - (b) A chairperson giving a financial report to the board of directors.
  - (c) A professor giving a lecture to students.
  - (d) A student welcoming exchange students from Australia.  
    - (1) one
    - (2) two
    - (3) three
    - (4) four.
- vi. In which of the following situations would a speaker **most** likely read from a manuscript?  
  - (1) A farewell speech to an employee who is retiring from the company.
  - (2) A speech delivered at the graduation ceremony of a university.
  - (3) A welcoming speech to new members of staff.
  - (4) A speech on the activities of the local soccer club.
- vii. Which **two** of the following statements about extemporaneous delivery are NOT correct?

Speaking extemporaneously.....

- (a) allows for more control over language than speaking from memory.
- (b) encourages a more conversational quality than speaking from a manuscript.
- (c) requires less preparation than speaking from memory.
- (d) allows the speaker to better adapt the speech to meet audience's needs.  
  - (1) (c) and (d)

- (2) (a) and (b)  
 (3) (b) and (d)  
 (4) (a) and (c).
- viii. In a speech to encourage matriculants to register for a course in Communication Studies, the speaker used, but did not explain, the words **semiotics** and **rhetoric**.
- The speaker's language was not appropriate to the .....
- (1) occasion  
 (2) topic  
 (3) audience  
 (4) setting.
- ix. As a speaker, you would probably choose words such as **liberation** and **freedom fighter** if you wanted to.....
- (1) arouse the audience's emotions.  
 (2) come across as impartial.  
 (3) enhance your credibility  
 (4) explain a constitutional right.
- x. "We must put an end to war, or war will put an end to us" is an example of .....
- (1) metaphor  
 (2) antithesis  
 (3) alliteration  
 (4) exaggeration.

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## UNIT 4 PERSUASIVE SPEECHES

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Attitudes, Beliefs, Values and Behaviour
  - 3.2 Developing your Persuasive Speech
    - 3.2.1 Choosing a Topic
    - 3.2.2 Arriving at a Purpose
  - 3.3 Persuasive Strategies
    - 3.3.1 Logos: Reasoning
    - 3.3.2 Pathos: Feeling
    - 3.3.2 Ethos: Source Credibility
  - 3.4 Organising your Persuasive Speech
    - 3.4.1 Monroe's Motivated Sequence
  - 3.5 Evaluating Speeches
    - 3.5.1 Principles of Speech Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### 1.0 INTRODUCTION

In the preceding units, we have attempted to expose you to the new knowledge and skills you require in order to persuade rather than inform people. For example, how to develop convincing arguments and evidence, how to ensure your credibility, and how to appeal to emotions and reason. In this unit, we shall be studying the techniques of writing persuasive speeches.

### 2.0 OBJECTIVES

At the end this unit, you should be able to:

- prepare and deliver your own persuasive speeches; and
- state the underlying theoretical principles involved in writing persuasive speeches.

### HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.

- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

### **3.0 MAIN CONTENT**

#### **3.1 Attitudes, Beliefs, Values and Behaviour**

Attitudes, values and beliefs are related in the sense that your values (your concept of good and bad, right and wrong) and your beliefs (your acceptance of something as true or false) will determine your response or attitude (like or dislike) towards it. Suppose you believe that the following statement is true: It is good for an adult to have a job he or she does for a living (belief), and one of your values in life is that everyone should earn enough money to live comfortably. You would then have a favourable attitude towards a public speaker whose purpose it is to persuade the audience to take a course in public speaking as a veritable source of income.

Very often, your motivation to act on an issue is prompted by your values, beliefs and attitudes towards it. If you believe strongly that women have the right to limit the size of their family, then you are more likely to be persuaded to sign a petition that asks local social services to provide contraceptives on demand. Or, if you value freedom, you may be persuaded to join a protest march because journalists have been arrested for stating their opinion in print. But, then it may interest you to know that in many instances, a call to action does not always work. A persuasive speaker may change someone's attitude towards a topic, but that does not necessarily mean that they will change their behaviour. In Nigeria, for example, many people have adopted a positive attitude toward working in culturally diverse organisations, but they still prefer to socialize with people from their own group. So, we would be right to say that, while their attitude has changed, their behaviour has not.

#### **3.2 Developing your Persuasive Speech**

##### **3.2.1 Choosing a Topic**

It is important to emphasise the selection of a topic about which you feel strongly and about which you have a reasonable amount of information. If you do not choose such a topic, it will be difficult for you to sound convincing. Note the fact that you can obtain interesting and appropriate support material in the media on most issues that are being debated. A word of caution about support material from the media: it too can be biased, so make sure that you think critically about it before you use it.

### 3.2.2 Arriving at a Purpose

In persuasive speeches, writing down a proposition as well as a specific purpose helps to keep you focused on exactly what it is you are trying to persuade people to think about or do. Your proposition is similar to your specific purpose in that it narrows down your topic. It is different from your specific purpose in that it only states what it is that you want your audience to agree with. It does not state the conditions for agreeing. For example: **It is safer to travel by air than by car** is the basic statement (proposition) you want your listeners to agree with. But, in your specific purpose, you would add the conditions: **At the end of my speech the audience should be able to state three reasons why it is safer to travel by air than by car.** While you are preparing your speech, you should constantly keep your proposition in mind. Your most important task in this section is to distinguish between propositions of fact, propositions of value, and propositions of policy. These are defined as follows:

- Proposition of fact – the statement is either true or false.
- Proposition of policy – the statement suggests a specific action.
- Proposition of value – the statement asks for a judgment about something.

### 3.3 Persuasive Strategies

- Whenever you read an argument, you must ask yourself, "is this persuasive?"
- And if so, to whom?" There are several ways to appeal to an audience. Among them are appealing to logos, ethos, and pathos.
- These appeals are prevalent in almost all arguments.

#### 3.3.1 Logos: Reasoning

The Greek word logos is the basis for the English word logic. Logos is a broader idea than formal logic--the highly symbolic and mathematical logic that you might study in a philosophy course. Logos refers to any attempt to appeal to the intellect, the general meaning of "logical argument." Everyday arguments rely heavily on ethos and pathos, but academic arguments rely more on logos.

Yes, these arguments will call upon the writers' credibility and try to touch the audience's emotions, but there will more often than not be logical chains of reasoning supporting all claims.

#### 3.3.2 Pathos: Feeling

Pathos is related to the words pathetic, sympathy, and empathy. Whenever you accept a claim based on how it makes you feel without fully analyzing the rationale behind the claim, you are acting on pathos. They may be any emotions: love, fear, patriotism, guilt, hate or joy.

A majority of arguments in the popular press are heavily dependent on pathetic appeals. The more people react without full consideration for the WHY, the more effective an argument can be. Although the pathetic appeal can be manipulative, it is the cornerstone of moving people to action. Many arguments are able to persuade people logically, but the apathetic audience may not follow through on the call to action. Appeals to pathos touch a nerve and compel people to not only listen, but to also take the next step and act in the world.

### 3.3.3 Ethos: Source Credibility

Ethos is related to the English word ethics and refers to the credibility or trustworthiness of the speaker/writer. Ethos is an effective persuasive strategy because when we believe that the speaker does not intend to do us harm, we are more willing to listen to what s/he has to say. For example, when a trusted doctor gives you advice, you may not understand all of the medical reasoning behind the advice, but you nonetheless follow the directions because you believe that the doctor knows what s/he is talking about. Likewise, when a judge comments on legal precedents, audiences tend to listen because it is the job of a judge to know the nature of past legal cases.

These strategies are further illustrated graphically as follows:

To Appeal to Logic (logos)	To Develop Ethos	To Appeal to Emotion (pathos)
<ul style="list-style-type: none"> <li>• Theoretical, abstract language</li> <li>• Literal and historical analogies</li> <li>• Definitions</li> <li>• Factual data and statistics</li> <li>• Quotations</li> <li>• Citations from experts and authorities</li> <li>• Informed opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Language appropriate to audience and subject</li> <li>• Restrained, sincere, fair minded presentation</li> <li>• Appropriate level of vocabulary</li> <li>• Correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Vivid, concrete language</li> <li>• Emotionally loaded language</li> <li>• Connotative meanings</li> <li>• Emotional examples</li> <li>• Vivid descriptions</li> <li>• Narratives of emotional events</li> <li>• Emotional tone</li> <li>• Figurative language</li> </ul>
	<b>Effect</b>	
<ul style="list-style-type: none"> <li>• Evokes a cognitive, rational response</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates author's reliability, competence, and respect for the audience's ideas and values through reliable and appropriate use of support and general accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Evokes an emotional response</li> </ul>

## 3.4 Organising your Persuasive Speech

### 3.4.1 Monroe's Motivated Sequence

One of the best ways to organise a persuasive speech is with a method called **Monroe's Motivated Sequence**. It is utilised in many television commercials and is probably the most effective way to get people to take action. Well, it's probably not as effective as forcing someone to do something at gunpoint, but the motivated sequence is much more ethical, and shouldn't get you arrested.

If you need to give a persuasive speech for school, using Monroe's Motivated Sequence, you should first consider a couple of things when choosing your topic in order to be as persuasive as possible. First, choose a topic that your audience members will be able to do in the near future. For example, "wear your seat belt on the way home from class today" or "give blood at the blood drive this Friday". The sooner your audience can do what you ask, the more likely they will be to actually do it. The second thing to consider when choosing a topic is make it as relevant to the audience's lives as possible. It is meaningless to persuade your audience to quit smoking if only a few of your audience members actually smoke.

Monroe's Motivated Sequence has 5 steps that must be presented in this order:

- **The Attention Step:** This is the equivalent to the introduction section of an informative speech or five-paragraph essay. You open with a question (preferably rhetorical), a quote from someone famous or respected, a story (preferably true), or startling statistics. You would then give your audience a reason to listen, and then preview your speech.
- **The Need Step:** You need to clearly show that the problem exists in the lives of your audience. Consequently, you need to know your audience as well as possible. The problem also needs to be stated in negative terms and credible evidence used to demonstrate that this is a real problem. Students frequently skimp on this step because they mistakenly believe the audience members already see the problem as they do. Don't make this mistake. Your audience is probably much less aware of the problem than you are.
- **The Satisfaction Step:** So, now that you have established that there is a problem, the next thing you do is provide a workable, reasonable plan that allows your audience to solve the problem. Remember, the easier the solution, the more likely your audience will do it. The whole point of your speech is to get your audience to take action, so if your solution is too hard or time consuming, there is less chance they will do it. In this step, you also need to address any objections your audience will have to do what you propose. Anticipate these objections and address them now. For instance, if you are trying to persuade your audience to wear their seat belts, one

objection they might have is that they do not feel they need to belt-up if they are not going very far. Bring it up and provide statistics on traffic fatalities that occur close to home.

- **The Visualisation Step:** In this step, you need to create a visual image of your audience taking action. There are two ways to do this: show your audience members how great the world would be if they do what you ask, or show them how terrible the world will be if they do not, or both. You have appealed to your audience's logical side by using statistics and number in the previous steps, now you can appeal to their emotions and desires.
- **The Action Step:** This would be similar to the conclusion portion of an informative speech. You signal the end of your speech, you recap the need, the satisfaction, and the visualization steps, and then you ask them to take action. It may feel weird, but tell them exactly what you want them to do now.

Remember, in order to be persuasive, make sure to accomplish these five steps in order. Also, be sure your topic is as relevant to your audience as possible, and use sound research to show the need for your audience to do as you ask

### 3.5 Evaluating Speeches

We work hard at preparing for the effective delivery of a speech, but preparation and delivery are not the end of the speechmaking process. We also have to evaluate our own and other people's speeches so that we can constantly learn from our mistakes (and from the "good things" we did) and improve our speeches in the future.

#### 3.5.1 Principles of Speech Evaluation

Studying other speakers is a critical skill. The ability to analyse a speech will accelerate the growth of any speaker.

The principle of speech evaluation examines different aspects of speech presentation analysis. Here, you will learn how to study a speech and how to deliver an effective speech evaluation.

#### The Most Important Thing to Analyse: The Speech Objectives

Knowing the speaker's objective is critical to analysing the speech, and should certainly influence how you study it.

- What is the speaker's goal? Is it to **educate**, to **motivate**, to **persuade**, or to **entertain**?

- What is the primary message being delivered?
- Why is **this person** delivering **this speech**? Are they the right person?
- **Was the objective achieved?**

### **The Audience and Context for the Speech**

A speaker will need to use different techniques to connect with an audience of 1500 than they would with an audience of 15. Similarly, different techniques will be applied when communicating with teenagers as opposed to communicating with corporate leaders.

- **Where** and **when** is the speech being delivered?
- What are the **key demographic features of the audience**? Technical? Students? Elderly? Athletes? Business leaders?
- How large is the audience?
- In addition to the live audience, is there an **external target audience**? (e.g. on the Internet or mass media)

### **Speech Content and Structure**

The content of the speech should be selected and organized to achieve the primary speech objective. Focus is important — extraneous information can weaken an otherwise effective argument.

### **Before the Speech**

- Were there **other speakers before this one**? Were their messages similar, opposed, or unrelated?
- How was the speaker **introduced**? Was it appropriate?
- Did the introduction establish why the audience should listen to **this speaker with this topic at this time**?
- What body language was demonstrated by the speaker as they approached the speaking area? Body language at this moment will often indicate their **level of confidence**.

### **The Speech Opening**

Due to the primacy effect, words, body language, and visuals in the speech opening are all critical to speaking success.

- Was a hook used effectively to draw the audience into the speech? Or did the speaker open with a dry “*It’s great to be here today.*”
- Did the speech open with a **story**? A **joke**? A startling **statistic**? A **controversial statement**? A **powerful visual**?
- Did the speech opening clearly establish the intent of the presentation?
- **Was the opening memorable?**

### The Speech Body

- Was the presentation **focused**? i.e. Did all arguments, stories, anecdotes relate back to the primary objective?
- Were examples or statistics provided to **support the arguments**?
- Were **metaphors and symbolism** use to improve understanding?
- Was the speech **organized logically**? Was it easy to follow?
- Did the speaker **bridge** smoothly from one part of the presentation to the next?

### The Speech Conclusion

Like the opening, the words, body language, and visuals in the speech conclusion are all critical to speaking success. This is due to the **recency effect**.

- Was the conclusion **concise**?
- Was the conclusion **memorable**?
- If appropriate, was there a **call-to-action**?

### Delivery Skills and Techniques

Delivery skills are like a gigantic toolbox — the best speakers know precisely when to use every tool and for what purpose.

### Enthusiasm and Connection to the Audience

- Was the speaker **enthusiastic**? How can you tell?
- Was there **audience interaction**? Was it effective?
- Was the message *you-* and *we-focused*, or was it *I-* and *me-focused*?

### Humour

- Was humour used?
- Was it **safe and appropriate** given the audience?

- Were **appropriate pauses** used before and after the punch lines, phrases, or words?
- Was it **relevant to the speech**?

### Visual Aids

- Were they designed effectively?
- Did they **complement speech arguments**?
- Was the use of visual aids **timed well** with the speaker's words?
- Did they **add energy** to the presentation or remove it?
- Were they **simple and easy to understand**?
- Were they **easy to see**? e.g. large enough
- Would an **additional visual aid** help to convey the message?

### Use of Stage Area

- Did the speaker make appropriate use of the speaking area?

### Physical – Gestures and Eye Contact

- Did the speaker's **posture** display confidence and poise?
- Were gestures **natural, timely, and complementary**?
- Were gestures **easy to see**?
- Does the speaker have any **distracting mannerisms**?
- Was **eye contact** effective in connecting the speaker to the whole audience?

### Vocal Variety

- Was the speaker **easy to hear**?
- Were **loud and soft** variations used appropriately?
- Was the **pace** varied? Was it slow enough overall to be understandable?
- Were **pauses** used to aid understandability, heighten excitement, or provide drama?

### Language

- Was the language **appropriate** for the audience?
- Did the speaker **articulate** clearly?
- Were **sentences short** and easy to understand?
- Was **technical jargon** or unnecessarily complex language used?
- What **rhetorical devices** were used? e.g. repetition, alliteration, the rule of three, etc.

### **Intangibles**

Sometimes, a technically sound speech can still miss the mark. Likewise, technical deficiencies can sometimes be overcome to produce a must-see presentation. The intangibles are impossible to list, but here are a few questions to consider:

- How did the speech make you **feel**?
- Were you **convinced**?
- Would you want to listen to this speaker again?
- Were there any **original ideas** or techniques?

Evaluating speeches takes time and practice. Do not be put off by the fact that you will probably find that, the first few times, you cannot answer all the questions. Like all the other skills we learn in life, constant practice makes the process easier and easier. So try it – not once, but many times. You will be surprised at how quickly you learn to spot the good and poor elements of the speeches you listen to – whether they are sermons in church, presentations given by your colleagues at work, or the speeches of politicians or other professionals.

### **SELF-ASSESSMENT EXERCISE**

Discuss the steps you will use to prepare a speech on “The NYSC programme should be scrapped”.

## **4.0 CONCLUSION**

There are lots of things to consider and understand prior to writing a persuasive speech. In order to influence others, you have to understand the subject, and understand the audience's perception of the subject. Moving around also helps because it enables all of the audience to get an emotional response. Indeed, persuasive speeches require that you develop a written piece of work that includes the basic introduction of your topic, the arguments for your topic, and the arguments against your topic. You should always have supportive evidence developed from sources, and even be prepared to discuss your topic with the audience after the persuasive speech.

## **5.0 SUMMARY**

In this unit, we discussed the way of changing or reinforcing attitudes, beliefs, values and behaviour. We also examined the development of a persuasive speech as regards choosing a topic and choosing a purpose. Meanwhile, three persuasive strategies were postulated: logos, pathos, and ethos. Finally, we studied Monroe's motivated sequence, and how to evaluate a speech.

## 6.0 TUTOR-MARKED ASSIGNMENT

- i. Explain the terms **attitudes**, **values** and **beliefs** and give your own example of each.

Questions 2 to 10 are multiple-choice questions. Please make sure that you do them because your examination paper consists largely of multiple-choice questions.

- ii. Which one of the following is an example of persuasive speaking?
- (1) Reporting the results of a recent investigation into the film industry.
  - (2) Trying to change the audience's attitude to generic medicines.
  - (3) Introducing a speaker who is to give a speech on a controversial topic.
  - (4) Demonstrating how to fill in an election ballot.
- iii. The three types of proposition in persuasive speeches are.....
- (1) propositions of opinion, fact and policy.
  - (2) propositions of opinion, belief and policy.
  - (3) propositions of fact, value and policy.
  - (4) propositions of opinion, attitude and value.
- iv. "To persuade my audience that the army should be used to help combat crime in urban areas" is a specific purpose statement on a question of...
- (1) fact.
  - (2) attitude.
  - (3) value.
  - (4) policy.
- v. A persuasive speech on a question of .....argues for or against a particular course of action
- (1) fact
  - (2) need
  - (3) value
  - (4) policy
- vi. Using vivid language to help listeners see the benefits of the action you are recommending is important in the .....step in Monroe's motivate sequence.

- (1) attention
  - (2) motivation
  - (3) satisfaction
  - (4) visualization
- vii. The Greek word, logos is the basis for the English word .....
- (1) legion
  - (2) logics
  - (3) pathos
  - (4) ethics
- viii. Which of the following is a way to enhance your credibility in a persuasive speech?
- (1) establishing common ground with your audience.
  - (2) deliberately not mentioning your personal knowledge of the topic.
  - (3) relating the topic to your audience in the introduction.
  - (4) insisting that your views are right because you are an expert.
- ix. What kind of reasoning is used in the following statement?  
***Our soccer team lost the League because we have an incompetent coach.***
- (1) reasoning by comparison
  - (2) emotional reasoning
  - (3) causal reasoning
  - (4) criteria-to-application reasoning.
- x. What kind of reasoning is used in the following statement?  
*These new electronic tools are just like the tools you have been using before. The only difference is that they are quicker and will make the job easier to complete.*
- (1) reasoning by comparison
  - (2) emotional reasoning
  - (3) causal reasoning
  - (4) inductive reasoning

## 7.0 REFERENCES/FURTHER READING

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