

Lecture 2 – Preparing for the Informative Speech

Chapter 15 – Delivery

- Four **methods** of delivery
 - **Manuscript**
 - Very difficult
 - Sometimes done for first time speakers
 - If you ever do one, make sure it is typed or easy to read. Important words are highlighted.
 - **memorization**
 - also very difficult
 - risk sounding like a robot
 - **Extemporaneous**
 - Probably the best method
 - Done from an outline on a notecard that includes main words, ideas, and transitions.
 - Not memorized; freedom to adjust
 - **Impromptu**
 - Impromptu means “not rehearsed”
 - Little or no time for preparation
 - Impromptu holds the risks of pauses while you think of what to say next.
 - Don’t fill these up with **vocalized pauses**.
 - Impromptu is the type of speech we do most often and is the scariest.
 - Give reasoning in class
 - Explain why you think your idea might work
 - Describe a problem that you perceive

Note: a combination of all four works well

- Reading quotes
- Memorizing introduction and conclusion helps build confidence

Choosing a Topic

Subject Area: general categories, such as movies, disease, history, and so on. Subject areas are too broad for a speech.

Topic: a topic is a specific category within a subject area

Subject area	Topic
Movies	editing
History	Hiroshima
Disease	diabetes

Consider your **audience (target audience)**:

Demographics:

- Age
- Race
- Education (background knowledge)
- Culture
- Gender
- Economics

How much will the audience know about the topic already?

Purpose: have a purpose

What do you intend to achieve in your speech?

General Purposes:

- Inform
- Persuade
- Entertain – Special occasion

Specific Purpose:

The goal of the speech, which is stated in a complete sentence.

Example:

I want to explain the steps it takes to get a movie from paper to screen.

Thesis Statement: the statement that expresses your specific purpose. It is a complete sentence that expresses the speaker's most important ideas, or key point, about a topic.

Specific Purpose: I want to explain the process of editing film.

Thesis: Editing film is a complicated process, but once you understand the process, you will never watch films the same way.

Specific Purpose: I want to explain the draft.

Thesis: The military draft is a highly controversial topic that needs to be fully understood before siding either way.

Specific Purpose: I want to explain the characteristics of the six major classifications of show dogs.

Thesis: Show dogs are classified according to their characteristics as hounds, terriers, working dogs, toys, sporting dogs, and nonsporting dogs.

Specific Purpose: I want to explain the history of Christmas.

Thesis: Christmas has an interesting history that dates back thousands of years before the birth of Christ.

Supporting Your Thesis:

Facts – information with proof

“Editing is mostly done now on computers.”

Expert Opinions

Illustrations

Anecdotes – Brief, often amusing stories

Perhaps I would tell a story about Hitchcock’s editing fiasco on *Rope*. I could describe some long shots of early films and compare them to the chaotic editing of MTV music videos.

Statistics – 96% of sound in film is artificial (source?)

Comparisons

Definitions

Descriptions

Quotations

Organizing your speech:

3 parts:

1. introduction
2. body
3. conclusion

○ Introduction does four things:

1. gets the attention of the audience
2. provides a clear link from your attention-getter to your speech topic, or thesis
3. gives your specific thesis statement
4. presents a preview of the major areas that will be discussed

1. **Attention getters** – five types:

○ **Ask question:**

- Get members directly involved
 - Sometimes audience can respond, BUT
 - **Rhetorical questions** are best

- don't demand a verbal response
- **make reference:**
 - might refer to people in the audience, your physical surroundings, other speakers who are on the program
- **make a startling statement**
 - from page 211: beat hand – “I love music. I love dancing. I love how men and women, young and old, rich or poor, can move and smile and laugh and keep the rhythm to their favorite songs. However, today I'm not here to talk about music—because, ironically, every time that my hand comes down to “keep the beat,” a young child is physically or sexually abused in this country. And the violence is real . . .”
 - **startling statistics** work well
- **give a quotation:**
 - exact words from someone else
- **tell a story:**
 - ***Be sure to link your attention-getter to your thesis
- **Thesis statement:** tells audience exactly what you are going to talk about in your speech.
 - Examples:
 - I would like to teach you how to make the best peanut butter and jelly sandwich.
 - Knowing how to change a tire on a car is extremely important, and I hope you know how when I am done.
 - Today, I will discuss three methods of brushing teeth that should keep you with a healthy smile well into your old age.
 - I will talk to you about why body odor is offensive and try to convince you to wear deodorant.
- **Preview of points:** optional, but it really helps the audience.

BODY: the heart and brain of the entire presentation

- Main ideas
- Supporting materials
- Details/examples

- **Outline**
 - Look at Outline Handout

Organizing speech (**patterns**)

- **Chronological pattern**

- Puts things in a time sequence or in the order in which they happened.
 - Example:
 - Pez
 - 1927 - invention
 - 1948 – inventing dispenser (cigarette lighters)
 - 1952 – character heads added for U.S.
 - 1973 – new plant
 - 1990s and on Ebay
- **Topical Pattern**
- **climactic pattern**
 - organize main ideas in order of importance
 - end with most important
- **spatial pattern**
- **cause and effect**
- **problem-solution pattern**: presents problem and then provides ideas about how the problem can be solved.
- A good speech goes as follows:
 - Tell your audience what you are going to tell them, then tell them, and then tell them what you told them.

Conclusion: 2 parts

1. effectively summarize main points
2. clincher

Gathering Information

Where to look:

- **Yourself**
 - Descriptions, opinions, examples, anecdotes
- **Other People**
 - Expert opinions, examples, definitions, quotations, anecdotes, facts (taken from an interview)
 - Example: I might call a film professor at Columbia College and ask questions about editing; or I might quote from Roger Ebert from the *Ebert and Roper Show*.
 - INTERVIEW
 - SURVEY
 - REQUEST LETTER

- One that asks for information about your topic
- **Reference material**
 - You can get every type of support from reference material
 - Reference material include:
 - Books
 - Magazines
 - Newspapers
 - Textbooks
 - Very important
 - Encyclopedias
 - Almanacs
 - Dictionaries
 - Quotations
 - Professional or educational websites (reliable websites)

Recording and keeping track of your information

- **Note cards:** once you have facts, quotations, statistics, and so forth, that you think you will use, write the info on a 4X6 note card
 - One piece of data on each card

IDENTIFY your information:

- Beware of plagiarism
 - On the note card, write down all information about the source of your data.
 - General facts: facts that are widely known and can be found in several sources
 - You do not need to give credit for this type of fact
 - Other facts: facts that are not widely known and cannot be found easily
 - Your audience might really find what you are saying interesting and want to do research on your topic. They need to know where to go.

Spoken Citations:

According to . . .

Mr. Smith, editor of _____, says, . . .

In the December issue of *Time*, there was . . .

Works Cited will be required along with outline.