

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

СОВЕТЫ ПО РАБОТЕ НАД ПУБЛИЧНОЙ РЕЧЬЮ (PUBLIC SPEECH TIPS)

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Задания, представленные в разработке, поощряют работу студентов с информацией в глобальных компьютерных сетях, готовность понять и воспринять национальные традиции организации текста публичной речи и выступления с публичной речью.

Тренировочные упражнения, представленные в разработке, могут быть дополнены или видоизменены преподавателем в зависимости от того, насколько быстро и качественно группа справляется с предлагаемым материалом.

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Unit 1

First Impressions

1. Watch the following 3 speakers.

- http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning?language=en Ramsey Musallam : 3 rules to spark learning
- <https://www.youtube.com/watch?v=v26CcifgEq4> – 2016 World Champion of Public Speaking, **Darren Tay Wen Jie**, District 80. Highlights of winning speech, titled “Outsmart; Outlast”.
- <https://www.youtube.com/watch?v=GNtJRPcPCcw> **Barack Obama** Victory Speech: Yes We Can

2. Answer the following questions:

1. How does the public react to the speakers? Why?
2. What is there in common between all these speakers?
3. Are all these speeches alike? If you think yes, explain what makes them alike. If you think no, explain what makes them different.
4. Why is the third speaker more reserved than others? Why?
5. Which of the speakers is most emotional? Why?
6. Briefly outline the contents of the speeches. Which was easiest to memorize? Why?
7. From your point of view, what makes a good public speaker?

3. Read through the tapescript of “3 rules to spark learning”.

- What makes the public speech interesting? Find the extracts that you like most. Explain what attracts you in them.
- Why does he bring in his two daughters? What is the aim of mentioning them in the speech?
- How can you comment on the language the speaker uses? Is it formal, informal, or a mixture of both? Prove your argument.
- How can you comment on the sounds of explosion accompanying this speech? At what points of the speech are they used? Why?
- Make a plan of the speech, finding its key ideas. How many key ideas are in the speech?
- What does he begin with? How?
- What does he end with?
- Close the text. What do you remember of the text? Why do you think you remember these ideas, figures of speech or words?

3 Rules to Spark Learning (tapescript)

I teach chemistry.

00:14 (Explosion)

00:15 All right, all right. So more than just explosions, chemistry is everywhere. Have you ever found yourself at a restaurant spacing out just doing this over and over? Some people nodding yes. Recently, I showed this to my students, and I just asked them to try and explain why it happened. The questions and conversations that followed were fascinating. Check out this video that Maddie from my period three class sent me that evening.

00:56 (Clang) (Laughs)

00:58 Now obviously, as Maddie's chemistry teacher, I love that she went home and continued to geek out about this kind of ridiculous

demonstration that we did in class. But what fascinated me more is that Maddie's curiosity took her to a new level. If you look inside that beaker, you might see a candle. Maddie's using temperature to extend this phenomenon to a new scenario.

01:23 You know, questions and curiosity like Maddie's are magnets that draw us towards our teachers, and they transcend all technology or buzzwords in education. But if we place these technologies before student inquiry, we can be robbing ourselves of our greatest tool as teachers: our students' questions. For example, flipping a boring lecture from the classroom to the screen of a mobile device might save instructional time, but if it is the focus of our students' experience, it's the same dehumanizing chatter just wrapped up in fancy clothing. But if instead we have the guts to confuse our students, perplex them, and evoke real questions, through those questions, we as teachers have information that we can use to tailor robust and informed methods of blended instruction.

02:19 So, 21st-century lingo jargon mumbo jumbo aside, the truth is, I've been teaching for 13 years now, and it took a life-threatening situation to snap me out of 10 years of pseudo-teaching and help me realize that student questions are the seeds of real learning, not some scripted curriculum that gave them tidbits of random information.

02:46 In May of 2010, at 35 years old, with a two-year-old at home and my second child on the way, I was diagnosed with a large aneurysm at the base of my thoracic aorta. This led to open-heart surgery. This is the actual real email from my doctor right there. Now, when I got this, I was – press Caps Lock – absolutely freaked out, okay? But I found surprising moments of comfort in the confidence that my surgeon embodied. Where did this guy get this confidence, the audacity of it?

03:20 So when I asked him, he told me three things. He said first, his curiosity drove him to ask hard questions about the procedure, about what worked and what didn't work. Second, he embraced, and didn't fear, the messy process of trial and error, the inevitable process of trial and error. And third, through intense reflection, he gathered the information that

he needed to design and revise the procedure, and then, with a steady hand, he saved my life.

03:51 Now I absorbed a lot from these words of wisdom, and before I went back into the classroom that fall, I wrote down three rules of my own that I bring to my lesson planning still today. Rule number one: Curiosity comes first. Questions can be windows to great instruction, but not the other way around. Rule number two: Embrace the mess. We're all teachers. We know learning is ugly. And just because the scientific method is allocated to page five of section 1.2 of chapter one of the one that we all skip, okay, trial and error can still be an informal part of what we do every single day at Sacred Heart Cathedral in room 206. And rule number three: Practice reflection. What we do is important. It deserves our care, but it also deserves our revision. Can we be the surgeons of our classrooms? As if what we are doing one day will save lives. Our students our worth it. And each case is different.

04:57 (Explosion)

04:58 All right. Sorry. The chemistry teacher in me just needed to get that out of my system before we move on.

05:04 So these are my daughters. On the right we have little Emmalou -- Southern family. And, on the left, Riley. Now Riley's going to be a big girl in a couple weeks here. She's going to be four years old, and anyone who knows a four-year-old knows that they love to ask, "Why?" Yeah. Why. I could teach this kid anything because she is curious about everything. We all were at that age. But the challenge is really for Riley's future teachers, the ones she has yet to meet. How will they grow this curiosity?

05:40 You see, I would argue that Riley is a metaphor for all kids, and I think dropping out of school comes in many different forms -- to the senior who's checked out before the year's even begun or that empty desk in the back of an urban middle school's classroom. But if we as educators leave behind this simple role as disseminators of content and embrace a new

paradigm as cultivators of curiosity and inquiry, we just might bring a little bit more meaning to their school day, and spark their imagination.

06:13 Thank you very much.

06:15 (Applause)

(https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning/transcript?language=en)

Home Task:

1. **Read through Chapter 10. Delivering a Speech (see the CD).**
2. **Exercises:**
 1. Test your speaking anxiety using McCroskey’s “Personal Report of Public Speaking Anxiety” (PRPSA). You can access the scale here: <http://www.jamescmccroskey.com/measures/prpsa.htm>. Follow the directions to determine your score. Do you agree with the result? Why or why not?
 2. Of the strategies for managing public speaking anxiety listed in the chapter (systematic desensitization, cognitive restructuring, skills training, physical relaxation exercises), which do you think would be most useful for you and why?
 3. When you take a communication course like this one, you are automatically engaging in some skills training. What are some public speaking skills that you are already good at? What are some skills that you should work on? Write out three goals you would like to accomplish for your next speech that focus on improving your public speaking skills.
 4. Which delivery methods have you used before? Which did you like the best and why? Which delivery method would you most prefer a speaker to use if you were an audience member and why?
 5. Record yourself practicing your speech. How does your speech sound in terms of vocal variety? Cite specific examples.

6. Listen to your recorded speech again. How would you evaluate your articulation and pronunciation? Cite specific examples.
7. Over the course of a day, take note of verbal fillers that you tend to use. List them here so you can be a higher self-monitor and begin to notice and lessen your use of them.
8. Have you ever had any “surprises” come up during a speech that you could have prevented with more effective practice sessions? If so, explain. If not, list some surprises that good practice sessions could help prevent.
9. Identify three goals related to delivery that you would like to accomplish in this course. What strategies/tips can you use to help achieve these goals?
10. What nonverbal adaptors have you noticed that others use while speaking? Are you aware of any nonverbal adaptors that you have used? If so, what are they?
11. Getting integrated: Identify some steps that speakers can take to ensure that their dress and physical appearance enhance their credibility. How might expectations for dress and physical appearance vary from context to context (academic, professional, personal, and civic)?
12. Watch **Make Body Language Your Superpower**
www.youtube.com/watch?v=cFLjudWTuGQ What tips do the speakers mention that will make your delivery stronger?

Unit 2

How to Begin and End Your Speech

1. What purposes do these introductions serve? How do they succeed?

A: Good morning. How are you? It's been great, hasn't it? I've been blown away by the whole thing. In fact, I'm leaving.

B: For a long time, there was me, and my body. Me was composed of stories, of cravings, of strivings, of desires of the future. Me was trying not to be an outcome of my violent past, but the separation that had already occurred between me and my body was a pretty significant outcome. Me was always trying to become something, somebody. Me only existed in the trying. My body was often in the way.

C: "Sadly, in the next 18 minutes when I do our chat, four Americans that are alive will be dead from the food that they eat. "

D: Okay, now I don't want to alarm anybody in this room, but it's just come to my attention that the person to your right is a liar. (Laughter) Also, the person to your left is a liar. Also the person sitting in your very seats is a liar. We're all liars. What I'm going to do today is I'm going to show you what the research says about why we're all liars, how you can become a liespotter and why you might want to go the extra mile and go from liespotting to truth seeking, and ultimately to trust building.

E: Imagine a big explosion as you climb through 3,000 ft. Imagine a plane full of smoke. Imagine an engine going clack, clack, clack, clack, clack, clack, clack. It sounds scary. Well I had a unique seat that day. I was sitting in 1D.

http://www.gingerpublicspeaking.com/best-speech-opening-lines/?utm_referrer=https%3A%2F%2Fwww.google.ru%2F

2. Create an introduction of your own. Choose any topic that interests you.

- Making the perfect lasagna
- The three most important factors in choosing an automobile
- Selecting a college

What devices have you used to cope with the task of capturing the audience's attention?

3. Working with a partner, create a) at least five analogies that could be used as part of an effective introduction for any of the topics listed below; b) Which of the introduction here 'is asking' for shocking statistics, telling a story, suspense, rhetorical questions, quotation, humor? Why?; c) How are you going to establish your credibility if you speak on each of these topics?

- Commonalities of the world's major religions
- Dealing with gaming addiction
- My worst first date
- Protecting your identity online and offline
- Traveling through Europe on a budget

4. Analyze these sample introductions. Compare original and revised versions of each introduction. What changes have been made in them in the process of revision?

1. INTRODUCTION EXAMPLE – Original

- a. Do you think you are always doing the same things in your daily life, just like a machine doing the same things every day? If you

have this kind of thinking, have you ever tried to make your life better? Sometimes I really think that my life is like a formula. The same things happen day after day and there is a lack of interesting new things. So I just wonder, how can I live well?

STRONG POINTS: Good use of questions (asks a question that audience is likely to answer yes, leads naturally into subject of speech). Shows relevance of speech to audience (help them make their lives better). Attracts interest.

WEAK POINTS: Ordering of sentences (questions) a little disorganized—no obvious logical sequence. Begins by talking about doing new things and then asks how to live well, without making connection between doing new things and living well.

INTRODUCTION EXAMPLE – Revised

- b. Do you think you are always doing the same things in your daily life, just like a machine doing the same thing over and over? If you think so, maybe you should make trying new things part of your lifestyle. If you're like me, you'll find that it really makes your life better. I found four different methods for finding new things to do, and I'd like to share some examples of how I used these methods.

Do you think the revised version addresses the weak points in the original? Does the introduction achieve all the functions that an introduction is supposed to? How effective is this introduction? What further improvements could be made?

CONCLUSION EXAMPLE

- c. There are many new things we can try to make our lives better. Everything you have never tried can be new things. These new things really make my life more interesting. So, what are you waiting for? Just go ahead and try some things you haven't done before!

d. As you can see, there are many new things we can try that will make our lives better and more interesting. You can do routine things a different way, you can try different types of the things you already enjoy, you can learn something new, and you can change your environment. So, what are you waiting for? Just go ahead and try some things you've never done before!

Can you tell which conclusion is the original and which is the revised version? Which do you think is the better? Why? What functions of a conclusion does it achieve? How effective is this conclusion? What further improvements could be made?

5. Read through introductions and conclusions listed here. How is each conclusion related to the introduction?

a. Introduction: *"The leading cause of death to pregnant women is murder."*

Conclusion: *"So while the leading cause of death to pregnant women is murder, there are steps women can take to reduce risk. Please share this information with anyone you know who might use it."*

b. Introduction: *"One out of every three children in the United States is growing up in poverty. And yet, eight billion dollars a month is spent on the war in Iraq."*

Conclusion: *"The United States can no longer afford to let a third of its children grow up in poverty. It's time to stop the spending outside our country and focus on our own citizens."*

c. Introduction: *"Let me tell you about the last time I visited the local animal shelter....Old dogs, young dogs and puppies looked hopefully from behind bars to see if this human would take them home and love them. Brown eyes looked questioningly, and tails wagged hopefully, then stopped dejectedly as I walked past their cages. One dog, obviously distraught, lunged at the bars in fear of her life. She knew the chances of going home were next to zero."*

Conclusion: *"If you do not neuter or spay your pet, I encourage you to visit the local animal shelter. Look into the eyes of the animals who did not choose to be born and then abandoned. As human beings, it is our responsibility to take care of the creatures who do not have the ability to control their own reproduction."*

d. Introduction: *"What would you do if you won the lottery? Some people might go on a spending spree, while others might book nonstop travel arrangements. Hopefully, a few might decide to donate to the charity of their choice." (Note: Make sure you ask an open-ended question, not a yes or no question. With a yes or no question, there is the risk of the listener mentally saying "yes" or "no," and not listening to the rest of your speech. Open-ended questions use the words "how," "what," "where," "who" or "why.")*

Conclusion: *"So if you won the lottery after hearing about all these types of charities, which ones would you donate to?"*

e. Introduction: *"While I grew up cooking with sugar, I've been experimenting with sugar substitutes for more healthful cooking. Not all sugar substitutes are equal (pun intended). Splenda, Equal, Sweet 'N Low, honey and molasses are all slightly different in how they affect cooking. I'm here to tell you about my experiments in swapping out sugar with substitutes."*

Conclusion: *"If you like to cook and are concerned about your sugar intake, or if you cook for a diabetic person, sugar substitutes have their pros and cons. It's a discovery process in your very own kitchen. Have fun experimenting!"*

https://www.youtube.com/results?search_query=introduction+ti+a+public+speech

6. Write conclusions to your own introductions.

7. What techniques do the speakers use in the following bits of introductions?

Jesus, Sermon on the Mount: "Blessed are the poor in spirit: for theirs is the kingdom of heaven."

Bill Clinton, 1993 speech in Memphis to ministers (after having heard himself introduced as "Bishop Clinton"): "You know, in the last ten months, I've been called a lot of things, but nobody's called me a bishop yet. When I was about nine years old, my beloved and now departed grandmother, who was a very wise woman, looked at me and she said, 'You know, I believe you could be a preacher if you were just a little better boy.'"

Jane Fonda in "Life's Third Act," a recent TED talk: "There have been many revolutions over the last century, but perhaps none as significant as the longevity revolution. We are living on average today 34 years longer than our great-grandparents did. Think about that: that's an entire second adult lifetime that's been added to our lifespan."

Steve Jobs, 2005 Commencement Address at Stanford University: "Truth be told, I never graduated from college, and this is the closest I've ever gotten to a college graduation. Today, I want to tell you three stories from my life. That's it, no big deal—just three stories. The first story is about connecting the dots. I dropped out of Reed College after the first six months, but then stayed around as a drop-in for another eighteen months or so before I really quit. So why'd I drop out? It started before I was born."

8. Watch Speech 100 – Introductions and Conclusions. What are the tips for making successful openings and closings the speaker mentions? www.youtube.com/watch?v=U4TKgnRjBol

9. Watch Great Openings and Closings <https://www.youtube.com/watch?v=NyE1Kz0e--0> . Does the speaker give the same advice as Speech 100 – Introductions and Conclusions or not? What are the differences?

Home Task:

1. **Read through Chapter 9. Introductions Matter: How to begin a Speech Effectively** <http://open.lib.umn.edu/publicspeaking/part/chapter-9-introductions-matter-how-to-begin-a-speech-effectively/> and **Chapter 11. Concluding With Power** <http://open.lib.umn.edu/publicspeaking/part/chapter-11-concluding-with-power/> (*or see the CD*).

2. **Read through From Hello to Goodbye: Speech Openings and Closings**
http://westsidetoastmasters.com/article_reference/hello_to_goodbye.html . What are the best recipes to make your introduction effective?

3. **Read through** <http://www.publicspeakingproject.org/PDF%20Files/Intros%20Concl%20Web%201.pdf> .After reading this get down to exercises below.

4. **Exercises:**
 1. What are the five basic functions of an introduction? Discuss with your classmates which purpose you think is the most important. Why?
 2. Why is establishing a relationship with one's audience important? How do you plan on establishing a relationship with your audience during your next speech?
 3. Of the three factors of credibility, which do you think is going to be hardest to establish with your peers during your next speech? Why? What can you do to enhance your peers' perception of your credibility?
 4. Make a list of the attention-getting devices you might use to give a speech on the importance of recycling. Which do you think would be most effective? Why?

5. You've been asked to deliver a speech on the use of advertising in children's media. Out of the list of ten different possible attention-getting devices discussed in the chapter, how could you use four of them to start your speech?
6. Think about the speech you are currently working on in class. Write out concluding statements using three of the devices discussed in this chapter. Which of the devices would be most useful for your speech? Why?
7. Locate an informative or a persuasive speech on Youtube. Watch the speech once in its entirety, and then watching it a second time, answer these questions. Bring the recording to the class and share your findings with your classmates.
 - a. What attention-getting technique was used? Was it effective?
 - b. Did the speaker establish his / her credibility effectively?
 - c. Was the thesis or purpose of the speech clear?
 - d. Did the speaker preview the main points of the speech?
 - e. Did the main points of the speech correspond with the preview?
 - f. Did the speaker prepare the audience for the end of the speech?
 - g. Did the speaker present any final appeals? Was this effective with you? Why or why not?
 - h. What type of clincher (closing technique) was used? Was it effective with you?

(Chapter 9. Introductions Matter: How to begin a Speech Effectively)

Unit 3

General Purpose, Specific Purpose, Central Idea

The general purpose of any speech will be either to Inform; Motivate/Persuade; or Entertain your audience. As soon as you know the general purpose of your speech you can develop your *Specific Purpose Statement* (What the speaker will accomplish). Your Specific Purpose Statement is used to develop your speech. You don't actually say it in your speech.

Restrict your Specific Purpose to one idea only. In Speech 151 for the informative speech your general purpose is to inform. For an informative speech you will want to start your specific purpose statement with "I will inform my audience about...." A Specific Purpose Statement for an informative speech will be phrased much like the following statements. Informative speech specific purpose statements:

- I will inform my audience about the two major forms of hula.
- I will inform my audience about what lifeguards do as part of their jobs.

When you have your specific purpose statement you are ready to compose your Thesis Statement/Central Idea (they are one in the same). This is the most important part of your speech. This is one sentence that encompasses the central idea of your speech.

Writing your thesis statement/central idea is a four step process:

1. Choose your topic
2. Determine your general purpose

3. Write your specific purpose statement
4. Tie it all together by composing a clear concise thesis statement/central idea

The following are effective **Thesis Statements/Central Ideas** for the informative specific purpose statements above:

"The two major forms of hula that have played an important role in Hawaiian history and have developed into unique dances are the Kahiko and 'Auana."

"Lifeguarding is a great way to spend your days on the beach, but the work includes training, teaching, and lots of practice making it more challenging than what you see on *"Baywatch."*

Your next step is to compose the main points of your speech. Main points are complete sentences that create a dialogue with your audience. With your main points you want to create questions in the mind of your audience. You will answer the question in your support of your main points. You make a claim in your main points and you support your claim in your subpoints, sub-subpoints, sub-sub-subpoints and so on.

The following are examples of **Main points**:

Specific Purpose: I will inform my audience about the two major forms of hula.

Central Idea: "The two major forms of hula that have played an important role in Hawaiian history and have developed into unique dances are the Kahiko and 'Auana."

- I. **(Main Point 1)** "The ancient hula or Kahiko is a unique form of hula."
- II. **(Main Point 2)** "The Kahiko plays an important role in the history of Hawaii."
- III. **(Main Point 3)** "The 'Auana or modern hula has played an important role in Hawaiian history."
- IV. **(Main Point 4)** "The 'Auana has developed into a unique form of dance and storytelling."

(https://www.hawaii.edu/mauispeech/html/your_purpose.html)

Exercise 1. Work through the following exercises.

<https://www.hawaii.edu/mauispeech/pdf/infospeechspcimps.pdf>

Exercise 2. Create your own sets of specific purpose, central idea and main points for the following topics:

1. The history of Canada being a colony
2. Three ways to annoy your parents
3. Why the world should not eat dog meat
4. Video games can help you make faster life decisions
5. The Good And Bad Effects Of Green House Gasses
6. Why don't our parents understand our generation?
7. Different ways to study
8. How to play Warcraft (any new computer game you are keen on)
9. Driving licenses should be renewed every 10 years
10. The health risks of wearing high heels
11. What is Christmas truly about?
12. How to convince your parents to buy you a phone
13. Emojis (the meaning of emojis)
14. The Internet is making everyone vulnerable
15. What makes life meaningful
16. The Hermitage
17. What types of jobs were dogs bred for?
18. If I were a dog
19. Don't drink soda more than once a month
20. Why it's important to be yourself?

(<http://www.myspeechclass.com/fresh-public-speech-topics-ideas.html>)

Be ready to discuss your work with the classmates to define your strong and weak points while working at the task.

Exercise 3. Watch Speech Purpose & Central Idea https://www.youtube.com/watch?v=jsOxyci_CNM and How to Write a Speech : General & Specific Speech Purposes <https://www.youtube.com/watch?v=1pLBwVmsla8> . How do we get to the specific purpose, then to central Idea, then to main points?

Home task:

Create your own sets of specific purpose, central idea and main points for the following topics:

1. What is Christmas truly about?
2. How to convince your parents to buy you a phone
3. Emojis (the meaning of emojis)
4. The Internet is making everyone vulnerable
5. What makes life meaningful
6. The Hermitage
7. What types of jobs were dogs bred for?
8. If I were a dog
9. Don't drink soda more than once a month
10. Why it's important to be yourself?

<http://www.myspeechclass.com/fresh-public-speech-topics-ideas.html>

Unit 4

Using Common Organizing Patterns

While working at this unit, we should learn a) to differentiate among the common speech organizational patterns: categorical/topical, comparison/contrast, spatial, chronological, biographical, causal, problem-cause-solution, and psychological; b) understand how to choose the best organizational pattern, or combination of patterns, for a specific speech.

Patterns of Speech Organization

- **Chronological Order** looks at ideas over time. With this approach, the speaker typically discusses events or conditions that occurred furthest away and works his way up to the present occurrences. On an occasion, he'll start with more recent happenings and then refer to things that happened earlier. This approach is used when the speech focuses on historical events or people. Speeches that focus on processes or demonstrations use a chronological speech pattern as well.
- **Spatial Order** arranges ideas according to location or geography. Spatial order provides a way to examine structures, such as buildings and objects. Spatial order provides a way to analyze conditions in relevant locales. Spatial order may be combined with chronological order to explain geographical development or migration over time.
- **Causal Order** looks at the causes and effects of a problem or phenomenon. The approach discusses or examines the effects first and then presents the probable causes. This approach is useful in accounting for historical events and understanding problems. You can refer to probable effects when you want to make predictions about the future.

- **Problem-Solution Arrangement** discusses the nature of a problem and the solution. The speaker uses the causal pattern to present the problem. Then he points out the problem's harmful effects and the probable causes. Next, the speaker offers a solution that will either control or eliminate the effects. In this structure, several solutions may be presented along with their advantages. Researchers say it's best to clarify the problem or need before showing your preferred solution. For the best response, begin with the problem, then offer the solution.
- **Topical Order:** With this organizational pattern, you categorize your information by certain specific topics in your speech. Then you either arrange those topics in the order of most importance to least importance or by least importance to most importance. Once this is decided, the main points need to be supported more fully with subpoints and full detail. The notable thing about the topical pattern approach is that the speech can be organized independently and be interconnected, though many speakers say they use this approach as a last resort when none of the other patterns work.

(<https://www.quora.com/What-is-causal-order-when-making-a-speech>)

Chronological Order

Specific purpose: to inform my audience about the development of the American rodeo.

Central Idea: The rodeo has developed in three major stages.

Main Points:

1. Rodeos began in the Old west as contests of skill among cowboys during cattle roundups.
2. By 1920 rodeos had become a popular spectator sport for the general public.
3. Today rodeos combine traditional western events with a circus-like atmosphere and the marketing techniques of big business.

Spatial Order Speech

Specific purpose: to inform my audience about the inner structure of the ancient Egyptian burial tomb.

Central Idea: The ancient Egyptian burial tomb usually had four sections: the entrance passage, the antechamber, the treasury, and the burial chamber.

Main Points:

1. The outermost section was the entrance passage.
2. The next section was the antechamber.
3. The third section was the treasury.
4. The fourth – and the most important – section was the burial chamber.

Causal Order

Specific Purpose: To persuade my audience that the extensive deforestation of South America is a serious problem.

Central Idea: The deforestation of South America will have damaging effects throughout the Western hemisphere.

Main Points:

1. The rain forests of South America are being cut down at an alarming rate to make way for population growth and economic development.
2. If the process of deforestation continues, it will threaten the ecological balance of the entire hemisphere.

Problem-Solution Order

Specific Purpose: To persuade my audience that our state should require mandatory recertification of lawyers every ten years.

Central Idea: The growing problem of incompetent lawyers can be curtailed by requiring all lawyers to pass recertification standards every ten years.

Main Points:

1. Many citizens are victimized every year by incompetent lawyers.
2. A bill requiring lawyers to stand for recertification every ten years will do much to help solve the problem.

Topical Order

Specific purpose: To inform my audience about the artistic versatility of Pablo Picasso.

Central Idea: Picasso was equally versatile as a painter, sculptor, and printmaker.

Main Points:

1. As a painter, Picasso tested the limits of abstraction.
2. As a sculptor, Picasso often incorporated “found” objects.
3. As a printmaker, Picasso gave vent to his whimsy.

Exercise 1. Identify the organizational method used in each of the following sets of main points.

- a) I. Genetic engineering is producing new plant hybrids that will vastly increase world agricultural production.
II. Genetic engineering is producing breakthroughs in medicine that will allow people to live healthier lives.
III. Genetic engineering is producing bacteria that will help clean up industrial pollutants.
- b) I. The top layer of the earth is a rocky “skin” called the crust.
II. Beneath the crust is a thick layer of rock called the mantle.
III. The next lower sections are a mass of melted rock called the outer core.
IV. At the centre of the earth is a solid mass called the inner core.

- c) I. Gambling addiction is an increasingly serious problem throughout America.
II. The problem of gambling addiction can best be solved by a combination of education and rehabilitation.
- d) I. Early people did not have money, but used a system of exchange based on the barter of goods and services.
II. Coin money was invented in ancient Turkey, China, And India before the birth of Christ.
III. Paper money began in China about 600 a.d. but did not become popular in the West until the 1600s.
IV. Today almost every country has an official currency tied to the international rate of exchange.
- e) I. Sickle-cell anemia is a hereditary blood disease caused by abnormal blood cells.
II. The effects of sickle-cell anemia include liver damage, blindness, paralysis, and early death.
(Adapted from "The Art of Public Speaking by S.E. Lucas)

Exercise 2. What organizational methods might you use to arrange main points for speeches with the following specific purpose statements?

To inform my audience of the causes and effects of acid rain.

To inform my audience of the major stages in the development of the American film industry.

To persuade my audience that our legislature should enact tougher legislation to deal with the continuing problem of child abuse.

Exercise 3. Create 5 outlines arranged in accordance with the described organizational methods.

Exercise 4. Define the organizational pattern of the following public speech. Prove your point of view.

a) Hi, I'm Janet Miller. I have worked for City Investments for three years. I grew up here in

Fayesville and am a proud graduate of Clairmont High School. Go Panthers! I attended college at Northwest State University where I majored in Accounting. During college, I was a member of the debate team and also served as president of my sorority. After finishing my undergraduate studies, I stuck around for a few more years and obtained my MBA before finally deciding that enough was enough.

I entered the working world in 2010 as a Financial Assistant and was promoted to Senior Financial Assistant in just two years. This is an achievement of which I'm very proud. I have always been a go-getter, partially because I have some pretty ambitious career goals but also because I enjoy giving my absolute best to everything I do and I love feeling the satisfaction of a job well done. Since coming on board at City Investments, I have volunteered for every opportunity that has presented itself. I enjoy having a lot of irons in the proverbial fire, and I love the knowledge that comes from exposing myself to a variety of situations.

This is shown in the wide variety of activities I participate in during my free time. I frequently perform in productions at the local community theater, most recently as Belle in *Beauty and the Beast*. I also volunteer as a career counselor at the Callahan Women's Shelter, where I help young women create resumes, learn how to dress professionally, and prepare for interviews. I also love to read—biographies in particular. I am a runner and am currently training for my first marathon.

Back on the career front, I was recently chosen to be a participant in the L.E.A.D.E.R.S. program. This is a year-long endeavor that provides additional leadership training for young

professionals who aspire to a career in management. In addition to the training sessions, we will participate in an in-depth process improvement project. At the year's end, we will present our findings to some of the top executives in our region. If that isn't enough to make someone want to improve their public speaking, then I don't know what is!

In all seriousness, because I do indeed anticipate a career path where my ability to deliver speeches and presentations will play a crucial role, I am actively looking for ways to better myself in this area. While I've never considered myself a poor speaker, I am certainly light years away from being a good one. So, in an effort to continuously improve, I thought Toastmasters would be a great venue in which to hone my skills. Specifically, I hope to work on calming my nerves, speaking with a more conversational tone, and just generally exuding confidence and authority when speaking. I also hope to use this opportunity to learn from you all and your vast experiences.

(<http://www.wikihow.com/>)

Exercise 5. Define the organizational pattern of the speech. Make a full analyses of the speech.

Smart Dust

Part of Introduction

Analysis

In 2002, famed science fiction writer, Michael Crichton, released his book *Prey*, which was about a swarm of nanomachines that were feeding off living tissue. The nanomachines were solar-powered, self-sufficient, and intelligent. Most disturbingly, the nanomachines could work

Part of Introduction

Analysis

together as a swarm as it over took and killed its prey in its need for new resources.

The technology for this level of sophistication in nanotechnology is surprisingly more science fact than science fiction. In 2000, three professors of Electrical Engineering and Computer Science at the University of California at Berkeley, professors Kahn, Katz, and Pister, hypothesized in the *Journal of Communications and Networks* that wireless networks of tiny microelectromechanical sensors, or MEMS: sensors, robots, or devices could detect phenomena including light, temperature, or vibration.

By 2004, *Fortune Magazine* listed “smart dust” as the first in their “Top 10 Tech Trends to Bet On.” Thus far researchers have hypothesized that smart dust could be used for everything from tracking patients in hospitals to early warnings of natural disasters and as a defense against bioterrorism.

“Professors Kahn, Katz, and Pister hypothesized in the *Journal of Communications and Networks*”

Today I’m going to explain what smart dust is and the various applications smart dust has in the near future.

To help us understand the small of it all, we will first examine what smart dust is and how it works, we will then examine some military applications of smart dust, and we will end by discussing some nonmilitary applications of smart dust.

This
preview
clearly

First Main Point

Analysis

To help us understand smart dust, we will begin by first examining what smart dust is. Dr. Kris Pister, a professor in the robotics lab at the University of California at Berkeley,

originally conceived the idea of smart dust in 1998 as part of a project funded by the Defense Advanced Research Projects Agency (DARPA). According to a 2001 article written by Bret Warneke, Matt Last, Brian Liebowitz, and Kris Pister titled “Smart Dust: Communicating with a Cubic-Millimeter Computer” published in *Computer*, Pister’s goal was to build a device that contained a built-in sensor, communication device, and a small computer that could be integrated into a cubic millimeter package. For comparison purposes, Doug Steel, in a 2005 white paper titled “Smart Dust” written for C. T. Bauer College of Business at the University of Houston, noted that a single grain of rice has a volume of five cubic millimeters. Each individual piece of dust, called a mote, would then have the ability to interact with other motes and supercomputers. As Steve Lohr wrote in the January 30, 2010, edition of the *New York Times* in an article titled “Smart Dust? Not Quite, but We’re Getting There,” smart dust could eventually consist of “tiny digital sensors, strewn around the globe, gathering all sorts of information and communicating with powerful computer networks to monitor, measure, and understand the physical world in new ways.”

Second Main Point

Now that we’ve examined what smart dust is, let’s switch gears and talk about some of the military applications for smart dust. Because smart dust was originally conceptualized under a grant from DARPA, military uses of smart dust have been widely theorized and examined. According to the Smart Dust website, smart dust could eventually be used for “battlefield surveillance, treaty monitoring, transportation monitoring, scud hunting” and other clear military applications. Probably the number one benefit of smart dust in the military environment is its surveillance abilities. Major Scott Dickson in a Blue Horizons Paper written for the Center for Strategy and Technology for the United States Air Force Air War College, sees smart dust as helping the military in battlespace awareness, homeland security, and weapons of mass destruction (WMD) identification. Furthermore, Major

Dickson also believes it may be possible to create smart dust that has the ability to defeat communications jamming equipment created by foreign governments, which could help the US military not only communicate among itself, but could also increase communications with civilians in military combat zones. On a much larger scale, smart dust could even help the US military and NASA protect the earth. According to a 2010 article written by Jessica Griggs in *New Scientist*, one of the first benefits of smart dust could be an early defense warning for space storms and other debris that could be catastrophic.

Third Main Point

Now that we've explored some of the military benefits of smart dust, let's switch gears and see how smart dust may be able to have an impact on our daily lives. According to the smart dust project website, smart dust could quickly become a part of our daily lives. Everything from pasting smart dust particles to our finger tips to create a virtual computer keyboard to inventory control to product quality control have been discussed as possible applications for smart dust. Steve Lohr in his 2010 *New York Times* article wrote, "The applications for sensor-based computing, experts say, include buildings that manage their own energy use, bridges that sense motion and metal fatigue to tell engineers they need repairs, cars that track traffic patterns and report potholes, and fruit and vegetable shipments that tell grocers when they ripen and begin to spoil." Medically, according to the smart dust project website, smart dust could help disabled individuals interface with computers. Theoretically, we could all be injected with smart dust, which relays information to our physicians and detects adverse changes to our body instantly. Smart dust could detect the microscopic formations of cancer cells or alert us when we've been infected by a bacteria or virus, which could speed up treatment and prolong all of our lives.

Parts of a Conclusion

Today we've explored how smart dust may impact all of our lives in the near future by

examining what smart dust is, how smart dust could be utilized by the US military, and how smart dust could impact all of our lives in the near future.

While smart dust is quickly transferring from science fiction to science fact, experts agree that the full potential of smart dust will probably not occur until 2025. While smart dust is definitely in our near future, swarms of smart dust eating people as was depicted in Michael Crichton's 2002 novel, *Prey*, isn't reality. However, as with any technological advance, there are definite ethical considerations and worries to consider. Even Dr. Kris Pister's Smart Dust Project website admits that as smart dust becomes more readily available, one of the trade-offs will be privacy. Pister responds to these critiques by saying, "As an engineer, or a scientist, or a hair stylist, everyone needs to evaluate what they do in terms of its positive and negative effect. If I thought that the negatives of working on this project were larger than or even comparable to the positives, I wouldn't be working on it. As it turns out, I think that the potential benefits of this technology far outweigh the risks to personal privacy."

(<http://open.lib.umn.edu/publicspeaking/chapter/10-4-analyzing-a-speech-body/>)

Exercise 6. Watch the following speeches:

1. Putting the Brakes on Teenage Driving
<https://www.youtube.com/watch?v=2-W98gn3re8>
2. Narrative Sample Speech
<https://www.youtube.com/watch?v=PeY5TwPBP4U>
<https://www.youtube.com/watch?v=ReZYWVEW4xw> ,
3. Informative Speech about Gaming addiction
<https://www.youtube.com/watch?v=oy72LxrTCEw>
4. Drink More Water!
<https://www.youtube.com/watch?v=qm9rqa0kKIA> ,
5. Descriptive Sample
Speech <https://www.youtube.com/watch?v=ATICou-uX4c>

Define their patterns of organization.

Home Task:

1. **Read through Chapter 10.2. Using Common Organizing Patterns** <http://open.lib.umn.edu/publicspeaking/chapter/10-2-using-common-organizing-patterns/> (*or see the CD*). What other organizing patterns are mentioned there?

Exercises

Exercise 1. Imagine that you are giving an informative speech about your favorite book. Which organizational pattern do you think would be most useful? Why? Would your answer be different if your speech goal were persuasive? Why or why not?

Exercise 2. Working on your own or with a partner, develop three main points for a speech designed to persuade college students to attend your university. Work through the preceding organizational patterns and see which ones would be possible choices for your speech. Which organizational pattern seems to be the best choice? Why?

Exercise 3. Find on Youtube and Listen to 6 public speeches, make their outlines, define the patterns. Bring the recordings of one of these public speeches to class and share your findings with the classmates.

Unit 5

Types of Support Definition

Imagine that you gave a speech about the use of presidential veto and your audience did not know the meaning of the word “veto.” In order for your speech to be effective, you would need to define what a veto is and what it does. Making sure everyone is “on the same page” is a fundamental task of any communication. As speakers, we often need to clearly define what we are talking about to make sure that our audience understands our meaning. The goal of a definition is to help speakers communicate a word or idea in a manner that makes it understandable for their audiences. For the purposes of public speaking, there are four different types of definitions that may be used as support: lexical, persuasive, stipulative, and theoretical.

Lexical Definitions

A lexical definition is one that specifically states how a word is used within a specific language. For example, if you go to Dictionary.com and type in the word “speech,” here is the lexical definition you will receive:

–noun

1. the faculty or power of speaking; oral communication; ability to express one’s thoughts and emotions by speech sounds and gesture: *Losing her speech made her feel isolated from humanity.*
2. the act of speaking: *He expresses himself better in speech than in writing.*
3. something that is spoken; an utterance, remark, or declaration: *We waited for some speech that would indicate her true feelings.*
4. a form of communication in spoken language, made by a speaker before an audience for a given purpose: a fiery speech.
5. any single utterance of an actor in the course of a play, motion picture, etc.

6. the form of utterance characteristic of a particular people or region; a language or dialect.
7. manner of speaking, as of a person: *Your slovenly speech is holding back your career.*
8. a field of study devoted to the theory and practice of oral communication.

Lexical definitions are useful when a word may be unfamiliar to an audience and you want to ensure that the audience has a basic understanding of the word. However, our ability to understand lexical definitions often hinges on our knowledge of other words that are used in the definition, so it is usually a good idea to follow a lexical definition with a clear explanation of what it means in your own words.

Persuasive Definitions

Persuasive definitions are designed to motivate an audience to think in a specific manner about the word or term. Political figures are often very good at defining terms in a way that are persuasive. Here are some famous persuasive definitions:

- Oil drilling → energy exploration
- Estate tax → death tax
- School vouchers → opportunity scholarships
- Eavesdropping → electronic intercepts
- Global warming → climate change

Using persuasive definitions is about defining the terms in a new way that may make the term more or less acceptable to some audiences. For example, “oil drilling” may have negative connotations among citizens who are concerned about the environmental impact of drilling, whereas “energy exploration” may have much more positive connotations among the same group.

Stipulative Definitions

A stipulative definition is a definition assigned to a word or term by the person who coins that word or term for the first time. In 1969, Laurence Peter and Raymond Hull wrote a book called *The Peter Principle: Why Things Always Go Wrong*. In this book, they defined the “Peter Principle” as “In a Hierarchy Every Employee Tends to Rise to His [sic] Level of Incompetence” Peter, L. J., & Hull, R. (1969). *The Peter principle: Why things always go wrong*. New York, NY: William Morrow & Company, p. 15.

Theoretical Definitions

Theoretical definitions are used to describe all parts related to a particular type of idea or object. Admittedly, these definitions are frequently ambiguous and difficult to fully comprehend. For example, if you attempted to define the word “peace” in a manner that could be used to describe all aspects of peace, then you would be using a theoretical definition. These definitions are considered theoretical because the definitions attempt to create an all-encompassing theory of the word itself.

In an interpersonal communication course, one of our coauthors asked a group of random people online to define the term “falling in love.” Here are some of the theoretical definitions they provided:

- I think falling in love would be the act of feeling attracted to a person, with mutual respect given to each other, a strong desire to be close and near a person,...and more.
- Being content with the person you are with and missing them every minute they are gone.
- Um...falling in love is finding a guy with lots of credit cards and no balances owing.
- Falling in love is when you take away the feeling, the passion, and the romance in a relationship and find out you still care for that person.
- Meeting someone who makes your heart sing.
- Skydiving for someone’s lips.

Definitions are important to provide clarity for your audience. (*See the CD Exploring types of support – file s11*)

Tips on using definitions in your public speech

Exercise 1. What type of definitions are those:

2. "A tariff is a tax placed on imported goods."
3. "Loyalty is a tool to get people to do things they don't want to do."
4. "Abortion is the murder of an innocent person during pregnancy."
5. A square is a closed region with four straight sides of equal length.
6. "MBA is *married but available*."
7. "Monroe's motivated sequence is a technique for organizing **persuasive speeches** that inspire people to take action."
(Alan H. Monroe)

8. “A gene is a **locus** (or region) of **DNA** which is made up of **nucleotides** and is the **molecular** unit of **heredity**.”
9. “A gene is a pattern of chemicals within a cell that carries information about the qualities passed to a living thing from its parents.”
10. “Global warming is a natural disaster.”
11. “Cloning is a beneficial development for our society.”

Exercise 2. Find examples of the above-mentioned kinds of definitions.

Exercise 3. During a speech, Juanita says the following: “In his book *The Dilbert Principle*, Scott Adams defines the Dilbert principle as the idea ‘that companies tend to systematically promote their least-competent employees to management (generally middle management), in order to limit the amount of damage they are capable of doing.’” What type of definition is Juanita using?

1. lexical
2. persuasive
3. précising
4. stipulative
5. theoretical

Exercise 3. Find 10 examples of definitions (including lexical, persuasive, stipulative and theoretical ones).

Facts and Statistics

Many of the facts that speakers cite are based on statistics. Though few people realize it, much of our daily lives are governed by statistics. Everything from seat-belt laws, to the food we eat, to the amount of money public schools receive, to the medications you are prescribed are based on the collection and interpretation of numerical data.

Statistics are probably the most used—and misused—form of support in any type of speaking. People like numbers. People are impressed by numbers. However, most people do not know how to correctly interpret numbers. Unfortunately, there are many speakers who do not know how to interpret them either or who intentionally manipulate them to mislead their listeners. As the saying popularized by Mark Twain goes, “There are three kinds of lies: lies, damned lies, and statistics.” Twain, M. (1924). *Autobiography* (Vol. 1). New York, NY: Harper & Bros., p. 538.

To avoid misusing statistics when you speak in public, do three things. First, be honest with yourself and your audience. If you are distorting a statistic or leaving out other statistics that contradict your point, you are not living up to the level of honesty your audience is entitled to expect. *Second, run a few basic calculations to see if a statistic is believable.* Sometimes a source may contain a mistake—for example, a decimal point may be in the wrong place or a verbal expression like “increased by 50 percent” may conflict with data showing an increase of 100 percent. *Third, evaluate your sources* according to the following criteria: accuracy, authority, currency, and objectivity.

(<http://open.lib.umn.edu/publicspeaking/chapter/8-2-exploring-types-of-support/>)

Tips on using statistics:

- **Use startling statistics** that defy the audience’s expectations.
- Be sure you **do not overdo** using figures. When there are too many figures in your speech, people get confused.
- Be sure you **use round figures** because in this way people understand, appreciate and remember figures better. So, round off you figures to make them more memorable.
- **you must provide a meaningful context for your statistics.** A naked statistic will not impact your audience if they do not have the background knowledge to assess it properly.
- **Always mention the source for data.** Never give a nonspecific source for statistics. Do not say, "Research shows..." What research? Who did it? Or "An informed source said that..." Be specific.
- **Combine statistics with some other kind of evidence.**

For example, suppose I tell you that *Six Minutes* has ten thousand subscribers. You may be impressed, but you may not. Is that a big number? A small number?

However, if I also tell you that this makes *Six Minutes* one of the most popular speaking blogs on the planet (or perhaps *the* most popular), this allows you to interpret the statistic in a more meaningful context.

- **Don't rely on your audience to just "get it."** Explain the connection between the statistic and your message. A direct approach is usually best, such as "*This is important because...*"
- **Repeat key statistics at least once** for emphasis.

Here are a few techniques you can use to maximize the effect you desire:

- **Hint at its importance.** You can do this earlier in the speech to build suspense (e.g. "*In a few moments, I'm going to reveal a shocking statistic that will make you change the way you view civic politics...*") or use a quick, immediate approach (e.g. "*If you remember just one thing from this speech, remember this...*")
- **Pause immediately before** the statistic to create suspense.
- **Articulate clearly, and speak slightly slower** than your normal rate. This will also signal the importance of the statistic.
- **Pause immediately after** the statistic (a little longer than before) to give your audience time to process the meaning and "feel" the impact.
- **Use gestures to demonstrate the magnitude.** Standing with your arms wide open, for example, creates a sense of size.
- **Use facial expressions** to convey the appropriate reaction. (i.e. show your own shock, surprise, sadness, etc.)
- If you are speaking with slides, you might **reveal a slide to coincide with your statistic.** You could use a chart to highlight the magnitude of the number, or you could use a photograph to strike a more emotional tone. Whatever you do, make sure that slide is simple! You want your audience to easily digest the meaning along with your spoken words.

(<http://sixminutes.dlugan.com/statistics-speech/>)

Exercise 1. What purposes does the speaker pursue using statistics in the following examples? What techniques does the speaker use?

1. In the magazine *Science*, it was reported last year nearly 45,000 people died in auto collisions, the equivalent of a fully loaded passenger jet crashing with no survivors every day for a year. If everyone wore seat belts, more than half of these deaths could have been avoided
2. Geoff Ainscow was one of the leaders of the Beyond War movement in the 1980s.

Ainscow gave talks trying to raise awareness of the dangers of nuclear weapons. He wanted to show that the US and the USSR possessed weapons capable of destroying the earth several times over. But simply quoting figures of nuclear weapons stockpiles was not a way to make the message stick. So, after setting the scene, Ainscow would take a BB pellet (for air guns) and drop it into a steel bucket where it would make a loud noise. The pellet represented the bomb that was dropped on Hiroshima. Ainscow would then describe the devastation at Hiroshima. Next, he would take 10 pellets and drop them in the bucket where they made 10 times as much noise. They represented the nuclear firepower on a single nuclear submarine. Finally, he poured 5,000 pellets into the bucket, one for each nuclear warhead in the world. When the noise finally subsided, his audience sat in dead silence.

3. Bambi vs. Jaws. No contest on which is deadlier, right? It's . . . Bambi. A deer is 20 times more likely to kill you than a shark. Every year in the United States, deer-car collisions kill more than 200 people.
4. "As of 2011, the number of people with undiagnosed diabetes was 7 million. That's almost as many people as in the states of Minnesota and Iowa put together."
5. "Did you know that 1.3 billion people in the world do not have access to electricity? That's about 20 percent of the world's

population according to a 2009 study on the International Energy Agency's official website.”

Exercise 2. Analyze the use of statistics in the following sample public speech.

PUBLIC TRANSPORTATION: MAKING THE RIGHT INVESTMENTS

Thank you for that introduction. I appreciate the opportunity to visit with you today.

I am here on behalf of [name of coalition], a group of local businesses and community organizations that believe public transportation is vital to the future of [community].

But in a larger sense, our mission isn't about public transportation. It's about people. It's about jobs. It's about the quality of our lives, and the quality of our environment.

Because public transportation is about all these things -- and more. In a time of tough fiscal choices, it is a wise investment in the future. During a shaky economy, it's a pathway to prosperity. Amid rising concern about global warming, it's a source of cleaner air.

And above all, public transportation is an investment in a better quality of life: less aggravating hours stuck in traffic, more places for families to be together, and more time to do it.

With all those benefits, it's no surprise that demand for public transportation is on the rise. In 1999, Americans rode 21.2 billion miles on buses -- enough to circle the earth nearly 850,000 times. They could have traveled the globe more than 350,000 times on commuter rail -- it accounted

for 8.8 billion miles. And Americans traveled 445 million miles in vanpools -- the equivalent of more than 17,000 trips around the world.

Here in [community], [insert local statistics].

That's the good news. But here's the challenge: Rising usage means growing costs for public transportation systems, including ours. And if we're going to make the most of the opportunities public transit has to offer, we need more -- much more -- public investment.

I chose that word "investment" carefully, because public transportation truly is an investment in the literal sense -- something that costs money up front but yields a profit down the road.

And public transportation does. Nationwide, we spend around \$15.4 billion on public transportation a year, and we get more than \$60 billion back in economic benefits.

Every dollar we invest in running public transportation systems boosts business sales by another three. A \$10 million investment in building public transportation systems creates more than 300 jobs, and the same amount spent on running them creates nearly 600 more.

Those are a couple of reasons why public transportation is a critical building block for economic development. It helps the right people to get to the right jobs, without wasting otherwise productive hours in the process. It helps get customers in the door as well.

And if you think public transportation makes money for businesses, just take a look at what it can do for your own pocketbook.

It costs between \$4,800 and \$10,000 a year to own a car, depending on what you drive and how far you drive it. It costs \$200 to \$2,000 to take public transportation. Think about that the next time you see the fellow at the gas station climbing the ladder to change the gas prices on the sign again.

Those are serious savings -- for government, for business and for individuals. But the most impressive savings public transportation yields are the ones you can't measure in dollars and cents. They're the ones you can count up in minutes, hours -- even days -- wasted on the roads.

The automobile used to be the great symbol of American freedom. But for a typical commuter, it symbolizes something very different today: being trapped in traffic.

According to a recent study, drivers in a third of cities spent more than 40 hours a year in traffic that was stopped dead. Think about that. Not moving slow, not even stop and go. Just sitting still. Forty hours. That's a work week. It's a weekend with your kids.

And make no mistake: You may not be moving when traffic stops, but your car is working harder than ever. As a result, it's pumping pollutants into the atmosphere.

Every year, public transportation prevents the emission of more than 126 million pounds of hydrocarbons, which cause smog, and 156 million pounds of nitrogen oxides, which can cause respiratory illness. [Insert local statistics, anecdotes if available.]

Public transportation also helps the environment by conserving energy. It reduces gasoline consumption by 1.5 billion gallons a year.

Taken together, those benefits add up to a better quality of life for our community. Rather than random, explosive growth, public transportation can serve as an anchor for thoughtful, manageable and -- ultimately -- more livable communities.

Public transportation helps to preserve open space, enhancing our community's appearance while conserving recreational places where families spend time together. It means less noise and fewer cars zooming - - or, for that matter, crawling -- through pedestrian neighborhoods.

And call me old-fashioned, but I think public transportation makes for a way of life that is just plain better suited to [community]'s values. People who take public transportation walk to the bus stop together, rather than retreating to the isolation of their homes. They get to know each other face-to-face on the train, instead of holing themselves up in the solitude of their cars. And I can't help but think those encounters might contribute -- in some small way -- to a sense of community that's been eroding for a long time.

Public transportation is about more than these opportunities. It helps people overcome obstacles as well. Many people with disabilities couldn't get around without public transit. The nation's welfare-to-work initiative couldn't have gotten off the ground either -- an astonishing 94 percent of welfare recipients don't own cars. They depend on public transportation to get to work.

Here in [community], more investment in public transportation can mean more jobs for our people, more sales for our business and a better quality of life for everybody. Not bad for a program that pays for itself.

Still, the benefits of public transportation may be clear to you and me, but that doesn't mean our public officials agree. They're besieged with requests for funds every day. And if we want to stake a claim for our quality of life, we have to speak out compellingly, and we have to speak out together.

Here's what we need in [community]. [Insert details of local needs as appropriate.]

If you agree with [name of coalition] that more public investment in public transportation will improve our quality of life, I hope you'll take a few specific actions.

First, if you're a business owner, organization leader or just an individual who cares about our community, join [name of coalition]. [Insert info on how to join.]

Second, write letters to [insert names of public officials] and ask them for more funding for public transportation in [community].

[Insert other action items as appropriate.]

I hope [community] can count on your support. Our public transportation system needs you. But this is about more than transit. It's about traffic. It's about more than public transportation. It's about people -- jobs -- the economy -- the environment -- and more.

Ultimately, it's a question of where [community] is headed. We can choose to remain stalled in traffic -- in more sense than one. Or we can hop on public transit. It's the quickest route to work and play. It's also the fastest ticket to [community]'s future.

(<http://www.publictransportation.org/community/build/members/Pages/SampleSpeech.aspx>)

Exercise 3. Analyze the use of statistics in the following public speeches. What speech uses definitions and to what effect?

1. Putting the Brakes on Teenage Driving
<https://www.youtube.com/watch?v=2-W98gn3re8>
2. Persuasive Speech about Soda Drinking
<https://www.youtube.com/watch?v=ECG4F5tRaMs>

Exercise 4. Choose a topic that you find important and try to prove your point using statistics. Write a 5-minute long public speech on the topic using statistics to make your point.

Examples

Another often-used type of support is examples. An example is a specific situation, problem, or story designed to help illustrate a principle,

method, or phenomenon. Examples are useful because they can help make an abstract idea more concrete for an audience by providing a specific case.

Positive Examples

A positive example is used to clarify or clearly illustrate a principle, method, or phenomenon. A speaker discussing crisis management could talk about how a local politician handled herself when a local newspaper reported that her husband was having an affair or give an example of a professional baseball player who immediately came clean about steroid use. These examples would provide a positive model for how a corporation in the first instance, and an individual in the second instance, should behave in crisis management. **The purpose of a positive example is to show a desirable solution, decision, or course of action.**

Negative Examples

Negative examples, by contrast, are used to illustrate what *not* to do. On the same theme of crisis management, a speaker could discuss the many problems with how the US government responded to Hurricane Katrina in 2005. **The purpose of a negative example is to show an undesirable solution, decision, or course of action.**

Nonexamples

A nonexample is used to explain what something is *not*. The nonexample helps the audience differentiate something and other phenomena.

E.g. An example of substances that are not Chemical Warfare Agents is oxygen.

Best Examples

The final type of example is called the best example because it is held up as the “best” way someone should behave within a specific context. On the crisis management theme, a speaker could show a clip of an effective CEO speaking during a press conference to show how one should behave both verbally and nonverbally during a crisis. **While positive examples show appropriate ways to behave, best examples illustrate the best way to behave in a specific context.**

Although **examples** can be very effective at helping an audience to understand abstract or unfamiliar concepts, they **do have one major drawback: some audience members may dismiss them as unusual cases that do not represent what happens most of the time.** For example, some

opponents of wearing seat belts claim that *not* wearing your seat belt can help you be thrown from a car and save you from fire or other hazards in the wrecked automobile. Even if a speaker has a specific example of an accident where this was true, many audience members would see this example as a rare case and thus not view it as strong support.

Simply finding an example to use, then, is not enough. An effective speaker needs to consider how the audience will respond to the example and how the example fits with what else the audience knows.

Exercise 1. Edward was delivering a speech on using the Internet for job hunting. In his speech he uses the example of his friend Barry, who was able to network using LinkedIn and other social networking sites to find his dream job. What type of example has Edward used?

1. positive
2. negative
3. non
4. circular
5. best

Exercise 2. Define types of the following examples.

a) I believe some people have more natural aptitude than others in certain areas. This is what we call natural talent.

If we take the example of a writer, Thinking or making story in mind is natural talent while writing it on the page with passion is hard work.

So, Talent + hard work + passion is a winning formula for success. Anyway, I am giving you an example. Ben Fountain's rise sounds like a familiar story: the young man from the provinces suddenly takes the literary world by storm. But Ben Fountain's success was far from sudden. He quit his job at Akin, Gump in 1988. For every story he published in those early years, he had at least thirty rejections. The novel that he put away in a drawer took him four years. The dark period lasted for the entire second half of the nineteen-nineties. His breakthrough with "Brief Encounters" came in 2006, eighteen years after he first sat down to write at his kitchen

table. The “young” writer from the provinces took the literary world by storm at the age of forty-eight.
(www.quora.com)

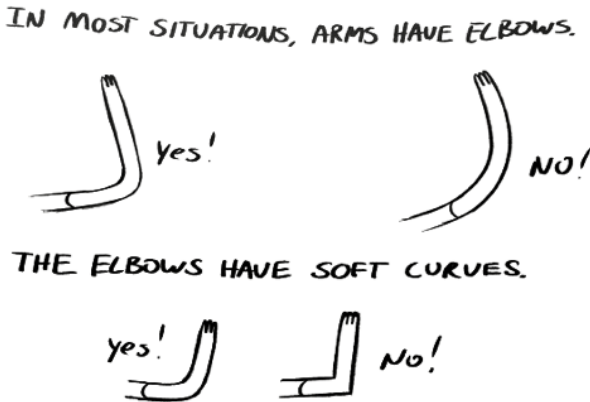


Рис. 1. Examples

c) While discussing critical thinking, let’s take, for example, a master sergeant and a captain working out the tactical plans for a dangerous military mission. They are not guided only by orders and patriotism, but by careful consideration, they study terrain map, and deliberate a lot of factors that could lead to success or destroy the party. So, they do a lot of thinking and creative work.

d) The government is not doing enough for the middle class.

It should not be hard to understand why people feel this way. The proportion of income going to middle-income households fell to 43 percent in 2014, from 62 percent in 1970, according to a Pew report published in December.

Exercise 3. Find your own samples for each kind of the above-mentioned types of examples.

Exercise 4. You’ve been asked to give a speech on nature protection in Russia. Provide a list of possible examples you could use in your speech.

You should have one from each of the four categories: positive, negative, non, and best.

Narratives

A fourth form of support are narratives, or stories that help an audience understand the speaker's message. Narratives are similar to examples except that **narratives are generally longer and take on the form of a story with a clear arc (beginning, middle, and end)**. People like stories.

However, you have an ethical responsibility as a speaker to clearly identify whether the narrative you are sharing is real or hypothetical.

You should select narratives that are truthful when you use this form of support in a speech. Narratives can be used for support in all three general purposes of speaking: informative, persuasive, and entertaining.

Informative Narratives

Informative narratives are those that provide information or explanations about a speaker's topic. Informative narratives can help audiences understand nature and natural phenomena, for example. Often the most complicated science and mathematical issues in our world can be understood through the use of story. While many people may not know all the mathematics behind gravity, most of us have grown up with the story of how Sir Isaac Newton was hit on the head by an apple and developed the theory of gravity. Even if the story is not precisely accurate, it serves as a way to help people grasp the basic concept of gravity.

Persuasive Narratives

Persuasive narratives are stories used to persuade people to accept or reject a specific attitude, value, belief, or behavior. Religious texts are filled with persuasive narratives designed to teach followers various attitudes, values, beliefs, and behaviors. Parables or fables are designed to teach people basic lessons about life. For example, read the following fable from Aesop (<http://www.aesopfables.com>): “One winter a farmer found a snake stiff and frozen with cold. He had compassion on it, and taking it up, placed it in his bosom. The Snake was quickly revived by the warmth, and resuming its natural instincts, bit its benefactor, inflicting on him a mortal wound. ‘Oh,’ cried the Farmer with his last breath, ‘I am rightly served for pitying a scoundrel.’” This persuasive narrative is

designed to warn people that just because you help someone in need doesn't mean the other person will respond in kind.

Entertaining Narratives

Entertaining narratives are stories designed purely to delight an audience and transport them from their daily concerns. Some professional speakers make a very good career by telling their own stories of success or how they overcame life's adversities. Comedians such as Jeff Foxworthy tell stories that are ostensibly about their own lives in a manner designed to make the audience laugh. While entertaining narratives may be a lot of fun, people should use them sparingly as support for a more serious topic or for a traditional informative or persuasive speech.

Exercise. 1 Define the type of the narrative.

a) I believe some people have more natural aptitude than others in certain areas. This is what we call natural talent.

If we take the example of a writer, Thinking or making story in mind is natural talent while writing it on the page with passion is hard work.

So, **Talent + hard work + passion is a winning formula for success.** Anyway, I am giving you an example. You may get a lot out of reading The New Yorker article from October 20 titled "LATE BLOOMERS" written by **MALCOLM GLADWELL**. It discusses the difference between someone like Picasso who was born with talent and Cezanne who couldn't even draw well until he was at least 30 and wasn't discovered until his late 50's. Cezanne imply had a passion and worked hard...

The major part of the story is about a writer named **Ben Fountain** who was an associate in the real-estate practice at the Dallas offices of Akin, Gump, Strauss, Hauer & Feld, just a few years out of law school, when he decided he wanted to write fiction. The only thing Fountain had ever published was a law-review article. His literary training consisted of a handful of creative-writing classes in college. He had tried to write when he came home at night from work, but usually he was too tired to do much. He decided to quit his job.

I was tremendously apprehensive," Fountain recalls. "I felt like I'd stepped off a cliff and I didn't know if the parachute was going to open. It was crazy."

He began his new life on a February morning—a Monday. He sat down at his kitchen table at 7:30 A.M. He made a plan. Every day, he would write until lunchtime. Then he would lie down on the floor for twenty minutes to rest his mind. Then he would return to work for a few more hours. He was a lawyer. He had discipline. “I treated my writing like a job. I did not procrastinate.” His first story was about a stockbroker who uses inside information and crosses a moral line. It was sixty pages long and took him three months to write. When he finished that story, he went back to work and wrote another—and then another.

In his first year, Fountain sold two stories. He gained confidence. He wrote a novel. He decided it wasn’t very good, and he ended up putting it in a drawer. Then came what he describes as his dark period, when he adjusted his expectations and started again. He got a short story published in *Harper’s*. A New York literary agent saw it and signed him up. He put together a collection of short stories titled “Brief Encounters with Che Guevara,” and Ecco, a HarperCollins imprint, published it. The reviews were sensational. The *Times Book Review* called it “heartbreaking.” It won the Hemingway Foundation/PEN Award. It was named a No. 1 Book Sense Pick. It made major regional best-seller lists, was named one of the best books of the year by the San Francisco *Chronicle*, the Chicago *Tribune*, and *Kirkus Reviews*, and drew comparisons to Graham Greene, Evelyn Waugh, Robert Stone, and John le Carré.

Ben Fountain’s rise sounds like a familiar story: the young man from the provinces suddenly takes the literary world by storm. But Ben Fountain’s success was far from sudden. He quit his job at Akin, Gump in 1988. For every story he published in those early years, he had at least thirty rejections. The novel that he put away in a drawer took him four years. The dark period lasted for the entire second half of the nineteen-nineties. His breakthrough with “Brief Encounters” came in 2006, eighteen years after he first sat down to write at his kitchen table. The “young” writer from the provinces took the literary world by storm at the age of forty-eight. (www.quora.com)

b) I was 22 and at my first real job interview – hair clean, best clothes, shoes polished. I'd brought my CV, references and my certificates and I *really* wanted the job. I sat upright, listening very carefully to the questions and answering thoroughly.

Suddenly towards the end, the interviewer leaned forward, fixed his eyes on mine and said quietly, "Have you any convictions?"

I blushed. He waited.

Taking a deep breath, I began. "I've got lots of *convictions." He stared but I plunged boldly on. "Yes", I said. "I believe in '*do unto others as you would have done to yourself*'. I think it's really important to try to understand what it's like to be in another person's shoes. I also believe ..." I never finished the sentence because the interviewer was snorting with laughter.

The moral of the story: get clarification if you don't understand the question or it seems out of context. Ask the interviewer to rephrase it in words you know.

c) Everyone has something of value to talk about that audiences will find interesting and benefit from.

As an Instructor for Continuing Education, I had a special class assignment for my Public Speaking Course. It consisted of inner city church ladies who had a desire to improve their presentation skills.

The format was this: I spoke the first night and gave them the Components, Parts, and Elements of a Presentation. They came back a week later and delivered their presentations. The speeches were to be about five minutes and could be on any topic they chose.

The class was a delight to teach. They fully bought into my mantra, "*Speaking Opportunities are Business, Career, and Leadership Opportunities!*"

Presentation day arrived and I was blown away! They had worked hard on their presentations and the speeches were outstanding! There were several personal stories about overcoming adversity and others about hobbies and family.

One lady waited till everyone else had spoken. I motioned to her that she was next. The woman rose from her seat and started walking to the front

of the room. Before reaching the spot people had been speaking from she stopped, turned around, and said, “I don’t have anything to talk about.” Then she started walking back to her seat.

I stopped her in her tracks when I exclaimed, “*Wait a minute! Don’t sit down!*”

I then asked, “Didn’t I hear you telling your classmates you speak to your children every day?”

“I do,” she replied.

“What do you tell them?” I queried.

“I tell them to keep away from gangs, don’t do drugs, work hard, and be honest,” she responded.

“That’s good stuff!” I said. Her classmates nodded their heads in agreement.

I asked, “How many children do you have?”

“Six.” was the one word answer.

“Wow!” I exclaimed. Looking around the classroom, I could see everyone shared my surprise.

I wanted to know more, so I asked, “What are those kids doing today?”

The lady paused for a moment to think about her answer. Then she started to speak, saying. “Four are in college, and. . .”

“STOP!” I exclaimed while raising my hand with my palm facing her. “You have *four children in college?*” I asked.

“Yes, I do.” was the answer.

I responded, “That’s *amazing!*”

I’ve got a feeling there are youngsters in your neighborhood who don’t go to *high school!*

You have *four children in college* and told the class you don’t have anything to talk about! *We’ve got to hear how you did that!*”

All the facial expressions and body language in class showed agreement with my statements. The problem the lady had was she was ‘too close to herself.’ She literally ‘didn’t know what she knew.’”

Isn’t that a great story? It’s incredible, true, and it happens *all the time!*

5 Tips for Telling a Story

1. Jump right in.
Don’t introduce it with, “I’d like to tell a story about...” Don’t say, “That reminds me of a time when...” Just start.
2. Picture the story in your imagination.
I write out the story I’m going to tell. Then I rewrite it again and again so that every word, phrase, and image serves a purpose. Then I visualize the story unfolding in my mind. I make it seem as if I’m watching a movie. And then I describe what I’m seeing and hearing to my audience.
3. Identify with the main character and his/her struggle.
That’s easy to do, if you are the main character of the story. But even if your story focuses on some other person, put yourself in that person’s shoes. Feel what he/she is going through. That way your audience will be more likely to identify with the main character.
4. Pause.
Pausing is always a good thing to do in a speech. It adds emphasis to what you say before or after the pause. It keeps your speech from

sounding like an unending stream of words. I suggest pausing before you begin your story and pausing at the end.

5. State your take-away truth.

Good stories lead to some insight, revelation, or truth. That's one reason why you want to tell it. So state that take-away truth in one finely polished sentence. Then pause again.

(<http://christopherwitt.com/how-to-tell-a-story-in-a-speech/>)

How to Use a Narrative

- Storytelling points toward a single goal. Your story should not be forced, but should come across as a natural part of your speech. If your audience thinks you're telling a story just because you read that it was a good idea to do so, your story won't work.

- The task of a story is to make the audience *care*. Your narrative should be something that your audience can easily understand and relate to.

- Keep it short and sweet. Limit your narrative to three or four minutes at the most. Remember, you are using it to support or clarify your point. Once you've done that, move on.

- Your story is not there to replace information. It is there to put something you have said into perspective.

- The best stories paint a picture. They allow your audience to visualize what you are saying.

- Make sure your story builds over time and doesn't get boring. Keep your audience interested until the end.

- Don't overuse stories.

- Of course, as the old adage says, "use what you know." Stories are not just about facts—they're also about communicating what you have experienced and what you personally know, and feel, to be true.

(Source: Boundless. "How and When to Use Narrative." *Boundless Communications* Boundless, 18 Jun. 2016. Retrieved 27 Jan. 2017 from <https://www.boundless.com/communications/textbooks/boundless-communications-textbook/supporting-your-ideas-9/using-life-experience-narrative-50/how-and-when-to-use-narrative-201-8004/>)

Exercise 2. Watch Storytelling Speech Example
<https://www.youtube.com/watch?v=ksKh1wNqSvo> and **Based on a True Story** <https://www.youtube.com/watch?v=qlnKDoG3tdM>.
What is the purpose of telling these stories?

Testimony

Another form of support you may employ during a speech is testimony. **When we use the word “testimony” in this text, we are specifically referring to expert opinion or direct accounts of witnesses to provide support for your speech.** Notice that within this definition, we refer to both expert and eyewitness testimony.

Expert Testimony

Expert testimony accompanies the discussion we had earlier in this chapter related to what qualifies someone as an expert. **In essence, expert testimony expresses the attitudes, values, beliefs, or behaviors recommended by someone who is an acknowledged expert on a topic.**

Eyewitness Testimony

Eyewitness testimony, on the other hand, is given by someone who has direct contact with the phenomenon of your speech topic. Imagine that you are giving a speech on the effects of the 2010 “Deepwater Horizon” oil spill disaster in the Gulf of Mexico. Perhaps one of your friends happened to be on a flight that passed over the Gulf of Mexico and the pilot pointed out where the platform was. You could tell your listeners about your friend’s testimony of what she saw as she was flying over the spill.

However, using eyewitness testimony as support can be a little tricky because you are relying on someone’s firsthand account, and firsthand accounts may not always be reliable. As such, **you evaluate the credibility of your witness and the recency of the testimony.**

To evaluate your witness’s credibility, you should first consider how you received the testimony. Did you ask the person for the testimony, or did he or she give you the information without being asked? Second, consider whether your witness has anything to gain from his or her testimony. Basically, you want to know that your witness isn’t biased.

Second, consider whether your witness’ account was recent or something that happened some time ago. With a situation like the BP oil spill, the date when the spill was seen from the air makes a big difference.

If the witness saw the oil spill when the oil was still localized, he or she could not have seen the eventual scope of the disaster.

Overall, the more detail you can give about the witness and when the witness made his or her observation, the more useful that witness testimony will be when attempting to create a solid argument. However, **never rely completely on eyewitness testimony because this form of support is not always the most reliable and may still be perceived as biased by a segment of your audience.**

Exercise 1. Find cases of testimony in Smart Dust (pp.20-21). What type are they? What are their purposes?

Analogies

An analogy is a figure of speech that compares two ideas or objects, showing how they are similar in some way. Analogies, for public speaking purposes, can also be based in logic. The logical notion of analogies starts with the idea that two ideas or objects are similar, and because of this similarity, the two ideas or objects must be similar in other ways as well. There are two different types of analogies that speakers can employ: figurative and literal.

Figurative Analogies

Figurative analogies compare two ideas or objects from two different classes. For the purposes of understanding analogies, a “class” refers to a group that has common attributes, characteristics, qualities, or traits. **For example, you can compare a new airplane to an eagle.** In this case, airplanes and eagles clearly are not the same type of objects. While both may have the ability to fly, airplanes are made by humans and eagles exist in nature.

Figurative analogies are innately problematic because people often hear them and immediately dismiss them as far-fetched. **While figurative analogies may be very vivid and help a listener create a mental picture, they do not really help a listener determine the validity of the information being presented.** Furthermore, speakers often overly rely on figurative analogies when they really don’t have any other solid evidence. Overall, while figurative analogies may be useful, we recommend solidifying them with other, more tangible support.

Literal Analogies

Literal analogies, on the other hand, compare two objects or ideas that clearly belong to the same class. The goal of the literal analogy

is to demonstrate that the two objects or ideas are similar; therefore, they should have further similarities that support your argument. For example, maybe you're giving a speech on a new fast-food brand that you think will be a great investment. **You could easily compare that new fast-food brand to preexisting brands like McDonald's, Subway, or Taco Bell.** If you can show that the new start-up brand functions similarly to other brands, you can use that logic to suggest that the new brand will also have the same kind of success as the existing brands.

When using literal analogies related to ideas, make sure that the ideas are closely related and can be viewed as similar. For example, take the Church of Reality. You could compare the Church of Reality's use of marijuana to the Native American Church's legal exemption to use peyote in its religious practices. In this instance, comparing two different religious groups' use of illegal drugs and demonstrating that one has legal exemption supports the idea that the other should have an exemption, too.

As with figurative analogies, make sure that the audience can see a reasonable connection between the two ideas or objects being compared. If your audience sees your new fast-food brand as very different from McDonald's or Subway, then they will not accept your analogy. You are basically asking your audience to confirm the logic of your comparison, so if they don't see the comparison as valid, it won't help to support your message.

Home Task

Exercise 1. Look at the speech you are currently preparing for your public speaking class. What types of support are you using? Could you enhance the credibility of your speech by using other types of support? If so, what types of support do you think you are lacking?

Exercise 2. Find and analyze a newspaper op-ed piece or letter to the editor that takes a position on an issue. Which types of support does the writer use? How effective and convincing do you think the use of support is? Why?

Exercise 3. Read through these sample persuasive speeches. What kind of support are used by the author? How effective and convincing do you think the use of support is? Why?

Global Warming

There is little doubt that the planet is warming. Over the last century, the planet's temperature has risen by around 1 degree Fahrenheit (0.6 of a degree Celsius). The warmest since the mid 1800's was the 1990s. The hottest years recorded were 1997, 1998, 2001, 2002, 2003.

The United Nations panel on climate change projects that the global temperatures will rise 3-10 degrees Fahrenheit by the century's end – enough to have the polar caps all but melted. If the ice caps melt, a vast majority of our countries borders will be under water. Monuments and great buildings, as well as homes and lives will be under water, including New York City.

So now we know what some of the causes are for global warming, how can we as individuals do our part to help save the planet?

The answer is simpler than you may think. You don't have to go miles away from home to protest, or spend masses of money. If you try to follow the few simple steps that I shall now give you, you will have started to help us all.

Firstly, plant a tree. This could be easier than it sounds. Join or help out a local wildlife group and ask to plant a tree. Trees, when fully grown, will help keep the planet cooler. On the same point, you could protest against the demolition of the rainforests. This is the same principle, we need the trees to cool our planet and yet they are chopping them down to create roads or homes.

Something as simple as walking instead of taking the car will help reduce pollution. As well as stopping pollution, you are giving yourself exercise, something important for our bodies. So the next time you get into your car, or your motorbike, think – do I have to make this journey by vehicle or can I walk?

When you are at home, and your getting a little cold. Put a jumper on and do not adjust the heating. The extra heat produced by our homes also affects the planet. So try wearing an extra layer in winter.

If possible, buy your fruit and vegetables from local suppliers. And try to avoid imported goods. The more foreign food that we import the more pollution from aeroplanes and boats it will create.

Keeping to the speed limit can also help the environment. The more you speed the more petrol you are going to use, making the pollution higher. Also, SUV's make about six times their own weight in CO2 each year. A small efficient diesel car covering the same distance not only uses much less fuel; it makes two thirds less.

If possible use solar energy, after all it is free; all you need to buy is the equipment. You can get much of your hot water and heating from the sun and even generate electricity.

Reduce, reuse and recycle. Only buy what you need; don't stock the cupboards with things you may or may not use. Reuse whatever you can, like containers and paper, and recycle what you cannot reuse. It really is as simple as that.

Finally turning off unused sources of power such as televisions and heaters will help the environment, as well as save you money.

If everybody stuck to these rules, we would be doing a great thing by protecting the earth. So please take into consideration what I have said, and try to do your part. After all, it will be our next generation that will feel the effects.

(<https://www.presentationmagazine.com/example-persuasive-speech-global-warming-6769.htm>)

Diana – Cover up or Accident?

There are many conspiracy theories surrounding the demise of Princess Diana.

I would firstly like to say that these are not my opinions but facts and quotations that I have found in books or on the Internet.

Since the Princess' death in 1997, there was immediate pressure from the public towards the Royal family, and towards MI6.

The first conspiracy theory is that it was faked. The story goes that fed up with the constant intrusion into her private life by the media, Diana, aided by the resources of lover Dodi, staged a spectacular ‘death’, in a hope that she could retreat to a life of privacy. A plan that went horribly wrong, leading to a fatal accident.

But would this idea be possible?

My view: No. Diana was famous all over the world. In this day and age it would not have been possible to avoid the press – Diana and Dodi would have known this all too well. Also, she loved her sons. In this plan she would have had to leave them. To me this theory is not what happened

The second conspiracy theory is that of the evidence – one that stands out in particular for me.

A) Bodyguard Trevor Rees-Jones still lives, but testimony from Mercedes auto experts says that it would have been almost impossible for anyone to have survived a crash in the tunnel in a car going at 121 mph. Maybe, as driver Henri Paul’s lawyers claim, the car was not going that fast. Maybe the crash was faked by the army-trained Rees-Jones who had previously deposited Diana and Dodi elsewhere.

My view: Highly unlikely. If the bodyguard was to set up the accident, why be in the car at all? If he had set up the accident I am sure he would have set up an excuse/alibi to not be in the vehicle. And as is commonly known now, he was the only one wearing a seatbelt – the fact that this saved his life seems most likely to me.

B) Dodi’s usual driver was not used. Mystery still surrounds Henri Paul, the security officer, who stepped in at the last minute to drive the Mercedes S-280. It took a full two days for his name to be revealed, for instance. Co-workers at the Ritz Hotel say he kept himself to himself and never socialised with them. One version of this conspiracy has it that Paul simply did not exist, another that he was quickly whisked away from the hospital after being declared dead by doctors in cahoots with the Al Fayed family.

My view: We know for a fact that the drivers were changed, but there is no solid evidence to say why. Also, surely the Al Fayed family had more than one driver. If I was them I would want to know the person driving me in my car. Wouldn’t you?

Now finally from the evidence:

C) Just six hours before she died, Diana let slip to Daily Mail reporter Richard Kray that she was about to withdraw completely from public life.

My view: A funny one – but is the reporter just looking for a cheap story or has he got the proof? The truth is still unknown.

The final conspiracy is the most popularly believed. That the British MI6 killed her. Some say that she was the target; some say that it was Dodi. Here's the evidence:

Rogue elements in the British Secret Service decide that Diana is a threat to the throne, and therefore the stability of the state. They take her out. As for Dodi, business enemies of Dodi and his father Mohammed Al Fayed assassinate Dodi, with the death of Diana; a magnificent cover for their operation.

My views are exactly that, and you should make up your own minds. But there is a mountain of evidence to say that The Lady Diana's death was no accident. Either way, the people of Britain have demanded answers for ten years now – after coming close, then having all the evidence stolen!

Will we ever find out?

My final view on this is, that as long as the people responsible don't want us to, then no, we will never find out the truth.

(<https://www.presentationmagazine.com/example-persuasive-speech-princess-diana-6762.htm>)

Unit 6

Logical Argument

You might be thinking that logic is dry and boring. While you may not get turned on by logical analysis, it is critical to your success. Logical reasoning has three flavors:

1. Deductive reasoning
2. Inductive reasoning
3. Causal reasoning

Deductive Reasoning

Deductive reasoning consists of one or more *deductive arguments*. You generally start with one or more *premises*, and then derive a *conclusion* from them. Premises can be facts, claims, evidence, or a previously proven conclusion. **The key is that in a deductive argument, if your premises are true, then your conclusion must be true.**

For example, consider the following deductive argument:

1. Audiences hate all boring things. (*premise*)
2. Bullet-point slides are boring. (*premise*)
3. Therefore, audiences hate bullet-point slides. (*conclusion*)

So, if audiences hate boring things (yes!) and if bullet-point slides are boring (yes!), then audiences **must** hate bullet-point slides.

Inductive Reasoning

Inductive reasoning is similar in that it consists of *premises* which lead to a *conclusion*. The difference is that **the conclusion is not guaranteed to be true** — we can only state it with some degree of confidence.

For example, consider the following *inductive argument*:

1. All *Six Minutes* articles you have read in the past were insightful. (*premise*)
2. This is a *Six Minutes* article. (*premise*)
3. Therefore, this article is insightful. (*conclusion*)

Given these premises, it is *reasonable* to expect that this article will be insightful, but **it cannot be stated with certainty** based on those premises. It must be inferred.

Reasoning by analogy is a type of inductive reasoning that argues that what is true in one set of circumstances will be true in another. Reasoning by analogy has been criticized and questioned by logicians, since two sets of circumstances are never exactly the same. While this is true, our goal when using reasoning by analogy in persuasive speaking is not to create absolutely certain conclusions but to cite cases and supporting evidence that can influence an audience. For example, let's say you are trying to persuade a university to adopt an alcohol education program by citing the program's success at other institutions. Since two universities are never exactly the same, the argument can't be airtight. To better support this argument, you could first show that the program was actually successful using various types of supporting material such as statistics from campus offices and testimony from students and staff. Second, you could show how the cases relate by highlighting similarities in the campus setting, culture, demographics, and previous mission. Since you can't argue that the schools are similar in all ways, choose to highlight significant similarities. Also, it's better to acknowledge significant limitations of the analogy and provide additional supporting material to address them than it is to ignore or hide such limitations.

Causal Reasoning

Causal reasoning argues to establish a relationship between a cause and an effect. When speakers attempt to argue for a particular course of action based on potential positive or negative consequences that may result, they are using causal reasoning. Such reasoning is evident in the following example: Eating more local foods will boost the local economy and make you healthier. The "if/then" relationship that is set up in causal reasoning can be persuasive, but the reasoning isn't always sound. Rather than establishing a true cause-effect relationship, speakers more often set up a correlation, which means there is a relationship between two things but there are other contextual influences.

To use causal reasoning effectively and ethically, speakers should avoid claiming a direct relationship between a cause and an effect when such a connection cannot be proven. Instead of arguing that "x caused y," it is more accurate for a speaker to say "x influenced y." A speaker may

need to use more solid reasoning, perhaps inductive reasoning through examples, to build up enough evidence to support that a correlation exists and a causal relationship is likely. When using causal reasoning, present evidence that shows the following: (1) the cause occurred before the effect, (2) the cause led to the effect, and (3) it is unlikely that other causes produced the effect.

(<http://2012books.lardbucket.org/books/a-primer-on-communication-studies/s11-03-persuasive-reasoning-and-falla.html>)

“Your audience is applying deductive and inductive reasoning all the time”

Okay, so why is this important? It’s important because your audience is applying deductive and inductive reasoning all the time. It happens subconsciously, but they are doing it before you start speaking, while you speak, and after you’ve finished.

Let’s consider an example.

Example Scenario: You are trying to convince your audience to try a new weight-loss diet.

- You claim that the new diet reduces hunger. (premise A)
- You claim that reducing hunger will reduce caloric intake. (premise B)
- You claim that reducing caloric intake will cause weight loss. (premise C)
- You conclude that the new diet will cause weight loss. (This is a sound, deductive conclusion which must be true if premises A, B, and C are true.)

What could your audience be thinking?

- Every diet I have tried in the past has failed miserably. (premise D)
- This new diet is like those failed diets. (premise E)
- Therefore, this new diet will fail miserably. (This is a reasonable inductive conclusion drawn from premises D and E.)

Because their own conclusion is based on strong, emotional experiences (i.e. a failed diet is emotional), it probably trumps your conclusion. Since your audience has to resolve these conflicting conclusions, they will look

to your arguments for flaws. Although your deductive conclusion is sound, they will doubt your premises:

- “I’m always hungry when I am on a diet!” (counters premise A)
- “But if my caloric intake drops, I won’t have enough energy to exercise, and I’ll gain weight!” (counters premise C)

“Your success depends on your ability to simultaneously make your argument stronger and competing arguments weaker.”

How can you be persuasive in this challenging scenario? Your success depends on your ability to simultaneously make your argument stronger and competing arguments weaker.

For example:

- You can boost your argument by providing supporting facts, diet research, or even your personal success story with the new diet.
- You also must show why this new diet is unlike all those past failed diets. If successful, you would significantly cast doubt on premise E, and their entire inductive argument.

(<https://sites.google.com/site/mspottersspeechresources/course-outline/ethos-pathos-and-logos>)

Exercise 1. Identify examples of inductive, deductive, and causal reasoning in Persuasive strategies (see the CD)

Exercise 2. Analyze 2 of your own public speeches. What kind of logic did you use? Was it a success?

Home Task

Exercise 3. Find a persuasive speech on Youtube. Analyze the reasoning the speaker uses. Bring the recording of the speech to class and share your findings with your classmates.

Unit 7

Fallacies

Formal Fallacies

Formal fallacies occur when there is a problem with the form, or structure, of the argument. "*Formal*" refers to the *form* of the argument. An argument that contains a formal fallacy will always be invalid.

Task 1. Read through the material on Square of Opposition
(Логический квадрат) http://www.e-reading.club/chapter.php/92029/28/Gusev_-_Kratkii_kurs_logiki__Iskusstvo_pravil'nogo_myshleniya.html

Exercise 1. Find out whether these syllogisms are valid.

- a) I. All fish cannot live without water.
II. All sharks are fish.

C. All sharks cannot live without water.
- b) I. Some birds can't fly.
II. Penguins are birds.

C. Penguins can't fly.
- c) I. All metals that don't oxidize are precious.
II. Gold doesn't oxidize.

C. Gold is a precious metal.
- d) I. All long-haired people are poets.

II. Amos Judd is long-haired.

C. Amos Judd is a poet

- e) I. All flowers are animals.
II. All animals can jump.

C. Therefore, all flowers can jump.

Informal Fallacies

An informal fallacy is an error in reasoning that occurs due to a problem with the *content*, rather than mere *structure*, of the argument. In informal logic and rhetoric, a fallacy is usually an error in reasoning often due to a misconception or a presumption.

Love is a Fallacy by Max Shulman

Cool was I and logical. Keen, calculating, perspicacious, acute and astute—I was all of these. My brain was as powerful as a dynamo, precise as a chemist’s scales, as penetrating as a scalpel. And—think of it!—I only eighteen.

It is not often that one so young has such a giant intellect. Take, for example, Petey Bellows, my roommate at the university. Same age, same background, but dumb as an ox. A nice enough fellow, you understand, but nothing upstairs. Emotional type. Unstable. Impressionable. Worst of all, a faddist. Fads, I submit, are the very negation of reason. To be swept up in every new craze that comes along, to surrender oneself to idiocy just because everybody else is doing it—this, to me, is the acme of mindlessness. Not, however, to Petey.

One afternoon I found Petey lying on his bed with an expression of such distress on his face that I immediately diagnosed appendicitis. “Don’t move,” I said, “Don’t take a laxative. I’ll get a doctor.”

“Raccoon,” he mumbled thickly.

“Raccoon?” I said, pausing in my flight.

“I want a raccoon coat,” he wailed.

I perceived that his trouble was not physical, but mental. “Why do you want a raccoon coat?”

“I should have known it,” he cried, pounding his temples. “I should have known they’d come back when the Charleston came back. Like a fool I spent all my money for textbooks, and now I can’t get a raccoon coat.”

“Can you mean,” I said incredulously, “that people are actually wearing raccoon coats again?”

“All the Big Men on Campus are wearing them. Where’ve you been?”

“In the library,” I said, naming a place not frequented by Big Men on Campus.

He leaped from the bed and paced the room. “I’ve got to have a raccoon coat,” he said passionately. “I’ve got to!”

“Petey, why? Look at it rationally. Raccoon coats are unsanitary. They shed. They smell bad. They weigh too much. They’re unsightly. They—”

“You don’t understand,” he interrupted impatiently. “It’s the thing to do. Don’t you want to be in the swim?”

“No,” I said truthfully.

“Well, I do,” he declared. “I’d give anything for a raccoon coat. Anything!”

My brain, that precision instrument, slipped into high gear. “Anything?” I asked, looking at him narrowly.

“Anything,” he affirmed in ringing tones.

I stroked my chin thoughtfully. It so happened that I knew where to get my hands on a raccoon coat. My father had had one in his undergraduate days; it lay now in a trunk in the attic back home. It also happened that Petey had something I wanted. He didn’t have it exactly, but at least he had first rights on it. I refer to his girl, Polly Espy.

I had long coveted Polly Espy. Let me emphasize that my desire for this young woman was not emotional in nature. She was, to be sure, a girl who excited the emotions, but I was not one to let my heart rule my head. I wanted Polly for a shrewdly calculated, entirely cerebral reason.

I was a freshman in law school. In a few years I would be out in practice. I was well aware of the importance of the right kind of wife in furthering a lawyer's career. The successful lawyers I had observed were, almost without exception, married to beautiful, gracious, intelligent women. With one omission, Polly fitted these specifications perfectly.

Beautiful she was. She was not yet of pin-up proportions, but I felt that time would supply the lack. She already had the makings.

Gracious she was. By gracious I mean full of graces. She had an erectness of carriage, an ease of bearing, a poise that clearly indicated the best of breeding. At table her manners were exquisite. I had seen her at the Kozy Kampus Korner eating the specialty of the house—a sandwich that contained scraps of pot roast, gravy, chopped nuts, and a dipper of sauerkraut—without even getting her fingers moist.

Intelligent she was not. In fact, she veered in the opposite direction. But I believed that under my guidance she would smarten up. At any rate, it was worth a try. It is, after all, easier to make a beautiful dumb girl smart than to make an ugly smart girl beautiful.

“Petey,” I said, “are you in love with Polly Espy?”

“I think she's a keen kid,” he replied, “but I don't know if you'd call it love. Why?”

“Do you,” I asked, “have any kind of formal arrangement with her? I mean are you going steady or anything like that?”

“No. We see each other quite a bit, but we both have other dates. Why?”

“Is there,” I asked, “any other man for whom she has a particular fondness?”

“Not that I know of. Why?”

I nodded with satisfaction. “In other words, if you were out of the picture, the field would be open. Is that right?”

“I guess so. What are you getting at?”

“Nothing, nothing,” I said innocently, and took my suitcase out the closet.

“Where are you going?” asked Petey.

“Home for weekend.” I threw a few things into the bag.

“Listen,” he said, clutching my arm eagerly, “while you’re home, you couldn’t get some money from your old man, could you, and lend it to me so I can buy a raccoon coat?”

“I may do better than that,” I said with a mysterious wink and closed my bag and left.

“Look,” I said to Petey when I got back Monday morning. I threw open the suitcase and revealed the huge, hairy, gamy object that my father had worn in his Stutz Bearcat in 1925.

“Holy Toledo!” said Petey reverently. He plunged his hands into the raccoon coat and then his face. “Holy Toledo!” he repeated fifteen or twenty times.

“Would you like it?” I asked.

“Oh yes!” he cried, clutching the greasy pelt to him. Then a canny look came into his eyes. “What do you want for it?”

“Your girl.” I said, mincing no words.

“Polly?” he said in a horrified whisper. “You want Polly?”

“That’s right.”

He flung the coat from him. “Never,” he said stoutly.

I shrugged. “Okay. If you don’t want to be in the swim, I guess it’s your business.”

I sat down in a chair and pretended to read a book, but out of the corner of my eye I kept watching Petey. He was a torn man. First he looked at the coat with the expression of a waif at a bakery window. Then he turned away and set his jaw resolutely. Then he looked back at the coat, with even more longing in his face. Then he turned away, but with not so much resolution this time. Back and forth his head swiveled, desire waxing, resolution waning. Finally he didn't turn away at all; he just stood and stared with mad lust at the coat.

"It isn't as though I was in love with Polly," he said thickly. "Or going steady or anything like that."

"That's right," I murmured.

"What's Polly to me, or me to Polly?"

"Not a thing," said I.

"It's just been a casual kick—just a few laughs, that's all."

"Try on the coat," said I.

He complied. The coat bunched high over his ears and dropped all the way down to his shoe tops. He looked like a mound of dead raccoons. "Fits fine," he said happily.

I rose from my chair. "Is it a deal?" I asked, extending my hand.

He swallowed. "It's a deal," he said and shook my hand.

I had my first date with Polly the following evening. This was in the nature of a survey; I wanted to find out just how much work I had to do to get her mind up to the standard I required. I took her first to dinner. "Gee, that was a delish dinner," she said as we left the restaurant. Then I took her to a movie. "Gee, that was a marvy movie," she said as we left the theatre. And then I took her home. "Gee, I had a sensaysh time," she said as she bade me good night.

I went back to my room with a heavy heart. I had gravely underestimated the size of my task. This girl's lack of information was terrifying. Nor would it be enough merely to supply her with information. First she had to be taught to think. This loomed as a project of no small

dimensions, and at first I was tempted to give her back to Petey. But then I got to thinking about her abundant physical charms and about the way she entered a room and the way she handled a knife and fork, and I decided to make an effort.

I went about it, as in all things, systematically. I gave her a course in logic. It happened that I, as a law student, was taking a course in logic myself, so I had all the facts at my fingertips. “Poll,” I said to her when I picked her up on our next date, “tonight we are going over to the Knoll and talk.”

“Oo, terrific,” she replied. One thing I will say for this girl: you would go far to find another so agreeable.

We went to the Knoll, the campus trysting place, and we sat down under an old oak, and she looked at me expectantly. “What are we going to talk about?” she asked.

“Logic.”

She thought this over for a minute and decided she liked it. “Magnif,” she said.

“Logic,” I said, clearing my throat, “is the science of thinking. Before we can think correctly, we must first learn to recognize the common fallacies of logic. These we will take up tonight.”

“Wow-dow!” she cried, clapping her hands delightedly.

I winced, but went bravely on. “First let us examine the fallacy called Dicto Simpliciter.”

“By all means,” she urged, batting her lashes eagerly.

“Dicto Simpliciter means an argument based on an unqualified generalization. For example: Exercise is good. Therefore everybody should exercise.”

“I agree,” said Polly earnestly. “I mean exercise is wonderful. I mean it builds the body and everything.”

“Polly,” I said gently, “the argument is a fallacy. Exercise is good is an unqualified generalization. For instance, if you have heart disease, exercise is bad, not good. Many people are ordered by their doctors not to exercise. You must qualify the generalization. You must say exercise is usually good, or exercise is good for most people. Otherwise you have committed a Dicto Simpliciter. Do you see?”

“No,” she confessed. “But this is marvy. Do more! Do more!”

“It will be better if you stop tugging at my sleeve,” I told her, and when she desisted, I continued. “Next we take up a fallacy called Hasty Generalization. Listen carefully: You can’t speak French. Petey Bellows can’t speak French. I must therefore conclude that nobody at the University of Minnesota can speak French.”

“Really?” said Polly, amazed. “Nobody?”

I hid my exasperation. “Polly, it’s a fallacy. The generalization is reached too hastily. There are too few instances to support such a conclusion.”

“Know any more fallacies?” she asked breathlessly. “This is more fun than dancing even.”

I fought off a wave of despair. I was getting nowhere with this girl, absolutely nowhere. Still, I am nothing if not persistent. I continued. “Next comes Post Hoc. Listen to this: Let’s not take Bill on our picnic. Every time we take him out with us, it rains.”

“I know somebody just like that,” she exclaimed. “A girl back home—Eula Becker, her name is. It never fails. Every single time we take her on a picnic—”

“Polly,” I said sharply, “it’s a fallacy. Eula Becker doesn’t *cause* the rain. She has no connection with the rain. You are guilty of Post Hoc if you blame Eula Becker.”

“I’ll never do it again,” she promised contritely. “Are you mad at me?”

I sighed. “No, Polly, I’m not mad.”

“Then tell me some more fallacies.” “All right. Let’s try Contradictory Premises.”

“Yes, let’s,” she chirped, blinking her eyes happily.

I frowned, but plunged ahead. “Here’s an example of Contradictory Premises: If God can do anything, can He make a stone so heavy that He won’t be able to lift it?”

“Of course,” she replied promptly.

“But if He can do anything, He can lift the stone,” I pointed out.

“Yeah,” she said thoughtfully. “Well, then I guess He can’t make the stone.”

“But He can do anything,” I reminded her. She scratched her pretty, empty head.

“I’m all confused,” she admitted.

“Of course you are. Because when the premises of an argument contradict each other, there can be no argument. If there is an irresistible force, there can be no immovable object. If there is an immovable object, there can be no irresistible force. Get it?”

“Tell me more of this keen stuff,” she said eagerly. I consulted my watch. “I think we’d better call it a night. I’ll take you home now, and you go over all the things you’ve learned. We’ll have another session tomorrow night.”

I deposited her at the girls’ dormitory, where she assured me that she had had a perfectly terrific evening, and I went glumly home to my room. Petey lay snoring in his bed, the raccoon coat huddled like a great hairy beast at his feet. For a moment I considered waking him and telling him that he could have his girl back. It seemed clear that my project was doomed to failure. The girl simply had a logic-proof head.

But then I reconsidered. I had wasted one evening; I might as well waste another. Who knew? Maybe somewhere in the extinct crater of her mind a few members still smoldered. Maybe somehow I could fan them

into flame. Admittedly it was not a prospect fraught with hope, but I decided to give it one more try.

Seated under the oak the next evening I said, “Our first fallacy tonight is called Ad Misericordiam.”

She quivered with delight.

“Listen closely,” I said. “A man applies for a job. When the boss asks him what his qualifications are, he replies that he has a wife and six children at home, the wife is a helpless cripple, the children have nothing to eat, no clothes to wear, no shoes on their feet, there are no beds in the house, no coal in the cellar, and winter is coming.”

A tear rolled down each of Polly’s pink cheeks. “Oh, this is awful, awful,” she sobbed.

“Yes, it’s awful,” I agreed, “but it’s no argument. The man never answered the boss’s question about his qualifications. Instead he appealed to the boss’s sympathy. He committed the fallacy of Ad Misericordiam. Do you understand?”

“Have you got a handkerchief?” she blubbered.

I handed her a handkerchief and tried to keep from screaming while she wiped her eyes. “Next,” I said in a carefully controlled tone, “we will discuss False Analogy. Here is an example: Students should be allowed to look at their textbooks during examinations. After all, surgeons have X-rays to guide them during an operation, lawyers have briefs to guide them during a trial, carpenters have blueprints to guide them when they are building a house. Why, then, shouldn’t students be allowed to look at their textbooks during an examination?”

“There now,” she said enthusiastically, “is the most marvy idea I’ve heard in years.”

“Polly,” I said testily, “the argument is all wrong. Doctors, lawyers, and carpenters aren’t taking a test to see how much they have learned, but students are. The situations are altogether different, and you can’t make an analogy between them.”

“I still think it’s a good idea,” said Polly.

“Nuts,” I muttered. Doggedly I pressed on. “Next we’ll try Hypothesis Contrary to Fact.”

“Sounds yummy,” was Polly’s reaction.

“Listen: If Madame Curie had not happened to leave a photographic plate in a drawer with a chunk of pitchblende, the world today would not know about radium.”

“True, true,” said Polly, nodding her head “Did you see the movie? Oh, it just knocked me out. That Walter Pidgeon is so dreamy. I mean he fractures me.”

“If you can forget Mr. Pidgeon for a moment,” I said coldly, “I would like to point out that statement is a fallacy. Maybe Madame Curie would have discovered radium at some later date. Maybe somebody else would have discovered it. Maybe any number of things would have happened. You can’t start with a hypothesis that is not true and then draw any supportable conclusions from it.”

“They ought to put Walter Pidgeon in more pictures,” said Polly, “I hardly ever see him any more.”

One more chance, I decided. But just one more. There is a limit to what flesh and blood can bear. “The next fallacy is called Poisoning the Well.”

“How cute!” she gurgled. “Two men are having a debate. The first one gets up and says, ‘My opponent is a notorious liar. You can’t believe a word that he is going to say.’ ... Now, Polly, think. Think hard. What’s wrong?” I watched her closely as she knit her creamy brow in concentration. Suddenly a glimmer of intelligence—the first I had seen—came into her eyes.

“It’s not fair,” she said with indignation. “It’s not a bit fair. What chance has the second man got if the first man calls him a liar before he even begins talking?”

“Right!” I cried exultantly. “One hundred per cent right. It’s not fair. The first man has poisoned the well before anybody could drink from it. He has hamstrung his opponent before he could even start ... Polly, I’m proud of you.”

“Pshaws,” she murmured, blushing with pleasure.

“You see, my dear, these things aren’t so hard. All you have to do is concentrate. Think— examine—evaluate. Come now, let’s review everything we have learned.”

“Fire away,” she said with an airy wave of her hand. Heartened by the knowledge that Polly was not altogether a cretin, I began a long, patient review of all I had told her. Over and over and over again I cited instances, pointed out flaws, kept hammering away without letup. It was like digging a tunnel. At first, everything was work, sweat, and darkness. I had no idea when I would reach the light, or even if I would. But I persisted. I pounded and clawed and scraped, and finally I was rewarded. I saw a chink of light. And then the chink got bigger and the sun came pouring in and all was bright.

Five grueling nights with this took, but it was worth it. I had made a logician out of Polly; I had taught her to think. My job was done. She was worthy of me, at last. She was a fit wife for me, a proper hostess for my many mansions, a suitable mother for my well-heeled children.

It must not be thought that I was without love for this girl. Quite the contrary. Just as Pygmalion loved the perfect woman he had fashioned, so I loved mine. I decided to acquaint her with my feelings at our very next meeting. The time had come to change our relationship from academic to romantic.

“Polly,” I said when next we sat beneath our oak, “tonight we will not discuss fallacies.”

“Aw, gee,” she said, disappointed.

“My dear,” I said, favoring her with a smile, “we have now spent five evenings together. We have gotten along splendidly. It is clear that we are well matched.”

“Hasty Generalization,” said Polly brightly.

“I beg your pardon,” said I. “Hasty Generalization,” she repeated. “How can you say that we are well matched on the basis of only five dates?”

I chuckled with amusement. The dear child had learned her lessons well. “My dear,” I said, patting her hand in a tolerant manner, “five dates is plenty. After all, you don’t have to eat a whole cake to know that it’s good.”

“False Analogy,” said Polly promptly. “I’m not a cake. I’m a girl.”

I chuckled with somewhat less amusement. The dear child had learned her lessons perhaps too well. I decided to change tactics. Obviously the best approach was a simple, strong, direct declaration of love. I paused for a moment while my massive brain chose the proper word. Then I began: “Polly, I love you. You are the whole world to me, the moon and the stars and the constellations of outer space. Please, my darling, say that you will go steady with me, for if you will not, life will be meaningless. I will languish. I will refuse my meals. I will wander the face of the earth, a shambling, hollow-eyed hulk.” There, I thought, folding my arms, that ought to do it.

“Ad Misericordiam,” said Polly. I ground my teeth. I was not Pygmalion; I was Frankenstein, and my monster had me by the throat. Frantically I fought back the tide of panic surging through me; at all costs I had to keep cool. “Well, Polly,” I said, forcing a smile, “you certainly have learned your fallacies.”

“You’re darn right,” she said with a vigorous nod.

“And who taught them to you, Polly?”

“You did.”

“That’s right. So you do owe me something, don’t you, my dear? If I hadn’t come along you never would have learned about fallacies.”

“Hypothesis Contrary to Fact,” she said instantly.

I dashed perspiration from my brow. “Polly,” I croaked, “you mustn’t take all these things so literally. I mean this is just classroom stuff. You know that the things you learn in school don’t have anything to do with life.”

“Dicto Simpliciter,” she said, wagging her finger at me playfully.

That did it. I leaped to my feet, bellowing like a bull. “Will you or will you not go steady with me?”

“I will not,” she replied.

“Why not?” I demanded.

“Because this afternoon I promised Petey Bellows that I would go steady with him.”

I reeled back, overcome with the infamy of it. After he promised, after he made a deal, after he shook my hand! “The rat!” I shrieked, kicking up great chunks of turf. “You can’t go with him, Polly. He’s a liar. He’s a cheat. He’s a rat.”

“Poisoning the Well ,” said Polly, “and stop shouting. I think shouting must be a fallacy too.” With an immense effort of will, I modulated my voice. “All right,” I said. “You’re a logician. Let’s look at this thing logically. How could you choose Petey Bellows over me? Look at me—a brilliant student, a tremendous intellectual, a man with an assured future. Look at Petey—a knothed, a jitterbug, a guy who’ll never know where his next meal is coming from. Can you give me one logical reason why you should go steady with Petey Bellows?”

“I certainly can,” declared Polly. “He’s got a raccoon coat.”

(https://www.filozofia.bme.hu/sites/default/files/love_is_a_fallacy.pdf)

Exercise 1. Pick out from the text all the names of fallacies mentioned. What is their essence?

Types of Informal Fallacies

Some of the more frequent common logical fallacies are:

- **Converse fallacy of accidental or hasty generalization:** argues from limited examples or a special case to a general rule. *Argument:* Every person I've met has ten fingers, therefore, all people have ten

fingers. *Problem*: Those, who have been met, are not a representative subset of the entire set.

- **Making the argument personal (*argumentum ad hominem*)**: attacking or discrediting the opposition's character. *Argument*: What do you know about the U.S.? You aren't even a citizen. *Problem*: personal argument against an opponent, instead of against the opponent's argument.
- **Popular sentiment or bandwagon appeal (*argumentum ad populum*)**: an appeal to the majority; appeal to loyalty. *Argument*: Everyone is doing it. *Problem*: Concludes a proposition to be true because many or most people believe it.
- **Red herring (*Ignoratio Elenchi*)**: intentionally or unintentionally misleading or distracting from the actual issue. *Argument*: I think that we should make the academic requirements stricter for students. I recommend that you support this because we are in a budget crisis and we do not want our salaries affected. *Problem*: Here the second sentence, though used to support the first, does not address the topic of the first sentence, instead switching the focus to the quite different topic.
- **Fallacy of false cause (*non sequitur*)**: incorrectly assumes one thing is the cause of another. Non Sequitur is Latin for "It does not follow." *Argument*: I hear the rain falling outside my window; therefore, the sun is not shining. *Problem*: The conclusion is false because the sun can shine while it is raining.
- **If it comes before it is the cause (*post hoc ergo propter hoc*)**: believing that temporal succession implies a causal relation. *Argument*: It rained just before the car died. The rain caused the car to break down. *Problem*: There may be no connection between the two events.
- **Two events co-occurring is not causation (*cum hoc ergo propter hoc*)**: believing that correlation implies a causal relation. *Argument*:

More cows die in the summer. More ice cream is consumed in summer months. Therefore, the consumption of ice cream in the summer is killing cows. *Problem*: No premise suggests the ice cream consumption is causing the deaths. The deaths and consumption could be unrelated, or something else could be causing both, such as summer heat.

- **Fallacy of many questions or loaded question (*Plurium Interrogationum*)**: groups more than one question in the form of a single question. *Argument*: Have you stopped beating your wife? *Problem*: Either a yes or no answer is an admission of guilt to beating your wife.
- **Straw man**: creates the illusion of having refuted a proposition by replacing it with a superficially similar proposition (the "straw man"), and refuting it, without ever actually refuting the original. *Argument*: Person A: Sunny days are good Person B: If all days were sunny, we'd never have rain, and without rain, we'd have famine and death. Therefore, you are wrong. *Problem*: B has misrepresented A's claim by falsely suggesting that A claimed that *only* sunny days are good, and then B refuted the misrepresented version of the claim, rather than refuting A's original assertion.
- **The false dilemma or either-or fallacy**: the listener is forced to make a choice between two things which are not really related or relevant. *Argument*: If you are not with us, you are against us. *Problem*: The presentation of a *false choice* often reflects a deliberate attempt to eliminate any middle ground.
- **Card-stacking, or cherry picking**: deliberate action is taken to bias an argument by selective use of facts with opposing evidence being buried or discredited. *Argument*: Learn new skills, become a leader and see the world. *Problem*: Only the positive benefits of military service are used to recruit, and not the hazards.

As a speaker you want to carefully consider your reasoning and how you draw your logical conclusions in order to avoid faulty reasoning.

(<https://lumen.instructure.com/courses/218897/pages/linkedtext54322>)

Exercise 1. Watch the following videos:

- a) Common Logical fallacies
<https://www.youtube.com/watch?v=0AFio5mGYbk>
- b) Fallacy examples
<https://www.youtube.com/watch?v=c5QdzqbCxxgI>
- c) Trump 15 fallacies in 3 minutes
<https://www.youtube.com/watch?v=w2CxDu7jiyE>
- d) Fallacies in the Debate: Hillary Clinton
<https://www.youtube.com/watch?v=yitAhRTrtO8>
- e) Donald Trump Logical Fallacies
<https://www.youtube.com/watch?v=Pe7W827462o>

What fallacies are mentioned in the video?

Home Task

Task 1. Read through 11.3 Persuasive Reasoning and Fallacies (see the CD).

Task 2. Watch through Logical Fallacies <https://www.youtube.com/watch?v=RdSB137pFr8> Are there any fallacies new to you?

Exercise 1. Make a list of all informal fallacies mentioned in this section and in 11.3 Persuasive Reasoning and Fallacies.

Exercise 2. Which the fallacies discussed in the chapter do you think is the most unethical and why?

Exercise 3. Find a politician's speech on Youtube and look for fallacies in it. Are there any? What are they?

Unit 8

Monroe's Motivated Sequence

The sequence is named after the person who first identified and used it: Alan H Monroe who taught public speaking at Purdue University, USA.

In developing your **persuasive speech outline** you will follow these 5 steps:

1. **Attention**
Grab the audience's attention
2. **Need**
Establish there is a problem (need) demanding their attention
3. **Satisfaction**
Outline a solution to the problem
4. **Visualization**
Show the audience how they will benefit from your solution
5. **Action**
Provide the impetus and means to act

Now let's examine those steps more closely. As you read through start thinking about your audience and your topic and jot any ideas down for later use.

The 5 steps of Monroe's motivation sequence

Getting attention – step 1

This step is your introductory "listen up" call. To make it effective it needs to grab the audience. It could be any of the following:

- + Relating to the audience
- + Showing importance of the topic
- + Making a startling statement
- + Arousing curiosity or suspense
- + Using a quotation relevant to your topic
- + Using an anecdote
- + Telling a dramatic story
- + Posing a question (maybe rhetorical)
- + Using visual aids for illustration
- + Using a rhetorical question
- + Telling a funny story

Consider "*What's in it for me?*" while deciding on your attention getter. Why should your audience listen? Is it relevant to them? How? Why should they believe what you say? Have you established your credibility?

Establish the need – step 2

This step develops the need for change. Now that you have your audience's attention you will clearly show them what the problem is and the extent of it.

To be effective use:

- + Give a clear concise statement or description of the need or opportunity.
 - + Provide one or more detailed examples, which illustrate the need.
 - + Share testimony and other form of support to show the extent of the need/opportunity.
 - + Use examples to illustrate how it impacts on them – their happiness, future, health, family, neighborhood...
 - + Offer statistics – facts, figures, graphs, diagrams...
- Remember to cite your sources and remember too that some are more credible than others. You need recognized sources to give your speech the credibility you want.

Your goal at the conclusion of this step is to have your audience eager to hear your solution. They agree with you that there is a problem and want the answer.

Satisfy the need – step 3

Now you outline your answer or solution and show the audience how it will work.

To do this well:

- outline your solution succinctly
- demonstrate how it meets the problem
- use examples to show how effective it is
- support with facts, figures, graphs, diagrams, statistics, testimony...
- if there is known opposition to your solution, acknowledge and counteract showing how your plan overturns it

The ideal outcome of this step is the audience saying to themselves: "*Yes. This is possible, practical and sensible.*"

Your answer should give them "*satisfaction*".

See the future – step 4

In this step the audience "experiences" the solution. They *see* (feel, hear, taste...) what will happen if they do as you are suggesting contrasted against what will happen if they *don't do* as you are suggesting.

This step relies on your use of vivid imagery to portray the outcome of their action, or inaction. They see and feel the pleasure, or pain, in their imagination. To bring it home to your audience the pictures you provide, the stories you tell, need to be relevant and believable.

What you want folk thinking as you conclude this step is: "*I can see that this would be good for me.*"

The Visualization Step may be developed using on of the following techniques:

1. ***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.

2. ***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.

3. ***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.

Whichever 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.

Take action – step 5

In this last step you present your call to action.

The call to action can be embedded in any combination of the following:

- a summary

- a quotation
- a challenge or appeal
- an example
- a personal statement of intent

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**.

(<http://www.write-out-loud.com/persuasive-speech-outline.html>,
<https://accounting.broad.msu.edu/files/2011/08/Monroes-Motivated-Sequence.pdf>)

Task 1. Read through the sample MMS speech. What technique does the speaker use for each step to influence the audience? What method does the speaker use for the visualization step?

General Topic:

- the affect of a suicide on those left behind

Audience:

- community cross-section (teachers, social workers, nurses, doctors, leaders, including SPINZ representatives) brought together through interest in supporting the people they meet more meaningfully

Title of Speech:

"After They're Gone"

Specific Purpose:

- to persuade listeners to learn more about the special needs of family members, friends and colleagues in the immediate aftermath of a suicide through the multi-media material available on the **Suicide Prevention Information New Zealand** (SPINZ) website.

Speech introduction

Attention Step:

"One fine Spring day I bicycled home and found a policemen guarding the backdoor. Through it came sounds I'll never forget; my normally quiet,

well-mannered Mother screaming. "You can't go in." he said. I kicked him in the shins and did. It was the 15th of September, 3 days before my 13th birthday and my father was dead – killed by his own hand. Suicide."

Reasons for listening:

"What are your chances of being in the similar position to that young policemen clutching his shin?

Fortunately, not that high. In NZ we have approximately 500 suicidal deaths per year. But for those left with the aftermath that statistic is cold comfort."

Speaker credibility:

"Some of us know that intimately. Death may be part of the normal, natural expected cycle of life but death by any sudden, unexpected, traumatic form, particularly suicide, is not. These deaths bring significant challenges at personal, family and community levels. They cause ripples like a stone thrown into water touching us all."

Need step:

"What do you say to the woman whose husband went out one morning and never came back? To the mother whose son was found dangling from a tree? How do you talk to the sister, brother, cousin, friend, work mate of somebody who died by suicide? Is what you say to children, teenagers different from that you'd say to an adult? Talking about it is hard. It's tough, but necessary.

Recovery is shaped by responses: good , bad or indifferent. What we say – what we do matters. As teachers, parents, friends, neighbors, business partners, employers, medical or social workers – in fact who ever we are in relation to those who are experiencing bewilderment and pain, our actions count.

Research shows us that how we handle the aftermath directly affects what happens next for those left reeling. The cliché is true. We can be part of the problem or part of the solution."

Speaker credibility (again):

"To be part of the problem – that is to perpetuate the myths and stigma of suicide, to propel it forward and pin its ugliness to those already suffering, all you need to do is: *nothing much*.

Unfortunately I know this from personal experience. You can avoid those people – cut them from your life. Reject them as though they're contagious.

Or blame and shame them. It was something *they* did. The fault lay in *them*.

Or talk about anything else except this event, this person who is gone.

Or peddle platitudes: you'll get over it and time will heal.

Or you can credit the event as evidence of that person's tragic but heroic personality. They were too big, too intelligent, creative or sensitive for this life. Suicide was their only option. All of that and more happened in and to my family.

The long term effects of not being allowed, able or encouraged to express ourselves openly or honestly about our father's disappearance haunted all of us in varying forms.

We lugged deep-seated guilt around for years.

We were frightened of change and yet fascinated by danger. And yes, we flirted with death in varying guises.

We knew we were flawed, tainted, but didn't know how and what by. Our relationships suffered accordingly.

We collectively struggled, each in our own way, to find strength in our abilities and to realize them.

In short we behaved much like victims: trapped in a silence compounded and strengthened by time. Life was a battle. The fight was to find balanced reality."

Transition:

"To be part of the solution, which I know you want to be, is to open yourself, to acknowledge your own fear of suicide and to learn how to support either yourself or others who need it."

Speech body

Satisfaction Step – explanation, demonstration and supporting material

"With support we know we can lessen the long term impact. We can't take away the initial pain, the horror, the sense of betrayal, shame or anger but we can work towards a resolution equipping people to emerge from the experience strengthened and healthy.

For children and young people that means finding safe support groups and mentors.

For teachers, health workers and others who work in a professional capacity with people affected by suicide, it means knowing where to turn for credible, helpful advice.

For families it means knowing precisely where the lifelines are and how, why and when to access them.

For communities it means understanding and respecting cultural difference and working within those frameworks to provide meaningful support.

We are fortunate in NZ. Yes, it's one of those bitter ironies; the country whose youth topped the charts for topping themselves in the 1990's, has gone to develop an extraordinary multifaceted program whose principal aim is suicide prevention. That program saves lives as well as lessening long term harm frequently visited on the nearest and dearest. Statistics show suicide has dropped by 20%.

We also know, due to in-depth studies, more about factors leading up to suicide and how to recognize them in ourselves and others."

Transition:

"Out of our collective pain has come a valuable life affirming hub of knowledge."

Counteracting Opposition & Visualization step

"Now there is no need to unwittingly cause more pain through either ignorance or the misguided belief that through not talking about it, it will disappear. And for that I am grateful. This wasn't there when my family most needed it but it is there now.

Let's make sure we use it.

Let's make sure we find out as much as we can about depression and what to do about it.

Let's make sure we know what resources are out there for those groups in our communities already identified through studies as vulnerable.

And lastly let's make sure we support each other whole-heartedly in learning to live openly and fully without judgement and name calling.

There is widespread and understandable concern about publicly discussing suicide. In fact so much so that our media is governed by law.

The Coroners Act 2006 makes it illegal to "publish particulars of a death publicly if there is reasonable cause to believe the death was self-inflicted, or, without a coroner's authority if no inquiry into the death has been completed. The section has further guidelines on what can be reported once a coroner has found a death to be self-inflicted."

We know from research there is a direct correlation between how suicide is reported and subsequent events. Coverage of a high profile celebrity suicide which romanticizes and idealizes the person's action and life spawns copy-cattng. As does describing the method chosen or making the event front page news. What's forgotten in the desire to protect us from our own vulnerabilities is that the ending is the final act in a much longer story.

That story needs telling. It's the one stripping out hysteria, fear and any misplaced glorification and instead focuses on the road leading to the act. What signs were there along the way? How and why did we miss reading them? What can we learn from that?"

Transition:

"Knowledge is power. When it is collectively shared, the affect ripples outward embracing more and more and changes occur. Destructive patterns are broken. New pathways are forged and attitudinal shifts are made.

Who ever needs it, where ever they are, it is now true more than ever that they do not need to walk their path alone."

Visualization continued

"The internet, that vast interlinking web makes it possible to access the information you need almost immediately. You'll find it on the **National Suicide Information Service** or SPINZ website.

Once there use the navigation menus to locate what you want.

There's information for Community Organizations, Family and Friends, the Media and Health Practitioners. You'll find links to extensive resources and research, both national and international.

The 'What can I do?' tab addresses personal issues – amongst others: how to support a suicidal person. Whatever group you belong to you'll find stories – empowering, enriching and real. Stories from teens, celebrities, sports people, mums, dads, and professionals all of whom have been united in some way by suicide. They've been forced to stop, think, reconsider and reconnect.

What can you do to make a difference? Read, learn, refer, join the discussion at events, donate your time and expertise. It's easy to find a way that is right and appropriate for you."

Transition:

"We know for every one death by suicide there are at least six people profoundly affected. Those six people interact with at least six others and although the impact on them is diluted it's still there. Those six know six more and so it goes, wider and wider.

Just last week there was another of the those heart wrenching headlines. Another overwhelmed young person had jumped off a bridge. The public why's and finger pointing at his family and school were quick to follow."

Conclusion – Action step

"We may not be able to reach everybody in time but we can each do what is within our personal power.

and support, through knowledge. We are all worth it. Do it for those who live as well as for those who have died.

And do it now!

I invite you all to find out more by accepting a flyer outlining the services and help available.

If you need to talk to someone about anything related to what I've said, please either see me afterwards or one of the SPINZ spokespeople in the audience. You can spot them by their smile and their badges."

(<http://www.write-out-loud.com/persuasive-speech-example.html>)

Task 2. Watch KP's Speech Class – Monroe's Motivated Sequence
<https://www.youtube.com/watch?v=k0ED3PckYaM> Make a list of tips the video suggests for preparing a successful MMS speech.

Exercise 3. Watch the following videos:

1. Persuasive Speech using Monroe's Motivated Sequence
<https://www.youtube.com/watch?v=fVfLrcU5LGE>
2. The Dangers of Cell Phones (Motivared Sequence)
<https://www.youtube.com/watch?v=p903etIYtOc>

What are the techniques the speakers use? What method does the speaker use for the visualization step? Which speech do you like better and why?

Home Task

Exercise 4. Find a MMS speech on Youtube. Analyze it. Bring the recording to class and share your findings with the classmates.

Exercise 5. Choose 2 of these topics and prepare your own MMS speeches.

1. There should be a law against drugged driving
2. Exploitative advertising should be banned
3. Private education/schools promote elitism, which we should stop
4. Religion has no place in schools
5. When we pay money for the goods, we should demand big value for big money.
6. Politicians should be more honest.

Unit 9

Pathos

Pathos is the quality of a persuasive presentation which appeals to the emotions of the audience.

- Do your words evoke feelings of ... love? ... sympathy? ... fear?
- Do your visuals evoke feelings of compassion? ... envy?
- Does your characterization of the competition evoke feelings of hate? contempt?

Emotional connection can be created in many ways by a speaker, perhaps most notably by *stories*. The goal of a story, anecdote, analogy, simile, and metaphor is often to link an aspect of our primary message with a triggered emotional response from the audience.

Pathos: Why Evoke Audience Emotions at All?

If evoking a particular emotion was the final result, it would quite a useless endeavor. Randomly making the audience feel anger or joy or fear or hope will not, in itself, get you anywhere. Emotions do not persuade in solitude.

Aristotle knew that the emotion must be linked with your speech arguments. For example, Aristotle defines anger and describes what causes someone to become angry. He then encourages speakers to associate that anger with one's opponent:

[...] it is clear that it might be needful in a speech to put [the audience] into a state of mind of those who are inclined to anger and show one's opponents as responsible for those things that are the causes of the anger and that they are the sort of people against whom anger is directed.

In other words, make your audience angry, and direct that anger at your opponent. If your audience is angry at your opponent, they will be more receptive to hear your ideas.

Just as having high ethos makes your audience more likely to be persuaded, pathos can also make your audience more susceptible to being persuaded. By making an emotional connection with your audience:

- Your audience will be more likely to understand your perspective (via the shared emotion or experience).
- Your audience will be more likely to accept your claims.
- Your audience will be more likely to act on your call-to-action.

Positive Emotions versus Negative Emotions

“If you utilize pathos well, your audience will feel the same emotions that you do. Your audience will feel the pain, the joy, the hope, and the fear of the characters in your stories. They will no longer be passive listeners. They will be motivated to act.”

Are all emotions equal? In other words, will any emotion do? Will my audience adopt my views equally if I make them feel surprise as when I make them feel anger?

No. The evoked emotion must be appropriate to the context. In general, you want the audience to feel the same emotions that you feel about your arguments and the opposing arguments.

One convenient way to see this is by looking at the difference between evoking “positive” emotions versus “negative” emotions.

- **Positive emotions** (e.g. surprise, joy, awe) should be associated with *your* claims, or *your* “side” of the persuasive argument.
- **Negative emotions** (e.g. fear, contempt, disappointment) should be associated with your opponent’s claims.
- Sometimes, you may have a human opponent (e.g. a political debate).

- Other times, your opponent may be the *status quo* which you are seeking to change.

Why is Pathos Critical for Speakers?

In summary:

- **If you utilize pathos well**, your audience will feel the same emotions that you do. Your audience will feel the pain, the joy, the hope, and the fear of the characters in your stories. They will no longer be passive listeners. They will be motivated to act.
- **If you do not utilize pathos well**, your audience will not be motivated to disrupt the *status quo*. They will be more likely to find fault in your logical arguments (*logos*, the topic for a future article). They will not feel invested in your cause.

(<http://sixminutes.dlugan.com/pathos-definition/>)

18 Paths to Pathos: How to Connect with Your Audience

by Andrew Dlugan

Published: Mar 15th, 2010

In this article, we explore how to build strong pathos in your presentations through a variety of emotional pathways.

Pathos Superhighways: Your Primary Paths to Emotional Connection

All roads are not created equally. Freeways move lots of traffic fast; country lanes often guide just a single, meandering car.

Similarly, all pathways to emotional connection with your audience are not created equally. Some paths are more effective and more commonly used to connect emotionally. Let's review these superhighways from which you can create the pathos of your presentation.

1. Themes and Points
2. Words
3. Analogies and Metaphors
4. Stories
5. Humor

6. Visuals
7. Delivery Techniques

#1: Select Emotional Themes and Points

You always have choices to make about which points to include in the time allotted. Be sure that some of them carry emotional power.

Example: Suppose you have identified fifteen reasons why your audience should consider public speaking training. Unfortunately, your short speech only allows you to discuss three or four of them. Which do you choose? “*Conquer your public speaking fear*” probably evokes stronger emotions than “*Learn to speak with more precision.*”

#2: Choose Words which Add Emotional Emphasis

Some words are emotionally neutral, while some are emotionally charged. Exercise judgment to select the words which fit the emotional tone that works to your advantage.

Example: Consider the difference in words used to label a suicide bomber on opposing sides of a political war. What emotion does the label “*terrorist*” evoke? What emotion does the label “*martyr*” evoke? Which one would best complement your speech?

#3: Use Rich Analogies and Metaphors

Analogies, metaphors, and other figures of speech not only make your speech more interesting, but often allow you to make an emotional connection by tapping into emotions already felt by your audience.

Example: If you speak about gang violence, you might plainly state that “*We have a problem in our city...*” On the other hand, you might say “*We have a cancer in our city...*” The latter analogy draws on your audience’s pre-existing feelings about cancer, and makes them want to eradicate the cause!

#4: Tell Stories

Stories are often the quickest path to the greatest emotional connection with your audience. Carefully crafted stories allow you to evoke any of a wide range of emotions. This may explain why stories are often the most memorable components of a speech.

#5: Use Humor

“Stories are often the quickest path to the greatest emotional connection with your audience.”

Humor is closely related to storytelling, because you usually arrive at humor through stories. Nonetheless, humor merits special mention. Humor

in a presentation evokes emotions such as joy and surprise, and often triggers secondary emotions such as calmness and friendship. If your audience is laughing, they are having fun. If they are having fun, they are happy to be listening to you and they are attentive. As an added boost, humor makes your audience like you (at least for a moment), and that boosts your ethos too.

Nearly every presentation would benefit from more humor. How can you add humor to yours?

#6: Connect through Visuals

Maybe you have slides with photographs. Maybe you have a prop. Either way, a concrete visual element opens many more emotional pathways than abstract words alone.

Examples: Consider the following pairs, and ask yourself which creates the stronger emotional impact:

- *Saying* that “smoking damages lung tissue” versus *Showing* a slide with a photograph of tar-like lung tissue
- *Claiming* that cords from window blinds pose a risk to children versus *Showing* (with a prop) how the cords might strangle a baby doll.

#7: Model the Emotion with Your Delivery Techniques

The emotional effectiveness of stories, humor, visuals, and other “content” tools often depends greatly on your delivery. Great delivery magnifies emotions; poor delivery nullifies them.

Example: Words from your mouth or slides on a screen may induce sadness in your audience, but the effect is multiplied when combined with sadness on your face, in your posture, and in your voice.

Additional Paths to Develop Pathos in Your Speech

Now that you are familiar with the core pathos tools, we can sample some of the additional tools at the disposal of a skilled speaker. Many of these build on top of the core building blocks above.

#8: Analyze Your Audience

“When your audience feels an emotion, they are motivated to act.”

Without doing any audience analysis at all, you always know two things:

1. Everyone in your audience is human.
2. Most humans share many emotional triggers.

As a result, you can always achieve moderate success applying the first seven tools.

But to hit a pathos home run, you've got to analyze your audience. Are they old or young? Technical or non-technical? Male or female? Rich or poor? Liberal or conservative? These and many other factors will impact which emotional triggers will have the strongest impact. Do the analysis!

#9: Evoke Curiosity with Marketing Materials

When your audience feels an emotion, they are motivated to act. If the emotion is pity, they are motivated to address the situation (e.g. perhaps by donating money to your charity).

In a similar way, if you make your audience curious through your marketing materials, they are motivated to act. How does one act on curiosity?

- Show up to the presentation.
- Pay attention.
- Take notes.
- Engage with the speaker and follow along.

So, make your audience curious. Include a bold claim or a startling statistic. (Of course, you need to follow up in your presentation.) Focus on the benefits to be realized by your audience, and their curiosity will attract them to your speech.

#10: Evoke Surprise (in the Introduction and elsewhere)

A great way to connect immediately with your audience is to start with a surprise. I admit there's no logical reason to suggest that a speaker who starts with a surprise will deliver a more valuable presentation. But, we're not talking logic here (that's the next article on *logos*). A surprise gets your audience *excited*. Getting them excited makes them listen.

Surprise can be effective elsewhere, particularly as the length of your speech grows. Like curiosity, your audience is motivated to act on the surprise. How? They try to resolve how this surprising element *fits* with the rest of the presentation. To do that, they have to listen.

Note that I'm not talking about deliberately *confusing* your audience. Surprise is planned, and is usually followed quickly by an explanation. Confusion, on the other hand, results from poor planning, and usually lasts beyond the end of your presentation, at least until the Q&A.

#11: Use Vivid, Sensory Words

“When you use sensory words, your audience feels emotions they have associated with those words.”

Tool #2 above advised the use of emotional words. One way to do this is to concentrate on concrete, vivid, sensory words. When you use sensory words, your audience feels emotions they have associated with those words. **Example:** When you mention “the touch of your father’s flannel shirt” or “the aroma of your grandmother’s kitchen”, you’ve done more than just mention fabric and smells. You have evoked emotions which, depending on your audience, probably include loving memories of childhood.

#12: Be Authentic

Remember that the goal of pathos is to connect with the audience and *share* emotions with them.

To share an emotion, you’ve got to feel it too.

Pathos is not about tugging emotional strings as if you were a puppeteer. You get zero marks for that. Actually, you get negative marks for that, because your ethos gets destroyed when the audience realizes you are toying with them.

Be honest. Share your presentation in a way that your audience will feel as passionately as you feel.

#13: Match Your Vocal Delivery to the Emotion

Vocal delivery is one clear clue to how you feel about what you are saying. Your tone, volume, pace, and other vocal qualities should mirror your emotions.

Examples:

- Anger might be accompanied by a loud, defiant voice.
- Sadness or despair might call for a softer voice.
- Optimism or excitement might be matched by a quickened pace.

#14: Match Your Gestures to the Emotion

Your body is another clue for the audience to gauge your emotions. If you are telling a story about love or joy, your body shouldn’t look like a mannequin. If you are revealing your own disappointment in a story, your shoulders should probably droop, and you shouldn’t be smiling.

Some speakers find it difficult to do this because they are speaking about past events where the emotions have dulled with the memories over time. The emotions were felt *then*, but aren’t as easy to summon *now*. You’ve got to show the audience how it felt in the moment. Remember that they are hearing this story for the first time.

#15: Connect with Your Eyes

“To share an emotion, you’ve got to feel it too.”

Eye contact isn't a scorecard. Your aim isn't to collect check-marks from each person who you look at over the course of your presentation.

Meaningful eye contact is about connecting with one person at a time. Your eyes should express your frustration, your contempt, or your joy. In the ideal case, the person you're looking at will mirror your emotion back to you. That's connection!

#16: Eliminate Physical Barriers to Connect with Your Audience

In most speaking situations, your goal should be to reduce barriers between you and your audience. Get out from behind the lectern. Move closer to the audience. Ask them to sit in the seats near the front.

The closer you are to your audience, the more personal your presentation feels for them. The more personal it feels, the greater your chance for emotional connection.

#17: Eliminate Competing Emotions in the Environment

There usually are a myriad of competing elements in and around the room which are evoking emotions in your audience. For instance, a marching band practicing outside might be annoying your audience. If this annoyance is strong, it may prevent you from evoking competing emotions with your presentation.

The solution is to take charge and eliminate or minimize these causes whenever you can so that your audience can focus on you.

Examples:

- Hunger and biological needs create strong emotions. Take appropriate breaks if you deliver lengthy training.
- Excessive noise, temperature extremes (either too hot or too cold), or poor lighting make your audience uncomfortable and perhaps even angry at you or the organizer. Do whatever you can to optimize the conditions.
- Speaking over your allotted time may make your audience nervous or anxious if they've got to pick up their kids. Stick to your time bounds.
- Hecklers — and your response to them — can evoke many emotions. Learn how to handle them smoothly and professionally.

#18: Avoid Tripping Emotional Land Mines

Situations where you aren't familiar with your audience are potentially dangerous. Perhaps you've been invited to speak at a company which has

just experienced massive layoffs. Perhaps you've been invited to speak to an audience of a different culture. In either case, you've got to be careful not to say something (or gesture something) which accidentally triggers an emotion that you had not intended.

If you're lucky, you'll just say something that provokes unexpected laughter. If you're not, you'll say something that deeply offends your audience to the degree that they tune you out completely.

Three Pillars of Public Speaking

Your best defense against this is extensive audience analysis. Do your homework. Sometimes, it may still happen despite your best efforts. In this case, it's important that you are actively reading your audience. If you have evoked an unintended emotion, you can usually tell. It's wise to address it and, if necessary, apologize for the unintended offense.

What do you think?

The methods listed above are far from exhaustive. There are many other ways to connect emotionally with your audience as a speaker.

<http://sixminutes.dlugan.com/pathos-examples-speaking/>

Home Task

Task 1. Read through 13.2 Using Language Effectively (see the CD)

<http://open.lib.umn.edu/publicspeaking/chapter/13-2-using-language-effectively> or https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/s16-the-importance-of-language.html

Exercise 2.

Why is inclusive language important? Write down the various groups you belong to in life; how would you want these groups to be referred to by a speaker? Share your list with a friend or classmate and see if that person reaches the same conclusions you do. If there are differences in your perceptions, why do you think those differences are present?

Exercise 3.

Watch a presidential press conference or a political speech. Identify the uses of imagery and rhythm. How did the imagery and rhythm help the speech? Can you think of other ways the speaker could have used imagery and rhythm?

Unit 10

What You Project Verbally

Read through “Learning to Speak in Public”pp. 20-43.

What stylistic means and devices are mentioned in this chapter?

Exercise 1. Read through “I Have a Dream” by Martin Luther King. Find stylistic means and devices used by Martin Luther King in this speech. To what purpose are they used? What is the effect produced by these devices?

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note

to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into

physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. *We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only."* We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our

northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Excise 2. Watch “I Have a Dream”on Youtube. <https://www.youtube.com/watch?v=I47Y6VHc3Ms> What can you say of the delivery techniques used?

Exercise 3. Read through JFK’s |Inaugural Address. Find stylistic means and devices used by Martin Luther King in this speech. To what purpose are they used? What is the effect produced by these devices?

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice president Nixon, President Truman, Reverend Clergy, fellow citizens:

We observe today not a victory of party but a celebration of freedom--symbolizing an end as well as a beginning--signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge--and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do--for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom--and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required--not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge--to convert our good words into good deeds--in a new alliance for progress--to

assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support--to prevent it from becoming merely a forum for invective--to strengthen its shield of the new and the weak--and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course--both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew--remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms--and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah--to "undo the heavy burdens . . . (and) let the oppressed go free."

And if a beach-head of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a call to battle, though embattled we are--but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Exercise 4. Watch JFKs inaugural address on Youtube <https://www.youtube.com/watch?v=fSZSbIAZlpQ> . What can you say of the delivery techniques used?

Exercise 5. Read through Donald Trump's inaugural address. Find stylistic means and devices used by Martin Luther King in this speech. To what purpose are they used? What is the effect produced by these devices?

Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama, fellow Americans, and people of the world: Thank you.

We, the citizens of America, are now joined in a great national effort to rebuild our country and to restore its promise for all of our people.

Together, we will determine the course of America and the world for years to come.

We will face challenges. We will confront hardships. But we will get the job done.

Every four years, we gather on these steps to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. They have been magnificent.

Today's ceremony, however, has very special meaning. Because today we are not merely transferring power from one administration to another, or from one party to another -- but we are transferring power from Washington, D.C. and giving it back to you, the American People.

For too long, a small group in our nation's Capital has reaped the rewards of government while the people have borne the cost. Washington flourished -- but the people did not share in its wealth. Politicians prospered -- but the jobs left, and the factories closed.

The establishment protected itself, but not the citizens of our country. Their victories have not been your victories; their triumphs have not been your triumphs; and while they celebrated in our nation's capital, there was little to celebrate for struggling families all across our land.

That all changes -- starting right here, and right now, because this moment is your moment: it belongs to you.

It belongs to everyone gathered here today and everyone watching all across America. This is your day. This is your celebration. And this, the United States of America, is your country.

What truly matters is not which party controls our government, but whether our government is controlled by the people. January 20th 2017, will be remembered as the day the people became the rulers of this nation again. The forgotten men and women of our country will be forgotten no longer.

Everyone is listening to you now.

You came by the tens of millions to become part of a historic movement the likes of which the world has never seen before. At the center of this movement is a crucial conviction: that a nation exists to serve its citizens.

Americans want great schools for their children, safe neighborhoods for their families, and good jobs for themselves. These are the just and reasonable demands of a righteous public.

But for too many of our citizens, a different reality exists: Mothers and children trapped in poverty in our inner cities; rusted-out factories scattered like tombstones across the landscape of our nation; an education system flush with cash, but which leaves our young and beautiful students deprived of knowledge; and the crime and gangs and drugs that have stolen too many lives and robbed our country of so much unrealized potential.

This American carnage stops right here and stops right now.

We are one nation -- and their pain is our pain. Their dreams are our dreams; and their success will be our success. We share one heart, one home, and one glorious destiny.

The oath of office I take today is an oath of allegiance to all Americans.

For many decades, we've enriched foreign industry at the expense of American industry; subsidized the armies of other countries while allowing for the very sad depletion of our military; we've defended other nation's borders while refusing to defend our own; and spent trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay.

We've made other countries rich while the wealth, strength, and confidence of our country has disappeared over the horizon.

One by one, the factories shuttered and left our shores, with not even a thought about the millions upon millions of American workers left behind.

The wealth of our middle class has been ripped from their homes and then redistributed across the entire world.

But that is the past. And now we are looking only to the future. We assembled here today are issuing a new decree to be heard in every city, in every foreign capital, and in every hall of power.

From this day forward, a new vision will govern our land.

From this moment on, it's going to be America First.

Every decision on trade, on taxes, on immigration, on foreign affairs, will be made to benefit American workers and American families. We must protect our borders from the ravages of other countries making our products, stealing our companies, and destroying our jobs. Protection will lead to great prosperity and strength.

I will fight for you with every breath in my body -- and I will never, ever let you down.

America will start winning again, winning like never before.

We will bring back our jobs. We will bring back our borders. We will bring back our wealth. And we will bring back our dreams.

We will build new roads, and highways, and bridges, and airports, and tunnels, and railways all across our wonderful nation.

We will get our people off of welfare and back to work -- rebuilding our country with American hands and American labor.

We will follow two simple rules: Buy American and hire American.

We will seek friendship and goodwill with the nations of the world -- but we do so with the understanding that it is the right of all nations to put their own interests first.

We do not seek to impose our way of life on anyone, but rather to let it shine as an example for everyone to follow.

We will reinforce old alliances and form new ones -- and unite the civilized world against radical Islamic terrorism, which we will eradicate completely from the face of the Earth.

At the bedrock of our politics will be a total allegiance to the United States of America, and through our loyalty to our country, we will rediscover our loyalty to each other.

When you open your heart to patriotism, there is no room for prejudice. The Bible tells us, "How good and pleasant it is when God's people live together in unity."

We must speak our minds openly, debate our disagreements honestly, but always pursue solidarity.

When America is united, America is totally unstoppable.

There should be no fear -- we are protected, and we will always be protected.

We will be protected by the great men and women of our military and law enforcement and, most importantly, we are protected by God.

Finally, we must think big and dream even bigger.

In America, we understand that a nation is only living as long as it is striving.

We will no longer accept politicians who are all talk and no action -- constantly complaining but never doing anything about it.

The time for empty talk is over. Now arrives the hour of action.

Do not let anyone tell you it cannot be done. No challenge can match the heart and fight and spirit of America.

We will not fail. Our country will thrive and prosper again.

We stand at the birth of a new millennium, ready to unlock the mysteries of space, to free the Earth from the miseries of disease, and to harness the energies, industries and technologies of tomorrow.

A new national pride will stir our souls, lift our sights, and heal our divisions.

It is time to remember that old wisdom our soldiers will never forget: that whether we are black or brown or white, we all bleed the same red blood of patriots, we all enjoy the same glorious freedoms, and we all salute the same great American Flag.

And whether a child is born in the urban sprawl of Detroit or the windswept plains of Nebraska, they look up at the same night sky, they fill their heart with the same dreams, and they are infused with the breath of life by the same almighty Creator.

So to all Americans, in every city near and far, small and large, from mountain to mountain, and from ocean to ocean, hear these words:

You will never be ignored again.

Your voice, your hopes, and your dreams will define our American destiny. And your courage and goodness and love will forever guide us along the way.

Together, We will make America strong again.

We will make wealthy again.

We will make America proud again.

We will make America safe again.

And yes, together, we will make America great again. Thank you. God bless you. And God bless America.

Exercise 6. Watch Donald Trump's inaugural address on Youtube. <https://www.youtube.com/watch?v=sRBsJNdK1t0> What can you say of the delivery techniques used?

Exercise 7. Watch Hillary Clinton's concession speech. <https://www.youtube.com/watch?v=Cv4hsmfgRuI> What can you say of stylistic means and devices used, and of the delivery techniques used?

Home Task

Exercise 8. Choose one speech from the list given at <http://www.americanrhetoric.com/top100speechesall.html> . Find stylistic means and devices used by Martin Luther King in this speech.

To what purpose are they used? What is the effect produced by these devices?

Exercise 9. Prepare a public speech on an issue that really seems burning to you and address the audience using pathos (don't forget to use stylistic devices to make your speech stronger). Deliver the speech in class. Analyze feedback.

Unit 11

Speaking on Occasion

1. Read through explanations and watch all the speeches recommended on youtube (follow the links given in the text),

“All the speeches in this category are given to mark the significance of particular events. Common events include weddings, awards ceremonies, funerals, etc. In each of these different occasions, speakers are asked to deliver speeches relating to the event. For purposes of simplicity, we’ve broken special-occasion speeches into two groups: ceremonial speaking and inspirational speaking.

Ceremonial Speaking

Ceremonial speeches are speeches given during a ceremony or a ritual marked by observance of formality or etiquette. These ceremonies tend to be very special for people, so it shouldn’t be surprising that they are opportunities for speech making. Let’s examine each of the eight types of ceremonial speaking: introductions, presentations, acceptances, dedications, toasts, roasts, eulogies, and farewells.

Speeches of Introduction

The first type of speech is called the speech of introduction, which is a minispeech given by the host of a ceremony that introduces another speaker and his or her speech. Few things are worse than when the introducer or a speaker stands up and says, “This is Joe Smith, he’s going to talk about stress.” While we did learn the speaker’s name and the topic, the

introduction falls flat. Audiences won't be the least bit excited about listening to Joe's speech.

Just like any other speech, a speech of introduction should be a complete speech and have a clear introduction, body, and conclusion—and you should do it all in under two minutes. This brings up another “few things are worse” scenario: an introductory speaker who rambles on for too long or who talks about himself or herself instead of focusing on the person being introduced.

For an introduction, think of a hook that will make your audience interested in the upcoming speaker. Did you read a news article related to the speaker's topic? Have you been impressed by a presentation you've heard the speaker give in the past? You need to find something that can grab the audience's attention and make them excited about hearing the main speaker.

The body of your introductory speech should be devoted to telling the audience about the speaker's topic, why the speaker is qualified, and why the audience should listen (notice we now have our three body points). First, tell your audience in general terms about the overarching topic of the speech. Most of the time as an introducer, you'll only have a speech title and maybe a paragraph of information to help guide this part of your speech. That's all right. You don't need to know all the ins and outs of the main speaker's speech; you just need to know enough to whet the audience's appetite. Next, you need to tell the audience why the speaker is a credible speaker on the topic. Has the speaker written books or articles on the subject? Has the speaker had special life events that make him or her qualified? Lastly, you need to briefly explain to the audience why they should care about the upcoming speech.

The final part of a good introduction is the conclusion, which is generally designed to welcome the speaker to the lectern. Many introducers will conclude by saying something like, “I am looking forward to hearing how Joe Smith's advice and wisdom can help all of us today, so please join me in welcoming Mr. Joe Smith.” We've known some presenters who will even add a notation to their notes to “start clapping” and “shake speakers hand” or “give speaker a hug” depending on the circumstances of the speech.

Now that we've walked through the basic parts of an introductory speech, let's see one outlined:

Specific Purpose: To entertain the audience while preparing them for Janice Wright's speech on rituals.

Introduction: Mention some common rituals people in the United States engage in (Christmas, sporting events, legal proceedings).

Main Points:

1. Explain that the topic was selected because understanding how cultures use ritual is an important part of understanding what it means to be human.
2. Janice Wright is a cultural anthropologist who studies the impact that everyday rituals have on communities.
3. All of us engage in rituals, and we often don't take the time to determine how these rituals were started and how they impact our daily routines.

Conclusion: I had the opportunity to listen to Dr. Wright at the regional conference in Springfield last month, and I am excited that I get to share her with all of you tonight. Please join me in welcoming Dr. Wright (start clapping, shake speaker's hand, exit stage).

Speeches of Presentation

The second type of common ceremonial speech is the speech of presentation. A speech of presentation is a brief speech given to accompany a prize or honor. Speeches of presentation can be as simple as saying, "This year's recipient of the Schuman Public Speaking prize is Wilhelmina Jeffers," or could last up to five minutes as the speaker explains why the honoree was chosen for the award.

When preparing a speech of presentation, it's always important to ask how long the speech should be. Once you know the time limit, then you can set out to create the speech itself. First, you should explain what the award or honor is and why the presentation is important. Second, you can explain what the recipient has accomplished in order for the award to be bestowed. Did the person win a race? Did the person write an important piece of literature? Did the person mediate conflict? Whatever the recipient has done, you need to clearly highlight his or her work. Lastly, if the race or

competition was conducted in a public forum and numerous people didn't win, you may want to recognize those people for their efforts as well. While you don't want to steal the show away from winner (as Kanye West did to Taylor Swift during the 2009 MTV Music Video Awards, for example <http://www.mtv.com/videos/misc/435995/taylor-swift-wins-best-female-video.jhtml#id=1620605>), you may want to highlight the work of the other competitors or nominees.

Speeches of Acceptance

The complement to a speech of presentation is the speech of acceptance. The speech of acceptance is a speech given by the recipient of a prize or honor. For example, in the above video clip from the 2009 MTV Music Video Awards, Taylor Swift starts by expressing her appreciation, gets interrupted by Kanye West, and ends by saying, "I would like to thank the fans and MTV, thank you." While obviously not a traditional acceptance speech because of the interruption, she did manage to get in the important parts.

There are three typical components of a speech of acceptance: thank the givers of the award or honor, thank those who helped you achieve your goal, and put the award or honor into perspective. First, you want to thank the people who have given you the award or honor and possibly those who voted for you. We see this done every year during the Oscars, "First, I'd like to thank the academy and all the academy voters." Second, you want to give credit to those who helped you achieve the award or honor. No person accomplishes things in life on his or her own. We all have families and friends and colleagues who support us and help us achieve what we do in life, and a speech of acceptance is a great time to graciously recognize those individuals. Lastly, put the award in perspective. Tell the people listening to your speech why the award is meaningful to you.

Speeches of Dedication

The fourth ceremonial speech is the speech of dedication. A speech of dedication is delivered when a new store opens, a building is named after someone, a plaque is placed on a wall, a new library is completed, and so on. These speeches are designed to highlight the importance of the project

and possibly those to whom the project has been dedicated. Maybe your great-uncle has died and left your college tons of money, so the college has decided to rename one of the dorms after your great-uncle. In this case, you may be asked to speak at the dedication.

When preparing the speech of dedication, start by explaining how you are involved in the dedication. If the person to whom the dedication is being made is a relative, tell the audience that the building is being named after your great-uncle who bestowed a gift to his alma mater. Second, you want to explain what is being dedicated. If the dedication is a new building or a preexisting building, you want to explain what is being dedicated and the importance of the structure. You should then explain who was involved in the project. If the project is a new structure, talk about the people who built the structure or designed it. If the project is a preexisting structure, talk about the people who put together and decided on the dedication. Lastly, explain why the structure is important for the community where it's located. If the dedication is for a new store, talk about how the store will bring in new jobs and new shopping opportunities. If the dedication is for a new wing of a hospital, talk about how patients will be served and the advances in medicine the new wing will provide the community.

Toasts

At one time or another, almost everyone is going to be asked to deliver a toast. A toast is a speech designed to congratulate, appreciate, or remember. First, toasts can be delivered for the purpose of congratulating someone for an honor, a new job, or getting married. You can also toast someone to show your appreciation for something they've done. Lastly, we toast people to remember them and what they have accomplished.

When preparing a toast, the first goal is always to keep your remarks brief. Toasts are generally given during the middle of some kind of festivities (e.g., wedding, retirement party, farewell party), and you don't want your toast to take away from those festivities for too long. Second, the goal of a toast is to focus attention on the person or persons being toasted—not on the speaker. As such, while you are speaking you need to focus your attention to the people being toasted, both by physically looking at them and by keeping your message about them. You should also avoid any inside jokes between you and the people being toasted because toasts are public

and should be accessible for everyone who hears them. To conclude a toast, simply say something like, “Please join me in recognizing Joan for her achievement” and lift your glass. When you lift your glass, this will signal to others to do the same and then you can all take a drink, which is the end of your speech.

Roasts

The roast speech is a very interesting and peculiar speech because it is designed to both praise and good-naturedly insult a person being honored. Generally, roasts are given at the conclusion of a banquet in honor of someone’s life achievements. The television station Comedy Central has been conducting roasts of various celebrities for a few years.

In this clip, watch as Stephen Colbert, television host of *The Colbert Report*, roasts President George W. Bush.

http://www.youtube.com/watch?v=BSE_saVX_2A

Let’s pick this short clip apart. You’ll notice that the humor doesn’t pull any punches. The goal of the roast is to both praise and insult in a good-natured manner. You’ll also see that the roaster, in this case Stephen Colbert, is standing behind a lectern while the roastee, President George W. Bush, is clearly on display for the audience to see, and periodically you’ll see the camera pan to President Bush to take in his reactions. Half the fun of a good roast is watching the roastee’s reactions during the roast, so it’s important to have the roastee clearly visible by the audience.

How does one prepare for a roast? First, you want to really think about the person who is being roasted. Do they have any strange habits or amusing stories in their past that you can discuss? When you think through these things you want to make sure that you cross anything off your list that is truly private information or will really hurt the person. The goal of a roast is to poke at them, not massacre them. Second, when selecting which aspects to poke fun at, you need to make sure that the items you choose are widely known by your audience. Roasts work when the majority of people in the audience can relate to the jokes being made. If you have an inside joke with the roastee, bringing it up during roast may be great fun for the two of you, but it will leave your audience unimpressed. Lastly, end on a

positive note. While the jokes are definitely the fun part of a roast, you should leave the roastee knowing that you truly do care about and appreciate the person.

Eulogies

A eulogy is a speech given in honor of someone who has died. (Don't confuse "eulogy" with "elegy," a poem or song of mourning.) Unless you are a minister, priest, rabbi, imam, or other form of religious leader, you'll probably not deliver too many eulogies in your lifetime. However, when the time comes to deliver a eulogy, it's good to know what you're doing and to adequately prepare your remarks. Watch the following clip of then-Senator Barack Obama delivering a eulogy at the funeral of civil rights activist Rosa Parks in November of 2005.

<http://www.youtube.com/watch?v=pRsH92sJCr4>

In this eulogy, Senator Obama delivers the eulogy by recalling Rosa Parks importance and her legacy in American history.

When preparing a eulogy, first you need to know as much information about the deceased as possible. The more information you have about the person, the more personal you can make the eulogy. While you can rely on your own information if you were close to the deceased, it is always a good idea to ask friends and relatives of the deceased for their memories, as these may add important facets that may not have occurred to you. Of course, if you were not very close to the deceased, you will need to ask friends and family for information. Second, although eulogies are delivered on the serious and sad occasion of a funeral or memorial service for the deceased, it is very helpful to look for at least one point to be lighter or humorous. In some cultures, in fact, the friends and family attending the funeral will expect the eulogy to be highly entertaining and amusing. While eulogies are not roasts, one goal of the humor or lighter aspects of a eulogy is to relieve the tension that is created by the serious nature of the occasion. Lastly, remember to tell the deceased's story. Tell the audience about who this person was and what the person stood for in life. The more personal you can make a eulogy, the more touching it will be for the deceased's friends and families. The

eulogy should remind the audience to celebrate the person's life as well as mourn their death.

Speeches of Farewell

A speech of farewell allows someone to say good-bye to one part of his or her life as he or she is moving on to the next part of life. Maybe you've accepted a new job and are leaving your current job, or you're graduating from college and entering the work force. Whatever the case may be, periods of transition are often marked by speeches of farewell. Watch the following clip of Derek Jeter's 2008 speech saying farewell to Yankee Stadium, built in 1923, before the New York Yankees moved to the new stadium that opened in 2009.

<http://www.youtube.com/watch?v=HJrITpQm0to>

In this speech, Derek Jeter is not only saying good-bye to Yankee Stadium but also thanking the fans for their continued support.

When preparing a speech of farewell, the goal should be to thank the people in your current position and let them know how much you appreciate them as you make the move to your next position in life. In Derek Jeter's speech, he starts by talking about the history of the 1923 Yankee Stadium and then thanks the fans for their support. Second, you want to express to your audience how much the experience has meant to you. A farewell speech is a time to commemorate and think about the good times you've had. As such, you should avoid negativity during this speech. Lastly, you want to make sure that you end on a high note. Derek Jeter concludes his speech by saying, "On behalf of this entire organization, we just want to take this moment to salute you, the greatest fans in the world!" at which point Jeter and the other players take off their ball caps and hold them up toward the audience.

Inspirational Speaking

The goal of an inspirational speech is to elicit or arouse an emotional state within an audience. In Section 18.2.1 "Ceremonial Speaking", we looked at ceremonial speeches. Although some inspirational speeches are

sometimes tied to ceremonial occasions, there are also other speaking contexts that call for inspirational speeches. For our purposes, we are going to look at two types of inspirational speeches: goodwill and speeches of commencement.

Speeches to Ensure Goodwill

Goodwill is an intangible asset that is made up of the favor or reputation of an individual or organization. Speeches of goodwill are often given in an attempt to get audience members to view the person or organization more favorably. Although speeches of goodwill are clearly persuasive, they try not to be obvious about the persuasive intent and are often delivered as information-giving speeches that focus on an individual or organization's positive attributes. There are three basic types of speeches of goodwill: public relations, justification, and apology.

Speeches for Public Relations

In a public relations speech, the speaker is speaking to enhance one's own image or the image of his or her organization. You can almost think of these speeches as cheerleading speeches because the ultimate goal is to get people to like the speaker and what he or she represents

Speeches of Justification

The second common speech of goodwill is the speech of justification, which is given when someone attempts to defend why certain actions were taken or will be taken. In these speeches, speakers have already enacted (or decided to enact) some kind of behavior, and are now attempting to justify why the behavior is or was appropriate. In the following clip, President Bill Clinton discusses his decision to bomb key Iraqi targets after uncovering a plot to assassinate former President George H. W. Bush.

<http://www.youtube.com/watch?v=6mpWa7wNr5M>

In this speech, President Clinton outlines his reasons for bombing Iraq to the American people and the globe. Again, the goal of this speech is to

secure goodwill for President Clinton's decisions both in the United States and on the world stage.

Speeches of Apology

The final speech of goodwill is the speech of apology. Frankly, these speeches have become more and more commonplace. Every time we turn around, a politician, professional athlete, musician, or actor/actress is doing something reprehensible and getting caught. In fact, the speech of apology has quickly become a fodder for humor as well. Let's take a look at a real apology speech delivered by professional golfer Tiger Woods.

When you need to make an apology speech, there are three elements that you need to include: be honest and take responsibility, say you're sorry, and offer restitution. First, a speaker needs to be honest and admit to doing something wrong. The worst apology speeches are those in which the individual tries to sidestep the wrongdoing. Even if you didn't do anything wrong, it is often best to take responsibility from a public perception perspective. Second, say that you are sorry. People need to know that you are remorseful for what you've done. One of the problems many experts saw with Tiger Woods's speech is that he doesn't look remorseful at all. While the words coming out of his mouth are appropriate, he looks like a robot forced to read from a manuscript written by his press agent. Lastly, you need to offer restitution. Restitution can come in the form of fixing something broken or a promise not to engage in such behavior in the future. People in society are very willing to forgive and forget when they are asked.

Speeches for Commencements

The second type of inspirational speech is the speech of commencement, which is designed to recognize and celebrate the achievements of a graduating class or other group of people. The most typical form of commencement speech happens when someone graduates from school. Nearly all of us have sat through commencement speeches at some point in our lives. And if you're like us, you've heard good ones and bad ones. Numerous celebrities and politicians have been asked to deliver commencement speeches at colleges and universities. One famous and

well-thought-out commencement speech was given by famed *Harry Potter* author J. K. Rowling at Harvard University in 2008.
<http://www.youtube.com/watch?v=nkREt4ZB-ck>

J. K. Rowling's speech has the perfect balance of humor and inspiration, which are two of the main ingredients of a great commencement speech.

If you're ever asked to deliver a commencement speech, there are some key points to think through when deciding on your speech's content.

- If there is a specific theme for the graduation, make sure that your commencement speech addresses that theme. If there is no specific theme, come up with one for your speech. Some common commencement speech themes are commitment, competitiveness, competence, confidence, decision making, discipline, ethics, failure (and overcoming failure), faith, generosity, integrity, involvement, leadership, learning, persistence, personal improvement, professionalism, reality, responsibility, and self-respect.
- Talk about your life and how graduates can learn from your experiences to avoid pitfalls or take advantages of life. How can your life inspire the graduates in their future endeavors?
- Make the speech humorous. Commencement speeches should be entertaining and make an audience laugh.
- Be brief! Nothing is more painful than a commencement speaker who drones on and on. Remember, the graduates are there to get their diplomas; their families are there to watch the graduates walk across the stage.
- Remember, while you may be the speaker, you've been asked to impart wisdom and advice for the people graduating and moving on with their lives, so keep it focused on them.
- Place the commencement speech into the broader context of the graduates' lives. Show the graduates how the advice and wisdom you are offering can be utilized to make their own lives better.

Overall, it's important to make sure that you have fun when delivering a commencement speech. Remember, it's a huge honor and responsibility to be asked to deliver a commencement speech, so take the time to really think through and prepare your speech."

(<http://open.lib.umn.edu/publicspeaking/chapter/18-2-special-occasion-speeches/>)

Read through tips on how to build your on-occasion speeches.

Below please find 14 outlines for you to consider when creating/crafting your special occasion speech. Each one of them commemorates an event you will probably encounter in the future. These outlines spell out both what is expected and the traditional order we expect to hear them in. Please be as creative as possible. You have 3-5 minutes to deliver using a manuscript. Please practice, practice and practice reading using a manuscript.

Speech of Introduction

1. Greeting and reference to the occasion
2. Statement of the name of the person to be introduced
3. Brief description of the person's speech topic/company position/role in the organization, etc.
4. Details about the person's qualifications
5. Enthusiastic closing statement
6. Inviting a warm reception for the next speaker

Speech of Welcome

1. Expression of honor this person's visit brings to the group
2. Description of the person's background and special achievements
3. Statement of the reason for the visit
4. Greeting and welcome to the person

Speech of Dedication

1. Statement of reason for assembling
2. Brief history of efforts that have led to this event
3. Prediction for the future success of the company, organization, group, or person

Anniversary Speech

1. Statement of reason for assembling
2. Sentimental significance of the event
3. Explanation of how this sentiment can be maintained
4. Appeal for encouraging the sentiment to continue in future years

Speech of Presentation

1. Greeting and reference to the occasion
2. History and importance of the award
3. Brief description of the qualifications for the award

4. Reasons for this person receiving the award
5. Announcement of the recipient's name
6. Presentation of the award

Speech of Acceptance

1. Expression of gratitude for the award
2. Brief praise of the appropriate people
3. Statement of appreciation to those giving the award
4. Closing of pleasure and thanks

Speech of Farewell

1. Expression of sorrow about the person's departure
2. Statement of enjoyment for the association with this person
3. Brief description of how the person will be missed
4. Announcement of friendship and best wishes for the future
5. Invitation to return again soon

Speech of Tribute (if honoree is alive) or the Eulogy (if deceased)

1. Expression of respect and love for the honoree
2. Reasons for paying tribute to this person
3. Review of the person's accomplishments and contributions
4. Clarification of how this person has touched the lives of others
5. Closing appeal to emulate the good qualities of this person

Speech of Installation

1. Orientation of the audience to the occasion and the theme of this installation
2. Introduction of the current officers
3. Praise of the current officers for the work they have accomplished
4. Announcement for the new officers to come forward
5. Explanation of the responsibilities for each office
6. Recitation of the organization's installation of officer's pledge
7. Declaration of the installation of the new officers

Speech of Inauguration

1. Expression of appreciation for being elected or placed in office
2. Declaration of the theme or problem focus while in office
3. Explanation of policy intentions
4. Announcement of goals to achieve while in office
5. Closing appeal for confidence in a successful future

Keynote Address

1. Orientation of the audience to the mood and theme of the convention
2. Reference to the goals of the organization and their importance
3. Brief description of the convention's major events

4. Closing invitation for active participation in the convention

Commencement Address

1. Greeting to the graduates and the audience
2. Review of the graduates' successful accomplishments
3. Praise to the graduates for reflecting respected values
4. Prediction and discussion of future challenges
5. Closing inspiration for the graduates to meet these new challenges successfully

After-Dinner Speech

1. Statement of reference to the audience and the occasion
2. Humorous transition into the central idea or thesis
3. Presentation of major points developed with humorous supporting materials
4. Closing that is witty and memorable

Humorous Speech

1. Humorous attention-getter
2. Preview of the comic theme and intent of the speech
3. Presentation of humorous points and supporting materials that are typical of the audience in terms of events, feelings, experiences, or thoughts
4. Closing that presents a strong punch line

(<http://pccc.libguides.com/content.php?pid=10871&sid=1046703>)

Task 1. Read through Evaluation Form and watch PowerPoint Chapter 10 Special Occasion Speaking at <http://pccc.libguides.com/content.php?pid=10871&sid=1046703> .

Task 2.

Watch the following on occasion speeches:

1. Sample Introduction Speech
<https://www.youtube.com/watch?v=Y5rufxOEnWo>
2. Great Valedictorian Speech. Riverwood High School 2010
<https://www.youtube.com/watch?v=69T2FoZyC18>
3. Best Wedding Speech Ever (Father of the Bride)
<https://www.youtube.com/watch?v=QGSMvWbAjrg>

4. Husband's speech to the wife on her 30th birthday
<https://www.youtube.com/watch?v=83ZAteBF-iY>
5. My Speech at Mom's 60th Birthday Party
<https://www.youtube.com/watch?v=ZzTw8jwJXug>

Evaluate them using the Evaluation Form. Explain what you liked best in each of the abovementioned speeches.

Exercise 1.

Find a partner and construct a role play of an awards event. One partner will prepare a speech presentation for a fictitious award, and the other partner will prepare a speech accepting the fictitious award. Give the two speeches back-to-back for the class.

Exercise 2.

In class, get into small groups (about 3 to 5 people) and brainstorm a list of famous people—alive or dead—who can be the subject of a commemorative or tribute speech. For each individual listed, generate at least two characteristics that should be acknowledged in the speech.

Exercise 3.

Suppose you are called upon to give a toast or tribute speech to someone you believe is not deserving. You can think of a fictitious or real person. Discuss how you would go about preparing and delivering this speech. Also discuss how you would still be true to your own principles as well as conduct yourself in an ethical and professional manner.

(<http://publicspeakingproject.org/PDF%20Files/special%20web%201.pdf>)

Home Task

Task 1. Prepare the following on-occasion speeches:

1. Imagine you've been asked to speak before a local association of English language teachers. Develop a sample speech of introduction that you would like someone to give to introduce you.
2. You've been asked to roast your favorite celebrity. Develop a two-minute roast.
3. Develop a wedding speech for one of your friends.

4. Develop a birthday speech for a friend or a relative (for preparation consult <https://www.youtube.com/watch?v=e9ItNfu7qI4> and https://www.youtube.com/watch?v=ZSQQgobds_w)
5. Develop a valedictorian (commencement) speech that you might pronounce at the university graduation ceremony.

Task 2 .

Find a sample commencement address online (You can consult the list of web resources listed on the chapter home page). Bring a copy of the address to class and determine which of the following components below are contained in the sample. A. Is celebratory in nature B. It marks a milestone on graduates' lives C. Provides a call to action for its audience D. Gives practical and/or memorable advice E. Draws attention to social or political issues of the day F. Lays out paths the audience can take beyond graduation G. Addresses tools for change needed to make an individual impact H. Illustrates factors that contribute to a good life

Task 3 .

Suppose you have a guest coming to speak to your class. Prepare a speech of introduction for this person. What are this person's attributes? What would be the topic of this person's guest lecture, and how would you incorporate that into your speech? (<http://publicspeakingproject.org/PDF%20Files/special%20web%201.pdf>)

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Методические материалы

**СОВЕТЫ ПО РАБОТЕ НАД ПУБЛИЧНОЙ РЕЧЬЮ
(PUBLIC SPEECH TIPS)**

Методические указания

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