Start Here, Speak Anywhere!

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Empowering Our Voices for a Global Audience

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An Open Educational Resource

This book was written by several faculty members, including a librarian, at the Borough of Manhattan Community College (BMCC) with a purpose of "advancing equity and the intellectual and personal growth of

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students" and strengthening "a culture of care inside and outside the classroom." (Mission Statement of BMCC)

The book is also intended to further the value of "creating exceptional teaching and learning environments inside and outside the classroom; valuing the experience and knowledge students bring to the classroom, and engaging them in the construction of knowledge." (Values of BMCC).

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Consequently, the chapters of this book are written in language that is accessible to our students and use examples that reflect and respect the experiences of our students who are diverse in many ways: race, ethnicity, socio-economic status,

sexuality, preparedness for college, etc. For each chapter, the author articulates clear learning objectives and follows up at the end of the chapter with review questions that will help students to demonstrate their understanding of the content and how it relates to or serves to empower them with knowledge and skills to challenge the status quo and address the circumstances or experiences of their lives. At the end of each chapter, there are suggested class activities that are meant to create a culture of care, inclusion, and respect for the diverse experiences and voices of students.

We are convinced that by offering this OER/ZTC text to our students and anyone who uses it, we will contribute to the culture of care, support equity, give faculty control over content, and empower the experiences and voices of our students.

Photo by Dr Josiah Sarpong on Unsplash

The book was written through the personal sacrifice of time and talent of the faculty in the Speech, Communication and Theatre department and Library at BMCC, and we are grateful to each one of the authors. We are also grateful to Professor Jean Amaral at the BMCC Library who showed immense interest and support in this project and found funds to provide a stipend to each author. We extend our gratitude to all who provided funds to support the project.

Finally, we wish anyone reading this text to do so with an open mind, respectful of diversity of voices and experiences, and an openness and commitment to equity, intellectual growth, and social justice.

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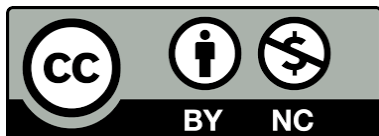
Borough of Manhattan Community College

PART I: BASIC PRINCIPLES TO GUIDE YOU

1. The Importance of Public Speaking

ARON BEDERSON, PH.D.

Learning Objectives

- Understand the specific components of the public speaking process.
- Master the skills involved in the process of public speaking.
- Acquire some strategies to cope with the normal nerves that may arise when speaking in public.
- Understand the differences between communicating with an audience in person or online.

Do you like speaking in public? If you don't, you are not alone. While the fear of public speaking is not people's greatest fear as it is often reported, it

does affect at least 25% of the population. The clinical term for the fear of speaking in public is glossophobia (Tsausides 1). This chapter will give you information on the importance of public speaking as it relates to you and explain some of the important components of the communication process.

   Although it is feared, public speaking is also one of the most respected activities an individual can engage in and master. Since ancient times, in cultures throughout the world, students have studied and practiced the art of **oration**. Every culture has their own sets of traditions."Before the written word, the Before the advent of the written word, historical events were transmitted to future generations through the use of compelling stories. A significant approach of human capacity was the ability to preserve its historical heritage using narratives. Every civilization has a historical and cultural heritage which people hold dear" (Nduka 91). Throughout the world, those who had the ability to speak effectively and command the attention of groups of listeners rose to become prominent leaders in all walks of life, from political rule to the arts.

   From the time humankind began to congregate in groups and listen to one person tell a story or address their social/communal needs, speakers have grappled with the anxiety that speaking in groups can create. The goal of this text is to help you

understand the process of communication on a one-to-one basis as well as in a larger context and give you tools to manage the anxiety that may arise in this process. As you study and practice the process of public speaking, you will begin to gain the sense that YOU are in charge of your experience.

You may feel that you are new to the discipline of public speaking, but you have already been practicing this skill for many years. Every time you engage with a friend, stranger or business associate you are developing this skill. Learning to articulate your thoughts and feelings is important in your personal relationships as well. You will have to employ your listening skills with a partner as well as be able to interpret their reactions to you. While there are differences between speaking with someone one-to-one or delivering a prepared speech to a specific audience, you have employed many basic skills that are a part of any communication process.

Being able to speak in public is also extremely important to our nation's political process. Our political system is based on candidates being able to voice their views on important issues publicly as well as debate them with others. President Biden has worked with a stuttering issue since childhood; he has become a strong public speaker and participated successfully in debates with challenging opponents.Other well known actors and politicians who overcame stuttering and became prominent in their fields include: Winston

Churchill, James Earl Jones, Tiger Woods, Marilyn Monroe and Samuel L. Jackson. The art of oration is still a highly valued skill. In general, successful political candidates and community leaders have mastered it and use this skill in their work and campaigns.

You will also see that communication skills are vital to your success in the workplace. You will need to be able to articulate your interest and qualifications for a job interview. You will have to make presentations on the job and communicate effectively with your colleagues. Your ability to master these skills will determine your level of success.

As communication has become increasingly digital, some may think that the need to refine one's speaking skills are no longer necessary. As you may have already observed, this is not the case. Unfortunately, online communication does not always employ and develop our communication skills. As you reflect on your experience during the pandemic and your experience in the Zoom classroom and other online activities, you may have noticed that some students used technology to enhance their connection to others while some used it to distance themselves. If you have tried presenting in a Zoom room without seeing the faces of your classmates, you may have noticed that you are not able to "read" the reactions of your audience to the delivery and content of your speech. By "reading" the reactions of the audience, I am

referring to observing their body language and facial expressions. While we cannot know what the audience is thinking, we can get a sense of their response to your presentation by their physical reactions to it. Keep in mind, however, that their reactions are not always about you. They may be thinking of other things while listening to you speak. Perhaps you are just observing their general attitudes and expressions. If you have ever been in the position of listening to someone speak without seeing their facial expressions and body language, you will know that it is difficult. When using communication technologies such as Zoom, you still employ some important skills used in the communication process: organizing ideas into a cohesive structure to present them, targeting your message to a specific audience of listeners, and modifying your speech to fit the context of communication. However, you are not developing all of the tools used when presenting live and in person.

   Whether in a prepared or impromptu speech you can continue to develop your public speaking/communication skills both online or in person, and in all communication contexts.   You are using your voice, body, and presentation skills to reach your audience when making a presentation in public you just need to use these tools in a different manner. This text will give you the skills to use your body to support the process of public speaking and

> communication as well as strategies to organize
> your ideas into an effective speech.

Tips for Handling Anxiety/Excitement

First, it is important to address one of the blocks to your success in getting up and speaking in front of others. As I have mentioned, public speaking is regarded as one of the primary fears people have. There are tools you can use to handle the nervousness you may experience when communicating in public.

To begin, remember to breath! Sit or stand up straight and take a deep supported breath from the diaphragm, a thin skeletal muscle that separates the abdomen from the chest. It contracts and flattens when you inhale, creating a vacuum effect that pulls air into the lungs. When you exhale, the diaphragm relaxes, and the air is pushed out of the lungs (Santos-Longhurst).

As you inhale and exhale, whether you are sitting or standing, keep a tall straight spine. Release any tension or anxiety with each exhalation, and breathe in fresh energy as you inhale.Breathing from the diaphragm will feel different if you are used to taking regular chest breathes. One way to start breathing this way is to put your hands on your belly and blow the air in your lungs OUT!. Your belly should contract as you push the air out. Then release the belly and diaphragm and the air should rush back into the lungs/ As you inhale and exhale, whether you are sitting or standing, keep a tall straight spine. Release any tension or anxiety with each exhalation, and breath in fresh energy as you inhale. Gently drop your head forward, then back and side to side. Release any tension in your neck and let your head "sit" on top of your spine. You should now be lined up well!

The next exercise is helpful in warming up the muscles of the face, mouth and tongue. Place your hands on your cheeks and the side of your nose. Gently make the sound HMMM and feel your lips and nose vibrate. Your cheeks and nose are natural resonators when you speak and sing; together, they can be called, "the mask." Another sound to make to wake up your natural resonators in the "NG" sound. Raise your tongue to the roof of your mouth and make feel the NG sound in your nose and throat.

Try to change the way you think about the "fight or flight" reaction, which your body may move into when you approach a public speaking situation. Think about the energy moving through your body not as fear but as excitement. Actually, the "fight or flight" response helps prime your body to handle any potential danger you may face in an actual life or death situation. While public speaking may feel like a life or death situation, it is not. You can also think of the excitement you may experience when you are making public presentations as being in a "highly adrenalized" state. Use the energy coursing through your system to fuel your presentation. YOU are in charge.

There are other tools you can use to manage your energy before a presentation. Think positively about the outcome. See yourself delivering your presentation with ease and grace. You may know mantras or personal affirmations that you can use to increase your confidence and sense of well-being and focus. Sometimes, just taking a moment to relax and focus on your breathing can be enough to calm and center you before a presentation.

This video show Qui Gong instructor Nadiya Nottingham demonstrating hand mudras designed to dispel fear and suffering: https://www.facebook.com/nadiya.nottingham/videos/10157721723405270/ . The more you make presentations, the better you will get at mastering your pre-performance anxiety as well as your performance nerves.

Also, taking the time to be prepared before a presentation will do a great deal to bring down your anxiety level. When you see politicians deliver speeches or listen to keynote speakers address their audience, you are hearing the words of a well-organized and carefully crafted speech. Some of these speakers even have the assistance of other writers helping them write and organize their speeches. You are not in this position. While it is a good idea to practice your speech in front of family and friends and get feedback from them on the structure and organization of the speech, it is up to you to write a speech that will impact others as you intend. Working from a well-organized outline that carefully lays out your speech will help ensure the effectiveness of your presentation and diminish any fear you may have in making it. The more you tailor your speech to fit the occasion and audience you are addressing, the more relaxed and confident you will feel.

To recap, getting experience speaking in public will help you master your nerves. Practice builds confidence. As you apply the tools you have learned, they will become second nature to you. All of the tools I have mentioned call on you to strengthen certain "muscles". This is one of the reasons working on your public speaking skills is so important. You will use these new muscles in many aspects of your personal and professional lives. You will also develop your organizational and critical thinking skills as you create effective outlines to assist you in your speeches. Regardless of the type of presentation you make—informative, persuasive or a group debate—you will develop your organizational and critical thinking skills as you do your research and boil down your ideas into a cohesive presentation.

Listening is another extremely important component of the communication process. Even when making a presentation, you need to "listen" to the feedback you are getting from your audience. Also, there may be a question/answer component to your presentation. You will need to listen carefully to any

audience member in order to address whatever issue they raise.

Listening in a high-pressure situation requires focus and concentration which you will strengthen as you gain experience (Lucas 19).You do not listen only with your ears. You need to observe and "read" the body language of your audience. What are they communicating to you as you make your presentation? You may need to adjust your presentation depending on the feedback you are getting from your audience.

Communication is a dynamic process.. As Dr. Vincent Tzu-Wen Cheng, another contributing writer to this textbook pointed out " Messages are being given and received through the five sensory channels (i.e. visual, audio, tactile, olfactory and gustatory channels. In general, the greater the number of channels used, the more in depth and accurate communication will be"(Cheng). There is also an entire chapter on listening in this OER textbook written by Prof Janet-Douglas-Pryce which goes into more depth about the complexities of the listening process.   There is also an entire chapter on listening in this OER textbook written by Prof Janet-Douglas-Pryce which goes into more depth about the complexities of the listening process.

Speaking in public will demand that you master all of the components of the communication process. This is one of the reasons public speaking is so important. In order to communicate effectively, it is important to understand how the process works. There has been a great deal written about communication theory. One of the first examples was written by Claude Shannon and Warren Weaver for Bell Telephone in 1948 with the goal of increasing the efficiency of telephone communication (Novack). It mentions the seven main components of the communication process. There is the *speaker* or the person sending the message to their listeners. When you give a speech, you are the speaker. You gain the

attention of your audience based on your credibility and the interest you have in your subject. The process of conveying information starts with the speaker/communicator *encoding* their ideas into symbols; letters and words. The listener decodes these messages and make meaning out of these symbols. It is very important that the *message* that the speaker sends is the one that the listener receives. If you have ever played the game of telephone in which one person whispers a message into their neighbor's ear and the message is passed along to the last person in the circle, you have seen how the final message can be completely altered from the way it started. Remember, you use your entire body to communicate.Every hand gesture, tilt of the head or your posture as you sit or stand says something as you send or receive messages. Also, the words of your speech may say one thing, but if the feeling you are presenting behind the words doesn't support them, you are sending a mixed message to your audience and they will interpret it in a variety of ways.

Another factor that will impact the message that your audience receives is the *channel* through which you communicate. You may have noticed that communicating in a Zoom room or other online platform is very different than communicating in the classroom. As I mentioned earlier, communicating in a Zoom room with the camera on has a different impact on your audience than communicating with the camera off. The channel is the medium through which you communicate: in person, on the phone, with a microphone, through Zoom, or on TV. All of these means of communicating will have an impact on the way you speak. You will need to modify the way you communicate to accommodate whatever channel you are using. Speaking to a large group with a microphone is very different than talking to a group in the classroom. Presenting a speech on television without a studio audience will require a different delivery than talking on the telephone or in person and make immediately accessing the

response of your audience impossible. There may be reviews or ratings to gauge how your presentation went on television.

As I mentioned earlier, *listening* is a vital part of the communication process. If there wasn't anyone receiving your message, your speech would have no life. Think of the question "if a tree falls in the forest and there is no one there to hear it, is there a sound?" The listener needs to be a part of the communication cycle to receive the sound. Keep in mind that the listener will filter the message of the speaker through their own experience. This is a factor that the speaker needs to keep in mind and prepare their speech to suit the background of their audience.

Another factor that impacts the communication process is *interference* of the message as it is being communicated. Interference can take a variety of forms. It could be from an external source such as noise outside of the room you are speaking in or internal- when the listeners may be distracted by personal thoughts or physical discomfort.

Feedback is the last step of the Shannon-Weaver model of communication. After the message of the sender is encoded, sent through the communication channel and finally decoded by the receiver, it is processed by them and they respond by giving feedback to the speaker which impacts further communication. Feedback can take various forms. It can be verbal and take the form of questions, sometimes heckling, or even cheers. Very often, however, it is nonverbal and is conveyed through the listener's body language. How are they engaging with the speaker physically? Are they leaning in to listen or turning away? All of this is information the speaker receives and impacts the way they deliver their message.

Finally, there is the context or *situation* in which the communication takes place. Where is the communication event happening? Is it in a classroom or a courtroom? Outside or inside? Are you speaking at a graduation ceremony or a wedding? Are you trying to have an intimate conversation in

a noisy restaurant? The situation where you are speaking will have an impact on the communication.

The communication model as described by Shannon and Weaver was later developed by David Berlo in 1960. Berlo looked at how the specifics of each aspect of the communication model impacts the way the message is received. Berlo incorporates the attitudes, knowledge, communication skills, and culture of both the sender and the receiver of the message into his analysis and discusses how this impacts the way the message is interpreted. Berlo's study takes into account how the background of the receiver and sender as well as all of the variables associated with each affect the communication that takes place and how they are interpreted (Novack).

The communication model as described by Shannon and Weaver was later developed by Wilbur Schramm which included a "Frame of Reference" or "field of experience" which made reference to a common field of experience between the sender and the recipient of the message. Schramm's communication model, which was completed by 1971 took into account the impact that an individual's experience and culture had on their communication. It also stated that the sender's and receiver's common experience need to overlap to create shared meaning (Blythe). Without this shared meaning, there is bound to be a lack of understanding between the sender and the receiver.

There is an excellent example of the communication process in the play *The Miracle Worker* by William Gibson which chronicles the story of a young woman Helen Keller, who lost her sight and hearing at a young age. Her teacher Annie Sullivan is trying to teach her sign language. The scene I am discussing takes place outside at a water pump where Annie is trying to get Helen to fill a water pitcher while signing into her hand the sign language formations of the word water. Helen had learned a few words as a young child, water being one of

them as well as mother and father before she lost her senses to a febrile illness at 19 months; scarlet fever, rubella or encephalitis.. She had even begun to speak and had learned the word for water which she pronounced "wa-wa" (Gilsdorf).

Helen's teacher encoded the letters for the word water into sign language hand formations which she signed into Helen's hands. Helen then mimicked the hand signs back into Annie's hands until the moment she makes a connection and has an "Ah ha" moment. She realizes that the symbols her teacher is signing into her hand represent the word "water" which she had learned long ago. " The two have a moment of *shared experience* as described in the Schramm model of communication. Helen also made the larger connection that things in the world have a name and she immediately wanted to know the name for everything in her immediate environment. Her teacher realized the connections Helen has made and yelled to her family inside their home "she knows!" This moving drama and excellent example of the communication model is dramatized in this famous scene from the movie adaption of *The Miracle Worker* (1962) played by the actors Anne Bancroft and Patty Duke (https://youtu.be/lUV65sV8nu0.)

Public Speaking in a Global Context

Prof. Valerie Small, Ph.D.

In the context of our ever changing national and international demographics, public speaking is even more important. In 2020, the U.S. Census Bureau

released a report indicating that the national headcount shows a more diverse nation than previously perceived. The report revealed that nearly four of ten Americans identify with a race or ethnic group other than White and suggested that the 2010 to 2020 decade was the first in the nation's history in which the White population declined in numbers.

When presenting specifically to an American audience, one should know the cultural composition of the audience to avoid any conflicts and cultural offenses that might arise from unawareness. In addition to reviewing the chapter on Audience Analysis which you will read later in this book, here are a few suggestions for preparing for your speech:

1. Meanings are attached to nonverbal communication, e.g., facial and hand gestures, eye movements, touch, body posture, etc.; hence, it is imperative that one abstains from assumptions that all audiences interpret these messages or signals the same way.

2. Remember that the United States is a "global village" and according to William Frey's analysis of the U.S. Census 2020 report, nearly 40% of the population belongs to a racial or ethnic minority group. Therefore, the paramount concern should be to treat the audience with dignity and act with integrity.

3. "People in every culture possess values

related to their personal relationships, religion, occupation, and so forth. Understanding these values can help you deliver your message sensitively."

4.   Use language that is understandable, appropriate, and unbiased towards the audience. For example, classmates and other audiences may speak in an ethnic vernacular, such as "Spanglish", the combination of English and Spanish. Other vernaculars may reflect where they live and use regionalisms or words and phrases that are used in a specific part of a country; and finally, some may use jargon, the specialized language of a profession or hobby.

5.   Exhibiting cultural sensitivity also means acknowledging the offenses that can transpire when ethnocentrism occurs. Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures (Lucas 2015, 24). This superiority stems from one's partiality to his or her cultural background.

In summary, it is crucial that one understands the communication process and how people interpret events, language, and texts differently. This depends on one's frame of reference, which is guided by personal attitudes, beliefs, culture, values and so forth. Cultural differences, both within American subcultures and across international lines, affect all of our efforts to communicate in the

> classroom and in the community, and we need to make strenuous and sincere efforts to bridge cultural divides and emphasize what we will all have in common."

Conclusion

You will find yourself in numerous circumstances in your community, work, and personal lives which will call upon your communication skills and ability to speak in public. Any job interview requires you to present yourself and speak about your experience in a pressured situation. As previously stated, you are not alone if the idea or act of speaking in public is challenging to you. Political candidates and community leaders all need to earn the trust of their audience and colleagues through sharing their ideas and personalities with them.

It is critical that you have a good understanding of the complex process of communication in order to be an effective speaker. You also need to be able to read the responses of your audience and use the information you receive to inform the delivery of your presentation. Remember, communication is a dynamic process. It is never one way.

You have also learned tools to handle the "excitement" that may arise as you present. Remember to use good support as you breathe and focus on the successful outcome of your presentation. Be sure to practice and prepare for your presentations. The better prepared you are, the more successful the outcome of your presentations will be.

You can be sure that the energy you put into improving your presentation and communication skills will be of great use to you in your professional and personal lives. The need to communicate effectively with a diverse global community is as

important today as it was in ancient times. Although it may seem that the art of oration is not necessary in this day and age of digital communication it is as necessary as ever. Each of us has a unique contribution to make to our complex society. Your voice is needed to help address the critical issues facing our world today. Be sure that it is received as you want it to be, and don't let any fear of presenting in public lessen it. You have the ability to gain the tools and knowledge to make sure you are fully seen and heard in all areas of your life!

Review Questions

1. What are some ways to handle the nerves and "fight or flight" response which may begin before making a presentation in public?
2. How has the move to online communication impacted people's communication skills?
3. In addition to making an effective presentation and speaking well, what activity must the speaker engage in to engage with and maintain the interest of their audience?
4. What action from the Schramm model of the communication process was Helen Keller's teacher engaging in when she was forming sign language symbols into Helen's hands at the water pump?
5. Name five personal benefits you will gain from taking a Public Speaking course
6. What is ethnocentrism and how can a speaker avoid having an ethnocentric attitude?

- Give an example of the communication model and discuss all of its components in your discussion of it.
- Explain to a group of classmates how to take a deep, diaphragm supported breath.
- Describe a speech situation that would most likely have an engaged audience

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2. Ethics and Public Speaking

ANTHONY NAAEKE, PH.D. AND EVA KOLBUSZ-KIJNE, PH.D.

Learning Objectives

- Explore the meaning of ethics.
- Distinguish between absolute and relativist perspectives on ethics.
- Identify and apply the code of ethics for ethical public speaking established by the National Communication Association
- Distinguish between ethical and unethical speech.

"I regret it now because the information was wrong."

— Colin Powell

https://www.youtube.com/watch?v=d93_u1HHgM4

The above quotation from former United States Secretary of State Colin Powell directly applies to the discussion we are about to have in this chapter, namely, ethics in public speaking. In this television interview on the Larry King Live CNN program first aired in 2011, former Secretary of State, Colin Powell, expressed regret for a speech he delivered before Congress in which he provided what he believed was justifiable reasons for the United States to go to war against Iraq following the September 11, 2001, terrorist attacks against the United States. Although Powell believed at the time of his speech to the United Nations that the information and evidence he provided in the speech were accurate, ostensibly because he trusted the officials who vetted the accuracy of the information, he later realized that the speech was based on misinformation and inaccurate evidence. By expressing regret for delivering a speech filled with inaccuracies, Colin Powell basically acknowledged that his speech was unethical. However, by publicly expressing regret for an unethical speech that he delivered, he fulfilled the ninth ethical principle of the National Communication Association's code for ethical speaking that states, "We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others." This principle calls for ethical speakers to take responsibility for mistakes and errors made in communication whether in the short or long term when they become aware of the errors and inaccuracies they expressed.

In this chapter we will explore the meaning of ethics, ethical perspectives, the Code of Ethics of the National Communication Association and distinguish between ethical and unethical speeches.

Ethics

Ethics has to do with social norms regarding right and wrong. It is a branch of philosophy that deals with right and wrong. Because different cultures have different norms about right and wrong, ethics is a very contested zone in all aspects of

human encounters. One culture may consider something to be right while another may consider the same thing to be wrong. Hence, the contested nature of ethics. However, for effective communication, especially communication that is intended to move an audience to make choices or decisions, some basic agreement on what is right and wrong is necessary.

In De Oratore (Institutes of Oratory), the Roman rhetorician Quintilian wrote that the perfect orator is first "a good man speaking well." This simple statement establishes a fundamental expectation for ethical public speaking, namely, that great oratory should entail both an ethical character of the speaker as well as delivery that embodies confidence, competence, dynamism, and good will (addresses the needs of an audience).

For Quintilian and other rhetoricians such as Cicero and St. Augustine, rhetoric or oratory should be grounded in truth and not deception. According to these rhetoricians, the communication of truth distinguishes ethical rhetoric from sophistic rhetoric which uses any means, including deceptive ways, untruths, and outright lies, to persuade an audience.

Ethical Perspectives

There are different perspectives on ethics, but this section will concentrate on two of them, namely, the absolute values perspective and the relativist perspective.

The absolute values perspective on ethics holds that irrespective of person, place, or time, right is right and wrong is wrong. In other words, there are universal ethical values that apply to all people and cultures. For example, it is wrong to kill or to tell a lie or to steal or to defraud. This means that irrespective of person or culture or situation, a person who tells a lie or kills or defrauds others has done an unethical act.

https://www.giffordlectures.org/books/moral-values-and-idea-god/6-relative-and-absolute-value

Ethical relativism on the other hand is the philosophical position that the sense of right and wrong is always relative to

the individual and not universal to all people and situations. The Encyclopedia Britannica defines ethical relativism as "the doctrine that there are no absolute truths in ethics and that what is morally right or wrong varies from person to person or from society to society." The arguments for ethical relativism are mainly two-fold. The Encyclopedia observes that an argument, based on the Greek Philosopher Herodotus (5t Century BC), claims that every culture has its customs and norms and no culture's values, norms and customs are better than another. A second argument in favor of ethical relativism, according to the Encyclopedia, is based on the 18th century philosopher David Hume who expressed the idea that moral values are grounded in emotion and not reason and can, therefore, not be universalized.

https://www.britannica.com/topic/ethical-relativism

Implications of Ethical Perspectives for Public Speaking

When applied to public speaking, the absolute values perspective on ethics implies that there are or should be rigorous principles that guide how to teach public speaking, how to write a speech, how to deliver a speech, how to reference sources, what is considered appropriate vocal projection, eye contact, posture, vocabulary, etc. This approach to public speaking can be regarded by minority groups based on race, culture, or nationality, as oppressive in the context of culturally sustaining pedagogies and the ongoing efforts to engage pedagogies that are inclusive, diverse, and equity minded.

On the other hand, a fundamental implication of ethical relativism for public speaking is that there are no universal norms or ethical codes that govern what and how to make public presentations. This means that depending on the speaker, context, audience or purpose, a public speaker decides what and how to make the presentation without following a predetermined style. This also means that the principle of ethical relativism is more respectful of diverse

cultural values, culturally relevant speech patterns, thought processes, and language use. In the context of culturally sustaining pedagogies, the relativist ethical perspective would allow more flexibility in how public speaking is taught and how students, depending on their various backgrounds, prepare and deliver speeches.

Despite the implications of the two ethical perspectives on ethics discussed above, the National Communication Association (NCA) has established a Credo for Ethical Communication to guide the practice of the discipline.

NCA Credo for Ethical Communication

The NCA believes ethical communication is "fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media." Conversely, the NCA believes that unethical communication threatens the well-being of individuals and society. Consequently, the NCA has established a Credo for Ethical Communication referenced in the link below.

https://edge.sagepub.com/sites/default/files/ ethics_section_03_module01_0.pdf

The NCA Credo for Ethical Communication is extensive, but for the purpose of this chapter which addresses ethics in public speaking, it is important to outline and focus on the following nine principles of the code:

1. We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
2. We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
3. We strive to understand and respect other communicators before evaluating and responding to their messages.

4. We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of individuals, families, communities, and society.
5. We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
6. We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
7. We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
8. We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
9. We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.

In essence, the principles outlined in the code emphasize the importance of communication that is grounded in truth, honesty, accuracy, and respect for the audience as an ethical responsibility of a speaker.

Distinguishing Between Ethical and Unethical Speeches

Based on the exploration of ethics, perspectives on ethics, and the NCA Credo for ethical communication, it is appropriate to observe that irrespective of cultural background or values, some general principles should guide what is ethical or unethical in public speaking.

Purpose of the Speech

Effective communication must be purpose-driven. The purpose of a speech is important because it lets the speaker and audience know the ultimate outcome of the speech. The purpose of the speech should seek to accomplish something

good. If the purpose of a speech is unethical it means that it seeks to accomplish something bad. Let us explore some examples to illustrate. In the speech by former Secretary of State Colin Powell to the United Nations that we referenced in the introduction of this chapter, his purpose was to persuade the International Community that Saddam Hussien, then President of Iraq, had weapons of mass destruction which posed serious security problems to the world and that the United States would have to go to war against Iraq in order to prevent the use of weapons of mass destruction against the International Community. The purpose of the speech was ethical in as far as it sought to protect the common good of the International Community by preventing a nation and its leader from doing harm to people. On the other hand, a speech whose purpose is to arouse anger and resentment against specific groups of people, such as immigrants, would be unethical because such a speech aims to do harm to a group of people by appealing to the emotion of anger in its audience who would then act violently or discriminate against immigrants as evidenced by a speech by former President Donald Trump in which he called Mexicans murderers and rapists. See reference to the speech in the link below.

https://www.youtube.com/watch?v=Jaz1J0s-cL4

Credibility of evidence

Another element of an ethical speech is that the information given should be based on facts and not opinion,, information that is accurate and reliable. Facts can be demonstrated or proven, while opinions are the personal views of a person that may or may not be factual. The evidence should also be accurate in the sense that it should fully and properly represent the ideas or statements of others within the context in which such ideas or statements are made. Evidence that is not accurate distorts the original message of the source of information and misleads an audience. The credibility of evidence is not only about what is stated but also about who

says it. To be ethical, a public speaker must verify that the source of information they use as evidence to support claims is reliable or can be trustedtrustworthy. For example, the statements of a racist bigot in defense of racism cannot be considered reliable because of the personal disposition of the source.

Another important consideration about the credibility of evidence is crediting the sources of the information used. An ethical speaker must let the audience know the source of the information or data or statistics or images such as paintings, pictures, and drawings if the information was taken from another person's work. Failing to credit the sources of information constitutes plagiarism.

Plagiarism is using another person's ideas or work without crediting the source. There are three types of plagiarism: global, patchwork and incremental.

Global plagiarism is taking the entire work of another person and not crediting the source. For example, if you take a speech that was written by someone else and deliver it to an audience without letting the audience know who the original writer of the speech is, that would constitute global plagiarism.

Patchwork plagiarism on the other hand takes substantive parts, such as a paragraph, from different sources and puts them together without crediting the sources. Patchwork plagiarism is easy to commit when you highlight, copy, and paste information from different sources without crediting the sources.

The third type of plagiarism, incremental plagiarism, happens when you take a phrase or sentence from various sources and fail to credit the sources. Ethical speakers always credit their sources.

Arrangement of Ideas

One other way to be an ethical speaker is to arrange your ideas in a way that makes it easy for the audience to follow the logical flow of the message. An ethical speaker should facilitate

the understanding of the message and not confuse the audience with disorderly placement of ideas. In an orderly arrangement of ideas, the audience can easily follow how one idea moves to another or relates to another, whereas in a confusing arrangement of ideas, the audience struggles to see how one point relates to another or flows into another.

Language

An ethical speaker should always be mindful that the language used is familiar to the audience and inclusive, . Language should not toonot be too technical or abstract,; not racist, sexist, or abusive and is inclusive. Using familiar language makes it easy for the audience to understand a message being communicated, while technical or abstract language may be appropriate for a specific audience especially based on profession and level of education. Racist, sexist, and abusive language looks down on a group of people while extolling the perceived superiority of the speaker over the audience.

Respect for the audience

In addition to the above guidelines for ethical speaking, a speaker should show respect to an audience by being on time to the event and respect the time allotted for the speech. The speaker also shows respect to an audience by dressing appropriately and listening to the feedback from the audience and responding to questions from the audience honestly.

Delivery

Finally, an ethical speaker should know what they are talking about, be well prepared, dress appropriately, speak clearly, engage the audience through direct eye contact and body movements that show physical/mindful presence and attention to the audience.

Other guiding principles for ethical public speaking

Many scholars of ethical communication agree that an ethical speaker should have integrity, competence, responsibility, respect, and concern (Plante, 2004). Integrity

means being an honest, fair and a just person. Competence is a quality of someone who is knowledgeable and skilled in some job or task whilst r. Responsibility has to do with keeping promises and being attentive to one's obligations. An ethical speaker should be respectful of others in terms of paying attention to their rights, needs, dignity and be concerned about the needs of others.

Conclusion

In this chapter, we explored the meaning of ethics, different perspectives on ethics, and distinguished between ethical and unethical speeches. We also outlined the Credo for Ethical Communication by the National Communication Association and provided practical guidelines for ethical public speaking. In the context of higher education that emphasizes the need for culturally sustaining pedagogies, an ethical speaker must be respectful of diverse audiences they address. Ethical speakers should use evidence that is based on reliable facts while considering the lived experiences and needs of the audience.

Review Questions

1. What is your understanding of ethics and why is it important for speaking speakers?
2. Distinguish between absolute and relativist perspectives on ethics.
3. Identify nine principles of ethical communication outlined by the National Communication Association.
4. Distinguish between ethical and unethical speech.

- Show a speech to the class and put students in small groups to discuss and explain why the speech is ethical or unethical.
- Put students in small groups and ask them to make a list of things they consider ethical or unethical in a speech.

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3. Listening

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Learning Objectives

- Understand the importance of listening and types of listening barriers.
- Assess listening styles to improve communication outcomes.
- Recognize the speaker's role in effective listening.
- Recognize the listener's role in effective listening.

Robyn Rihanna Fenty (a.k.a. Rihanna) launched her Fenty Beauty line in 2017. Rihanna's product filled a gaping hole in the $430 billion beauty industry. Fenty produced 40 shades of foundations to accommodate diverse beauty enthusiasts who could not find a foundation to match their skin tone. Make-up users with darker hues were said to have had to buy multiple foundations to meet their

beauty needs, which carried an exorbitant price tag. In addition, they had to blend them to achieve the proper coverage. Rihanna captured a segment of the market share because of her ability to pay attention. She listened to customers who felt left out and underrepresented. Today, Rihanna is a billionaire primarily because of her ability to pay attention. She offers patrons an inclusive product line with a price tag slightly above drugstore brands but significantly less than what consumers pay for high-end brands. Rihanna's marketing strategy and listening acuity left many patrons overjoyed knowing there is a product created specifically for them.

Rihanna's financial success might be easily attributed to other factors, but leaders in the beauty industry acknowledge the valiant role active listening plays in its ongoing success. Active listening, as defined by Collins Dictionary, is a two-way communication process; it does more than hear, it aims to understand, interpret, and evaluate what it hears. The insights Rihanna gained from listening to patrons in meaningful ways helped to empower makeup users and effect change in the beauty industry (West, 2017).

Listening benefits everyone. Rachel K. Sobel, a reporter at U.S. News and World Report had this to say about a former classmate whom she calls Jane. Jane attributes being alive to a doctor who listened well:

Jane first noticed an odd fluttering sensation inside her chest as a teenager. The doctor did a quick exam and chalked it up to palpitations from too much caffeine. Later, while in college, Jane was getting ready for bed when her heart began racing and her room suddenly started spinning. Different symptoms, different doctor, but the same cursory approach: In this case, the diagnosis was anxiety.

Not until a recent summer checkup—six years after her initial complaint—did a keen physician find what was wrong. He took a meticulous history, and then he listened to her heart with a stethoscope. Medicine's fancy term for this is auscultation—basically LISTENING to the body's various sounds. According to Jane, this physician "wasn't just going through the motions." He placed the stethoscope on her chest, closed his eyes, and listened for a long time. It paid off. The doc discovered a dangerous murmur, and further tests showed a 2-inch hole in the wall between two chambers of her heart. Left untreated, such a defect could have caused heart and lung failure.

The Importance of Listening

Whether you are a student or an employee, most of your day is spent listening. One study found that college students devote 55% of their communication time to listening while executives spend 60%. Yet, it is estimated that your listening

efficiency is about twenty-five percent. For example, if one of your classmates gives a ten-minute speech on The Facts and Fiction of Anastasia Romanov, it is estimated that you will lose seventy-five percent of what you heard. This is possible because your brain processes information faster than you can speak, which gives your brain enough time to focus on something else. Researchers say your brain takes in 400 to 800 words per minute, while your speaking rate is 120 to 150 words per minute. Regardless of the challenges posed by listening, you are required to listen well at work, at home, and at play.

Hearing vs. Listening

Listening is a required job skill most people lack. Emphasis is placed on writing effective resumes, rehearsing frequently asked questions at an interview, and selecting the proper attire. But insufficient time or no time at all is spent practicing effective listening.   Don't blame yourself for neglecting such an important factor. Most people neglect listening unintentionally. They assume that hearing and listening are identical. Although there is a direct relationship between the two, listening and hearing are distinctly different.

While attending your monthly book club meeting, you noticed two new guests, Chi-Chi, and Goku. You attempted to engage both attendees at the meeting to make them feel included. However, later, you noticed that Goku ignored your comments throughout the evening. At the end of the session, you approached Goku to inquire if he had a good time at the book club. He emphatically said, "Yes!" You went on to say; "I am glad to hear because I thought you were not enjoying the session." Goku asked, "Why did you believe that?" You explained that you asked him to respond to a few questions during the meeting, but he did not answer. Goku apologized and said, "I am sorry, I did not hear you. You were sitting to my left, and I am deaf in that ear." You felt somewhat embarrassed but relieved to know Goku was listening to you but could not hear you.

Hearing is the physiological ability to perceive sounds, and listening is the mental process of paying close attention. Therefore, using your ears to interpret sounds does not denote effective listening. Effective listening requires effort and interest. It means that you must make a conscious effort to pay attention to information. Randy Carver is a financial advisor with a thriving practice outside of Cleveland, Ohio. He is also a private pilot. When Randy accidentally crashed his twin-engine Cessna plane, he suffered bodily injuries, including a cracked larynx and collapsed lungs. Upon returning to work from the hospital, he relied on a voice amplifier to conduct barely audible conversations with his clients. One of the assets of his accident, Randy noted, was his ability to learn how to listen. He began to pay attention to the client's voice, emotional cues, and nuanced speech sounds. He listened for the implicit meanings behind what they said. He became attuned to their stories and memories and empathized with their fears (Lukenberg, 2017). Learning mindful listening profited Randy in his work as a financial advisor. It allowed him to develop a deeper connection with clients.

Mindful Listening and Mindless Listening

What is mindful listening? **Mindful listening** shows others you value what they say. It means you give careful and thoughtful attention and responses to the message you receive. It also confirms you deem the message-sender important. The opposite is true when you listen mindlessly. **Mindless listening** generates automatic and routine reactions, such as "okay" and "nice," without much mental commitment. Take Joanna Messi, for example. She had a hectic day in the office. She came home tired. As she entered the house, she asked her partner, "How did things go at work today?" "It went well, except for the fire at the train station in the morning and the announcement of another Covid-19 variant in the afternoon." Joanna continued to take her seat on the couch and responded, "Oh, that's nice! It's great to hear you

had a wonderful day." Joanna's response is typical of someone who listens mindlessly. Her response makes her partner feel undervalued and disrespected.

Nevertheless, mindless listening has some value as it protects you from information overload. Mindless listening allows you to filter out the barrage of information you receive daily to protect your mental space. The key to successful listening is to decipher when to listen mindfully versus when mindless listening works favorably. Whether it's information for a test, administering the proper dosage to a patient, or just listening for fun, you must make necessary adjustments to overcome listening barriers.

Listening Barriers

Listening barriers are factors that contribute to poor listening practices. These barriers are caused by either internal or external distractions. Internal distractions occur within the listener. For example, during a classroom presentation you develop a terrible headache; now you are focused on the pain instead of listening to the speaker. External distractions occur within the environment. During the middle of your speech evaluation, piercing sounds coming from sirens drown out the speaker's voice. The noise prevents you from clearly hearing what the speaker says, so you ask him to repeat the information. Both types of distraction interrupt the listening process.

Four Types of Internal Distractions

- Wandering Mind: when your focus shifts from the subject being discussed to an unrelated topic.
- Physical Unrest: when you are experiencing bodily injury or discomfort that overshadows your ability to listen.
- Mental Distress: when you are experiencing emotional fatigue caused by lack of sleep or disturbing personal information.
- Lack of Knowledge: when you do not comprehend the

terms or vocabulary words that the speaker is using.

Two Types of External Distractions

- Noisy Environment: A space that produces sound or movement that causes you to focus on what you see and hear outside of the intended situation. This is caused by voluminous traffic, uncontrolled technological sounds, or shuffling papers.
- Uncomfortable Space: Spaces that are incongruous to the amount of occupants or have unregulated temperatures (too hot or too cold) are not conducive for giving and receiving information.

Once you acknowledge the challenges posed by listening you can determine what level of commitment is required to improve your skills.

Listening Styles

When do you listen best? Is it when you are listening for pleasure, to lend moral support, to understand a message, or to evaluate the evidence? Your answer will vary based on your interest in the four listening styles:

- Appreciative Listening: This is when you listen for your own personal enjoyment, for example, listening to your favorite CD or comedian. No one is evaluating your ability to listen. You have full autonomy to determine your listening outcome.
- Empathic Listening: This is when you listen to a friend or family member to provide emotional support. You function as a therapist by not telling the person what to do but allowing him to release an emotional load and relieve mental stress.
- Comprehensive Listening: Your goal is to comprehend the speaker. Listening to understand occurs in the classroom

where you are required to recall specific details or show knowledge of the subject.

- Evaluative Listening (critical): In this case you listen with intent of deciding whether or not to accept or reject the message. Your focus is on the evidence and the speaker's supporting materials.

Critical listening is a definite requirement for evaluating persuasive presentations.

Listening to Classroom Presentations

Both the speaker and the listener are responsible for effective listening. The speaker's job transcends selecting an interesting topic and outlining the presentation. She also must spend time practicing the delivery so that she gains the listener's interest.   During classroom presentations, students attribute poor listening practices to these two causes: I could not hear the speaker, or I did not understand what the speaker was saying. The speaker can employ various techniques to encourage the audience to pay attention.

The Speaker's Guide to Effective Listening

How does the speaker tastefully/creatively package the message to improve listening efficiency? By using four easy steps: practice aloud, know your attention-getter, adapt to listener feedback, and incorporate visual aids.

1. *Practice the Presentation Aloud.* Do this enough times so that you can improve voice projection and familiarity with your speech sounds and patterns.   If you are confident about your message, project your voice so that the audience can hear what you are saying.
2. *Rehearse Your Opening Lines.* This will enable you to make eye contact with the audience. Poor eye contact implies that you are ignoring the audience. If you exhibit this behavior, the audience might unintentionally return the favor. They might say to themselves if you don't care

about me, then why should I listen to you? Eye contact not only supports your credibility, but it also gives you a chance to observe the audience's response to your message.

3. *Adapt to Audience Feedback.* What did you see when you looked at the audience? Did you notice signs of approval, confusion, or disinterest? Depending on your observation, adjust to that feedback accordingly. If the audience seems to have difficulty understanding you, you must think of an alternate explanation to make the idea clear and easier to retain.

4. *Include Visual Aids.* If visual aids are used correctly, they can clarify your ideas, reinforce your ideas, address communication barriers, and reduce attention deficit. Some listeners tune out the speaker because they either cannot hear or understand the message but will take a second chance at listening if they can see what the speaker is talking about.

The Listener's Guide to Effective Listening

The listener should apply these eight basic steps: listen ethically, listen with interest, focus on content, listen for main points, be flexible, respect the choice of free speech, control emotions, and practice listening.

1. *Listen ethically.* Be alert and polite. It's insulting to the speaker for you to fall asleep or become preoccupied with other tasks during the delivery. Sleep deprivation is not an excuse to disrespect the speaker. What if your counselor fell asleep during one of your counseling sessions? How would it make you feel?

2. *Listen with interest.* If your goal is to earn an "A" in your classes, you cannot declare every lecture dull, nor can you practice absenteeism. Neither situation would earn you an "A." Instead, listen for usable information. Engage in a

mental dialogue. Ask yourself, "What information is being shared that I can use?" Maybe it's the material that will be covered in the midterm, or perhaps the material will make you seem more intelligent to your peers.

3. *Focus on content.* Avoid being distracted by the speaker's accent, appearance, or ethnicity. Don't give in to your biases; instead give the speaker a fair chance to explain his ideas. What is your alibi for inattentive listening? Do you say I cannot understand his accent or his unenthusiastic mannerisms? It's true that there are speakers whose delivery styles challenge your listening skills, but it's still an opportunity for you to become a more effective listener. Therefore, ask yourself: what does he know that I need to know? Information is power, and you want to have a competitive edge, especially in today's job market. It's what you know that will make you outstanding.

4. *Listen for main ideas and other cues.* Listen for the main points instead of paying equal attention to all of the facts. Critical listeners differentiate between fact and opinion, idea and example, evidence and argument. If you focus on everything that the speaker says, you will miss the salient points. Take for instance Maria, who missed much of the review notes because she tried to write down everything the professor said. By the time she finished writing the answer for question one, the teacher had started with question three. Maria can improve her note-taking skills if she identifies the speaker's organizational patterns, transitional language, and use of recapitulation. Organizational patterns can include chronological order–sequence in which an event occurred, or the steps taken to complete a process. Transitional language moves the audience from one point to the next, for example, now that we've covered… let's look at… Recapitulation is when you listen for the summary of main ideas.

5. *Be flexible.* Not all speakers have an identifiable

organizational pattern, which makes it challenging to take notes. Therefore, be flexible in taking notes. Have more than one note-taking system you can adapt to different patterns of organization or the lack thereof.

6. *Respect the choice of free speech.* You will not always agree with the speaker's message. Ramon delivered his speech on the practices of same sex marriages, but Shu X believed such a practice is immoral. During Ramon's presentation, Shu X began to read her magazine. What should Shu X have done?   Instead of behaving as if Ramon does not have a right to share his views, she should have listened courteously and decided after listening to all Ramon's arguments whether to accept or reject the message.Control your emotions. Become a listener who first understands the message, then renders an evaluation. Sometimes as a listener you get too excited, or excited too soon, by the speaker.   Listen to the message in its entirety before you accept or reject the ideas. It is more difficult to focus on the message when the speaker's points are incongruous with your thoughts. You may find that instead of listening to subsequent points, you are plotting ways to unravel the speaker's momentum, whether by asking an embarrassing question or anticipating the speaker's possible response to your challenging question.

7. *Practice listening.* It's easier to relax than it is to listen. Listening is hard work. It requires faster heart action, quicker circulation of the blood, and a small rise in body temperature. Thus, you must make a conscious effort to assume a disposition that is both helpful to you and the listener. You can establish eye contact; maintain an alert posture, and a pleasant facial expression.

Summary

Listening is an invaluable skill. It benefits everyone. However,

it requires effort to achieve proficiency. Many people believe they are exceptional listeners, but even good listeners retain half of what they heard. Improving your listening skills adds value to your personal and professional life. Poor listening occurs because of distractions, which cause your mind to wander. Other times, you suffer from information overload, prejudging the speaker, or from listening too hard. You try to absorb everything the speaker is saying, causing you to miss the main message.

Taking steps to improve your listening skills begins with you placing listening as the top priority. Take listening seriously and commit to addressing your listening challenges. Avoid jumping to conclusions about the speaker, be intentional about paying attention to the message. The journey to excellent listening skills begins with you. Take those steps now.

Assessing Your Listening Skills

> *John says he is an excellent listener. Yet John shows up unprepared for his Sociology exam. He attended class on the day his instructor reminded the class about the upcoming exam. The instructor included the chapters that the exam would cover, as well as the format, and announced the amount of time allotted for taking the test. However, on the day of the exam, John blurts out, "What do you mean we are having a test? Is this a surprise?" Everyone looks at John as if he has sprouted horns on his head.*

Rate Your Listening

How well do you listen? If you are like John, you might rate yourself as an excellent listener, when, in fact, you are an average or poor listener. Take this listening quiz to rate your skills.

Listening Quiz

Rate each statement using:

3 if you're very strong in an area

2 if you try to and succeed often

1 if you're not sure how often you succeed

0 if you never succeed

1. I am aware that to listen effectively I must listen with a purpose.

2. I have trained myself to listen at least as twice as often as I speak.
3. I listen for understanding rather than evaluation.
4. I recognize the importance of my nonverbal signals to the speaker.
5. I am aware of the words, phrases or behaviors that are likely to make me defensive.
6. I wait until the speaker has finished before responding.
7. I have often heard a person say to me, "Thank you for listening."
8. I concentrate on what the speaker is saying even though other things could distract me.
9. I am able to exercise emotional control when listening, even if I disagree with the message.
10. I realize that listening attentively may be the key to my success.
11. I listen carefully to a person's name and remember it after we've been introduced.
12. I listen for ideas and feelings, as well as facts.

Review Questions

1. What is the difference between hearing and listening?
2. Which of the listening styles is a requirement for evaluating persuasive presentations?
3. What role can the speaker play in encouraging the audience to listen to his presentation?
4. What are the eight techniques that the listener can employ to improve her listening skills?

Class Activities

- Think of a time when you did not listen well. Describe the situation and your listening challenges. If you had a chance to redo the scenario, what would you do differently to adjust your listening skills?
- Collaborate with your classmates to develop a listening code of conduct for your speech class. The document should be a guide for the remainder of the semester.
- Watch Julianne Treasure's TED Talk 5 Ways to Listen Better. https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better. Based on his recommendations, which one of them resonated with you immediately? What steps will you take to implement his recommendations? What challenges, if any, do you perceive will prevent you from trying any of his suggestions?

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4. Public Speaking Skills for Non-native Speakers of English

ANGELA ELBANNA, M.S.ED.

Learning Objectives

- Understand that prior knowledge is an asset.
- Recognize the value of group work.
- Differentiate between accent reduction and clarity.
- Recognize and be able to describe the benefits of outlining.
- Create and use mind maps.

"To learn a language is to have one more window from which to look at the world." – Chinese proverb

There are many terms to refer to students whose first language is not English such as ESL (English as a second language), EFL (English as a foreign learner), EAL (English as an additional language), and ESOL (English for speakers of other languages). Some of these terms are now outdated and considered condescending, implying that students whose native language is not English are coming in with a deficit, that there is something lacking in the languages and cultures they already have. Countless studies have shown that students whose first language is not English bring a plethora of information, insight, and valuable contributions to

classrooms. Rather than viewing English Learners (EL) as deficient, acknowledging their diversity and background knowledge will lead to a more inclusive and equitable learning experience for all. According to the National Center for Education Statistics, students whose first language is not English consisted of approximately 10.2 percent of public school students in 2018, that's roughly 5 million students, and that number is steadily increasing. While English Learners may not be necessarily proficient in English, that doesn't mean that they can't take and excel in a traditional public speaking class. Non-native speakers of English must fulfill the same academic requirements as any other student. While a public speaking course may seem out of reach for a non-native English speaker, an introductory speech course is actually recommended to help English learners ease into the standard college curriculum. Non-native speakers of English benefit from taking speech courses because it provides students the chance to improve their listening comprehension, fluency, as well as benefiting from the interaction with native English speakers and viewing examples of speeches made by well-versed public speakers.

Equity, Inclusion, and Diversity

A non-native speaker of English brings an abundance of culture, knowledge, and diversity to the classroom. By engaging and promoting cross-cultural knowledge, we can enhance our classrooms for all students. According to the Education Technology leader Cengage, "Non-native speakers

of English enrich the traditional public speaking class by challenging other students and instructors to think about public speaking within the broader context of the many diverse voices that are increasingly a part of the American "chorus." The EAL population is steadily increasing; as a result speech instructors need to be prepared to meet the needs of this diverse, growing population. Viewing this growth as an opportunity to promote equity, inclusion, and diversity would serve and enhance the education of all students. This chapter provides information and suggestions on how to actively engage EAL students in a public speaking classroom while meeting learning outcomes.

Culture Shock and Anxiety

Ask any student if they are excited about taking a Speech course, and the answer will probably be "No!" We know that public speaking can be a source of great anxiety to many people, even people who are native speakers of English. Non-native speakers of English may be doubly worried about public speaking. Not only are they dealing with all of the anxiety and stress that goes along with public speaking, but in addition they may also feel anxiety about their level of fluency in English and their accent. It is important to note that having an accent does not make you a 'bad' speaker. On the contrary, having an accent signifies that you have something that most Americans don't...a second language! That is something to be proud of. So don't strive to hide your accent, but embrace it! This may seem easier said than done, and we will go into further detail on accents later in this chapter. In the meantime, the following techniques can help you overcome communication anxiety and make the speech process easier:

- Accept that being nervous isn't a bad thing
- Know your topic well
- Do some breathing exercises (
- Engage in relaxation activities/yoga

- Meditation
- Visualize your success
- Organize your material
- Practice! Practice often, and out loud.
- Reach out for support

Benefits of Group Work

As a student, you may often groan when your professor announces group work. The idea of working with others may seem inefficient or more time-consuming than working alone, and students who have had bad group-work experiences in the past may be hesitant to embrace the idea of working with classmates. However, there are countless studies that provide strong scientific support for the benefits of group work. Studies also show the benefits of group work in lessening communication anxiety. Working with peers can help students relax and give them the opportunity to freely express their feelings without the pressure of the entire class and the instructor observing them. Within small groups (approximately 2-6) students can give feedback and encourage each other. While it may be tempting to form small groups based on cultural background, this may actually hinder language progression because students may be tempted to speak in their native language. Create groups with a variety of cultural backgrounds as well as levels of fluency so that the maximum benefits can be attainted. It is also helpful to assign a group leader, someone whose language skills are strong enough to guide the group through the task.

Accents and Pronunciation

BMCC Student describing her experience learning English:

I started studying English when I was 7. It's mandatory in Sweden that children learn it, and most people study it in school for 10-11 years. I decided to study an extra year, the highest level available before university, so I ended up taking English for a total of 12 years in school. When I graduated "high school", my skills in English were good, I had excellent grades and I considered myself very proficient when it came to reading and listening comprehension, oral presentation, and writing. About one year after graduation, I had gone through the process of becoming an au pair, and I arrived on American soil for the first time in August 2018. I had never spoken English daily before and was nervous about messing it up and not making myself understood, despite knowing that my English was still excellent. I practiced every day and became more comfortable talking, and my vocabulary and pronunciation became better. Still, after maybe a month or so, my jaw started to ache a lot. I couldn't figure out what was going on and why I had to try and relax my jaw once it began to ache. The more I thought about it, I realized the pain or discomfort usually came at the end of the day when I had done a lot of talking. The thought hit me that maybe it was hurting because I was speaking another language, with another rhythm, and in order to sound native, I was moving my jaw more

> than when speaking Swedish. Swedish is a language when we use our lips, tongue, and sometimes our throat to form sounds. I found that I had to move my jaw more when trying to sound like a native English speaker than I had ever done speaking Swedish back at home. After some time, my jaw stopped aching, even after long days of speaking, but I found it fascinating that languages require different movements and techniques.

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Basically it is how we make the sounds of words. In order to speak, we expel the air from our lungs and through our throats; this air then passes across our vocal chords, over the tongue, and and through the teeth and lips. The muscles in our mouths, tongue, and lips control the way we shape the flow of air. If the shape of the mouth controls airflow correctly, the words will be pronounced correctly.

Speakers whose native language is not English use different muscles of the mouth for pronunciation. According to the Oxford Languages Dictionary, an accent is "a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality, or social class." Your accent is the unique way the muscles of your mouth shape the language you speak based on your first language. Basically your accent is how you sound when you speak. I mentioned that everyone has an accent, but how is this possible? There are two types of accents: foreign and the way a group of people speak their native language. Foregin accents are a result of someone speaking one language while using the rules and sounds of another language. For example, in Spanish there is no

distinction between long and short vowels. Spanish speakers tend to stretch out vowel sounds and confuse pairs of short and long English vowels. Words like "ship" and "sheep" may be pronounced the same by a Spanish speaker because they are stretching out the vowels equally in both words. Spanish speakers also tend to add an 'e' sound to the beginning of words that start with a consonant. For example, instead of saying 'school' a Spanish speaker commonly says 'eschool' because they are following the rules of the Spanish language and applying it to English. By applying rules from their native language to English, ESL students may sound "foreign" to native English speakers. This is called a foreign accent.

It makes sense for foreigners to have an accent because they have a language other than English as their primary language. But how do Americans have accents? If they all speak English as their main language, how is it possible to have an accent? This is possible because people have accents based on where they were raised, where they live, and the social groups that they belong to; these are called regional dialects. Researchers identify at least five distinctive American accents with as many as twenty four dialects! It is clear that someone who is from Texas speaks very differently from someone from Boston. They are both speaking in English, yet a clear, distinctive accent is evident. Besides there being a difference in accent, which as we said is how someone pronounces a word, there are numerous dialects of English. According to the Oxford Languages Dictionary, a dialect is a particular form of a language which is peculiar to a specific region or social group. Basically, a dialect includes vocabulary and grammar along with pronunciation.

The bottom line is that English Language Learners face a lot of confusing factors beyond the basics of learning the English language. As you have learned, even native born American speakers of English have accents. Josh Katz, the author of

"Speaking American: How Y'all, Youse, and You Guys Talk: A Visual Guide" says:

No matter how much media we consume, we inevitably acquire the speech patterns of the people we surround ourselves with. Our parents, our siblings, and our childhood friends have an impact that far outweighs any homogenizing effects of television, film, or the internet. The words we use will continue to reveal the contours of our cultural geography, as each ensuing generation redefines what it means to speak American (Katz 197).

Indeed language is not static, it is constantly changing. Even native speakers of English have accents. There is no such a thing as a simple American accent. English Language Learners should not be intimidated or made to feel that they are "wrong" because they have an accent.

Accent Modification

"Do you know what a foreign accent is? It's a sign of bravery."— Amy Chu

In recent years there has been growing controversy over the rise in accent reduction or accent modification services offered to ESL students. According to the American Speech-Language Hearing Association (ASHA), accent modification is a service that individuals seek to decrease or modify their accent. It involves pronunciation training that modifies speech patterns. The service is controversial because many non-native English speakers try to reduce their foreign accent to sound more "American," which can be seen as devaluing their own language and culture. The term "accent reduction" implies that there is something wrong with a foreign accent. Opponents of accent reduction training argue that rather than reducing or eliminating an accent, English Language Learners should aim for clarity in their pronunciation. As long as the speaker is clear and understandable, accent reduction training is unnecessary. Most English Language Learners have the goal of reducing their accent in order to be understood easily. Rather than feel

that their accent is "wrong", EAL students should aim for clarity in their speech.

Communicating with Clarity

¿Qué?	뭐라고 요	ماذا
什么	**What?**	co?
hvað?	какие?	Ano?

Good communicators don't just read the words of a speech, they care that the audience understands their message. Clear communication skills are a goal that all public speakers should have, not just Non-Native Speakers of English. Clarity is important because a speaker wants the audience to relate to what they are saying; a speaker wants their message to not only be heard, but understood. Communicating with clarity also shows respect to your audience. The following tips will be useful to all public speakers to ensure clarity:

- Know what it is you are trying to say before you say it. In other words, think before you speak. Consider what your topic is and ask yourself what is the information that you are actually trying to convey to your audience. Once you know what it is that you would like to get across, then you can choose appropriate vocabulary to help you communicate your message.
- Use simple language. Don't use large, unfamiliar words when simple words will do. While you may be trying to

impress your audience with your large vocabulary, pronouncing unfamiliar words incorrectly may hurt your credibility as well as distract your audience.

- Speak slowly. Often speakers speak at a very fast rate because they are nervous and just want to get the experience over with; the result is an unintelligible speech. By slowing your rate of speaking, you give yourself time to pronounce sounds accurately and you also give your audience a chance to comprehend and reflect on what you've said.
- Global connections. Reach out to your audience by sharing a personal story or anecdote. Not only do studies show that audiences relate better to presenters who share stories or personal information, but they help connect us. Take advantage of the fact that you are in a diverse environment and use the opportunity to expand your audience's horizons. In turn, you will learn a lot from diverse speakers as well.
- Practice, Practice, and then Practice again! There is nothing worse for an audience member than listening to a speech when it is the first time the speaker has delivered it! Practice ahead of time, identify the words that you have difficulty pronouncing and listen to the dictionary pronunciation of them. This is a time when having a group for support is beneficial because group members can listen to you practicing and help you correct unclear pronunciation. It may also be helpful to record yourself practicing and watch the recording.
- Use Presentation Aids. Good presentation aids can help you get your message across and visually engage your audience. Studies show people remember more when presented information both visually and verbally. Presentation aids are particularly helpful to EAL students because they can help them remember key vocabulary words.

Outlining

Imagine that you wanted to build a house. You have a beautiful piece of land and decide that you are knowledgeable enough to build your dream home yourself. Do you go to the hardware store, buy some wood and nails and start building? Or do you first plan how the house will look? How many rooms will it have? How large will it be? Based on these answers you probably would draw or design a layout of the house; this is called a blueprint. Just as no builder ever starts buying materials and throwing them together without a blueprint, writers should also have a layout or a plan for what should be included in their speech. We call this an outline.

Outlining is an important tool for both writers and public speakers. Outlining allows you to visually look at your information and decide what to put in, what to keep out, allows you to see if you are being repetitive, or if you are missing an important point. It may seem like an unnecessary step when you want to just start typing away, but in reality, taking the time to outline will save you a lot of time overall. Just as a builder organizes their materials and sees if things fit well together, an outline helps writers and speakers organize their thoughts and visually see them on paper without the hassle of having to write out complete sentences or paragraphs. Outlines are great because short phrases are sufficient for seeing if ideas actually connect and if the overall information included relates back to your topic or thesis.

English Language Learners may have a difficult time with the idea of outlining because in many cultures, discourse patterns are not linear, which means that structuring may be difficult for EAL students that come from these cultures. As educator Tan Huynh states, "Many of my Asian students come from schools who practice a traditional approach to learning English that focuses on learning grammar rules. They were not asked to create language – just to memorize it." This approach, while successful in teaching grammar rules, does not help

students with creating oral communication. Outlining helps students produce language because they are free from the pressures of having to organize their thoughts while worrying about the mechanics of language.

Mind Mapping

One way to make the outlining process easier for non-native speakers of English is through the use of mind maps. Mind maps are a tool that can be used to brainstorm ideas and start building an outline. Mind mapping is a visual exercise that allows you to graphically organize your ideas. The basic idea behind a mind map is that there is a central, main idea. From that central idea, you start "branching" out and jotting down whatever ideas you think connect to this central idea. Think of mind mapping as visual note-taking, all mind maps have a natural hierarchical structure that radiates from the center and uses lines, symbols, words, phrases, and color to actually "map out" what ideas and thoughts you may have. When you are finished, you will have a colorful and probably messy diagram that you can examine and use to determine which parts of your map actually do relate to your central topic, what are the most important points to include and what order will you include them in? Mind mapping is a creative way to generate key points and can lead to a free flow of ideas. Because it is unstructured, it can be a very valuable tool for non-native speakers of English.

There are many online programs that students can now use to create mind maps digitally. View the sample mind map below:

Mind Map

Mind Mapping Basic Steps:

1. Choose a general topic.
2. Place that main topic in the center and draw lines or "branches" from the central topic. Draw as many branches as needed and jot down whatever words or phrases come

to mind. Don't worry about spelling or grammar! The point is to brainstorm and get down whatever thoughts come to mind.
3. Then create sub-branches that extend from the main branches to further develop your ideas.
4. Feel free to even draw pictures and use colors to help you organize your ideas.
5. Your finished map can then be used to see if your ideas actually relate back to the main topic and can help you decide which subpoints you would like to include in your speech.

Outlining may seem like a tedious, unnecessary task for many students. For non-native speakers of English, it may actually be difficult for language structuring reasons. Mind mapping is a useful tool that allows students to creatively brainstorm their topics and make connections without being hindered with grammar and other language mechanics at the start of the process. Mind mapping offers an excellent starting point for reviewing and regrouping key ideas.

Conclusion

Taking a public speaking class is a daunting experience for any student. Most people simply do not like the idea of giving speeches in front of an audience. If you are a native speaker of English listening to a non-native speaker of English give a speech, place yourself in their shoes. Imagine how difficult it must be for your classmate to not only face the challenge of public speaking but to do so in a new, unfamiliar language. Be patient as you listen and if you don't understand something that is said, politely ask for clarification. Look at the situation as an opportunity to learn from your classmate as you are exposed to diverse speakers.

If you are a non-native speaker of English then take comfort in the fact that even native speakers get nervous about public speaking. Having communication anxiety is something that

many people experience regardless of language proficiency. Use the Public Speaking classroom as an opportunity to expand your English language skills. You can benefit greatly from watching your classmates present, researching and outlining your own material, practicing speaking and listening skills with group members, and exposing yourself to diverse viewpoints in a multicultural classroom.

The goals of public speaking classrooms are to help all students enhance and improve their communication skills. By empowering our voices we can transform and deliver high impact presentations that will allow our messages to be heard beyond the classroom.

Student Voices

Tanzil Fatima, a community and human health and biology major and an international student from Pakistan, studied at UWC Pearson College in Canada. It wasn't until she arrived at OU that she said she started feeling conscious of her accent:

Photo by Naassom Azevedo on Unsplash

"The first two weeks were a roller coaster," Fatima said. "Every time it would be a lot of different things about me — my skin color or the country that I come from, my accent or just a variety of different things. People were like, 'Oh, where are you from? You have a unique accent,' (and) I'm like, 'Okay, I

don't know what that means.'" Patterns emerged in people's comments regarding Fatima's accent, including phrases like "you speak English very well." She said she became aware of the different connotations it had — from someone being genuinely interested in her to simply being microaggressive. "For some people, (it) is just a compliment, for (others, it is) like, 'Oh you speak English well for the race you come from, or for the country you come from, or you speak well compared to other people who look like you'," Fatima said. "So, it depends if it's a microaggression or not, and I feel like this is one of the biggest indicators of discrimination in language."

(https://www.oudaily.com/news/the-accent-tells-where-im-from-the-accent-tells-my-story-ou-international-students-discuss/article_42358248-d8f7-11eb-b7a5-c3bb129bb178.html)

A BMCC student:
I came to the United States in the Summer of 2006. I was only 6 years old at the time. All I remember was saying goodbye to my family members in Mexico, I was crying in confusion. When I arrived here in the United States, I was really confused, it was like I was on a totally different planet. I went from having a wide-open space to

being in an apartment. And I couldn't understand anything except my mother, who spoke Spanish. When September came, my mom had already registered to the elementary school P.S 169. I was so nervous because I didn't know anyone and didn't speak their language. My first day of first grade was frightening. I was nervous but I didn't cry the first day. I went to school for about a week. That first week was a nightmare, I had no idea what was happening. I couldn't keep up with my work. I had no friends and would be made fun of. I would cry every day, begging my mom to take me home.One of my ESL teachers, who took me out for small group work, saw the amount of stress everything was causing me. My ESL teacher with other school administrators suggested that my mother, putting me back in kindergarten. They told her that it would be the best choice for me since it was still the beginning of the school year, and it would have helped me pick up the language easily and faster. Now I realized it was the best decision, but back then I hated it, I would cry every day because I was sent back to kindergarten, I was the tallest girl there, the kids made fun of me. And I felt like everyone thought I was dumb. The teacher was really nice and made sure I was ok. That helped me so much. I started learning new songs, phonics and learned to read, and slowly started to learn and understand. And I had ESL up until the 3rd grade. My English is not perfect, but I can't thank my mother enough for how grateful I am to be here. And see the number of opportunities I have speaking, writing, and

understanding two languages. This is also a reason I want to be a Bilingual Childhood Education Teacher, to help those kids who are learning English as their second language and be able to teach in my primary language.

1. Prior knowledge is an asset and helps create a multicultural learning environment.
2. Group work is beneficial to EAL students by boosting confidence and helping students practice language skills.
3. Communicating with clarity should be a goal for all public speakers.
4. Outlining offers students many benefits in speech preparation. Mind maps are a great way to start an outline.

Class Activities

- Choose a topic and create a mind map.
- Write an outline for your topic.
- Work with a small group and discuss how you may have been misunderstood due to your accent. Or have you ever misunderstood someone else's accent?

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5. Persuasion Across Cultures

NASEER ALOMARI, PH.D.

Learning Objectives

- Explain the causes of cross-cultural miscommunication.
- Identify fundamental cross-cultural communication strategies.
- Practice cross-cultural dialogue.

Speaking English as a *lingua franca* refers to the global phenomenon of people who use English as a common language when they do not comprehend each other's native languages. Despite their limited skills, users of English as a lingua franca manage to overcome considerable linguistic and cultural communication barriers by focusing on meaning and purpose. The fact that users of English as a lingua franca can communicate effectively, gain

trust, maintain respect, and avoid conflict speaks volumes about the ingenuity of human communication skills.

Photo by Alexandre Pellaes on Unsplash

The Swedish journalist Thomas Larsson has defined globalization as "the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world" (p. 9). Enhanced by the revolutionary advances in communication technologies, globalization has facilitated direct contact among people from various countries, cultural, and linguistic backgrounds. Face-to-face or technology-mediated, cross-cultural encounters are typically friendly, respectful, and positive despite cultural and linguistic barriers and differences. This chapter will explore the nature and causes of cross-cultural miscommunication and identify key strategies for effective cross-cultural persuasion.

The Root of Cross-Cultural Miscommunication

When people from different linguistic and cultural backgrounds meet, the interaction is usually friendly and respectful. In cross-cultural communication, people are typically proud of their acceptance and tolerance and emphasize shared values with different people. Many people dream of traveling to foreign countries to learn about other nations, cultures, traditions, and religions. Unfortunately, misunderstandings and conflicts may occur when people from

differing linguistic and cultural worldviews argue about controversial political or social issues.

While respect and tolerance can go a long way in reducing conflict among people from different linguistic and cultural backgrounds, misunderstandings can still result in severe disagreements and conflicts due to differences in worldviews and communication styles. Personal, social, and cultural factors usually shape a person's communication style. However, how individuals express themselves reflects their socio-economic status and the influence and power in society. For instance, people who belong to a dominant or privileged group tend to speak in a way that reflects their influential status. Privileged individuals in some societies may project their dominant position over less privileged groups or individuals by using direct, assertive, and goal-oriented language. On the other hand, individuals with less power may reflect their lack of influence by using indirect or implicit expressions.

Despite sharing universally accepted values such as harmony, trust, sincerity, honesty, and loyalty among world cultures, traditions, and religions, cross-cultural communication can still be distrustful and tense due to differences in values, beliefs, and worldviews. Gender roles are perceived differently in different cultures and religions and are usually controversial. For example, in many cultures, men are protective of women and show respect by preventing or shielding them from working or doing demanding jobs. In contrast, barring women from work or doing challenging jobs is viewed as violating gender equality and fundamental workplace rights in other cultures. Thus, the different perceptions of gender roles may lead to miscommunication and serious misunderstandings in cross-cultural settings.

Miscommunication between people from different linguistic or cultural backgrounds may result from differences in values, beliefs, or communication styles. For example, people in some cultures emphasize direct and explicit communication to

express individualism, independence, and pride. Furthermore, the straightforward communication style is viewed positively in Western cultures as an honest and practical approach to personal and professional interactions.

Cross-Cultural Persuasion Strategies

Persuasion involves influencing others to do or believe something by presenting convincing reasons or evidence. Cialdini (2001) has identified six persuasion techniques that can help speakers win hearts and minds. The six techniques can be used in different combinations and include persuading listeners to like and trust the speaker as someone who has something valuable to offer. To like you, your listeners have to feel appreciated and respected by you, and to trust you; they need to trust your knowledge or expertise and trust your commitment to your ideas. Effective cross-cultural communication should be based on effective persuasion techniques and the strategies specific to communication in diverse linguistic and cultural settings. The following are fundamental cross-cultural communication strategies:

Emphasizing Shared Values

The first cross-cultural persuasion strategy is to build rapport and establish by emphasizing your values with your audience from a different linguistic or cultural background. New York City is an excellent example of how millions of people from all corners of the globe overcome countless linguistic and cultural barriers. New Yorkers live, work, and prosper in their diverse communities by championing such values as freedom, equality, and justice, which serve as a solid foundation for communication and persuasion.

A practical example of building rapport by emphasizing shared values is loyalty to family and community to a listener who grew up in Saudi Arabian society. Al-Zahrani (1993) explored the differences between Americans and Saudis and concluded that Saudis are more collectivist than Americans. People from collectivist cultures tend to be family- and group-

serving than people from individualist cultures who are more self-serving. By sharing one's loyalty and love for family, people from a collectivist culture like the Saudis and others from individualist cultures like Americans establish a solid ground for persuasion.

Focusing on Meaning and Intention

Focus on meaning and intention is critical since it helps reduce or eliminate minor distractions, common in cross-cultural communication and persuasion. For instance, while people in some cultures express themselves indirectly and implicitly to maintain harmony and show courtesy, others do so directly and explicitly to show honesty and trustworthiness. Consequently, it is not uncommon for two people from the abovementioned cultures to misunderstand each other as direct and explicit speakers may appear bold and disrespectful, while indirect and implicit speakers may seem elusive or non-committal. Recognizing the difference between implicit and explicit communication styles reduces the chance of misunderstanding and conflict.

Speakers from individualist cultures may appear to listeners from collectivist cultures as self-centered and self-important. Conversely, speakers from collectivist cultures may appear to listeners from individualistic cultures as selfless and lacking in self-esteem. But, of course, both impressions can be completely wrong since communication styles reflect social norms, power structure, and relationships rather than individual traits. Therefore, distinguishing between personal qualities and cultural styles of communication is crucial for establishing and maintaining rapport and avoiding conflict.

Persuasion requires understanding what the person you are speaking with says and means. While this might be straightforward in a language and tradition you are familiar with, it is trickier when engaging in cross-cultural persuasion. For example, many Japanese prefer to show disagreement indirectly while many Americans do so directly. Therefore, it is

common for the Japanese to perceive Americans as aggressive or uncourteous. Conversely, Americans may perceive the Japanese as elusive, indecisive, or weak. Both perceptions can be completely mistaken, backfire, and undermine "trust and developing relationships" (Rahman 11).

Engaging in Empathetic Listening

Global and social media can intensify cultural and political tensions, contribute to miscommunication, and divide communities. Cross-cultural communication can be particularly fraught with miscommunication challenges due to the linguistic and cultural barriers that separate people from different backgrounds. Therefore, applying empathetic listening and suspending judgment are critical strategies for effective communication and persuasion. Furthermore, eliminating or reducing misunderstandings and tension necessitates approaching cross-cultural communication with open-mindedness and willingness to compromise and find solutions to problems (Putnam & Roloff, 1992).

Understanding other people's cultural context and perspective are critical for decreasing conflict and improving persuasiveness. For example, while some cultures adhere to strict rationality as a persuasive strategy, others may view strict adherence to logic as

Photo by Nick Fewings on Unsplash

attempts to dictate and impose opinions and solutions without fully understanding the discussion's political, social, or cultural context. On the other hand, appealing to emotion, which is common in some cultures, can be interpreted as avoiding facts or ignoring logic and reason. Empathetic listening requires showing others your genuine interest in understanding their ideas. One way to show empathy is by paraphrasing speakers'

viewpoints in your own words, asking for clarification, or expressing appreciation of their contribution to the discussion.

Approaching Persuasion as Dialogue

In this era of globalization, ethnic, cultural, and religious diversity, pluralism, and multiculturalism have become the norm in the United States and across the globe. The emerging global, pluralistic culture in which people from different backgrounds work and live together will shape how people view themselves, others, and their perception of reality. In such a pluralistic environment, cross-cultural communication requires dialogue with others "to understand one another's point of view, to show tolerance, listening, and flexibility of thought in the face of sociocultural gaps" (Eliyahu-Levi 417).

Linguistic and cultural barriers can be decreased or eliminated if communication is focused on meaning and purpose. For example, millions of people use English as a foreign language (EFL) to communicate effectively without necessarily adopting the cultural values, beliefs, or styles of native speakers of English. Adopting dialogue helps maintain a positive tone when speaking with people with different communication styles and cultural etiquette. Thus, it is essential to remember that when communicating with EFL speakers, the latter may not observe the values, opinions, or communication strategies used by native English speakers. Furthermore, it is essential to remember that when engaging in persuasive dialogue with people from different linguistic or cultural backgrounds than yours, the latter filter the ideas through the lens of their communication patterns and social and political experiences. Therefore, suspending judgment and listening carefully to the arguments and evidence help achieve mutual understanding, reach an agreement, and resolve conflicts.

Approaching cross-cultural persuasion as a two-way dialogue helps build trust and reduce disagreements and tension. Dialogue requires participants to listen carefully, be

flexible, and give up trying to control the communication process to achieve predetermined outcomes. Kent and Taylor (2002) view dialogue as a means to solidify sympathy, satisfaction, and trust, essential for relationship building between people who would otherwise find no grounds for reasoning and agreement. Hence, cross-cultural communication is essentially a compromise between people committed to searching for ways to engage and remain in constant dialogue that may seem impossible at times.

In many Western cultures, monolog is hailed as a winning method of speech to persuade and change hearts and minds. However, in cross-cultural communication, monologs may be counterproductive. It should, therefore, be replaced by dialogue which is a balanced two-way symmetrical communication process that leads to mutual understanding between participants (Grunig, Grunig & Dozier, 2006).

Conclusion

Building linguistic and cultural bridges are fundamental strategies for effective cross-cultural persuasion. Engaging in genuine dialogue for understanding and being understood is the basis for building trust, reducing tension, and reaching an agreement.

Review Questions

- What are the root causes of cross-cultural communication?
- What are the key strategies for successful cross-cultural persuasion?
- Why is dialogue essential as a basis for cross-

cultural persuasion?

- In small groups, share with your classmates some of the communication style(s) people in your culture or community use to persuade others.
- Work with a partner on two short debates about a sensitive social or political issue: The first exemplifies asymmetrical and the second an asymmetrical dialogue.

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6. Presentation Aids

ANGELA ELBANNA, M.S.ED.

Learning Objectives

- List and explain reasons why presentation aids are important in public speaking.
- Select the appropriate type of presentation aid that most effectively supports the speech.
- Maximize the benefits and recognize the pitfalls of using popular presentation aids such as PowerPoint.
- Exercise restraint when choosing content and design features for visual aids.
- Display slides and other visual aids effectively and at the right time.
- Evaluate how and when to use presentation aids for online presentations.
- Critique and identify how to improve the quality and appeal of visual aids.

> *"What I hear, I forget; What I see, I remember; What I do, I understand."*
>
> *–Old Chinese proverb, sometimes attributed to Confucius*

I remember in my first semester teaching Public Speaking, I assigned the Informative Speech. One of the requirements for the speech was to have a presentation aid. Now, most of the students opt to do a PowerPoint presentation as their visual aid. One in particular stood out to me. The student had their entire speech written out on the slides and proceeded to read each slide to us word-for-word! Obviously that student thought that they were killing two birds with one stone, writing their speech and having a presentation aid. However, if you have ever been read to, you know that there is nothing more boring for an audience member. It was after this experience that I learned I needed to be more clear and spend more time explaining what good presentation aids were and how to use them effectively.

Presentation aids are tools that help speakers effectively deliver their message while engaging the audience. The steps that a speaker takes to prepare a speech are detailed and culminate in the goal of delivering an effective speech. Speakers often spend time carefully considering possible topics, then researching the topic, drafting an outline,

preparing a speech and finally practicing the delivery of that speech. You may wonder why it would be necessary to take the extra step of using a presentation aid; if a speaker has adequately researched, prepared, and practiced their speech, wouldn't that be enough? The fact is that even impressive presentation aids won't enhance a poor speech; presentation aids can only enhance a well-crafted speech. The final step that can make a speech even more effective is having some type of presentation aid to go along with the speech.
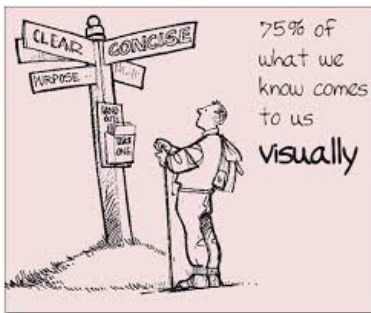
Benefits of Presentation Aids

People remember more information when it is presented both visually and verbally. According to psychologist Richard Mayer, "The Multimedia Principle states that humans learn best from words and pictures rather than just words alone." This principle is the foundation of all Mayer's principles, that images and words are more effective than words alone. Studies show that people recall approximately 10-20 percent of information given three days after a spoken lecture. That number increases dramatically to 65 percent when visuals are used.

Presentation aids help to gain the audience's attention and keep them interested in what the speaker is saying. If you are a speaker who is apprehensive or nervous about public speaking, utilizing presentation aids can help take some of the pressure off of you and focus the audience's attention on the aids themselves. Presentation aids are also beneficial because they enhance clarity and therefore comprehension. Your audience will not only be engaged by good visual aids, but having them will clarify their understanding of the information given. Additionally, presentation aids increase efficiency. As the

famous saying goes, "A picture is worth a thousand words." While presentation aids may not necessarily be pictures or even visual in nature, the idea remains that using some type of presentation aid will help a speaker effectively and efficiently relay their message.

It is extremely important to keep in mind the fact that presentation aids are just that: aids. They are used to help the speaker deliver an effective speech. They are not the main focus and should not stand alone. It is your job as speaker to use them effectively and to communicate to your audience what they are and the message that you are trying to send. Presentation aids should not distract or confuse the audience; simplifying your presentation aids is a good tip to keep in mind – less is more. Exercise restraint when using PowerPoint or other slides, don't play audio/video clips for too long, and don't put charts and graphs up and leave it to the audience to figure out what is being represented. Keep in mind that your goal is to deliver clear information to the audience; distracting them by elaborate, complicated aids will interfere with that. Above all, carefully evaluate your speech topic and determine which type of presentation aid will most efficiently help you communicate your message; let's take a look at the variety of types now.

Types of Presentation Aids

Good presentation aids appeal to the five senses: sight, sound, taste, touch, and smell. The most common type of presentation aid that speakers use are **visual aids**, ones that the audience can see. Things like pictures, diagrams, charts, graphs, and maps are types of visual aids. These visual aids can be in a physical format or electronic. **Audio aids** are another type of presentation aid. They include audio clips, music clips, speech samples, and sound effects. A presentation aid that appeals to the sense of taste would be food; while ones that appeal to the sense of smell may be the scent of a perfume or fragrance. Presentation aids may also be objects that are three-dimensional or ones that change over the course of a

demonstration speech. The variety of aids available are numerous and the best way to decide which type of presentation aid to use is to evaluate your speech topic and ask yourself which type of aid will actually enhance your speech.

For example, if you are doing an informative speech, and your topic is "the importance of sleep," begin by asking yourself: what is the best presentation aid I can use to help deliver my ideas to the audience? You obviously can't bring in an actual sleeping person to demonstrate what a good sleep looks like! Similarly, videos or audio recordings of such a thing wouldn't be very effective. You consider the options, evaluate their value and ease of use, and decide to show bar graphs of sleep statistics to illustrate how important sleep is.
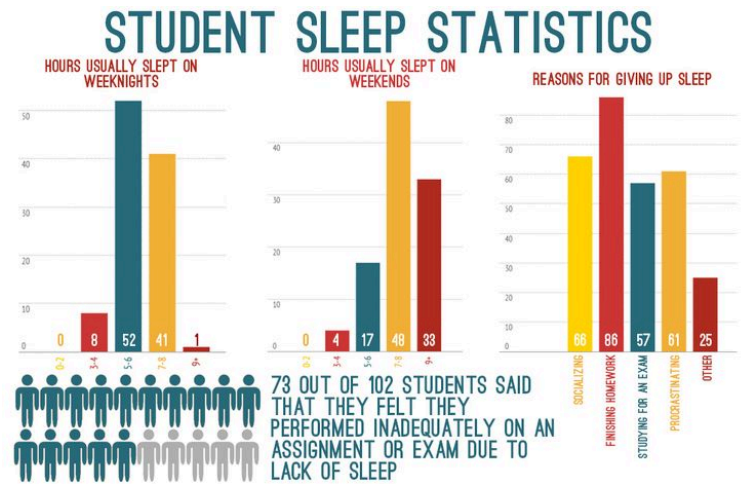
Let's take a look at the variety of presentation aids you may choose to use:

Physical Objects and Props

Items like physical objects and props can allow your audience to see exactly what you are talking about. In his famous TED Talk on "Mosquitos, Malaria, and Education," Bill Gates did

something that shocked the audience. He released mosquitoes from a jar. In doing this, he wanted the audience to experience what millions of people experience in the developing world. This prop gave the audience the opportunity to view something that may not be easily explainable verbally or even through a picture.

https://ed.ted.com/lessons/mosquitos-malaria-and-education-bill-gates

Using an object or a prop will help your audience understand your meaning and connect with you, the speaker. When using a prop, carefully consider when to display it and whether or not it should be passed around. Passing the object around may be distracting to your audience and therefore may distract you, so using your judgement based on the size of the audience and the type of object is important.

Charts, Graphs, Diagrams, Maps
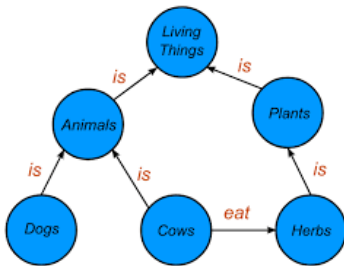
Example of a diagram

Example of a variety of charts: bar, graph, line, pie

https://commons.wikimedia.org/wiki/File:Conceptual_Diagram_-_Example.svg

If your audience is relatively small then using physical, not electronic, charts, graphs, diagrams, and maps may be a good option. Prior to social distancing regulations it was common for

team members or small groups to gather in conference rooms for presentations. In such a closed setting, physical charts, graphs, diagrams, and maps are effective in allowing the audience to collaborate with the speaker. Charts, graphs, and diagrams should always be related to what you are presenting. When using them, stand to the side of your aids while facing the audience.

Audio and Video

Depending on your speech topic, audio and video aids may be the best choice for a presentation aid. Audio and video aids are also wonderful due to the fact that people with disabilities can follow your presentation much more effectively with the use of these types of aids. With the use of visual aids, audience members who experience deafness or are hard of hearing can follow your visual aids, be sure to enable captioning for your videos ahead of time. People who experience blindness or vision impairment will be able to appreciate audio aids that complement your presentation.

It's important to remember that the presentation aid is just that: an aid. It should not be the main focus of your presentation. You, the speaker, are the main focus. Don't play a video or an audio clip for the majority of your presentation time, instead play short clips that highlight your main points. If you are giving a 5 to 7 minute speech, your presentation aid should at the most be 60 seconds long. Be sure to have the video or audio clip ready to play and if there happen to be any technical difficulties, be prepared to continue without your aid. Spending time trying to get the technology to work is distracting and a waste of time.

Handouts

Handouts are excellent presentation aids because they allow the audience to take a part of your speech home with them after you have finished the speech. Having something to refer back to can be extremely beneficial for helping audience members retain the information presented. The issue with handouts is determining the best time to hand them out. If you do it at the beginning of your speech, the audience may be so focused on reading the handout, that they don't pay attention to the speaker who is giving the speech. If you pass them out during the speech, that may interrupt your flow in delivery and distract you. And if you pass the handout at the end, the audience may be missing relevant information to stay engaged in your presentation. There is no recommended or perfect time in which to pass handouts out. The suggestion is to use your judgement on a case-by-case basis. Perhaps handing out the handouts at the beginning and giving the audience a few minutes to digest the information before beginning your speech would be suitable. When designing a handout, pay attention to style and font choices. Choose options that are easy to read for all audience members, including those who experience low vision. Make sure to bring enough copies of the handout for the entire audience.

Demonstrations

This is discussed in much more detail in the chapter on Demonstration Speeches. Certain topics work best when the speaker demonstrates how to do something; rather than just tell the audience how to do something, the speaker actually shows them. For example, if you wanted to explain how to cook

a certain recipe, it would be beneficial to show the audience the steps involved. It is important to have all of your demonstration items/props ready and to have adequately practiced using them. In the event that something doesn't work or go according to plan, be prepared to continue with your speech.

Digital Slides

The most common type of presentation aid used is some digital version of slideware. Software by PowerPoint, Prezi, Google Slides, and Keynote are probably the most popular methods for creating digital slides. These tools are excellent ways to enhance your presentation and help your audience comprehend your main points beyond simply delivering your message verbally. However, it is important to use these digital aids correctly.

First of all, it is important not to overload each slide with too much information. Too much information or items to examine on a slide is distracting. As a speaker, you want to stay connected with your audience; if your audience is too busy reading everything you have up on slides, they will lose that connection with you. Putting too much information on a slide is also counterproductive because you are signaling to the audience that everything is equally important. You should be using your slides to highlight the important parts of your message.

Second, adding too much text to your slides also puts you in danger of simply reading to your audience. Reading to your audience puts the speaker at risk for losing the connection with the audience. Due to direct reading, your vocal quality will likely suffer and you will sound monotonous and thus boring to your audience. Besides which, reading to your audience signals that you aren't adequately prepared which will hurt your credibility.

Furthermore, it is important to keep in mind that your slides should not 'steal the show.' You are the main focus, not your

presentation aid. Due to the overwhelming number of options that digital slideware offers – options to display text, images, charts, graphs, and even to play audio and video files – presenters can become sidelined by their own presentation aid! Prezi in particular offers multiple animations and transitions; limit these so that it doesn't become too distracting. Don't let your presentation aid 'steal the spotlight' from you, make sure that you are in control of your presentation aid.

Aim to be inclusive when designing your slides. Choose appropriate colors for your slides to ensure that everyone in the audience will be able to see them. Avoid clashing or contrasting colors so that audience members with vision impairments are also able to see your slides. Similarly font style/size is also important, don't be tempted to choose fancy and thus possibly illegible fonts. Choose font sizes that everyone in the audience will be able to see and read. Microsoft offers this guide to help design accessible slides in PowerPoint:

https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25

Once you have designed appropriate slides that actually enhance your message, take adequate time to practice delivering your speech while flipping through your slides. Knowing when to display a slide in relation to what you are saying is important. When you are finished with the slide, take it away so that the audience's focus goes back to you, the speaker.

Also, always be prepared for the fact that technology fails – the slides may not load, you may have password restrictions, you might lose the USB that your presentation aid is saved on, any multitude of issues may arise; being prepared and ready to continue without your presentation aid is crucial.

People as Presentation Aids

The speaker is the first thing the audience sees. In a way,

you are the first presentation aid that is being presented to the audience. Dressing appropriately/professionally lends to your credibility. Also, being prepared before beginning your speech signals to the audience that you are confident and ready to deliver the speech; have your notes and presentation aids available. If you are using your own body to demonstrate how to do a dance step or how to apply makeup, for example, then practicing ahead of time is key. If you are using another person to help you demonstrate something, then be clear to the person beforehand what is involved, especially if your demonstration necessitates touching another person.

Your credibility also comes into play during the question and answer period of a speech. You have the opportunity to call on audience members; be sure to include as many people as time will allow, and always repeat the person's question so that the entire audience can hear it.

Using Presentation Aids Online

When delivering a speech in person, you will have the opportunity to evaluate your topic and decide which type of presentation aid will best meet your needs. Presenting a speech online may limit you in some ways, however, again carefully considering your topic and evaluating the type of aid to use is important.

When presenting slides online, you will have the option to turn your camera off and have the focus be the slides, or to keep the camera on and be minimized in the corner of the screen. It is recommended that you do not turn your camera off, because again, you are the main focus, you are the speaker, and your presentation aids should not take center stage. Aim to remain visible to your audience for the entire presentation. When you are finished with the slides, take them down and maximize the audience's view of yourself.

It is also recommended that you begin your speech without the slides, give the audience your introduction, and then share your screen with them. Keep in mind that you are the speaker

and should be the audience's main focus. In order to be engaged with what you are saying, the audience needs to connect with you, the speaker; they can't do that if they don't see you and are looking at slides. As with any presentation, ample practice will be key to your success. Practicing your speech while maximizing and minimizing your slides will help you smoothly deliver your speech without any interruptions.

Conclusion

At the beginning of the chapter, I mentioned my experience many years ago with students using ineffectual presentation aids. The student who wrote their speech out word-for-word and displayed it on slide after slide made a poor choice in this presentation aid for many reasons. Mainly, too much text on a slide is either overwhelming for the audience, or they do end up reading it and don't focus on the speaker. In this case, the audience was bored by being read to.

To summarize, presentation aids are extremely effective ways to engage your audience and highlight key points from your speech. Carefully consider your topic and ask yourself which type of presentation aid will best allow you to represent your topic and main points. Evaluate the types of presentation aids that you have at your disposal, consider the size/needs of your audience, the ease of use of the actual aid, and then determine which type of aid will best help you relay your message effectively. Keep in mind that your aid is just a helper and not the main focus of the speech. You are!

Class Activities

- Give students a list of speech topics and have

them discuss/decide which type of presentation aid would be most effective.
- Show students the following slide and have them identify what is wrong with it and how it can be improved:

WHAT MAKES SLIDES GOOD?

- **They don't have questions for headings**
- **They present ideas or information that is best absorbed visually**
  - Maps / Graphs / Photos / Charts
- **They do not have vary many words on them**
- **They do have a lot of words, but only because those are important words that you want the audience to carefully dwell on for a bit so that they can understand a difficult concept or analyze the wording of a specific quotation**
- **They are pollished and proofread before the presentation happens**

- ***** This is an example of a not-very-good-slide! How could it be improved?**

- Share the following link with the class and discuss ways to make slides more inclusive.

https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25

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"Make your PowerPoint presentations accessible to people with disabilities." *Microsoft Support*, https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25. Accessed 29 November 2021.

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PART II: TYPES OF PUBLIC SPEECHES

7. The Art of Demonstration

REBECCA COLLIER, M.B.A.

Learning Objectives

- Break an instructional topic down into easy-to-follow steps.
- Maintain audience attention while demonstrating a skill.
- Manage audience participation.
- Incorporate visual aids.

"If you give a person a fish, you feed the person for a day. If you teach a person how to fish, you feed a person for a lifetime."

— Attributed to Chinese philosopher Lao-Tzu/Lao-Zi

The demonstration speech is usually a lot of fun for the audience, because there is a high level of participation. It can also be quite practical – we learn skills that we can actually use in our daily lives. There is also the wow-factor of props. Including objects in a presentation is one of the proven ways to get the audience's attention and interest. This chapter will help you choose an appropriate topic, break your demonstration down into simple steps, and apply the Four P's of Demonstration: Props, Plan B, Participation, and Patter, to help your audience stay engaged throughout the presentation and remember what you taught them.

Choosing a Topic

Make sure your topic is appropriate for your audience. Find something that most people don't already know how to do, and that you, personally, find interesting. Consider your audience as well. What new skill would be likely to appeal to this group? You are encouraged to draw from your cultural background. Remember that enthusiasm is contagious! If you are excited about what you are about to show us, it's likely

some of that excitement will rub off on us. You can show us how to make something, or how to do something. However, this is a demonstration. You are not merely explaining something to us, but also showing us how to do it.

Structuring the Presentation

In your introduction, let the audience know what you will be teaching them how to do, why this skill matters, and how you learned how to do it. Your professor may also provide additional guidance about what goes into this section. The introduction sets up the audience to understand what they are about to learn, and it motivates them to pay attention as you teach them. Sharing with us how you gained this skill builds credibility with your audience. If the audience doesn't trust your expertise in the speech subject, they will not be as focused during your speech. It also may be helpful to introduce your supplies before you begin the actual demonstration and let us know where and how we can obtain these items. Additionally, this is a good place to define any specialized vocabulary terms needed for this presentation.

Your speech should take us through chronological steps of the task you are instructing. Be sure to include transitional words, such as "first," "next," and "last." You will be giving the audience both a verbal understanding of how to do this task, along with a visual representation. Depending on the type of topic you choose, your audience may also do the task along with you. Thus, the demonstration speech utilizes several learning styles and is an ideal way to teach people.

As you conclude your speech, remind us what we have learned and how this new skill will benefit us. "Now you know how to…" "This will help you…". This signals to the audience that you are wrapping up, and it reinforces what you have taught us. It's also a good idea to allow some time for questions from the audience at the end.

The Four Ps

Here are four things to keep in mind while you are developing and practicing your demonstration: **Props**, **Plan B**, **Participation**, and **Patter**.

Props:

Many speech topics will require you to use actual objects while you demonstrate. For example, you can't show us how to create a fishtail braid unless you have something to braid. The props don't have to be the actual object you would use in real life. You have the option of bringing in something that represents that object. If you are showing us how to change a baby's diaper, there is no need to bring a baby into the classroom. Instead, you could change the diaper of a doll or a stuffed animal. However, sometimes a substitute simply will not do. If you are showing us how to efficiently slice and serve a pineapple, you really need to bring in the pineapple. **Make sure that you don't become so caught up with your props that you forget to connect with your audience.** Even when you are doing intricate work with your hands, be sure to periodically pause and make eye contact with the people observing the demonstration while you speak to them.

As you prepare your props, make note of any that may be difficult for the audience to see from their seats. It is perfectly acceptable to pause your demonstration and walk over to the audience to show them something up close. If you have time and a big enough space, you can invite your

audience to come up closer to see the details of your prop and how it is used. One thing you want to avoid is having your audience members pass something around to each other during your speech. This takes the focus away from your presentation. If you need to include handouts, or pass out materials, do so before or after your speech.

Plan B

The trouble with a live demonstration is that things can and will go wrong. The matches won't light. The paper tears when you try to fold it. See if you can anticipate everything that might possibly go wrong with your demonstration and have a plan in place to deal with those catastrophes. It's also a good idea to have a completed version of what you are demonstrating hidden away so that you can show us how things were supposed to turn out. This is also helpful if your speech is going over time. You can truncate a few of the steps for the audience and show us the completed version that you've already prepared. Julia Child was famous for doing this on her cooking show, The French Chef. Sometimes she would accidentallly burn the food she was preparing, or it wouldn't come out like it was supposed to. Julia was unfazed in these situations, and she would pull out a prepared dish so that the audience could all see how the recipe was meant to come together. Murphy's Law tells us that anything that can go wrong, WILL go wrong. The more you are mentally prepared to deal with these challenging situations, the less stressed you will be

as a presenter. When an accident happens, it won't catch you off guard because you have already thought through how to handle it.

Participation

Research into andragogy, the art and science of adult learning, shows that adults will learn more when they are active participants in the learning. There are three ways that people can participate in your speech. First, socially – they may speak out and make comments. Second, mentally – they may think about what you are saying and wrestle with it in their minds. Third, physically – they can do something. If your demonstration is simple, it would be great to have your audience follow along with you. For instance, if you are showing us how to do Dominican Bachata dancing, we can get up and learn the steps (physical participation). However, if your demonstration is complex, such as demonstrating how to make kimchi, we might not be able to do it with you. Still, you can always ask the audience questions to get them to participate socially. "Who here has tried kimchi?" "What did you think of it?" If you are pressed for time, it probably isn't a good idea to ask for audience responses. Instead, pose a thought-provoking question to have the audience participate mentally. "Imagine that you are taking a trip to outer space. What food will you request to be served on your journey? Be sure to follow up by connecting your question to the speech topic. For example, to relate the question about taking food into space to the topic of "How to

Make Kimchi," you might go on to say, "In 2008, Korean astronaut Yi So-yeon requested kimchi, a fermented dish with the potential to explode in the vacuum of space. Although scientists had to tweak the recipe, kimchi made its way into the International Space Station so that Yi So-yeon could have a comforting reminder of home. Today I'll be showing you…"

Patter

The last thing to remember is that you need to stay engaged with your audience throughout the demonstration, even while working on your task. We call this "patter," like the pitter patter of rain drops. Continue to provide commentary for your audience while demonstrating, perhaps giving us additional examples or fun facts about your project. You can also elaborate on your experience in doing this skill, and what helped you learn how to do it. What we want to avoid is that awkward "dead space" where you are so focused on what you are doing that you forget about the audience and we sit there in silence.

Conclusion

Demonstration is a skill that is used all the time in the professional world. Perhaps a colleague will ask you how to do something, or you may be asked to participate in a formal training situation. You might also support a home business or personal brand by posting a how-to video on social media. Using these demonstration speech guidelines will help you become an instructor from whom people will want to learn.

1. Give an example of a topic that would work well for a short demonstration.
2. What is an example of a demonstration that would be difficult to complete in a short timeframe?
3. What are the Four P's of Demonstration, and why is each one important?

• Have the students each take out a piece of paper and tear it into three sections. On the first section, they should write down something they are good at. Collect these strips of paper and keep them in a stack. On the second section they should write down something they have always wanted to learn how to do. Collect these as well and keep them in a separate stack. On the final section, have them write down something they hope no one chooses for their demonstration speech topic. After collecting the remaining strips, pass each stack of papers to a pair or small group of students to sort through and look for

trends and outliers. These students will then report their findings back to the class so we can get a sense of what skills the group has, and what topics people both want and don't want to experience.

- List the following phrases for the students: "Today I'll be teaching you…" "You should know this because…" "I learned this…" "Now you know how to…" "This will help you…" Break the students into small groups and have them establish an order, 1, 2, 3, etc. Have student #1 in each group raise his or her hand. This student is going to teach the group members how to draw a smiley face. Student #1 may refer to the prompt on the board. Give Student #1 a couple minutes to perform this demonstration within the group. Choose a Student #1 from one of the groups to demonstrate this skill for the entire class, and prompt the student to include the structural components, if necessary. Repeat with simple topics until each group member has had a chance to try out a simple demonstration in a small group.

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8. Informative Speaking

VINCENT (TZU-WEN) CHENG, PH.D.

Learning Objectives

- Define and identify informative speeches.
- Explain and analyze the general criteria for a good informative speech.
- Describe and list the major categories of informative speeches.
- Describe and explain the special considerations to be given in the informative speech-making process.
- Apply informative speech-related knowledge and skills into the development, presentation, and assessment of informative speeches.

"I cannot tell the truth about anything unless I confess being a student, growing and learning

> *something new every day. The more I learn, the*
> *clearer my view of the world becomes."*
>
> –Sonia Sanchez https://en.wikipedia.org/wiki/
> Sonia_Sanchez

The inspiring quote above from Sonia Sanchez, a US-American poet, playwright, professor, and activist who emerged out of the Black Arts Movement in the 1960's (https://en.wikipedia.org/wiki/Black_Arts_Movement), beautifully captures how we as a species and individuals may strive to develop and build knowledge/skills throughout our lifetime for a better self and a better world—by recognizing our own limitations as human beings and by learning something new every single day.

Do you know the main source and driving force of this daily process of renewing ourselves? It is the information that intrigues, captivates, enlightens, and/or educates us; the information that we consume and share through informative speaking.

! As you read this chapter, you will see many Wikipedia links/articles embedded throughout its texts and passages. While these Wikipedia links/articles are included to help you explore as you wish additional context to the subjects and concepts discussed, please be advised that there are

limitations to these links/articles and they should be used only as a starting point for you to conduct more in-depth research elsewhere. A detailed discussion on Wikipedia's strengths and limitations as well as the proper and ethical ways to use Wikipedia links/articles can be found later in this chapter.

What is informative speaking or an informative speech?

The main goals of informative speaking or an informative speech are to *describe*, *demonstrate*, and/or *explain* certain information to our audience members by *telling*, *teaching*, *instructing*, *updating*, and/or *notifying* them as a *reporter* and/or *educator*.

Important to note...

The main goals of **informative speaking** or an **informative speech** are categorically *different* from the main goals of **persuasive speaking** or a **persuasive speech** which are to *convince*, *compel*, and/or *influence* our audience members by *challenging*, *changing*, *urging*, *imploring*, and/or *affirming* them as a *champion* and/or *advocate*. Refer to the chapter "Speaking to Persuade/ Advocacy" for information on persuasive speaking.

A key element of informative speaking or an informative

speech is **neutrality**. Informative speakers should be fair and balanced without choosing a side or taking a stance while imparting information. They should also let audience members come to their own conclusions about the information imparted without trying to influence them.

For example, when giving an informative speech on the Korean popular music (K-Pop) group BTS (https://en.wikipedia.org/wiki/BTS), an informative speaker should strive to present it neutrally by including both positive and negative information found in research about BTS rather than sharing only favorable information about them from the perspective of an adoring fan (e.g., a BTS ARMY https://time.com/5912998/bts-army/).

Similarly, when developing an informative speech on caffeine, an informative speaker might want to discuss the effects of caffeine found in research neutrally (both positive and negative) rather than focusing only on either the dangers or the benefits of caffeine.

In addition, neutrality relates to the way in which a statement is made. For example, your friend A in a conversation makes the following statement:

"The film Roma [https://en.wikipedia.org/wiki/ Roma_(2018_film)] directed by Mexican director Alfonso Cuarón is wonderful; you should see it!"

Here, A is not neutral nor speaking informatively since the statement is a persuasive one that expresses A's positive assessment of the film and A's clear intention to influence you. Let's say later you tell your friend B that, "According to A, the film Roma is wonderful, and I should see it!" Here, you are speaking informatively since your statement neutrally describes the content of a previous persuasive statement from A; whether Roma is a wonderful film and whether you should see it are debatable and a matter of personal opinion, but what you share with B about A's statement is undoubtedly factual, neutral, and informative.

At this point you might wonder—since neutrality is a key element of informative speaking, does that mean you can't discuss controversial topics?

No, it doesn't. No matter how controversial a topic is, there are ways to talk about it neutrally as an informative speech.

For example, we all know that abortion is a very controversial topic/issue over which we are still debating as a country and as a society. Can one develop an informative speech under the general topic of abortion? It certainly can be done as long as neutrality is observed and maintained.

A speech on how abortion laws have evolved in the United States and/or internationally over the years can be an informative speech, as long as it is designed to neutrally demonstrate and explain the who, what, when, where, why, and how (i.e., The Six W's The "6 W's" Method – Public Speaking & Speech Resources – Library at Windward Community College (hawaii.edu)) associated with abortion law changes without arguing whether these changes are good or bad, right or wrong, ethical or unethical.

Similarly, a speech on the two major camps currently involved in the abortion debates and their respective main arguments can be an informative speech, as long as both sides are presented neutrally without arguing whether one particular side and its key arguments are better or worse, right or wrong, ethical or unethical.

Some might argue that it is impossible to be absolutely objective and neutral as an informative speaker since the way we think and the way we speak are all influenced by our own unique experiences and subjective perceptions—in a way, we are already being subjective and biased by simply selecting the points we want to include in our presentation, however neutral they might be, and interpreting the information based on our own frame of reference.

Having said that, just because we don't have access to an absolutely germ-free or virus-free environment for a surgery

doesn't mean that we should perform it without even sanitizing or disinfecting the instruments; there are things we can still do to make the surgery safer. Similarly, while it might be impossible for us to attain absolute neutrality as an informative speaker, we can still strive to make our information and presentation as neutral as possible

Criteria for a Good Informative Speech

If neutrality is the key to make a statement/speech an informative one, what are the criteria for an informative speech to be considered good? They can be summed up as the **CIA's of a good informative speech**; an informative speech must be **clear**, **interesting**, and **accurate** all at once to be good.

Be Clear.

> *"In a world deluged by irrelevant information, clarity is power."*
>
> –Yuval Noah Harari, an Israeli public intellectual, historian, and professor https://en.wikipedia.org/wiki/Yuval_Noah_Harari

In order for our audience to be able to understand us when listening to our informative speeches, we as informative speakers must treat our information and presentation with care and make them as clear as possible.

Other than making sure that our informative speeches are clearly presented through the use of structured organization, visual aids, clear language, and effective nonverbal delivery (e.g., gestures, volume, articulation, and fluency), all of which are discussed in more detail in other chapters of this textbook, here are three additional guidelines we should pay special attention to as informative speakers:

Make our information more concrete and less abstract.

Abstract information tends to be more vague, ambiguous, and/or undefined; it is thus harder to process for any audience. The more abstract our information is, the harder it will be for our audience to listen to, grasp, and retain. Therefore, it is up to us as informative speakers to make any information we would like to impart in our presentation as concrete as possible.

How? By defining, describing and illustrating abstract information through the use of examples that our audience already has the frame of reference to understand.

For example, reciprocity as a concept, as an ethical principle, moral virtue, and/or social norm can be rather abstract for our audience to process. According to the Webster-Merriam Dictionary, "reciprocity" is defined as "the quality or state of being reciprocal: mutual dependence, action, or influence."

In his book *The Art of Public Speaking*, Steven Lucas defines **frame of reference** as "the sum of a person's knowledge, experience, goals, values, and attitudes. No two people can have exactly the same frame of reference." As previously discussed in the chapter entitled "The Importance of Public Speaking," in order for there to be mutual understanding and shared meaning between the sender and the receiver in a communication process, their sender's frame of reference needs to overlap with the receiver's frame of reference.

To make it more concrete, we may want to tap into our audience's frame of reference and define/describe reciprocity

by comparing it with, and highlighting its similarities to, other abstract concepts already known to our audience such as:

- Karma
- "What comes around goes around."
- "As you sow, so shall you reap."
- The Golden Rule: "Do unto others as you would have them do unto you (treat others the way you want to be treated).

Other than using comparisons to highlight reciprocity's similarities to more well-known abstract concepts, we can also make it more concrete by contrasting it with, and highlighting its differences from, other abstract concepts already known to our audience such as:

- "It's my way or the highway."
- one-sided love/crush or unrequited love/crush, and/or
- narcissism/narcissistic personality disorder (NPA).

Another way to make it more concrete is to tap into our audience's frame of reference and illustrate reciprocity by using concrete and relatable examples such as:

Example 1: A volunteer working in at a street fair for a non-profit organization whose mission is to improve the COVID-19 vaccination rates for underserved/minoritized communities offers free gifts and a $100 vaccination incentive to unvaccinated fair attendees with the hope that that they will return the favor by getting themselves fully vaccinated.

Example 2: Student A is a native speaker of English and is in the process of learning how to speak Spanish more fluently. Student B is a native speaker of Spanish and is in the process of learning how to speak English more fluently. Through a language exchange program, they have been meeting regularly to discuss current events by using only Spanish

during the first half of the meeting and only English during the second half.

Make our information more accessible, more user-friendly, and less technical.

Technical information tends to be more incomprehensible, unrelatable, alienating, and/or challenging. The more technical our information is, the harder it will be for our audience to listen to, grasp, and retain. Therefore, it is up to us as informative speakers to choose a subject matter that is not too technical and explain it in a more accessible and user-friendly language.

How can we make our information more accessible and user friendly? By avoiding jargon and by using examples and analogies that our audience already has the frame of reference to understand.

!

According to the Webster-Merriam Dictionary, "jargon" is defined as "the technical terminology or characteristic idiom of a special activity or group." Consisting mostly of unfamiliar terms, abstract words, non-existent words, acronyms, abbreviations, and/or euphemism, jargon is the language of special expressions that are used by a particular profession or group and are difficult for others to understand.

For example, a computer motherboard as a subject matter might be rather technical for our listeners, especially those who are not computer savvy, to comprehend and feel eager to learn. Instead of using jargon such as CPU Socket, DRAM Memories Slots, and PCI Slots to discuss its main components, an

informative speaker might want to use the human body as an analogy to describe/illustrate a motherboard and its various components.

More specifically, a motherboard is like our nervous system—it is where all computer parts are connected to each other and through which all electrical signals are conducted.

A hard drive on a motherboard is like the hippocampus region of our brain dealing with long-term memory—it is where all programs, files, and data are stored.

On the other hand, a motherboard's DRAM (Dynamic Random Access Memory) slots are like the Prefrontal Cortex of our brain dealing with short-term memory—it is a holding area of files and instructions that are to be used and then forgotten about; the more DRAM our computer has, the better and faster it can multi-task and perform.

A CPU (Central Processing Unit) chip on a motherboard is like our spinal cord—it is responsible for processing instructions (commands) received from the hard drive (brain).

Avoid overestimating what our audience knows.

A huge part of audience analysis and adaptation as an informative speaker is to properly gauge how much our audience already knows about our topic (see the chapter entitled "Andiene Analysis" for more details). If we overestimate what our audience knows and impart information completely outside of their frame of reference (see diagram below), they will feel totally lost and find our information frustratingly unclear.

Our Audience's Frame of Reference

The Information Imparted in Our Informative Speech
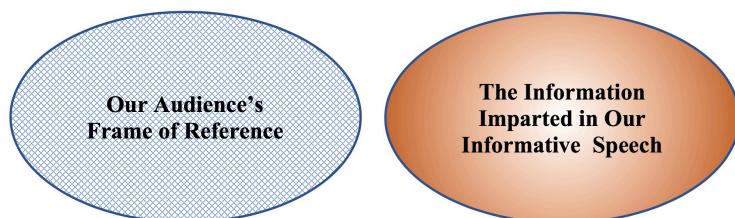
Let's say you collect and trade sneakers as a hobby. After brainstorming a few possible topics for your informative speech, you decided to build on what you already know and develop an informative speech on the co-culture of sneaker collecting (or sneakerheads https://en.wikipedia.org/wiki/Sneaker_collecting).

Assuming that all your audience members either have heard of or already know something about this particular co-culture, you focused your presentation on the major brand identities, trading platforms, as well as potential benefits and risk factors associated with collecting sneakers while using lingo (similar to jargon discussed earlier on page 6) such as Bred, Hypebeast, Grail, and DS/Deadstock (https://www.farfetch.com/style-guide/how-to/sneaker-terms-urban-dictionary/) commonly used by sneakerheads throughout your presentation without any explanations. It turns out that many of your audience members have never even heard of this co-culture called sneakerheads and thus have no frame of reference to clearly understand/follow your information/presentation. This outcome is very unfortunate and is something an informative speaker should strive to avoid.

Be Interesting.

"That is what learning is. You suddenly understand something you've understood all your life, but in a new way."

Doris Lessing, a British-Zimbabwean novelist who was awarded the 2007 Nobel Prize in Literature https://en.wikipedia.org/wiki/Doris_Lessing

Other than making sure that our informative speeches are

interestingly presented through the use of visual aids, vivid language, and effective nonverbal delivery (e.g., gestures, facial expressions, and vocal varieties), all of which are discussed in more detail in other chapters of this textbook, here are four additional guidelines we should pay special attention to as informative speakers:In order for our audience to be able to not only clearly understand us but also learn something relatable and new from us when listening to our informative speeches, we as informative speakers must treat our information and presentation with love and make them as interesting as possible.

Always bring something new to the table.

Nothing motivates our audience members to listen to and engage with our informative speeches more than the anticipation that our information might educate and enrich them in such a way that they transform themselves. It thus behooves us as informative speakers to avoid the same old, same old and always bring something new to the table when we present our information. The last thing we want is for our audience members to find our information and presentation boring, predictable, uninspiring, and a waste of their time.

Information-wise, we as informative speakers should find creative and innovative ways to open eyes, provoke thoughts, and expand horizons every step of the way, including selecting a suitable topic, locating credible supporting materials through research, organizing information in the speech body, as well as designing effective speech introduction and conclusion.

Certain informative speech topics (e.g., cigarettes, condoms, marijuana, or recycling) are so commonplace and overused that they have become rather clichéd. As informative speakers, we might want to consider taking our audience on a journey less travelled by others with our presentation and staying away from these overused topics. This does not mean that it is impossible to create a good informative speech on one of these overused topics; it just means that an overused topic especially

needs creativity and innovation to keep its information interesting.

For example, if you want to develop a cigarette-related informative speech, instead of focusing your presentation on well-known common-sense facts (e.g., its ingredients and health effects), you might want to bring less-known facts and cutting-edge technologies and/or new developments and phenomena in the tobacco industry to your audience's attention.

Even with an informative topic that is not too commonplace or overused, there are also ways for us as informative speakers to make it even more interesting by finding through our research and including in our presentation some topic-related historical, political, economic, social, and/or cultural discoveries, perspectives, insights, analyses, and applications that are new to our audience.

For example, if you want to develop a Carnival-related informative speech, instead of focusing your presentation only on the usual suspects (e.g., its masks, costumes, music, and dance), you might want to offer your audience some fresh new perspectives on Carnival as well (e.g., why/how it takes on very different forms around the world or even just among different islands in the Caribbean? What are the impacts of colonialism and imperialism on the celebration of Carnivals in different countries? How Carnival culture has manifested itself in popular culture?)

Presentation-wise, an informative speaker may keep an audience interested by using the following nonverbal strategies (all of which are discussed in detail in other chapters):

- ◦ Use vocal varieties in pitch, volume, tone, pace, pause, intensity, inflection, and accent.
- ◦ Employ engaging gestures, facial expression, and eye contact.

- ◦ Provide dynamic presentation aids such as overhead projection, slides, electronic whiteboards, video conferencing, and multimedia tools.

Avoid underestimating what our audience knows.

Whereas overestimating what our audience knows as an informative speaker and imparting information outside of their **frame of reference**, as discussed earlier on page 7, will make our information unclear and hard to comprehend, underestimating what our audience knows and imparting information completely inside of their frame of reference (see diagram below) will make our information uninteresting and uninspiring. In this instance, while our audience might be able to easily and readily understand every single piece of information imparted in our presentation, they will find our speech boring, redundant, unsatisfying, and a waste of their time.

The Information Imparted in Our Informative Speech → Our Audience's Frame of Reference
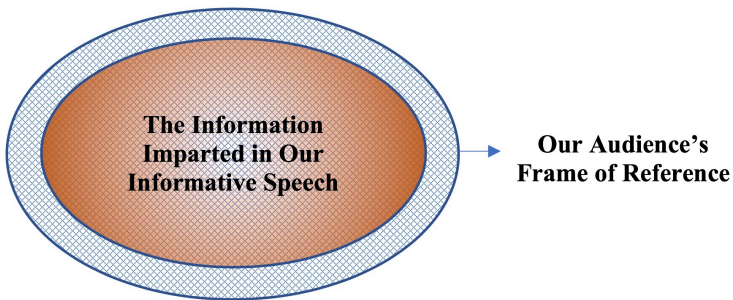
Let's say you enjoy and spend a lot of time on social media. After brainstorming a few possible topics for your informative speech, you decided to build on what you already know and develop an informative speech on one of the major social media platforms called X.

Assuming that all your audience members either have never heard of or know very little about this particular social media platform, you include in your presentation only basic information on its history, users, and major features. It turns out that most of your audience members are avid users of X themselves; they feel disappointed by the rudimentary information provided in the presentation and wish they had learned something new from it. This outcome is very unfortunate and is something an informative speaker should strive to avoid.

Relate the subject and information of our speech directly to our audience.

One major challenge for us as informative speakers to recognize and overcome is that what is interesting to us may not be interesting to everybody. Rather than developing and presenting an informative speech that only we find interesting, we must take it upon ourselves to make our speech something our audience members will find interesting as well by relating its subject and information directly to them; the more our audience members find our speech relatable, the more interesting it is to them.

For example, if you plan to develop and present an informative speech on the five pillars of Islam (https://en.wikipedia.org/wiki/Five_Pillars_of_Islam), in addition to defining, describing, and explaining them from a Muslim perspective, you might want to consider comparing and contrasting them with concepts/perspectives from other major religions and/or other non-religious ethical principles around the world to which your non-Muslim audience can easily relate.

More specifically, when developing an informative speech on the five pillars of Islam, you might want to consider comparing and contrasting:

- the pillar of Shahada (profession of faith) with confirmation (https://en.wikipedia.org/wiki/Confirmation) and adult baptism (https://en.wikipedia.org/wiki/Believer%27s_baptism) in Christianity;
- the pillar Salah (prayer) with other forms and practices of prayer in Hinduism (https://en.wikipedia.org/wiki/Prayer_in_Hinduism) and in the Jewish religion (https://en.wikipedia.org/wiki/Jewish_prayer);
- the pillar Zakat (obligatory charity) with the practice of dana (alms-giving) in Hinduism and Buddhism (https://en.wikipedia.org/wiki/Dāna);
- the pillar Sawm (fasting) with ta'anit, a fasting practice in Judaism (https://en.wikipedia.org/wiki/Ta%27anit);
- the pillar Hajj (pilgrimage) with the practice of Buddhist pilgrimage (https://www.britannica.com/topic/Buddhism/Buddhist-pilgrimage).

In so doing, you as an informative speaker not only can fascinate a Muslim audience who does not know about the similarities and differences between the five pillars of Islam and other religious and/or non-religious ethical principles, you can also fascinate a non-Muslim audience who finds the subject

and information of your speech relatable, interesting, and eye-opening.

Humanize our information.

As an audience, nothing bores us to tears and/or puts us to sleep faster than listening to a string of dry facts and statistics that mean nothing or very little to us, no matter how important they are. A good informative speech is one that not only enlightens and educates us, but also keeps us engaged and entertained with its information and presentation. It is thus our job as informative speakers to make any information included in our presentation as engaging, relatable, and interesting to our audience as possible by humanizing and dramatizing it when we can.

For example, if you want to develop and present an informative speech on the internment of Japanese Americans in the U.S. during World War II (https://en.wikipedia.org/wiki/Internment_of_Japanese_Americans), instead of filling your presentation only with a laundry list of internment camp locations, number and names of Japanese American internees in each camp, and/or where in the U.S. from which each camp's Japanese American internees were forcibly relocated, you might want to consider featuring/highlighting in your speech powerful quotes, vivid personal accounts, and/or emotional reflections from camp survivors and their children.

Similarly, you might want to also consider humanizing and dramatizing the Japanese American internment related information by comparing and contrasting it with information related to other internment camps around the world in different historical eras with which your audience has personal and emotional connections. In so doing, you have enlivened your presentation as an informative speaker and your audience will be more likely to enjoy your speech without feeling bored by, indifferent towards, and/or apathetic to the information presented.

So far, we have discussed why being clear and being

interesting are both integral to a good informative speech as well as the various practices and additional guidelines we as informative speakers can follow to be clearer and be more interesting. A very helpful way to conceptualize how we may develop, research, and organize the content of our informative speeches so that they will be both clear and interesting to our audience is illustrated in the diagram below. It shows that we as informative speakers should first tap into something that is clear to our audience members (and for which they already have the frame of reference) before taking them with us on an eye-opening, thought-provoking, and horizon-expanding journey to an uncharted territory where our information is new and interesting to them (and for which they don't already have the frame of reference). This means that not only will our audience members find our informative speech presentation both clear and interesting at the same time, their frame of reference will also be enlarged as a result of listening to our presentation.

Our Audience's Frame of Reference

The Information Imparted in Our Informative Speech
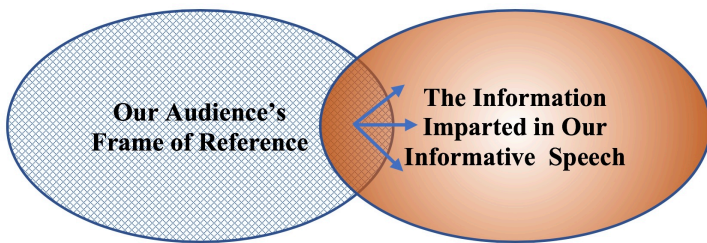
Be Accurate.

> *"I was brought up to believe that the only thing worth doing was to add to the sum of accurate information in the world."*
>
> Margaret Mead, a US-American cultural anthropologist and writer Margaret Mead – Wikipedia

While meeting both criteria of being clear and being interesting is crucial to a good informative speech, there is one more equally important criterium for a good informative speech—be accurate. No matter how clear and interesting an informative speech is, it will not be considered good unless it is accurate as well. We as informative speakers thus must treat our information and presentation with integrity and make them as accurate as possible.

Other than making sure that our informative speeches are accurately presented through the use of proper citations, accurate language, and credible supporting materials (e.g., examples, statistics, and testimonies), all of which are discussed in more detail in other chapters of this textbook, here are two additional guidelines we should pay special attention to as informative speakers:

Avoid making things up and/or spreading disinformation.

Words have real consequences. Throughout human history, especially in recent decades with the advance of internet, information technology, and social media, we have seen many examples of:

- **hoax**: a falsehood intentionally fabricated to masquerade as the truth (https://en.wikipedia.org/wiki/Hoax),
- **disinformation**: false information that is spread

intentionally to deceive (https://en.wikipedia.org/wiki/Disinformation),

- **misinformation**: false or misleading information unintentionally presented as fact (https://en.wikipedia.org/wiki/Misinformation),
- **fake news**: false or misleading information presented as news (https://en.wikipedia.org/wiki/Fake_news),
- **conspiracy theory**: an explanation for an event or situation that invokes a sinister conspiracy by powerful groups when the are other more probable explanations (https://en.wikipedia.org/wiki/Conspiracy_theory), and/or
- **deepfake**: are synthetic media in which person A's face or body has been digitally altered so that Person A appears to be Person B instead (https://en.wikipedia.org/wiki/Deepfake).

Many of these incidents have caused serious and even deadly harms to not only individuals but also their communities. It is thus our ethical imperative as informative speakers to be truthful with the information we share in our presentations; we must not make things up and pass them on as facts, nor should we spread disinformation by sharing false information with the intention to deceive and mislead others.

  Imagine that you have selected for yourself an informative speech topic on how to perform a CPR (cardiopulmonary resuscitation) but failed to conduct any research before the presentation. During your presentation, you shared with your audience CPR steps that are completely made-up and without any validity or factual basis. Five years later, one of your audience's loved ones encountered an emergency situation that calls for a CPR, and he/she performed the made-up CPR steps as instructed by you and caused his/her loved one's death as a result. While you might not be legally responsible for this unfortunate death, you surely are ethically responsible for it on some level.

Check things through and avoid spreading misinformation.

Another ethical imperative for us as informative speakers is to avoid spreading false information unintentionally by checking things through and conducting sufficient research to ensure the accuracy, authenticity, and validity of the information we share in our presentations. We may do so by using a variety of sources when conducting our research so that we can get more well-rounded and less biased information that include several voices, viewpoints, and perspectives (see the chapter on research methods and skills for more details).

For example, you have seen many Wikipedia links/articles embedded throughout this chapter to help you understand and explore various subjects and concepts. To use these links/articles properly and ethically, you must know their strengths and limitations first:

Strengths

- Wikipedia provides free access to information on millions of topics to anyone with Internet capabilities.
- Wikipedia links/articles are constantly updated.
- Sources used by Wikipedia content contributors are cited; they allow further investigation into any topic.

Limitations

- Wikipedia links/articles are not considered scholarly credible and should not be cited for academic purposes since their content is written by unknown contributors (anyone can create, edit, or delete the information on Wikipedia articles).
- Wikipedia links/articles are works-in-progress with constant changes to their information.
- Wikipedia links/articles are sometimes vandalized.

Based on the aforementioned strengths and limitations, these Wikipedia links/articles should be used only as a starting point for you to conduct more in-depth research elsewhere; they are meant to be the beginning rather than the end of your exploration and research on these subjects and concepts.

Different Categories of Informative Speeches

◊ *S*pace / Place

◊ *P*rocess / Procedure

◊ *E*vent / History

◊ *C*oncept / Idea

◊ *I*nstitution / Movement

◊ *A*rtifact / Object

◊ *L*iving Being

There are many categories of informative speeches in which we as informative speakers may develop our presentations. The seven different informative speech categories outlined below are not meant to be an exhaustive and comprehensive list; they are major informative speech categories arranged in an acronym **SPECIAL** to help us brainstorm, choose, and develop suitable topics for our informative speech presentations.

Space/Place

A presentation focusing on certain specific aspects of a space or place, especially a lesser-known one or lesser-known information about a well-known one, be it fictional or real, existing in the past, present, or future, located on planet earth or somewhere else in the universe, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

• the community roles of the barbershop and beauty salon for Black Americans in the United States (The Community Roles of the Barber Shop and Beauty Salon | National Museum of African American History and Culture (si.edu)),

- the mythical paradise called Shangri-La (Shangri-La – Wikipedia),
- the Mare Tranquillitatis or Sea of Tranquility on the Moon (Mare Tranquillitatis – Wikipedia), and
- the Korean Demilitarized Zone (Korean Demilitarized Zone – Wikipedia (United Nations Buffer Zone in Cyprus – Wikipedia)

are examples of an informative speech in the Space/Place category.

Process/Procedure

A presentation focusing on certain specific aspects of a sequential, step-by-step, process or procedure, especially a lesser-known one or lesser-known information about a well-known one, be it fictional or real, existing in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner. Informative speakers often present this type of informative speech as either a "how-to" speech or a demonstration speech.

For instance, a neutral presentation on the various aspects of:

- how to make the Puerto Rican dish called Mofongo (https://en.wikipedia.org/wiki/Mofongo),
- the development or distribution process for COVID-19 vaccine (https://en.wikipedia.org/wiki/COVID-19_vaccine),
- how to overcome the fear of public speaking (https://zapier.com/blog/public-speaking-tips/), and
- how to ace an interview: 5 tips from a Harvard career advisor (https://www.youtube.com/watch?v=DHDrj0_bMQ0)

are examples of an informative speech in the Process/Procedure category.

Event/History

A presentation focusing on certain specific aspects of an

event or history, especially a lesser-known one or lesser-known information about a well-known one, be it fictional or real, happening in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

- the Tulsa Race Massacre of 1921 (https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/),
- the Zoo Suit Riots of 1943 (https://en.wikipedia.org/wiki/Zoot_Suit_Riots),
- the 2021 U.S. Capitol attack (https://en.wikipedia.org/wiki/2021_United_States_Capitol_attack), and
- the gender-fluid history of the Philippines (https://www.ted.com/talks/france_villarta_the_gender_fluid_history_of_the_philippines?language=en)

are examples of an informative speech in the Event/History category.

Concept/Idea

A presentation focusing on certain specific aspects of an intangible and abstract concept or idea, especially a lesser-known one or lesser-known information about a well-known one, be it an ideology, theory, philosophy, principle, doctrine, or school of thoughts, fictional or real, existing in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

- the critical race theory (https://en.wikipedia.org/wiki/Critical_race_theory),
- the trickle-down theory (https://en.wikipedia.org/wiki/Trickle-down_economics),

- the intersectionality concept (https://en.wikipedia.org/wiki/Intersectionality), and
- the principles of shamanism (https://en.wikipedia.org/wiki/Shamanism)

are examples of an informative speech in the Concept/Idea category.

Institution/Movement

A presentation focusing on certain specific aspects of a human-organized and human-developed institution or movement, especially a lesser-known one or lesser-known information about a well-known one, be it fictional or real, existing in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

- the World Health Organization (World Health Organization – Wikipedia),
- the Chinese multinational technology company Alibaba (Alibaba Group – Wikipedia),
- the Arab Spring movement (Arab Spring – Wikipedia), and
- the African Union (African Union – Wikipedia)

are examples of an informative speech in the Institution/Movement category.

Artifact/Object

Whereas a concept/idea is something that is intangible and abstract, an artifact or object is something that is tangible and concrete. A presentation focusing on certain specific aspects of an artifact/object, especially a lesser-known one or lesser-known information about a well-known one, be it fictional or real, existing in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

- the Tibetan prayer wheel (https://en.wikipedia.org/wiki/Prayer_wheel),
- the headwrap called do-rag or durag (https://en.wikipedia.org/wiki/Do-rag),
- the musical instrument didgeridoo (https://en.wikipedia.org/wiki/Didgeridoo), and
- the traditional African masks(https://en.wikipedia.org/wiki/Traditional_African_masks)

are examples of an informative speech in the Artifact/Object category.

Living Being

Whereas an artifact/object is something that is inanimate, a Living Being is something/someone that possesses the characteristics of being alive. A presentation focusing on certain specific aspects of a Living Being, especially a lesser-known one or lesser-known information about a well-known one, be it a plant, animal (including a person or a group of people), insect, fungus/yeast, bacterium, or amoeba, fictional or real, living in the past, present, or future, is suitable for an informative speech as long as it is presented in a neutral manner.

For instance, a neutral presentation on the various aspects of:

- the Uyghur ethnic group (Uyghurs – Wikipedia),
- the U.S. American writer and civil rights activist James Baldwin (James Baldwin – Wikipedia),
- how fungi recognize (and infect) plants (How fungi recognize (and infect) plants | Mennat El Ghalid – YouTube), and
- the Amazon Rainforest (Amazon rainforest – Wikipedia)

are examples of an informative speech in the Living Being category.

Special Consideration to Be Given in the Informative Speech-Making Process

> *"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."*
>
> –Chimamanda Ngozi Adichie, a Nigerian writer who was awarded the MacArthur Genius Grant in 2008 https://en.wikipedia.org/wiki/Chimamanda_Ngozi_Adichie

As the saying goes, history is written by the victors. This means that those who are in positions of power and dominance, be they based on race, ethnicity, national origin, gender, religion, sexual orientation, or any of the other major identity markers, have the ability to dictate, censor, control, distort, and/or erase histories as they see fit to maintain and perpetuate their own wealth, power, privilege, and dominance.

This also means that in order for our community/society/world to change its course for the better and become a more equitable, inclusive, and just one, histories of those who have long been marginalized must be actively uncovered/recovered, publicly acknowledged, widely made visible, and systematically preserved. Our textbook's earlier chapter entitled "Questioning and Decentering the History of Public Speaking" is written with this same goal in mind—to challenge the mainstream,

Eurocentric, narrative about public speaking and to shed light on other lesser-known histories about, and cultural perspective on, public speaking.

Similarly, when it comes to information, those who are in positions of power and dominance tend to use it, intentionally or unintentionally, to maintain and perpetuate their own wealth, power, privilege, and dominance; not only do they have much greater access to receive and share information, the information they receive and share is also considered by most to be of much greater value and influence. Therefore, while we as informative speakers may freely choose any topics in the aforementioned major categories (i.e., SPECIAL: Space/Place, Process/Procedure, Event/History, Concept/idea, Institution/Movement, Artifact/Object, and Living Being) on which to develop our presentations, to help our community/society/world evolve into a more equitable, inclusive, and just one, I encourage everyone to disrupt and enrich dominant, mainstream public discourse by choosing topics related to communities, be they based on race, ethnicity, national origin, gender, religion, sexual orientation, or any of the other major identity markers, that have been historically marginalized, underrepresented, and/or underserved.

In so doing, we may avoid the danger of a single story discussed in Chimamanda Ngozi Adichie's aforementioned inspiring quote on page 19 and in her celebrated TED talks here (https://www.youtube.com/watch?v=D9Ihs241zeg) and collectively make lesser-known histories, experiences, perspectives, and voices more visible, acknowledged, and valued.

Summary

We have discussed in this chapter why **neutrality** is key to informative speaking/speeches, how being **clear**, **interesting**, and **accurate** all at once (i.e., the **CIA's of a good informative speech**) makes any informative speeches good, and the major categories (i.e., the acronym **SPECIAL**) on which we can

develop our presentations as an informative speaker. It's now time for us to apply the knowledge, strategies, guidelines, and special considerations that we've learned from this chapter to practice as we develop and present our informative speech presentations.

Remember Ms. Sanchez's inspiring quote in the beginning of the chapter "I cannot tell the truth about anything unless I confess being a student, growing and learning something new every day. The more I learn, the clearer my view of the world becomes"? Your informative speech presentations for this course are not merely assignments/exercises for points/grades; rather, they are powerful vehicles to help your audience grow/evolve and see the world more clearly. Take full advantage of them and make our community/society/world a better place with your informative speech presentations!

Class Activities

Watch the following youtube clips:

- The Danger of a Single Story
- How Fungi Recognize (and Infect) Plants
- The Gender-Fluid History of the Philippines
- How to Ace an Interview: 5 Tips from a Harvard Career Advisor

After reviewing these clips, reflect on the following questions:

1. Are these presentations considered more informative or persuasive (e.g., are they neutral in

their content and presentation)? If so why and if not why not?

2. If these presentations are more informative than persuasive, do you consider them good informative speeches (e.g., are they clear, interesting, and accurate all at once)? If so why and if not why not?

3. If these presentations are more informative than persuasive, which major informative speech category or categories (i.e., SPECIAL: Space/Place, Process/Procedure, Event/History, Concept/Idea, Institution/Movement, Artifact/Object, and Living Being) do they each fall under?

4. If these presentations are more informative than persuasive, do you think they help disrupt and enrich dominant, mainstream public discourse by sharing information related to communities, be they based on race, ethnicity, national origin, gender, religion, sexual orientation, or any of the other major identity markers, that have been historically marginalized, underrepresented, and/or underserved? If so why and if not why not?

For more information about the author of this Chapter, please visit Professor Vincent (Tzu-Wen) Cheng's faculty page here .

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9. Speaking to Persuade/Advocacy

GILLIAN, BONANNO, M.A.

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Learning Objectives

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- Define persuasion and advocacy.
- *Ethos*, *Pathos*, and *Logos*
- Choose a topic.
- Conduct research.
- Structuring an outline.
- Use visual aids.
- Prepare for feedback.

Defining Persuasion and Advocacy

Persuasion is "the act of influencing someone to do something or to change their mind" ("Persuasion"). In a persuasive presentation, the goal is to provide the audience with information that will convince them to see your side on an issue. According to Cialdini and Goldstein, "the six basic principles that govern how one person might influence another are: *liking*, *reciprocation*, *consistency*, *scarcity*, *social validation*, and *authority*" (41). First, an individual may be more likely to be persuaded by someone that they "*like*" which ranges from knowing someone personally to having an

"instant bond" with a stranger (Cialdini and Goldstein, 41). *Reciprocation* refers to the notion that there is an exchange of some kind, such as in business negotiations (Cialdini and Goldstein, 45). *Consistency* encourages individuals to persuade others by recognizing "a fundamental human tendency to be and to appear consistent with one's actions, statements, and beliefs" (Cialdini and Goldstein, 45). *Scarcity* principle focuses on the idea that "items and opportunities that are in short supply or unavailable tend to be more desirable than those... that are plentiful and more accessible" (Cialdini and Goldstein, 46). For example, think about a product that you may be interested in purchasing. If the product is limited in production or availability, it might persuade you to be more interested in purchasing the item. Social validation refers to the idea that individuals "look to others for cues," and this will influence their decisions (Cialdini and Goldstein, 48). Finally, authority suggests that individuals are persuaded by those they consider to have an expertise in a particular area (Cialdini and Goldstein, 49).

These six principles provide some examples of how an individual (or an audience) can be persuaded. There are certainly other methods and note that not all these principles need to be included in a persuasive presentation for it to be effective.

In addition to the principles listed above, you may consider choosing a basis, or claim, for formulating an argument. This chapter will address three types of persuasive speech claims: questions of fact, value, and policy. In general:

- "**Claims of fact** are quantifiable statements that focus on the accuracy, correctness or validity of such statements and can be verified using some objective evidence.
- **Claims of value** are qualitative statements that focus on judgments made about the environment and invite comparisons.

- **Claims of policy** are statements that focus on actions that should be taken to change the status quo" (*Types of Claims*).

Let's explore each claim above in more detail, starting with a discussion of statements of fact. A *claim of fact* is "something quantifiable has existed, does exist, or will exist" (Types of Claims). This type of claim focuses on data that may not necessarily be refutable based on quantitative data used to present your side of an issue. There are many examples of speeches that use statements of fact as a basis for an argument. The claim may stem from something that you do every day (such as brushing your teeth or taking a walk), but you may want to persuade the audience that they should also do these things if they are not already doing so. In these examples, you may state something specific and able to be verified such as, 'Brushing your teeth teeth twice a day can decrease tooth decay' or 'Walking every day decreases risk of cardiovascular disease' and then support these claims with clear statistics, charts, or data that will help them to embrace your claim. (Please note that the claims above are simply examples, and data is not included to support or refute these claims in this chapter.)

You may also wish to consider a speech that addresses a question of value. A *claim of value* "asserts qualitative judgments along a good-to-bad continuum relating to persons, events, and things in one's environment" (Types of Claims). This type of speech may include more qualitative data, such as open ended responses. The claim of value may include words such as good, bad, better, best, or worse. These are often considered to be subjective terms (one person may have a different idea of good/bad/better/best/worst) and it is the responsibility of the presenter to define these subjective terms and also provide evidence to support the claims. Some examples might include 'Car X is better than Car Y' or 'Coffee

is the best morning beverage.' (Note that these are simply examples, and support for these claims are not provided in this chapter.)

In a *claim of policy*, the word "should" helps to formulate your argument. Using the word "should" is important as it "implies that some action ought to be taken, but not that it must or will be taken" (*Types of Claims*).

You may use this type of claim to address issues of politics, policies, health, environment, safety, or other larger global concerns . Your speech will describe the reason why you feel that a policy or issue should (or should not) be addressed in a specific way based on your research. In this type of speech, you are asking your audience to support your solution to an issue that you have presented to them. Examples may include "Policy A should be changed to include (mention what should be included)" or "College students should have access to (mention what students should have access to)." Presenters for this type of speech should clearly explain the policy and then share with the audience why it should be changed (or upheld) by using their research to support the position.

Advocacy, on the other hand, is "the act or process of supporting a cause or proposal" ("Advocacy"). An advocate feels strongly about an issue and will work diligently to encourage others to support their cause. An advocate should be able to speak about an issue in a concise, professional, and persuasive manner. Enthusiasm for a cause will shine through if the advocate thoroughly embraces the role. This can be accomplished by conducting research, exploring opposing views on the issue at hand, preparing effective visual aids, and practicing the delivery of the content before a presentation or event. An advocate takes on many forms. A lawyer advocates for clients. A patient may advocate for rights to care. A student may advocate for a higher grade from a professor.

An advocate can be described as:

1) One who pleads the cause of another, specifically one who pleads the cause of another before a tribunal or judicial court.

2) One who defends or maintains a cause or proposal.

3) One who supports or promotes the interest of a cause or group ("Advocate")

Types of Advocacy

There are many types of advocacy. This chapter will address self- advocacy, peer advocacy, and citizen advocacy.

Self- advocacy addresses the need for an individual to advocate for oneself. Examples might include negotiating with a boss for a raise, or perhaps used when applying for college or health insurance. According to an advocacy website, Advocacy: inclusion, empowerment and human rights, "The goal of self-advocacy is for people to decide what they want and to carry out plans to help them get it …. the individual self-assesses a situation or problem and then speaks for his or her own needs."

Individuals who share experiences, values, or positions will join together in a group advocacy setting. This type of advocacy includes sharing ideas with one another and speaking collectively about issues. The groups "aim to influence public opinion, policy and service provision" and are often part of committees with varying "size, influence, and motive." (Advocacy: inclusion, empowerment and human rights.) Examples might include groups interested in protecting the environment, rights to adequate health care, addressing issues of diversity, equity, and/or inclusion, or working together to save an endangered species.

A citizen advocate involves local community members who work together to have a platform to address issues that affect their lives. An example might include community school boards or participation in town hall meetings. (Advocacy: inclusion, empowerment and human rights)

As you can see, persuasion and advocacy have been defined in different ways. As the presenter, you have the opportunity to persuade your audience, and can use these definitions to help

you decide what type of advocate or persuasive presentation that you would like to develop.

Before we begin developing our speeches, let us take a moment to address Aristotle's appeals for persuasion: ethos, logos, and pathos.

Ethos, Logos, and Pathos

What is *ethos*?

Ethos relates to the credibility of the speaker (Ethos). An audience member should feel as if they can trust the information provided by the speaker. When listening to a presenter, ask yourself:

- Does the speaker seem to have knowledge about the topic?
- Do you feel that this person is qualified to share information with you?

Using ethos as a tool for persuasion

As a presenter, you can let your audience experience your credibility in a few different ways. Using more than one of the methods below can certainly increase your credibility.

- Tell the audience directly. For example, you may wish to convince your audience to drink tea for breakfast. You can share something like, "My experience stems from a lifelong enjoyment of tea. I drink one cup each day and have tried a variety of types, so I feel that I can share with you some of my favorite types to try based on my personal experience."
- Share quality research. For example, you may have visited the BMCC databases to gather information about types of tea, benefits of drinking tea, and information about individuals who drink tea. You may have also done some individual research (surveying classmates about their morning beverage preferences). These types of data will

help to support your claim and help the audience to agree with your perspective.

- Acknowledge the perspective(s) of others. Perhaps your audience is full of individuals who prefer coffee, water, or nothing to drink in the morning, Acknowledging these different perspectives lets the audience know that while you may be knowledgeable about your chosen topic, you also understand that others may have a different (and also valued) opinion that differs from your own.

What is *pathos*?

Pathos relates to the emotional appeal given to the audience by the presenter. This includes the language and presentation style of the presenter. It ties to your organizational style, your choice of words, and your overall stage presence. Some examples are: using vivid language to paint images in the minds of audience members, providing testimony (personal stories or stories relayed to you by others), and/or using figurative language such as metaphor, similes, and personification. A presenter can also use various vocal tools such as vocal variety and repetition to appeal to the audience on an emotional level. (Pathos. 2020)

Using pathos as a tool for persuasion

When you are describing drinking tea to your classmates, you can use words or phrases to encourage them to try it. You can tell them about its delicious aroma. You can also tell a story – perhaps having the audience members picture themselves getting up in the morning, making a nice cup of tea, holding it in their hands, and taking a moment enjoying the tea as they get ready to embrace the day!

An emotional appeal can also be used to gain sympathy from your audience. Think about commercials or advertisements that you may have seen, perhaps ones that encourage you to donate to an organization or to adopt an animal. These types

of advertisements appeal to your emotions through their use of images, music, and/or detailed stories.

What is *logos*?

Logos ties to both reasoning and logic of an argument. Speakers appeal to logos "by presenting factual, objective information that serves as reasons to support the argument; presenting a sufficient amount of relevant examples to support a proposition; deriving conclusions from known information; and using credible supporting material like expert testimony, definitions, statistics, and literal or historical analogies." (Logos, 2020)

Using logos as a tool for persuasion

Logos relates to using the data collected to form a reasonable argument for why your audience members should agree with the speaker. After you have collected your data, you must now create an argument that will potentially persuade your audience. If we continue with our persuasive speech directed at drinking tea in the morning, you might find an article that relates to college students who drink tea. Using valid reasoning is key! Take some time to ensure that your argument is logical and well-organized. A logical, well-structured argument will help to persuade your audience.

Now that we have learned some foundational concepts related to persuasion, let us move to a discussion of choosing a topic for a persuasive speech.

Choosing a Persuasive Speech Topic

Now that we have explored some definitions of persuasion and advocacy, let us move on to choosing the topic that you will be presenting to your audience. When picking a topic, you may consider choosing something that you are passionate about and/or something that you want to know more about. Take a moment to consider topics that we would like to share with your audience. Individuals have different experiences and perspectives on varying issues. Sharing your

perspective on a topic is what can make your presentation unique and exciting to the audience.

When looking for a topic, cause, or issue to discuss, consider asking yourself the following questions (also located in worksheets):

- What is important to me?
- What excites me?
- What makes me happy?
- What makes me angry?
- Do I have a good idea that others might embrace?
- Is there an issue that 'speaks' to me?
- Can I make a change?
- Have I experienced something inspiring or life-changing that I can share with others?

Here are some additional ideas to consider when choosing a topic:

- Choose a topic that is (relatively) new to you! You may consider taking some time to explore a topic that you do not yet know about and/or one that you want to learn more about. Perhaps you recently read, saw, or experienced something that you would like to research and share with your audience. Maybe you began your process with not knowing which side you support on an issue, and you take some time to research both sides of an issue and determine which you support. You can use this presentation as an opportunity to learn more about that topic and can then talk about this process in your presentation. Using the research that you have gathered will help you as you explain to the audience why they should share your perspective on the item at hand.
- Choose a topic that you already know about and feel strongly that your audience should share your views on

this topic. For this type of presentation, you will be taking your knowledge and expanding it. You can search for items that support your side and also take some time to review the data provided by those that support the opposite side of the issue.

Conducting Research

Research can be fun! In an earlier chapter you read about how to conduct research using the college library. Please reread that chapter again closely to help you conduct research to get data to build your persuasive speech. If you are able to accumulate data from a variety of sources, this will help you to persuade your audience members to share your passion about the topic at hand.

Some things may be easier than others to convince your audience to agree upon and others may be more challenging. If, for example, you want to encourage your classmates to exercise, it is important to consider the current exercise levels of your classmates. Ultimately, you would like each audience member to feel involved in your presentation, so you may wish to provide various suggestions.

For example, some members of the class may not currently exercise for a variety of reasons, so you may suggest that they try to incorporate 5-10 minutes of light activity 1-3 times a week. For classmates who are exercising once a week or more, you may encourage them to increase their exercise by one extra day per week. Finally, a group that may be currently exercising daily, you may wish to suggest adding a new type of exercise to their routine.

Structuring an Outline

There are many ways to structure a speech, and this chapter will offer one suggestion that may work well as you work to advocate for a cause or attempt to persuade your audience. A blank sample outline is located in the worksheet section of this chapter/book that can be used when you are preparing

your speech. The length/time allotted for delivery of your presentation will be provided to you by your instructor, but let's consider the speech in three general parts: Introduction, Body, and Conclusion. Between each section of the presentation, one should consider including a transition to let the audience member know that the speaker is moving on to the next segment of the presentation. Transitional devices are "words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another.... transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas" (Purdue Writing Lab Transitional Devices // Purdue Writing Lab).

If the speech requirement is 4-6 minutes long, below is one way to consider timing the different sections of the presentation: One minute for the introduction, one minute for each main point, and one minute for the conclusion. This will be a roughly 5 minute speech, with a minute to spare for transitions. Here is a diagram to provide a visual guide to the elements of your outline. Start at the introduction and make your way clockwise around the image:
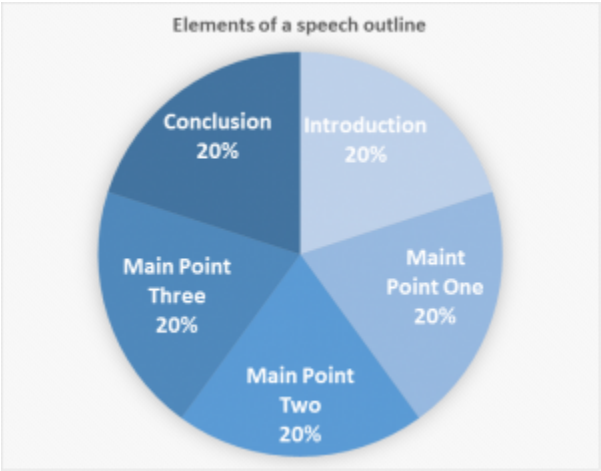
Introduction
Includes attention getter, thesis statement, credibility, and preview of main points 1/5 of the presentation.
Body
Three main points – WHAT, WHY, and HOW. 3/5 of the presentation.
Conclusion
Includes restatement of thesis, review of main points, and powerful ending. 1/5 of the presentation.

In the body of your presentation, you will formulate your argument in WHAT, WHY and HOW. Each area is equally important, so let's take a moment to discuss the details of each part.

Let's start with WHAT.

What does the listener need to know about your topic? If you are passionate about a topic or cause, remember that your audience may have a range of knowledge about the topic. Setting a strong foundation in the beginning of your speech will help the audience members to understand your speech. Remember, the amount of information that you include here will depend on the amount of time allotted by the instructor. You may wish to clarify by letting your audience members know that there are many things that you can tell them about the topic, but your presentation is going to focus on (insert your focus here).

Now, WHY does your audience need to feel the same way you do about this topic?

The first section of your presentation has provided the foundation for your listeners. The second section will be your opportunity to tell your audience why they should share your perspective on the issue. Provide them with details, including facts, images, stories, and/or statistics that will help them embrace your side of the issue.

Finally, HOW can the audience members act upon what you have told them?

Overall, for an individual to make a change, the person will need information and a way to use the information. If the audience is provided with the tools needed to make a change, they may be more likely to make the change. Sounds simple, right? It certainly can be, if you have conducted sound research and organized it in a way to reach your listeners. Refer to the sample speech outlines in the appendices of this book.

Visual Aids

Think about something that you saw recently that caught your eye. It may have been an advertisement on the subway, something you saw on a social media page, or anything else that you remember. Visual aids can certainly assist in connecting with your audience.

When you are designing your presentation, you may wish to consider including images, video clips, charts, and other visual media types to capture the attention of your audience. Think about what you want the audience to gather from your image. Where will you include the image? What will you say about this image? You may wish to discuss these images with your classmates and/or your professor to gain some feedback on the chosen visual aid(s). This will help you in selecting items that work most effectively in your presentation.

Here are two of the prototypes:

Above, the author thought it might be visually appealing to put the pieces of the speech outline in this arrowed path format. The feedback received was not positive, mostly "what is that?" "I don't get it" and the like.

STRUCTURAL ELEMENTS OF A PERSUASIVE SPEECH
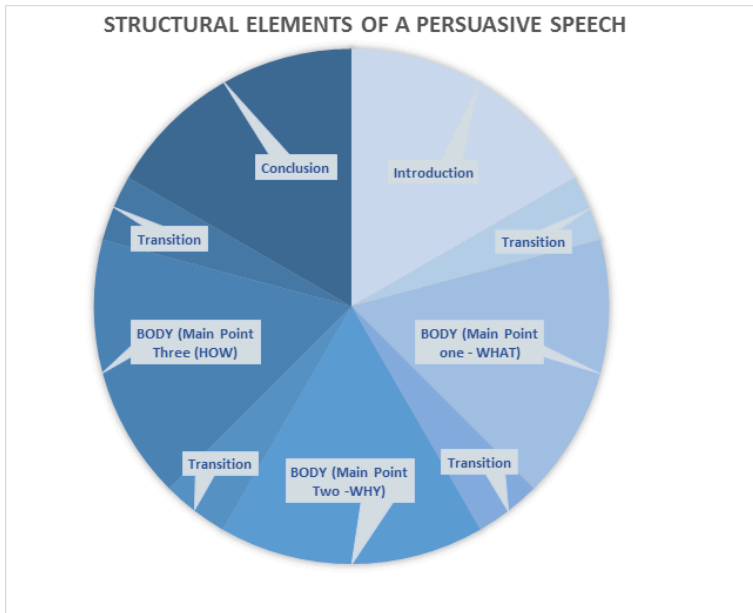
Above, the author thought that including all elements of the speech in a counterclockwise format might be visually appealing and also provide a flow for the reader to follow. Friends and family suggested that this was too much information on one diagram. So... that is why the author chose the simpler, more concise version of the diagram that is used in the earlier section of this chapter.

The point is: while all of your ideas and images may not be the final versions that you choose, it can be fun to experiment, and asking for feedback may help you to fine tune your work, or even spark an idea or image that you had not previously considered. The author truly enjoyed designing these graphs, and at the end of the day chose the one that the author felt would be best suited for the chapter based on the feedback received.

Preparing for Feedback

Turning to feedback, now that you have completed your speech, it will now be time to interact with your audience.

Some audience members may respond to your presentation with questions. If you have inspired your audience, they may want additional information, or may even want to talk further about your presentation. Others may disagree with your speech and respond to your presentation with hostility or frustration. Remember, you are in charge of addressing the audience members, and, as such, you must formulate a strategy for handling feedback. Your instructor may also set some guidelines for expectations for question and answer segment(s) for your presentation.

   Here are some questions that you may wish to ask yourself as you prepare to address feedback:

- Have I addressed the other side of the issue discussed in my speech?
- What will I do if someone gets angry with me?
- What questions might my audience have for me?
- Have I used quality sources to prove my points?
- Can I explain any charts or graphs that I have presented?
- If the audience members want to know more about my cause, what information will I provide to them?

Ready to Begin: Inspiration

   Now it is your turn to persuade your audience. Be the advocate! Share your knowledge and passion with your classmates. Use this chapter, the worksheets, and your own talents to help you with the process of writing, researching, outlining, and presenting. Take your time with each step and enjoy the process. Below are some voices of advocates discussing what they do and why they do it. Perhaps these stories will inspire you as you work! Survey data collected via surveymonkey.com, and some names have been changed.

Melissa S., Cystic Fibrosis Advocate

What does the term "advocate" mean to you?

Sharing your story to educate and inspire in order to further your cause.

How did you become an advocate?

I was asked to formally advocate for an organization, but in truth, I advocate for myself or my family or issues I believe in.

What do you advocate for?

I advocate for the Cystic Fibrosis Foundation on behalf of families who endure life with Cystic Fibrosis (CF). I advocate for policy change that betters the lives of CF families with issues surrounding disability and bettering research methods, as well as funding (from various agencies) so that research can be conducted in the most efficient, expedited, and safe fashion.

Why is it so important to advocate for your cause?

It is important because I have Cystic Fibrosis and have also lost a brother to Cystic Fibrosis. I wasn't to ensure that my family doesn't suffer another loss that no family should suffer.

What advice can you give others who are looking to become an advocate?

It can seem intimidating to stand in front of a

group of people to advocate for your cause, but the truth is that your story, and why you're advocating is THE most important part of it. Don't get bogged down or scared about memorizing facts and figures – the best thing someone can take away from talking with you is the visceral reaction they get from hearing how your issue affects you and your family.

In a few sentences, describe yourself.

I am (a) decidedly optimistic person who lives with a debilitating progressive disease (Cystic Fibrosis). While having CF occupies a lot of time in my daily life, I try not to let it define me and live my life with joy and purpose. I love my family and friends and will do anything in my power to protect them. I also love standing up for things I believe in. Becoming an advocate for CF has lifted my voice and given me the confidence to speak out. Now, I can't stop! (updated 7/2021).

D. D., Registered Nurse

What does the term "advocate" mean to you?

Advocate means to support or fight for a cause.

How did you become an advocate?

I became an advocate since working within the medical field and because I am a mother.

What do you advocate for?

I am an advocate for my son. He is an alcoholic and drug addict. I am involved with helping addicts and families that are in need of support and guidance. I am a volunteer for (a) local YMCA to help bring a face to the disease of addiction. I am also an advocate for people with Cystic Fibrosis. I am a Registered Nurse who has been caring for patients and families affected by this disease. I am there for medical, emotional and fundraising support.

Why is it so important to advocate for your cause?

It is important for me to put a face to the families that are suffering from these diseases. To make it more personal.

What advice can you give others who are looking to become an advocate?

Be strong and vigilant. Really believe in what you are supporting. Passion goes a long way.

In a few sentences, describe yourself.

I am a mom and an RN. I am a recent widow with 2 children who have had their struggles but are now doing well. I work full time as a Nurse Manager at NY hospital.

Is there anything else that you would like to share? A story, perhaps, about a time that you felt

very strongly about something, and what you did to advocate for that person or cause?

Every day I feel like I advocate for addiction. Many people do not realize addiction affects everyone. I constantly have to remind people that I meet of this. It is difficult at times because most people have the most horrible things to say about addicts. I try to educate people about addiction as much as I can.

C. B., Breast Cancer Survivor

What does the term "advocate" mean to you?

Supporter of something you are passionate about and believe in.

How did you become an advocate?

I became an advocate of breast cancer through my own experience.

What do you advocate for?

I am an advocate for breast cancer! This disease generally affects women but in some cases men are also affected! It is a silent beast that can creep up on you at any time in your life... it has no discrimination and age is not a factor.

Why is it so important to advocate for your cause?

It is simple... it is the difference between life and death! So many women are so afraid they choose to ignore the signs. It is so important to find your strength, face your fears and deal with this head on!!!

What advice can you give others who are looking to become an advocate?

Speak your truth! Tell your story! You have no idea how much it can help someone else who is facing the very same fears!

In a few sentences, describe yourself.

I have always believed where there is a will, there is a way! I never take no for an answer when it is something really important that matters! It is one of my earliest mottos I have followed through life. I have always been determined to find my strength and face my fears even on my darkest day!!!

Is there anything else that you would like to share? A story, perhaps, about a time that you felt very strongly about something, and what you did to advocate for that person or cause?

I feel it is so important to help women face their fears when it comes to breast cancer. It is for this reason so many do not examine themselves and/or go for mammograms. I can tell you first hand every moment counts!!!! I did one whole year of chemotherapy, lost my beautiful hair but fared through! Again I was LUCKY!! I can only hope that this will help others facing breast cancer!

1. Define Ethos, Pathos and Logos.
2. What are three types of persuasive claims listed in this chapter?
3. What are the three types of advocacy listed in this chapter?

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10. Speaking on Special Occasions

SUSANA POWELL, PH.D. AND MARK JANIS, M.A.

Learning Objectives

- Distinguish between informative and persuasive speeches as taught in class, and special occasion speeches.
- Identify special occasions when you might be asked to speak.
- Prepare for presentations in academic, social and professional settings.

The good news is that when you have mastered the informative and persuasive speech skills taught in SPE 100 and SPE 102 (for non-native speakers), you will be well equipped to tackle presentations for special occasions. We sometimes refer to informative speaking as "telling" and persuasive

speaking as "selling" (an idea, a concept, an advocacy).

Although you may think you want to avoid speaking on special occasions at all costs, it is usually an honor and a pleasure, once you accept the fact that you will not be asked to speak unless it appears you are eminently suited to do so.

Special occasion speeches fall into four categories: academic, advocacy, social and professional; but the same rules or guidelines apply: be prepared, be appropriate, be brief.

You have already discovered that being prepared is essential. You show disrespect to your audience if you are unprepared, and you want to feel confident, not embarrassed by your own performance. To be appropriate, you need to know your audience and the occasion, as well as the purpose of the speech you will give. As for brevity, a good short speech is always preferred to a good long speech, and the speech that leaves us wanting for more always receives the loudest applause.

The best known speeches in high school and college are valedictorian and salutatorian speeches given at graduation ceremonies. If you are invited to give such a speech – congratulations! You are probably top of the class with a perfect 4.00 GPA.

Both words comes from the Latin. One is a greeting ("salut"), and the other a farewell speech ("vale") in which the valedictorian says "good-bye" to college on behalf of the

student body. It is expected that the speaker will thank the institution and mention how education has helped overcome difficulties and prepare for a brilliant future. It's also supposed to be inspirational – not an easy task when you think of the thousands of speeches made across the United States every summer. And the audience is not your comfortable classroom of fellow students, but a stadium or theater packed with thousands of fellow graduates and their parents, as well as honored guests on stage. So the stakes are high. But the audience is usually friendly and appreciative. If the large number of strangers makes you nervous, concentrate on one section where your family and friends are sitting; then make eye contact with individual groups of your fellow graduates.

Rather than give directions, which are cold and uninspiring, it is better to relate successful valedictorian experiences from BMCC's past. And it gives me great pleasure to introduce a BMCC student valedictorian whom I coached, and who is now my colleague with whom I share an office. Yes, one of the most exciting things about BMCC is that you can truly "Start Here, Go Anywhere!" In this case, Mark Janis started as a student, earned his Associate degree, bachelor's degree, and master's degree, and returned to BMCC first as a tutor, then as an adjunct, and now as a full-time instructor. What follows, in his own words, is Prof. Janis' story. [*Please note that while most professors prefer their students prepare the BODY of the speech first, once the course is over you do what works best for you. In this case, Mark approached the outline chronologically: first the Introduction, then the Body, and last the Conclusion.*]

The Big Day

It was the phone call I had been waiting for. It was

the Dean of Student Services inviting me to deliver the valedictorian speech at commencement. I had been keeping up a 4.0 GPA all year, and this was an honor, a reward for all the hard work and study. But when I started to write my speech, I was lost. Some reward, I thought to myself, as I stared at the blank paper.

In speech class, I had gotten A's on my speeches so I decided to go back to the basic outline: introduction, body, and conclusion. Yet, after over an hour, I had gotten no further than when I started. I never had problems with outlines before, so why was I having trouble with this one? I finally realized it was not the format that was the problem; it was that I didn't know what a valedictorian speech actually was. I didn't know what it should accomplish. I didn't know what my specific purpose was.

I put down my pen and paper and went looking for an old speech book (a good example of why you should keep your old textbooks) and turned to the chapter on special occasion speeches. The chapter said that the valedictorian speech is a farewell to the school on behalf of all fellow students. The speaker can inject his personal experiences; however the speech itself should not be egocentric. In other words, I was not speaking for and about myself, but rather I was chosen as a representative for the entire graduating class, to speak for and about them. The chapter went on to say that the speech must also thank the school and explain how the school helped

us, the students, in reaching our goals. It should conclude on an inspirational note.

Now that I had my specific purpose and a clear understanding of what the speech must contain, I was ready. I started to compose the outline and filled out what was needed in each section.

> *Introduction*
>
> *I. Introduce myself as the representative of the graduating class.*
>
> *II. Thank the guests and all who attended.*
>
> *III. Relate common experiences to show how we got to where we are as a class.*

The last one gave me trouble. In a graduating class of over 2000 students, how in the world would I ever know what each student's experiences were, let alone find the ones that we all shared? I started thinking about how we started the school year in late August. Hurricane Katrina had destroyed New Orleans weeks earlier. I remembered that our finals in December were postponed for two weeks because of a subway strike that shut down our city. We were in the middle of the Iraq War that sent our gasoline and fuel prices sky high. "Jeez", I thought, "I can't speak about such negative, depressing things. It's a wonder any of us were able to make it through the school year." After a while, I realized that it was indeed an accomplishment that we made it through such a year and we should be proud of that. My introduction was done. On to the body.

I knew the body was the point in the speech where I was to thank the college faculty and staff; but if I just thanked them, it would not be much of a body. This is where I could inject my own experiences of what fellow students, a college education, and the professors mean to me; in the process, I would be thanking them as well. I now had my three main points:

Body

I. Speak about positive things I have seen students do.

II. Remind the audience of the results and advantages of a college education.

III. Explain how teachers are invaluable because of the information they provide us.

Knowing that the body was the longest part of the speech and knowing I was facing 2000 students who wanted to get their diplomas and start celebrating, it was essential I keep the attention level high. The best way to do that was to tell a story that would keep the listeners interested. This is the part of the speech where I could get creative and even emotional (but not too emotional). After all, I didn't want to break down in the middle of Madison Square Garden.

I knew that the conclusion of any speech needs a really good power punch ending. I wanted my listeners to feel inspired when they left, but I did not want to use any well-known sayings or cliches. (I actually had a professor come up to me before the

speech and say he hoped there was no mention of "reaching for the stars" in my speech!) I wanted to inspire others toward something that they could actually do but may never have considered. If I could find a suitable quote, then I would have my power punch ending.

> *Conclusion*
>
> *I. Signal the conclusion.*
>
> *II. Use quote and raise banner.*
>
> *III. Say goodbye.*

The next day, I was to meet with the chair of the Speech Department, Prof. Powell, and for the next two weeks she and I would work on the speech together. She confirmed that my specific purpose was correct and was pleased with my main points, but she wanted to know what I would use as a visual aid. I must admit that I did not think this kind of speech needed one. But I also had to admit that with all the speeches I had heard in my speech class, it was the presentation aids that I remembered most. She suggested to me that I just repeat the school slogan–"Start Here, Go Anywhere!"–at the end of the speech and print it on a banner to hold up to the audience. It was just the thing I needed to end with a real punch.

The following is the speech I delivered to the BMCC class of 2006. It is because of what I learned in Speech 100 that I was able to present a well-organized, focused speech that satisfied the elements of a special occasion speech.

Good afternoon and welcome! As I stand here before you, keep in mind that I am only a representation of you, our fellow students. I only hope that the following words will do honor to the hard work you have accomplished here at BMCC.

I would like to thank all who came here today, especially our guests. More than likely, they are the same ones who have supported us while we pursued our work, studies, and associate degrees.

What a year this has been! We started the year in the aftermath of one of the nations' worst natural disasters ever: Hurricane Katrina. We worked hard during the fall only to witness an MTA strike that shut down the city and delayed our finals for up to two weeks. We are ending this semester with skyrocketing prices of gas and merchandise, soaring rents here in New York City, and ongoing uncertainty in the Middle East. Through it all, BMCC has been our nook, shelter, our academic haven.

I came here as a 42 year-old freshman, but BMCC never made me feel any different than any other student. We truly have been part of a unique college. I have been in a class where the youngest student was 19 years old and the oldest was 72 years young. I have seen full-time workers who are earning their degrees walking into the building for classes on Saturday night and Sunday morning. I have seen mothers of all ages dropping off their children in BMCC's daycare and going on to their classes with confidence that their child is in safe, caring hands.

When people speak of community colleges, they speak of a student body that is too busy with other parts of their life to concern themselves with other issues. They feel that we are just here to do our coursework and move on. To speak about our student body like that would be a mistake. I have seen you all during Wednesday club hours engaging one another in conversation and philosophy. I have seen students marching next to adjuncts fighting for higher pay and better benefits. I have seen you walk

down Chambers Street to a recruiting station to protest the war, and I have seen you walk out of class and march up Broadway in support of immigrants. I have seen you in the early morning, boarding buses for Albany to lobby for more money for students with disabilities. I have seen you get involved. I have seen you care.

I came here in January 2005 after working for over twenty years in various occupations. They were quite different from one another but they all had one thing in common: competition. I am not talking about competition among businesses. That I expected. What I did not expect was competition among fellow workers. I entered the workforce in the decade whose motto was "information is power." Information was the weapon of choice people used against one another. If you had knowledge about something, you kept it to yourself, with the thought that if you teach what you know to someone, that someone might take your job one day. I was selfish with my knowledge in order to survive.

As I stood outside BMCC on my first day of classes, I watched the other students walk by as I sized up what I perceived as my competition. I vowed that not only would I be selfish with my knowledge but also that I would obtain knowledge from others by whatever means necessary.

I kept up this vow for the first three weeks of the semester when I found myself entering the library for the first time to do some research on William Faulkner. As my feet made their way across the carpeted floor, my eyes were drawn to the shelves of books. As I walked by rows and rows of columns and columns of shelves and shelves, it struck me. I looked all around me at the books filled with knowledge right there for the taking. Pages and pages of information with answers to any question I could possibly come up with right there! At my fingertips. If I chose to, that day alone, I could have learned how to solve a linear equation, how to conjugate an irregular Spanish verb, the impact of the reform act of 1884, and the reason why the caged bird sings.

I learned in Astronomy 110 that we are made up from the sun. All the elements that our bodies contain–magnesium, iron, hydrogen–came from the core, the center of the sun. But after our bodies are formed, where do we receive the elements to fill our brains, our minds?
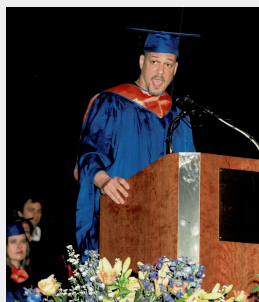
(*Turn to professors*)

Borough of Manhattan Community College Commencement Ceremony, June 2, 2006

It is these suns that give off information, knowledge. It is these administrators, teachers, instructors, professors, who are releasing energy from the core, the center of their minds; and in the same way that a new star begins its formation by grabbing hold of stellar dust, we grab hold of their stellar knowledge. And one day, it will be our turn to release our energy of knowledge to others.

I am not here to ask that you all become certified teachers. What I am asking is not to be selfish with your knowledge. Teach others in any way you can. Give generously of your knowledge. To quote Chaucer's Canterbury Tales : "And gladly would he learn and gladly teach."

I find it only fitting to close this address with a quote that we have all seen everywhere from our course catalogue to the banner that faces the Hudson River.

(*Pick up banner.*)

"START HERE. GO ANYWHERE."

BMCC has given us a strong start. And because of this, we can indeed go anywhere.

Thank you! Good luck! And have a brilliant life.

Appropriately, Mark's photograph, together with the slogan, was used on BMCC publicity material, and we would often see him posted in subway trains in his graduation gown!

Another memorable valedictory speech came from "Joon" in 2002, and it almost didn't happen. When I contacted Joon about coaching him in his speech, he waited so long to reply

that I suggested someone else be selected. His reply was that as a non-native speaker of English (from South Korea) he was very nervous, and he had hated his speech class, even though he earned an "A"! Here, then, was the very material to share and bond with his audience: all students are nervous about public speaking and many hate taking speech classes!

Graduating in 2002, Joon was part of the senior class that suffered the devastation of 9/11, so it was appropriate to mention the six BMCC students and two former students who died at the World Trade Center. He did not know them personally, but I suggested he held up a photograph of those eight students. This was then taken up by the keynote speaker Hillary Clinton, then a New York Senator, and also featured in The New York Times and The Daily News. So, a student who was reluctant to speak at all made lemonade out of lemons and delivered a valedictory speech worthy of media coverage.
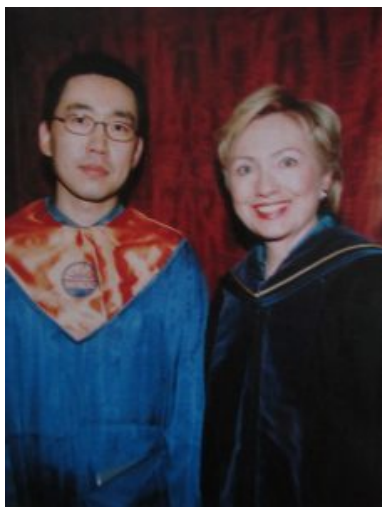
Joon and Hillary Clinton

Valedictorians are not the only students called upon to speak in public. In a memorable fund-raising speech in 2004, honors student Aubrey Sebayoni, a black South African scholarship recipient who came to the U.S. as a welterweight boxing champion, talked about his struggle, his opportunity and his dream, and urged patrons to make large donations to the BMCC Scholarship fund.

Like Joon, Aubrey was not keen on accepting the invitation to speak to prospective donors with a background so different from his own. I persuaded him to tell his own story, which was so compelling.

However, his first draft was long and rambling; so our job was to cut his outline down to a short story that really hit home. He was so successful that a record dollar amount was raised at the Gala, and Aubrey was invited to be a guest speaker for Con Edison, and then offered a job with Smith Barney.

Advocacy

Because of BMCC's close proximity to City Hall, the college is often the base for CUNY demonstrations when our budgets are predictably cut almost every year. Student Government members often organize marches and take part in rallies which demand public speaking of a different nature. Notable student advocates have included Reggie Mason, Melissa Balthazar, and Orville Ingram.

In an interesting turn of events, Student Government Association President Reggie Mason once turned the tables on me, his speech professor. At a City Hall Park rally with thousands of demonstrators, he pulled me up on stage and handed me the bullhorn, when I had not expected to speak. Dressed in an academic gown for the march, I mentioned that older CUNY graduates had the opportunity for free or low cost tuition, and made the chance remark: "It's

Melissa Balthazar (at mic) & Reggie Mason, SGA president

YOUR turn now." Miraculously, I heard students chanting back "It's OUR turn now!" Needless to say, I repeated the slogan, heard it bellowed back again, and then left the stage, grateful for a truly good exit line.

Inside City Hall, testimony is very strictly controlled. Speakers

usually have only two to three minutes to make their point, and a huge clock ticks away the time like an oven-timer. When time is up, the speaker is thanked for his /her testimony and expected to stop. If not, the microphone is turned off. Remember the old saying: "time is money!"

Social Events

Timing is also important in speeches for social events such as weddings, when celebrants want to be eating, drinking, and dancing rather than listening politely. Because members of the wedding party usually know each other well, it is tempting to tell off-color jokes or stories of bad behavior. Such temptations may be acceptable at bachelor/ette parties, but not at wedding receptions where several generations of the partners' families may be present. Don't say anything you would not say to your own grandmother. Rather than striking a note of hilarity, with the goal of entertaining, aim for the shedding of a tear, marking the end of one life and the beginning of another. It is too easy to get a laugh at the expense of the couple being married, and the ensuing embarrassment will be magnified when the glow of champagne no longer dulls the senses. Remember, these are "feel good" experiences, not stand-up comedy routines.

Similarly, if you are unfortunate enough to lose a loved one, and are asked to give the eulogy at a funeral, make sure you praise the deceased, and don't dwell on problems, mistakes and indiscretions. The emphasis should be on the positive attributes of the deceased, and the contributions made to family or community. Fond memories will be appreciated, but grudges should not go beyond the grave.

On a lighter note, if you have the good fortune to receive an

award, you need to acknowledge the institution that gives it, as well as your fellow recipients or competitors. Try to avoid the Oscar syndrome, in which you emulate the breathless and often inarticulate list of Academy Award "thank you's", and remember that if you use the occasion to propagate your pet cause, the results may be mixed. Recently, Black Lives Matter advocates have successfully spread their message widely, in unexpected places and occasions. But there can be a backlash, as demonstrated in many instances in the news. So you need to evaluate the advantages of spreading your message to a wide audience and weigh it against angry reactions. Such luminaries as Marlon Brando, Vanessa Redgrave, Jane Fonda and Michael Moore often lost work as a result of speaking out for social justice. And recently student valedictorians' microphones have been cut when they advocated for transgender youth and abortion rights. In my opinion, this should not stop you from spilling advocacy into a social occasion. You should be aware, however, that this is controversial, and be prepared to stand up for your free speech rights, despite the consequences.

Introducing and/or Thanking a Speaker

Be brief and be gracious. Make sure your research includes the highlights of the speaker's accomplishments relevant to the occasion. Take notes during the speech so you can refer to salient points at the end and show that you were really listening.

Professional Settings

You can be confident that once you have mastered the basic aspects of public speaking taught in SPE 100 and SPE 102 (for non-native speakers) you have the skills to carry you into your career. If called upon to give a report on the job, all the presentation tips you have learned will apply. Just make sure you know your audience, and analyze the space and technology available to maximize your proficiency.

If you are leading a group discussion, make sure everyone has a chance to contribute by asking questions of the silent

members, and suggest that the least eloquent take notes to ensure inclusion. Be clear from the offset what is the expected outcome, and limit the time of those who always like to hear their own voices – respectfully but firmly. This is even more important if you are moderating a panel or symposium: an early speaker exceeding time limits will impact later speakers and lead to disgruntled speakers and audiences.

"This does not apply to me."

You may think you will never be called upon to give a speech outside the classroom. You may be so glad that you never have to give another presentation, that you can accept your grade and throw away your notes. But think again! Don't you want to speak out when you witness social injustice? Surely the #MeToo and "Black Lives Matter" movements have shown us that we do not need to be politicians or professional speakers to insist on change, reform, and justice for all? Your own lived experience in your own community may provide you with a story that inspires and helps others. You have the skills so speak up and be heard!

Glossary of Special Occasion Speech Terms

Pro Tip

Whatever the occasion, be sure to ask *how long your presentation should be*, *who else is speaking*, *in what order,* as well as *the purpose of the speech.* Then prepare *slightly under the time-frame.*

Photo by Thomas William on Unsplash

Toast Honors a person or an event.

Roast Honors through light-hearted criticism.

Advocacy Reveals social injustice and suggests reform.

Welcome Welcomes a guest speaker or the audience.

Introduction Introduces a guest speaker to the audience.

Acceptance Gives thanks for an award or promotion.

After-dinner (or any meal) Serious or light-hearted to a group.

Keynote The main speech at a meeting.

Eulogy A funeral speech honoring the deceased.

Salutatorian Welcome speech at Commencement.

Valedictory Farewell Speech on behalf of the student body at Commencement.

Symposium Short academic discussion.

Panel Longer academic discussion.

Review Questions

1.   What are the audience expectations of a valedictorian speech?
2.   How can student advocates effect change?
3.   What are the pitfalls to avoid in speeches at a wedding reception?

Class Activity

> Share experiences of giving or hearing special occasion speeches: what worked and what didn't? Why?

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PART III: PREPARING AND DELIVERING THE SPEECH

11. Library Research

PHYLLIS NILES, M.L.I.S., M.S.

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Learning Objectives

</div>

- Formulate a research statement or question.
- Formulate keywords or concepts.
- Determine the appropriate type of materials.
- Determine the appropriate databases.
- Evaluate research materials.
- Cite the sources used.

Research

According to library.uaf.edu, "Library research involves the step-by-step process used to gather information in order to write a paper, create a presentation or complete a project." To start your research, you choose a topic and create a statement or question. If you do not have a topic, choose a subject that interests you. It is helpful if you have a basic knowledge of the subject so you know what aspect you want to explore. If you still need ideas, use the textbook. Go to the index and choose a topic.

For example, if you want information about tuition-free education for community college students, the research question may be "should community college students have free tuition?" This is a broad question; we will add some details.

Rephrasing the question to: "Should community college students have free tuition and what are the advantages and disadvantages?" Now that we have a research question/statement, we can identify keywords.

Keywords

Keywords are the concepts that are used to search the databases and to find research materials. The keywords come from the research statement. Using the statement above, the keywords would be "community college students," "free tuition," and "advantages and disadvantages." If these terms do not give the desired results, use synonyms or similar words. For example, instead of using "community college," use "two-year college." A synonym for "free tuition" may be "no cost." Use "pros and cons" instead of "advantages and disadvantages." Before searching the databases, one must determine what type of published materials are most useful.

Material Types

There are five common materials used for research: books, journals, peer reviewed journals, newspapers, and websites. Books are used to obtain an overview of the topic and a historical perspective. They should not be used to find current information, since information in books may be out of date by the time they are published. For current information, refer to journals or newspapers. Articles in newspapers can be as up to date as the current day. These articles are noticeably short and just give basic facts. For more in-depth, current material, refer to journal articles. To find scholarly articles, use peer reviewed journals. Such articles are written by experts in the field. One probably would want to use a combination of materials depending on the topic. Start with newspapers for the most current information. Next, search journals for additional information. Use websites with caution. We will discuss this in evaluating sources. Once we have selected the keywords and have decided on the type of materials, we are ready to search the databases.

Choosing a Database

According to Adam Hughes of Search Data Management, a database is "a collection of information that is organized so that it can be easily accessed, managed, and updated." It is suggested that you start your research with a general database such as Academic Search Complete. These databases cover many different subjects and have many types of materials. Searching here will give you an overview of what is written on the topic. It will also allow searching many types of materials in a single search. After you have searched for the general information, use a subject database. In the example "Free tuition for Community College students," one would choose an educational database such as ERIC. A business database would also be appropriate to find articles about the economics of free tuition. Searching a government website would provide information on congressional proposals on the subject. We now have a research statement and keywords, and we know how to choose material types and databases. The next step is to search the databases for articles and other sources.

Searching Databases

The same search strategy will be used in all databases. As stated earlier, one should start the search with a general database. Always select the advanced search. This allows you to use multiple keywords in a single search. By using this technique, you narrow the search. This allows you to focus the search to retrieve accurate results. In the first box of the advanced search, type the general topic. In our example, it would be "community college students." In the next box, type what you want to know about the topic; in our example, it would be "free tuition." In the third box, place another term to narrow the results such as "advantages or disadvantages." A list of materials will now appear. This is the results list. It may include books, journal articles, peer reviewed articles, newspaper articles, and websites. This list may be limited in several ways. If you choose "limit," you can narrow the search by

date. You may also limit by "material", so you are only searching for books, journal articles, or newspapers. Make sure you choose the "full text" so that you get the entire article. Next, review the results list. If an article title seems appropriate, read the abstract. An abstract is a short summary of the article. Before emailing check the box labeled "cite." You will receive the article and the citation. The citation will be used for the "Works Cited" page, which will be discussed later. Not all sources in the results list will be appropriate for your research project. All materials should be evaluated.

Evaluating Sources

Before using any, make sure it is credible. There are four criteria that will be discussed: authority, currency, purpose, and supporting statements. It is important to know what authority the writer has. For instance, are they affiliated with a research institution or a government source? Is the journal where they are publishing credible? Are the sources current? These will be important in locating recent material. The purpose for writing the article should be considered. Are just facts being presented or is the author expressing a point of view? Lastly, consider if there are statements of fact to support the conclusions.

Plagiarism

After you have sources, it is necessary to cite them. If citations are not included it is plagiarism. There are three major reasons to cite your sources: to give credit to the author, to avoid plagiarism, and to allow the reader further access to your information.

Maureen Moran from Richmond Law Library defines plagiarism as "using ideas and information from an outside source without giving credit to the original author." Every time you use an idea from an outside source, you must cite that source, or you are plagiarizing. This is a very serious academic offense in the United States, and it can lead to a variety of disciplinary measures including a failing grade or expulsion. To

avoid plagiarism, you must list all the sources used on a Works Cited page.

Works Cited Page

All the sources that were used must be listed on the Works Cited page. The two most common styles for citations are MLA (Modern Language Association) and APA (American Psychological Association). For information consult the MLA handbook or The Publication Manual of the American Psychological Association. There are also tools that will help you format your citations. Four frequently used tools are Easy Bib (easybib.com), Knight Cite (knightcite.calvin.edu), Purdue Owl (owl.prudue.edu), and zoterobib (zbib.org). These tools will help you format all types of materials either in MLA style or APA style.

Conclusion

The methods explained in this chapter can be used for any research project that you will do during your academic or professional careers. These methods will be useful for finding information throughout your life.

Review Questions

1. How do you form a research question?
2. How do you determine what words to enter in the database?
3. How do you determine the type of material that is appropriate?
4. How do you determine which database to use?
5. What should be considered when evaluating sources?

6. What three reasons why sources should be cited?

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12. Structure and Format: Outlining the Speech

REBECCA COLLIER, M.B.A.

Learning Objectives

- Determine the general and specific purpose of a presentation.
- Create a captivating speech introduction, body and conclusion.
- Support ideas and arguments through cited research.
- Differentiate between preparation outlines and presentation notes.

Imagine that you are about to enter a building for a job interview. You open the front door and walk straight into the bathroom. A little unsettled, you look around and see that, past the toilet and the

shower, there is another door. You walk through that door, and you are now in some type of gymnasium. There is a woman in the room, running on a treadmill, and you approach her to ask for help. "Excuse me," you say. "I'm here for a job interview. Do you know where I can find the Human Resources Department?" "Sure," the woman replies. "Just climb through that window and head down the hallway." She points to the window on the far wall, and you walk over to it. It seems crazy, but the window does overlook a hallway with an office at the end. There doesn't appear to be any other exit from the room you are in. So, you open the window, lift yourself up, and carefully climb through to the hallway on the other side. At the end of the hallway is a door whose small sign you can now read – "Human Resources." At last, you've made it to your interview, but now you have some grave concerns. What type of company would have their employees work in a building like this? How will you connect with the people and resources you need to do your job in such a crazy set-up?

Just like a building has structure and an overall plan to guide people through the space in a logical way, you will need an outline for your speech to provide a framework for your ideas and to help your audience see how these ideas connect to create your overall message. Additionally, similar to the way people have

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expectations for what they will experience when walking into a building, your audience will have some expectations about how your speech will unfold. When these expectations are not met, such as the example earlier, when you entered the door expecting to see the receptionist and were instead met with a toilet, your audience may find it jarring or uncomfortable if your speech does not have a recognizable introduction or conclusion, or if you abruptly jump from subtopic to subtopic without notice. In this chapter, we'll look at how to create an outline to guide your audience through your points in an organized format for a well-structured speech. In a professional setting, most speakers outline their speeches far enough in advance of their presentation date so that they have time to practice their performance and become comfortable with the material. Creating an outline will help you feel confident during your speech, because you took the time to carefully plan out what you desired to say. This leaves you free to focus on your delivery – how you say it – during your speech. This chapter will walk you through all the different parts of a speech outline, and show you how a formal outline can be translated into less cumbersome speaking notes.

The Speech Topic

One of the hardest parts of the speech assignment for

students is choosing a topic with which to work with. Oftentimes, as soon as you begin drafting an outline for a chosen topic, other topics will start to look more and more appealing, and you will want to change to a new topic. Resist this impulse, if you can! Many speech students have lost points on late assignments because they kept changing their mind about what to speak about. Once you begin working with a topic (approved by your instructor, when applicable), commit to it. Your instructor can help you navigate through the challenges of a topic with which that you are struggling with. Remember, your research and your speech delivery can make almost any topic engaging for the audience.

The Speech Purpose

Before you begin preparing your speech, your instructor will let you know what kind of speech you are working on. Is it a speech intended to inform your audience? Is it a speech where you will be persuading the audience? Or, is the speech designed for entertainment purposes? You will need to know what kind of speech you are giving before you do any other work on this assignment. To make sure that you are aware of the overall goal of the speech, your instructor may ask you to include the **general purpose** on your outline. There are three basic general purposes that apply to speech presentations: To inform, to persuade, and to entertain. An informative speech requires you to give a neutral, unbiased perspective to the audience, while a persuasive speech attempts to change an audience's beliefs, feelings, or actions. An entertainment speech is used to celebrate or commemorate something or as part of a ceremony.

In addition to the general purpose, each speech will also have a corresponding specific purpose. The **specific purpose** identifies what you would like to leave the audience with after your speech. For example, a specific purpose for an *informative speech* about the pyramids of Giza, Egypt might read: *To inform my audience about when and how the pyramids of*

Giza were built and what they look like today. A specific purpose for a *persuasive speech* about organ donation might read: *To persuade my audience to register as organ donors.*

Some professors might prefer that you submit a **purpose statement** in lieu of a specific purpose. The purpose statement identifies your goal for the audience. Using the example informative speech topic above on the pyramids of Giza, Egypt, your purpose statement might read: *At the end of my speech, my audience will know when and how the pyramids of Giza were built and what they look like today.* The organ donation speech might have the following purpose statement: *At the end of my speech, my audience members will register as organ donors.*

The Central Idea

Once you know your topic and your purpose, it's time to brainstorm the key message of your speech. This message is known as the central idea, and it serves as a thesis for your presentation. Your instructor may ask you to include a central idea on your outline. Creating a central idea is good practice, because it shows that you can state the main ideas of the speech in one sentence. A central idea elaborates on the speech purpose. For a persuasive speech, the central idea includes what we're persuading the audience about, and why our viewpoint is correct. For example:

Everyone should register as an organ donor because it's easy to do, and it could save or drastically improve someone's life at no cost to the donor.

For an informative speech, the central idea is a summary thesis, and it gives the main ideas of the speech in one strong statement. For example:

The pyramids of Giza, Egypt, were built by hand over six thousand years ago, and their outer structures and inner chambers are mostly intact today.

A strong central idea should have the following characteristics:

1. It should be a complete sentence.
2. It can't be a question.
3. It should encapsulate each main idea.

The Speech Introduction

Although your instructor may ask you to include the topic, general purpose, specific purpose, and central idea on your speech outline, you actually won't share these with your audience as part of your speech. Instead, your presentation to the class should begin with your introduction. The introduction and the conclusion are the most important parts of your speech, because they are the parts that your audience is most likely to remember. Thus, the structure and development of these two parts is crucial to the success of your speech. Your speech introduction should include the following five parts:

1. **Attention-getter**
2. **Introduce yourself and your topic**
3. **Relate the topic to your audience**
4. **Statement of credibility/interest**
5. **Summary of your main ideas.**

Attention-Getter

The first–and most important–thing you can do in a speech introduction is to captivate your audience and interest them in your speech topic. It is much easier to keep someone's attention than to fight to regain it, so the attention-getter is the first part of your speech that your audience will hear.

There are lots of ways you can help your topic appeal to your listeners. One classic example is to tell a short story. This can either be a personal story, or you can recount a story you heard or read somewhere that leads into your topic. A story can help personalize your topic for the audience and bring in a human connection.

Another way to draw attention to your topic is to startle your

audience with a shocking statistic or example that they won't be expecting. Be careful with this technique. If the audience is already familiar with your "shocking" material, your attention-getter could backfire, and you may end up losing the attention of your audience instead of gaining it.

Many students like to begin their speeches by asking a series of rhetorical questions. This requires the audience to think about the speech topic and make personal applications. If you start your speech in this way, make sure that you ask a few questions. One is rarely enough to generate interest in the topic. Also, the questions should make the audience ponder something. Suppose I began my speech with, "How many of you like lemons? Well, today I'm going to inform you about Miracle Berries." Did that get your attention? Not likely. Are you excited to hear more about my topic? It's doubtful. Let's try that again. "By show of hands, who here likes drinking lemonade? Okay, now who likes having a slice or two of lemons in their drinking water? Now, how many of you would enjoy snacking on slices of lemon – no sugar added? Well, what if I told you there was a way to make lemons taste intensely sweet, without adding any sugar? Today, I'm going to tell you about Miracle Berries…" When using questions as an attention getter, you might consider incorporating a silent survey. This is where you have your audience answer your questions in a physical way, such as by raising a hand. If students answer your questions vocally, the attention-getter will likely go on for far too long. A silent survey keeps the entire audience involved, without letting the audience take over your speech.

Additionally, you could begin with a powerful quote that ties into your topic. Make sure that you tell the audience where the quote comes from. If the source of the quote is someone that your audience is not likely to be familiar with, you may need to contextualize the source and explain why the words of this person are relevant. For example, if I began my speech with this quote, "Taxes are the price we pay for civilized society," as said

by Oliver Wendell Holmes Junior. Who is this person? Nobody knows, so nobody cares. I should contextualize this source, by saying something like, "According to US Supreme Court Justice Oliver Wendell Holmes Junior…" Now my audience will understand why the person who spoke these words is relevant.

You might also try to get the audience's attention by making them *curious* about your topic. Give them some clues, and see if they can guess what your topic will be from these clues. Be sure to take a moment and celebrate with them when they finally guess correctly!

Finally, you can begin your speech with some *audience participation*. Just make sure this is carefully planned and not too complicated. You don't want the attention-getter to take up all the allotted time for your speech. One student began her informative presentation by having everyone write down five numbers, between zero and nine, in any order, with no repeats. She then held a mini lottery for the class by randomly drawing numbers from a hat and giving a small prize to the student who's written-down numbers were the closest to the drawn ones. This was an exciting way to begin a speech on the New York State lottery.

The attention-getter of the speech is arguably the most important part of the presentation. If you don't capture the audience's attention, they are less likely to take in the rest of your speech. Thus, it is worthwhile to spend some time developing an engaging attention-getter that you are comfortable delivering.

Introduce yourself and your topic

Now that your audience is focused and interested in what you have to say, you should share with them who you are, and what you will be speaking to them about. This is especially important if you have used a detailed or complex attention-getter, where it may be necessary to clarify your actual topic for the audience.

Statement of Credibility/Interest

Once you have piqued the interest of your audience, and they know who you are and what you'll be speaking about, it's time to gain their trust. What makes you a credible speaker on this topic? Share with the audience why you chose this particular subject, and any personal experience you have with it. For example, if I were giving an informative speech on lacrosse: "I was first exposed to lacrosse in middle school, and I went on to play the sport for all four years of high school. Our team was very successful, and we won several championships."

However, you might give a speech on a topic with which you have had no direct experience. Never fear! You can also tell the audience about the kinds of research you have done to prepare yourself to speak on this subject. For example: "Although I've never actually played lacrosse, I've always been curious about it. I began preparing for this speech by watching videos online to understand how the sport is played, and I found some great articles to help me understand its history and development."

Sharing your interest in this topic, along with your experience with it, or an explanation of your research process will show the audience that you are a credible speaker on this topic and someone worth listening to.

Relate the topic to your audience

The next step is to help the audience see how they can relate to the topic you have chosen. Be creative! This can be a challenging step, and it requires some critical thinking. Suppose you are giving a speech where you are persuading your audience that college students shouldn't have to buy textbooks for their classes. Well, this is an easy one, because almost everyone in your audience will be a college student, and most people like to save money. Now, imagine that you are giving a speech to inform your audience about conjoined twins. It is unlikely that you will have many pairs of conjoined twins in your audience, so how can you make this topic relatable? You might start with the idea that many audience members may want to have children (or more children)

someday, or they may know people who plan to have children. It's important to be informed about a condition that could affect these future children. Also, you could take the angle that we live in a complex world, and we have to deal with lots of different kinds of people. Understanding more about the conditions of people different from ourselves can help us develop empathy. Almost any topic can relate to your audience, but some will take more work than others.

Preview your main ideas

For the final part of the speech introduction, you'll give your audience a summary of what you'll specifically be talking about in this speech. This is different from introducing yourself and your topic. There, you might tell the audience that you'll be informing them about the axolotl. In the preview, you'll let them know that this speech will describe the physical appearance of the axolotl, where it lives, and how it regenerates different parts of its body. The preview is given at the end of the introduction to help the audience pace the speech. For the example above, when you come to the part about the axolotl regenerating, the audience will know that the speech is almost done. It also helps your audience to know what they should be focusing on during your speech, and what the takeaway will be.

The speech introduction is the foundation of your presentation, and it's important to ensure that this foundation is sturdy. If the foundation of a building is unstable, the building may crumble and fall apart. Similarly, the speech introduction prepares the audience for the body of the speech. If the introduction is underdeveloped, the rest of the speech will be weakened by association. It is worth taking some extra time to make sure your speech introduction covers each of the five steps.

Transitioning from Point to Point

Suppose you were driving a car down the highway, and the driver in front of you kept switching lanes abruptly without using a turn signal. Wouldn't that be frustrating? Well, when

a speaker doesn't use transitions, it creates a similarly jarring experience for the audience. Using a transition phrase prepares the audience for a new topic and helps your speech flow logically from point to point. Transitions in a speech are a little bit different from transitions used in written work. When you are writing an essay, you can use a word such as "also" or "however" to move on to your next point. Yet, in a speech, you need to be more specific. The audience needs a clear signal that you are about to begin a new point. In order to transition to your first main point, you might say: "Let's begin by," "I'd like to start with," "First of all, " "To commence," etc. For additional main ideas, you could transition with "Moving on," "My next point will be," "Now that we've looked at_____, I'll tell you about _____," etc. Transitions are especially helpful in separating out your main ideas for your audience so that the body of the speech has distinct sections.

The Main Ideas

The main ideas are the major subtopics of your speech. Once you know your speech topic, the next step is to decide on your main ideas. You can't create a central idea or a speech introduction without them. The main ideas are the topic sentences of your speech. As a general rule, you should have at least two main ideas. If you only have one main idea, your speech has nowhere to go, and it may feel repetitive for the audience. That being said, you generally shouldn't have more than five main ideas in your speech. Once you get past the fifth main idea, the audience may have trouble remembering the first one! It's often a good idea to plan on having three main ideas for your speech. Think about how often the number three comes up in life: three strikes in baseball, three wishes, first/, second/, and third place, etc. In writing, this is known as the "Rule of Three." How many bears does Goldilocks encounter? How many musketeers are there? People are used to hearing things come up in sets of three, and so having three main points may make it easier for your audience to remember

them. In the end, though, you will need to decide on the appropriate number of points you need to develop your speech topic for your audience.

The Supporting Material

After you have your Main Ideas planned out, it's time to start researching material to support these points. For each point, you'll need some things to talk about. Depending on how you have chosen to organize your speech, you may need to look up some facts to share. This includes definitions, descriptions, and explanations. If you have too many facts, your speech may come across as dry and lacking in depth. Facts are generally used to lay the foundation for your main idea, and you will use other supporting materials to illustrate your point or defend your argument.

As you continue to research your topic, you should look for examples to share. Examples help your audience to understand and relate to your main idea. If I was giving an informative speech on the solar eclipses, I might share a brief example with my audience: "On Monday, August 17th, 2017, a rare, full solar eclipse of the sun crossed the North American continent." A brief example takes an abstract idea from your speech and quickly translates it into a real-life situation. This can help make your topic clearer for your audience.

In that same speech on solar eclipses, you could also use an extended example. In this situation, you would fill in all the details to create a story for your audience. "It was a day to be remembered. Hotels across North America had been booked over a year in advance, and millions of people traveled to find a spot in the path of totality – the area, about 70 miles wide, that would experience a total eclipse of the sun. As the time of the eclipse drew near, the air felt noticeably colder, and there were strange shadows on the ground. Then, for a little over a minute in most cities, the sky was plunged into darkness and the beautiful, white corona of the sun could be seen, along with a few stars. People gasped and screamed with delight. It was

over all too soon, but those who witnessed this event would never forget it." Extended examples add a personal touch to your speech and can help ensure that you have enough content to reach the timing parameters of your assignment.

Additionally, you may decide to use a hypothetical example. When used in a speech, a hypothetical example puts the audience into your speech. "What if you…" "Suppose you…" "Imagine that you…" These types of examples work well as attention-getters in the introduction, and you can use them throughout your speech to grab the attention of your audience and refocus them on your topic. As the audience members think about how they would respond to the imagined scenario, they are directly engaging with your speech concepts.

If you are looking to build credibility with your audience on your main idea, you should include testimonies as part of your supporting material. In the court of law, a person who has experience with the subject of the trial is called upon to give their opinion or relate their direct experience. This is similar to how testimonies are used in a speech, where you will include quotes from people who are experienced with your topic. These quotes fall into two categories: expert and peer. An expert testimony comes from someone who has professional experience with the topic, or some other publicly recognized form of expertise. A peer testimony is someone who has personal experience with your topic, but this experience is not from a professional or academic standpoint. Now, which is better for your speech, expert or peer testimonies? It depends. People tend to trust an expert testimony about scientific and medical points; however, people relate to a peer testimony more when the speech point has to do with everyday life. Sometimes an expert testimony can feel out of touch with how the average person lives.

Another way to come across as a credible speaker on your topic is to include statistics in your speech. Any numerical data in your speech, except, perhaps, a date or time, would be

considered a statistic. When people hear numbers, they are more likely to believe that what you are telling them is backed up by research. However, you need to make sure you are using statistics appropriately. Here are some guidelines to follow when using this type of supporting material:

1. **Cite**: if you use a statistic in your speech, you need to tell us where that number came from. Otherwise, we'll think you made it up!
2. **Sparingly**: Don't use too many statistics in your speech! Remember, statistics are like spices. If you use the right ones, they will bring out the flavors of your meal, but if you use too many, they will overwhelm your meal.
3. **Round**: It can be difficult to process complex numbers unless we see them written out. While it's fine to read that "New York City covers 300.36 miles," in a speech, it's better to say that "New York City has just over 300 miles." It's okay to be a little less accurate, if it helps you to be understood. Words like, "approximately," "close to," "almost," "nearly," etc. will come in handy here.
4. **Explain**: Help your audience to understand the numbers you are using. For example: "How much is a billion dollars? You could spend $100,000 a day for 25 years before you'd run out of cash." During your speech, help us grasp complicated numbers in terms we can relate to.

No matter what materials you decide to use in your speech to support your main ideas, you'll want to include **citations** in your outline to show where you found this information. Unlike writing, which has several formal citation styles, there is no specific way to cite your sources in your speech body. Your professor may require you to use a particular writing citation style (APA, MLA, Chicago, Associated Press). If not, note that speech citations should include at least the source where you found the information and the date the information was

published. You may also include the author of the information, but you may need to contextualize this for us. For example, if I said during my speech, "According to Bob Smith…," who is Bob Smith? No one knows, and no one cares. However, if I said, "According to the financial journalist Bob Smith, in an article published by the New York Times last month…," people may care more about Bob's point of view. The date is important here because the recency of your information can affect its relevance. Unlike citation in a paper, you don't need to cite your source every time you use information from it. This would become tedious for the audience to listen to. Instead, you should add your citation at the beginning or end of when you are sharing information from that source. For example: "All of the statistics I've shared today come from the Red Cross website, updated in 2019." Or, "The examples you'll be hearing in my speech all come from the Mermaid documentary published on Animal Planet in 2011." These **oral citations** give your audience enough information about your source to be able to find the full reference on your outline, if they need to verify something.

The Speech Conclusion

Once you have finished taking your audience on a journey through the main ideas of your speech, it's time to draw things to a close. However, you need to give your audience a hint that the end is coming. We call this a **signal**. If you forget to signal the end of your speech, you may finish speaking and find that your audience does not break into applause. They didn't realize you were on your way to the finish line. Giving your audience a signal alerts them that your speech will be over soon and helps them emotionally prepare for the end of your speech. The signal can be given a specific phrase, such as, "I'd like to end by…" or, "to wrap things up." Pay attention, and you may notice that your college professors will often use a verbal signal near the end of the class session, such as, "and last of all…" or "before we go…" Try using a signal phrase in your next presentation,

and see if you can spot your audience visibly perking up when they hear it. More advanced signals can also signal the end of the speech by changing the rate, pitch, or volume of their remarks. However, if you are using this technique, be sure to practice in front of someone before your actual presentation in class. You may think that you're effecting a great change in the way you are speaking, but those changes might need to be exaggerated to be noticeable by your audience. The only way you'll know for sure is to get some live feedback.

The signal of the conclusion leads into a brief **summary** of your main ideas. Simply restate an overview of the main ideas you just covered to help your audience retain the message of your speech. You may notice that your professors will also do this near the end of a class session. "Today we have covered…" is a common way for this to begin.

You'll want to cap off your conclusion with a **strong statement**. It's a good idea to actually plan out, word for word, what you would like to say for the last line of your speech. The audience is most likely to remember the first thing you said, and the last thing you said, so these words are the most important part of your speech. As much as you are able, commit them to memory. This will help you to make eye contact with your audience as you speak to help the words land with maximum effect. A strong statement can be a quote, or it can refer back to something you said in your introduction. In a persuasive speech, this statement will usually contain a call to action, or it will reinforce what you want your audience to believe, feel or do after hearing your presentation. For an informative speech, the strong statement should reinforce the importance of knowing about your topic, or what makes it so interesting.

It may be useful to think of the Three S's of the speech conclusion as you work on this part of your presentation. Using a signal, summary, and strong statement will provide closure

for the audience and help them to remember the ideas that you shared.

Creating a List of References

The last piece of your outline will generally be a list of references that you have used to provide source material for your speech. There should be at least one citation in the body of your speech from each reference. A reference is not just a website link to your research, but it shares details about your source in an organized format. You will generally need to provide the author's name and the title of the piece, along with the name of the source you got this information from, and the date it was published. If you found the source online, you will also include the URL for the web page where this source can be found. There are standardized ways to organize all this information, and your professor may ask you to use a specific format. The two most common styles for formatting references are MLA and APA. You can find many resources, both online, and in your college's library, to help you apply the correct formatting of the style your professor has requested. Carefully following these guidelines will add a professional polish to your speech outline and help you develop attention to detail in your written work, which is a valuable skill in the workforce, and in daily life.

Practicing with the Outline

As you are preparing to present your speech, it may be helpful to highlight key words and phrases so that you can quickly find the information you need in a single glance. This way you can have consistent eye contact with your audience. You want to avoid bobbing your head up and down as you speak, alternating between reading and seeing your audience. Remember, the outline is merely there to keep you on track. You don't have to say all the words exactly as you have written them. In fact, your words will have much greater impact with the audience if you can create the impression that you are speaking spontaneously. Don't be afraid to check in with your

outline to make sure you have included all your ideas, and in the correct order, but also don't rely so much on the outline that you are not connected to the audience.

If your instructor has asked you to include a speech topic, general purpose, specific purpose, purpose statement, and/or central idea on your outline, do not include these as part of your speech presentation. They belong on the outline to show your professor that you understood the topic and the goals for the assignment, and that you had a clear thesis for the speech, but you don't share these out loud with your audience. Likewise, you also won't read off the references to the audience at the end. These are part of the written assignment, but your oral citations are sufficient to establish your credibility in your presentation. For each speech assignment, you'll begin with the introduction and finish up with the conclusion.

To help you prepare for your in-class presentation, you should plan on practicing your speech out loud, with a timer, in front of at least one other person. The first time you run through your speech in this way, you'll find out what you've got, and you will likely need to make some adjustments to your outline. You can also get some feedback on your speech delivery, so that you can begin to refine your presentation skills. Continue this process of making changes and then practicing again in front of someone. In general, by the fifth time you've gone through the speech, you have it loosely committed to memory. You will know the overall flow of your topics and supporting material, and you can focus on connecting with your audience.

Conclusion

Remember the example of the disjointed building at the beginning of this chapter? The building had important rooms, but it was very difficult to navigate between them and make use of them. This concept also applies to your speech. You might find interesting examples and compelling arguments, but if they are not organized well, your audience may miss them. A well-organized speech will help your audience process

and remember your message and will give you greater confidence as a speaker. Spending a little extra time polishing your outline will pay off in dividends towards a speech performance that you can be proud of.

Review Questions

1. Why is it important to create an outline for a presentation?
2. What are the three general purposes of a speech presentation?
3. What is the difference between a specific purpose, or purpose statement, and a central idea?
4. What are the five parts of a speech introduction?
5. How do speech transitions help the audience?
6. Which type of example generally works well as an attention-getter for a speech?
7. Why should we use statistics sparingly in our presentations?
8. When would a peer testimony be more credible with the audience than an expert testimony?
9. How does oral citation differ from the type of citation you would include in an essay?
10. What could you say to signal the end of your speech?
11. What might be included on your outline that would not be spoken out loud as part of your speech?

- Read aloud a series of specific purposes or purpose statements, and have the students classify the speech categories as "Informative," "Persuasive," or "Special Occasion."
- Write down different types of attention-getters on small pieces of paper, such as "Story," "Startle," "Rhetorical Questions," "Quote," "Make the audience curious," "Audience Participation," etc. Break the students into small groups, and have each group blindly choose an attention-getter from the pile. Then, give the entire class a topic, such as "chewing gum." Each group has to come up with an attention-getter for this topic in the category they selected.
- Have the students help you come up with a list of 10-14 totally random, but specific, people, places, or things. Help them out with a few – mustaches, the Black Widow spider, North Dakota, etc. Once you have a list, pair the students up and have them share how they would have credibility on this topic. Do they have personal experience with it? Will they need to do research?
- Keeping the same list above, have the students work with their partner to decide how they would relate this topic to their diverse classroom audience.
- Create an abbreviated preparation outline for

the students that includes the general purpose, specific purpose, central Idea, and a list of main points. Break the students into groups and give each group either the introduction or a main point. The groups will prepare 1-2 minutes of content for their section and elect a spokesperson to present this to the class. Once the students are prepared, start a timer and do the presentation. The instruction should provide transitions between main ideas, as well as the conclusion.

- Have the students look up a quote from their favorite celebrity. It has to come from an article, though, and not a "Quotes" website. Put them into groups to share, and let each group pick the best one to present to the class. The elected spokesperson for that group will need to complete this oral citation phrase: "According to_____, reported by_____(website or periodical) on _____(date)..." and then relay the quote.

- Assemble Make 5-10 enlarged copies of both an APA reference and an MLA references. Cut the copies up so that the author, article title, published date, Retrieval URL, etc., are all on different parts. Divide the class into groups and give each group an APA "puzzle" to assemble. The first group to correctly assemble their reference wins! Repeat with the MLA reference.

- Pass out a lined index card to each student. Give the students an easy topic, and have them free write in complete sentences on this topic until either the time is up or the card is filled.

Next, have the students choose 10 key words that will help them remember what they wrote, and list those words on the blank side of the card. Then, pair the students up. Decide on a "Person A" and a "Person B." "Person A" begins, and flips the card so that he or she can see only the key words, and the partner can see the freewriting. Have "Person A" attempt to share what he or she wrote with "Person B," using only the key words as a prompt. At the end, "Person B" will let him or her know if anything was left out. Finally, switch roles, so that the other partner can present. Have a discussion with the class about the difference between presentation notes and preparation outlines.

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13. Presenting Remotely

JOE HUTCHESON, M.F.A.

Learning Objectives

- Identify the occasions and circumstances which require remote presentations.
- Establish the additional skills needed for remote presentations.
- Establish the difference between live and recorded presentations.
- Identify potential solutions for various remote circumstances.

It was a Wednesday afternoon in March. I had just arrived to my afternoon Speech 100 class and was preparing to take roll. As most often is the case, students were chatting and scrolling through their

phones. Suddenly, a student made the following unsolicited announcement:

"Hey! CUNY just tweeted that all classes will be remote starting Monday, March 23rd."

Silence fell over the usually chatty crowd. As students continued to file in, they could sense the uncertainty in the air.

"Okay, it's going to be fine...we can do this..." was all I could seem to say.

We all knew it was coming, to some degree. Although this was early in the COVID-19 epidemic, we were all familiar with the news. None of us could have predicted that we'd soon be wearing masks as a regular part of life and would continue to do so for more than a year; we couldn't have known that we wouldn't see each other in a classroom for the next few semesters—even as I write this, it's difficult to comprehend.

I meant what I said, I did believe it would be fine. Although this particular class was an in-person version of a course in public speaking, I had been teaching an online version of Speech 100 at Borough of Manhattan Community College for several semesters. My students may not have believed it, but I knew together we could figure it out. And we did.

Photo by lucas law on Unsplash

The value of being able to effectively deliver presentations remotely is not specific to the events surrounding the COVID-19 pandemic, but it was certainly reinforced by it. As technology has advanced and tiny cameras have become customary in many of the devices we deal with on a daily basis, presenting remotely has become more and more common. This chapter is not a set of rules or definitive right and wrongs, but a discussion of general approaches that work for remote presentations.

Why present remotely?

Whether it is the choice of the speaker or the audience, a remote presentation may be the best option. While we are all certainly aware of this being a solution to safety concerns, there are other more positive advantages to presenting remotely. There are also some obvious challenges.

Advantages to Remote Presentations	Challenges to remote presentation
• Reach a larger, more distant audience.	• Audience disengagement.
• Safer in times of epidemic or social distancing.	• Technological limitation for speaker and audience.
• Environmentally friendly.	• Visual aids solutions.
• Economical in terms of time and travel.	
• More streamlined visual aid options.	

Clearly the author of this chapter finds the advantages of remote presentations outweigh the challenges. This, however, does not suggest that remote presentation is always a

preferable choice. Nothing truly takes the place of live, in-person presentations. But different occasions call for different solutions; when there is an option, it's up to the speaker and/or the audience to decide the best solution.

Let's discuss some of these advantages and challenges a bit more thoroughly.

Advantages to Remote Presentations

Reach a larger, more distant audience. Without having to have a group of people gather in one place such as a lecture hall, theatre, classroom, etc., clearly the reach of a speaker is not held to such strict geographical boundaries. This opens up a world of possibilities: audiences can enjoy a presentation from someone in an entirely different country; potential employees can be interviewed or submit recordings of themselves to potential employers in other states; students can study abroad without having to leave their homes.

Safer in times of epidemic or social distancing. Though this chapter is being written at a time when the global COVID-19 pandemic is increasingly under control and social distancing guidelines are being lifted every day, what we have learned during the past year of continual quarantine and uncertainty will certainly be a part of our lives moving forward. During cold and flu season, some speakers or audience may choose to deliver or receive a message remotely to protect themselves and their loved ones. Those who have not or cannot receive vaccinations may find it in their best interest to seek a remote option rather than risk infection.

Travel accounts for a good deal of the world's environmental pollution. The environment benefits from reducing the need for speakers and audiences to travel to be physically together.

Environmentally friendly. According to the National Center for Biotechnology Information:

> "As the transmission of novel corona virus (COVID-19) increases rapidly, the whole world adopted the curfew/ lockdown activity with restriction of human mobility.

The imposition of quarantine stopped all the commercial activity that greatly affects the various important environmental parameters which directly connected to human health. As all the types of social, economic, industrial and urbanization activity suddenly shut off, nature takes the advantages and showed improvement in the quality of air, cleaner rivers, less noise pollution, undisturbed and calm wildlife." – Arora, Bhaukhandi, & Mishra, Science Direct, November 10, 2020

Economical in terms of time and travel. Travel expenses can be overwhelming and can actually limit our ability to experience more of the world outside of our specific geographic location. With the advent of various technologies, a remote presentation in India can now be viewed by someone in the Bronx who can't afford to take the time off to fly abroad; a person in Beijing can apply for a job in London without having to pay for a plane ticket; a student who wants to study abroad but also needs to work in their home country can consider distance learning in any country that offers it.

More streamlined visual aid options. Most video conferencing applications also have a "screen share" or "file sharing" option. If used correctly, this function can streamline the process of sharing presentation aids. Anything a speaker has on their desktop, hard drive, or personal device can usually be shared easily with their audience. Notice, however, that visual aids are mentioned as a possible challenge as well, which will be discussed further.

Challenges to Remote Presentation

Audience disengagement. Those same devices with which we can see each other from miles and miles away also do their best to distract us. It can be safe to assume that most of us don't turn off all of our notifications or close all of our open applications before engaging in video conferencing, though this would be a very good practice to adopt. When part of a

remote audience, often participants may opt to listen more passively while engaging in other activities.

Technological limitations for speaker and audience. We must keep in mind that we do not all have access to the same technology. As a speaker, when given the opportunity to choose between live and remote presentation, one might consider the demographic of their potential audience and the likelihood that they will have the necessary technology to be reached. Will they have the device necessary to receive a remote presentation? Will they have access to the bandwidth? As someone who determines the circumstances of a presentation (such as a teacher, supervisor, or potential employer), the equitable approach is to consider the technology to which the speaker has access and with which the speaker is familiar—or at least reasonable expectations to acquire them.

Visual Aid Solutions. If a speaker is familiar with video conferencing platforms which allow them to share their screen seamlessly and has access to the technology with which to do so, they are fortunate and should take advantage of them. Without these skills and capabilities, sharing a visual aid with an audience and being certain the audience can easily see and process it can be challenging. The same applies to audio aids. Later in this chapter, we will discuss best approaches when dealing with limited technology.

Same Idea, Different Approach

A previous chapter in this book discusses the elements of the communication process. This is a standard discussion in any public speaking text, and usually involves a similar description. These are generally considered the elements of the communication process:

- Speaker
- Message
- Channel

- Listener
- Feedback
- Interference
- Situation

The similarities between in-person presentations and remote presentations are most evident in the elements of *speaker*, *message*, and *listener*. The most basic communication model is still in play: a speaker is sending a message to a listener in the hopes that message will be received. The other elements of our communication process —*feedback*, *interference*, *situation*, and *channel*—are most affected by a remote presentation format.

Similarities	Differences
Basic communication model	Conditional or inconsistent feedback
Speaker/audience relationship	More easily distracted audience
Importance of presentation aids	Speaker and listeners in different contexts
Reliance on strong communication skills	Channel for communication depends on technology
Audience-centered delivery	

The elements of public speaking which are shared between live and remote presentation have been and will be covered in this book. The differences are more essential to a discussion on remote presentation.

Conditional or inconsistent feedback/More easily distracted audience. A realistic observation of the "work-from-home" habits many of us have developed over the last few years would likely show that we are less focused in our meetings and appointments than before. As our devices are designed to be exciting and interactive, there are perpetual distractions all around us when we are required to surround ourselves with technology. We are not lowering the lights and focussing on one projected slide presentation in the same meeting room, board room, or classroom. We lack the physical conventions which bring a live audience together. Therefore, audience attention is likely to be less focussed. This is simply another type of interference a speaker must work through. The message must be clear and concise, and the speaker should do all they can to grab and hold their audience's attention. The same care in which a speaker selects their initial attention grabber at the onset of a presentation can be taken with each moment in the presentation thereafter. Furthermore, messages should be made as concise and clear as possible to make it as easy for an audience to commit their focus.

Speaker and Listener in Different Contexts. As mentioned above, our remote audience is not all in the same room. Sometimes, they may not even be in the same moment in time.

If a presentation is recorded, a speaker not only receives no live, non-verbal feedback, but the speaker may never receive any feedback at all from certain audiences. It is still the responsibility of the speaker to try and maintain their audience's attention, though they may not be present when the audience receives their message. This must be an underlying motivation while recording the presentation.

During a live remote presentation, the audience is composed of independent receivers in various locations with their own set of distractions. What can we do as speakers to bring a sense of unity to our remote audiences? The idea of establishing common ground discussed earlier in this textbook becomes an important tool not only to bond the speaker and the audience, but to help bond the audience members to each other.

Channel for Communication Depends on Technology. Regardless of the technical resources of the speaker or the audience, some level of technology is required to establish a remote connection. While a live video feed is probably the closest a speaker can come to simulating a live presentation, less degrees of technological support can still be successful means of communication. As long as the speaker or presenter can get a message to the audience, the basic communication model can function.

Photo by Good Faces on Unsplash

Technology and Presentation Aids

Work with what you've got; work with what you know.

We are all presented with different challenges and have access to different resources. While you undeniably must have some sort of device (computer, electronic tablet, smartphone, etc.) and a reliable internet connection, a remote presentation can be successfully achieved with various levels of technological support.

Some speakers will have a

good grasp of how to use PowerPoint and share their screen with their audience; some speakers will provide physical presentations aids and show them over video. Some speakers may record their presentation and then spend time in an editing program adding text and images to support their presentation; some speakers may simply record themselves against a nice, neutral background.

While it is always a good idea to improve our technological skills, learning a new software or platform right before a presentation may not be the best choice. Chances are the speaker is nervous enough without adding the element of relying on something unfamiliar.

Using tangible visual aids such as models, printed images, charts and graphs, or other types of artifacts can be just as effective as a more technologically supported solution.

In fact, because so many presentation aids are presented digitally, an argument might be made that a more "old-fashioned" solution could increase audience engagement and help focus attention.

Audio aids and video work a bit differently and depend on the technological support to function properly during presentations. As a teacher, I must be aware that while I stream a video on my desktop and share it to my virtual classroom, my students are often seeing a grainer, choppier version of the video. Playing a video or audio recording on another device that can be picked up by your camera and/ or microphone may be an option, i.e. playing a video on an electronic tablet held by the speaker for the virtual audience to see or playing a recording over a speaker that is not attached to the computer and can be picked up by the computers microphone. Just remember, the important part of using a presentation aid is in the title: presentation aid; it must help the speaker get their point across and not provide additional distractions to the audience or obstacles to the presentation. Whenever possible, put yourself in the audience's position and

see the presentation from their viewpoint. This is part of an audience-centered process.

Virtual Eye Contact

The importance of eye contact has been discussed elsewhere in this textbook. While some presentations may be given orally with the on-screen visual aids being the primary optical focus for the audience (such as turning off the speaker's video and focussing on a shared slide presentation), this section applies to presentations that are attempting to mimic a live presentation model.

No actual eye contact is possible in a remote presentation. When we look at our screen, we are seeing millions of moving pixels making up very accurate visual representations of our audience members. If our audience is gracious enough (or required) to have their video on during a remote meeting, we can honor them by engaging in virtual eye contact.

Personally speaking, when I was new to a remote classroom setting, I discovered not only the opportunity to explore the skills necessary for successful remote presentation, but also to see myself teaching on camera! Not that I'm particular fascinated with my own looks, but I found it very challenging not to get caught up in watching myself speak rather than connecting with my audience. Suddenly, instead of wondering what I must look like while I was presenting information to my students, I could see in real time right on my screen. I learned to set my "grid" up so that I couldn't see myself as easily. The students may have not known the difference, but I have no doubt that my connection to them improved once I engaged in more regular virtual eye contact.

Whenever possible, a speaker may consider avoiding reading their speaking notes from the same screen on which they are connecting with their audience. In live, in-person presentations, speakers practice taking information from their notes while returning meaningful and regular eye contact with their audience as often as possible. In a remote

presentation, an audience may feel more engaged with a speaker if they feel the speaker is splitting their attention between their notes and the listeners rather than speaking to—or through—their notes. If one has a large enough screen on their desktop, this may not be the case. But many of us are dealing with laptops and handheld devices which would not accommodate a split focus as easily.

Standing vs. Sitting

Traditionally, a speaker would stand for a presentation if they have the ability to do so. Gary Genard, founder of the Genard Method of performance-based public speaking training, states that "if you have the choice to sit or stand when presenting, standing is better." He goes on to say that "speaking virtually benefits from full-body involvement as well." (Genard).

In a remote setting, many of us work from a desktop or laptop computer which provides the camera and microphone, part of our channel for communicating remotely. These are generally more easily accessed when seated. A speaker who chooses to invest some time and effort into setting up their equipment to accommodate a standing presentation will certainly improve their audience interest and perhaps even enhance their credibility.

Technical Considerations for Remote Presentations

Background

When choosing a location from which to deliver your remote presentation, the background must be taken into consideration. The background should not provide any interference for the speaker. Choose a neutral background or, at the very least, a background that is not distracting. Remember, we are always trying to hold our audience's attention against their natural tendency to let it wander; we have to help them focus on us. Not everyone has access to a completely blank wall, but we can all take some time to find a background on which to shoot which will give our audience as little to pay attention to (besides us, the speaker) as possible.

Lighting

Believe it or not, lighting has very transformative powers. Many of us have memories of sitting around a dark room or a campfire, holding a flashlight below our chin to shine straight up our faces while we told a scary story. If you've never seen this effect, take some time to find a mirror, a flashlight, and a dark room and prepare to see a very different version of yourself.

Auditoriums and classrooms are generally well-lit spaces. This is intentional. Lighting is part of the context in which a presentation is given, and should be taken into careful consideration. Lighting also has the capability of being an obstacle for the speaker under certain circumstances. If a speaker is lit from behind, their audience will see them in shadow; if lit from only one side, half of their face will be in shadow. We have discussed above what happens when lit from below; being lit from directly above casts different kinds of shadows down our faces, though not nearly as scary.

Even if we are working with basic lighting, we can certainly make sure the light source in the room is supporting our presentation as much as possible. We can make sure that whatever device through which we are communicating is between us and the light source. If the light is overhead, we can adjust to make sure it isn't casting harsh downward shadows. We should always try and take a look at what our audiences are seeing before we present. Most conferencing software allows us to conduct a "meeting" and record it without having other people present. As with most things, a little preparation goes a long way.

Splicing or Cutting Video

Some of us may be called upon to give job interviews by way of recorded presentations. I have done so myself. While all presentations are important on some level, the stakes for a job interview are fairly high. Aside from the obvious care we would want to take with the technical elements above, we want those viewing our video to perceive us as competent

communicators. A video that is recorded in a single take, without splicing different clips together, gives the viewer a sense that the speaker is prepared and confident. It also may allow the viewer to forget for a moment they are watching a video and imagine what it may be like to work in person with this potential employee. Splicing videos together may give the viewer a sense that something immediately before or after each clip has gone awry and needs to be fixed. If the video is on the short side and spliced together, it may give the viewer the impression that the potential employee did not care to take the time to record the video over. Often a video job interview is essentially a short informative speech about ourselves; delivering this presentation in a single take can show potential employers that we are prepared and can communicate a message fluently and clearly from beginning to end.

For other types of recorded presentations, the speaker must decide for themselves whether cutting and splicing feels appropriate to the occasion. A cooking demonstration may require a time jump while that turkey roasts in the oven for five hours. A video presentation about a speaker's home town may provide an opportunity to cover more geography, and splice clips together in which the speaker delivers their message from different locations.

Practicing the Presentation

The old adage states that "If something can go wrong, it will." While this is not always the truth, presenting remotely adds an entirely new set of potential mishaps. We must be prepared and anticipate what could go wrong and have a plan to prevent it if possible. And just as with a live presentation, we must be prepared to carry on if and when something does go wrong.

Practice both with and without your video support. Do the presentation a few times as if your audience is live and in the room with you. Then, record yourself doing the presentation the way your audience will see you. After taking some time away so the presentation isn't as fresh in your mind as the

speaker, watch the video from the audience's point of view. Do some self-analysis to see how you will be perceived remotely by your audience. Speakers who are allowing their lighting, microphone, or camera to become an obstacle or an element of interference for them will come off as unprepared and unprofessional. Speakers who are seen and heard easily over video automatically gain a few credibility points with their audience.

Presenting Our Best Selves

Regardless of the method or occasion, whenever we rise to the occasion of speaking publicly, we hope to present our best self and should do everything within our power to do so. The time and effort we put into preparing to present remotely directly contributes to our success. Whether you plan to give a remote commencement speech at a graduation, bring an important issue forward at a virtual town hall in your community, or submit a recorded video job interview for your dream job, your best self deserves the opportunity to shine through regardless of whatever remote channel you use.

Review Questions

1. What are some of the advantages and disadvantages of delivering remote presentations?
2. What are some of the similarities and differences between remote presentations and live, in-person delivery?
3. What are some important technical elements a speaker should take into consideration when

preparing a remote presentation?

- Deliver and record a short remote presentation without regards to any lighting, sound, background, or other technical considerations. In other words, make no effort to take those things into consideration. Don't watch it yet! Deliver and record the presentation again taking all of the same elements into great consideration. Now watch both videos back to back. Notice the differences and how they affect you and the audience.
- Set up a video conference with a few classmates. Before the conference, arrange your surroundings in a way in which you think you are able to deliver a message the best as a speaker; set up your lighting, your recording device, your background, etc. Each student can provide some type of visual or audio aid to share with the group. Take turns analyzing each others' setups from an audience perspective.

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14. Language and Speaking to a Global Audience

ANTHONY NAAEKE, PH.D.

Learning Objectives

- Distinguish between verbal and non-verbal aspects of language.
- Explain the role of culture in the creation and meaning of language.
- Identify the functions of language.
- Use language effectively in public speaking to a global audience.

"I was born in the Dominican Republic and Raised in the United States–you can imagine the integrative process that was for me. (...) I mean, think about it, a child of color, non-English speaking;

attending school for the very first time. It was quite the holy grail for the all-American bullies. You'd think color would not be a factor, but it is. Assumptions are rapidly made from one's appearance, and I can almost guarantee that my peers thought I spoke English as soon as they laid their eyes on me. Those children who possessed a native tongue looked down on me shamelessly. I was very much an outcast for the first few months of my attendance to this institution–more so fraternizing with Spanish-speaking teachers and staff. My peers made the assumption I lacked intelligence, hardly ever assisting me, if any struggle was evident, they would simply continue the discussion at hand; and I'd often be left in the dark."

— Yuneiris Martinez, BMCC Student

As you can see from the testimony of Martinez, we communicate with others by using language. Language, as a tool of communication, can be used to do many things. For example, language can be used to define phenomena or to label people or things, to evaluate, to inspire, to inform, to persuade, to criticize, to demean, to uplift, to confuse, to deceive, to lie, and so on. To be an effective public speaker, it is important to always be aware of the diverse or heterogeneous nature of your audience, and use language that will be understood by the audience in the way that the speaker intends. This chapter will explore language in its verbal and non-verbal forms and show how each of these forms can be used effectively or ineffectively in speech, especially to a global audience.

Defining Language

Language is made up of symbols that are created by a community or group of people. The community creates the symbol and assigns the meaning of the symbol. These symbols can be verbal or non-verbal. An example of verbal expression is the word "table" which refers to an object that the English-speaking community has decided to call by that name. A Spanish speaking community, on the other hand, uses the verbal expression "mesa" to refer to the same object. If you do not belong to the symbol creating community, you will not know the meaning of the symbol unless you learn the symbols of other language communities.

The symbols created by a community may also be non-verbal. This means that a community or group may have other ways for exchanging messages without using words. Non-verbal symbols or codes include facial expressions, eye contact, time, body language, touching behavior, silence, space and distance, smell, artifacts, or objects people wear or put on themselves, and so on. Although some non-verbal codes in one community may be the same or similar in other communities, the meaning each community assigns to the non-verbal codes may not be the same. This means that even when there is similarity in the code, there is still a possibility of misunderstanding the meaning of the non-verbal expression across linguistic communities.

Meaning of Language

As far as the meaning of words is concerned, we will explore two ways to understand the meaning of language. The first is the denotation, this is the literal meaning of a word, the 'dictionary definition.' If someone says something to us using a word that we do not understand, we can find the meaning of that word by looking it up in the dictionary. The other way we can understand language is through connotation. The connotation of a word is the emotional response or feelings that words cause. The connotation of a word also depends on

cultural context and personal associations. For example, the word "father" according to the dictionary is "a male parent", that is the denotation of the word "father." The connotation of the word "father" may have different associations to different people. If for example, someone had a negative or painful experience with a male parent, the word "father" may connote anger, resentment, and hate.

In other words, the meaning of language, besides being denotative, could also be connotative. Because of the connotative meaning of words, it is important for public speakers to be careful in their choice and use of words to reduce the possibility of misunderstanding. It is not always easy to know what your words may connote to someone or a group of people, but the more aware of and sensitive you are to the people you communicate with, the greater the possibility of reducing misinterpretation of your message.

We have just explained the verbal and nonverbal codes of language. However, it is important to note that when a person says something in words and the words are contradicted by the person's nonverbal codes, the receiver usually believes the nonverbal messages over the verbal one. For example, if someone who just walked into my office wanting to have a word with me and I said "Sure, no problem," but my body movements, posture, and even facial expressions give an impression to the person that I am not available to him/her, the person would believe my non-verbal behavior over what I said verbally.

Phonetics

Now that we have looked at the meaning of words or how language is understood (semantics), let us turn to what is called phonetics. The phonetic dimension of language refers to how the verbal codes of language are expressed in sound – pronunciation. Every linguistic community has a way they vocalize or put sound to the words. To be an effective speaker, it is important to pronounce words in the way they are supposed

to be pronounced. Pronunciation can be a problem in effectively communicating to diverse groups if people do not understand what you are saying because of how you are pronouncing the words. It is important for public speakers, especially those who are not native speakers of a language, to make every effort to articulate properly and not speak fast. Articulation is a form of pronunciation that pays particular attention to making sure that all the letters of a word, especially the end consonants, come out clearly. For example, "I ought to prepare for the exam" instead of "I outta prepare for the exam."
Pragmatics

Another dimension of language that an effective speaker should take note of is called the pragmatics of language. Pragmatics in language use means the way language is used and understood on a day-to-day basis by a linguistic community. For example, a group of people may use language without paying attention to whether what they say follows the acceptable grammatical rules or not (syntax). Their way of expressing themselves may not pose a problem to them because the group members understand one another. However, in a diverse context, a pragmatic use of language may not be effective. For example, one linguistic community may say "It isn't right for men and women to do the same job and earn unequal wages" while another linguistic group may say the same thing differently such as, "It ain't right for men and women to do the same job and earn unequal wages." Therefore, to avoid confusion in language use, it is always important to use the standard language that is commonly understood by many of the people in your audience.

Responsible Use of Language to a Global Audience

As a matter of ethical and responsible use of language, an effective public speaker should always be mindful of the diverse nature of the audience, and use language that is respectful of the audience. By a global or diverse audience, I mean that the people being addressed differ in many ways.

The differences in an audience may be based on age, ability (disability), gender, sex, sexual orientation, ethnicity, race, nationality, religious affiliation, political affiliation, philosophical attachments, etc. Because of these demographic characteristics of an audience, an ethical or responsible public speaker should avoid using the following kinds of language:

- Obscure and unfamiliar words. For example, the word "niggardly" which means miserly or not generous or stingy is very obscure and mostly unknown to many people. So, why use it when you could simply say "miserly"?
- Language that ignores or demeans people by virtue of their race, sex, gender, sexual orientation. For example, the statement,:"These people think that they deserve free housing, food stamps, medical care, free abortions, and marital rights even though they are contributing little to zero to the economy and culture of this country." Although the statement does not name the people being addressed, the audience is expected to know to whom "these people" refers in context.
- Language that has two or more meanings. For example, the word "hot" could refer to the temperature or temperament or spicy or even attractive. To avoid misunderstanding, it is always a good thing to use words that can easily be understood.
- Language that avoids making a commitment or a declaration, such as "weasel" words (maybe, allegedly, probably, etc.). This is more so in persuasive speeches.
- Language that is technical and belongs to a certain profession or field. For example, "The bane of postmodernism is the dethronement of God and the enthronement of subjectivity." What does this sentence mean to an ordinary person?

Responsible and ethical speakers should use language that is

familiar to their audience. Familiar language is down to earth and reflects the everyday experience of people. Descriptive or figurative language is encouraged because it not only embellishes the language, but it also makes it easy for the audience to visualize. Figurative language is also called rhetorical tropes. Examples of rhetorical tropes are:

1. Metaphor: implicit comparison. He has a heart of gold.
2. Simile: explicit comparison. After a good night's sleep, I felt like a million dollars (this is also hyperbole).
3. Personification: assigns human qualities or characteristics to non-human things. Life is a journey; travel it well.
4. Hyperbole: exaggeration. I'm so hungry, I could eat a horse.This is an exaggeration, you wouldn't be able to eat an entire horse.
5. Negation: saying something in the negative. Do not ask what your country can do for you, ask what you can do for your country (From Inaugural speech by President J. F. Kennedy). https://www.youtube.com/watch?v=u5DODFhQ-H4
6. Repetition: saying the same thing several times for impact. I have a dream... I have a dream... I have a dream (From I have a dream speech by Dr. Martin Luther King Jr.). https://www.youtube.com/watch?v=smEqnnklfYs
7. Assonance: a play on the sound of the vowels. The Negro cannot find lodging in the motels of the highways and hotels of the cities (From I have a dream speech by Dr. Martin Luther King Jr.).

Responsible and ethical public speakers should make sure that they know and use non-verbal codes appropriately. An example can be found in the Catholic Church. In Africa, many Catholic priests think that the longer they preach the better it is for them and their community. However, in many white parishes in America, the priest is often expected to preach for a

maximum of ten minutes. So, an African priest who finds himself in a white parish in America should be mindful of the cultural differences regarding the use of time and limit the preaching to the time frame that is acceptable to the audience.

Another dimension of non-verbal communication that effective public speakers should be mindful of is eye contact. In many Western societies, it is expected that a speaker maintains a generous, direct, and sustained eye contact with the audience. This means that a speaker who is not a native Westerner should make every effort to connect emotionally with the audience by using eye contact.

Conclusion

In this chapter we learned that language is a structured system of symbols used to communicate meaning. Language is very important because it is the primary means of communication among humans. Language is much more than a collection of words. We use language to not only define phenomena or to label people or things, but to evaluate, inspire, inform, persuade, criticize, demean, and uplift. We use language both verbally and non-verbally. Our body language, eye contact, use of gestures, posture, facial expressions send messages to our audience just as much as our spoken language does. We define language through denotation, the dictionary meaning, and connotation, the emotional feelings that words evoke. We use language figuratively and descriptively to help our audience visualize our messages. As a matter of ethical and responsible use of language, an effective public speaker should always be mindful of the diverse nature of their audience, and use language that is respectful of the audience. Effective public speakers should aim to present their messages in a clear, concise, and purposeful manner while always keeping their audience in mind.

1. In what ways do the verbal and non-verbal aspects of language differ?
2. Explain the role of culture in the creation and meaning of language.
3. List any five (5) functions of language.

- In small groups discuss and write down at least four ways in which non-verbal communication can be a source of misunderstanding between (among) people of different cultural backgrounds.
- Describe instance (s) when people have looked down on you because of how you speak. How did the experience make you feel or how did it affect your communication with others?

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Worksheets: Speaking to Persuade/Advocacy

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Exciting exercises for preparing presentations!

The following worksheets may help you to organize, consolidate, and streamline your research. These are designed primarily for use in developing persuasive and advocacy presentations, but they can also be used for other types of presentations.

- **Exercise One: Exploring topics (Also seen in chapter)**
- **Exercise Two: Exploring your cause**
- **Exercise Three: Telling your Story**
- **Exercise Four: Starting your research**
- **Exercise Five: Give us the details!**
- **Exercise Six: Putting it all together**
- **Exercise Seven: Timing and Practice**

Exercise One: Exploring a topic

When looking for a topic, cause, or issue to

discuss, ask yourself the following questions. You may consider brainstorming in any one (or more) of these areas. This is a place for you to write down the ideas that you are thinking about.

Name_____

- What is important to me?

- What excites me?

- What makes me happy?

- What makes me angry?

- Do I have a good idea that others might embrace?

- Is there an issue that 'speaks' to me?

- Can I make a change?

- Have I experienced something inspiring or life-changing that I can share with others?

Exercise Two: Exploring your cause

In order to become an advocate, or to persuade your audience, you may wish to consider learning as much as you can about your topic. This worksheet will help you to create a broader picture of your issue so that you will be able to advocate effectively for your cause. You may wish to use.edit this worksheet multiple times as you develop your presentation.

Name _____

1)   What do you want to talk about?

2)   Why is this issue important to you?

3)   Where can you find information about this cause?

4)   Why is this issue so important?

5)   What do you want the audience to feel/see/do after listening to your presentation?

6)   If someone disagrees with you, how might this person react to your presentation?

7)   How can you respond to an individual who disagrees with your perspective?

Exercise Three: Telling your story

A successful advocate might have a story to tell. Telling your story will help to make a connection between you and your listeners. This story may be

told at the beginning of your presentation to capture the attention of the audience. The length will be based on the time allotted for your presentation. Develop your story using the questions below. You may consider revisiting this exercise once you have gathered some research on your topic.

Name_____

Your topic: _____

What type of story will you tell? Will it be a personal story? A hypothetical example? A story about someone you have read about?

What kind of impact would you like your story to have on others? (How do you want your audience to feel after hearing your story?)

What specific words, phrases, or images will you include when telling your story?

Consider writing the draft of your story here:

Exercise Four: Starting your research

In order to gain credibility with an audience, it is important to share relevant and well-organized material with them. Your professor may have a requirement for the number of references in your presentation. You may find it helpful to develop a separate sheet for each reference.

Your name: Your topic:

Part One: Find an article

1.   Visit the BMCC Library website.
2.   Click on the Academic Search Complete Database.
3.   Search for a word (from class discussion).
4.   Choose an article. Read it.

Part Two: Write about what you found (See instructor for instructions for online courses)

1. Type the citation into a Word Document. (Contact instructor if help is needed.)
2. Write a sentence to share some of the information from the article with us. (Oral Citation)
3. Write a few sentences about the process of finding the article and citing it properly.

Part Three: Tell us what you found (See instructor for instructions for online courses.)

1. Bring your document to class. The professor may divide students into small groups to give students an opportunity to discuss the articles and citations before sharing them with the class.
2. Read your oral citation out loud to the class.
3. Tell the class about the process of finding the article.

Exercise Five: Give us the details!

This worksheet will aid you in unpacking the news articles, academic articles, or any other material you have found so that it can be used in a presentation. Consider using this worksheet for each article that you are preparing.

APA or MLA Citation of the article:

Summarize the article:

Provide feedback on this article. Do you agree/disagree with the author? What questions might you have for the author?

Write an oral citation that you might use for your presentation. Is there an interesting statistic or quote that you will share with the audience? Write it here with a proper oral citation. An oral citation is a way for the audience to know where you have gathered your date by providing them with a spoken citation. This may be something like, "According to a 2021 article written by (Author's name) in the (Name of Journal), (add a number) percentage of students that major in (name of

major) receive a grade of (enter grade) in class (name of class)."

What image might you use to accompany your oral citation? How will this image help to support your cause and relay your message to the audience?

Exercise Six: Putting it all together!

This template follows the format located in the chapter. It is blank so that you can use it to create the outline for your own presentation.

Introduction

- Attention Getter
- Why should we listen
- Thesis
- Preview of main points
- Main Point One

- Main Point Two
- Main Point Three

Transition

Body

- Main Point One

  ◦ Transition

- Main Point Two

  ◦ Transition

- Main Point Three

Transition

Conclusion

- Thesis
- Review of main points
- Main Point One
- Main Point Two
- Main Point Three
- Power Punch Ending
- References (Include one reference within each main point)

Reference One:

Citation:

Summary of Article:

Reference Two:

Citation:

Summary of Article:

Reference Three:

Citation:

Summary of Article:

Exercise Seven: Timing and practice

Your instructor will give you a time limit for your speech. Delivering the speech within that time frame shows that you have prepared and practiced your content effectively.

Practice your speech out loud. Consider recording yourself or practicing in front of a mirror or other individual if you would like.

Use the following worksheet to reflect on your timing and the improvements that can be made after each practice round. You may also consider asking a classmate, friend, family member, or other individual to listen to your speech and provide feedback to you.

First Practice

Minutes_____

Comments. Include positive elements as well as changes or corrections to be made.

Second Practice

Total Minutes_____

Comments. Include positive elements as well as changes or corrections to be made.

Third Practice

Total Minutes_____

Comments. Include positive elements as well as changes or corrections to be made.