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Chapter 10

Creating the Body of a Speech

In a series of important and ground-breaking studies conducted during the 1950s and 1960s, researchers started investigating how a speech's organization was related to audience perceptions of those speeches. The first study, conducted by Raymond Smith in 1951, randomly organized the parts of a speech to see how audiences would react. Not surprisingly, when speeches were randomly organized, the audience perceived the speech more negatively than when audiences were presented with a speech with clear, intentional organization. Smith also found that audiences who listened to unorganized speeches were less interested in those speeches than audiences who listened to organized speeches.Smith, R. G. (1951). An experimental study of the effects of speech organization upon attitudes of college students. *Speech Monographs, 18*, 292–301. Thompson furthered this investigation and found that unorganized speeches were also harder for audiences to recall after the speech. Basically, people remember information from speeches that are clearly organized—and forget information from speeches that are poorly organized.Thompson, E. C. (1960). An experimental investigation of the relative effectiveness of organizational structure in oral communication. *Southern Speech Journal, 26*, 59–69. A third study by Baker found that when audiences were presented with a disorganized speaker, they were less likely to be persuaded, and saw the disorganized speaker as lacking credibility.Baker, E. E. (1965). The immediate effects of perceived speaker disorganization on speaker credibility and audience attitude change in persuasive speaking. *Western Speech, 29*, 148–161.
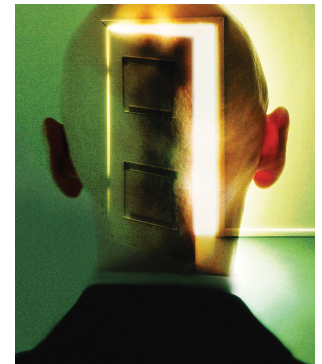
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These three very important studies make the importance of organization very clear. When speakers are not organized they are not perceived as credible and their audiences view the speeches negatively, are less likely to be persuaded, and don't remember specific information from the speeches after the fact.

We start this chapter discussing these studies because we want you to understand the importance of speech organization on real audiences. If you are not organized, your speech will never have its intended effect. In this chapter, we are going to discuss the basics of organizing the body of your speech.

10.1 Determining Your Main Ideas

When creating a speech, it's important to remember that speeches have three clear parts: an introduction, a body, and a conclusion. The introduction establishes the topic and whets your audience's appetite, and the conclusion wraps everything up at the end of your speech. The real "meat" of your speech happens in the body. In this section, we're going to discuss how to think strategically about the body of your speech.

We like the word *strategic* because it refers to determining what is important or essential to the overall plan or purpose of your speech. Too often, new speakers just throw information together and stand up and start speaking. When that happens, audience members are left confused and the reason for the speech may get lost. To avoid being seen as disorganized, we want you to start thinking critically about the organization of your speech. In this section, we will discuss how to take your speech from a specific purpose to creating the main points of your speech.

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What Is Your Specific Purpose?

Before we discuss how to determine the main points of your speech, we want to revisit your speech's specific purpose, which we discussed in detail in Chapter 6 "Finding a Purpose and Selecting a Topic". Recall that a speech can have one of three general purposes: to inform, to persuade, or to entertain. The general purpose refers to the broad goal for creating and delivering the speech. The specific purpose, on the other hand, starts with one of those broad goals (inform, persuade,

or entertain) and then further informs the listener about the *who*, *what*, *when*, *where*, *why*, and *how* of the speech.

The specific purpose is stated as a sentence incorporating the general purpose, the specific audience for the speech, and a prepositional phrase that summarizes the topic. Suppose you are going to give a speech about using open-source software. Here are three examples (each with a different general purpose and a different audience):

General Purpose	To inform
Specific Purpose	To inform a group of school administrators about the various open-source software packages that could be utilized in their school districts
General Purpose	To persuade
Specific Purpose	To persuade a group of college students to make the switch from Microsoft Office to the open-source office suite OpenOffice
General Purpose	To entertain
Specific Purpose	To entertain members of a business organization with a mock eulogy of for-pay software giants as a result of the proliferation of open-source alternatives

In each of these three examples, you'll notice that the general topic is the same—open-source software—but the specific purpose is different because the speech has a different general purpose and a different audience. Before you can think strategically about organizing the body of your speech, you need to know what your specific purpose is. If you have not yet written a specific purpose for your current speech, please go ahead and write one now.

From Specific Purpose to Main Points

Once you've written down your specific purpose, you can now start thinking about the best way to turn that specific purpose into a series of main points. **Main points**[1] are the key ideas you present to enable your speech to accomplish its specific purpose. In this section, we're going to discuss how to determine your main points and how to organize those main points into a coherent, strategic speech.

1. The series of key ideas that you develop to help your audience understand your specific purpose.

How Many Main Points Do I Need?

While there is no magic number for how many main points a speech should have, speech experts generally agree that the fewer the number of main points the better. First and foremost, experts on the subject of memory have consistently shown that people don't tend to remember very much after they listen to a message or leave a conversation.Bostrom, R. N., & Waldhart, E. S. (1988). Memory models and the measurement of listening. *Communication Education, 37*, 1–13. While many different factors can affect a listener's ability to retain information after a speech, how the speech is organized is an important part of that process.Dunham, J. R. (1964). *Voice contrast and repetition in speech retention* (Doctoral dissertation). Retrieved from: http://etd.lib.ttu.edu/theses; Smith, R. G. (1951). An experimental study of the effects of speech organization upon attitudes of college students. *Speech Monographs, 18*, 292–301; Thompson, E. C. (1960). An experimental investigation of the relative effectiveness of organizational structure in oral communication. *Southern Speech Journal, 26*, 59–69. For the speeches you will be delivering in a typical public speaking class, you will usually have just two or three main points. If your speech is less than three minutes long, then two main points will probably work best. If your speech is between three and ten minutes in length, then it makes more sense to use three main points.

You may be wondering why we are recommending only two or three main points. The reason comes straight out of the research on listening. According to LeFrancois, people are more likely to remember information that is meaningful, useful, and of interest to them; different or unique; organized; visual; and simple.LeFrancois, G. R. (1999). *Psychology for teaching* (10th ed.). Belmont, CA: Wadsworth. Two or three main points are much easier for listeners to remember than ten or even five. In addition, if you have two or three main points, you'll be able to develop each one with examples, statistics, or other forms of support. Including support for each point will make your speech more interesting and more memorable for your audience.

Narrowing Down Your Main Points

When you write your specific purpose and review the research you have done on your topic, you will probably find yourself thinking of quite a few points that you'd like to make in your speech. Whether that's the case or not, we recommend taking a few minutes to brainstorm and develop a list of points. In brainstorming, your goal is simply to think of as many different points as you can, not to judge how valuable or important they are. What information does your audience need to know to understand your topic? What information does your speech need to convey to accomplish its specific purpose? Consider the following example:

Specific Purpose	To inform a group of school administrators about the various open-source software packages that could be utilized in their school districts
Brainstorming List of Points	Define open-source software.
	Define educational software.
	List and describe the software commonly used by school districts.
	Explain the advantages of using open-source software.
	Explain the disadvantages of using open-source software.
	Review the history of open-source software.
	Describe the value of open-source software.
	Describe some educational open-source software packages.
	Review the software needs of my specific audience.
	Describe some problems that have occurred with open-source software.

Now that you have brainstormed and developed a list of possible points, how do you go about narrowing them down to just two or three main ones? Remember, your main points are the key ideas that help build your speech. When you look over the preceding list, you can then start to see that many of the points are related to one another. Your goal in narrowing down your main points is to identify which individual, potentially minor points can be combined to make main points. This process is called **chunking**[2] because it involves taking smaller chunks of information and putting them together with like chunks to create more fully developed chunks of information. Before reading our chunking of the preceding list, see if you can determine three large chunks out of the list (note that not all chunks are equal).

2. The process of taking smaller chunks of information and putting them together with like chunks to create more fully developed, larger chunks of information.

Specific Purpose	To inform a group of school administrators about the various open-source software packages that could be utilized in their school districts
Main Point 1	**School districts use software in their operations.**
	Define educational software.
	List and describe the software commonly used by school districts.
Main Point 2	**What is open-source software?**
	Define open-source software.

	Review the history of open-source software.
	Explain the advantages of using open-source software.
	Describe the value of open-source software.
	Explain the disadvantages of using open-source software.
	Describe some problems that have occurred with open-source software.
Main Point 3	**Name some specific open-source software packages that may be appropriate for these school administrators to consider.**
	Review the software needs of my specific audience.
	Describe some educational open-source software packages.

You may notice that in the preceding list, the number of subpoints under each of the three main points is a little disjointed or the topics don't go together clearly. That's all right. Remember that these are just general ideas at this point. It's also important to remember that there is often more than one way to organize a speech. Some of these points could be left out and others developed more fully, depending on the purpose and audience. We'll develop the preceding main points more fully in a moment.

Helpful Hints for Preparing Your Main Points

Now that we've discussed how to take a specific purpose and turn it into a series of main points, here are some helpful hints for creating your main points.

Uniting Your Main Points

Once you've generated a possible list of main points, you want to ask yourself this question: "When you look at your main points, do they fit together?" For example, if you look at the three preceding main points (school districts use software in their operations; what is open-source software; name some specific open-source software packages that may be appropriate for these school administrators to consider), ask yourself, "Do these main points help my audience understand my specific purpose?"

Suppose you added a fourth main point about open-source software for musicians—would this fourth main point go with the other three? Probably not. While you may have a strong passion for open-source music software, that main point is extraneous information for the speech you are giving. It does not help accomplish your specific purpose, so you'd need to toss it out.

Keeping Your Main Points Separate

The next question to ask yourself about your main points is whether they overlap too much. While some overlap may happen naturally because of the singular nature of a specific topic, the information covered within each main point should be clearly distinct from the other main points. Imagine you're giving a speech with the specific purpose "to inform my audience about the health reasons for eating apples and oranges." You could then have three main points: that eating fruits is healthy, that eating apples is healthy, and that eating oranges is healthy. While the two points related to apples and oranges are clearly distinct, both of those main points would probably overlap too much with the first point "that eating fruits is healthy," so you would probably decide to eliminate the first point and focus on the second and third. On the other hand, you could keep the first point and then develop two new points giving additional support to why people should eat fruit.

Balancing Main Points

One of the biggest mistakes some speakers make is to spend most of their time talking about one of their main points, completely neglecting their other main points. To avoid this mistake, organize your speech so as to spend roughly the same amount of time on each main point. If you find that one of your main points is simply too large, you may need to divide that main point into two main points and consolidate your other main points into a single main point.

Let's see if our preceding example is balanced (school districts use software in their operations; what is open-source software; name some specific open-source software packages that may be appropriate for these school administrators to consider). What do you think? Obviously, the answer depends on how much time a speaker will have to talk about each of these main points. If you have an hour to talk, then you may find that these three main points are balanced. However, you may also find them wildly unbalanced if you only have five minutes to speak because five minutes is not enough time to even explain what open-source software is. If that's the case, then you probably need to rethink your specific purpose to ensure that you can cover the material in the allotted time.

Creating Parallel Structure for Main Points

Another major question to ask yourself about your main points is whether or not they have a parallel structure. By parallel structure, we mean that you should structure your main points so that they all sound similar. When all your main points sound similar, it's simply easier for your audiences to remember your main points and retain them for later. Let's look at our sample (school districts use software in their operations; what is open-source software; name some specific

open-source software packages that may be appropriate for these school administrators to consider). Notice that the first and third main points are statements, but the second one is a question. Basically, we have an example here of main points that are not parallel in structure. You could fix this in one of two ways. You could make them all questions: what are some common school district software programs; what is open-source software; and what are some specific open-source software packages that may be appropriate for these school administrators to consider. Or you could turn them all into statements: school districts use software in their operations; define and describe open-source software; name some specific open-source software packages that may be appropriate for these school administrators to consider. Either of these changes will make the grammatical structure of the main points parallel.

Maintaining Logical Flow of Main Points

The last question you want to ask yourself about your main points is whether the main points make sense in the order you've placed them. The next section goes into more detail of common organizational patterns for speeches, but for now we want you to just think logically about the flow of your main points. When you look at your main points, can you see them as progressive, or does it make sense to talk about one first, another one second, and the final one last? If you look at your order, and it doesn't make sense to you, you probably need to think about the flow of your main points. Often, this process is an art and not a science. But let's look at a couple of examples.

School Dress Codes Example	
Main Point 1	History of school dress codes
Main Point 2	Problems with school dress codes
Main Point 3	Eliminating school dress codes

Rider Law Legislation	
Main Point 1	Why should states have rider laws?
Main Point 2	What are the effects of a lack of rider laws?
Main Point 3	What is rider law legislation?

When you look at these two examples, what are your immediate impressions of the two examples? In the first example, does it make sense to talk about history, and then the problems, and finally how to eliminate school dress codes? Would it make sense to put history as your last main point? Probably not. In this case, the main points are in a logical sequential order. What about the second example? Does it

make sense to talk about your solution, then your problem, and then define the solution? Not really! What order do you think these main points should be placed in for a logical flow? Maybe you should explain the problem (lack of rider laws), then define your solution (what is rider law legislation), and then argue for your solution (why states should have rider laws). Notice that in this example you don't even need to know what "rider laws" are to see that the flow didn't make sense.

KEY TAKEAWAYS

- All speeches start with a general purpose and then move to a specific purpose that gives the *who*, *what*, *where*, and *how* for the speech.
- Transitioning from the specific purpose to possible main points means developing a list of potential main points you could discuss. Then you can narrow your focus by looking for similarities among your potential main points and combining ones that are similar.
- Shorter speeches will have two main points while longer speeches will generally have three or more main points. When creating your main points, make sure that they are united, separate, balanced, parallel, and logical.

EXERCISES

1. Generate a specific purpose for your current speech. Conduct a brainstorming activity where you try to think of all the possible points you could possibly make related to your specific purpose. Once you've finished creating this list, see if you can find a meaningful pattern that helps you develop three main points.
2. Pair up with a partner. Take the three main points you developed in the previous exercise, exchange papers with your partner and ask him or her to see whether or not they are united, separate, balanced, parallel, and logical. You do the same for your partner's main points. If they are not, what can you or your partner do to fix your main points?

10.2 Using Common Organizing Patterns

> ### LEARNING OBJECTIVES
>
> 1. Differentiate among the common speech organizational patterns: categorical/topical, comparison/contrast, spatial, chronological, biographical, causal, problem-cause-solution, and psychological.
> 2. Understand how to choose the best organizational pattern, or combination of patterns, for a specific speech.

Previously in this chapter we discussed how to make your main points flow logically. This section is going to provide you with a number of organization patterns to help you create a logically organized speech. The first organization pattern we'll discuss is categorical/topical.

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Categorical/Topical

By far the most common pattern for organizing a speech is by categories or topics. The categories function as a way to help the speaker organize the message in a consistent fashion. The goal of a **categorical/topical speech pattern**[3] is to create categories (or chunks) of information that go together to help support your original specific purpose. Let's look at an example.

Specific Purpose	To persuade a group of high school juniors to apply to attend Generic University
Main Points	I. Life in the dorms
	II. Life in the classroom
	III. Life on campus

3. Speech format in which a speaker organizes the information into categories, which helps an audience understand a single topic.

In this case, we have a speaker trying to persuade a group of high school juniors to apply to attend Generic University. To persuade this group, the speaker has divided the information into three basic categories: what it's like to live in the dorms, what classes are like, and what life is like on campus. Almost anyone could take this basic speech and specifically tailor the speech to fit her or his own university or college.

The main points in this example could be rearranged and the organizational pattern would still be effective because there is no inherent logic to the sequence of points. Let's look at a second example.

Specific Purpose	To inform a group of college students about the uses and misuses of Internet dating
Main Points	I. Define and describe Internet dating.
	II. Explain some strategies to enhance your Internet dating experience.
	III. List some warning signs to look for in potential online dates.

In this speech, the speaker is talking about how to find others online and date them. Specifically, the speaker starts by explaining what Internet dating is; then the speaker talks about how to make Internet dating better for her or his audience members; and finally, the speaker ends by discussing some negative aspects of Internet dating. Again, notice that the information is chunked into three categories or topics and that the second and third could be reversed and still provide a logical structure for your speech

Comparison/Contrast

Another method for organizing main points is the **comparison/contrast speech pattern**[4]. While this pattern clearly lends itself easily to two main points, you can also create a third point by giving basic information about what is being compared and what is being contrasted. Let's look at two examples; the first one will be a two-point example and the second a three-point example.

Specific Purpose	To inform a group of physicians about Drug X, a newer drug with similar applications to Drug Y
Main Points	I. Show how Drug X and Drug Y are similar.
	II. Show how Drug X and Drug Y differ.
Specific Purpose	To inform a group of physicians about Drug X, a newer drug with similar applications to Drug Y
Main Points	I. Explain the basic purpose and use of both Drug X and Drug Y.
	II. Show how Drug X and Drug Y are similar.
	III. Show how Drug X and Drug Y differ.

4. Speech format in which a speaker selects two objects or ideas and demonstrates how they are similar or how they are different.

If you were using the comparison/contrast pattern for persuasive purposes, in the preceding examples, you'd want to make sure that when you show how Drug X and Drug Y differ, you clearly state why Drug X is clearly the better choice for physicians to adopt. In essence, you'd want to make sure that when you compare the two drugs, you show that Drug X has all the benefits of Drug Y, but when you contrast the two drugs, you show how Drug X is superior to Drug Y in some way.

Spatial

The **spatial speech pattern**[5] organizes information according to how things fit together in physical space. This pattern is best used when your main points are oriented to different locations that can exist independently. The basic reason to choose this format is to show that the main points have clear locations. We'll look at two examples here, one involving physical geography and one involving a different spatial order.

Specific Purpose	To inform a group of history students about the states that seceded from the United States during the Civil War
Main Points	I. Locate and describe the Confederate states just below the Mason-Dixon Line (Virginia, North Carolina, and Tennessee).
	II. Locate and describe the Confederate states in the deep South (South Carolina, Georgia, Alabama, Mississippi, and Florida).
	III. Locate and describe the western Confederate states (Louisiana, Arkansas, and Texas).

If you look at a basic map of the United States, you'll notice that these groupings of states were created because of their geographic location to one another. In essence, the states create three spatial territories to explain.

Now let's look at a spatial speech unrelated to geography.

Specific Purpose	To explain to a group of college biology students how the urinary system works
Main Points	I. Locate and describe the kidneys and ureters.
	II. Locate and describe the bladder.
	III. Locate and describe the sphincter and urethra.

5. Speech format in which a speaker organizes information according to how things fit together in physical space.

In this example, we still have three basic spatial areas. If you look at a model of the urinary system, the first step is the kidney, which then takes waste through the

ureters to the bladder, which then relies on the sphincter muscle to excrete waste through the urethra. All we've done in this example is create a spatial speech order for discussing how waste is removed from the human body through the urinary system. It is spatial because the organization pattern is determined by the physical location of each body part in relation to the others discussed.

Chronological

The **chronological speech pattern**[6] places the main idea in the time order in which items appear—whether backward or forward. Here's a simple example.

Specific Purpose	To inform my audience about the books written by Winston Churchill
Main Points	I. Examine the style and content of Winston Churchill's writings prior to World War II.
	II. Examine the style and content of Winston Churchill's writings during World War II.
	III. Examine the style and content of Winston Churchill's writings after World War II.

In this example, we're looking at the writings of Winston Churchill in relation to World War II (before, during, and after). By placing his writings into these three categories, we develop a system for understanding this material based on Churchill's own life. Note that you could also use reverse chronological order and start with Churchill's writings after World War II, progressing backward to his earliest writings.

Biographical

As you might guess, the **biographical speech pattern**[7] is generally used when a speaker wants to describe a person's life—either a speaker's own life, the life of someone they know personally, or the life of a famous person. By the nature of this speech organizational pattern, these speeches tend to be informative or entertaining; they are usually not persuasive. Let's look at an example.

6. Speech format in which a speaker presents information in the order in which it occurred in time—whether backward or forward.

7. Speech format generally used when a speaker wants to describe a person's life.

Specific Purpose	To inform my audience about the early life of Marilyn Manson
Main Points	I. Describe Brian Hugh Warner's early life and the beginning of his feud with Christianity.
	II. Describe Warner's stint as a music journalist in Florida.

	III. Describe Warner's decision to create Marilyn Manson and the Spooky Kids.

In this example, we see how Brian Warner, through three major periods of his life, ultimately became the musician known as Marilyn Manson.

In this example, these three stages are presented in chronological order, but the biographical pattern does not have to be chronological. For example, it could compare and contrast different periods of the subject's life, or it could focus topically on the subject's different accomplishments.

Causal

The **causal speech pattern**[8] is used to explain cause-and-effect relationships. When you use a causal speech pattern, your speech will have two basic main points: cause and effect. In the first main point, typically you will talk about the causes of a phenomenon, and in the second main point you will then show how the causes lead to either a specific effect or a small set of effects. Let's look at an example.

Specific Purpose	To inform my audience about the problems associated with drinking among members of Native American tribal groups
Main Points	I. Explain the history and prevalence of drinking alcohol among Native Americans.
	II. Explain the effects that abuse of alcohol has on Native Americans and how this differs from the experience of other populations.

In this case, the first main point is about the history and prevalence of drinking alcohol among Native Americans (the cause). The second point then examines the effects of Native American alcohol consumption and how it differs from other population groups.

However, a causal organizational pattern can also begin with an effect and then explore one or more causes. In the following example, the effect is the number of arrests for domestic violence.

Specific Purpose	To inform local voters about the problem of domestic violence in our city
Main Points	I. Explain that there are significantly more arrests for domestic violence in our city than in cities of comparable size in our state.

8. Speech format that is built upon two main points: cause and effect.

	II. List possible causes for the difference, which may be unrelated to the actual amount of domestic violence.

In this example, the possible causes for the difference might include stricter law enforcement, greater likelihood of neighbors reporting an incident, and police training that emphasizes arrests as opposed to other outcomes. Examining these possible causes may suggest that despite the arrest statistic, the actual number of domestic violence incidents in your city may not be greater than in other cities of similar size.

Problem-Cause-Solution

Another format for organizing distinct main points in a clear manner is the **problem-cause-solution speech pattern**[9]. In this format you describe a problem, identify what you believe is causing the problem, and then recommend a solution to correct the problem.

Specific Purpose	To persuade a civic group to support a citywide curfew for individuals under the age of eighteen
Main Points	I. Demonstrate that vandalism and violence among youth is having a negative effect on our community.
	II. Show how vandalism and violence among youth go up after 10:00 p.m. in our community.
	III. Explain how instituting a mandatory curfew at 10:00 p.m. would reduce vandalism and violence within our community.

In this speech, the speaker wants to persuade people to pass a new curfew for people under eighteen. To help persuade the civic group members, the speaker first shows that vandalism and violence are problems in the community. Once the speaker has shown the problem, the speaker then explains to the audience that the cause of this problem is youth outside after 10:00 p.m. Lastly, the speaker provides the mandatory 10:00 p.m. curfew as a solution to the vandalism and violence problem within the community. The problem-cause-solution format for speeches generally lends itself to persuasive topics because the speaker is asking an audience to believe in and adopt a specific solution.

Psychological

A further way to organize your main ideas within a speech is through a **psychological speech pattern**[10] in which "a" leads to "b" and "b" leads to "c." This

9. Speech format in which a speaker discusses what a problem is, what the speaker believes is causing the problem, and then what the solution should be to correct the problem.

10. Speech format built on basic logic in which "a" leads to "b" and "b" leads to "c."

speech format is designed to follow a logical argument, so this format lends itself to persuasive speeches very easily. Let's look at an example.

Specific Purpose	To persuade a group of nurses to use humor in healing the person
Main Points	I. How laughing affects the body
	II. How the bodily effects can help healing
	III. Strategies for using humor in healing

In this speech, the speaker starts by discussing how humor affects the body. If a patient is exposed to humor (a), then the patient's body actually physiologically responds in ways that help healing (b—e.g., reduces stress, decreases blood pressure, bolsters one's immune system, etc.). Because of these benefits, nurses should engage in humor use that helps with healing (c).

Selecting an Organizational Pattern

Each of the preceding organizational patterns is potentially useful for organizing the main points of your speech. However, not all organizational patterns work for all speeches. For example, as we mentioned earlier, the biographical pattern is useful when you are telling the story of someone's life. Some other patterns, particularly comparison/contrast, problem-cause-solution, and psychological, are well suited for persuasive speaking. Your challenge is to choose the best pattern for the particular speech you are giving.

You will want to be aware that it is also possible to combine two or more organizational patterns to meet the goals of a specific speech. For example, you might wish to discuss a problem and then compare/contrast several different possible solutions for the audience. Such a speech would thus be combining elements of the comparison/contrast and problem-cause-solution patterns. When considering which organizational pattern to use, you need to keep in mind your specific purpose as well as your audience and the actual speech material itself to decide which pattern you think will work best.

KEY TAKEAWAY

- Speakers can use a variety of different organizational patterns, including categorical/topical, comparison/contrast, spatial, chronological, biographical, causal, problem-cause-solution, and psychological. Ultimately, speakers must really think about which organizational pattern best suits a specific speech topic.

EXERCISES

1. Imagine that you are giving an informative speech about your favorite book. Which organizational pattern do you think would be most useful? Why? Would your answer be different if your speech goal were persuasive? Why or why not?
2. Working on your own or with a partner, develop three main points for a speech designed to persuade college students to attend your university. Work through the preceding organizational patterns and see which ones would be possible choices for your speech. Which organizational pattern seems to be the best choice? Why?
3. Use one of the common organizational patterns to create three main points for your next speech.

10.3 Keeping Your Speech Moving

> ### LEARNING OBJECTIVES
>
> 1. Understand the importance of transitions within a speech.
> 2. Identify and be able to use a variety of transition words to create effective transitions within a speech.
> 3. Understand how to use a variety of strategies to help audience members keep up with a speech's content: internal previews, internal summaries, and signposts.

Have you ever been listening to a speech or a lecture and found yourself thinking, "I am so lost!" or "Where the heck is this speaker going?" Chances are one of the reasons you weren't sure what the speaker was talking about was that the speaker didn't effectively keep the speech moving. When we are reading and encounter something we don't understand, we have the ability to reread the paragraph and try to make sense of what we're trying to read. Unfortunately, we are not that lucky when it comes to listening to a speaker. We cannot pick up our universal remote and rewind the person. For this reason, speakers need to really think about how they keep a speech moving so that audience

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members are easily able to keep up with the speech. In this section, we're going to look at four specific techniques speakers can use that make following a speech much easier for an audience: transitions, internal previews, internal summaries, and signposts.

Transitions between Main Points

A **transition**[11] is a phrase or sentence that indicates that a speaker is moving from one main point to another main point in a speech. Basically, a transition is a sentence where the speaker summarizes what was said in one point and previews what is going to be discussed in the next point. Let's look at some examples:

11. A phrase or sentence that indicates that a speaker is moving from one main point to another main point in a speech.

- Now that we've seen the problems caused by lack of adolescent curfew laws, let's examine how curfew laws could benefit our community.

- Thus far we've examined the history and prevalence of alcohol abuse among Native Americans, but it is the impact that this abuse has on the health of Native Americans that is of the greatest concern.
- Now that we've thoroughly examined how these two medications are similar to one another, we can consider the many clear differences between the two medications.
- Although he was one of the most prolific writers in Great Britain prior to World War II, Winston Churchill continued to publish during the war years as well.

You'll notice that in each of these transition examples, the beginning phrase of the sentence indicates the conclusion of a period of time (now that, thus far). <u>Table 10.1 "Transition Words"</u> contains a variety of transition words that will be useful when keeping your speech moving.

Table 10.1 Transition Words

Addition	also, again, as well as, besides, coupled with, following this, further, furthermore, in addition, in the same way, additionally, likewise, moreover, similarly
Consequence	accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore
Generalizing	as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually
Exemplifying	chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as
Illustration	for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case
Emphasis	above all, chiefly, with attention to, especially, particularly, singularly
Similarity	comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with
Exception	aside from, barring, besides, except, excepting, excluding, exclusive of, other than, outside of, save
Restatement	in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently
Contrast and Comparison	contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, nevertheless, rather, similarly, yet, but, however, still, nevertheless, in contrast

Sequence	at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind
Common Sequence Patterns	first, second, third…
	generally, furthermore, finally
	in the first place, also, lastly
	in the first place, pursuing this further, finally
	to be sure, additionally, lastly
	in the first place, just in the same way, finally
	basically, similarly, as well
Summarizing	after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally
Diversion	by the way, incidentally
Direction	here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance
Location	above, behind, by, near, throughout, across, below, down, off, to the right, against, beneath, in back of, onto, under, along, beside, in front of, on top of, among, between, inside, outside, around, beyond, into, over

Beyond transitions, there are several other techniques that you can use to clarify your speech organization for your audience. The next sections address several of these techniques, including internal previews, internal summaries, and signposts.

Internal Previews

An **internal preview**[12] is a phrase or sentence that gives an audience an idea of what is to come within a section of a speech. An internal preview works similarly to the preview that a speaker gives at the end of a speech introduction, quickly outlining what he or she is going to talk about (i.e., the speech's three main body points). In an internal preview, the speaker highlights what he or she is going to discuss within a specific main point during a speech.

12. A phrase or sentence that gives an audience an idea of what is to come within a section of a speech.

Ausubel was the first person to examine the effect that internal previews had on retention of oral information.Ausubel, D. P. (1968). *Educational psychology*. New York, NY: Holt, Rinehart, & Winston. Basically, when a speaker clearly informs an

audience what he or she is going to be talking about in a clear and organized manner, the audience listens for those main points, which leads to higher retention of the speaker's message. Let's look at a sample internal preview:

To help us further understand why recycling is important, we will first explain the positive benefits of recycling and then explore how recycling can help our community.

When an audience hears that you will be exploring two different ideas within this main point, they are ready to listen for those main points as you talk about them. In essence, you're helping your audience keep up with your speech.

Rather than being given alone, internal previews often come after a speaker has transitioned to that main topic area. Using the previous internal preview, let's see it along with the transition to that main point.

Now that we've explored the effect that a lack of consistent recycling has on our community, let's explore the importance of recycling for our community (transition). To help us further understand why recycling is important, we will first explain the positive benefits of recycling and then explore how recycling can help our community (internal preview).

While internal previews are definitely helpful, you do not need to include one for every main point of your speech. In fact, we recommend that you use internal previews sparingly to highlight only main points containing relatively complex information.

Internal Summaries

Whereas an internal preview helps an audience know what you are going to talk about within a main point at the beginning, an **internal summary**[13] is delivered to remind an audience of what they just heard within the speech. In general, internal summaries are best used when the information within a specific main point of a speech was complicated. To write your own internal summaries, look at the summarizing transition words in <u>Table 10.1 "Transition Words"</u> Let's look at an example.

13. A phrase or sentence that reaffirms to an audience the information that was just delivered within the speech.

To sum up, school bullying is a definite problem. Bullying in schools has been shown to be detrimental to the victim's grades, the victim's scores on standardized tests, and the victim's future educational outlook.

In this example, the speaker was probably talking about the impact that bullying has on an individual victim educationally. Of course, an internal summary can also be a great way to lead into a transition to the next point of a speech.

In this section, we have explored how bullying in schools has been shown to be detrimental to the victim's grades, the victim's scores on standardized tests, and the victim's future educational outlook (internal summary). Therefore, schools need to implement campus-wide, comprehensive antibullying programs (transition).

While not sounding like the more traditional transition, this internal summary helps readers summarize the content of that main point. The sentence that follows then leads to the next major part of the speech, which is going to discuss the importance of antibullying programs.

Signposts

Have you ever been on a road trip and watched the green rectangular mile signs pass you by? Fifty miles to go. Twenty-five miles to go. One mile to go. Signposts within a speech function the same way. A **signpost**[14] is a guide a speaker gives her or his audience to help the audience keep up with the content of a speech. If you look at Table 10.1 "Transition Words" and look at the "common sequence patterns," you'll see a series of possible signpost options. In essence, we use these short phrases at the beginning of a piece of information to help our audience members keep up with what we're discussing. For example, if you were giving a speech whose main point was about the three functions of credibility, you could use internal signposts like this:

- The first function of credibility is competence.
- The second function of credibility is trustworthiness.
- The final function of credibility is caring/goodwill.

Signposts are simply meant to help your audience keep up with your speech, so the more simplistic your signposts are, the easier it is for your audience to follow.

In addition to helping audience members keep up with a speech, signposts can also be used to highlight specific information the speaker thinks is important. Where the other signposts were designed to show the way (like highway markers), signposts that call attention to specific pieces of information are more like billboards. Words and phrases that are useful for highlighting information can be found in Table 10.1 "Transition Words" under the category "emphasis." All these

14. A guide a speaker gives her or his audience to help the audience keep up with the content of a speech.

words are designed to help you call attention to what you are saying so that the audience will also recognize the importance of the information.

KEY TAKEAWAYS

- Transitions are very important because they help an audience stay on top of the information that is being presented to them. Without transitions, audiences are often left lost and the ultimate goal of the speech is not accomplished.
- Specific transition words, like those found in Table 10.1 "Transition Words", can be useful in constructing effective transitions.
- In addition to major transitions between the main points of a speech, speakers can utilize internal previews, internal summaries, and signposts to help focus audience members on the information contained within a speech.

EXERCISES

1. Using the main points you created earlier in this chapter, create clear transitions between each main point. Look at the possible transition words in Table 10.1 "Transition Words" See which words are best suited for your speech. Try your transitions out on a friend or classmate to see if the transition makes sense to other people.
2. Take your most complicated main point and create an internal preview for that main point and then end the point with an internal summary.
3. Think about your current speech. Where can you use signposts to help focus your audience's attention? Try at least two different ways of phrasing your signposts and then decide which one is better to use.

10.4 Analyzing a Speech Body

LEARNING OBJECTIVE
1. See what a full speech body looks like in order to identify major components of the speech body.

Thus far this chapter has focused on how you go about creating main points and organizing the body of your speech. In this section we're going to examine the three main points of an actual speech. Before we start analyzing the introduction, please read the paragraphs that follow.

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Smart Dust Speech Body

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

Now that we've examined what smart dust is, let's switch gears and talk about some of the military applications for smart dust. Because smart dust was originally conceptualized under a grant from DARPA, military uses of smart dust have been widely theorized and examined. According to the Smart Dust website, smart dust

could eventually be used for "battlefield surveillance, treaty monitoring, transportation monitoring, scud hunting" and other clear military applications. Probably the number one benefit of smart dust in the military environment is its surveillance abilities. Major Scott Dickson in a Blue Horizons Paper written for the Center for Strategy and Technology for the United States Air Force Air War College, sees smart dust as helping the military in battlespace awareness, homeland security, and weapons of mass destruction (WMD) identification. Furthermore, Major Dickson also believes it may be possible to create smart dust that has the ability to defeat communications jamming equipment created by foreign governments, which could help the US military to not only communicate among itself, but could also increase communications with civilians in military combat zones. On a much larger scale, smart dust could even help the US military and NASA protect the earth. According to a 2010 article written by Jessica Griggs in *New Scientist*, one of the first benefits of smart dust could be an early defense warning for space storms and other debris that could be catastrophic.

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

Now that you've had a chance to read the body of the speech on smart dust, take a second and attempt to conduct your own analysis of the speech's body. What are the main points? Do you think the main points make sense? What organizational pattern is used? Are there clear transitions? What other techniques are used to keep the speech moving? Is evidence used to support the speech? Once you're done analyzing the speech body, look at Table 10.2 "Smart Dust Speech Body Analysis", which presents our basic analysis of the speech's body.

Table 10.2 Smart Dust Speech Body Analysis

First Main Point	Analysis
To help us understand smart dust, we will begin by first examining what smart dust is. Dr. Kris Pister, a professor in the robotics lab at the University of California at Berkeley, originally conceived the idea of smart dust in 1998 as part of a project funded by the Defense Advanced Research Projects Agency (DARPA). According to a 2001 article written by Bret Warneke, Matt Last, Brian Liebowitz, and Kris Pister titled "Smart Dust: Communicating with a Cubic-Millimeter Computer" published in *Computer*, Pister's goal was to build a device that contained a built-in sensor, communication device, and a small computer that could be integrated into a cubic millimeter package. For comparison purposes, Doug Steel, in a 2005 white paper titled "Smart Dust" written for C. T. Bauer College of Business at the University of Houston, noted that a single grain of rice has a volume of five cubic millimeters. Each individual piece of dust, called a mote, would then have the ability to interact with other motes and supercomputers. As Steve Lohr wrote in the January 30, 2010, edition of the *New York Times* in an article titled "Smart Dust? Not Quite, but We're Getting There," smart dust could eventually consist of "tiny digital sensors, strewn around the globe, gathering all sorts of information and communicating with powerful computer networks to monitor, measure, and understand the physical world in new ways."	Notice this transition from the introduction to the first main point.
Second Main Point	**Analysis**
Now that we've examined what smart dust is, let's switch gears and talk about some of the military applications for smart dust. Because smart dust was originally conceptualized under a grant from DARPA, military uses of smart dust have been widely theorized and examined. According to the Smart Dust website, smart dust could eventually be used for "battlefield surveillance, treaty monitoring, transportation monitoring, scud hunting" and other clear military applications. Probably the number one benefit of smart dust in the military environment is its surveillance abilities. Major Scott Dickson in a Blue Horizons Paper written for the Center for Strategy and Technology for the United States Air Force Air War College, sees smart dust as helping the military in battlespace awareness, homeland security, and weapons of mass destruction (WMD) identification. Furthermore, Major Dickson also believes it may be possible to create smart dust that has the ability to defeat communications jamming equipment created by foreign governments, which could help the US military not only communicate among itself, but could also increase communications with civilians in military combat zones. On a much larger scale, smart dust could even help the US military and NASA protect the earth. According to a 2010 article written by Jessica Griggs in *New Scientist*, one of the first benefits of smart dust could be an early defense warning for space storms and other debris that could be catastrophic.	This transition is designed to move from the first main point to the second main point. Also notice that this speech is designed with a categorical/ topic speech pattern.
Third Main Point	**Analysis**

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

10.5 Chapter Exercises

SPEAKING ETHICALLY

Johanna was in the midst of preparing her speech. She'd done the research and found a number of great sources for her speech. The specific purpose of her speech was to persuade a group of wildlife experts to step up their help for saving the water channel between the islands of Maui and Lanai, an area where humpback whales migrate during the winter to give birth.

Johanna had a very strong first point and a strong third point, but she just couldn't shake the fact that her middle point really was underdeveloped and not as strong as the other two. In fact, the middle point was originally going to be her last point, but when her research went bust she ultimately downgraded the point and sandwiched it in between the other two. Now that she looked at her second point, she realized that the sources weren't credible and the point should probably be dropped.

In the back of Johanna's head, she heard that small voice reminding her of the fact that most audiences don't remember the middle of the speech, so it really won't matter anyway.

1. Is it unethical to use a main point that you know is underdeveloped?
2. Should a speaker ever purposefully put less credible information in the middle of a speech, knowing that people are less likely to remember that information?
3. If you were Johanna, what would you do?

END-OF-CHAPTER ASSESSMENT

1. Juan is finishing writing his specific purpose. He brainstorms about his specific purpose and finally settles on three topics he plans on talking about during his speech. What are these three topics called?

    a. specific topics
    b. main points
    c. generalized topics
    d. specific points
    e. main topics

2. Which speech format does the following outline represent?

Specific Purpose	To inform my audience about the life of Paris Hilton
Main Points	I. Describe Paris Hilton's life before she became famous.
	II. Describe Paris Hilton's first job as a model working for Donald Trump.
	III. Describe Paris Hilton's transition from model to media personality.

    a. atopical
    b. categorical/topical
    c. biographical
    d. spatial
    e. psychological

3. Which speech format does the following outline represent?

Specific Purpose	To persuade my audience to invest in VetoMax
Main Points	I. Tell the history of VetoMax.
	II. Explain the VetoMax advantage.
	III. Describe the VetoMax pledge to investors.

a. atopical
b. categorical/topical
c. biographical
d. spatial
e. psychological

4. Bobby is creating a speech related to the Hawaiian islands. He plans on talking about each of the islands in order from southeast to northwest. Which speech format is probably the most effective for Bobby's speech?

a. atopical
b. categorical/topical
c. biographical
d. spatial
e. psychological

5. What is a phrase or sentence that indicates that a speaker is moving from one main point in a speech to another main point in a speech?

a. transition
b. guidepost
c. internal preview
d. internal summary
e. thesis statement

ANSWER KEY

1. b
2. c
3. b
4. d
5. a