

Speech Communication

Student Manual

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Lesson 1

The Importance of Public Speaking

I. Introduction to public speaking

A. Quotes

The man who can think and does not know how to express what he thinks is at the level of him who cannot think. –Pericles

Speech finely framed delighteth the ears. –The Apocrypha

B. Definitions

1. Speech

Speech is the communication or expression of thoughts in _____. It is the power of expressing thoughts by verbal communication.

2. Communicate

To communicate is to make another or others partake of or share in anything in one's power or possession. To communicate is to _____ something from one person to another. Communication implies the conveyance of information or the exchange of ideas from one party to another.

C. Requirements for true communication

For true communication to take place both of the following two things must happen.

1. The message must be _____.
2. The message must be _____.

Whether or not a given message that has been sent is actually received can be dependent on several things including:

- a. The _____ of the person sending the message.
- b. The relationship that _____ has to the sender.
- c. The _____ of the message and the clarity with which it is spoken.

- d. The non-verbal mannerism, _____ and expressions that either add to or take away from the message.
- e. The other _____ that can add or detract. This includes things like diction, posture, volume and eye contact.
- f. The actual _____ in which the message is given can have a positive or a negative effect on the communication.

II. Recognizing the need for training

It is important to focus on our speaking ability for three main reasons.

A. Speech is a _____ of our life.

1. We use speech in our everyday life activities.
 - In the home
 - On the phone
 - In recreation
 - In the marketplace
 - On the job
 - In school
 - At church
2. We use speech in our lives as _____.
 - a. We give witness to Christ by _____ our faith with others.
 - b. We minister to others in the Body of Christ with _____, fulfilling our charge by:
 - Exhorting one another (Heb. 10:25).
 - Admonishing one another (Col. 3:16).
 - Comforting one another (II Cor. 1:4).
 - Provoking one another to love and good works (Heb. 10:24).
 - Edifying and building one another up in the faith (I Th. 5:11).
 - Praying for one another (Jam. 5:16).
 - c. We _____ with other members of our spiritual family.
3. We use speech in many _____.
 - a. Sharing testimonies.

- b. Exercising the gifts of the Spirit.
- c. Sharing an exhortation to the church.
- d. Doing a devotional.
- e. Leading a Bible Study or Cell Group.
- f. Leading in corporate prayer.
- g. Adminstrating communion.
- h. Teaching a children's class.
- i. Teaching or preaching publicly.
- j. Emceeing a function of the church.
- k. Leading worship.

B. Good speech is a genuine _____ to others.

- 1. It _____ of the hearers.
- 2. It enables them to receive information and understanding that is of vital _____ to them.
- 3. It can _____ to action or motivate them to change.

C. Good speech does not usually come _____.

- 1. Good speech must be _____.
- 2. Good speech must be _____.

III. Reaping the rewards of training

A. It can help you grow in _____.

B. It can help you _____ in other areas.

C. It can help you to become more organized or _____ in the presentation of your ideas.

D. It can help you to be more successful in most _____ endeavor.

E. It can help you to remove distractions that _____ from receiving your messages in day-to-day life.

Lesson 2 Speech Guidelines

I. Types of Speaking

There are four principle methods of presentation.

A. Impromptu

An impromptu speech is a speech that is composed on the spur of the moment with _____ advance preparation.

B. Extemporaneous

An extemporaneous speech is a speech that is _____ but has been thoroughly prepared and practiced in such as way as to be able to be delivered _____ the use of notes.

C. Memorized

A memorized speech is a speech that has been written out in full and is memorized _____. The delivery is a word for word recitation of the text _____ the use of notes.

D. Manuscript/Outline

Manuscript speaking is when the speaker uses a prepared text or _____ to assist him or her in the delivery of the speech. The speech is either read or the main points are read and then expounded.

II. Types of Speeches

All student s will have the opportunity to give five speeches.

A. Testimony (8-10 minutes)

Your personal testimony is the most powerful tool in witnessing to your faith in Christ.

1. You should write out your testimony in a succinct form.
2. You should practice sharing your testimony in 10 minutes or less.
3. You should be exciting, dramatic and humorous.

4. You should include the following elements:
 - Your life apart from Christ (do not glorify the life of sin).
 - What brought you to a point of decision for Christ?
 - The changes in your life since receiving Christ.
 - Your experience of water baptism and the baptism of the Spirit.
 - The challenge of separating from the old life.
 - The importance of your identification with the local church and other believers.
5. This speech will be presented without notes.

B. Humorous (4-5 minutes)

1. This speech should tell a humorous story, relate a humorous incident or deal with a topic in a humorous or satirical way.
2. This speech can be totally original or it can be a story drawn from secondary sources.
3. You need to be familiar enough with this speech so that you do not laugh along with the audience.
4. This speech will be presented without notes.

C. How-To-Do-It (4-5 minutes)

1. Choose a subject that is familiar to you.
2. Limit your topic to an area that can be dealt with in the allotted time.
3. Do not assume any previous knowledge of the subject on the part of the audience.
4. Focus on moving logically from step to step.
5. Ask yourself, “Will they be able to do it when I am finished speaking?”

D. Bible Message (7-10 minutes)

1. Choose a text that reflects a personal passion.
2. Focus on one primary text and a couple of supporting verses.
3. Explain the text clarifying the meaning.

4. Make personal application of the text to our lives.
5. Include a personal illustration from your life.
6. Close with a prayer for the class relative to the main challenge of the text.

E. Persuasion (8-10 minutes)

1. Choose a topic that is controversial in nature and that has more than one side to it.
2. State your proposition in a clear-cut, unambiguous, declarative sentence.
3. Make sure that you thoroughly understand all of the main issues so that you can support what you advocate with facts, expert opinion and other forms of support.
4. Know clearly where you are going and make sure you deliver your message with conviction.
5. Refer to class session on “Persuasion Speaking.”

III. Speech Guidelines

- A. All speeches must be accompanied by a complete sentence outline including:
1. The student’s name.
 2. The title of the speech.
 3. A clear statement of the central thought or purpose.
 4. The outline itself.
- B. All speeches must be given within the time limits established for that speech.
- C. All speeches must be given on the day for which they are scheduled.

**SAMPLE OUTLINE:
Complete Sentence Outline**

How to Brush Your Teeth

Central Thought: The purpose of this speech is to teach people how to brush their teeth in a proper manner.

I. Introduction: It is very important to brush your teeth.

- A. What happens when you do not brush your teeth?
- B. What happens when you do brush your teeth?

II. There are preliminary things that must take place before brushing your teeth.

- A. There is certain equipment that you should have available.
 - 1. You will need toothpaste.
 - 2. You will need a toothbrush.
 - 3. You will need water (preferably running).
 - 4. You will need a mirror, although this is really optional.
- B. There are some things to do before you are ready to brush.
 - 1. You must apply the toothpaste to the toothbrush.
 - 2. You need to hold the brush properly.
 - 3. You must use the proper stance for full effectiveness.

III. There is a technique to be used when brushing your teeth.

- A. You will use different strokes to accomplish different things.
 - 1. There are vertical strokes.
 - 2. There are horizontal strokes.
 - 3. There are circular strokes.
- B. You will brush different kinds of teeth in different ways.
 - 1. The wisdom teeth require extra care.
 - 2. The molars must be thoroughly brushed.
 - 3. The front teeth should be brushed vertically.

IV. Before you are done, clean up is a must.

- A. Clean up includes rinsing the brush.
- B. Clean up means returning the brush to the rack.
- C. Clean up means a thorough rinsing of the mouth.
 - 1. A thorough rinse starts with a drinking of water.
 - 2. A thorough rinse involves gargling.
 - 3. A thorough rinse includes spitting out gargled water.
 - 4. A thorough rinse involves repeating the process again.
- D. Clean up includes wiping your mouth off with a towel.

V. Conclusion

If you want to keep your teeth for your lifetime, be faithful to brush regularly.

**SAMPLE OUTLINE:
Word or Phrase Outline**

How to Brush Your Teeth

Central Thought: The purpose of this speech is to teach people how to brush their teeth in a proper manner.

I. Introduction: The Importance of Brushing

- A. What Happens When You Do Not
- B. What Happens When You Do

II. Preliminaries to Brushing Your Teeth

- A. Necessary Equipment
 - 1. Toothpaste
 - 2. Toothbrush
 - 3. Water (preferably running)
 - 4. Mirror (optional)
- B. Preparation
 - 1. The Application of the Paste
 - 2. The Proper Grip
 - 3. The Proper Stance

III. Brushing the Teeth

- A. Various Strokes and Advantages of Each
 - 1. Horizontal
 - 2. Vertical
 - 3. Circular
- B. Various Teeth
 - 1. Wisdom Teeth
 - 2. Molars
 - 3. Front Teeth

IV. Cleaning Up

- A. Rinsing Brush
- B. Returning Brush to Rack
- C. Rinsing Mouth
 - 1. Drink
 - 2. Gargle
 - 3. Spit
 - 4. Repeat All of the Above
 - 5. Wipe off Mouth with Towel

V. Conclusions

Lesson 3 Choosing a Topic

I. There are some important things to understand as a basis for choosing a topic.

A. Understand _____.

Here are some questions that can assist you in understanding yourself:

- What do you find yourself talking about often without a speaking assignment?
- What are some of the unique experiences of your life?
- What are some important lessons that you have learned from life experiences?
- What are your interests, hobbies, involvements or special skills?
- What do you enjoy that you think others might enjoy as well?
- What are your personal concerns and convictions?
- What are some unresolved problems or questions that trouble you?
- What do you feel strongly about that you wish others cared about as well?
- What courses of study have you pursued?
- What kinds of things entertain you?
- What kinds of people and things inspire you?

B. Understand _____.

Make sure the topic is worthy of the time and effort to produce and the time and effort that your listeners will spend listening.

C. Understand your _____.

Your speech should in some way serve this group of people. It should address a common concern, reinforce a common belief, attempt to analyze or solve a common problem, clear up controversy over a debatable issue or it should simply amuse and entertain.

D. Understand the _____.

Make sure that the topic and the type of speech given is appropriate to the occasion of the speech.

E. Understand your _____.

Make sure that it is possible to do justice to this topic in the time that has been allowed for the speech.

F. Understand _____.

Make sure that you know exactly why you are speaking and what you intend to accomplish. There are several purposes for which your speech might be given:

- To inform or instruct
- To analyze and present a problem
- To change or strengthen beliefs or attitudes
- To inspire to action
- To entertain
- To solve a problem

II. There are other tips that will assist you in choosing a topic.

A. Be on the constant lookout for potential topics and illustrations.

1. Become an _____.
2. Become an _____.
3. Become a _____.

B. Know how to _____ for the specific occasion.

1. There are several factors that will influence how you narrow your topic.
 - a. The amount of _____ available for the speech.
 - b. Whether or not this speech is a _____ or a series of speeches.
 - c. The current knowledge and understanding of _____ relative to the topic.
 - d. The age and _____ of your audience.
 - e. Your own _____ and experience relative to the topic.
2. There are several additional tips on narrowing your topic.

The general rule is that the topic should be broad enough to be _____ and narrow enough to be _____.

- a. When narrowing your topic, move from the general to the _____.

- b. When narrowing your topic identify your _____ or purpose.
- c. When narrowing your topic focus on _____ of the subject that is most consistent with your purpose. Do not spend most of your time on general introductory material; get to the central thought quickly.

Lesson 4-5 The Speaking Situation

I. There are some important considerations related to the specific occasion.

These considerations are sometimes referred to as the _____ or factors. Some of the following questions will help you to analyze these factors.

A. What is the actual occasion? Why is this group meeting?

1. It may be a _____ occasion.
2. It may be a gathering for _____ purposes.
3. It may be a church or _____ function.

B. Why have they asked you to speak?

1. How did they get your name?
2. What is your connection with this group?
3. Have you ever addressed this group before?
4. Are you considered an authority by this group?

C. Where is this speech being given?

1. What is the size of the room?
2. What is the anticipated number of attendees?
3. What is the arrangement of the chairs?
4. What kind of chairs are they?
5. What is the P.A. system like?
6. Is the room well ventilated?
7. Will it be hot or cold?

8. Will there be recording or video taping?
9. Will you be speaking from a platform, in a pulpit, at a table or seated in a chair?
10. How elevated is the platform in relation to the audience?
11. Will you have a podium?
12. How will the layout affect eye contact with the speaker?
13. How close will you be standing to the audience?
14. How is the room decorated?
15. How is the lighting?
16. Will the equipment needed for visual communication be available to you?
17. Is there anything about the room itself that is a sure set up for distractions while you are speaking?

D. Is the occasion _____ or informal?

E. What does the _____ look like?

1. What comes _____ you?
2. What comes _____ you?
3. How much specific _____ has been allotted to you?
4. Will someone be _____ you before you speak?
5. Are there any _____ associated with this group with which you need to be familiar?

II. There are some important considerations related to the specific audience.

A. What is the principle make-up of this audience?

1. _____
2. _____
3. _____, Occupational and Educational Background
4. Cultural and _____ Background

B. What do the members of this audience have _____?

1. Belief System
2. Fraternity
3. Geography (Neighborhood, City, Nation)
4. Occupation
5. Other common denominators may include their local church, denomination, hobbies and interests.

C. What do you have _____ with this specific audience?

D. What do you perceive will be this audience's _____ toward you as a speaker?

1. If they already have a _____ view of you, you will be able to be more relaxed, honest, direct and even playful.
2. If they have a doubtful or _____ view of you, you will have to do some things to win them, wake them up and set them at ease.
3. If they have a _____ view of you, you will have to be very tactful, courteous, logical, brief and strategic in how you approach them.

How to handle a hostile crowd (The following is taken from *Speech Fundamentals* by Mardell Clemens, 1971).

- a. Express appreciation at being invited when your views were known to be different.
- b. Commend the audience on something good which you both know to be true.
- c. Appeal to basic desires that will support your purpose.
- d. Leave dormant those desires that would create barriers to your purpose.
- e. Review points of speech on which you are in general agreement.
- f. State clearly “point of law” or exact nature of the difference of opinion.
- g. State why you support your view, use logical proofs, and quit while you are ahead.

E. What are the perceived _____ of this unique group?

F. How is this particular group going to be best _____?

Different types of people are motivated in different ways.

1. Some people are motivated by issues of _____ and well-being.
2. Some people are motivated by loyalty to _____, friends and other relationships in their life.
3. Some people are motivated by issues of _____ and success.
4. Some people are motivated by _____ efforts and the relief of human suffering.
5. Some people are motivated by a personal desire for _____ and significance.

Lesson 6

Gathering Materials for the Speech

I. The first source of material for a speech is the speech maker.

A. Personal _____

The first step is to review in your own mind what you know about the topic.

B. Personal _____

The second step is to review some of your life experiences that might have a bearing on the subject that you have chosen.

II. The next source for material is the knowledge and experience of others that is discovered through careful research.

A. Your clear _____ and central thought will help you to narrow your research field.

1. If the purpose of your speech is to _____, the statement of purpose or central thought will be a carefully constructed statement indicating the knowledge that you want to communicate.

2. If the purpose of your speech is to _____, the statement of purpose or central thought will be a carefully constructed statement of the idea with which you want to amuse or divert the listener.

3. If the purpose of your speech is to _____, the statement of purpose or central thought will be a carefully constructed statement of the belief that you want accepted by the audience.

B. You can further facilitate your research by _____ of purpose or central thought.

1. The main points should proceed _____ from your central idea.

2. The main points should represent _____ of your central idea.

3. The main points should be _____ segments of your central idea.

4. The main points in your outline should be kept to a _____.
- C. Utilize _____ as you gather material.
1. Reference works (Encyclopedias, Dictionaries, etc.)
 2. The Bible
 3. Books published on the subject.
 4. Magazine articles
 5. Newspaper articles
 6. The internet
 7. Personal interviews
 - a. Experts in a related field
 - b. People who have been affected by the issue
 - c. People who have not been affected by the issue
- D. Compile your research in the _____ relating to your main points.
1. Be sure to note the source of your material.
 2. Be sure to be true to the context of any material extracted.
 3. Be sure to take notes in a way that they can be read or utilized.
- E. _____ your new findings into the material that you already knew.

Lesson 7 Outlining Your Speech

I. Introduction to Outlining

- A. There are several different styles of presentation in preaching.
1. Speaking from a _____.
 2. Speaking from an _____.
 3. Speaking _____.
 4. Speaking extemporaneously.
- B. Regardless of the style of presentation, a good outline is _____.

II. The Purpose of an Outline

- A. It provides _____ upon which to hang the flesh of your speech.
- B. It helps to establish _____ within your speech..
- C. It helps the speech to _____ from one part to another.
- D. It helps to avoid _____.
- E. It helps you to reach your _____.
- F. It helps the _____.

III. The Arrangement of the Outline

There are various ways in which to bring order to your outline (The following taken from *Speech Fundamentals* by Mardell Clemens):

- A. There is the _____ pattern.
1. The main points of the outline are chronological divisions.
 2. The order is given from a given point in time backward or forward.
 3. Speeches that fit this pattern would include biography, testimony and historical narrative.

B. There is the _____ pattern.

1. The main points of the outline are determined by physical placement.
2. The order is from east to west, north to south, top to bottom, etc.
3. Speeches that fit this pattern would be related to directions to a place or descriptions of an object.

C. There is the _____ pattern.

1. The main points of the outline are determined by a systematic classification based upon the relationship of the parts to the whole.
2. The order may follow one of several patterns:
 - a. The most important or interesting first and last with the least important in the middle.
 - b. The simple to the complex.
 - c. The familiar to the unfamiliar.

D. There is the _____ or effect-cause pattern.

1. The main points of the outline are built around (1) the cause and (2) the effect.
2. The order depends on whether you are seeking to determine the causes from known effects or the effect from the known causes.

E. There is the _____ pattern.

1. The main points of the outline are built around (1) the problem and (2) the solution.
2. The order is obvious.

F. There is the “_____” or “reasons against” pattern.

1. The main points of the outline are reasons for supporting or opposing a proposition.
2. The specific order may be determined based on some of the other patterns above.

IV. The Reasons for Good Arrangement

A. It assists in the working out of _____ of the speech.

B. It assists in putting together a _____ presentation.

- C. It assists the speaker in _____ where he or she is going.
- D. It assists the hearer in _____ the message.
- E. It assists in keeping audience _____.
- F. It makes the speech more _____.

V. The Number of Divisions in the Speech

The number of main points should be kept to a minimum. It is best to have only _____ main points.

VI. The Qualities of a Good Outline

- A. An outline should consist of _____ statements.

Example: John Wesley's sermon

1. _____ all you can.
2. _____ all you can.
3. _____ all you can.

- B. An outline should consist of _____ statements.

1. Use approximately the same number of words to express each of the main points.
2. Phrase the main points in a similar way.
3. Normally the points should be complete sentences.
4. Be careful not to overdo clever alliterations. Do not sacrifice the message for cuteness.

- C. An outline should consist of _____ statements.

1. Try to keep the amount of material that you will cover under each point approximately the same.
2. At the same time you should be sure to spend appropriate time on the most important points.

- D. An outline should consist of _____ statements.

1. Each major point within the outline ought to be a distinct idea, worthy of separate treatment.
 2. This avoids overlapping and boredom due to unnecessary redundancy.
- E. An outline should consist of _____ statements.

The outline should speak directly to the people's lives to whom you are speaking. They shouldn't have to work to make it relevant.

VII. Announcing Divisions in the Outline

- A. It is _____ normally necessary to announce the points of your outline.
1. In short speeches it is usually better not to highlight your outline.
 2. Try to use creative alternatives to revealing your outline.
- B. There may be occasions where it is appropriate.
1. When the train of thought is difficult to follow.
 2. When there are many points in the speech.
 3. When it will aid the memory of the hearers.
 4. When it will recapture attention and stir the interest of the hearers.
 5. When you are making a particular point about the actual number of points involved.
- C. It can be helpful to summarize your points at the beginning and/or at the end of your speech for the purpose of outline overview.

Lesson 8

The Parts of the Speech

I. What are the four main parts of a good speech?

A. The Central Idea

1. There are several reasons why a “central idea” or “purpose statement” is important.
 - a. It will help the speaker to _____ the task.
 - b. It will help the speaker _____ the topic.
 - c. It will help the speaker stay _____ in both writing and delivering the speech.
 - d. It will serve as a _____ for adding things in or taking things away from the speech.
 - e. It will help the speaker to be _____.
 - f. It will help the listener to _____ the idea of the speech.
 - g. It will help the listener to _____ the speech.
 - h. It will help the listener to _____ the speech.
 - i. It will help the listener repeat the central idea _____.
2. There are several guidelines for constructing a statement reflecting the central idea.
 - a. The purpose statement should focus on _____ idea.
 - b. The purpose statement should be constructed of one _____ sentence.
 - c. The purpose statement should be adjusted based on _____ of the audience.
 - d. The purpose statement will evolve based on _____ and the discovery process.
 - e. The purpose statement should be worked and _____ to make it as precise as possible.

3. There are three things that you can do with your central idea in your speech.
 - a. You can _____ it.
 - b. You can _____ it.
 - c. You can _____ the implications of it.

B. The Body

The body of the speech consists of the development of the central idea. There are some things that can serve as guidelines in relation to the body of the speech.

1. Let your research help to define the outline.
2. Keep your points as brief, as clear and as parallel as possible.
3. Organize your points to build momentum through the speech. Be sure that your first and last points are very significant.

C. The Conclusion

The conclusion needs to do several things.

1. The conclusion should _____ people _____ to the central idea.

To do this you may do some or all of the following:

- a. Restate the central idea.
 - b. Briefly rehearse the main points.
 - c. Use other quotations, illustrations or examples that reinforce the central idea.
 - d. Above all, do not introduce new points to your argument.
2. The conclusion should define or clarify the desired or expected _____ of the listener.
 - a. What do you want them to do?
 - b. How do you expect them to act?
 - c. What are they to carry away with them?
 3. The conclusion should make a _____ consistent with the purpose of the speech.
 4. The conclusion should be _____.

5. The conclusion should avoid the use of certain words including “finally” and “in conclusion.”

D. The Introduction

The introduction is the entry way into the topic and every listener must be invited to come in.

1. A good introduction _____ the attention of the audience.
 - a. It serves as a _____ from what has gone before.
 - b. It is a time to establish _____ with the audience.
 - c. It should motivate the audience _____ to what you have to say.
 - d. It should in some way arrest their attention by way of some of the following:
 - A startling fact or quotation
 - A recent scientific discovery
 - A prominent news item
 - A personal story or experience
 - A challenging, rhetorical question
 - A common concern
 - A human interest story or real life incident
2. A good introduction _____ the central idea.
 - a. The central idea should be clearly stated.
 - b. You may want to give the audience a preview of what you will be doing in the speech.
 - c. You may need to define or explain some words, technical terms or concepts in readying them for what you will be discussing.
3. A good introduction establishes for the listeners why their attention is important.
 - a. They will listen because the topic is _____ to them.
 - b. They will listen because the topic is _____ to them.
 - c. They will listen because of your _____ with the audience.
 - d. They will listen because you are _____ to say it.

II. How much time should be given to each part of the speech?

A. The Introduction

The length of the introduction will vary based on many factors. It will especially depend on the familiarity of the audience with you as a person. The introduction may be as short as 5% of the entire speech or it could be as much as 15% of the entire speech.

B. The Body

The body of the speech should use the bulk of the time. Try to treat your main points with a certain amount of equality especially if in your mind they are equally important. Make sure significant time is given to the most important areas.

C. The Conclusion

The conclusion should normally be relatively short or no more than 5% of the entire speech. However, the unique occasion and the purpose of the speech may dictate a longer conclusion.

III. What tools do I use to support the central thought or idea of the speech?

A good speaker will fill out the body of his or her speech with many different things. It must be remembered that the attention of the audience must be recaptured every couple of minutes. Here are some of the main ways to support the central idea of the speech. Note: The following is taken from *Speech Fundamentals* by Mardell Clemens.

A. *Definition* establishes boundary lines; it places a term in a general class and shows how it differs from other members of the class.

1. Unfamiliar words and words likely to be misunderstood because of frequent, “loose” use need to be defined.
2. Comparison-contrast is a form of definition.
 - a. Comparison shows likeness.
 - b. Contrast shows differences.
3. Examples should be given to pinpoint the meaning whenever possible.

B. *Description* tells us how a thing looks, feels, smells, or acts; in words it recreates places, things, and people for the listener’s inspection.

1. Determine the purpose of the description.
 2. Keep it brief.
 3. Follow a systematic order.
- C. *Facts* are truths known by actual experience or observation.
1. Be sure to verify all statements of fact.
 2. Beware of factual omissions which make the facts which are used misleading.
 3. Get pertinent facts.
- D. *Figures* and *statistics* are types of factual support.
1. Check the source and determine the reliability.
 2. Tell the listeners where you got them.
 3. Make sure they measure what they are supposed to measure.
- E. *Stories* are narratives from personal experience, literature or history.
1. Stories may be factual or hypothetical.
 2. Stories must not oversimplify.
 3. Stories must bear sharply on the point.
- F. *Specific instances* are narratives which are simply referred to.
1. They name the person, place, date, or event, but give no details.
 2. They can be used singly or in battery form.
- G. *Testimony* is limited to statements setting forth an individual's innermost convictions on a subject of deep importance to himself and to his listeners.
- H. *Quotations* give weight to your views in lucid language.
1. Be sure the quote is not too long.
 2. Be sure it is not laboriously dragged in.
 3. Be sure to say whom you are quoting and that you are quoting.
 4. Be sure to memorize them thoroughly and accurately.
- I. *Proverbs*, *maxims*, and *slogans* are special types of quotations which can be sparingly used.
1. A proverb is a short, pithy saying that expresses a widely accepted truth bases on common sense and a practical experience.
 2. A maxim is a general statement of principle, advice and counsel on human conduct and affairs expressed in tight, epigrammatic form.

3. A slogan is a short, catchy statement used as a rallying point by a person, group, or party.
- J. *Restatement* and *repetition* are ways of reviewing the idea and keeping it before the audience.
1. Restatement repeats the idea in different words.
 2. Repetition repeats the idea in the same words.
- K. *Rhetorical questions* challenge the listener to make his own decisions and to initiate his own actions.
1. The speaker is not expected to answer a rhetorical question directly or specifically.
 2. He uses it to prod the listener to think, to feel, or to act.

Lesson 9

Delivering Your Speech

I. What are some mechanics of speech delivery that will have a bearing on the effectiveness of the speech?

A. Eye Contact

1. Maintain _____ eye contact with the audience.
2. Avoid _____ from notes for any length of time.
3. Pick out _____ in various places in the room to focus in on.
4. Occasionally glance at the whole audience from front to back and side to side.
5. Use your eye contact to read how the audience is _____ what you are saying.

B. Body Language/Posture

1. Posture
 - a. Stand naturally with _____ except with gesturing.
 - b. Do not lean on the podium.
 - c. Do not stand on one leg or shift weight from side to side.
 - d. Do not stand with feet too far apart or too close together.
2. Walking
 - a. Avoid _____ back and forth.
 - b. Avoid standing in _____ for the whole speech.
 - c. Avoid _____ to the podium.
 - d. Use walking as a way to break up the monotony, reconnect with the audience and _____ certain points.
3. Gestures

When gestures are used properly they can greatly enhance the message of the speech. Note: The following thoughts are taken from *Speech Communication* by Mardell Clemens.

a. Gestures are especially useful in accomplishing specific purposes

- We enumerate through gesture.
- We divide, compare and contrast through gesture.
- We describe realistically and suggestively through gesture.
- We locate through gesture.

b. Gestures are useful only as they are effectively executed.

i. They must be done with vitality.

Sharp, decisive, clear-cut gestures tell the audience that you are interested in communicating your ideas. Weak, vague, half-hearted gestures tell the audience that you lack confidence in yourself.

ii. They must be flexible and varied.

iii. They must be done naturally.

- Forced gestures are unnatural.
- Planned gestures are mechanical.
- Natural gestures spring from inner impulse.

iv. They must be timed and fit the point.

v. They must be integrated with the thoughts and feelings.

- Actions in harmony with words heighten meaning.
- Actions in conflict with words cause confusion.
- The stroke of the gesture must come on the word to be emphasized.
- The climax of the gesture puts force into the thought.

vi. They must be appropriate to the occasion and the setting.

- Use wider and more sweeping gestures for a large audience than for a small one.
- Use more vigorous gestures for a large Sunday morning worship service.
- Use more action for young people than for older people.

4. Facial Expressions

Your facial expressions while you are giving your speech will either invite people in or _____ out.

a. Smile most of the time. Do not scowl.

- b. Gesture with you face when telling stories or describing things.

5. Dress

The way you dress will either add to or detract from you speaking experience. Clothing should fall into the following guidelines:

- Modest
- Appropriate to the occasion
- Appropriate to the audience
- Color-coordinated
- Relatively conservative for the group (not showy)
- Avoid excessive jewelry (especially things that make noise or produce a lot of movement when you walk)

C. Voice Control

1. Speed or Pace

- a. Do not speak too fast.
- b. Do not speak too slowly.
- c. Use the occasional “pause” for drama, emphasis, audience absorption and transition from one point to another.

“Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.” --Unknown Author

2. Articulation or Pronunciation

- a. Do not mumble or run your words together.
- b. Be careful to pronounce words crisply and clearly. This is especially important where you are speaking to multiple cultures.

3. Tone and Pitch

- a. Speak in your normal tone of voice for the bulk of the speech.
- b. Avoid high pitched sounds for extended periods.
- c. Put drama and suspense into your speech by the use of intonation.

Notice the power of emphasis in the following dramatization of, “I didn’t tell John you were stupid.”

I didn’t tell John you were stupid.

I *didn’t* tell John you were stupid.

I didn't *tell* John you were stupid.
I didn't tell *John* you were stupid.
I didn't tell John *you* were stupid.
I didn't tell John you *were* stupid.
I didn't tell John you were *stupid*.

4. Volume

- a. Do not “yell” for a sustained period (once in a while for effect).
- b. Project your voice to the person who is the furthest from you.
- c. Vary the volume for emphasis and dramatic effect.

D. Other Potential Distractions

1. Gasping audibly.
2. Using a lot of non-working words and fillers (i.e. er, uh, etc.).
3. Repeating certain connecting words (i.e. and, then, you know, like, amen, praise the Lord, hallelujah, etc.).
4. Distracting movements or nervous gestures.
 - Touching face
 - Hands in pockets
 - Pushing up or adjusting glasses
 - Pulling on collar or tie
 - Playing with a pen, rings, bracelets, watches, a button, etc.
 - Jingling keys or coins
5. Going overtime

“One of the worst mistakes you can make as a public speaker is talking too long. Not only will you send some folks to never-never land, you will make some of them downright mad. It doesn't matter if your entire speech was brilliant and the audience came away with information that will change their lives. If you talk too long, they will leave saying, ‘That speaker just wouldn't quit.’ Don't let this happen to you! Say what you have to say and sit down. Before you do, give them a well thought out closing.” –Author Unknown

II. What are some other things that will enhance the speaking experience?

A. Visual Aids

1. Handouts
2. Power Point Presentations
3. Other Electronic Media: Slides, Transparencies, Video Clips
4. Models and Props (Object Lessons) (Ill. Bro. Conner's Potatoes)
6. Chalkboards, Whiteboards, Flip Charts
7. People (Skits, Demonstrations, Etc.)

B. Humor

Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

C. Personal Confidence

1. Be _____.
2. Do not make _____.
3. Do not put _____.
4. Do not _____.
5. If you make a mistake, _____ and move on quickly.

Lesson 10

Making Transitions

I. What do we mean when we talk about transitions?

An important consideration as you make your speech is the issue of transitions. That is, how are you going to move strategically from one point to another in a way that will complement the purpose of your speech?

A transition can be defined as the act or means of moving from one point or concept to another in such a way as to properly link the two ideas. Your transition should carefully guide your listeners to the next point.

II. How important are transitions?

Effective transitions are important for the following reasons:

A. They help to keep the flow of the speech moving.

There are different schools of thought on this. Some feel that the speech should not be too fluid or polished or it will put people to sleep. On the other spectrum you have those who feel that the speech should be very smooth throughout. The preferable is somewhere in the middle. As a rule transitions from point to point should not be forced or choppy.

B. They eliminate the need for mechanical or abrupt transitions (e.g. point one, point two, etc.).

Sometimes when you are lecturing, you will not need to spend as much time planning your transitions. The nature of the material, the expectation of the audience and the teaching setting is more conducive to the enumeration of points.

C. They make the speech more pleasant for the listener.

III. What are some of the ways to make effective transitions?

Transitions can be made in several different ways.

A. Non-verbal Transitions

You can make transitions by changing your position, pausing, using visual aids, giving out a handout, picking up a prop or sharply varying the sound you make come out of the public address system. Do anything that breaks the pattern of what you were doing in the previous segment and introduces what you plan to do.

B. Verbal Transitions

You can make transitions verbally in a variety of ways. For verbal transitions, one-liners, anecdotes, and questions work well. In addition, there are common expressions that can be used when moving from idea to idea within the speech. Note the following examples of transitional expressions:

If you want to:	Use these transitional expressions:
Add or show sequence	Again, also, and, and so on, and then, as well, besides, beyond that, equally important, finally, first (second, etc), for one thing, further, furthermore, in addition, in the first place, last(ly), likewise, moreover, next, still, too, what is more, with
Compare	Also, as well, both, in like manner, in the same way, likewise, neither, nor, similarly
Contrast	After all, although, and yet, at the same time, be that as it may, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, this may be true, though, whereas, yet
Give examples of or intensify	Above all, after all, an illustration of, especially, even, for example, for instance, indeed, in fact, in particular, it is true, most important, of course, specially, surely, that is, to illustrate, truly
Indicate place	Above, adjacent to, along side, around, away from, below, beside, beyond, elsewhere, from, further on, here, in, inside, near, nearby, next to, on the far side, on the other side, on this side, opposite to, over, outside, there, toward, under
Indicate time	After a while, afterward, as long as, as soon as, at last at length, at present, at that time, before, briefly, currently, during, earlier, eventually, finally, first (second, etc), formerly, gradually, immediately, in the future, in the meantime, in the past, lately, later, meanwhile, now, presently, recently, shortly, simultaneously, since, so far, soon, subsequently, suddenly, then, thereafter, until, until now, when
Show cause or effect, conditions	Accordingly, and so, as a result, because of this, as a consequence, as a result, consequently, for this purpose (reason), for this reason, hence, if, incidentally, otherwise, since, so, then, therefore, thereupon, thus, to this end, with this object
Concede (a point)	Certainly, granted that, of course, no doubt, to be sure
Illustrate a point	As a case in point, as an illustration, for example, for instance, in particular, one such, yet another
Give a reason	As, because, for, for this purpose, in order that, since, therefore, to this end, with this object
Summarize, conclude, or repeat	All in all, altogether, as has been said, finally, in any event, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, lastly, on the whole, that is, therefore, to put it differently, to sum up

Lesson 11

Overcoming Stage Fright

I. What is stage fright?

There are those who suggest that the fear associated with getting up in front of a group of people and speaking is one of the most dreaded of all fears. Certainly this is not true for everyone. However most people contend with this thing called “stage fright.” Even seasoned speakers feel more or less nervousness depending on the personal comfort zone for any particular speech.

- A. Stage fright is not usually something that occurs on the actual “stage” while you are speaking.
- B. Stage fright is the nervousness that someone feels in anticipation of the actual speaking experience.
- C. Stage fright can actually begin from the moment that the speaking assignment or opportunity is recognized.
- D. Stage fright often subsides when you actually begin to speak.

II. What are the most common symptoms of stage fright?

Some of the most common symptoms of stage fright include the following:

- Dry mouth
- Tight throat
- Trembling lips
- Loss of breath
- Sweaty hands
- Cold hands
- Trembling hands
- Trembling knees
- Slight nausea or butterflies
- Fast pulse
- Blanking out

III. How can stage fright work for you?

Before you are ready to speak in public you must learn how to understand, embrace and manage your stage fright.

A. Stage fright is normal.

People who are experienced speakers realize that a certain amount of stage fright is a natural response to the stress associated with any speaking opportunity. It is natural to be apprehensive because we are all self-conscious in front of people, especially certain people. But there are other reasons for our nervousness as well. You may be nervous because:

1. You are taking your responsibility seriously. You care about doing a good job.
2. You have respect for your audience.
3. You realize the importance of what you have to say.
4. You know that how you perform will affect the message delivery.

In point of fact, you might have more reason for concern if you did not have a certain amount of nervousness. It might be symptomatic of having the opposite qualities of those listed above.

B. Stage fright is your friend.

It is important to remember that no one has ever died of stage fright even though some people would rather die than speak in public.

1. It sharpens your reflexes.
2. It heightens your energy.
3. It helps you focus on your delivery mechanics.
4. It helps you to prepare more fully.
5. It reminds you that you must depend upon the Lord.

C. Stage fright can be managed.

You can learn to control it and use it to your advantage.

IV. What can you do to overcome stage fright?

There are some things that you can do to minimize the effects of stage fright.

- A. There are some things that you can do will in advance of the event.

1. Be well prepared.
 2. Be well practiced.
 3. Have your introduction well memorized.
 4. Have your notes well organized.
 5. Do not eat a big meal beforehand.
 6. Be on time (early) for the event
- B. There are things that you can do just prior to your speech.
1. Imagine that you are simply sharing your ideas with a group of close friends.
 2. Visualize yourself doing well and the audience responding well.
 3. Remind yourself that the audience is your friend.
 4. Remind yourself of your sincere desire to help the audience.
 5. Be alert to your surrounding and what is going on around you (it may help you with your introduction).
 6. Pray and ask God for His help.
- C. There are things that you can do while you are speaking.
1. Breath deeply from your diaphragm.
 2. Stand in with good balance.
 3. Lean on podium if necessary to avoid trembling.
 4. Concentrate on the message not your symptoms.
 5. Take lukewarm water as needed.
 6. Move around as you speak.

Remember you nervous symptoms are not nearly as obvious to the audience as they are to you.

Lesson 12

The Persuasion Speech

The following material was extracted from *Speech Fundamentals* by Mardell Clemens, 1971 (Out of Print).

Definition: Persuasion is the attempt to influence the thought, opinions or actions of others by motivational appeal as well as by logic, facts and opinions of authorities.

I. There are several theories and techniques to effective persuasion.

- A. The persuader must establish good will and credibility.
 - 1. Know your audience and plan and work your appeals to take into account the audience's known experience, interests and attitudes.
 - 2. Demonstrate your mastery of your subject.
 - 3. Give evidence that you are a worthy leader.
 - 4. Your character will influence your audience.
- B. The persuader must get the attention of his listeners and hold their interest.
 - 1. Show the significance of your proposal.
 - 2. Make use of conflict concerning your proposal.
 - 3. Shock the listener as to the urgency of your message.
 - 4. Arouse curiosity about your subject.
 - 5. Make your speech easy to follow.
 - 6. Use variety in all aspects of the speech.
- C. The persuader will have to stimulate favorable feelings on the part of his audience. He will have to win them emotionally.
 - 1. Appeal to the dominant motives of the group you are addressing.
 - 2. Meet all the objections you can think of before they are raised.
 - 3. Adapt to the different situations.
- D. The persuader must present a practical plan of action.

II. How does the speaker prepare a persuasive speech?

- A. The persuader begins by formulating the specific purpose – the precise objective to be reached – which in a persuasive speech is called a *proposition*.

1. The proposition is stated, clearly and concisely in an unambiguous declarative sentence.
 2. The proposition will be one of fact, value or policy.
 1. A proposition of fact asserts that “this was true (or false) or this is not true (or false) or this will be true (or false).”
 2. A proposition of value asserts that “this is valuable or good” or the opposite characteristic, “this is worthless, destructive or bad.”
 3. A proposition of policy asserts that “this should be done.”
- B. The persuader then discovers the issues – the inherent and vital points on which the truth of falsity of the proposition hinges.
1. The number of major issues is seldom greater than two or three and rarely more than five.
 2. Issues are properly expressed as questions.
 1. In a proposition of fact these are the possible issues:
 1. Do the facts exist?
 2. What is their nature?
 2. In a proposition of value these are the possible issues:
 1. What standards of judgment should be used?
 2. How should the standards apply?
 3. In a proposition of policy there are the possible issues:
 1. Does a problem exist?
 2. Will the proposal solve the problem?
 3. Will the proposal introduce other more serious problems?
 4. Is there not a better proposal?
- C. The persuader carefully analyzes the audience-situation.
- D. The persuader does thorough and organized research on the proposition.
- E. The persuader determines the best organizational pattern for his proposition with this audience.

- F. The persuader makes a thorough outline, choosing carefully his supporting materials for the greatest persuasive influence.
- G. The persuader practices and practices and practices.
- H. The persuader delivers his speech with great personal conviction and vitality.

Lesson 13

Being a Good Listener

I. The Importance of Listening

Becoming a good communicator or speaker is one aspect of the process of communication. The word “communication” itself implies a two-way activity. While we all want to become excellent communicators, we also want to become disciplined listeners.

A. Listening shows respect for others and their ideas.

People who are only interested when they are the ones speaking demonstrate a high level of personal pride and disrespect for others.

B. Listening demonstrates our own desire for learning.

Listening to others says, “I do not know everything; I have a hunger to learn more; I believe you have something to offer me.”

C. Listening is a major way to deepen our well of truth.

It does not matter who is speaking or even the topic about which they are speaking, a good listener can take something away from every listening experience.

II. Hindrances to Listening

Research indicates that people speak at a rate of about 100 to 175 words per minute. However, our ability to listen far exceeds that rate. The same research tells us that the average person can effectively absorb anywhere from 600 to 800 words per minute. That means that in most speaking situations our mind does not have to be fully engaged to be able to hear what is being said. This means that our mind may want to wander and do some other things besides listen.

This means that a determined listener will have to work to listen well. The good listener will have to make a conscious effort to listen attentively.

In addition, there are several things outside of the listener’s control that can make listening a challenge. Being aware of these as a speaker will help us to minimize these factors for the sake of our listeners.

A. Hindrances caused by the speaker.

1. The volume of the speech (either too low or too loud).

If people have to strain to hear or if the volume is giving them a headache, they will tune out.

2. The complexity of the subject matter being covered.

If the speech is covering material that is way over the head of the average listener, the listener will eventually give up.

3. The lack of organization of the speech.

If the speech lacks logical order and progression which causes the listener to get lost in the argument, he or she will not want to exert the energy necessary to get back into it.

4. The emphasis on too much detail or “rabbit trails” that are not germane to the central idea.

B. Hindrances caused by the listener.

1. Not having a good sight line to the speaker.

2. Not having a comfortable chair.

3. Concentrating on externals relating to the speaker (dress, hair style, etc.)

4. Being engaged with other listeners around you.

4. Getting hung up on issues with which you do not agree.

III. Developing Good Listening Skills

A good listener is active not passive. It takes work to be a good listener. It all begins with a desire to listen. Once that is established, there are some other things that you can do to increase your listening skills.

A. Determine to pay attention. That means that you quit doing anything else and concentrate on what is being said. The first step to being a good listener is to act like a good listener.

B. Learn to respond to the speaker.

1. Verbally

- The occasional “Amen!”
- Responding to humor

- Responding when prompted to do so

2. With body language

a. Positive

These things say, “I am interested in you and what you have to say.”

- Nodding
- Maintaining good eye contact

b. Negative

All of these say, “I am not really interested in anything that you have to say.”

- Nodding off
- Yawning
- Slouching
- Crossing Arms
- Looking a watch or clock repeatedly
- Whispering to a neighbor
- Staring off in space
- Doodling
- Playing with any object

3. Especially with our face

- Smile
- Express appropriate emotions

C. Maintain good posture. Sit slightly forward in your seat. When you find yourself drifting, adjust your position.

D. Take notes on what is being said.

1. Write down the main points.
2. Note areas for further investigation.
3. Make a list of questions.

E. Watch out for stumbling stones.

Focus on the main thrust of what is being said not on things that trip you up as a listener, such as:

- Religious or political hot buttons

- Mannerisms
 - Misuse of words or improper pronunciations
 - Mechanics of delivery
- F. Choose a seat where there are minimal possibilities for distraction. Some distractions could include:
- A window
 - Noise
 - Talkative neighbor
 - A beam or pole

Lesson 14

Leading a Discussion

DISCUSSION: A group discussion is a shared, purposive communication transaction in which a small group of persons exchange and evaluate ideas and information in order to understand a subject or solve a problem.

I. Preparation for Discussion

- A. Spend time in preparation to know the material well.
- B. Spend time in prayer prior to discussion.
- C. Work on an appropriate introduction to the discussion that will arouse interest.
 - 1. A humorous story
 - 2. A testimony of personal challenge
 - 3. A key scripture that will cultivate a corporate desire.
- D. Make sure that the room and room arrangement is conducive to a healthy discussion.

II. Discussion Guidelines

- A. Get people excited about the topic by the way you introduce it.
- B. Seek to involve everyone.
- C. Watch for those who would tend to dominate.
- D. Draw out those who would hold back.
- E. Be careful not to let the discussion wander; continually bring it back to center.
- G. Listen carefully to what is said.
- H. Be prepared to repeat and clarify points for the rest of the group.
- I. Be aware when several people want to talk at the same time and give appropriate order to comments of others.
- J. Show respect for the opinions of others.
- K. Close the discussion by pulling all of the strands together so that one central thought is communicated.

III. Additional Guidelines for the Leader

- A. Know the people who are involved in the discussion.
 - 1. Are they domineering? Do I need to back them off?
 - 2. Are they quiet and reserved? Do I need to draw them out?
- B. Be willing to remain in the background. The leaders should speak at the following times:
 - 1. To begin and guide the discussion.
 - 2. When asked a question.
 - 3. To clarify a muddled point.
 - 4. To correct an error...gracefully.
 - 5. To add additional information to or to summarize a point.
 - 6. To ask further questions.
 - 7. To inject humor into an otherwise dry discussion.
- C. Look people in the eye when they are speaking and be careful to control your own negative body language.
- D. Do not let any member of the group escape without some involvement.
- E. Be alive and alert. You are the leader. Everyone else in the group will catch your excitement, enthusiasm and intensity.

SPEECH EVALUATION FORM

Speaker _____ Date _____

Topic _____ Type of Speech _____

Rate the speaker on each point: E-excellent G-good A-average F-fair P-poor

INTRODUCTION

Gained Attention and Interest E G A F P
 Introduced Topic Clearly E G A F P
 Related Topic to Audience E G A F P
 Established Credibility E G A F P
 Central Thought Understood E G A F P

BODY

Main Points Clear E G A F P
 Main Points Fully Supported E G A F P
 Organization Well Planned E G A F P
 Language Appropriate E G A F P
 Transitions Effective E G A F P
 Outline Hidden E G A F P
 Reflected Quality Research E G A F P

CONCLUSION

Prepared Audience for Ending E G A F P
 Reinforced Central Idea E G A F P
 Vivid Ending E G A F P

DELIVERY

Spoke at an Appropriate Pace E G A F P
 Maintained Strong Eye Contact E G A F P
 Avoided Distracting Mannerisms E G A F P
 Articulated Words Clearly E G A F P
 Used Pauses Effectively E G A F P
 Used Vocal Variety E G A F P
 Presented Visual Aids Well E G A F P
 Enthusiastic about Topic E G A F P
 Moved Freely While Speaking E G A F P
 Gestured Appropriately E G A F P
 Maintained Good Posture E G A F P

OVERALL EVALUATION

Topic Challenging E G A F P
 Specific Purpose Well Chosen E G A F P
 Message Adapted to Audience E G A F P
 Speech Completed on Time E G A F P
 Held Interest of Audience E G A F P

What did the speaker do most effectively? _____

What should the speaker pay special attention to next time? _____

General Comments: _____

Evaluator: _____