



Outlining the speech

Lesson 7.

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Think what might happen

if you tried to build a house without a floor plan or an architect's blueprint. You place the kitchen next to the driveway to make it convenient for carrying in groceries. But the dining room turns up

at the other end of the house. When you cook and serve a meal, you have to run with the plates to keep the food from getting cold. You put the bathroom at the head of the stairs to make it accessible to visitors. But the door opens in such a way that the unwary guest is catapulted down the steps. You think it's a wonderful idea to have almost no interior walls. But when the first snowfall comes, your (unsupported) roof collapses.

outlines are essential to effective speeches. An outline is like a blueprint for your speech. It allows you to see the full scope and content of your speech at a glance. By outlining, you can judge whether each part of the speech is fully developed, whether you have adequate supporting materials for your main points, and whether the main points are properly balanced. An outline helps you make sure that related items are together, that ideas flow from one to another, that the structure of your speech will "stand up"—and not collapse.





GUIDELINES FOR THE PREPARATION OUTLINE


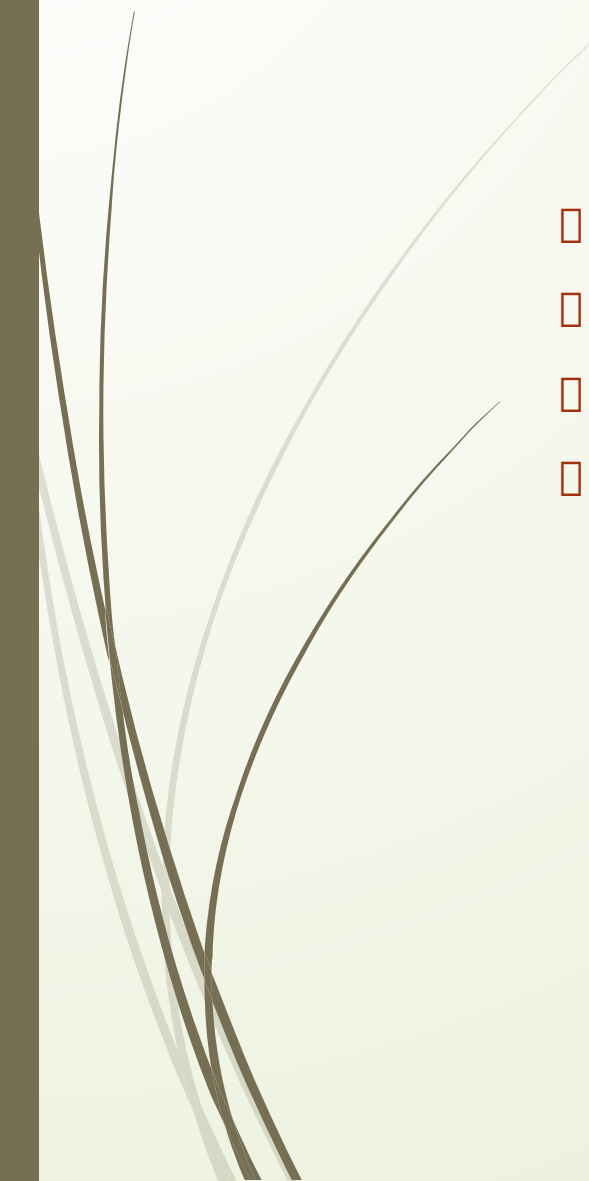
- Writing a preparation outline means putting your speech together—deciding what you will say in the introduction, how you will organize the main points and supporting materials in the body, and what you will say in the conclusion.
- A detailed outline developed during the process of speech preparation that includes the title, specific purpose, central idea, introduction, main points, subpoints, connectives, conclusion, and bibliography of a speech.
- **State the Specific Purpose of Your Speech**
- It should be a separate unit that comes before the outline itself. Including the specific purpose makes it easier to assess how well you have constructed the speech to accomplish your purpose.
- **Identify the Central Idea**
- **Label the Introduction, Body, and Conclusion**



Use a Consistent Pattern of Symbolization and Indentation

- main points are identified by Roman numerals and are indented equally so as to be aligned down the page.
- Subpoints are identified by capital letters.
- Beyond this, there may be sub-subpoints and even sub-sub-subpoints. For example:
 - I. Main point
 - A. Subpoint
 - B. Subpoint
 - 1. Sub-subpoint
 - 2. Sub-subpoint
 - a. Sub-sub-subpoint
 - b. Sub-sub-subpoint
 - II. Main point
 - A. Subpoint

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- suppose you find yourself with a list of statements and are not sure which are main points, which are subpoints, and so forth. Such a list might look like this:
 - There were 13 people at the Last Supper—Jesus and his 12 disciples.
 - One of the most common sources of superstition is numbers.
 - In the United States, 13 is often omitted in the floor numbering of hotels and skyscrapers.
 - The number 13 has meant bad luck as long as anyone can remember.


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- I. One of the most common sources of superstition is numbers.
 - A. The number 13 has meant bad luck as long as anyone can remember.
 - 1. There were 13 people at the Last Supper—Jesus and his 12 disciples.
 - 2. In the United States, 13 is often omitted in the floor numbering of hotels and skyscrapers.

the same speech on the life of Martin Luther King

Ineffective	Effective
I. Montgomery	I. King began his civil rights career in the Montgomery bus boycott of 1955-1956.
II. 1960s	II. King's greatest triumphs came during the early 1960s.
A. Birmingham	A. In 1963 he campaigned against segregation in Birmingham, Alabama.
B. March	B. Later that year he participated in the famous march on Washington, D.C.
1. 200000	1. More than 200,000 people took part.
2. Dream	2. King gave his "I Have a Dream" speech.
C. prize	C. In 1964 he received the Nobel Peace Prize.
III. Final years	III. King faced great turmoil during his final years.
A. Criticized	A. He was criticized by more militant blacks for being nonviolent.
B. Vietnam	B. He protested against the war in Vietnam.
C. Assassinated	C. He was assassinated in Memphis, Tennessee, on April 4, 1968.



Label Transitions, Internal Summaries, and Internal Previews

- One way to make sure you have strong transitions, internal summaries, and internal previews is to include them in the preparation outline. Usually they are labeled separately and inserted in the outline where they will appear in the speech.
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Attach a Bibliography

- You should include with the outline a bibliography that shows all the books, magazines, newspapers, and Internet sources you consulted, as well as any interviews or field research you conducted.
- The two major bibliographic formats are those developed by
- the Modern Language Association (MLA) and
- the American Psychological Association (APA).
- make sure your statement of sources is clear, accurate, and consistent.
- check the complete Bibliography Formats in the online Speech Tools for this chapter at www.connectlucas.com.



Give Your Speech a Title, If One Is Desired

- a speech title is necessary—as when the speech is publicized in advance or is going to be published. Whatever the reason, if you do decide to use a title, it should
 - (1) be brief,
 - (2) attract the attention of your audience, and
 - (3) encapsulate the main thrust of your speech.
- A good title need not have what Madison Avenue would call "sex appeal"—lots of glitter and pizzazz. By the same token, there is certainly nothing wrong with a catchy title—as long as it is germane to the speech.

two groups of titles

There are advantages and disadvantages to both. Those in the first group clearly reveal the topic, but they are not as provocative as those in the second group. Those in the second group are sure to arouse interest, but they do not give as clear an idea of what the speeches are about.

descriptive	figurative
Unsafe Drinking Water Living with Deafness The Rage to Diet The United States Mint Gambling Addiction	Toxins on Tap The Sounds of Silence The Art of Wishful Shrinking The Buck Starts Here Against All Odds



the question

- Phrasing your title as a question can be both descriptive and provocative. Using this method, we can construct a third set of titles combining the virtues of groups I and II:
- Is Your Water Safe to Drink?
- Can You See What I'm Saying?
- Diets: How Effective Are They?
- Where Is Making Money a Way of Life?
- Do You Really Think You Can Beat the Odds?

SAMPLE PREPARATION OUTLINE WITH COMMENTARY

Stating your specific purpose and central idea as separate units before the text of the outline makes it easier to judge how well you have

***Specific Purpose:* To inform my audience about the nature, extent, and symptoms of panic attacks.**

constructed the outline to achieve your purpose and to communicate your central idea.

Central Idea: Panic attacks are serious medical conditions whose fearful symptoms affect millions of people.

Labeling the introduction marks it as a distinct section that plays a special role in the speech.

Introduction

The opening story gets attention and, as it progresses, reveals the topic of the speech.

- i. I can't breathe, my arms are tingling, I'm really dizzy, and it feels as if my heart is about to fly out of my chest.
- ii. When this happened to me three years ago at an outdoor concert, I was really frightened.
 - A. At the time, I had no idea what was going on.
 - B. My doctor told me later that I had experienced a panic attack.
- i. I have learned a lot about my condition during the past three years, and I did additional research for this speech.
- ii. Today I would like to inform you about the nature of panic

Here the speaker establishes her credibility and previews the main points to be

Including transitions ensures that the speaker has worked out how to connect one idea to the next. Notice that the transition is not included in the system of symbolization and indentation used for the rest of the speech.

(Transition: Let's start with the nature of panic attacks.)

Labeling the body marks it as a distinct part of the speech.

Body

Main point I is phrased as a full sentence. As the outline progresses, notice that the main points are arranged in topical order.

1. Panic attacks are a severe medical condition with a number of physical and mental symptoms.
A. As defined by the National Institute of Mental Health, panic attacks involve "unexpected and repeated episodes of intense fear accompanied by physical symptoms."

The two subpoints of main point I are shown by the capital letters A and B and are written out in full sentences to ensure that the speaker has thought them out fully. Points below the level of subpoint are indicated by Arabic numerals and lowercase letters. Sometimes they are not written as full sentences. Check to see what your teacher prefers.

1. The attacks usually come out of nowhere and strike when least expected.
2. Their length can vary from a few minutes to several hours.
B. There are a number of symptoms common to most panic attacks.
 1. Physical symptoms include a pounding heart, shortness of breath, lightheadedness, and numbness or tingling sensations in the arms and legs.
 2. Mental symptoms include acute fear, a sense of disaster or helplessness, and a feeling of being detached from one's own body.

The transition shows how the speaker will move from main point I to main point II.

(Transition: Now that you know something about the nature of panic attacks, let's look at how widespread they are.)

Like main point I, main point II is phrased as a full sentence.

- II. Panic attacks affect millions of people.
 - A. According to the American Psychiatric Association, six million Americans suffer from panic attacks.
 - B. Some groups have a higher incidence of panic attacks than do other groups.
 - 1. The National Institute of Mental Health reports that panic attacks strike women twice as often as men.
 - 2. Half the people who suffer from panic attacks develop symptoms before the age of 24.

The progressive indentation shows visually the relationships among main points, subpoints, and sub-subpoints.

The transition indicates that the speaker is moving to her next main point.

(Transition: Given the severity of panic attacks, I'm sure you are wondering how they can be treated.)

This main point, like the first two, is stated as a full sentence.

Notice the pattern of subordination in this section. Subpoint B notes that cognitive-behavioral therapy is one of the options for treating panic attacks. Sub-subpoint 1 identifies the kinds of techniques involved in this therapy. Because items a and b expand upon the techniques point, they are subordinated to it.

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III. There are two major options for treating panic attacks.

A. One option is medication.

- 1. Antidepressants are the most frequently prescribed medication for panic attacks.**
- 2. They rearrange the brain's chemical levels so as to get rid of unwanted fear responses.**

B. Another option is cognitive-behavioral therapy.

- 1. This therapy involves techniques that help people with panic attacks gain control of their symptoms and feelings.**
 - a. Some techniques involve breathing exercises.**
 - b. Other techniques target thought patterns that can trigger panic attacks.**

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 - a. Some techniques involve breathing exercises.
 - b. Other techniques target thought patterns that can trigger panic attacks.

Labeling the conclusion marks it as a distinct part of the speech.	<i>Conclusion</i>
Summarizing the main points is usually standard procedure in an informative speech.	1. As we have seen, panic attacks affect millions of people.
	II. Fortunately, there are treatment options to help prevent panic attacks and to deal with them when they occur.
Referring back to the speaker's personal experience mentioned in the introduction gives the speech a sense of unity and provides an effective ending.	III. In my case, the combination of medication and cognitive-behavioral therapy has been extremely helpful. IV. I don't know if I will ever be completely free of panic attacks, but at least I understand now what they are and what I can do about them.

Bibliography

This is the final bibliography. It lists the sources actually used in writing the speech and is shorter than the preliminary bibliography compiled in the early stages of research.

Barlow, David. *Clinical Handbook of Psychological Disorders*, 4th ed. New York: Guilford Press, 2008. Print.

Baskin, Kara. "Not Just Any Old Butterflies." *Washington Post* 9 Jan. 2007: F1. *LexisNexis*. Web. 23 Oct. 2008.

Brantley, Jeffrey. *Calming Your Anxious Mind: How Mindfulness and Compassion Can Free You from Anxiety, Fear, and Panic*, 2nd ed. Oakland, CA: New Harbinger Publications, 2007. Print.

Choy, Yujuan. "Treatment Planning for Panic Disorder."



Daniel Webster

- "I was never so excited by public speaking before in my life," wrote one listener in 1820 after listening to Daniel Webster. "Three or four times I thought my temples would burst with the gush of blood. ... I was beside myself, and am so still."¹
- Such reactions were not unusual among Webster's audiences. He thrilled two generations of Americans with his masterful orations. Incredible as it seems today, he did so while speaking for several hours at a time, often without using any notes! A reporter once asked how he managed this. "It is my memory," Webster said. "I can prepare a speech, revise and correct it in my memory, then deliver the corrected speech exactly as finished."



GUIDELINES FOR THE SPEAKING OUTLINE

- **Follow the Visual Framework Used in the Preparation Outline**
- Your speaking outline should use the same visual framework—the same symbols and the same pattern of indentation—as your preparation outline. This will make it much easier to prepare the speaking outline. More important, it will allow you to see instantly where you are in the speech at any given moment while you are speaking. You will find this a great advantage. As you speak, you will look down at your outline periodically to make sure you are covering the right ideas in the right order.

compare

ineffective

- I. 1840-1860
 - A. World Anti-Slavery Convention
 - B. Seneca Falls convention
 - O. Lucretia Mott
 - 1. Elizabeth Cady Stanton
 - 2. Declaration of Sentiments II.
- 1900-1920
 - A. National American Woman Suffrage Association
 - 1. Founding
 - 2. Objectives
 - B. Nineteenth Amendment
 - 1. Campaign
 - 2. Ratification

more effective

- I. 1840-1860
 - A. World Anti-Slavery Convention
 - B. Seneca Falls convention
 - 1. Lucretia Mott
 - 2. Elizabeth Cady Stanton
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- II. 1900-1920
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Make Sure the Outline Is Legible

- Your speaking outline is all but worthless unless it is instantly readable at a distance. When you make your outline, use large lettering, leave extra space between lines, provide ample margins, and write or type on only one side of the paper.
- Some speakers put their notes on index cards. Most find the 3X5 size too cramped and prefer the 4X 6 or 5X 8 size instead. Other people write their speaking outlines on regular paper. Either practice is fine, as long as your notes are immediately legible to you while you are speaking.



Keep the Outline as Brief as Possible

- If your notes are too detailed, you will have difficulty maintaining eye contact with your audience. A detailed outline will tempt you to look at it far too often, as one student discovered:
- Angela Granato was speaking about the benefits of Pilates. She had prepared the speech thoroughly and practiced it until it was nearly perfect. But when she delivered the speech in class, she referred constantly to her detailed notes. As a result, her delivery was choppy and strained. After the speech, Angela's classmates remarked on how often she had looked at her notes, and she was amazed. "I didn't even know I was doing it," she said. "Most of the time I wasn't even paying attention to the outline. I knew the speech cold."
- Many students have had the same experience. "As long as I have plenty of notes," they feel, "disaster will not strike." In fact, most beginning speakers use too many notes. Like Angela, they don't need all of them to remember the speech, and they find that too many notes can actually interfere with good communication.
- To guard against this, keep your speaking outline as brief as possible. It should contain key words or phrases to help you remember major points, sub-points, and connectives. If you are citing statistics, you will probably want to include them in your notes. Unless you are good at memorizing quotations, write them out fully as well. Finally, there may be two, three, or four key ideas whose wording is so important that you want to state them in simple complete sentences. The best rule is that your notes should be the minimum you need to jog your memory and keep you on track.

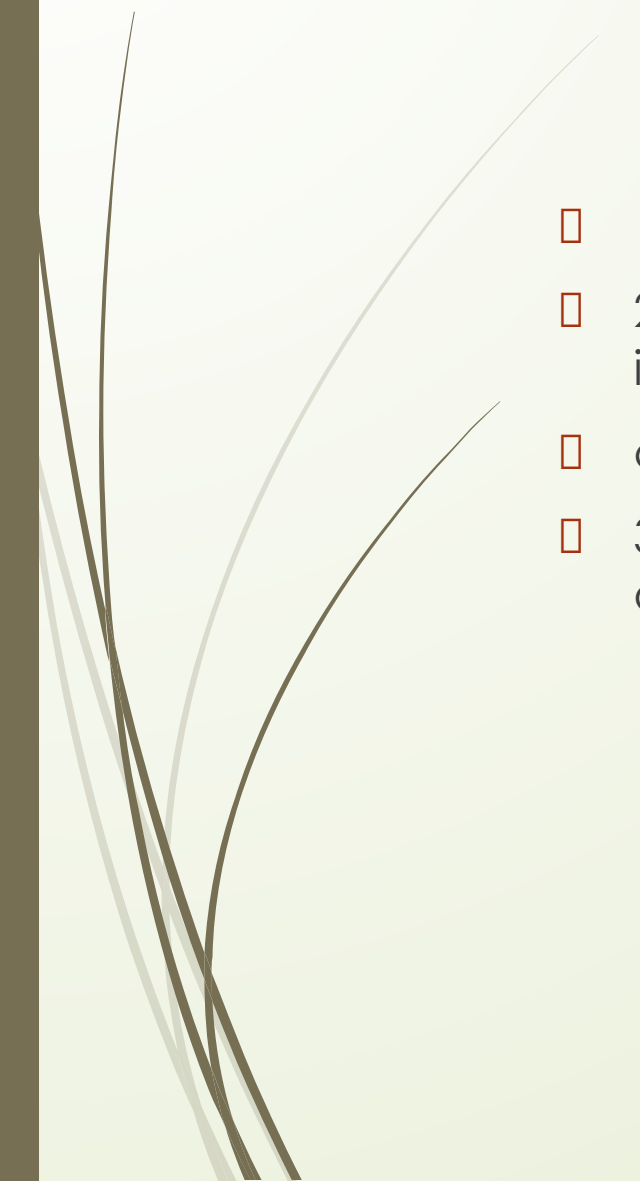


Give Yourself Cues for Delivering the Speech

- A good speaking outline reminds you not only of what you want to say but also of how you want to say it. As you practice the speech, you will decide that certain ideas and phrases need special emphasis—that they should be spoken more loudly, softly, slowly, or rapidly than other parts of the speech. You will also determine how you want to pace the speech—how you will control its timing, rhythm, and momentum. But no matter how you work these things out ahead of time, no matter how often you practice, it is easy to forget them once you get in front of an audience.
- The solution is to include in your speaking outline delivery cues—directions for delivering the speech. One way to do this is by underlining or otherwise highlighting key ideas that you want to be sure to emphasize. Then, when you reach them in the outline, you will be reminded to stress them. Another way is to jot down on the outline explicit cues such as "pause," "repeat," "slow down," "louder," and so forth. Both techniques are good aids for beginning speakers, but they are also used by most experienced speakers.



questions

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- 1. Why is it important to outline your speeches?
 - 2. What is a preparation outline? What are the eight guidelines discussed in the chapter for writing a preparation outline?
 - 3. What is a speaking outline? What are four guidelines for your speaking outline?

Home assignment

- As the defense attorney in a car theft case, you need to prepare your closing argument to the jury before it begins its deliberations. After reviewing evidence from the trial, you decide to stress the following points to demonstrate the innocence of your client:
- a. The stolen car was found abandoned three hours after the theft with the engine still warm; at the time the car was found, your client was at the airport to meet the flight of a friend who was flying into town.
- b. Lab analysis of muddy shoe prints on the floor mat of the car indicates that the prints came from a size 13 shoe; your client wears a size 10.
- c. Lab analysis shows the presence of cigarette smoke in the car, but your client does not smoke.
- d. The only eyewitness to the crime, who was 50 feet from the car, said the thief "looked like" your client; yet the eyewitness admitted that at the time of the theft she was not wearing her corrective lenses, which had been prescribed for improving distance vision.
- e. The car was stolen at about 1 p.M.; your client testified that he was in a small town 175 miles away at 11 A.M.
- f. In a statement to police, the eyewitness described the thief as blond; your client has red hair.
- As you work on the outline of your speech, you see that these points can be organized into three main points, each with two supporting points. Compose an outline that organizes the points in this manner.