

INFORMATIVE SPEAKING

To *Inform* is to communicate and to share knowledge. The main goal of an informative speech is to provide new insights, new ways of thinking about a topic or new information. This type of speech shares the speaker's knowledge and enlightens the audience about something they don't already know or to add information that they may already have.

Your speech might be about a *description* of people, place or an event; an *explanation* of a concept or a practice, a *physical demonstration* on how to do something; As long as your listeners learn something.

I always think of Informative Speaking as teaching without bias. You enlighten, share knowledge, but you do not advocate.

Approaches for Presentation

Speeches that inform depend on the following strategies to present information: Definition, Demonstration, Description, and Explanation.

Definition

When your speech focuses on addressing the meaning of a complex concept or one that is new to the audience, you would use definition.

A speech on "What is Hypertension?" or "Buying versus Leasing a new car?" are examples.

Define the topic by explaining what it does. (A filtration system is something that purifies drinking water)

Demonstration

The purpose is to actually demonstrate the step by step process of how something works. By using the objects and steps involved (a recipe for making guacamole or lavash bread or rice balls). Sometimes a demonstrative speech may not include a physical demonstration but the speaker will verbally demonstrate the steps involved. (How to...Speech)

For this speech, you'll want to use visual Aids to help the audience see the information. It's a "show and tell" or "how-to-do" presentation. You might show your audience "how to make a floral arrangement" or "how to make salsa".

Watching a cooking show on television is a great example of a *demonstrative presentation*. Step-by-step.

Description

When describing anything, you provide vivid details that paint a mental picture to help the listener visualize your ideas. You should use words that will help your audience to form a mental picture of a person, an object, a place, or an event.

A speech on the "Eiffel Tower in Paris, France" or "The Empire State Building in New York City, New York" would be classified as a *descriptive speech*.

Explanation

A speech of explanation provides the causes or reasons, offers interpretation or analysis, demonstrates relationships. Think of a classroom lecture. In a speech to explain, you tell your audience facts about a subject so that when you are done, they will have a better idea of how something works. You might want to tell them about “the healthcare system in your country” or “Retirement Planning”.

METHODS OF SPEECH PRESENTATION

There four (4) ways that a speech can be delivered.

1. The Extemporaneous Speech

An extemporaneous speech is a speech that is carefully prepared, researched, outlined and delivered from speaking notes. This is the required style of delivery for this course. It is the most helpful for you the speaker and for the listener. The extemporaneous style allows you to sound natural, spontaneous, and enthusiastic. It allows you the freedom to have eye contact. This speech is NOT read, but delivered in a manner that sounds conversational.

Choose a topic; do research on it, at the library or on the internet. By interviewing experts, watching video or listening to audio tapes or lectures.

- Prepare the information in outline form.
- Prepare note cards to help you remember all the things you want to say but do NOT write every word of your entire speech.
- Practice the speech at least three (3) times at home.
- Time the speech (5-7 minutes typically but for Speech 73 only 3-5 minutes)
- Present it on your assigned due date

2. Manuscript speeches

This type of speech is read word for word from transcripts. This method is used by medical physicians, leaders of government, scientists and anyone who needs to give accurate information at a convention, symposium or other venue.

3. Memorized Speeches

Memorized speeches are given by entertainers, awards presenters, poets and award recipients when accurate timing is important. It is material you are going to read: a poem, a story, a fable, part of a speech given by a celebrity.

4. Impromptu Speeches

Impromptu means without any preparation, it is a surprise. This speech is given when there is no time to plan or do research. You talk spontaneously, without many notes, if any, and you must give plenty of eye contact. The impromptu speech is used in social and business situations.

Prepare to deliver your Information

In order for your listeners to retain information, they need to recognize and understand it. You must help your audience to follow along by following these simple steps;

- Choose a clear and exciting topic.
- know your general purpose (in this course it is TO INFORM)
- Do extensive research (our school library will accommodate us with a lecture and significant material)
- Establish your credibility.
- Preview main points. Do this in the introduction by summarizing what you want them, your audience, to learn from your speech.
- Write a specific purpose and thesis statement.
- Write a logical outline that includes three basic parts: an introduction, body and conclusion.
- Use clear transitions. Use signal words, sentences, signposts, that tie your speech ideas together. (We will cover these during class lectures).
- Be sensitive to the audience. In other words, avoid ethnocentrism, bias and anything that may alienate anyone in that room.
- Use vivid language. Use visual Aids.
- Honor your ethical responsibilities. (do not make up statistics AND do consider cultural backgrounds, age, religion, politics, values)
- Repeat key points.
- Respect the required extemporaneous style of delivery.
- Practice! Practice! Practice!
- Be confident and sound natural.

OUTLINING

An outline is a guide to help you organize your thoughts. It's your navigation system, (we have all heard of the GPS), the plan you are going to follow when you are speaking to help you for your presentation. Your outline is not your entire speech. It's an overview of the topic you've selected and the information you can cover in the given amount of time.

There are three major parts of an outline. They are: the introduction, the body and the conclusion. There are also four (4) smaller but important parts: the title, the specific purpose, the central idea or thesis statement and the bibliography or sources of information.

1. The Title

Begin with the subject and add words that make the title more specific. For example, you may want to speak about a famous actor. However, you may realize that five (5) minutes is not enough to cover all of them, so you would choose just one, Marlon Brando. So, your title would be, "Marlon Brandon: one of the greatest American actors."

2. The specific Purpose/Goal

The specific purpose is a statement that states the major purpose of the speech and what subject material the speech will present.

For example,

"To inform my audience about the life and works of Marlon Brando."

"To inform" is your general purpose.

"The life and works of Marlon Brando" is your speech subject.

The entire sentence, "To inform my audience about the life and works of Marlon Brando" is your specific purpose or speech goal. A combination of your general purpose, *to inform...* and your speeches' subject *"the life and works of Marlon Brando."*

3. The Central Idea (Thesis Statement)

This is a complete statement which states your subject and includes the main points of the body of your speech.

For example, for an informative speech on Marlon Brando, the central idea or thesis statement can be written this way: *"The American actor, Marlon Brando, had a troubled childhood, made method acting famous and was a civil rights movement activist."* This sentence explains the areas of Brando's life that you will cover called the *main points*.

Main Point I. "...*had a troubled childhood*" Describes Brando's childhood
Main point II. "...*made method acting famous*" Covers his famous style of acting
Main Point III. "...*was a civil rights activist*" Discusses his activism.

4. The Body

This is the largest part of your speech. It contains all of the important information you will present to your audience. It is where you develop each of your main points. It gives the details of what you want your audience to know. The body of your speech should represent no less than 80% of your entire message. The information in your speech comes from research you've done by looking at various sources of information about your topic.

Research on most topics can be found:

- The internet.

Please be sure to examine the qualifications of any websites you visit. Check their credibility. URL typically ends in .gov (government), .edu (educational) .org (organization). When an URL ends with .com (commercial) Commercial and .org organizational websites, be careful because they are often attempting to sell products or services. Remember, anyone from a prison inmate to a junior high school student can publish a web page.

- The library.
- Newspapers, magazines, journals
- Biographies
- Encyclopedias
- Books
- audio-visual media
- Interviews
- Ask the reference librarian for help
- Select research material done within the last three years.

In this course, we will attend one lecture with the librarian where she will show you how to use the internet and library resources for research purposes effectively.

5. The Conclusion

Once you have written the body of the outline, re-read it. What are the important parts that you want the audience to remember? Repeat them briefly and add a closing statement. One that lets the audience know you are about to finish. Saying "That's it!" is not an effective closing statement.

6. The Introduction

This section belongs at the beginning of your speech. You are advised to write it after you are satisfied with your research and body of your speech. Having said that, the introduction is a very important part of your speech because it

introduces your topic to the audience AND it also introduces you as a speaker.

You must start with:

- An opening statement that grabs the audience's attention, an *attention-getter*, and draws their minds to what you are about to say.
- A sentence that tells the audience what your topic is- *Audience adaptation*. Let your audience know why they should care about the topic.
- A preview of your *main points* (the same sentence you wrote for your thesis statement/central idea)
- A *credibility statement* that lets the audience know why you are the expert and establishes the topic's significance.

7. The Bibliography

The places where you found the material for the speech are listed at the end of the written outline.

OUTLINE STYLES

There are three (3) types of outlines. They are:

- The sentence outline,
- The topic outline
- The key word out line.

For this class, because you are a beginner, *you must use the full sentence outline.*

Every idea of a sentence outline is written as a complete sentence. Not an essay!

The key word outline will only be used when you are preparing your note cards for the actual presentation.

For the body of your speech, each thought is called *a unit*. Every main point, sub-point, detail and sub-detail is a unit.

When a sentence represents a Main Point in your speech, it starts with a roman numeral (I, II, III etc...)

A sub-point starts with a Capital letter (A, B, C)

A detail begins with an Arabic number (1, 2, 3, etc.)

Below the detail is a sub-detail (a, b, c etc.)

Following, is an Outline Sample Format. You must type and follow this format when preparing for your speech. You will hand in the outline for grading purposes and you will only be allowed to have your note cards.

Your note cards should **ONLY** have key words.

You are **NOT** to **READ** your entire speech! The style of presentation is **EXTEMPORANEOUS!** Therefore, Practice! Have **EYE CONTACT**.

Please note that in the “assignment section of this workbook” you will find yet another example of an outline format.

OUTLINE FORMAT

Topic: (your topic)

Specific Purpose/Goal: (To inform my audience about....)

INTRODUCTION

- A. Attention Getter: (use an attention-getting device, it could be a quote, statistical data, anything that startles and gets your audience's attention)
- B. Topic: (your topic)
- C. Audience Adaptation- (tell your audience why they should care about the topic) Their Reason to Listen.
- D. Thesis Statement with Preview- (tells us what your main speech goal and main points will be)
- E. Credibility Statement: (tell us why you are the expert on the topic)

Transition Statement: (gets you from your introduction to the body of your speech smoothly)

BODY (MUST contain three (3) main points)

I. Main Point (Main idea)

- A. (Sub-point)
 - 1. Detail (cite your sources where needed)
 - A. sub-detail
 - b. sub-detail
 - 2. Detail (cite your sources)
- B. (Sub-point)
 - 1. Detail (cite source)
 - a. sub-point
 - b. sub-point
 - 2. Detail
 - a. sub-point
 - b. Sub-point

Transition Statement

II. Main Point

- A. (Sub-point)
 - 1. Detail
- B. (Sub-point)
 - 1. Detail
 - 2. Detail (cite sources as needed)

Transition Statement

III. Main Point

- A. (Sub-point)
 - 1. Detail
- B. Sub-point
 - 1. Detail

Transition Statement from the body to signal conclusion

CONCLUSION

Summarize/repeat Thesis and your main points

Remind the audience of something you feel they must absolutely remember

Closing Statement.

Bibliography (Use a separate page)

Cite your references (where you got your information from) using the MLA format. (Cite 3 minimum)

Use the librarian's sample guide.

Example:

Ben, Michael. "Foods for Less". Connection for Writers. April 2010

SAMPLE INFORMATIVE SPEECH OUTLINE

Topic: The Titanic

General Purpose: To Inform

Specific Purpose: To inform my audience about one of the most famous tragedies in history, the Titanic.

Thesis Statement: From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

I. Introduction

A. Attention Getter: An American writer named Morgan Robertson once wrote a book called *The Wreck of the Titan*. The book was about an “unsinkable” ship called the Titan that set sail from England to New York with many rich and famous passengers on board. On its journey, the Titan hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, *The Wreck of the Titan* was written 14 years before the Titanic sank.

B. Audience Adaptation (Reason to listen): The sinking of the Titanic was one of the largest non-war related disasters in history, and it is important to be knowledgeable about the past.

C. Credibility Statement:

I have been fascinated by the history of the Titanic for as long as I can remember. I have read and studied my collection of books about the Titanic many times, and have done research on the Internet.

D. Thesis Statement with Preview of Main Points:

From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history. First, I will discuss the Titanic itself, then, I will discuss the sinking of the ship, and finally, I will discuss the movie that was made about the Titanic.

BODY

I. From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

A. the Titanic was thought to be the largest, safest, most luxurious ship ever built.

1. At the time of her launch, she was the biggest existing ship and the largest moveable object ever built.

a. According to Geoff Timbales, in his 1997 book *The Titanic: The extraordinary story of the “unsinkable” ship*, the Titanic was 882 feet long and weighed about 46,000 tons.

b. This was 100 feet longer and 15,000 tons heavier than the world’s current largest ships.

c. Thresh stated in *Titanic: The truth behind the disaster*, published in 1992 that the Titanic accommodated around 2,345 passengers and 860 crew-members.

2. The beautiful accommodations of the Titanic were decorated and furnished with only the finest items.

a. According to a quotation from *Shipbuilders* magazine that is included in Peter Thresh's 1992 book *Titanic*, "Everything has been done in regard to the furniture and fittings to make the first class accommodation more than equal to that provided in the finest hotels on shore" (p. 18).

b. Fine parlor suites located on the ship consisted of a sitting room, two bedrooms, two wardrobe rooms, a private bath, and a lavatory.

c. The first class dining room was the largest on any liner; it could serve 500 passengers at one sitting.

d. Other first class accommodations included a squash court, swimming pool, library, barber's shop, Turkish baths, and a photographer's dark room.

3. The Titanic was widely believed to be the safest ship ever built.

a. Tibbals, as previously cited, described the Titanic as having an outer layer that shielded an inner layer – a 'double bottom' – that was created to keep water out of the ship if the outer layer was pierced.

b. The bottom of the ship was divided into 16 watertight compartments equipped with automatic watertight doors.

c. The doors could be closed immediately if water were to enter into the compartments.

d. Because of these safety features, the Titanic was deemed unsinkable.

Transition: Now that I've discussed the Titanic itself, I will now discuss the tragedy that occurred on its maiden voyage.

B. The Titanic hit disaster head-on when it ran into an iceberg four days after its departure.

1. The beginning of the maiden voyage was mostly uneventful.

a. Tibbals (1997) stated that the ship departed from Queenstown in Ireland at 1:30 pm on April 10th, 1912, destined for New York.

b. The weather was perfect for sailing – there was blue sky, light winds, and a calm ocean.

c. According to Walter Lord in *A Night to Remember* from 1955, the Atlantic Ocean was like polished plate glass on the night of April 14.

2. The journey took a horrible turn when the ship struck an iceberg and began to sink.

a. In the book *Titanic: An illustrated history* from 1992, Lynch explains that the collision occurred at 11:40 pm on Sunday, April 14.

b. According to Robert Ballard's 1988 book *Exploring the Titanic*, the largest part of the iceberg was under water.

c. Some of the ship's watertight compartments had been punctured and the first five compartments rapidly filled with water.

d. Tibbals (1997) wrote that distress rockets were fired and distress signals were sent out, but there were no ships close enough to arrive in time.

3. As the ship went down, some were rescued but the majority of passengers had no place to go.

a. Thresh (1992) stated that there were only 20 lifeboats on the ship.

b. This was only enough for about half of the 2,200 people that were on board.

c. The lifeboats were filled quickly with women and children loaded first.

4. The ship eventually disappeared from sight.

a. Tibbals (1997) explains that at 2:20 am on Monday, the ship broke in half and slowly slipped under the water.

b. At 4:10 am, the Carpathia answered Titanic's distress call and arrived to rescue those floating in the lifeboats.

c. Lynch (1992) reported that in the end, 1,522 lives were lost.

Transition: Now that we have learned about the history of the Titanic, I will discuss the movie that was made about it.

C. A movie depicting the Titanic and a group of fictional characters was made.

1. The movie was written, produced, and directed by James Cameron.

a. According to Marsh in *James Cameron's Titanic* from 1997, Cameron set out to write a film that would bring the event of the Titanic to life.

b. Cameron conducted six months of research to compile a highly detailed time line so that the film would be realistic.

c. Cameron spent more time on the Titanic than the ships' original passengers because he made 12 trips to the wreck site that lasted between ten and twelve hours each.

2. Making *Titanic* was extremely expensive and involved much hard work.

a. According to a 1998 article from the *Historical Journal of Films*,

Radio, and Television, Kramer stated that the film had a 250 million dollar budget.

b. A full-sized replica of the ship was constructed in Baja California, Mexico in a 17 million gallon oceanfront tank.

c. Cameron assembled an expedition to dive to the wreck on the ocean floor to film footage that was later used in the opening scenes of the movie.

d. Marsh (1997) further explained that the smallest details were attended to, including imprinting the thousands of pieces china, crystal, and silver cutlery used in the dining room scenes with White Star's emblem and pattern.

3. The movie was extremely successful.

a. Kramer (1998) reported that *Titanic* made approximately 600 million dollars in the United States, making it the #1 movie of all time.

b. It made approximately 1.8 billion dollars world-wide and is also the #1 movie of all time world-wide.

c. *Titanic* was nominated for a record eight Golden Globe Awards only a few weeks after its release, and won four.

d. It was also nominated for a record fourteen Academy Awards, and it won eleven.

III. Conclusion

A. Review of Main Points:

1. Today I first discussed the Titanic itself.

2. Second, I discussed the sinking of the ship.

3. Finally, I discussed the movie that was made about the Titanic.

B. Restate Thesis: From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

C. Closing Statement: In conclusion, remember *The Wreck of the Titan*, the story written fourteen years before the Titanic sank. It now seems as if it was an eerie prophecy, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that should never be forgotten.

Bibliography/References

Ballard, R. (1988). *Exploring the Titanic*. Toronto, Ontario: Madison Press Books.

Kramer, P. (1998). Women first: 'Titanic' (1997), action adventure films and Hollywood's

female audience. *Historical Journal of Films, Radio, and Television*, 18, 599-618.

Lord, W. (1955). *A night to remember*. New York, New York: Henry Holt and Company.

Lynch, D. (1992). *Titanic: An illustrated history*. New York, New York: Hyperion.

Marsh, E. (1997). *James Cameron's Titanic*. New York, New York: Harper Perennial.

Thresh, P. (1992). *Titanic: The truth behind the disaster*. New York, New York: Crescent books.

Assignment #1

Please tear this sheet and turn it in on the due date. No late assignments! You forfeit your points if you do not turn it in when due.
(10 points)

Name _____

Due Date _____

1. What does the acronym I.P.A stand for?

2. What is a phoneme?

3. How many letters are there in the English Alphabet?

4. How many sounds are there in the English Language?

5. What is the PHONETIC ALPHABET?

6. Using the Phonetic Alphabet, please write your own name.

Assignment #2

Name _____

Due Date _____

1. What is the classification for this /I/ vowel sound?

2. What is the classification for the /E / sound?

3. How many letters and sounds? Transcribe these words phonetically.

a. Itch _____ Letters _____ Sounds _____ Phonetic Spelling

b. Ill _____ Letters _____ Sounds _____ Phonetic spelling

c. Women _____ Letters _____ sounds _____ Phonetic Spelling

d. Neck _____ Letters _____ sounds _____ Phonetic Spelling

e. Egg _____ Letters _____ sounds _____ Phonetic Spelling

f. debt _____ Letters _____ sounds _____ Phonetic Spelling

Assignment # 3

Name _____

Due Date _____

/au/ and /aɪ/, please transcribe these words phonetically.

1. Cloud _____ Phonetic Spelling

2. Allow _____ Phonetic Spelling

3. Brown _____ Phonetic Spelling

4. Doubt _____ Phonetic Spelling

5. South _____ Phonetic Spelling

6. Ice _____ Phonetic Spelling

7. Fried _____ Phonetic Spelling

8. Height _____ Phonetic Spelling

9. Bike _____ Phonetic Spelling

10. Night _____ Phonetic Spelling

11. What is a DIPHTHONG?

Assignment # 4

Name _____

Due Date _____

Please transcribe phonetically. (Hint: you have been listening to these sounds in your speech lab 60C)

a. Earn _____ Phonetic Spelling

b. Water _____ Phonetic Spelling

c. Urban _____ Phonetic Spelling

d. writer _____ Phonetic Spelling

e. nerve _____ Phonetic Spelling

f. Bird _____ Phonetic Spelling

g. annoy _____ Phonetic Spelling

h. oyster _____ Phonetic Spelling

i. deploy _____ Phonetic Spelling

j. coin _____ Phonetic Spelling

2. List your seven (7) Articulators?

Assignment #5

Name _____ Due Date _____

1. Transcribe the following phonemes phonetically.

a. okay _____ Phonetic Spelling

b. below _____ Phonetic Spelling

c. Both _____ Phonetic Spelling

d. open _____ Phonetic Spelling

f. photo _____ Phonetic Spelling

g. book _____ Phonetic Spelling

h. bull _____ Phonetic Spelling

i. could _____ Phonetic Spelling

j. bookshelf _____ Phonetic Spelling

2. What are HOMOPHONES?

Assignment #6

/neym/ _____

Due date _____

1. Transcribe phonetically.

a. Rest _____ Phonetic Spelling

b. repair _____ Phonetic Spelling

c. persuade _____ Phonetic Spelling

d. write _____ Phonetic Spelling

e. before _____ Phonetic Spelling

f. okay _____ Phonetic Spelling

g. label _____ Phonetic Spelling

h. challenge _____ Phonetic Spelling

i. lipstick _____ Phonetic Spelling

j. struggle _____ Phonetic Spelling

2. What are the Place of Articulation and Manner of Production for the phonemes /l/ and /r/?

Assignment # 7

Name _____

Due date _____

1. Transcribe phonetically

a. Fever _____ Phonetic Spelling

b. fabric _____ Phonetic Spelling

c. find _____ Phonetic Spelling

d. laughing _____ Phonetic Spelling

e. cough _____ Phonetic Spelling

f. voice _____ Phonetic Spelling

g. even _____ Phonetic Spelling

h. solve _____ Phonetic Spelling

i. river _____ Phonetic Spelling

j. love _____ Phonetic Spelling

2. What are the Place of Articulation and Manner of Production for these phonemes /f/ and /v/?

Assignment # 8

/neym/ _____

Due Date _____

Please Transcribe.

1. supper _____ Phonetic Spelling

2. celestial _____ Phonetic Spelling

3. civic _____ Phonetic Spelling

4. pest _____ Phonetic Spelling

5. psychic _____ Phonetic Spelling

6. lease _____ Phonetic Spelling

7. zoo _____ Phonetic Spelling

8. xerox _____ Phonetic Spelling

9. result _____ Phonetic Spelling

10. nose _____ Phonetic Spelling

11. What are the Place of Articulation and Manner of Production for /s/ and /z/?

Assignment # 9

Name _____

Due date _____

1. wine _____ Phonetic Spelling

2. one _____ Phonetic Spelling

3. quartz _____ Phonetic Spelling

4. away _____ Phonetic Spelling

5. hair _____ Phonetic Spelling

6. behest _____ Phonetic Spelling

7. help _____ Phonetic Spelling

8. beautiful _____ Phonetic Spelling

9. eulogy _____ Phonetic Spelling

10. unify _____ Phonetic Spelling

11. What is the place of Articulation and Manner of Production for /h/, /w/ and /y/?

Assignment #10

Name _____ Due date _____

Please transcribe using the phonetic alphabet.

1. Length _____ Phonetic Spelling
2. song _____ Phonetic Spelling
3. thinking _____ Phonetic Spelling
4. among _____ Phonetic Spelling
5. English _____ Phonetic Spelling
6. know _____ Phonetic Spelling
7. knee _____ Phonetic Spelling
8. annoy _____ Phonetic Spelling
9. Pneumonia _____ Phonetic Spelling
10. loan _____ Phonetic Spelling