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AUTHOR Johnson, Orin G.
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ABSTRACT

After experimenting with different combinations, a basic public speaking course instructor at Jackson State Community College, Tennessee, found that combining general speech preparation and outlining into one lecture saved time and was beneficial for students. Because of detailed, effective outlining and speech preparation, such a combination lecture demonstrates to students the practical application of course concepts and helps to combat and control their fear of public speaking. The instructor: (1) analyzed the subject areas he was having trouble incorporating effectively; (2) evaluated the chosen areas closely to find a way to combine them into one lecture; (3) used the general knowledge students accumulated over the years as supporting background information; and (4) added any other necessary components to make sure the combination of the material was inclusive of the educational goals for the combined subject areas. During the combination lecture, students are given the 12 specific steps in outlining and preparing a speech. Students are evaluated and graded based on how they have adhered to the 12 steps. The instructor usually offers the combination lecture as the first in a series of lectures on the speech preparation process. The combination strategy gives instructors an effective instrument to use during speech evaluation, helps instructors make better use of class time, aids students in becoming more efficient with their time, and gives instructors a quick way to evaluate students. (A condensed version and a detailed version of the 10 phases of general speech preparation, and a draft preparation outline are attached.) (RS)

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Enhancing Basic Public Speaking Skills Through the Use of A Combination Lecture Strategy for General Speech Preparation & Outlining

Orin G. Johnson
Department of Communication & Fine Arts - Speech
Jackson State Community College
2046 N. Parkway
Jackson Tennessee 38301-3797
Phone # 901-424-3520, Ext. 321

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Enhancing Basic Public Speaking Skills Through the Use of A Combination Lecture Strategy for General Speech Preparation & Outlining

Most of us that teach a basic public speaking course find ourselves with one major problem when it comes to the course content during a 10 or 15 week semester. There is not enough time to cover extensively all the concepts needed to insure students have a wide and practical knowledge of effective speech preparation and presentation. This is especially true at those institutions whose curriculum does not include an advanced public speaking course for students to take once they have completed the basic course.

So, we try desperately to eliminate lesser important subject areas from the course content completely or attempt to cover those subject areas quickly in class leaving the responsibility on the student to consume such material outside of class through reading and asking questions later. This, however, leaves us to find ourselves at some point unsatisfied with the end result - the students understanding and implementation of those subject areas into their speech presentations. This is not to mention that students in either case will feel the instructor is expecting too much out of them since those subject areas are not discussed in depth in class.

One solution that I have found helpful in dealing with this dilemma is the combining of certain speech subject areas during the semester. I do this in such a way that the combined subject areas compliment each other during the students' learning process. What I am referring to exactly is the teaching of speech subject areas that are usually discussed separately but have a profound effect on each other in the speech process - simultaneously and in one lecture. This is what I mean when I refer to a combination lecture strategy in speech education.

During my time at Jackson State Community College, I have experimented with different combinations of speech subject areas. And the results have been surprising and beneficial to the student and to me. I find in my classes that one of the most effective combination lecture strategies has been my lecture for the explanation of general speech preparation and outlining.

In addition to this lecture achieving the specific teaching objectives I will discuss in a moment, there are two good reasons for using this combination lecture in the speech classroom. The first centers around the fact that students, when preparing a classroom speech presentation, need a formula to follow that is efficient and shows the interdependence between outlining and speech preparation. Though most teachers give students an effective set of rules and guidelines for speech preparation as well as a set of the same for outlining, important aspects of each can be left out when the students attempt to accomplish both tasks independent of one another. With this combination lecture strategy, each task acts as a check and balance system for the other. Along the same lines follows the other reason for this combination lecture strategy.

Second, students always want to know techniques that will help them accomplish more than one goal at a time during speech preparation. When outlining and the speech preparation process are approached as separate entities, the student has two rather lengthy tasks to accomplish. Subsequently, students attempt to reduce their workload in preparation for their presentation for both good and bad reasons by skipping steps in each process and usually leaving out important aspects to their presentation. This combination lecture strategy takes advantage of the students' desire to "kill two birds with one stone," without compromising competence in speech preparation for convenience or time efficiency. With this particular combination lecture, an instructor can turn two tasks for the student into one that accomplishes all the goals for an effective speech presentation.

General Educational Objectives

My objectives for using the outlining and speech preparation combination lecture are:

- To give students a step by step outlining process to follow during speech preparation that is effective and will insure them to have all that is necessary in their speech presentations.
- To encourage and demonstrate the practical application of course concepts in overall speech preparation throughout the course without actually reviewing the same material repeatedly in future lectures.
- To help students combat and control their fear of speaking in a public setting due to detailed, effective and time efficient outlining and speech preparation.

- To provide students with a component that requires information about their audience's views on their speech topic thus allowing for more accurate analysis of and adaptation to that audience during speech preparation.
- To increase the students overall organizational skills and help them learn to carefully organize ideas into a coherent, captivating message.
- To give students more time to learn, plan and practice some of the more physical techniques of speech delivery and the manipulation of visual aids as well as realize the effects these components have on time management during speech preparation.
- To assist students in developing their ability to evaluate their use of supporting materials in a speech during its preparation.

Combination Lecture Strategy Process

Though there are several different ways to organize instructional components for the benefit, intelligence level and competence of the students in a class, I use the following system to create a combination lecture strategy for outlining and speech preparation. However, please feel free to take and use components from this process to create your own combination lecture strategy for these subject areas or use the basic formula I discuss and make any changes to it that you feel are necessary to create combination lectures with different subject matter.

First, I analyzed the subject areas that during the semester I was having trouble incorporating effectively into the course content and looked for relationships among them and other subject matter with which I spent more time. Outlining and speech preparation were two areas I noticed to be a likely combination. One reason was due to the lack of time spent to cover outlining thoroughly within the course content. Another reason was that it is simply not possible for students to prepare an effective speech presentation without the benefit of outlining skills.

Second, I evaluated the chosen areas closely to find a way to combine them into one teaching lecture and determined the educational objectives for such. What I decided for these subject areas was to teach speech preparation as usual but at each step of that process show what should be completed on an outline that must be eventually typed and turned into the instructor. One of my objectives with this strategy, as explained earlier in this paper, is to show students the interdependence the speech preparation process and outlining have with each other and this format does just that.

Third, in order to keep from confusing the students, I use the general knowledge they have accumulated over the years as supporting background information for a combination strategy. For instance, with the outlining and speech preparation combination lecture, I follow all of the contentions of outlining that have always been used in both English and speech classes everywhere there is secondary and higher education. I also remain faithful to the traditional use of roman numerals for main points, capital letters for sub-points and arabic numerals for sub-sub-points. Similarly, I require students to use the traditional indentations for each level of importance among the preceding parts of the outline. Further, students are required to make sure all main points, sub-points etc., are in complete sentences on both the preparation and formal outlines and that the introduction, body, conclusion and bibliography are identified in all capital letters, center page, before each section begins in the outlines.

Fourth, I add in any other necessary components to make sure the combination of the material is inclusive of the educational goals I had determined for the combined subject areas. In the outlining and speech preparation combination lecture, I require students to add a detailed plan of action on a separate sheet to be attached to their outlines making them more functional for both the student and the instructor in relationship to the speech preparation process. I have also created specific functional handouts to be used during this process, transparencies and computer aided instruction that will help them remember this combined subject area as it is explained.

Sample Combination Lecture

I instruct students during my combination speech preparation and outlining lecture to:

1. Label for the speech its general topic, specific topic, general purpose, specific purpose and thesis statement in that order on their "preparation outline" sheet as soon as it is decided what each will be (Public Speaking, 205).
2. Analyze the speaker's audience and occasion and detail the "plan of adaptation" on its appropriate sheet to be typed and turned in with the formal outline discussing the interest, understanding, attitudes and information retention of the audience as well as the decisions made in reference to building audience credibility, motivation, organization of the speech body, and adjustments that must be made due to the speaking situation (The Challenge of Effective Speaking, 117, 273, 326).
3. Conduct research on the speech topic based on the aforementioned information and revise the specific purpose and thesis statements. Then add to the preparation outline the proper organizational design to be used in the body of your speech presentation.
4. Determine the main points to the speech including with them the necessary supporting materials and documented evidence keeping them all in full sentences and making sure they follow the details established in the thesis statement as they are then placed on the preparation outline.
5. Create both the introduction and conclusion making sure to include and label as illustrated all the parts that each need making sure to write out each component verbatim on to the preparation outline.
6. Make "speech connectives" to go between the introduction and the body of the presentation, each of the body's main points and the body and the conclusion of the speech placing them accordingly on the preparation outline (The Art of Public Speaking, 163).
7. Write out the bibliography to all the sources used in your presentation according to the format discussed in class.
8. Give the speech a creative title, record on the outline the assigned time limit for the presentation as well as the approximate time of the actual presentation and the preparation outline is complete.

To complete the formal outline I instruct students to:

9. Reevaluate the preparation outline after some time to make sure it makes sense, the language is appropriate for the presentation and that it falls within the required time limit by practicing the speech presentation several times with all visual aids and recording the results. Then let someone else see the outline and check for the same things.
10. Type this outline along with its plan of action once everything is suitable. Make three copies and the "formal outline" is complete (Public Speaking, 211).

In order to create an appropriate speaking outline students are required to:

11. Take one of the three copies of the formal outline and underline/highlight all of the key words in it and construct a keyword skeleton that will help in retaining the information from the formal outline.
12. Review the keyword speaking outline after some time to make sure it makes sense and that still it falls within the required time limit by practicing the speech again with visuals presentation several times, adding in pencil cues for delivery and recording the new practice times. Then type this information in outline form to hand in to the instructor, place this same information on three 4x6 notecards for use during the actual presentation, practice using the notecards and the "speaking outline" is complete just as is the entire speech presentation (The Art of Public Speaking, 202).

Grading and Evaluating After the Combination Lecture

Of course, most instructors have chosen a system of grading with which they are comfortable, so the way in which the speech outlines that result from this combination lecture strategy are evaluated and weighted can vary. I simply grade and evaluate my students' speech outlines by looking to see if indeed all three outlines are present and compiled correctly as they begin their speech presentations. I also make the evaluation of the speech outlines a significant portion of the students' speech grade because it is a reflection of the work done and time spent to put the presentation together.

First, I check if students have in fact turned in the preparation outline sheet, a *typed* formal outline with a plan of action attached and a *typed* speaking outline before they are allowed to do a speech presentation. If they should fail to give me all three of these components, their grade is automatically reduced by one-third of the outline portion of the speech grade per outline that is missing. Second, after I receive the outlines, I look quickly to see if they are constructed correctly and have a scoring system for the components that should be present in these outlines. Third, if the student fails to produce any of the outlines for a presentation, they lose 75% of their total grade automatically and are usually not allowed to speak due to a gross lack of speech preparation.

Suggestions for Incorporating the Combination Lecture Strategy

As with grading and evaluation, there are also many ways to incorporate this instrument into an instructor's course content. However, I will describe how I fit this particular combination lecture into my course content for basic public speaking. Like most, I usually did not cover outlining in the class until after the students have learned about topic and purpose selection, audience analysis and adaptation, introductions and conclusions and organizing the speech body in great detail. Now, I place this combination lecture first in that series to introduce students to the entire speech preparation process. Then, as I detail each of the aforementioned subject areas in the process, I refer students to the combination lecture that began the series of detailed discussions.

In this strategy I make sure that the process the students use to properly complete the outlines follows closely the general process for speech preparation. This aspect alone facilitates student understanding since students, by the time the other components to speech preparation are covered in detail, are already familiar with putting a speech together and outlining it correctly. This takes some of the time burden off of the student because as they fulfill the requirements to creating the speech they are also putting their preparation outline together.

Additionally, during this lecture and those that follow, I use several transparencies, handouts and worksheets related to this combination lecture to benefit the students understanding and implementation of the concepts while they prepare future presentations. Specifically, I have created a preparation outline sheet students can use every time they perform the speech preparation process.

Advantages of Using the Combination Lecture Strategy

In addition to aiding the achievement of the instructional objectives described earlier, the combination lecture strategy also provides several other advantages.

- The speech preparation and outlining combination lecture strategy gives instructors an effective instrument to use during speech evaluation due to the thorough content of the outlines students are to turn in.
- This combination lecture can help instructors make better use of class time because they can easily allot more time to explaining the other aspects of the speech presentation such as delivery and visual aid use.
- The resulting outline requirements aid students in their efforts to become more resource efficient during the time they have to prepare their presentations.
- The same outline requirements also encourage students to spend more time putting presentations together ethically through their encouragement of resource evaluation.
- The outlines give the instructor a way to insure every student actively participates in every part of the speech preparation process in order to receive a good speech grade.
- The resulting outline requirements grant the instructor a way to evaluate students on their public speaking skills quickly and give students immediate feedback on their consumption of class content.

References

Lucas, Stephen E. The Art of Public Speaking. 4th Ed. New York, NY: McGraw - Hill, Inc., 1992.

Osborn, Michael & Osborn, Susan. Public Speaking. 3rd Ed. Princeton, NJ: Houghton Mifflin Company, 1994.

Verderber, Rudolph F. The Challenge of Effective Speaking. 9th Ed. Belmont, CA: Wadsworth Publishing Company, 1994.

The TEN Phases of General Speech Preparation

(Condensed Version)

- 1. Select a topic.**
- 2. Determine the goals of the speech presentation.**
- 3. Analyze your audience and the occasion & adapt accordingly.**
- 4. Research your topic to gain responsible knowledge.**
- 5. Choose an appropriate organizational design.**
- 6. Organize your research information.**
- 7. Prepare a formal outline of your speech and practice presenting from that outline.**
- 8. Practice the entire speech presentation using visuals.**
- 9. Prepare a notecard speaking outline & practice your speech from this outline using visuals.**
- 10. Be ready when you are scheduled to speak.**

The TEN Phases of General Speech Preparation (Detailed Version)

The 10 Phases & 30 Intermediate Steps in the general preparation of the speech presentation as discussed in class.

1. Select a topic.
 - a. Use one or more of the *four methods* for choosing a general topic discussed in class.
 - b. **Focus** and **narrow** your subject area to a **specific topic** so you can handle it thoroughly in the time allotted using the **semantic mapping technique** discussed in class. (Review Brainstorming & Semantic Mapping)
2. Determine the goals of the speech presentation.
 - a. **Find out or choose** the **general purpose & specific purpose** of the speech using the correct formula for each.
 - b. **Determine** what you *think* will be your **specific purpose statement** using the correct formula and what the **thesis statement** will be by using the **semantic mapping technique**. Remember these statements may change as you proceed through the following steps of speech preparation. (Review Formulas for Speech Goals.)
3. Analyze your audience and the occasion and adapt to them accordingly.
 - a. **Interview/Questionnaire** the audience members if time permits to find out its necessary **demographic and situational traits** and their bearing on your subject matter.
 - b. **Analyze** the results from the **Audience Survey** and record those results on the appropriate **Audience Data Sheets(2)** for later reference. (Review handouts on the Audience Survey & Audience Data Sheets.)
 - c. **Adapt** to your audience in light of the information gained and take it into consideration before the presentation by completing the **Plan of Adaptation** and by adjusting the specific topic, specific purpose statement and thesis, if necessary, so the speech is *interesting, worthwhile and relevant* to your audience. Remember adapting to the audience also includes adapting during the presentation as well.
4. Research your topic to gain responsible knowledge.
 - a. **Review** what you already know about the topic. (Review handout on Research Notes)
 - b. Obtain reliable *up-to-date material* from library resources or interviews.
 - c. Take **research notes** on supporting materials that will give substance to the speech.
5. Choose an appropriate organizational design.
 - a. **Reconsider** and/or **revise** your *specific purpose statement* in terms of the research completed.
 - b. Decide which of the **organizational designs** will help you to **achieve** what is set forth in your *general purpose and specific purpose statement*. (Review handout on Organizational Designs.)
 - c. Revise your *thesis statement* in terms of what the organizational design can achieve when used correctly.
6. Organize your research information. (Review handout on Preparing the Body of the speech.)
 - a. **Determine** the **main points** for your speech in reference to the thesis statement and organizational design chosen and **arrange** them so that the speech will be *easy to follow, understand, and remember*.
 - b. **Create** the subpoints for each main point by using the **semantic mapping technique** and make sure there is at least one **supporting material** for each subpoint drawn from the research notes.
 - c. **Review** research notes for material to use while creating the introduction and conclusion.
7. Prepare a formal outline of your speech and practice presenting from that outline.
 - a. Make a **draft preparation outline** that is a skeleton of the ideas developed while organizing your material.
 - b. Add to the draft well developed **speech connectives** to move smoothly from one point to the next in the presentation and a through **bibliography** designed from your research notes used in the presentation.
 - c. Select clear wording and make any further revisions that may seem necessary to draft preparation outline, specific purpose statement and thesis then **practice giving your presentation at least once** to see if it makes sense to you. (Review handout for the Draft Preparation Outline.)
 - d. **Share** draft with someone else to make sure that it makes sense, revise and then type it in the **correct format** and make 2 copies for the day of presentation. Remember the formal outline is but a typed version of the draft preparation outline. (Review handout for the Formal Outline.)
8. Practice the entire speech presentation with visuals.
 - a. **Practice** presenting the speech *at least one time* using only the formal outline.
 - b. **Create or acquire** all **visual aids** and practice the presentation at least once while using them and the formal outline. (Review rules handout for using visual aids.)
 - c. **Practice** again using the visuals and *time the presentation* making changes in visual use as necessary.
9. Prepare a notecard speaking outline and practice presenting your speech from this outline with visuals.
 - a. Using a copy of your formal outline as a guide make a skeleton of its contents thus creating your **key-word speaking outline** and check it to make sure it helps you remember what you want to say in your speech.
 - b. Practice the speech *at least two times* using the speaking outline and visuals making sure it brings back to memory what is intended to be said, check the time and place this outline onto three **4x6 notecards w/cues** for delivery thus creating the **notecard speaking outline**. (Review handouts for both speaking outlines).
 - c. **Tape record or video record** the entire presentation using your notecard speaking outline and visuals, let it sit overnight, then listen/look at it and *revise any and all aspects of the presentation as needed*.
10. Be ready when you are scheduled to speak.
 - a. Come to class well rested.
 - b. Have everything needed for the presentation (visuals, notecards, outline, evaluation form etc.).
 - c. Review the notecard outline directly before your presentation.
 - d. Do not eat or drink immediately before your presentation. (Review handout on Controlling Nervousness.)

⑦ The Draft Preparation Outline

The Draft Preparation Outline is an aid to a speaker preparing a speech. At this point the speaker will use this draft sheet as a guide through the 10 Phases of General Speech Preparation discussed in class for speeches 2, 3 & 4. It is here that the speaker will record and edit all of the information used in the speech presentation. For convenience the phases are shown in the margins in relationship to their place on the outline so the handout can be answered in the correct sequence.

⑦ [Speech Title] _____

[Required Time Limit] _____

Do not type onto the formal outline any words that are in Brackets.

① General Topic: _____

Specific Topic: _____

② General Purpose: _____

Specific Purpose: _____

⑤ Organizational Design: _____

INTRODUCTION

(AG) _____

② (RT) _____

③ (CGW) _____

⑤ (TS) _____

⑦ _____

[Connective:] _____

⑥ BODY

⑥ I. _____

A. _____

④ 1. _____

B. _____

④ 1. _____

Write in the specific connective name here.

c. _____

④^{1.} _____

⑦ _____
[Connective:] _____

⑥ ii. _____

A. _____

④^{1.} _____

B. _____

④^{1.} _____

C. _____

④^{1.} _____

⑦ _____
[Connective:] _____

⑥ iii. _____

A. _____

④^{1.} _____

B. _____

④^{1.} _____

c. _____

④ 1. _____

⑦ _____

[Connective:] _____

⑥ iv. _____

A. _____

④ 1. _____

B. _____

④ 1. _____

C. _____

④ 1. _____

⑦ _____

[Connective:] _____

⑥ v. _____

A. _____

④ 1. _____

B. _____

④ 1. _____

C. _____

④1. _____

⑦ _____
[Connective:] _____

CONCLUSION

(SE) _____

(RT) _____

(CS) _____

⑦ BIBLIOGRAPHY

- ④1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 1. Have you practiced your presentation using the Speech Practice Schedule? Yes No
- 2. What is the approximate time of the presentation? _____
- 3. Does the preceding time fulfill the time requirement as stated in the assignment? Yes No
- 4. Is a copy of the Formal and Key-word outlines attached if required for assignment? Yes No
- 5. Is a copy of the Audience Survey, Audience Analysis Data Sheets(2), Plan of Adaptation and Speech Delivery Schedule attached if required for the particular presentation? Yes No
- 6. Do you have everything needed to do your presentation when scheduled? Yes No

Date issued ___ / ___ / ___

Page ___ of ___