The RCM 401 Speakers' Handbook

THE RCM 401 SPEAKERS' HANDBOOK

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CONTENTS

The Modes of Appeal + Public Speaking

Additional theory

Welcome to the textbook for RCM 401!

This book represents the work and efforts of many past sections of the course RCM 401: Oral Rhetoric, taught by Rebekah Bennetch at the University of Saskatchewan in Saskatoon, SK.

A few of these textbook entries were originally composed as Wiki entries, and have been repurposed for this OER textbook. The original student-authors' names are included, along with links to their past wiki entries.

There are also several new chapters, composed by past and current RCM 401 students.

RCM 401: Oral Rhetoric[1] is a course focused on applying the principles of rhetorical communication to public speaking. We hope that this "Speakers' Handbook" be a common knowledge base to help fellow students both this term, and in years to come (in addition to making our resources available for the general public who views our page).

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1. RCM 401 is a part of the Certificate of Professional Communication: Persuasive Speaking program, a specialization in communication that is available only through Usask's Graham School of Professional Development. Other communication courses include such topics as professional writing and editing, public speaking, communication ethics, interpersonal dynamics, leadership development, persuasion and influence, and conflict resolution and negotiation.

LAND ACKNOWLEDGEMENT

Photo #1: Saskatchewan Prairie

The authors of this textbook wish to begin this text by paying our respects to the land and place where this text was created and starting with a traditional Land Acknowledgment.

This text was a collaborative effort by many people working at the University of Saskatchewan in Saskatoon, Canada. The University of Saskatchewan campus is located on Treaty Six Territory–home of the Cree, Saulteaux, Nakota, and Dene

Peoples–and the homeland of the Métis Peoples. We pay our respects to the Indigenous Peoples that are on this land and acknowledge our responsibility to seek out and learn from them. Together, we will engage in truth telling and building reconciliation as well as the need to engage in the ongoing work of decolonizing our campus community both inside and outside the classroom.

In acknowledging that we are seeking "all" truths, we recognize that the content of this textbook is firmly rooted in Western traditions of knowledge, which risks re-enforcing it as the "standard" and alienating other cultural approaches to knowledge.

As a result, we have striven to include content that address these different styles in order to provide students with a broader view of the world and how their own approaches to knowledge fall within it. As this text is a living document, we plan to add more of this content when possible to approximate a stronger truth for all.

Photo #2: The Treaty Six Territory Flag

Phot

Attributions

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Photo #2: "The Treaty Six Territory Flag" by Worrypower (on Wikimedia Commons) is used under the Creative Commons Attribution-Share Alike 4.0 International. This photo was modified through cropping.

Photo #3: "The Métis Flag" by Lexicon (on Wikimedia Commons) is used under Public Domain

Note: This land acknowledgement had been adapted from the RCM 200 textbook, *Effective Professional Communication*.

SPEECH PREPARATION

HOW TO CHOOSE A TOPIC

Ary Williams; Devon Brown; Dakota Wightman; and Jeff Toppings

This chapter originally appeared as a wiki entry here.

Introduction

One of the biggest constraints that one will encounter in RCM 401 or any speech class is choosing a suitable topic; it can often be hard to develop an exigence that your audience will accept and want to alter, change or fix.

Aside from being one of the largest constraints, choosing a topic is the first constraint that you will overcome. Without a general topic or idea it is impossible to come up with an exigence and resulting action that you would like your audience to take.

When preparing for your speech and choosing your area of focus, keep these four things in mind:

1. Choose a topic as soon as possible
2. Choose something that you are personally invested in or that you have interest in
3. Be relevant, keeping your audience in mind
4. Avoid googling topics; be creative and original

It is important to consider that each person selects a topic in a different manner, if you are stuck on choosing or thinking up a topic remember to think on a broad scale that can be narrowed down later.

Brainstorming Ideas

Personal Connection

- Pull ideas from things that you are personally interested in, this could include things such as politics, athletics, cars, animals, etc.

Current Events

- Look at what is currently happening in the world, your community or with your specific audience
- You could draw information from news articles, tabloids or television

Things that Bother You

- By looking at things that currently bother or annoy you, it helps you develop your exigence and it may be easier for you to connect to a specific topic that way
- This can also help you develop an action specifically a persuade to stop action

Credibility

- It is also important to consider subjects or areas that you are able to establish credibility in
- Credibility can connect back to your own personal interests, or maybe it is a topic you have done a lot of research on in the past

At this point you should now have a list of hobbies, interests, current events, and possibly an area where a specific exigence can be drawn from. The next step is to develop the exigence further or to identify a problem in these specific areas.

Example

John likes **BIKING**. His problem or exigence could then be that not enough people **WEAR HELMETS** when they go biking. This then gives him an action to work with, asking people to wear helmets when they bike. From here, John can develop his argument around this.

The following picture is an example of how John can put his ideas onto paper, and narrow down his topic to a more specific exigence, action and specific points:
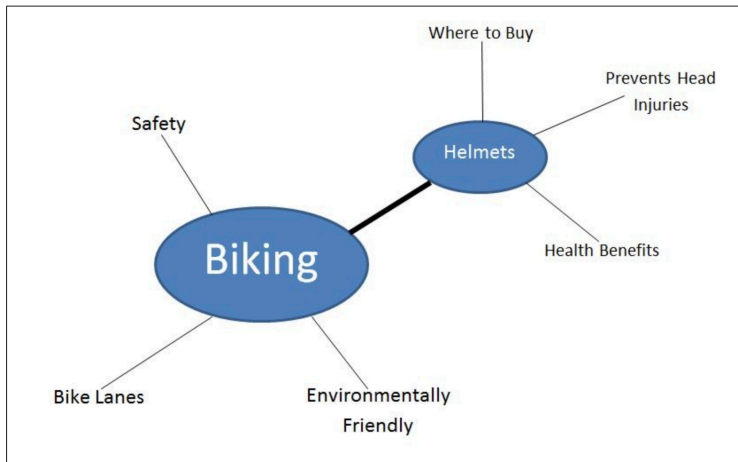
After determining a basic exigence, consider the following concept proposed by Bitzer:

FACT + INTEREST = EXIGENCE

John's fact would be that many people suffer from concussions as a result of not wearing helmets while biking. John's interest would be that helmets should be worn to prevent head injuries and that he always wears a helmet when he bikes to school.

This concept will help you to further develop your speech and focus on your audience's needs and how your audience can help to alter or change the exigence.

Narrowing Down Topics

Now you might have several potential ideas to use but are stuck on determining the better topic. Try to use the following chart; it will help you list and visualize each point including ethos, logos, pathos as well as how you think the audience will perceive the speech and if they are able to fix your chosen exigence.

Topic Choices	Ethos	Logos	Pathos	Audience Receptiveness	Ease of Understanding	Number of Arguments	Enabling Devices	Action Possibilities	Personal Credibility

Once you have filled in the chart you can look and see which

topic or idea has the most points in each of the sections, this will help you choose the best topic to start with but will also give you a place to look back to when your choosing your topic for the next speeches. Perhaps the chart will allow you to choose all three of your topics at the beginning of the course rather than the night before the speech is due.

Another useful tool you can use to help select a topic from your list is the following website: Topic Venn Diagram

The Venn Diagram website outlines three different areas that each topic can fall under: topics you know, topics you love, and topics your audience will appreciate. These areas are very similar to ethos, pathos, and logos and having a good balance of all three provides the most persuasive topic with the largest audience impact.

The website explains where each topic can fall using a Venn diagram rather than a chart format and categorizes the topics ranking them dependent of which zone the fall into, it is also broken down with examples and how to enhance each of the speeches dependent on the zone that they fall into.

Resources

Still stuck on finding a suitable topic? Check out some of these resources.

Video:

- Finding Speech Topics:

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://openpress.usask.ca/rcm401/?p=5#oembed-1

Tool:

- Mind mapping for technical individuals: https://bubbl.us/mindmap

Tips for Selecting Topics in RCM 401

Keep in mind that in RCM 401, you are generally required to give four speeches. The first two are persuade to act speeches, the second is a persuade to stop, and the last speech is a recast of one of your previous.

When choosing your first speech topic it might be useful to brainstorm or keep a list of other topics to look at come the next round of speeches and so forth (ie. keep the chart or Venn diagram to look back at). It is also very important to consider round four where you will be recasting one of your speeches.

With the recast in mind try to have at least one speech that could be modified either through the specific action or that could have a more focused or different view this will make round four easier for you. Establishing a second argument that coincides with one exigence maybe something that the chart or mind mapping can help you to accomplish as it will allow you to draw several areas from one specific personal interest that will help you recast a different argument or view.

HOW TO RESEARCH ONE'S SPEECH TOPIC PROPERLY WITH STRUCTURE

Julia Flinton; Drew Heska; Michael Holzer; and Carter Moe

This chapter originally appeared as a wiki entry here.

Start with Google / Google Scholar

Google is a great place to just start with an idea. If you have an idea just type it into google and see what develops from the search engine. This is an easy way to just see where your idea can go in terms of persuading your audience to partake in a particular action. It will mainly show what available research

there is online and where you may be able to find hard copy sources such as in university libraries, books or magazines. How does a person know what to search? Make a list of everything that you have done in your life. Start off in elementary school and list all the teams or clubs you were involved with, then continue this with high school and university. Once you have listed everything you have ever done – this includes collecting stamps, working out, eating habits – then start going through the list and crossing out what you have stopped doing and what you are still doing to this day. After you have narrowed down that large list, go through and just type the words into Google and see what appears!

What's your passion?

Develop a tentative focus, look for articles that are readily available such as magazines, textbooks, internet sites your visit frequently or what you notice in everyday society. Then select a certain perspective on the topic. For a speech to be persuasive, it will depend on whether you are convincing your audience to start something or stop something and try something else. Depending on what your action specifically is, you may have to structure your ethos, logos, pathos arguments to suit the topic. Make sure that you are sensitive of your audience when choosing a topic to research otherwise if you select a topic such as "Why you should stop using apple products" and you have 90 percent of the class that uses apple

products, you're persuasive speech just became extremely difficult.

What have you done or stopped?

How do we make this speech personal and build our credibility? Try selecting something that you have done, just recently started or stopped doing. For instance, if you just learned something you will definitely be able to use that to build your ethos off of, but if you have been carrying out some specific action for quite some time, you will then be able to build your speech off of your entire experience up to this point. It may be a good idea to start doing something at the beginning of term and do that as your second or third speech because that way you will have been carrying out that action for over a month.

Credibility is key (Ethos)

An audience is more likely to listen to a speaker that they have confidence in. Building credibility with an audience is largely dependant on the speaker's ethos appeal. Ethos can be measured through qualities such as trustworthiness, similarity, authority and expertise. Trustworthiness can be gained from an audience by a speaker that comes across as honest, ethical,

generous and benevolent. An audience is open more open to persuasion when the speaker shares similarities with the audience members. If you do not share similarities with the audience, then try adapting your language, mannerisms, clothing, visuals and style to better suit the audience. The expertise and in-depth knowledge that you use in your speech will prove to the audience that by doing your action it should benefit them in the same way as it has benefited you if not more!

How can I support my Topic? (Logos)

The majority of the research that you will be doing will be for the logos appeal. The research of your argument could be classified sometimes as the backbone to your message. To persuade your audience to do your action, you need to have the required research in the message that supports your other modes of appeal and does not take away from them. This will help increase not only your credibility and appeal to the audience, but also it will prove to the audience that you have put in the time to look at the topic from a professional standpoint. By taking this professional approach and researching the topic, you are building upon the credibility. You must be careful though, if you do not have well-known sources or sources that the audience has never heard of, you may lose your credibility. Having well known sources that the

audience can review after the speech will create a branch of trust between you and the audience proving that you have "done the research" and that you are not plagiarizing or wasting their time with a topic that isn't relevant and not useful. As the speaker you also need to trust in your research. Know your facts that you are using and write them on your notecard. Write extras on your note card too if you are skeptical about some of the questions that may be asked. If you don't know your research, the audience will not trust in the research thus destroying any common ground that you have built with your audience for your speech.

Create the common ground (Pathos)

To construct your pathos portion of your research you need to focus on the emotions of the audience. This can be the most difficult part of your speech when you have never interacted with the audience. This can also be the easiest part of your speech because if you know that you are preaching to a group of people on a sunny day about going out and getting exercise, you can use that to your advantage. The best way to convey your speech is to be passionate about it. If you are excited about the speech, use that excitement and prove to the audience that you are excited to be there! Get the audience

emotionally involved by drawing them in with a story or showing to them that you are completely invested in the topic. Sometimes you have to be extremely personal and go into details that you are uncomfortable with. For instance, if you are convincing the group that they need to eat less junk food and eat vegetables and fruits more often, you may have to be honest with them and tell them you stopped because diabetes runs in your family and you don't want that to happen to them too. The pathos part of your argument should be essentially intertwined with your ethos part. By showing the audience your personal investment in the topic, you will be able to get a connection with them and prove that they can trust you.

What is a good source?

When trying to research a topic, use a proper source. Do not rely on wikiHow for your research, try using sources that end in .org or .edu because these are educational institutes and organizations that focus on these topics. It is important to note though, that sometimes these sources may not even be reliable. The best way to know if your source is legitimate, is to take this information you have gathered from one source and try and find two or three other sources that say the same thing. Also, when you are conducting research, try and focus on important dates and years that are memorable. Name people who are authorities in the topic, provide additional sources for

audience to go and see for themselves, use history books or wikipedias to your advantage. Make sure that you provide the necessary background information that may be required for your audience to understand why you selected this topic and why it should be important to them.

Usask library page

The Usask library website is a great resource for finding reliable, published information. The main Usask library page can be accessed at www.library.usask.ca. At the centre of the page, there is a green box that have four tabs: USearch, Catalogue, Articles and E-Journals,and Research guides.

- **USearch** allows you to search all of the available materials including; printed books, journals and articles, images, etc. You can filter these types of materials, as well as limit results to a certain year of publication, and search for multiple materials simultaneously.

- **Catalogue** allows you to search for materials by word, author, subject, IBSN, and call numbers. To the bottom and to the right, "advanced search" allows you to find materials that are located at different libraries around the campus.

- **Articles and E-Journals** can be used to search a database for articles that are related to certain subjects. If you know the database name, you can type in search in the upper box. If you would like to search for an E-Journal title or know the material be the ISSN, you can search for that specifically too.

- **Research Guides** allow you to search for information related to a certain discipline. For example, if I want to research a topic for a speech related to Aboriginal people in canada, I will click the top box so it will and click again on "Native Studies". This allows you to search for books theses, articles, and websites all related to the subject. The bottom tab allows you to choose a subject not limited to a certain discipline. This section allows you to find information on copyright laws, citation format, and newspapers from around the world.

Resources / Ideas for thought

The following links are for a few videos that may help when giving a speech and preparing for a speech.

This first link is about public speaking in general and how a person needs to communicate no matter what job they have. Specifically from the video, engineers and scientists tend to use

larger words when speaking and this video takes a bit of an in-depth analysis to this.

Melissa Marshall: Talk nerdy to me

This link gives a large number of ideas to select from for topics. It provides general words that would be able to be narrowed down by the person who is giving the speech.

How to prepare a speech

This video is a short explanation on giving a great speech. It covers a couple aspects of public speaking while focusing on the practice and preparation portion of the speeches.

CHOOSING AN ENABLING DEVICE

Brett Derkach; Dana Kary; and Harjivan Sekhon

This chapter originally appeared as a wiki entry here.

In any persuasive speech, you will be persuading someone to do something or take action. An enabling device is simply the bridge between your speech, and the action you want them to carry out.

Application of rhetorical theory

- **Pathos:** Having a well thought out and creative enabling device strongly builds your pathos appeal to the audience.
- **Bitzer:** Lloyd F. Bitzer, a well renowned rhetorician, said that audiences are more responsive if certain factors are

present in the exigence. He says that "as modification capability increases, readiness to respond increases". In other words, if you give your audience an enabling device, they are more capable of doing the action, and therefore are more likely to actually follow through with what you want them to do.

- **Monroe's Motivated Sequence:** Alan Monroe developed Monroe's Motivated Sequence in the 1930s and it describes the psychology of persuasion. In five steps, he goes through the thought process of being persuaded. The fifth step is to tell your audience exactly what to do and how. Give them the first steps to take in order to cross that bridge. If you miss this step, you leave your audience unsatisfied because psychologically, they're expecting that next step.

Personal experience with enabling devices

After taking RCM 300 and RCM 401 and hearing almost 100 speeches, we have seen some very good examples of enabling device, and some that are not very persuasive.

Good Examples

- Action: Go bowling

- ◦ Enabling Device: Handed out coupons for one free round of bowling
- Action: Wear sunscreen
  - ◦ Enabling Device: Handed out SPF lip chap
- Action: Cook a meal at home
  - ◦ Enabling Device: Handed out recipe cards with simple recipes to follow

Not Great Examples

- Action: Donate blood
  - ◦ Enabling device: Post the link to the Canadian blood services website to the class site

In our experience, the most effective enabling devices were creative. This often meant that they were tangible handouts or memory aids. There is a time and place for providing a link to a website, for example, if your topic isn't easy to search in a search engine, or your action involves being online, like sending an email. If you have persuaded your audience strongly enough to give blood, chances are they'll go look it up online, and with a simple google search, get the same site as you.

Tips

- One great enabling device is the use of apps on smartphones. For example, if you are trying to convince your audience to travel Saskatchewan, tell them to download the "Tourism Saskatchewan" app, which is free.
- Try to stay away from using websites. A lot of people use websites as enabling devices. It gets boring and redundant. This is not to say you cannot use websites. If, for example, you were trying to convince your audience to make a home cooked meal, you could use a website that has great recipes. However, a more useful enabling device would be to hand out recipes on paper.
- If you're talking about food, everybody loves food! Make something! Bring in a sample!
- Share personal experiences. This is a great strategy to show that you have put in the effort and proven that whatever you're convincing your audience to do, actually works!

Video Example

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/ rcm401/?p=64#oembed-1

- This video helps the speaker to understand what type of closing to do to set up for their enabling device.
- In the video, it mentions you have two ways:
  - Direct close, which specifically and clearly states the action and how to do it to the audience.
  - Indirect close, which reminds the audience of the pain they will continue to have until they do your action
- Keep these in mind when you are deciding your enabling device. For example, using the direct close, if you ask the audience to "sign on the dotted line", make sure you have brought that petition or document with you, so that can do the action right away, and very easily.

Web Resource

- Great checklist to see if your enabling device is effective as well as good and poor examples: http://sixminutes.dlugan.com/speech-call-to-action/

THE ROLE OF THE AUDIENCE + HOW TO BE A GOOD AUDIENCE MEMBER

Karlynn Dzik; Jenna Miller; and James Vossen

This chapter originally appeared as a wiki entry here.

What Makes an Effective Audience for RCM 401?

Bitzer states that a rhetorical audience must be "mediators of change". Along with this, RCM 401 audiences must have other qualities so as to allow and encourage their fellow peers to learn.

These qualities include:

- Ability to critically listen, while being able to interpret the message from more angles than just yours.
- Willingness to become outspoken during both the question and feedback periods.
- Keep mind open to all topics so as to see the internal structure of the message i.e. Exigence, action, audience relations.
- Ability to create notes on all aspects of the speech while still listening and watching for delivery quirks that can be worked out.

Audience Influence on the Speaker

Although audiences are not vocally communicating with the speaker, all rhetorical speaking requires active participation by the audience. Body language of the audience can have a large impact on how the speaker delivers their message. Body language can show a speaker how you are feeling about their message, delivery, and audience consideration. Although it is important that the speaker sees these emotions and cues, but remember in excess they can become distracting.

The article "Listening: The 'Lost' Communication Skill" outlines sets of behaviours to avoid and sets of behaviours to engages in. These are listed below.

Avoid:

1. Stare
2. Yawn
3. Looking away
4. Nervous habits, fidgeting
5. Shaking head negatively
6. Moving away from speaker
7. Negative facial expression, such as frowning or pouting
8. Crossed arms

Engage In:

1. Direct eye contact
2. Smiling
3. Nodding
4. Eyes wide open
5. Forward lean
6. Positive facial expression

Not only can your body language change the way the speech is delivered but can affect how all your feedback is received. Mark Bowden speaks in his Ted Talk about how important body language is in establishing a relationship and therefore the effective reception of a message:

*One or more interactive elements has been
excluded from this version of the text. You
can view them online here: https://openpress.usask.ca/
rcm401/?p=75#oembed-1*

Critically listening as an audience member

Listening critically as defined by Trudy Mercadal-Sabbagh and
Michael Purdy "is used to evaluate a message before accepting
or rejecting it". Effective listening can sometimes be difficult
and barriers can be formed from many places including the
environment and the message itself.

Common barriers formed by the audience:

- Physiological (within ourselves, ex: personal opinions)
- Within the communication (ex: language barrier)
- Within the environment (distractions, ex: noise)
- Learned from social or cultural associations and
  influences (ex: reactions to stereotypical labels,
  ethnocentric rituals)

Awareness of the above barriers and effort by the audience to alleviate them allows for proper critical listening.

What to Look for in the Speech

"Listening: The 'Lost' Communication Skill" states that an audience must decide what to listen for; Appreciation, Information, Understanding and or critical evaluation of information, Evidence and arguments, mode of presentation, situation. As current RCM 401 students we have developed to become more selective and aware of things taken place during a presentation. When participating as an audience member we must look for delivery styles, but also be aware of the argument. Looking beyond the delivery to the structure and balance within a speech is key to understanding what factors make a message effectively delivered. In RCM 401 speeches, we need to be especially concerned with understanding and critical evaluation of information as well as evidence arguments, and mode of presentation

Mode of Presentation– Concerned with the delivery of the message. Delivery is more than just vocal presentation, but is also concerned with actions of the body. Watch for hand gestures, facial expression, body movements, vocal volume, speech tags, teeth smacking, and other body language that occur.

Evidence and Arguments- The actual information supplied in the message. This includes the topic and the

justification supplied by the speaker. Things to watch out for are fluency, logic, captivation, and absorption of arguments. Evidence must come from multiple sources and balanced between the modes of appeal.

Understanding and Critical Evaluation– Critical evaluation should be assessed throughout the speech, and finalized at the end of the presentation when you can consider all components. Placement of presentation elements is a key area to focus on when finalizing your evaluation, order can be the difference between an element being effective or ineffective.

Note Taking

Note taking is a large part of RCM 401 not only because it allows you to give feedback on whether or not a speaker is improving but also because you will need to structure an analysis on how a speaker progressed throughout the course. For each individual speech taking effective notes allows you to organize your thoughts and remember all parts of the speech. Notes should be concise and straight to the point ensuring that your time is devoted in a balanced manner between notes and the speaker. Notes should cover the topic, action, argument points, delivery, strengths, weaknesses, and the modes of appeal used.

This video supplies multiple strategies for note taking, emphasizing ways to effectively use your piece of paper:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/ rcm401/?p=75#oembed-2

Article and Video: Note taking strategies

If you have a note taking strategy that you have already developed to work for you it is best to stay with that, just ensure you cover the areas outlined above.

Constructive Feedback and its Delivery

Constructive feedback is a major part of the RCM 401 class. Without feedback speakers will not know where they have excelled or lacked. This process is key to the development of you and your classmates so it is important that the feedback is taken positively and not ignored due to mistakes in the way it is delivered. Feedback can be one of the most challenging things we must do in this course.

The following article explains how to balance your feedback

to ensure it is constructive rather than overly critical or praising.

Constructive Feedback 'For Dummies'

This video give 5 tips for the effective delivery of constructive feedback:

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://openpress.usask.ca/rcm401/?p=75#oembed-3

Video: How to give constructive feedback

THE MODES OF APPEAL + PUBLIC SPEAKING

ETHOS: BUILDING CREDIBILITY AS A SPEAKER

Ellen McLaughlin; Wenzheng Ye; Ryan Chester; and Lauren Klassen

This chapter originally appeared as a wiki entry here.

Introduction

Ethos, as defined by Aristotle, means what is revealed about a speaker or writer by the style and tone of the message. Aristotle showed that anyone who wished to be listened to and taken seriously by others must demonstrate good will, good judgement, and good character.

Credibility is defined as the way in which others judge you as a professional, which depends on how you communicate

with them, and your correspondents will judge your professionalism.

5 easy steps to help a speaker build credibility with their audience:

1. The way you dress should reflect your speech topic and audience

The way you present yourself to your audience is an extension of yourself and your speech. If you dress to match your speech topic, you give the impression you understand and believe in the subject about which you are speaking thus building credibility. Jivan, pictured in the middle below, gave a speech on dressing up and putting effort into developing one's style and appearance. When presenting this speech she dressed to reflect her topic choice, adding footing to her argument.

Pictured Below: Jivan presenting her speech with the aid of models Slade and Ellen.

2. The words you use matter (Layman vs Technical)

When delivering a speech, it is important to choose which words you use carefully. The speaker is going to be very knowledgeable on the topic that they are presenting but the audience may not know certain terminology or keywords. You should clarify any of these keywords that you may say or refer to more than once. It is also important to avoid saying acronyms before saying what the acronym stands for or means. In our RCM 401 class, we have seen this done twice: Steven with Genetically Modified Organisms (GMO) and Mike with Every Day Carry (EDC). By clarifying what keywords and acronyms mean, it allows the audience to understand exactly

what you are trying to say thus increasing your overall credibility of the topic.

3. Build on logic and experience

According to Wikipedia, logic describes the use of valid reasoning in some activity. Logic is important to have in your speech because it increases your ethos by showing your audience you can properly explain your topic. Logic usually comes with knowledge and experience. If you have experience in your topic or action, then the audience is more likely to believe you and be willing to follow through with your action.

4. Understanding the audience in relation to the speaker (having everyone feel included)

For RCM 401, researching your target audience before coming up with a topic is very important so your audience will pay attention to your topic. Using various tactics to build connections with your target audience is going to pay off with better participation from your audience.

For example, Mike suggested talking to an international student before travelling internationally. Most students would like to travel abroad after their graduation from university as a celebratory trip. He believed his action could benefit the

audience by providing them with an opportunity to seek and find information so that they can be more prepared and have a more enjoyable travel experience by talking to international students who are familiar with the local area.

The audience in RCM 401 class is divided into Engineering and Agriculture students. Because of this, Mike used pictures along with an explanation in order to build a connection with the audience by sharing the impressive German Autostadt in Wolfsburg, Germany and the discovery of oversea agriculture operations. These two topics should be interesting for the engineering and agriculture students respectively.

5. Structure makes a speech easier to follow and understand

When you begin your speaking career, a solid structure is one of the key tools you can use to make the audience understand your speech. If the audience knows where you are going, and where you are within your speech, they can spend more effort relating to the meaning of your speech, not trying to figure out where you are going. This relates back to the logic of giving a speech, that you present your information in a clear and orderly fashion. As you gain more experience at giving speeches, you may try to present your structure in more subtle ways and keep the audience interested.

These are 5 easy steps to help a speaker develop their point and give a persuasive talk.

ETHOS: WHY WE BUILD CREDIBILITY IN OUR SPEECHES

Natasha Baier; Eric Peach; and Kate Dinwoodie

This chapter originally appeared as a wiki entry here.

What is Ethos?

Aristotle defined ethos as the credibility or trustworthiness of the speaker. A speaker is able to deliver ethos through the style and tone of the presentation, as well as how he or she discusses opposing perspectives.

Ethos may also be able to be affected by the presenter's reputation autonomous from the message they are trying to convey. Examples of this include previous experiences in the subject area, or their authenticity.

One should not rely entirely on the context of a speech to gain credibility with the audience. Self-presentation and establishing good credibility is an essential part of becoming a persuasive speaker.

A speaker builds credibility with their audience because it allows the speaker to do three essential things:

1. Establish trust and build a relationship with the audience
2. Motivate the audience to partake in the recommended action, and
3. Build the foundation for Aristotle's other Modes of

Appeals.

Using Credibility to Build Trust

While there are a wide variety of reasons for establishing credibility, one of the most important is to build trust with the audience. If the credibility a speaker establishes is trustworthy, a persuasive speaker will have the ability to convince their audience to do the action the speaker proposes. This is incredibly important for a persuasive speech and speaker, as the goal is to encourage the audience to take a particular action of the speakers choosing. Being credible and trustworthy is the most effective approach to build a connection and relationship with the audience to create a higher uptake to the speech's action proposed. By establishing credibility in the speech, the audience will understand that the speaker has integrity, they are competent, they are relationally sensitive, they have sound judgment, and it also makes the speaker more likeable. When the audience understands these connections with credibility, they are more trusting of the speaker and are also more willing to build a relationship with the speaker.

Integrity:

Integrity is the ability to be honest and have a strong moral standing. If the audience can tell that the speaker has integrity, they will be more likely to take on the action asked by the speaker. The speaker will be able to demonstrate integrity by establishing ethical behavior. There is a saying that is, "Don't do anything that you wouldn't be proud to have showcased on the front page of the newspaper". This is a good rule of thumb to follow if a speaker is ever unsure about what might or might not be ethical and show integrity. A speaker can also showcase their integrity by being honest and giving credit to outside sources and other people's work.

Competence:

Competence is possessing knowledge, skill. and qualification that makes the speaker qualified to speak about the topic. An audience will likely have a higher uptake of pursing the action proposed when it is clear that the speaker is competent in the matter they are addressing. This can be established through a blend of education and experience, with the purpose of getting the audience to believe the arguments made are credible. The topic the speaker chooses should be something the speaker is comfortable and knowledgeable about, in order to establish competence with the audience.

Relationally Sensitive:

Being relationally sensitive means that the speaker is understanding and empathetic of the audience's interests and values. The speaker will establish their openness to the audience's thoughts and opinions by being careful not to ridicule or put down those values and interests. Instead, they will avoid using persuasion techniques through coercion, and show their commitment and openness to the audience's freedom of thought and value.

Sound Judgment:

Possessing sound judgement means a speaker is able to assess a situation with an unbiased, and draw fair conclusions from the information. A speaker will be able to establish their sense of good judgment when they are able to analyze a situation with a clear mind and no bias, and make a decision that is suitable and likely benefits the maximum amount of people. The audience will be more open to suggestion and persuasion when they are able to see that the speaker has unclouded and sound judgment, and that they will not lead the audience down an unsuitable path with the action proposed.

Likeable:

Being likeable is the ability for a speaker to enter the room and have an easy going personality that makes them easy to warm up to and trust. Likeable people have an ability to please an audience, and are often quite charismatic. Finally, possibly one of the most important traits of a speaker who is looking to build trust and a relationship is being likeable. This is the first trait that the audience will notice, and it will make their decision to trust the speaker easier. With that being said, a valid and competent argument may also sway the audience to take the action. However, it will be a far easier sell if the audience likes the person speaking. Likeability has the ability on its own to create trust between the audience and the speaker, and is an important factor in a speaker's repertoire.

Using Credibility to Motivate the Audience

Motivating people to take on any particular action is a challenging task, and it almost always requires some sort of logical or passionate argument in order to be effective. Often when an ethos appeal is successfully used to motivate people to

take up in action, there is a subconscious mechanism at work, which can be attributed to Expert and Referent Power.

Expert and Referent Power

Ronald H. Humphrey wrote in *Effective Leadership, Theory, Cases and Applications* that there are five five bases of power, including reward power, coercive power, legitimate power, expert power, and referent power. We are interested in expert power and referent power, as they are derived from the audience's perception of the speaker.

Expert power is the power a person has over others due to their perceived level of expertise or knowledge. A speaker may not necessarily need to have either of those things, but if a speaker creates an Ethos appeal advertising these qualities, a speaker can gain expert power. An audience will be motivated by expert power if the speaker looks like they know what they're talking about, simply by the air of experience that they're giving off through the ethos appeal.

People obtain referent power when they appear more friendly, attractive, trustworthy or credible. Referent power is strongly related to the Ethos appeal because it hinges on how the other people perceive the speaker. A speaker may be able to convince an audience to take up an action with no further logical argument because the audience simply thinks "Hey – that person looks good and they look pretty confident. They're probably right."

Expert power and referent power are the bases of power that stem from a speaker's Ethos appeal. Humphrey wrote that expert power and referent power "operate by changing people's attitudes" (Humphrey. 2014, 322) and that speakers with this power tend to produce more commitment among followers.

Perceived Authority

People can be motivated by perception of authority that is not even verbally communicated. In 1955 , researchers from University of Texas conducted an experiment where an individual would jaywalk across a street corner while waiting for the light to change. He recorded the number of people who followed after him. When the person jaywalking was well dressed with a suit and tie, significantly more people followed the person and also violated the jaywalking law, than when the person was dressed in a lower-class style (Lefkowitz et al., 1955).

What we can learn from this is that if you wear a suit, people will follow suit!

Summary on Motivation

A speaker with a sufficiently developed Ethos appeal will be able to motivate the audience because they give off a sense of

referent power and expert power. Depending on the nature of the ethos appeal, a rhetorical audience can be persuaded to take up an action simply because of the speaker's presentation and appearance of authority.

Sometimes, no verbal or logical argument is even required. This can be seen in the jaywalker example, where pedestrians were motivated to violate traffic law simply because of how a person was dressed.

Why does building credibility in your speech help motivate an audience? Because if you look like you know what you're doing, the audience may sense your authority and do what you say.

Using Credibility to Build a Foundation for the Other Modes of Appeal

Jay Heinrichs describes how ethos and credibility can be used to build a foundation for the other Modes of Appeal in his paper, *Thank You for Arguing*. Heinrichs describes how arranging an argument is most effective when the ethos appeal is presented first, followed by logos, and finally pathos. The reason for this particular arrangement focuses on persuasion. By presenting the ethos appeal first, the speaker can most easily

win over the audience. The speaker should try to identify with the audience by finding common ground and explaining their own interest in the subject of discussion. Presenting a solid ethos initially is vital before forming the other modes.

After ethos is established, the speaker can then start on presenting their argumentation. This is referred to as logos appeal. The facts should be stated in a logical manner, and the opponent's argument should be addressed and defeated.

Finally, pathos appeal should be added into the speech before the conclusion. This is done to get the audience emotionally charged. This can be done by adding a variety of emotion depending on the action.

Logos and pathos appeal would not be able to be successfully added into the speech without first establishing ethos appeal. If the audience does not feel as though they are listening to a credible source, they will not be able to be persuaded of anything. It should also be noted that the most persuasive of all speeches are those that have a healthy balance of all three of the Modes of Appeal. Establishing the ethos appeal – or credibility – first is essential to achieving this and moulding a strong persuasive argument.

Further Reading / Resources

To read more in-depth about Jay Heinrichs' original work *Thank You for Arguing*, book you can purchase it Here (Amazon).

The video below portrays two excellent examples of speakers establishing credibility for themselves:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/rcm401/?p=44#oembed-1

- The **first** speaker depicts herself as an expert in her field by describing her learning experience about the subject matter in a public health class. She includes results from a survey as well, and mentions that she has done additional research which suggests that she has put a considerable amount of time and energy learning about the topic of antibacterial products. The speaker has clearly established her credibility after just a few short sentences. The audience is much more likely to trust the speaker after this, and will likely be much more motivated to partake in her action because of her knowledge and credibility on this issue.
- The **second** speaker establishes her credibility by describing her extensive personal experience involving people living in poverty. This speaker also has the ability to motivate the audience as she has established herself as an expert in this particular field.

This article further explains the importance of integrity:

http://www.goal-setting-guide.com/the-importance-of-integrity/

This article outlines techniques and strategies to become a more likeable speaker:

http://www.craigvalentine.com/6-ways-to-be-more-likeable-as-a-speaker/

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LOGOS: TIPS FOR YOUR SPEECH'S INTRODUCTION

Alex Jewell; Nicole Adams; and Allex Bigelow

This chapter originally appeared as a wiki entry here.

What is the Introduction for a Persuasive Speech?

The introduction is the very start of your speech, so use humor, have energy, identify with the audience, build common ground, and maybe include some visuals! It is important to start with a good hook that is complementary to your topic and immediately engages your audience. The introduction is important,as it serves as the means for the speaker to communicate the purpose of their speech. It is

when they reveal and discuss the exigence (the problem) and first declare the action statement (the solution/remedy to the exigence). The introduction then provides the audience with a survey of the points to be covered, followed by a smooth transition into your first point to be covered.

Be sure to practice, but not memorize your speech, remembering that delivery, including balanced ethos, logos, and pathos appeals for your audience, is very important.

The introduction should be about 1 to 1-1/2 minutes long.

What is the Structure for the Introduction?

The introduction should start with a really good hook. It is the place to establish the audiences interest in the topic. You should also make the topic and exigence pressing and relevant to your audience. The action should be established and clearly defined, and provide the remedy or solution to the exigence. A survey of the points you will be coving in your speech is given in your introduction. It is also important to have your first transition statement here to lead you into your first point you are going to cover.

- Good, strong hook

- Exigence= Factional Condition + Related Interest
- Begin making exigence pressing, urgent, and relevant to audience
- Action/remedy to exigence
- Survey/forecast of what's to come
- First transition/signpost into first point covering

Hooks

A good hook is a very strong element of an introduction, and it can immediately help strengthen the overall speech. Start your speech off with an attention grabbing hook in order to engage your audience right at the start of your speech. This will cause the audience to be more enthused with your topic and want to continue listening to your speech. It is important to make sure your hook is relevant and links to the topic you are talking about. Some good examples of hooks are:

Attention Grabbers:

- An interesting fact or statistic. For example if you are talking about recycling, you could make your hook an interesting fact and visually appealing: "Did you know that in Canada enough plastic bottles are thrown in the

garbage every year to wrap around The Earth four times".

- A quote. However make sure the quote actually relates to your speech.

- A question. Make the question effective enough to make your audience think about the answer. A question like "How many people drink water?" or "Who here has ever felt tired?" is to general and the answer is already known, of course everyone drinks water. Make the question interesting and still relevant to your topic.

- A scenario. A good example of this can be found in Alex's speech above. She gave us a scenario that made the audience think about how it would feel to be a soldier waiting for mail but never receiving any. This type of hook really gets the audience picturing what it would be like to be in someone else's and gets there mind thinking about your speech as well as makes the exigence more relevant to the audience.

- A personal story regarding your speech topic. This kind of hook shows good ethos and credibility towards the topic of your speech. For example, if your topic was eating a healthy breakfast you could make a strong pathos appeal as well as reveal ethos by telling a story about how your mom used to make you healthy breakfasts every morning.

- A list. This list must be pertaining to anything in your speech for example in Allex's speech above her hook was

a list of previous speeches done in the class that were asking the audience to do a random act of kindness.

- A joke relating to your topic. For example, if your speech is on washing your fruits and vegetables, you could say "I would like to start off with a bit of a dirty joke: why was the tomato blushing? Because he saw the salad dressing!" It is a great way to get your audience listening- make sure the joke is appropriate and relevant to your topic.

Less Effective Hooks:

- Webster's Dictionary introduction. Although a relevant and meaningful definition is not an awful hook, it is not as strong as some of the other suggestions listed above.
- Placeholder introduction. This kind of introduction is a series of vague sentences that don't say much, these sentences are used to fill up the introduction part of the speech.
- The "dawn of man" introduction. This type of hook tells the relevance of this topic since the beginning of time. Very general and fails to really big, pressing impact on the audience.
- The book report introduction. This is the kind of hook you would see an elementary student giving. You basically get right into your topic and do not make an effort to engage your audience

For more information regarding effective/non-effective hooks please click the link: http://writingcenter.unc.edu/handouts/introductions/.

Some key things to remember when preparing a hook:

When preparing your hook first consider your audience and the impact you want them to feel in the first 20 or so seconds of your speech. Your hook is the first thing that should be said and should be well thought out in order to really engage and grab your audience's attention. Second, make sure your hook is clear, precise, and practiced beforehand. This will make it more effective when you give your speech and can help make you feel more confident and less nervous. Third, consider changing it up when preparing your hook; the best hooks are the ones that are different and stand out to the audience! Fourth, never apologize or say you're nervous in your hook. Most of the time, even if you feel nervous, your audience cannot tell, so do not make it known to them! The last thing to remember is that your hook sets the tone of your speech. A good hook sets you on the right path to have a successful speech!

According to The Writing Center by The University of North Carolina College of Arts and Science, when creating an effective hook it is important to

"think about how you can relate to these listeners and get

them to relate to you or your topic. Appealing to your audience on a personal level captures their attention and concern, increasing the chances of a successful speech. Speakers often begin with anecdotes to hook their audience's attention. Other methods include presenting shocking statistics, asking direct questions of the audience, or enlisting audience participation." ([http://writingcenter.unc.edu/handouts/speeches/)

Planning an introduction

When planning an introduction there are a few elements you need to consider:

- **Grab the attention of the audience** – As mentioned above, it is imperative to have a good, solid hook.
- **Introduce the topic** – Don't leave the audience hanging. Let them know what you are going to talk about so they are not questioning it. Your audience is potentially starting from a place of zero experience/knowledge in your topic area, so you need to provide enough information to get them on the same page as you. Make it clear to them what the exigence is, the solution to the exigence through your action, and clearly survey what it is you are going to be discussing.

- **Give the audience a reason to listen** – Immediately people think "What's in it for me?" (WIFM) or "Why should I do that?". It could include a positive, negative, or a combination of both WIFM appeals. Make sure they know how they are directly affected by your topic.

Some examples of reasons for them to listen and do your action might be (WIFM):

⭐ It might save them money
⭐ It may be vital (life or death)
⭐ It might benefit their job or school
⭐ It might boost their confidence
⭐ It might benefit their health
⭐ It might make them feel good

The list of possible ways to make the audience understand what is in it for them is infinite. Make it clear and obvious why they should do your action and how it will affect them.

- **Establish credibility**– If the audience does not know your personal interest in the topic or personal credentials, you should make it obvious to them why you are talking about this topic. Establish ethos as soon as you can. Credibility does not only come from knowledge, but can also be established through your delivery techniques and personal investment in the topic.
- **Establish common ground**– How are your like your

audience and how are you different? It is good to establish common ground right away, but not 100% necessary as long as you do it at some point in the speech. However the introduction is generally a good place for it if it can logically be done!

Remember to:

- Look at audience
- Speak up
- Be energetic and enthusiastic
- Smile, if appropriate
- Be personal

- **Preview main points**– People get lost without maps. It is hard for an audience to listen to a speech that is all over the place. A good survey forecasting what is to come and a solid logical structure can help your audience easily follow along as well as keep them engaged. Usually the preview/survey is placed towards the end of your introduction and acts as a map to help your audience follow along. This will make your speech stronger and can subtly strengthen your ethos and logos appeals!

Introduction Checklist:

Checklist to Evaluating your Introduction

DO:

✅ Make sure it's simple, clear, and easy to follow

✅ Find a happy medium between too brief and too long

✅ Link your introduction directly to the rest of your speech and survey your points in a logic order

✅ Plan your introduction last. Do it after you know the body of your speech

✅ Jump right in! You don't need to introduce your introduction. Start with your hook right away, whether it's a joke, story, quote, or question

✅ Memorize your first sentence if needed – this helps you to get over the first few seconds of nerves allows you to relax

✅ BE ENTHUSIASTIC and HAVE FUN

DON'T:

❌ Use expressions such as "My speech is..", "The purpose of my speech is..", or "My speech assignment is..."

❌ Apologize

❌ State that you are nervous- you may feel it but others might not notice if you do not point it out.

❌ Write and re-write your introduction- This may cause you to memorize sentences, resulting in a memorized introduction

❌ Use a hook that is unrelated to your speech

Example

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/ rcm401/?p=50#oembed-1

If video above does not automatically load, click link: http://www.youtube.com/watch?v=uOX6BpYABrA

- This video illustrates an example of a effective introduction where the speaker has credibility from passion and investment in the topic.
- An imaginative story was used to grab the audience's attention. For this hook to be more impacting the speaker could have asked audience to close eyes and re-open once story was complete.
- Great pace and tone used throughout introduction.
- This introduction was missing a survey and from an RCM 401 speech was too long.

The introduction has a big impact on your persuasive speech. The introduction is the first chance you have to grab your audience's attention. A sloppy introduction with a poor hook and no survey or structure could lose your audience's attention and result in a loss of credibility. Once you have establish an introduction for your speech, have a friend evaluate you based on the checklist we have provided.

We hope this wiki helps and persuades you to consider these introduction techniques for your success in RCM 401!

Tips for your speech's introduction > soeakings.jpg" data-image-height="231" data-image-width="219" alt="">

Resources

Below are resources we found useful to use. We also strongly encourage others to check out the links when planning a strong introduction for a persuasive speech.

- This link provides information on public speeches in general and how to aim your speech to your specific audience: http://writingcenter.unc.edu/handouts/speeches/
- This link explains what a good introduction is and the strategies involved in making one"

http://writingcenter.unc.edu/handouts/introductions/

- A PowerPoint presentation of how to plan a speech which provides details for the introduction. Focuses specifically on building a strong introduction with a video at the end for the audience to critique. This powerpoint builds on concepts we have talked about in RCM 401: http://www.wisc-online.com/objects/ViewObject.aspx?ID=SPH2601

- Great guidelines, step by step instructions. Provides a nice outline from the start to finish of your speech. Provides great tips on how to build ethos, logos, and pathos appeals starting from the introduction to the conclusion: http://www.persuasive-speechesnow.com/persuasive-speech-OUTLINE.html

- Things to do and not do when planning or speaking during an introduction: http://www.wittcom.com/newsletter_how_to_start_a_speech.htm

LOGOS: USING TRANSITIONS BETWEEN POINTS

Kendra Laing; Victor Eberechi; and Matthew Wild

This chapter originally appeared as a wiki entry here.

What are Transitions?

In general, whenever a speaker wants to speak on a particular topic, there is a lot of research on that topic. A speaker's research usually leads to an enormous amount of points which are critical to fulfilling the purpose of the speech. But how does a speaker present these points in a manner that guides the audience through the speech? They use **Transitions**. Transitions are words or phrases that connects one point or

part of a speech to another point or part of a speech. According to the website sixminutes.dlugan.com, "*Speech transitions are magical words and phrases that **help your argument flow smoothly**".* There are two different kinds of transitions a speaker can use: **verbal** and **nonverbal**. There are numerous types of verbal and non-verbal transitions that a speaker can incorporate in their speech which will be addressed in *How to Use Transitions* section.

Why are Transitions Important?

Using smooth transitions helps the audience have a clear understanding of the speaker's message. If there are a lack of transitions the speaker's impact on the audience will quickly decline.This problem is similar to reading a comic strip with scenes that do not flow into the next. It's exhausting and confusing for the audience.

When a speaker is preparing their persuasive speech they must set time aside to create a smooth transitions between their points. When the speaker presents their speech it should be as smooth and easy to follow as Bill Watterson's comic strip:

Where does the Speaker use Transitions?

Transitions should should be used after the speaker's introduction, between each main point, within each main point, and before the conclusion.

Why use Transitions between Points?

A good speaker should make sure his/her audience are guided through the structure of the speech. Transition between points lets the audience quickly absorb the previous point and get ready for the next point the speaker is about to give. In the absence of transition between points, the audience is left with the extra task of structuring the speech for easy processing and absorption. This extra task might lead to the audience getting lost in the speech and the speaker loosing his credibility as a speaker who knows how to keep the audience engaged in a speech.

How to use Transitions

There are several transition styles. Each of this can be used depending on the users' preference. These transition styles include:

Verbal transitions

1) **Review-preview-** Review preview is an internal summary which is an extended form of simple transitional statements. The speaker tells the audience what part they have covered, some of its main points, how it fits in with the topic, and what you are going to talk about next. The review preview is used to ensure the audience's attention is maintained and they have a clear understanding of the speaker's framework which helps the key points stick in their memory. An example of the review-preview style would be, "Now that I have discussed

why making yourself a healthy breakfast is important, (i) how it gives you the energy you need in the morning (ii) it increases your productivity; and (iii) it prevents you from overeating later in the day, I will now talk about how you can achieve making yourself a healthy breakfast."

2) **Questions-** There are three different question style used to create an effective transition in a speech. Questions can be used to introduce a new section or topic; moreover, it engages the audience. This includes rhetorical questions, direct questions and loaded questions.

- Rhetorical questions- Rhetorical questions is an open question to the speaker. This gives the speaker opportunity to pause, look around the room to make eye contact with the audience and answer the question. An example would be, " Can anyone tell me the number of recyclable materials there are in a paper coffee cup ? As you may know, there are..."
- Direct questions- A direct question is an open question to the audience that requires them to answer. An example would be, "Can anyone tell me why we choose to text a contact rather than verbally communicating with them?"
- Loaded questions- Loaded questions are designed to get the audience to produce a common misconception of a situation that the speaker later clarifies to emphasize their main message. The speaker first asks a rhetorical or

direct question to the audience to lead them to a partial snapshot of a situation and then answers, correcting the situation. An example of this would be, " What is the reason that car accidents are most likely to happen between midnight and 6 a.m? -Alcohol? Drugs?...Actually, you'll be surprised to learn that the reason is sleep-deprived driving."

3) **Sign-posting**– Signposts are usually one word or a short phrase that effectively highlights key points and creates connection between your ideas. Signposts can be broken up into several categories which include: making a contrast, adding an extra point, highlighting importance, cause & effect, time/sequence, emphasizing, giving a reason, and offering an alternative. An example of a signpost transition where the purpose is to offer an alternative would be, "Conversely, we could also consider..."

4) **Themed transition**- Themed transitions, like the name suggests, use a common theme or subject throughout the entire speech. This theme is somehow related to the topic of your speech or the point you are trying to get across to your audience. Two main ways of achieving these themed transitions are:

- By selecting a specific part of your topic that can show a linear movement throughout your speech. For example, say you are trying to convince people to take the train

instead of another mode of transportation. You could use transitions such as, "Continuing down the track ..." or "Rolling into the next station ...".

- By referring back to the theme of your speech as to engrave this main idea into your audience members mind. By returning to one main key point or idea, you can solidify with your audience what you are really trying to achieve with your speech by connecting each paragraph or thought back to this single point. A good example of this type of transitions can be seen throughout Barack Obama's 2008 Presidential campaign using "Yes we can". This strategy is also known as call and response. Call and response is a method of communication where the speaker has a specific word, phrase, or action that they will use, the call, which the audience will then respond to with another specific word, phrase, or action, the response. One place that this type of communication is very apparent is during religous events and rituals.

When using themed transitions, it is important to try and still make the transitions sound fluid and natural. If it is very obvious that you are trying to use a theme transition, it may come of as a cheesy way of moving from point to point to your audience and could take away from your credibility as a speaker.

5) Transitional Statements- Transitional statements mark

your transition from one discrete point to another. Examples of these statements would be using phrases such as, " First of all, secondly, to wrap up, etc," to ease into the next point.

6) Back-Linking- Back-linking is achieved when the speaker relates to a point they have already mentioned in their speech to introduce a new point. An example would be, "As you might remember in the first part of my speech I pointed out....Now in this final point I will outline..."

7) Anecdotes- Anecdotes or a story drawn from personal experience can introduce the next point the speaker is going to introduce to the audience. An example would be, "I used to eat a chocolate granola bar for my breakfast and realized it did not keep me full for more than half an hour. I decided I needed to change my ways and eat a healthy, wholesome breakfast. The problem was I didn't know how to make myself a good breakfast. I want to address how I taught myself how make a good breakfast and provide you a little information as how you can achieve this yourself."

Non-Verbal Transitions

1) Physical Movement- A speaker can use physical movement to literally move from one point to another. We saw this example in Dana's speech about ways to wake up in the morning by using the three different learning styles: Visual, Kinesthetic, and Auditory. She had three posters in front of

her depicting these styles and moved from one to the other when she transitioned to the next point.

2) Visual Aids– A picture slide can mark the change from one point to another, yet the speaker must be wary that it clearly to the next topic being discussed.

What makes a Good or Bad Transition?

One of the most common go to transitions that you will hear is "so". Although "so" shows that you are transitioning from one point to another, it is very bland. Although, using this example, you can see that a transition need not be some elaborate sentence to show movement from one point to another. Sometimes, a single word is sufficient for a transition from one idea to the next. Here are some different transitional words and phrases for various situations:

- **Additive**- Used for addition, introduction, or to show similarity to other ideas. This type of transition is broken into: Addition, Introduction, Reference, Similarity, Identification, and Clarification. For example, instead of saying "From these points, you can see that water is an esential part of life. So now, how can you help ensure

everyone has access to fresh drinking water?" you could say "From these points, you can see that water is an essential part of life. As well as being an essential part of life, clean drinkable water is a basic human right that everyone should have access to, but what can we do to ensure this?" The additive transition in this example is "As well (as this)".

- **Adverse-** Used to signal conflict, contradiction, or dismissal. Sub sections for adverse transitions include: Conflict, Emphasis, Concession, Dismissal, and Replacement. For example, instead of saying "The fact is that nuclear energy has been used for bombs, killing thousands. So, you might be thinking that nuclear energy is bad, but nuclear energy can be used peacefully too." you could say "The fact is that nuclear energy has been used for bombs, killing thousands. However, nuclear energy can be used peacefully too." The adverse transition in this example is "However".

- **Causal-** Used to signal cause and effect or reason and result. This is further broken down into: Cause/ Reason, Condition, Effect/Result, Purpose, and Consequence. For example, instead of saying "As you can see, wood is an essential building material used all over the world. So, how does this relate to deforestation?" you could say "As you can see, wood is an essential building material used all over the world. As a result of this huge demand for lumber, deforestation

has occured." The causal transition in this example is "As a result (of this)".

- **Sequential**- Used to signal a chronological or logical sequence. Sequential transitions include: Numerical, Continuation, Conclusion, Digression, Resumption, and Summation. When choosing a transition, it is important to keep in mind that you are trying to have a smooth flow from one point to the next. When coming up with a speech, try several transitions to see which one comes out the smoothest and the most natural. For example, instead of saying "From these statisitcs, you can see that donating blood is very important. So, now that you know donating blood is something everyone should do, what can you do to help?" you could say "From these statisitcs, you can see that donating blood is very important. But how can you help? To start with, you can go do a blood drive and donate." The sequential transition in this example is "To start with".

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Photograph from Publication Figure 2: Unknown Author. October 2012. *Transitions in Your Speech Bridge the Gap*. Date accessed: March 18th, 2014. http://www.virtualspeechcoach.com/2012/10/17/transitions-in-your-speech-bridge-the-gap/

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LOGOS: TIPS FOR YOUR SPEECH'S CONCLUSION

Nick Hamilton; Stephen Melle; and Taylor Mills

This chapter originally appeared as a wiki entry here.

What is the Conclusion?

The conclusion is the last thing that you get to say in you speech and will be the last thing that the audience hears. The goal of your conclusion should be that it resonates with the audience and basically sums up the speech. You should try for a one minute conclusion or 45 seconds at minimum. There is a lot that needs to be covered in the conclusion so make sure you both give yourself enough time to compete it and make it

flexible enough you may get as close to the five minute mark as you can.

We found a really good website that can help with giving speeches, especially the conclusion. Here is the link to the website that gives 5 good strategies for making a good conclusion: http://www.speech-topics-help.com/speech-conclusion.html

It recommends you should:

1. Restate most important points.
2. Summarize major supporting arguments.
3. Offer a solution to the problem.
4. Reaffirm the connection between the requisites and commitments of the listeners, and your thesis.
5. Close with a dramatic but appropriate statement.

All of our sources have very similar styles that could be followed for RCM 401. They all state a need for a quality summary and that you should close with an attention getter to resonate with the audience.

5 good ways to finish off the speech with a bang:

1. Direct call to the action
2. Short story or anecdote
3. Call-to-question
4. Contrast
5. Quote

In our RCM 401 class, most students finished off their speeches with a quote, which is an effective method, but it is not the only one. As you can see there are numerous ways to end a speech that will be just as or more effective. Out of the five given above, we really like using the contrast method. This involves tying the conclusion directly to the action by using a comparison between what could happen and what couldn't happen if the action is not taken.

Recommendations for your conclusion:

A summary is important and should be the main goal of the conclusion, this must be done to make sure the audience re-thinks about the points in the speech. You should spend one sentence on each point at least, don't just list the points you went over. After the summary we would recommend you to make your final plea to the audience here since the goal is to persuade them, this can be you filler and should extemporaneous this part so that you can rush it or drag it out to meet your time needs.

The speeches closing sentence(s) should relate to the plea and with the rest of the speech. It may be a stat or a funny joke but relevance is key, since it has the best chance of being

something that gets stuck in the audience head. The best kind of wrap up in the previous types of speeches has been ones that relate back to the hook, whether it be a similar stat or a reference to the original story.

PATHOS: AUDIENCE ADAPTATION

Omar Nawara; Shalyn Fladager; and Alex (Robert) Phillips

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Introduction

Adapting a speech to the audience can increase a speech's effectiveness. In the preparation stages, creating a speech for a specific audience can help to guide the stylistic and content choices of the speech. There are many aspects to consider when adapting to an audience, and it is important to know that it requires presenting what one has to say in a way that resonates with the audience, and not just telling them what they want to hear.

This chapter will address the many aspects and considerations involved with audience adaptation.

Factors in Audience Analysis

There are many factors that must be considered before giving a speech. In adapting to the audience, it is important to consider all aspects of the audience and setting for the speech.

(i) Audience Expectations

The audience will have expectation about the occasion, topic and speaker. There are situations where it is either inappropriate or appropriate to go against audience expectation; however it is generally advisable to deliver a speech that meets the audience's expectations

(ii) Knowledge of the topic

It is important to know what the audience already knows about a topic. By presenting information that the audience is unfamiliar with, the audience may lose interest and not be able to follow along with the speech. On the other hand, by telling the basic information to an audience with an advanced

understanding, you risk delivering a speech that sounds condescending. To avoid this, always give a short review of what the audience should know before you get into the main points of a speech, that way everyone will be on the same page

(iii) Attitude towards topic

A speaker must know the audience's attitude towards the topic they are presenting about. If the audience is concerned or hesitant about an aspect of the speech that the speaker does not address, the speech may lose its power.

(iv) Audience Size

For large audiences, speakers will need to be louder, elevated (or in a place where the audience members can see) and will need to understand that there is a wider range of people in the audience with different attitudes, expectations and knowledge on the speech topic. Smaller audiences can be less formal and use common language. A lower volume is also necessary.

(v) Demographics

This refers to factors such as age, gender, religion, ethnic background, class, sexual orientation, occupation, education and group membership. Understanding the demographics of

the audience will help in the understanding of other aspects of the audience.

(vi) Setting

Consider room size, arrangement, time of day, temperature, internal and external noises. Also know what resources are available – speakers, projector, stage. Depending on the time of the day, the speaker can adapt to a lively, hungry or tired audience.

(vii) Voluntariness

A more receptive audience will be one that is voluntarily. An involuntary audience will be less interested in the speech. It is important to adapt the speech to gain interest or hold interest of the audience.

(viii) Egocentrism

Most audiences will care about things that directly affect them or a topic that they can closely relate to. A speaker must craft the speech to show the audience why they topic they are discussing is of important to an audience.

Audience Attitude

Discover the Stance of the Listener

The first thing to consider when adapting a speech to an audience is to do some background research. Using opinion polls can help to understand certain attitudes about the audience. Opinion polls many not give an exact answer to the audiences opinion, but they can help to determine the audiences stance on an issue. Unfortunately, it is nearly impossible to account for the attitude of everyone in the audience, as there are often varying degrees of opinion. For this reason it is good to ask "is the majority of my audience":

- In favour of this issue
- Indifferent about the issue
- Opposed to the issue

Audience in Favour

If the audience is found to be already in favour of the opinion, it is not necessary to spend time and effort convincing them that the train of thought is valid; the speech can be focused on a specific course of action.

- Say for example one is talking to a group about how trans-fats are bad for a persons health. It is common knowledge that trans-fats are harmful to the body. Aiming the speech at persuading people that trans-fats are bad would be a waste of effort as people already agree with that fact. The focus of the speech could be put on some action the audience can take to limiting there trans-fat intake such as reading labels or cooking at home.

Since the audience is already in agreement with the opinion of the speaker, it can be used as a rallying point to an action.

Audience has no opinion

There are two levels of no opinion; neutral and apathetic

- **Neutral:** In this case the audience has not taken a stance on the issue. In this situation, a speaker can assume that the audience has the ability to reason and accept sound arguments. Working a speech to present the best possible arguments with concrete supporting information can help move the audience to form an opinion.
  - consider trying to persuade someone to use a particular type of sandwich bag. For the majority of people, a sand bag is a sandwich bag regardless of

the name. Using arguments such as cost, features, whether the bag was produced ethically would help to persuade the audience as logical arguments will persuade easily since there is no emotional aspect to overcome.

- **Apathetic:** In this scenario the audience has no interest in the issue at all. The speech should focus less on logical material but more on points that are directed at what the audience personally needs to know and why they should care about the topic
  - consider trying to persuade a group of people to start saving for their retirement. These people are not against saving, but they have no interest in putting money away, they have an income and they enjoy living day to day. To persuade these people to save it might be beneficial to show them points that affect their emotions. Things such as consequences of loosing that source of income and having nothing put away, the benefits of being retired with savings and so on. Providing points that show what is in it for the audience would be most effective. Find a way to demonstrate the need for savings.

Opposed

This stance also has two levels; slightly negative or openly hostile.

- **Slightly Negative**: A speech should aim to reduce the audience's negative views. Here, it is important to be objective and clear enough so that people will consider the proposal or at least understand the position of the speech position.

    ○ The city is proposing a tax increase for the City of Saskatoon at a meeting at City Council. Most people do not like the idea of having to pay more money than they already do. Arguments will have to be kept clear and to the point and it could be beneficial to discuss the following questions: what are the cost increases of running the city that result in this tax increase and why have they occurred? Where will this increased revenue for the city be going and why? It would be beneficial to discuss how everyone benefits.

- **Openly Hostile:** In this situation, it is a good idea to approach the issue less directly and to be less ambitious with the speeches goals for the audience. Actions that require less of a change in attitude might be able to get the audience to start looking at the issue in a different way.

    ○ Consider speaking to a group of anti-nuclear enthusiasts on developing nuclear power in the area. It would be a bad idea to proclaim the greatness of nuclear power and demand that it should be implemented immediately.

Presenting arguments that address concerns of your audience would be the best approach. Depending on the research completed, one could either discuss how some concerns are not valid or how valid concerns can be remedied. Whatever is addressed it must be supported with factual information and a deep respect for the audience's fears and misgivings. Remember that before and audience can be persuaded, they feel that your idea is valid, beneficial and safe.

The Captive Audience

Voluntary vs. Captive Audience

When speaking, there are two major audience types to deal with; voluntary and captive. A voluntary audience is a group of people who have come to hear a speaker on their own free will. This audience is generally a little easier to speak to because it is often made up of people who are like-minded to that of the speaker (i.e. people who share common beliefs and ideas). Also whenever a person has a choice to listen to someone, they are generally more willing to listen to their arguments.

A captive audience is much more difficult to deal with. As

the name suggests this audience type is made up of people who are at a presentation because they have to be there. Typical captive audiences are those who are required to attend a speech or seminar for work, class or other commitment that requires their attendance. The challenge with this audience is to figure out how to adapt a speech to grab and hold the attention of people who would never have thought of listening to the speech had they not been forced to. This section looks at tailoring a speech to acquire and keep the audiences attention.

General Rules

What is the audience interested in?

People want to talk about and listen to what they are interested in. If you understand the demographic of the audience, it may be beneficial to brainstorm what the audience might want to hear.

Why should they listen?

Captive audiences don't initially have a reason to listen to and so the speaker must provide them with a reason. It is necessary to find a way to make the issue important, relevant and timely to the audience. It is important to know that if there is no reason that an audiences should listen to the speech, it is likely not appropriate to present to that audience.

Captivating the audience

A situation may arise were a speaker is forced to give a particular speech, and the audience is forced to listen. An example of this may be an HR person giving other employees a speech about safety in the workplace. The concepts mentioned in the previous sections can still be utilized, but they become a limited in their ability to engage the audience. The following tips can help to keep an audience interested in the topic.

Stories

People can only be bombarded with so many facts before they begin to tune a speaker out. Including stories (relevant to the topic) can help to relax the mood, provide humour and present useful information in an entertaining and attention grabbing way.

Make Connections

Sometimes it is easy to present a great deal of information and forget that the audience may not have experience in the topic and therefore cannot relate to it. It is important in all speeches, but especially technical ones, to try and connect the information to something relevant or known to the people in the audience.

For example, if a speaker were explaining that to run a 100W

light bulb for 24 hours, 714 pounds of coal would need to be burnt. How many people know what 714 pounds of coal is? To help paint a picture one could determine the volume of that amount of coal and relate that to something physical that people can picture. In this example, 714 pounds of coal is approximately 500 L, which is enough to fill about half of a refrigerator!

Helping people visualize things keeps them engaged. When people can't visualize something it becomes increasingly difficult to understand, which could lead to them no longer paying attention. In short, a good speaker knows what their audience can relate to and finds ways to relate their ideas to what the audience already knows.

Change is noticed

When a speech follows a consistent pattern it may become boring and the audience may lose interest. Surprises and changes can help to obtain and hold the audiences attention. Keeping the speech interesting is done in the preparation and planning stage and can include clear transitions, visual aids, or vocal variety. For more information about planning speeches, see the Delivery and Logos sections.

Identifying variations in your audience

Most audiences will not be homogeneous. For this reason, it

is important to incorporate the aforementioned tips in a way that allows the speech to be inclusive for all members of the audience, as well as having a strong impact on the primary demographic of the audience.

Application of Theory

Audience adaptation is a skill that most people have naturally and use on a daily basis. For most interactions, people will try to adapt their conversation or body language to the audience they are surrounded by and it may or may not be intentional. When a speaker does not adapt to their audience, it is immediately evident and the speaker may risk accusations of being inappropriate or insensitive. In this section, the concepts previously mentioned will be applied to demonstrate how they can be used properly to tailor a message the audience.

Well-Defined Goal-Setting

The first step in preparing a speech is to define the exigence. After the exigence is thoroughly understood, the action can then be decided upon. This is so that one can tailor the action to the audience itself. The action needs to fit two criteria: it

needs to address the exigence and be doable by the audience. For example, picture the following exigence: the university faces a financial deficit and budget cuts need to be made. If a university official was speaking to a group of students about this exigence, the proposed action could be to encourage students to take part in an online survey to determine the priorities of the students before deciding on how to cut costs. If that same official was speaking to various department heads, the proposed action could be very different. For example, the official could encourage the department heads to try and increase the lifespan of the resources used by those departments. Therefore, it is important to look at the problem from the audience's perspective rather than having a solution in mind and trying to get the audience to participate in it. One approach relies on coincidence and the other on tactics.

Determining the needs of the audience (Using Bitzer)

After selecting an appropriate action for the audience, one must determine what the audience needs to hear in order to take said action. Much of this relies on the audience's stance regarding the exigence. As mentioned in previous sections, audience predisposition is important when it comes to adapting a message to them. Using the concepts explained in Lloyd F. Bitzer's "Functional Communication", a brief summary of possible scenarios is outlined below.

Case 1: Audience agrees with the fact and the interest

In this case, the audience and the speaker more or less fully agree with the exigence presented. In such a case, the speaker need not allocate much time proving the facts or shifting the interests of the audience. In fact, doing so would only be important to establish ethos as briefly stating the facts will establish the speaker's credibility, and briefly explaining the associated interests would establish the character of the speaker and create common ground with the audience. Therefore, the focus would need to be on the practical aspect of the speech such as enabling the audience, working around constraints or creating a sense of urgency so that they are prompted to take the action.

Case 2: Audience agrees with the fact, but disagrees with the interest

Once again, the audience agrees with the facts the speaker plans to present. However, they do not agree with the interest the speaker is suggesting. For example, most students are aware of the deficit currently faced by the university. However, some students may support program prioritization as an acceptable solution to the problem, while others may disagree with this notion. If one were trying to persuade students to support program prioritization to the latter demographic they would

have to focus on explaining why the audience should adopt this interest before trying to persuade them to take a particular action, such as favourably responding to a survey regarding the matter.

Case 3: Audience agrees with the interest, but disagrees with the fact

In this case, the speaker needs to prove the proposed fact before the audience accepts the exigence. This means that a speaker may need to focus on quoting secondary sources and showing support from experts before the audience can be prompted to take action.

Case 4: Audience disagrees with both the fact and the interest

In this scenario, the audience fully rejects the speaker's exigence. For example, a speaker might be trying to rally support for the building of nuclear power plants in Saskatchewan at a council meeting. The fact the speaker presents might be that nuclear power is cleaner than many other energy sources used in the province. The interest the speaker has could be that Saskatchewan isn't utilizing nuclear power the way it should be. If the audience disagrees with both statements, then the speaker has the burden of establishing common ground with both the fact and the interest before

enabling the audience. In this case, the speaker would need to back up his first claim by quoting studies in a manner that is understandable by the audience at hand. To establish a similar interest, the speaker could possibly focus on comparing areas that utilize nuclear power with those that do not.

Not only does the audiences' predisposition to the exigence need to be addressed, but the audience's background knowledge should also be taken into consideration. An audience that is very familiar with the topic do not need an explanation of the jargon used in a speech and will expect the speaker to develop a deeper argument that fully appreciates the complexity of the topic. If the audience has rudimentary knowledge regarding the topic would need a simpler argument. Furthermore, if the speaker is knows that the audience is already invested in remedying the exigence, then the action could be one that requires more effort than one for people who are not yet committed to solving the exigence at hand.

Tailoring the argument

Once a speaker has determined what the audience needs to hear in an argument, they need to decide how they will structure the argument in order to maximize the impact one has on an audience. This means looking at what parts of the argument are linked and determining which ideas need to be

brought up first in order to allow the argument to naturally develop in the minds of the audience.

An example of such a structure can be seen in the figure below:
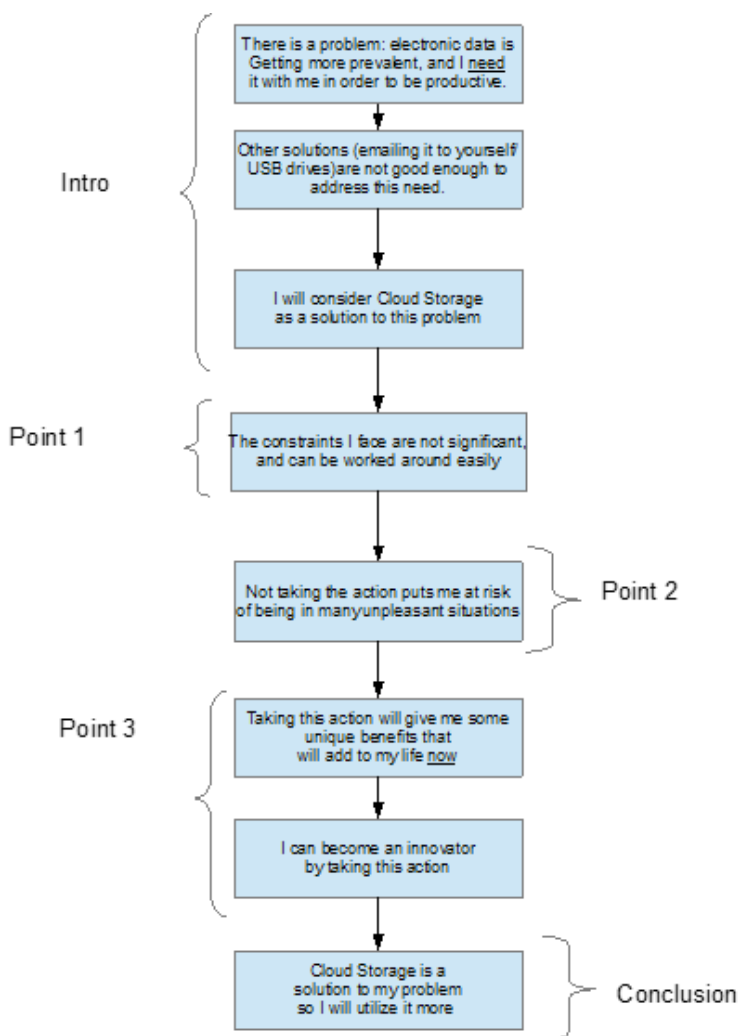
The flowchart shows the structure of a speech designed to encourage students to utilize cloud storage. Each step corresponds to a realization in the minds of the audience members.

PATHOS: ESTABLISHING WIFM

Beckie Marchessault and Samantha Sentes

This chapter originally appeared as a wiki entry here.

Three Modes of Appeal

Aristotle was a Greek philosopher that studied and wrote about a wide range of subjects, including rhetoric between 367 and 347 BC.

Rhetoric is the art of persuasion, and persuasion is to change another's point of view, or to move them to take an action. According to Aristotle there are three means of persuasion, which include ethos, logos and pathos. Ethos is an appeal to a speaker or writers character. In order to persuade an audience, the speaker has to portray credibility

and authority with the audience. Logos is the appeal of reason. The logos appeal is to create a persuasive reason to back up claims made by the speaker or writer. The third mode of appeal which we will be discussing in further detail is pathos. The persuasive appeal of pathos appeals to an audience's sense of identity, their self-interest and their emotions.

This is a video further explaining the three modes of appeal:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/rcm401/?p=66#oembed-1

In the YouTube video Ethos, Pathos, Logos by Krista Price, she discusses the importance of the art of persuasion throughout time. She references JFK's "not what you can do for your country, but what your country can do for you", as well as many other positive role models using the art of persuasion. Not only did she use positive role models but she also uses example of negative role models using the art of persuasion for evil. The examples she uses are Hitler, Stalin, and Jim Jones negative roles leading many people to their deaths. She then explains the importance of the three modes of

appeal in the art of persuasion Ethos, Pathos, and Logos into further detail.

Pathos

What's in it for me is a huge part of a speaker's pathos appeals. Although it is a large part, it is not the only part. Pathos also includes

- Speaking to, not at the audience
- Establishing common ground
- Recognizing and drawing upon audience needs
- Maintaining eye contact with the audience

Source: RCM 401 Speech Evaluation Form

Pathos really appeals to the audiences' emotions. It is believed to be one of the strongest of Aristotle's three modes of appeal. It can be used to arouse anger or to produce action that will benefit somebody. Pathos creates an emotion with words by using a story or description of an event (Henning, 1998).

What's in it for me?

–   Not always about what the audience will get, but about how that audience will feel
    –   Inspiring the audience to do something
    –   Way for people to make decisions
    –   Trust

That question drives most every decision you make. From the moment you wake up in the morning, "What's in it for me" is the subconscious mantra playing quietly in the back of your head. These five words help you choose what clothes to wear, what food to eat, what people to hang around with, what movie to watch, and so on. They also help you evaluate risks: do you dare walk across that fallen log, do you try to make that traffic light, do you ask for a raise, do you ask her out, do you get a Bald Eagle, do you find a new job, do I go on with these examples, do I write do I go on with these examples....? (Martin, 2004).

Analyzing WIFM

One or more interactive elements has been

📄   *excluded from this version of the text. You can view them online here: https://openpress.usask.ca/rcm401/?p=66#oembed-2*

Obama Speech — "Inauguration 2013: Highlights From Obama's Speech"

President Obama does a great job of using Aristotle's three modes of appeal. In this speech in particular he uses incredible pathos appeals and influences the audiences' emotions. Some notable Pathos appeals are "What's in it for me" (WIFM).

As we have already discussed to establish WIFM you must establish common ground and draw upon the audience's needs. The president does this in the speech in many ways. The first would be when he stated that the war was ending. Although this issue was strongly divided in the United States, the American audience could have a lot to gain out of it. Some would have friends and family coming back, while others would be more concerned about the tax money that would be saved from not being at war.

Another point President Obama mentioned was that there would be a reduction in the cost of health care and the size of the deficit. Many Americans would be better off if they have cheaper health care and that is a huge WIFM appeal to them as well as their families. Reducing the size of the deficit would

benefit most Americans by having a more stable stronger country financially.

The last point that he mentioned was that he is going to try his best to create equality for all people especially the gay community. This appeals to a lot of people and equality has always been a constant struggle for many Americans. If you are a part of the gay community, you would gain a lot from equality of right and other things such as marriage. Although equality for everyone seems like a distant dream for most the president is trying to make it a reality.

ADDITIONAL THEORY

MASLOW'S HIERARCHY OF NEEDS

Torin Takala; Keenan Johnstone; and Athiann Garang

This chapter originally appeared as a wiki entry here.

Maslow's Hierarchy of Needs

In 1943 Abraham Maslow introduced a new theory, the hierarchy of needs. This hierarchy of needs is Maslow's way of interpreting what the needs of an audience are and how the lower level needs must be addressed before the higher levels can be met. In Maslow's original theory he never mentions a Pyramid shape, but instead simply implies that low level needs must be fulfilled before higher level needs can be addressed, in this way it was later interpreted as a pyramid, because like a pyramid, must be built from the ground up.
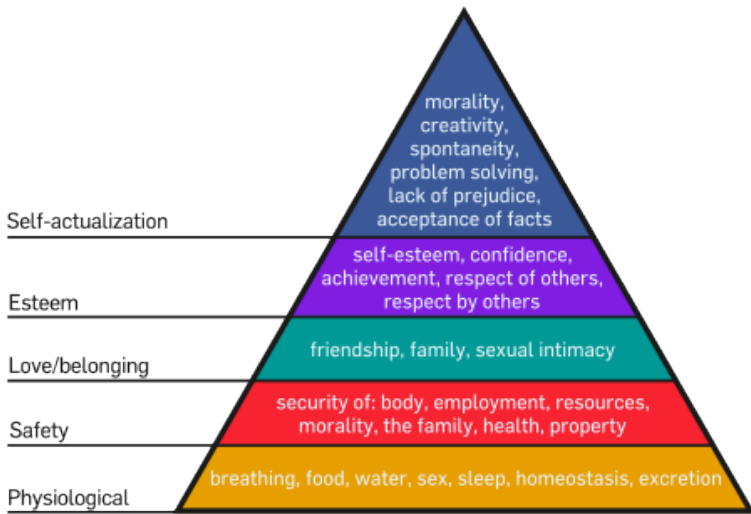
The needs, like mentioned above must be addressed in a specific order, and when giving a persuasive speech, must be addressed. The five needs are as follows:

- Physiological
- Safety & Security
- Belonging
- Esteem
- Self-Actualization

Physiological Needs

This is the easiest and most obvious piece of the pyramid to fulfil and often times has already been fulfilled before you even begin your speech. Maslow states in his theory that in order

to reach higher levels in the hierarchy of needs this is the first of the needs that you must address. This means you have to ensure that simple needs such as food, rest, procreation and water have been met. this does not mean however that you should bring food and drinks to every speech you give. In today's society these needs are almost always met. Food is readily available to a large majority of people and therefore won't go hungry. Same for water, Canada has some of the cleanest water in the world, and Air of course is just as clean and readily available.

If these needs aren't met the human body will begin to fail, and at that point you shouldn't be worried about persuading someone. Like mentioned above this is one of the needs that you will not have to directly care for, however this doesn't mean you shouldn't consider it when writing a speech. What is meant by that is when creating your speech consider these as constraints. Perhaps you are giving you speech just before lunch, then maybe you should thank everyone for showing up to listen to you despite lunch being soon.

This is the lowest of the needs and is therefore most easily met, but must be completely met before moving onto the next level of the hierarchy.

Safety & Security Needs

Safety and security needs are the second level of Maslow's

Hierarchy, this level covers the safety requirements that are required for our continued existence as living, breathing, humans. To satisfy this level and allow ourselves to continue up the pyramid we must have protection from dangers imposed by the environment, such as extreme cold or heat, both of which can be potential dangers in Canada. This could also mean protection from predators, harsh weather or natural disasters. This all essentially boils down to readily available shelter and clothes, while widely available in Canada many still go without these essentials both in Canada and abroad.

One would not commonly be addressing Safety & Security needs in a speech, at least not in the sense of relating them directly to your audience, as it one of the lower and base needs which is needed for the upper levels of the Hierarchy and essentially is implying that those levels are left unsatisfied in your audience.

Belonging Needs

In applying Maslow's theory to persuasive appeals, we must:

- Decide which appeal would be most effective for the intended audience. This may mean predicting the needs level of our audience at the time of our persuasive effort.
- Shape a message that capitalizes on the audience's needs.
- Persuade the audience that the desired action would satisfy those needs.

That said after physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. The belonging needs are shown below:

- Friendship –we need to show in the speech that we are friendly through smile, humour and a sense of belonging.
- Intimacy – we need to show that we care about our audience in our speech by showing commitment to action we want them to take, by respecting them, and being honest as well as trustworthy.
- Family- according to Maslow, we humans need to feel a sense of belonging and acceptance among our social groups, regardless if these groups are large or small. We should to appeal to these needs in our speeches if we want our action remediated. In other words the audience must feel that they belong and accepted.

As speakers we need to persuade our audience by appealing to the belonging needs if we need to have them change their minds to remediate the exigence.

Esteem Needs

The Fourth level of Maslow's hierarchy of needs and is after a person has reached a point where they feel as though they

belong. It is then that we start to search for a degree of importance in our social settings or groups or a degree of healthy pride in our accomplishments. This is the human need to feel as though we have "made the grade", which can be accomplished through many different methods. These methods are simply the way that we are achieving these needs, such as a sense of legitimate achievement, the feeling that we are good at something or worthy of regard. These esteem needs can also categorized by their motivator, either external or internal. An internal motivation is defined and fulfilled by ourselves where as the external motivator requires action from others to fulfill (a sort of exigence).

Some examples of different Esteem needs that we could choose to fill, as well as their respective motivator classification are as follows.

- Recognition – an external motivator
- Attention – an external motivator
- Social Status – an external motivator
- Accomplishment – internal motivator
- Self-respect -internal motivator

As a speakers it is important to keep in mind the esteem needs and appeal to them as many of the esteem needs require an external force or action to satisfy and by using those appeals properly one can become a very persuasive speaker.

Self-Actualization Needs

Self-actualization is the summit of Maslow's motivation theory. It is about the quest of reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows psychologically there are always new opportunities to continue to grow.

Self-actualized people tend to have motivators such as:

- Truth – our fact and personal stories must be truth
- Justice – the speech must respect audience by being just
- Wisdom – the action in our speech must be stimulating and have a sense of wit that audience will enjoy
- Meaning – speech must have meaning to the audience

As such our speeches must be true, just, have wisdom, and meaning if we want to appeal to our audience using Maslow's motivation theory. Self-actualized persons have frequent occurrences of *peak experiences*, which are energized moments of profound happiness and harmony and we need to recognize that in our speeches. We need to be aware that not all us are at this stage in our walk in life. The needs below this stage must be met before we can use this Maslow's motivation theory in our speeches. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

We therefore use Maslow's Hierarchy of Needs to select an unsatisfied need for our speeches as motivational appeals.

The lower level needs such as Physiological and Safety needs will have to be satisfied before higher level needs, such as achievement or self-actualization can be addressed.

MONROE'S MOTIVATED SEQUENCE: AN OVERVIEW

Daryl Ackerman; Jillian Staudt; and Curtis Tuplin

This chapter originally appeared as a wiki entry here.

What is Monroe's Motivated Sequence?

Alan Monroe was a psychology professor at the University of Purdue from 1924 – 1966 (Ristic 2012). He developed a means of persuasion named "Monroe's Motivated Sequence," by understanding a person's thought process when faced with a conflict and their need to satisfy that conflict. This method of persuasion is effective because the speaker can predict the

audience's questions and concerns, answer these in the speech, and ultimately lead the audience to a solution.

The 5 steps in the motivated sequence are:

ATTENTION

The first step is to grab the audience's attention and get them interested in your topic as soon as your speech begins. The way you intrigue the audience is called your "hook," which gets the audience excited and attentive for the content of your speech. You can nail a solid hook in a variety of ways, including:

- *Relating* to the audience,
- Making a *startling statement*,
- Arousing *curiosity or suspense*,
- Telling a story,
- Posing a *question* (maybe rhetorical) or citing a *relevant quote*, and/or
- Using *visual aids* for illustration.

A good hook grabs the audiences attention while a poorly executed hook can cause the audience to tune out. An example of an effective hook was the use of singing as an introduction to a speech where the audience was asked to try listening to a different style of music. This hook was linked in to the body of the speech with lyrical transitions between the points. This hook intrigued the audience and had them wondering where

the speech was going to go next. This hook worked beautifully with the speech and helped to build a solid footing for the speaker while drawing the audience in.

NEED

The second step in the motivational sequence is to outline the problem, or exigence, that your action for the audience aims to remedy. The need should specifically impact your audience in some way (their health, happiness, or well-being), so they can easily be persuaded to change their actions (or mindset). In order to show the audience the severity or urgency of the exigence, you should prepare supporting materials such as:

- A *clear description* of the need,
- Detailed *examples* visualizing the need,
- *Research* and statistics, and/or
- Testimonies or *personal experiences*.

SOLUTION

The solution step is important in following the need because the audience wants to know how the proposed problem can be remedied. The proposed plan of action should be clear and understood by the audience. You can accomplish this by:

- *stating the action* you want your audience to perform and clarifying any details,
- discussing *how this action is a solution* to the need presented,
- giving *examples* of how this solution has worked, and
- using *research* (facts, figures, testimonies) to solidify your case.

VISUALIZATION

Visualization is important is showing the audience how they will directly benefit from implementing the solution, and how much better this solution will make their lives. You will want to compare the current situation with the recommended solution by outlining:

- The *positive* impacts of the recommended solution on the audience,
- The *negative* future impacts of the current situation if the audience does not take action, and
- The *contrasts* of the benefits of the recommended solution to the disadvantages of the current state.

Help the audience to see the problem or to visualize how they can help remedy the problem. Instead of using raw statistics like 3 in 4 people are prone to procrastination tie it to the audience with a statement like 10 of the people in this

room are procrastinators. By creating a connection to the audience like this it helps them to see what they have to gain or lose and helps to strengthen the logos appeal of your speech.

ACTION

At this point, your audience should be motivated to take action! Your job now is to provide the audience with a specific action that is easy to accomplish, as they will be more likely to implement the action in their lives. Make sure you use enabling devices and specific examples of how to do the action, where and when the audience should do the action, and other details that enable easier implementation for the audience. Be sure to address the reasons that your audience may be reluctant to take the proposed action. For example in a speech where the audience was asked to take some molasses every day as a multi vitamin the audience may be concerned about the taste of molasses. You could try to address this by bring a sample for them to taste or by offering out some recipes that contain molasses or offer up alternative ways to add molasses to your diet.

Video Example

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://openpress.usask.ca/rcm401/?p=72#oembed-1*

The video shown here is an excellent example of how following Monroe's Motivated Sequence can help to build a successful persuasive speech. The speech outline is as follows:

1. The speaker catches the audience's **attention** at the beginning by making reference to Alice in Wonderland, a famous story, in reference to her experience being asked to teach Communication to engineers and scientist.
2. Going on to talk about the **need** of how important is for scientists and engineers to share their science as it is the scientists and engineers who are solving problems that change the world.
3. The speaker's **solution** to improving communication is to "talk nerdy." The speaker develops a number of enabling strategies to help produce this solution. In order to help make ideas more accessible, it helps to show the relevance of the science to day to day life.

4. The speaker shows the difference of how explaining an idea by its relevance helps to make the idea more accessible when she shows the two different slides on trabeculae and how the one with only bullet points is overwhelming. This is the how the speaker employs **visualization** to contrast the benefits of the solution with the current situation.

5. She then calls engineers and scientist to **action** by working on explaining ideas through the relevance they have and for non-scientist to go out and talk to scientists and engineers.

MONROE'S MOTIVATED SEQUENCE: THE SEQUEL

Maeve Balmer

This is where you can add appendices or other back matter.