

NOTE: LABEL THE COMPONENTS OF YOUR SPEECH AS DONE BELOW IN THE SAMPLE OUTLINE. THAT IS, AFTER WRITING YOUR THESIS, ACTUALLY TYPE IN “[THESIS].”

Assignment: 10pts total

- Introduction—1pt
- Thesis/Preview—1pt
- Conclusion/Summary—1pt
- Full sentences—2pts
- Connectives/transitions—1pts
- Sources cited—2pts
- References—2pts

I. INTRODUCTION

Public Speaking can be a nerve-racking experience. Therefore, it is important that a speaker is fully prepared. As a speaker, you must thoroughly research your topic, carefully narrow it, and thoughtfully write the speech. One way that you make sure that you are prepared to speak before an audience is to prepare an outline. Outlines are invaluable tools in three major ways [**Identify your Thesis/Main Idea**]. First, they force a speaker to organize the main points. Second, they allow a speaker the opportunity to “play” with language. Third, they force the speaker to be prepared [**Identify your Preview**].

II. BODY

A. FULL SENTENCE OUTLINES HELP WITH ORGANIZING [Main Point #1]

1. By carefully constructing an outline, the speaker can see how the main idea relates to each main point (Gronbeck, 2009).
2. The speaker can also see how one main point flows into another.
3. That way, he or she can identify where “connectives” are needed to tie main points together (Lucus, 2002).
 - a. Transitional statements are sometimes called for.
 - b. Or a speaker can look over the entire document and find where “signposts” would be helpful for the audience (e.g., “First... second...third...”)
 - c. Internal previews show the audience where the speech is going.
 - d. Internal summaries show the audience where the speech has been.
4. A full sentence outline also helps with establishing and revising organizational patterns (Osborn & Osborn, 2010).
 - a. A topical pattern divides the speech into subtopics.
 - b. A problem-solution pattern divides the speech’s body into first discussing the problem then discussing the solution.
 - c. A cause-effect pattern divides the speech’s body into discussing the cause of a problem or event first then discussing the effects/results.
 - d. A chronological pattern involves a temporal division (e.g., The accounting industry in 1980s, 1990s, and 2000).

[Identify your Connective: Not only will an outline help the speaker make decisions about organization, but it will help the speaker “play” with language]

B. FULL SENTENCE OUTLINES HELP MAKE LANGUAGE CHOICES [Main Point #2]

1. Since a full sentence outline forces the speaker to write out the bulk of his or her speech, s/he can review the language selected (McCroskey, 2008).
2. Language should be audience-sensitive (Gronbeck, 2009).
 - a. Beware of using jargon.
 - b. Beware of using language that is “insensitive” to the target audience.
 - c. Use language that is familiar to the audience.
 - d. Define questionable terms.
 - e. Language should match the speaking environment.
3. Consider using interesting language (Osborn & Osborn, 2010).
 - a. Is it appropriate to make the speech vivid?
 - b. Can similes and metaphors help clarify or make more interesting?
4. Language should match the audience, topic, purpose of the speech, tone of the speaking event, and speaker personality.
5. Hence, a speaker should make decisions about language well before the speaking engagement
6. The full sentence outline forces him or her to do just that.

[Identify your Connective: Finally, writing a full sentence outline affords the speaker the opportunity to truly understand his or her speech]

C. FULL SENTENCE OUTLINES HELP THE SPEAKER PREPARE [Main Point #3]

1. As said in the beginning of this outline, public speaking is a potentially terrifying event.
2. What is almost guaranteed is that the terror will only increase if the speaker is unprepared.
3. By writing the speech out nearly word-for-word, the speaker will start committing to memory the main points and supporting evidence (Gamble & Gamble, 2002).
4. There are several different speaking options that each speaker must understand.
 - a. Memorized speeches involve the speaker committing the entire speech to memory
 - b. Manuscript speeches involve the speaker reading the entire speech word-for-word.
 - c. Impromptu speeches involve no to little planning prior to delivering the speech.
5. Most speakers should strive for extemporaneous speaking (Osborn & Osborn, 2010).
 - a. Extemporaneous speaking is where the speaker knows the speech but does not read it or commit it to memory.
 - b. The speaker is familiar enough with the speech that he or she can maintain eye contact with the audience.

- c. There is also room for the speaker to make adjustments during the actual speech, depending on how the audience receives what she or he has to say.
6. So in the end, the full sentence outline helps the speaker to understand the entire speech, thereby making the speaker usually feel more comfortable because she or he knows what's going to be said.
7. But since the speech is not entirely written out, the speaker cannot read the speech, thereby using it as a crutch.

III. CONCLUSION

There is little else that inspires horror like public speaking does. In fact, according to McCroskey (2008) those who fear communication tend to avoid all manners of interaction. Instead of avoiding public speaking, though, a speaker can use some valuable tools in order to become more comfortable. A full sentence outline is such a tool. In the end, the full sentence outline can help the speaker organize the speech, select effective language for the speech, and, finally, prepare for the speech [**Summary statement**].

References

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