

## Unit Introduction

Writing speeches calls for a distinctive style of writing, unlike what you had when you diagrammed sentences in the fifth grade, formal high school and college English, even journalistic-style reporting. What you write for self-delivery or for that of your military commanders (more than likely they will have someone, probably a public affairs officer, at their right hands to prepare their presented remarks).

Your early efforts at writing speeches may fall short of the most memorable speeches in history (some you will be exposed to in this lesson). That's to be expected. The evaluation (grading) you receive will be more of a critique. As with all skills, speech writing, and the actual presentation, proficiency will only come with practice, practice and more practice.

This lesson will give you the basic skills you'll need to write and deliver an effective speech.

But the only way to make these tools your own is to use them! Seek out opportunities to write and deliver speeches. The more often you speak in public, the more confident and comfortable you will become.

How about a pop quiz before we even start the lesson?

**“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.**

**“Now we are engaged in a great civil war, testing whether that nation or any nation can long endure. We are met on a...”**

Who wrote and delivered that famous speech? If anyone doesn't know, go to jail, go directly to jail. Do not pass "Go," do not collect \$200.

"Lincoln's Address at Gettysburg," is from an 1895 bookplate illustration by artist Jean Leon Gerome Ferris (JLG Ferris).



ABRAHAM LINCOLN AT GETTYSBURG

**Of course, Honest Abe. For those who didn't get the answer earlier.**

## Objectives

- Explain different types of speech presentations (impromptu, memorized, manuscript, extemporaneous, etc.)
- Write two manuscript speeches
- Write a biographical introduction for a public speaker
- Deliver a speech

## Unit Overview

This unit will cover the following areas:

- Types and purposes of a speech presentation
- Environment and audience considerations for a given speech
- Speech Construction
- Speech manuscript format
- Format a manuscript using appropriate rules
- Biographical introductions

## Speech Outline Form

Your instructor must review and approve your proposed speech outline form. You must also submit the three main points you intend to include in your speech. Click on the Speech Outline Form link below to get a copy of the form. Upload your completed Speech Outline Form to the My Assignments page by the due date listed on the course calendar.

Complete instructions for the speeches are available on page 46 of this unit.

[Speech Outline Form](#)

## Significant and Notable Speeches

Good speeches can be great learning tools by closely examining the techniques used. Following are but a few examples:

We pick up this speech portion in mid-sentence: **“...we will be able join hands and sing in the words of the old Negro spiritual. “Free at last! Free at last! God Almighty, we are free at last!”**

Who wrote and presented this speech?



The quote is from Dr. Martin Luther King, Jr.'s powerful, thought-provoking and moving "I Have A Dream" speech that was delivered August 18, 1963 at the Lincoln Memorial, Washington, D.C.

In that memorable address, the four-word phrase, "I have a dream," was used nine times in a pretty long speech of nearly 1,400 words.

Dr. King also used the phrase, "Let freedom ring..." seven times near the end of his oration.

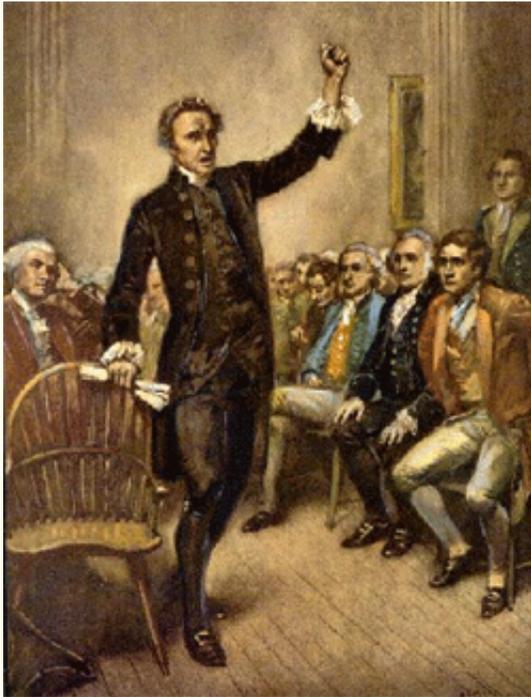
You will study **Repetition** (the repeated use of a phrase or word throughout a passage) in the latter part of this lesson. This is perhaps the oldest method of emphasis in getting something into memory, and can have the effect of tying together long blocks of spoken words.

Dr. King's speech, and many of the other speeches being discussed, can be heard in an audio version at:

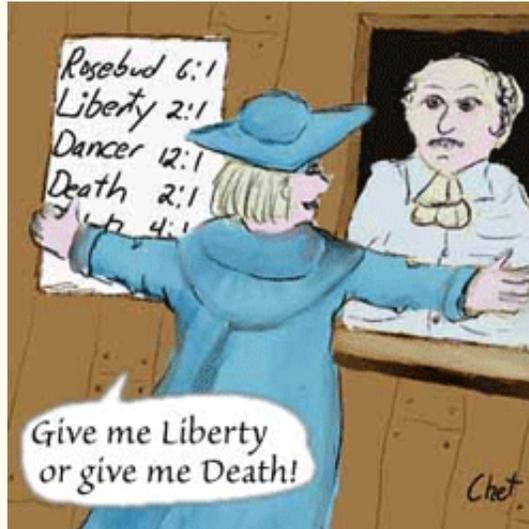
<http://www.americanrhetoric.com>

How about "...give me liberty or give me death?"

These immortal words were uttered during an impassioned speech delivered by Patrick Henry, March 23, 1775, before the Virginia Provincial Convention.



At artist's impression.



Never take anything out of context.

The rest of that Patrick Henry speech closing was: "It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace – but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"

Henry (1736-1799) was a lawyer, statesman, Revolutionary leader; member of the Virginia legislature. His most famous impassioned speech was delivered on March 23, 1775 to the Virginia Provincial Convention in the months leading up to America's War of Independence. He urged his fellow countrymen to seek independence from British tyranny.

A lesson learned from his speech is that great content can be further enhanced by fervent delivery.

A quote from a speech a bit more contemporary: "**Ich bin ein Berliner?**"

Who and where?

President John F. Kennedy had some great speechwriters sitting outside the oval office, e.g., “Ask not what your country can do for you. Ask what you can do for your country,” and many more.

The “Ich bin ein Berliner” quote was actually used twice in his June 25, 1963 speech, presented before the City Hall, West Berlin, Federal Republic of Germany.

The first use was early in his speech when he challenged the crowd: “Two thousand years ago the proudest boast was ‘civis Romanus sum.’ Today, in the world of freedom, the proudest boast is “Ich bin ein Berliner.”

The last sentence of that speech read, “All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words 'Ich bin ein Berliner.'”

Lesson learned: He played to his audience, the environment and the time.



Who wrote and delivered the memorable speech that included, “**Friends, Romans, countrymen, lend me your ears. We have come to praise Caesar, not to bury him?**”

That last question was really a two-part query couched as one, with two different answers.

Who wrote it? William Shakespeare. Shakespeare was one of the greatest speech writers ever. Many of his speeches were written as soliloquies for the primary characters in his plays.

Who delivered the speech in question? Mark Anthony.



No, not Marc Anthony, the pop singer



Mark Anthony, the one on the left, was played by Frederick March, not Richard Burton of "Cleopatra" fame. And that is Claudette Colbert drinking a coke on the set of "Anthony and Cleopatra," 1935, not Elizabeth Taylor.

## Speech Preparation (Writing and Delivery)

No one expects to create to create professional, polished speakers and speech writers in a few short months. What is hoped to be accomplished is for you to be equipped with the basics to approaching speech preparation and delivery. **Like many Public Affairs skills**, proficiency will only come with time. Look for opportunities at your unit to give "speeches": newcomer orientations, base tours, media standup interviews, etc. **The more you do it, the more comfortable you will become.**

## Types of speeches

For the purposes of this class, we will identify four types of speech presentations:

1. Impromptu - A speech given with little or no notice, practice or preparation. Such "off-the-cuff" remarks may come at staff meetings, town hall events or similar unstructured events. However, it pays to be prepared. A good idea would be to jot down a rough outline of the key points you want to make, and give some thought to how you wish to say them. As Mark Twain once said, "It usually takes more than three weeks to prepare a good impromptu speech"
2. Memorized - A speech delivered word-for-word, or very close to it, from memory without the benefit of notes.
3. Manuscript - A speech written in either word-for-word, traditional outline, key-word outline or pictograph format for ease of reference during presentation.
4. Extemporaneous - A speech prepared in advance, but delivered without apparent reliance on notes or manuscript.

The first and the fourth are very close to being the same type, according to a number of reference dictionaries, e.g., "Merriam Webster's Collegiate Dictionary." The word "impromptu" comes from the French root word "impromptu extemporaneous" and the Latin "in promptu," "in readiness." The second definition then goes on to note: "2. composed or uttered without previous preparation: EXTEMPORANEOUS – **impromptu** adv."

Regardless of which method of presentation is used, do your best to make the presentation seem not over-rehearsed.

## Purposes of a Speech

Speech is power;  
Speech is to persuade,  
To convert,  
To compel.

Ralph Waldo Emerson

Before you begin drafting a speech, think about what you want the speech to accomplish. Are you trying to persuade your audience to support a particular point of view? Or are you trying to inform them about a new policy or program? Your purpose dictates how you will craft your speech.

There are five basic purposes for a speech.

- To inform:** When my speech is over, I want my listener to know that...
- To stimulate:** When my speech is over, I want my listeners to feel that...
- To persuade:** When my speech is over, I want my listeners to believe that...
- To activate:** When my speech is over, I want my listeners to do the following...
- To entertain:** While I give my speech, I want my listeners to be amused, entertained, happy. This might be an after-dinner speech, but wouldn't be appropriate for a policy speech.

Of course, you may find that these purposes overlap, or that a speech serves more than one purpose.

## Speech Preparation – Assessing the Audience

One of the most important factors to consider before writing a speech is the intended audience. Who will the speaker be addressing? Are they military or members of the general public? Speaking to a group of colonels or general officers is a much different proposition than speaking to a group of senior citizens or college students. Each group has a different level of knowledge about military issues, different interests and separate motivations. Your topic, your language and even your choice of speakers will be affected by your audience.

Other factors to consider:

- Why are they there?
- What do they expect?
- How much do they know?
- What do they care about?
- How or what do they think?

## Speech Preparation – Assessing the Environment

One aspect of speech giving that's often overlooked is, where will the speech be given? Will it be indoors or outdoors? Large room or small? What sort of sound system will be used?

The environment or setting in which a speech is given can make all the difference in whether your speech is well received or ignored. It affects both your ability to deliver the speech effectively, and your audience's ability/willingness to listen.

Even the little things can make a difference in the sender/receiver modes. Many, or even all, can be barriers to the message being effective (refer back to the chart in the Introduction to Communication lesson).

Here are a few specific factors to consider:

### Biological considerations

One aspect of speech giving that's often overlooked is, where will the speech be given? Will it be indoors or outdoors? Large room or small? What sort of sound system will be used?

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Even the little things can make a difference in the sender/receiver modes. Many, or even all, can be barriers to the message being effective (refer back to the chart in the Introduction to Communication lesson).

## **Speech Preparation – Assessing the Environment**

Here are a few more factors to consider:

### Biological considerations

- Hearing impairments
- Fatigue
- Hunger
- Mind-altering drugs and alcohol
- Hormones (one example, teenagers)

### Environmental considerations

- Noise (cell phones, papers, glassware, jackhammer)
- Heat
- Glare (from sunlight or lights)
- Lack of ventilation
- Uncomfortable seating
- Malfunctioning microphone

Granted, you will not have much control over biological considerations in your audience. You can certainly anticipate and attempt to control the environmental considerations.

## Speech preparation – Resources

Whether researching to prepare a specific speech or studying to improve your speech writing skills in general, a wealth of resources are available.

Over time, any good speech writer will accumulate a collection of speeches for reference. A wide range of speech collections are available at local libraries and on the internet.

[JFK inaugural.pdf](#)

[Speech Example 1](#)

The Internet will provide manuscripts, sometimes an audio version (to be studied because delivery of the words is terribly important), and even some background.

A speech index can be found at:

<http://www.famousquotes.com>

<http://www.americanrhetoric.com>

Or by going to a search engine and typing in the word “speeches.”

## Significant Speeches



The best speeches ever? The American Rhetoric site gives a wealth of links to guide you to more than you will ever want to know about speeches. One interesting aspect in that site search is that the Web site gives an index and a partial database of full text transcriptions of the 100 most significant American political speeches of the 20th Century.

The list was compiled by Professors Stephen E. Lucas, University of Wisconsin at Madison, and Martin J. Medhurst, Distinguished Professor of Rhetoric and Communication at Baylor University. 137 leading scholars of American public address were asked to recommend speeches on the basis of social and political impact, and rhetorical artistry.

For the scholars' best educated guess of the "Top 100":

1. Click the 100 Greatest Speeches link below. The pdf files will open in Adobe Acrobat view within a new browser window

[100 greatest speeches.pdf](#)

## Other Speech Resources

Reviewing speeches written by other speech writers is a great way to learn the art of speech writing. You may also gather ideas and quotes for use in your own speeches.

Here are some other sources of materials for speeches:

- **Books of quotations**

Various books of quotations are also available, including the venerable "Bartlett's Dictionary of Familiar Quotations." Such books are generally cross-indexed by subject and names so that quotes appropriate for a wide range of speech topics can be easily located.

- **Newsworthy topics**

Newspapers, magazines, just-released books, radio talk shows and TV, current events, water cooler and, don't forget, **Command Vision**, **Mission Statement** and the **Commander's Priorities** are all valuable sources of information.

- Material for speeches can also be drawn from any relevant news of the day.
- It's perfectly acceptable to include quotes from others. "As Winston Churchill once said." But be sure to give proper credit and never try to pass the words off as your own.

### Plagiarism

It's important to remember, especially when using other speeches for reference or inspiration, to avoid both plagiarism and the appearance of plagiarism. The act of plagiarism can result in significant professional and personal damage to both speaker and speech writer. What's more it **will result in dismissal from the Public Affairs Officer Qualifying Course!**

## Opening the speech



“Speak clearly, if you speak at all;  
Carve every word before you let it fall.”

Oliver Wendell Holmes

First impressions are the most important. This is particularly true of public speaking. An audience begins to evaluate a speaker’s credibility before he even steps in front of an audience. Therefore, the effective speaker must send a clear and deliberate message – both visually and verbally – that his speech will be worth the audience’s time.

Senior military officers have an advantage due to the uniform and rank and, in many cases, the audience already is predisposed to pay attention.

## Opening the speech

An effective opening to a speech should achieve the following:

- Get the listeners' attention
- Introduce the speaker and establish credentials
- State the thesis/purpose of the speech
- Preview the speech's main points
- Motivate the audience to listen

Getting the audience's attention might be the most important, and toughest, of that short list. Through the use of humor, an anecdote, tone, volume or any other of an infinite list of methods, the speaker must gain the attention of the audience from the start of the presentation. Once gained, that attention must be maintained.

Regardless of the method used, the speaker will **bridge that attention gainer together with the thesis (or purpose)** of the speech and **make a personal connection** between the members of the audience and the topic of the speech.

**Practice:** You will write an opening that uses all the above elements.

## Thesis/Purpose Statement

Once the speaker has the audience's attention, take full advantage of the opportunity. Let the listeners know just what they are about to hear. To do that, the speech writers use a device called the purpose statement or thesis.

The thesis:

- **Tells the audience the purpose of the speech:** It is essential that you give a clear purpose statement: The purpose statement (or thesis) is the foundation upon which the body of a speech is built. An audience that understands the purpose of a speech early in the presentation will be more likely to give the speaker its full attention
- **Sets the tone of the speech. Motivates the audience:** Before the audience will listen intently to an entire speech, it must be motivated to do so. While it's easy to think of an audience as a single entity, speakers and speech writers must remember that an audience is made up of individuals, each with personal concerns and reasons for attending the presentation. In order to motivate an entire audience, the speaker must clearly communicate how the subject relates to each member of the audience.
- **Tells the audience how the speaker will proceed:** Preview the main points: For the speech writer, the main points provide an outline or framework of a speech. Each main point must directly support the thesis, and should be presented to the audience during the introduction. Doing so helps establish an audience's expectations and prepares the audience members for what is to come. This is tremendously helpful in maintaining the attention of the audience.

**Practice:** Write a speech thesis/purpose statement.

## Transitions

As the speaker moves from one key point to the next in his speech, it's helpful to provide cues that signal a transition. Such transitions, in the form of words or phrases, help the audience understand that the speaker is moving on to the next point.

Transitions are used throughout the speech.

**Use clear transitions:** Clear transitions enable the speaker to maintain the attention of the audience as he moves from key point to key point. Transitions should make it clear that the speaker has concluded his discussion of one key point and will move on to the next.

**Example:** "Now that you know how this problem started, let's consider the potential impact on our community."

Try to avoid phrases like, "My next point..." or "My third point is..." Instead summarize what you've been saying and how it relates to your next topic.

**Practice:** Use speech transitions between an opening and body of the speech, between key points and between the body and closing.

## The Body of the Speech

We have now reached the main **body** of the speech. This is what the audience really came to hear. You've gotten their attention, told them your purpose for speaking and laid out your main points. Now it's time to "put some meat on the bones" of your speech.

Let's say your speech has three main points. Each of these points:

- Must directly support the thesis
- Must be fully developed
- Must be clearly communicated
- Must maintain audience motivation

**Present a logical sequence of points:** Main points and information within a speech must be presented in a way that will make sense to the audience and be easy to follow. If we think of the purpose statement as the final destination, then the key points are the stops along the way. Each key point should build on the preceding point, and take the audience closer to a clear understanding of the speaker's purpose.

**Example:** "I'm going to tell you where we've been, where we are now and where we should go in the future..."

**Practice:** Write a speech body.

## Potential Pitfalls

Now that we've looked at the overall structure of a speech from start to finish, let's examine ways to make the words of the speech more effective. Here are some common language pitfalls to avoid:

### **Vague Language**

This, That, Those, They, It...

Words like the above may seem easier to say, but don't carry the impact of a specific reference.

- **No:** "This is something we will long remember."
- **Yes:** "We will long remember our community day."

### **Passive Language**

Similar to vague language, the use of passive language diminishes the impact of the statement.

There is/are/were/will be...

- **No:** "There are three environmental concerns at."
- **Yes:** "We remain focused on three environmental concerns."

Is/That is something...

- **No:** "It is something that we are all concerned about."
- **Yes:** "We share your concern for the environment."

## Physical & Verbal Presentation

Even the most superbly written speech can be sabotaged by a poor delivery. The speaker should be thoroughly familiar with the speech, so he can make his way through it confidently and clearly.

Every aspect of the speaker's voice, appearance, movements and gestures has the potential to add or detract from the speech's impact.

Here are some of the more important elements of an effective presentation:

- **Eyes:** Maintain as much eye contact with all sections of the audience as possible
- **Face:** Facial expressions must match the tone and content of the verbal presentation
- **Body:** Movement and gestures must be purposeful, not random
- **Clothing:** Dress must be appropriate for the audience, the medium and personal comfort
- **Voice:**
  - Clarity and volume - Speak loudly and clearly enough to be heard throughout the room
  - Enunciation/Pronunciation – Research and practice the proper way to say difficult words and name
  - Avoid Verbal Distracters – These include filler sounds and/or words such as “uh” and “ah,” as well as extraneous words and phrases such as, “What I’d like to tell you
  - Vary Pitch and Pace – To maintain the attention of the audience, be sure to vary pitch and delivery pace throughout

## Rhetorical Techniques

Writing effective speeches is an art. Speech writing calls for the creative use of words, designed to stir and inspire your listeners. There are several rhetorical techniques to choose from as you craft a speech.

**Alliteration:** Repetition of the same sound at the start of two or more words.

- **Example** - "Nattering nabobs of negativism." (Look up former Vice President Spiro Agnew's rant against the media)
- **Example** - "If in my low moments, in word, deed or attitude, through some error of **temper, taste or tone**, I have caused anyone discomfort, created pain or revived someone's fears, that was not my truest self..." Reverend Jesse Jackson, 1984 Democratic convention.

## Rhetorical Techniques

**Tri-Colon**, or the **rule of three**: Descriptive phrases, lists, and adjectives are more memorable when they travel in threes. The first two set the pace, the third brings them home.

- **Example** - The words of Winston Churchill provide an excellent example of the “power of threes - even through he added a fourth.” While most people remember his having said, “blood, sweat and tears....,” he didn’t. What he actually said was, “I have nothing to offer but **blood, toil, tears and sweat**.”
- **Example** - Abraham Lincoln, the Gettysburg Address, Nov. 19, 1863 – “that this nation, under God, shall have a new birth of freedom; **and that government of the people, by the people and for the people** shall not perish from this earth.”
- **Example** - President Ronald Reagan -- “Our evidence **is** direct. It **is** precise. It **is** irrefutable.”

## Rhetorical Techniques

**Anaphora:** Using the same word or group of words in successive sentences or statements.

- **Example** - "**We shall fight** in France, **we shall fight** on the seas and oceans, **we shall fight** with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, **we shall fight** on the beaches, **we shall fight** on the land grounds, **we shall fight** in the fields and in the streets, **we shall fight** in the hills; we shall never surrender." Winston Churchill to the House of Commons, June 4, 1940

## Rhetorical Techniques

**Balance:** A balanced phrase opposes two elements, the first usually spoken with pitch going up, the second with the pitch going down.

- **Example** - Conquer, or die.
- **Example** - "I look forward to a great future for America – a future in which our country can match the military strength with our moral restraint, its wealth with our wisdom, its power with our purpose." John F. Kennedy, Amherst College, Oct. 26, 1963

## Rhetorical Techniques

**Ellipses:** The technique of omitting words to achieve speed and establish cadence.

- **Example** - In the Gettysburg Address, Lincoln left out the “and” before the phrase - “...by the people... for the people...”  
**Example** - “We must resist the temptation to train (students) only for an ever-longer list of specialties. We must teach reasons as well as answers... questions as well as techniques... values as well as methods.” Joseph Curtis, on being installed as chairman of the board of regents, Seattle University, Sept. 25, 1981

## Rhetorical Techniques

**Asyndeton (eh-sin-deh-tun):** This odd word refers to the use of sentence fragments to quicken the pace of the speech. It is important to consider that the spoken word is often governed by a different syntax and different rules than the written language. The quality of a speech is determined not by how it looks on paper, but how it sounds when spoken. Note: Asyndeton can often be effectively combined with ellipses.

**Example** – “It took a century to develop photography... a half century to develop the telephone... a fifth of a century for commercial flight... a tenth of a century for television... a twentieth of a century to develop the atom bomb. The pattern is clear. The question is what next... and how soon?” Frank G. Wells, at one time president of the Disney Company, in a speech to the annual convention of the American Travel Industry Association.

## Rhetorical Techniques

**The Rhetorical question:** When used primarily for effect, questions are referred to as “rhetorical.” The speaker does not expect to get an answer to his questions. Rhetorical questions can be used for a wide range of purposes in public speaking: to issue a challenge, to introduce an idea for discussion, to indicate misunderstanding or to make an accusation or introduce an idea as fact.

**Example** – “When, O Cataline, do you mean to cease abusing our patience? How long is that madness of yours to mock us? When is there to be an end of that unbridled audacity of yours, swaggering about as it does now?” Cicero, one of the greatest orators of any age, 63 B.C.

## Rhetorical Techniques

**Hyperbole (Hi-PER-bo-lee):** An exaggeration used to emphasize a point – but not prove it – is called hyperbole. Such exaggerations can be mild or extreme, and can be used to increase the value of something or to denigrate it. When using hyperbole, it is important to remember that hyperbole targeted at an individual's character can be seen as a form of "character assassination," and may have a negative impact on the audience.

**Example** – "Those 'just say no' (to sex) messages are about as effective at preventing (teen) pregnancy as saying 'have a nice day' prevents chronic depression." Faye Wattleton, president of Planned Parenthood Federation of America.

**Example** - "If I have told you once I've told you a million times." A favorite refrain from mothers throughout time.

## Rhetorical Techniques

**Repetition:** Repeated use of a phrase or single word throughout the passage. This is perhaps the oldest method of getting something into memory, and can have the effect of tying together long blocks of spoken words.

**Example** – “Most poor people are not on welfare. **They work every day.** They take the early bus. **They work every day.**” The Reverend Jesse Jackson, campaigning for the presidency in California, a few years ago.

“They care for other people’s babies and they can’t watch their own. They cook other people’s food and carry leftovers home. **They work every day.**

“They are janitors running the buffing machines. They are nurses and orderlies wiping the bodies of the sick. A loaf of bread is no cheaper for them than it is for the doctor. **They work every day.**

“They put on uniforms and are considered less than a person. They change beds in hospitals. Sweep our streets. Clean the schools for our children. They’re called lazy, but **they work every day.** They work in hospitals. They mop the floors. They clean the commodes, the bedpans. **They work every day.** No job is beneath them. And yet, when they get sick, they cannot afford to lie in the bed they’ve made up **every day.**”

## The Closing of the Speech

You've made your pitch to the audience. You've laid out your main points. Now you're in the home stretch. But if you really want to close the deal and to cement your ideas, you need an effective closing. It's a way to wrap up your speech (and tie a ribbon on it.)

Here are some do's and don'ts for writing an effective ending:

- **Don't introduce new information:** The speaker presented each of his key points to the audience in the body of the speech. NO NEW IDEAS should be given to the audience during the conclusion of the presentation. They will undermine your case or confuse the main thrust of the speech.  
**Summarize the main points:** A clear summary of the three key points during the conclusion draws the key points back to the minds of the audience members, and further focuses their thoughts toward the speaker's purpose.  
**Restate the thesis:** A well-written and presented speech will draw the audience to an understanding of the speaker's thoughts and ideas. After summarizing the key points of the presentation, the purpose of the speech should be confidently and clearly re-stated so that the audience recognizes the thesis of the speech and understands how the key points support it.  
**Re-motivate the audience:** Reaffirm a clear connection with the topic to the audience.  
**Make a clear closing statement:** Close with a concise – and preferably memorable – statement that emphasizes the purpose of the presentation and makes it clear to the audience that the speech has ended.
- **End on time:** End on time!

**Practice:** Write a speech closing.

## Closing

Time to wrap up this lesson up – with a **clear closing statement**.

Close with a concise – and preferably memorable – statement that emphasizes the purpose of the presentation and makes it clear to the audience that the speech has ended.

**End on time:** End on time! Be sure to ask what the time limitations are. For your assignments, it's 8-10 minutes.

## Manuscript Formatting

The manuscript should be made eminently readable for someone other than yourself.

Give it plenty of air.

No sentence or thought should be carried over from one page to another. That is why the 2/3 page rule is enforced.

Follow these simple steps and you won't run afoul of the grading guide:

- Plenty of white space
- Margins: one inch left, right and top.
- Line spacing: double
- Text on no more than 2/3 of the page
- Text on the top 2/3 of page
- Font type and size
  - New Times Roman
  - 16 point
  - Upper and lower case
- No end-of-line breaks
- ALL pages numbered
- Spell out...
  - In most cases it is best to spell out numbers
  - Years
  - Dates
  - Acronyms
  - Abbreviations
  - ...As they'll be spoken, e.g.,
    1. 3Sep06 - a. September third, two-thousand-six; b. The third of September, two-thousand-six
    2. 14.5 - a. 14 point 5; b. fourteen and a half
    3. III MEF or 3ID - a. Third Marine Expeditionary Force or Third Infantry Division

## Emphasis Marks

include the following in your speeches:

Punctuation, *Italics*, **Bold**, etc.

### Marking

/ = rising inflection

\ = falling inflection

// = loud

\\ = soft

Also use:

"Stage directions" e.g., (**Long pause: sweeping look at audience.**)

Stage directions (much like in a script for a play, movie or TV show) are the most commonly used and most effective. **Put them in bold face type.**

## Biographical Introduction

The introductory remarks used to introduce a speaker to his/her audience are an important aspect of public speaking. Listeners will be a more perceptive audience if they understand what the speaker is undertaking. One function of the introduction is to establish the proper "Mental set" so the group will know what to look for.

A good introduction contributes to the speaker's authority by making it clear that he or she speaks from special preparation, knowledge or experience.

Here is a set of guidelines that will serve as a handy system in organizing the facts that have been collected about the speaker. It is the **T-I-S** formula, as presented by Dale Carnegie in his book "Effective Speaking."

**T** stands for TOPIC. Start your introduction by giving the exact title of the speaker's talk.

**I** stands for IMPORTANCE. In this step you bridge between the topic and the particular interest of the group.

**S** stands for SPEAKER. Here you list the speaker's qualifications, particularly those that relate to his/her topic. Finally you give the speaker's name distinctly and clearly.

## Biographical Introduction

Make sure that you establish a speaker's...

- ...Intelligence (regarding the specific topic to which he will be speaking)
- ...Goodwill
- ...Character
- ...Credibility

Include relevant career highlights, but stay away from minutia. Do not read the bio.

Be brief (2-3 minutes max). The bio is not part of the 8-10 minute speech.

Add humor...if appropriate, but remember what actor Edmund Gwenn said -- "Dying is easy. Comedy is hard." If you misuse humor it can be the death of an introduction, or speech.

**For your assignments:** Submit an introduction for you or the character you are "playing." You may be acting as the base commander, for instance. Write an appropriate introduction for a base commander. You can base your introduction on a real bio - consider using information from a bio of your base commander. Submit the introduction with your manuscript. Your introduction will be graded for your ability to establish that person's credibility - there's a specific place for that on the grade sheet. Your instructor will also look at your manuscript for information that would help establish your credibility as the speaker of that topic. The requirement to do this is listed on the Speech Outline Form as well as the grade sheet.

## The Beginning of the End of the Beginning

Writing and delivering speeches requires you to master some fundamental skills.

First, you must understand the various types of speeches, each of which require different levels of presentation. Part of this preparation includes knowing your audience, and addressing their needs and expectations.

Next, you should become familiar with the basic structure of the speech itself - the opening remarks, the main points contained in the body of the speech, and the closing. We've also examined some rhetorical techniques you might use to create more interest and more impact from your words.

Public speaking is a time-honored tradition still used by public officials everywhere. Your ability to write, and if need be, deliver an effective speech is an important factor of your public affairs career.

Use this lesson as a roadmap to get to the dais and then to the lectern so you do not trip along the way.

