

Sylvia Earle, National Geographic Explorer-in-Residence and Oceanographer: Ocean Hero

Sylvia Earle, an oceanographer for more than fifty years, has written more than 175 publications, lectured in more than seventy countries,

and led more than sixty diving expeditions worldwide. She is affectionately known as "Her Deepness" because she holds several world records for depth of diving. Earle has a profound commitment to civic engagement and communicating her insights and passions in as many ways as she can.

An explorer in residence for National Geographic, Earle received the coveted TED Prize (TED stands for Technology, Entertainment, and Design) in 2009 for her proposal to establish Mission Blue, a global network of marine protected areas she dubbed "hope spots." Recipients of the TED Prize are known for their effective communication, commitment to civic engagement, and passion for the work they do. The prize includes \$100,000, and the recipient is granted a "wish to change the world." Earle explained her wish as nothing short of saving our oceans. In her book *The World Is Blue: How Our Fate and the Ocean's Are One*, she explains, "My wish is a big wish, but if we can make it happen, it truly can change the world and help ensure the survival of what is actually my favorite species, human beings." She explains,

Fifty years ago, when I began exploring the ocean, no one—not Jacques Perrin, not Jacques Cousteau, or Rachel Carson—imagined that we could do anything to harm the ocean by what we put into it or by what we took out of it. It seemed, at that time, to be a sea of Eden, but now we know, and now we are facing paradise lost. In fifty years, we've lost—actually, we've taken, we've eaten—more than 90 percent of the big fish in the sea; nearly half of the coral reefs have disappeared; and there has been a mysterious depletion of oxygen in large areas of the Pacific. It really should concern you. It does concern you.

When asked, "if you could have people do one thing to help the ocean, what would it be?" Earle replied,

Hold up a mirror and ask yourself what you are capable of doing, and what you really care about. Then take the initiative—don't wait for someone else to ask you to act. . . . Everyone has power. But it doesn't help if you don't use it. Knowing is the key. Become informed! With knowing comes caring, and with caring there is hope that we will find an enduring place for ourselves within the natural—mostly blue—systems that sustain us.

Earle believes that becoming informed is the most important contribution to saving the ocean. And she has made it her mission to help inform people around from around the world (Earle, 2011; National Geographic.com, 2009; National Geographic.com, n.d.).

Log on to <http://www.ted.com/talks> to watch Earle's TED Talks speech. As you listen, consider her speaking goals, how audience centered she is, and her introduction and conclusion.



WHAT DO YOU THINK

1. Sylvia Earle was asked to speak at the TED2009 conference. What experiences or expertise does Earle possess that make her a good candidate to speak on changing the world? What are Earle's master statuses?
2. What are Earle's attitudes, beliefs, and values that influence her understanding of the ocean?
3. Based on the information presented in Earle's speech introduction, what would her specific purpose and thesis statement be?
4. How does Earle attempt to satisfy the four objectives to a speech introduction? Do you believe the introduction is effective? Why or why not?



The phrases "my audience" and "my co-workers" encourage the speaker to focus not on some unspecified entity but on a specific group of people with particular traits and characteristics.

As you begin to organize your materials about your speech, write your general and specific statements of purpose at the top of all your research notes. Like any good road map, clear statements of purpose will help you select and navigate the path toward putting the final touches on your presentation.

Stating Your Thesis

So far in this chapter, you have explored how context affects your speaking goals, how to stay audience centered, how to select a speech topic, and what your general and specific purposes are. Now you are ready to take the final step to complete this initial part of the speech preparation process. Every successful speech has a *thesis statement*, sometimes called a *central idea*. A **thesis statement** summarizes in a single declarative sentence the main ideas, assumptions, or arguments you want to express in your speech. It adds focus to your specific purpose because you state the exact content of your speech in a single sentence.

Note that the thesis statement is closely related to the specific purpose. Recall that the specific-purpose statement indicates what you want your audience to understand or do as a result of your speech. The thesis statement helps you identify the main ideas of your speech; these will become the main points for your speech.

Look again at some specific-purpose statements to see how they relate to thesis statements.

Specific purpose: To inform my audience of the different belts in the martial arts

With this statement, Oscar claims it is useful to understand the different belt levels in the martial arts. To focus his speech on a manageable aspect of this topic, he must determine exactly what he wants the audience to know about the martial arts belt systems. He considers what he is asked most often about this topic. Thus, his thesis statement looks like this:

Thesis statement: In the three most common schools of martial arts in the United States—judo, karate, and tae kwon do—the black belt is the most esteemed belt level among the slightly differing belt systems.

With his thesis statement, Oscar considers how much common knowledge there is about the martial arts as well as what people are most curious about. In addition, his thesis statement summarizes and previews two main points:

1. Judo, karate, and tae kwon do are the most common schools of martial arts in the United States.
2. Each school has a slightly different belt system, but the black belt is the most esteemed belt level in all the schools.

Table 10.3 shows the three different speech types as they evolve from the general purpose to the specific purpose and then into a thesis statement.

thesis statement

single declarative sentence that summarizes the main ideas, assumptions, or arguments you want to express in your speech

TABLE 10.3

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NAME: _____ GENERAL AND SPECIFIC PURPOSE AND THESIS STATEMENT

INFORMATIVE SPEECH

General purpose	To inform.
Specific purpose	To inform my audience of the symbolism in the United States flag.
Thesis statement	When a symbolic object, such as the United States flag, is used in a ceremony, it is a symbol of our country or our beliefs.

INVITATIONAL SPEECH

General purpose	To invite.
Specific purpose	To invite my audience to visit the United States flag museum.
Thesis statement	I'd like to describe the history of the United States flag and the ways it has changed over time.

PERSUASIVE SPEECH

General purpose	To persuade.
Specific purpose	To persuade my audience that we should learn a second language.
Thesis statement	When we learn a second language, not only do we learn to appreciate the culture of the people who speak that language, but we also increase our understanding of our own culture.

Organizing Your Speech

You now are ready to begin organizing a speech. Start this process by identifying your **main points**, which are the most important and comprehensive ideas you address in your speech. They give your speech focus and help you decide which information to include and which to leave out.

Identify Your Main Points

If you have already written your thesis statement, then you should be able to find your main points within it. Notice in the following example about folding a flag that Cindy's thesis statement defines her main points: (1) the symbolism in the U.S. flag, (2) how a flag should be hung, (3) how it should be handled, and (4) how it should be folded. Without a thesis statement, a speaker's ideas are simply a random collection of points.

main points:
 first, historical and contemporary uses of the flag;
 second, proper care of the flag.

PRACTICING HUMAN COMMUNICATION

Generating Purpose Statements

Look over the list of topics that you generated in the previous Practicing Human Communication boxes. Select one or two topics and write a specific purpose and thesis statement for each. Consider which topic works best for informative, invitational, or persuasive speeches.

Specific purpose: To inform my audience about the rules and regulations for handling the U.S. flag.

Thesis statement: The flag, a symbol of much that is great about this nation, should be hung, handled, and folded in a specific manner.

Main points:

- I. Each part of the flag has a specific meaning or purpose dedicated to symbolizing patriotic ideas.
- II. Because of the symbolism of each of these parts, the flag should be hung in a specific manner.
- III. Flag etiquette, more than just stories told from generation to generation, tells us how to handle a flag properly.
- IV. Flags also should be folded in a specific way, with each fold representing important qualities of our country.

 **CourseMate Connection:** Go to cengagebrain.com to access the CourseMate for *Invitation to Human Communication* to view a video about the process of folding a flag. You can watch the video, respond to the analysis questions, and compare your answers to those provided by the authors.

There are three keys to developing your main points. First, keep each main point separate and distinct—do not combine points. Second, word your points consistently. Finally, devote appropriate coverage to each main point. We will take a look at each key.

Tips for Preparing Main Points

Keep Each Main Point Separate and Distinct. Each main point should be a separate idea. Once you have identified your likely main points, double-check them to be sure you have not combined two ideas into one main point. We may be tempted to combine two ideas to cover as much information as we can. But notice what happened when Aaron combined two ideas into a single point.

Ineffective Main Points

- I. Electronic music is produced from a variety of machines that make noise electronically.
- II. Electronic music has become more popular in recent years and is performed by many well-known artists.

More Effective Main Points

- I. Electronic music is produced from a variety of machines that make noise electronically.
- II. Electronic music has become more popular in recent years.
- III. Electronic music is performed by many well-known artists.

Although both columns cover the same ground, the points in the right column are clearer because each addresses only one idea. By separating the two points, Aaron can avoid confusing or overwhelming his audience.

Word Your Main Points Consistently. Try to word your main points as consistently as possible. A parallel structure is easier to organize and remember. In the next example, Michael presented an informative speech on the reasons for stop signs. Notice how the parallel main points in the right column are clearer and more memorable than those in the left column.

Ineffective Main Points

- I. Drivers need to know who has the right of way, and a stop sign tells us that.
- II. Stop signs slow down drivers who are traveling at unsafe speeds.
- III. Sometimes pedestrians need protection from vehicles, and stop signs give them that protection.

More Effective Main Points

- I. Stop signs assign the right of way to vehicles using a standardized system.
- II. Stop signs protect pedestrians from speeding in certain areas.
- III. Stop signs protect pedestrians in busy intersections or near schools.

With a simple reworking of phrasing, Michael made his main points parallel: stop signs assign, stop signs reduce, stop signs protect. Although this kind of parallel structure is not always possible, your ideas will be clearer and more memorable when you can use it.

Devote the Appropriate Coverage to Each Main Point. Remember that your main points are your most important ideas. Therefore, each point should receive the same level of development and attention in your speech. On the one hand, if you find yourself spending little time developing a particular point, then ask yourself whether it really is as important as you thought and whether it should be a main point in your speech. On the other hand, you find yourself putting a lot of development into one point, then consider whether you should divide it into two points. In preparing a speech on the art of batik, Martha discovered the following imbalance.

- Specific purpose:** To inform my audience about batik, a beautiful and diverse art form that has been practiced for centuries.
- Thesis statement:** The art of batik has an intriguing history as well as methods of production and designs that reflect the skill and politics of the artisan.
- Main points:**
- I. The history of batik (65 percent of the speech)
 - II. The production of batik (15 percent of the speech)
 - III. The designs of batik (15 percent of the speech)
 - IV. Where to purchase batik (5 percent of the speech)

Martha realized she had spent so much time on her first point that she did not have time to cover her remaining points. Although the history of batik is important, it was not the only information she wanted to share with her audience. She also wanted to show them the production process and some of the designs she loved. After some consideration, Martha reduced the scope of her speech by dropping her fourth point (which was not really a part of her thesis statement), and she condensed

Mark Hopper

Batik is a complex process that results in beautiful designs and patterns. Can you think of other processes that are complex, but still would make an interesting speech?



the details of her first point. She reworked her speech as follows, saving 20 percent of her time for her introduction and conclusion:

- Specific purpose:** To inform my audience about batik, a beautiful and diverse art form that has been practiced for centuries.
- Thesis statement:** The art of batik has an intriguing history as well as methods of production and designs that reflect the skill and politics of the artisan.
- Main points:**
- I. The history of batik (30 percent)
 - II. The production of batik (25 percent)
 - III. The designs of batik (25 percent)

Your goal, as Martha's revised main points suggest, is not necessarily to spend exactly the same amount of time on each point but to offer a balanced presentation of your ideas.

Connectives

Your main points are the heart of your speech. Once you have them on paper and supported with your research, you must find ways to connect them to enhance the audience's understanding. The *words and phrases* we use to link ideas in a speech are called **connectives**. They show audiences the relationship between ideas.

Before you read the descriptions of the four types of connectives, consider some of the connectives that speakers use unconsciously: "all right," "next," "now," "um," "and," "so," "so then," and "ah." These words are often called *fillers* because they are words or sounds that tell the audience almost nothing about the relationship between ideas. Fillers can be annoying, especially when the same one is repeated often in a speech.

connectives

words and phrases used to link ideas in a speech.

The following section offers four useful alternatives to these fillers: transitions, internal previews, internal summaries, and signposts. These will add meaning and help your audience remember your ideas.

Transitions

Transitions are phrases that indicate you are finished with one idea and are moving to a new one. Effective transitions restate the idea you are finishing and introduce your next one. In the following examples, the transitions are underlined:

Now that you understand how our childhood memories influence our relationship to money, let's explore the relationship we have to money as adults.

Once you've visited Manarola, you're ready to travel to the final village, Riomaggiore, also known as "the village of love."

You can consciously insert transitions such as "let's turn to," "now that you understand," "in addition to," and "that brings me to my next point." Not many will come naturally as you close one point or idea and begin a new one. Use transitions to link ideas within your main points and to guide your audience from point to point as you deliver your speech.

Internal Previews

An **internal preview** is a statement in the body of your speech that details what you plan to discuss next. Internal previews are used to introduce a new point in your speech. Internal previews focus on what comes next in the speech rather than linking two points as transitions do. In the next example, Martha introduces her second point, batik production, with an internal preview:

In discussing the production of batik, I'll explain the four steps: the preparation of the cloth, the mixing of the dyes, the application of the dye, and the setting of the image in the cloth.

After hearing this preview, the audience is ready for four steps and begins to appreciate the intricacies of the batik process. Internal previews are often combined with transitions, as in Robert's discussion of theatrical lighting:

As you can see, (transition) with the invention of the lightbulb came exciting and safer possibilities for theatrical lighting. And the now familiar lightbulb takes me to my third point, (internal preview) the invention of three instruments that revolutionized lighting in the theater: the ellipsoidal, the fresnel, and the intelabeam.

Not every main point requires an internal preview, but the unfamiliar terminology in Robert's third point lends itself to a preview. Introducing new concepts or terminology before offering the details enhances your audience's understanding of your topic.

Internal Summaries

An **internal summary** is a statement in the body of your speech that summarizes a point you have already discussed. If you have just finished an important or complicated point, add an internal summary to remind your audience of its highlights. In Jeremy's speech on sibling rivalry, he used an internal summary at the end of the first point:

transitions

phrases that indicate you are finished with one idea and are moving to a new one.

internal preview

statement in the body of your speech that details what you plan to discuss next.

internal summary

statement in the body of your speech that summarizes a point you have already discussed.

To summarize, the causes of sibling rivalry—birth order, sex, parental attitudes, and individual personality traits—can cause children to compete for their parents' affection and attention.

Like internal previews, internal summaries can be combined with transitions so you can move efficiently into your next point. Here's an example from Brandon's speech:

In short, (internal summary) the lack of funding for before- and after-school meal programs leads to poor academic performance, increased absences, and behavioral problems. But let's see (transition) what this bond issue will do to remedy many of these problems.

Internal summaries are excellent tools to use when you want your audience to remember key points before you move on to a new idea. When combined with transitions, internal summaries can help audiences move smoothly from one idea to the next.

signpost

simple word or statement that indicates where you are in your speech or highlights an important idea

Signposts

A signpost is a simple word or statement that indicates where you are in your speech or highlights an important idea. Signposts tell your audience where you are in the presentation of your main points and help your

listeners keep track of a detailed discussion or list of items. These tools add clarity to a speech and can make it flow. Signposts can be numbers ("first," "second," "third"), phrases ("the most important thing to remember is," "you'll want to make note of this"), or questions you ask and then answer ("so how do we solve this dilemma?"). In Alex's speech on women in extreme sports, she asked questions to introduce each of her main points. For her first main point, she asked,

How many of you know who Layne Beachley is?

For her second, Alex asked,

So, you didn't know Layne Beachley. How about Cara Beth Burnside? Can anyone tell me her accomplishments?

And for her third, Alex asked,

Okay, I'll give you one more try. Who knows Tara Dakides's contributions to the world of extreme sports?

Although you do not want to overuse these kinds of questions, they can be effective in getting an audience involved in your speech because audience members will try to answer the questions in their own heads before you do.

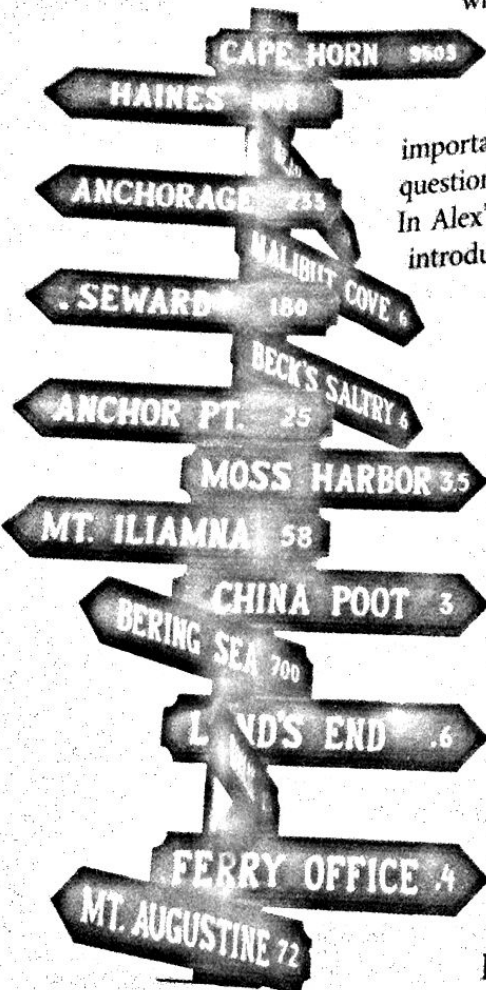
The final use of signposts is to mark the most important ideas in your speech. When you hear or use any of the following phrases, they are signposts that ask the audience to pay close attention:

The most important thing to remember is ...

If you hear nothing else from today's speech, hear this ...

Let me repeat that last figure for you ...

This next point is crucial to understanding my arguments ...



Signposts give us important information about where we are in a speech. We are to include them in your main points.

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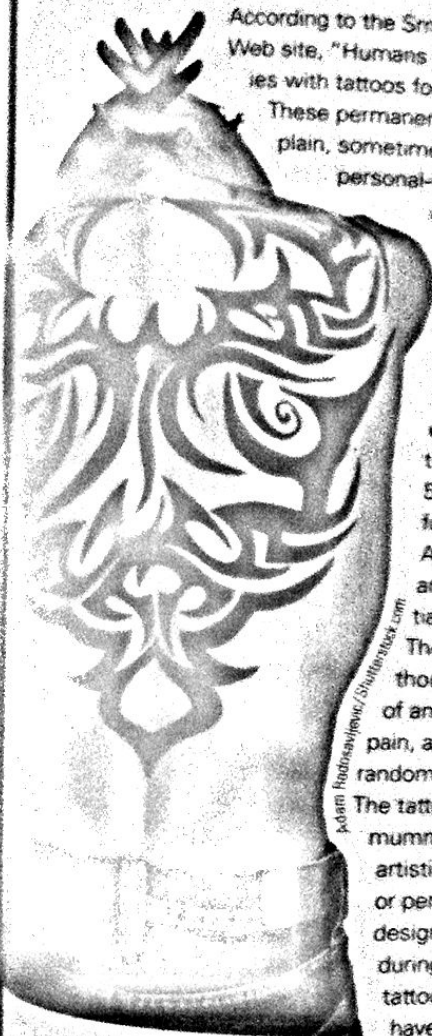
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You should use this kind of signpost only once in a speech. If you use it more often, the audience quickly loses confidence that what you are about to say is really "the most important thing."

Now that you have explored how to link your main ideas together, we will turn to techniques for introducing your speech as well as concluding it.

SPEAKING VISUALLY

What's in a Tattoo?



According to the Smithsonian Institution's Web site, "Humans have marked their bodies with tattoos for thousands of years. These permanent designs—sometimes plain, sometimes elaborate, always personal—have served as

amulets, status symbols, declarations of love, signs of religious beliefs, adornments and even forms of punishment" (Lineberry, 2007a, 2007b). The earliest examples of tattoos are found on the 5,200-year-old "Iceman" found along the Italian-Austrian border in 1991, and 4,000-year-old Egyptian female mummies.

The Iceman's tattoos are thought to be the result of an effort to release pain, as they are found in random spots along his joints. The tattoos on the Egyptian mummies are believed to be artistic markers of status or permanent amulets, designed to protect women during pregnancy. Ancient tattoos are thought to have marked status (high or low, depending

on the era), and other tattoos were used to identify someone as a slave.

Facial tattoos—most commonly associated with the Maori of New Zealand and some Native American people such as the

One—were also found on the mummified bodies of an Iron Age and Inuit women who lived around 1400 B.C. In the latter culture,

the head was considered the most important part of the body, with the face embellished by intricate scarification tattoos or "moko," which were regarded as marks of high status. Each tattoo design was unique to that individual and since it conveyed specific information about their status, rank, ancestry and abilities, it has sometimes been described as a form of ID card or passport, a kind of medieval business card for the face (Lineberry, 2007b).

However, tattoos as markers or conveyors of information have also been used by tattoos as their skin could be easily identified should they drown, to identify prisoners of their concentration camps, and as symbols of gang membership or activities.

A 2006 telephone survey conducted by the Pew Research Center for People and the Press (2007) found that 36 percent of Americans ages eighteen to twenty-five, 40 percent of those twenty-six to forty, and 10 percent of those forty-one to sixty-four had a tattoo. Today, the ten most popular tattoo designs are flowers, lettering, symbols, religious signs, skulls, Japanese designs, animals, symbols of love, birds, and wildlife. Although the extensively tattooed body was once seen as deviant or lower class and was displayed at fairs and circuses, according to communication scholar Mindy Fenske, today's tattoos are a form of "writing on the body" that communicates a challenge to notions of class, acceptability, and even what a body is for and can do. Today's tattooed bodies, Fenske argues, are a "performance of resistance" and often serve as visual statements about someone's identity and the body's ability to speak out about or for something (Fenske, 2004).

What Do You Think?

1. As a class, discuss what you think tattoos communicate and why. How much agreement is there among your class?
2. If you were to give a speech about tattoos, what kind of speech would you give, and why?

Introductions and Conclusions

Introductions, even short ones, make an audience more willing to listen to a speech, think more highly of the speaker, and understand the speech better (Andeweg, de Jong, & Hoeken, 1998). Similarly, conclusions reinforce thesis statements, remind listeners of main points, and frame the speaker's ideas and arguments in just the way he or she wants. As you read the following discussion, keep in mind that your introduction and conclusion frame the way you enter and exit the public dialogue.

The Introduction

In your introduction, you set the stage for what is to come, connect your audience to your topic, and establish your purpose for speaking. Introductions are like first impressions—they are important and lasting. We will now look at the four parts of an introduction.

1. Catch the Audience's Attention As a speaker, you want your audience to listen to you and to be intrigued and curious about your topic. When you catch audience members' attention, you not only pique their curiosity but also show them how the topic relates to them. As you catch your audience's attention, remember to act ethically: you must be honest, respectful, and behave in a manner consistent with the principles of an open and healthy public dialogue.

2. Reveal the Topic of Your Speech In your introduction, you also want to let the audience know the subject of your speech. Although guessing games can be fun, your audience wants to know what you will be discussing. Keeping the audience in suspense for a moment or two is fine, but your introduction should reveal your topic before you begin your first main point.

3. Establish Your Credibility To be *credible* is to *gain the trust of your audience and to communicate that you have considerable knowledge of your topic*. If your audience members regard you as credible and competent, then they will believe they have good reasons to listen to your ideas. Establishing credibility also contains an ethical dimension. Audiences do not like to be lied to or misled. If you distort your credibility on a subject, your audience is less likely to believe you or be influenced by your speech.

4. Preview Your Speech In your *preview*, you share with your audience *a brief overview of each of the main points in your speech*. Previews communicate to your audience that you are organized and competent. Previews also help your audience organize their thoughts about your topic and mentally prepare for what you are going to say next.

There are several creative ways to gain your audience's attention, reveal your topic, establish your credibility, and preview your speech. The following techniques will help you prepare compelling, memorable introductions.

Preparing a Compelling Introduction

Ask a Question. A question can arouse your listeners' curiosity and capture their attention. A question can also reveal the topic of your speech—the answer should relate to your topic. Sometimes, speakers use

credible

to gain the trust of your audience and to communicate that you have considerable knowledge of your topic.

preview

brief overview of each of the main points in your speech.

a rhetorical question, a question used for effect that audience members are not supposed to answer out loud but rather in their own minds. At other times, speakers may ask questions to solicit answers directly from the audience. Notice how Nathan asks rhetorical questions and supplies his own answers as he begins his speech:

Do you think you could walk from New York to just beyond Chicago? How about from Georgia to Maine? If you're up for such a hike, take the route from Georgia to Maine—that will put you on the Appalachian National Scenic Trail, a trail that stretches more than 2,000 miles and traverses fourteen states. This trail is also the topic of my speech today.

Tell a Story. A second way to capture your audience's attention and reveal your topic is to tell a story. Stories can draw people into a speech and personalize topics that might seem remote or disconnected to some members of an audience. Notice how Brandi uses language creatively to draw her audience into her story.

It seemed like such a harmless thing to do. What could be wrong with putting out a little food to help the foxes and deer make it through a hard winter? Besides, seeing wildlife in your backyard is one of the many benefits of living in Colorado. Or so thought a family who set out dog food, hamburger, and grains for foxes and deer near their home in the wooded foothills just outside Denver. But guess who also came to dinner? Tasty treats left in the family's backyard lured hungry mountain lions into the neighborhood. The wild cats not only liked the hamburger but also had their eyes on one of their favorite prey—the deer.

It didn't take long for the real trouble to start. Residents' cats and dogs began disappearing from their yards. Fear and anger set in, and people began calling officials to do something about the mountain lions. What started as a well-meaning effort for deer and foxes ended in the death of one of Colorado's favorite wild animals. The mountain lion was killed in a trap set out to make the neighborhood safe again.

Hi, my name is Brandi Lafferty, and today I'd like to describe some of the negative consequences associated with feeding big game wildlife and encourage you to help keep our wildlife wild.

Recite a Quotation or a Poem. You also can catch your audience's interest and reveal your topic through a quotation or poem. Quotations lend your speech the credibility of someone more famous or knowledgeable than you are. They also can teach lessons or illustrate perspectives that are relevant to your speech. Quotations can be quite simple or fairly complex. In a speech on adoption, Chad began with a simple quotation:

Dennis Rainey, author of the book *One Home at a Time*, states, "I have a wife and six children, two of which are adopted—but I can't remember which ones."

In the next example, Jessica begins her speech with a poem to set the tone and reveal her topic:

rhetorical question

question used for effect that audience members are not supposed to answer out loud but rather in their own minds.



Poems and quotations can be creative ways to begin a speech and reveal your topic. As you do your research for your speech, consider including something from a book, movie, song, or poem that matches your topic.

May your thoughts be as glad as the shamrocks.
May your heart be as light as the song.
May each day bring you bright happy hours,
That stay with you all year long.
For each petal on the shamrock,
This brings a wish your way—
Good health, good luck, and happiness
For today and every day.

My family has its roots in Ireland, and the shamrock has a long history of meaning...

When you use a quotation or poem, be sure it relates directly to your topic or illustrates the importance of your subject. Like stories, there are many great quotations and poems, but you should only use one that sums up your topic and grabs your audience's attention.

Give a Demonstration. When you demonstrate some aspect of your topic, you can capture your audience's interest and make them want to see or hear more. In the following example, Megan began by singing. After she had captured her audience's attention, she revealed the topic of her speech, the author of her song. In the second paragraph, she previewed her speech so her audience knew exactly what she was going to cover.

(Begin by singing "Amazing Grace.") Comfort is what I feel when I hear this song. No matter if I am at a funeral service or singing it in a choir, this song overwhelms me with a sense of peace. I know it has the same effect on others as well. But who was the man behind this song? And isn't it, as some say, a bit overdone? Dr. Ralph F. Wilson states that he used to think "Amazing Grace" was just that—overdone. Wilson says, "saved a wretch like me," come on, really now. But the author really was a wretch, a moral pariah." Wilson is the author of *The Story of John Newton*, and John Newton is the author of America's most popular hymn, "Amazing Grace."

But what happened to John Newton that made him a "moral pariah"? What happened in this man's life that it was only the "grace of God" that could save him? Well, today I'm going to share with you just how a "wretch" like John Newton wrote such a well-known hymn. I'll begin by telling you a little bit about his early life. Then, I'll tell you how he came to write "Amazing Grace." Finally, I'll conclude by discussing this hymn's legacy.

Make an Intriguing or Startling Statement. An intriguing or startling statement is an excellent way to draw your audience in with the unknown or the curious. As you read the following example, see if you can identify all four of the criteria for a strong introduction. Notice how Katy takes a little extra time in her introduction to relate the topic to her audience and to establish her credibility:

3.1415926535897932384626433832795. Most of you know the name of the number I just recited. It's a number found in rainbows, pupils of eyes, sound waves, ripples in the water, and DNA—a ratio that both nature and music understand but that the human mind cannot quite comprehend.

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This number has sparked curiosity in many minds over the past 4,000 years. I'm talking about pi—not the dessert, but the circle ratio.

Now, a class of speech majors is probably wondering if they can survive a six-minute speech about math. My next speech came about when I was challenged to memorize more digits than a friend of mine could. As a result of that challenge, I have researched this topic, finding information not only technical and historical but also fanatical. Today, I plan to inform you of what pi is, the history of pi, and how pi has created an obsession in people's lives.

When you choose to introduce your speech with a startling statement, be careful. You want to startle your audience with a startling statement, are thinking about using a statement that offend your audience. If you appropriate, find an acceptable alternative. Your startling statement should invite the audience to listen, not shut down communication.

State the Importance of the Topic. When you state the importance of the topic, you tell the audience why they should listen. Tina used this technique to introduce a speech on a topic that seemed fairly ordinary but was actually quite relevant to her audience:

Okay. Everyone look down at your feet. How many of you have shoes on? Just as I thought. Each of us has a pair of shoes or sandals on our feet. But how many know where those shoes come from? And let's be honest. How many women in the audience have shoes with heels of an inch or more? Um-hmm. Don't answer. And for the men, do you steer the women of your lives toward the heels in the shoe stores? Maybe even some of you men own a pair of heels? Well, when I look in my closet, I see one pair of sneakers, two pairs of boots, and a dozen high-heeled shoes. But do I know where these shoes come from or how heels were invented? No. At least not until I did some research into my shoe fetish.

Today, I'd like to share the story of shoes with you. I'd like to discuss the origination of shoes, the changes they've gone through, the invention of high heels (which originally were made for men, by the way), and the troubles those heels have caused.

Share Your Expertise. Although you know your qualifications for speaking on a subject, your audience may not. Establishing credibility does not mean boasting and bragging. Instead, it means you share your expertise with your audience. Recall how Jessica, Katy, and Tina stated their credibility in their introductions:

Shamrocks. My family has its roots in Ireland.

Why Pi? As a result of that challenge, I have researched this topic, finding information not only technical and historical but also fanatical.

History of Shoes. Well, when I look in my closet, I see one pair of sneakers, two pairs of boots, and a dozen high-heeled shoes. But do I know where these shoes come from or how heels were invented? No. At least not until I did some research into my shoe fetish.

State What's to Come. Previewing your speech is a necessary component of your introduction. When you preview your speech, you give your audience an overview of your main points. The best previews are brief; they set the audience up for what's to come but do not go into too much detail. Here's how Nathan previewed his speech:

Appalachian Trail. First, I'll give you a brief history of the trail's formation. Then, I'll share some facts with you about the trail itself and how it's maintained. Finally, I'll tell you the stories from some of those who have hiked the trail.

The Conclusion

Your conclusion is your final contact with your audience. Just as the introduction represents the first impression you make on your audience, the conclusion represents your last impression. Take time to prepare and practice your conclusion, so you end your speech with as much care as you began it. When you deliver your conclusion, you have two primary goals: bring your speech to an end and reinforce your thesis statement.

End Your Speech When you end a speech, you are signaling to the audience that your presentation is over. This signal comes through your words as well as your style of delivery (Knapp, Hart, Friedrich, & Shulman, 1973). You can use simple words and phrases such as "in closing," "in summary," "in conclusion," "let me close by saying," and "my purpose today has been" to signal that you are finishing your speech. Although these transitions seem obvious, they alert your listeners that you are moving from the body of your speech to your conclusion.

Reinforce Your Thesis Statement The second function of your conclusion is to reinforce the thesis statement of your speech. When you restate or rephrase your thesis statement in your conclusion, you remind your audience of the core idea of your speech. Notice how this reinforcement can be very succinct as in Chad's speech on adoption or more elaborate as in Katy's on pi:

In my family, I have two parents, an older sister, and two younger brothers. One of them is adopted, but in my heart I could not tell you which one.

In conclusion, no one knows why pi has caused such a craze or why several books, movies, and fanatical Web pages have been produced on this subject. What inspired the Chudnovsky brothers to devote their lives to the search for pi? What inspired me to write a speech on a silly number? The answer lies in the mystery. Exploring pi is an adventure, which is why people do it. I want you to remember pi not only as the circle ratio, not only as the biggest influence on math over the course of history, but as a number that has an influence on everything we do.

Restating your thesis statement reinforces your arguments and encourages your audience to remember your speech.

Preparing a Compelling Conclusion There are several techniques for signaling the end of a speech and reinforcing your thesis statement.

Techniques for Thesis Statement

As we've heard today, shoes have gone through great changes over time. What started with animal skins and then lace transformed itself into the twenty-four-inch heels worn by both men and women and on to the modern look we know today. But as Dr. Rene Caillet says, "Shoes should protect the foot and not disturb it. Having sore feet is not normal. As in any body part, pain is a signal that something is wrong."

Chapter Summary

When We Give a Speech, We Enter the Public Dialogue with Civility

- The word *civility* comes from a root word meaning "to be a member of a household."
- A dialogue is a civil exchange of ideas and opinions between two people or a small group of people.
- The public dialogue is the ethical and civil exchange of ideas and opinions among communities about topics that affect the public.
- People decide to participate in the public dialogue for three main reasons: they decide to speak, they are asked to speak, or they are required to speak.

To Be Audience Centered Is to Consider the Positions, Beliefs, Values and Needs of an Audience

- Master statuses are significant positions a person occupies within society that affect that person's identity in almost all social situations and can affect an individual's standpoint, or the perspective from which a person views and evaluates society.
- Our standpoints influence our attitudes, beliefs, and values.
- An attitude is a general positive or negative feeling a person has about something.
- A belief is a person's idea of what is real or true or not. A value is a person's idea of what is good, worthy, or important.
- Ethnocentrism is the belief that our own cultural perspectives, norms, and ways of organizing society are superior to others.

Your Speech Topic Is the Subject of Your Speech

- To select your topic, match your interests to the assignment, consider your expertise, and brainstorm.
- When you brainstorm, you generate ideas randomly and uncritically without attention to logic, connections, or relevance.

Keep in Mind the Goals of Your Speech

- The general purpose of a speech is its broad goal to inform, invite, or persuade. The specific purpose is a focused statement that identifies exactly what a speaker wants to accomplish with a speech.
- To narrow your specific purpose, consider your behavioral objectives, which are the actions you want your audience to take at the end of your speech.

A Speech Is Organized Around the Thesis Statement, Which Is Sometimes Called a Central Idea

- A thesis statement summarizes in a single declarative sentence the main ideas, assumptions, or arguments you want to express in your speech.
- Main points are the most important, comprehensive ideas you address in your speech.
- Keep each main point separate and distinct, use parallel word structure, and devote appropriate coverage to each main point.
- The words and phrases we use to link ideas in a speech are called *connectives*.
- Connectives consist of transitions, internal previews, internal summaries, and signposts.

The Introduction of a Speech Has Four Parts: Catching the Audience's Attention, Revealing the Topic, Establishing Credibility, and Previewing the Speech

- Your conclusion signals the end of the speech and reinforces your thesis statement.
- Your conclusion should offer a summary, which is a concise restatement of your main points at the end of your speech.
- You can conclude your speech by answering your introductory question, referring back to your introduction, or reciting a quotation.

Key Concepts

attitude (234)

audience-centered speaker (232)

behavioral objectives (242)

belief (234)

brainstorming (238)

connectives (250)

credible (254)

dialogue (230)

ethnocentrism (234)

general purpose (241)

internal preview (251)

internal summary (251)

main points (247)

master statuses (233)

preview (254)

public dialogue (230)

rhetorical question (255)

signpost (252)

Invitation to Human Communication

Speech Communication CourseMate includes resources including National Geographic Explorer, and more. Speech Builder Express 3.0 and more resources can be found on cengagebrain.com to access your CourseMate. Go to cengagebrain.com to access your CourseMate. Go to cengagebrain.com to access your CourseMate. Go to cengagebrain.com to access your CourseMate.

Further Reflection and Discussion

Discuss how you might state a specific purpose for a speech on these topics: Olympic gold medals, natural disasters, giving 10 percent of your income to charity, and hybrid cars.

Think about the specific purpose of the topics listed in question 1. For each topic, discuss how your audience affects what you say about the topic.

Activities and Web Links

Go to cengagebrain.com to access the CourseMate for Invitation to Human Communication where these activities and web links can be found.

1. Choose one of the facts listed on this Web page about violence as an introduction for your speech. How would you need to consider your audience? What type of audience would respond well? What might you need to add or say to increase your credibility with the audience? Go to Web link 10.1.
2. Read the article "Tracking the Wage Gap: In Honor of Equal Pay Day, 12 Sobering Figures about Men, Women, and Work." Consider the issue of equal pay as a speech topic. Create a thesis statement and three main points you would cover in your speech. Go to Web link 10.2.
3. Watch this short video of Ken Banks talking about how an innovative idea for communication occurred to him while he was watching a soccer match on television. How does he establish credibility? Is his conclusion effective? Explain. Go to Web link 10.3.
4. Listen to the introduction to this speech by Robert Ballard on oceanography. What approach does he use in the introduction to his speech? How does he effectively engage the audience with his introduction? Go to Web link 10.4.
5. Watch emerging explorer Jimmy Chin tell his story about being trapped in an avalanche. How effective do you think climber and photographer Chin's story is? Why? Go to Web link 10.5.