

# Public Speaking and Speech Writing

## ESCG 2015-2016

Pr. Victor Ferry

### I. Introduction générale

## Présentation des objectifs et de l'organisation du cours

- Apprendre un métier: *public speaker*
- Approfondir vos compétences en argumentation et en rhétorique
- Exercer votre capacité à vous exprimer en anglais (oral et écrit)

### *Objectif 1*

Apprendre un nouveau métier: *public speaker*

- Un très vieux métier (les orateurs de l'antiquité grecque et romaine)...
- ...qui a connu une renaissance dans le monde anglo-saxon
- Aujourd'hui, le métier de *public speaker* est en pleine expansion

Exemples :

<http://iseesomethinginyou.com/>

<http://www.voice4leadership.de/us/>

<http://www.communicatingeu.com>

Les *public speakers* interviennent dans les entreprises pour:

- Développer les compétences en communication des employés (*Workshops*)
- Renforcer la motivation des équipes (*Motivational speech, Keynotes and seminars*)
- Renforcer les aptitudes au leadership des dirigeants (*Coaching*)

Dans ce cours, vous vous constituerez une boîte à outil de discours types pour votre vie professionnelle :

- Un discours impromptu en anglais
- Un discours informatif en anglais
- Un discours persuasif en anglais

=> Chacun de ces discours demande de maîtriser des compétences particulières

*Learning public speaking =*

***1. Mastering the 5 canons of rhetoric***

***5 canons of rhetoric = 5 steps in the preparation of a speech***

*Invention*

*Disposition (arrangement)*

*Style*

*Memory*

*Performance*

***The evaluation form assesses your mastery of the 5 canons of rhetoric for each speech***

***2. Identifying the criteria of a good speech in different situations (genres of speeches)***

Impromptu speech= defending an opinion

Informative speech= educating an audience

Persuasive speech= persuading an audience

***3. Watch speeches with a rhetorical eye***

Assessing speeches with the evaluation form, focus your attention on the different canon of rhetoric when watching a speech.

A good speaker is a good speech critic!

***4. Practice !***

Don't be satisfied with the first version of your speech, practice it several times using the evaluation form as a guide.

*Objectif 2*

Approfondissement de vos compétences en argumentation et rhétorique :

<b>Discours impromptu</b>	Appuyer votre opinion sur un argumentaire clair, précis, efficace.
<b>Discours informatif</b>	Informé sur un sujet technique en maintenant l'attention et l'intérêt de l'auditoire.
<b>Discours persuasif</b>	Amener votre auditoire à une action.

### *Objectif 3*

Développer vos compétences en l'anglais en contexte professionnel

Quelques ressources:

<http://www.bbc.co.uk/learningenglish>

<http://www.englishclass101.com/>

<http://www.englishpronunciationpod.com/>

## **Les 5 canons de la rhétorique :**

### **Invention**

- Trouver la matière de votre discours
- Questions clés: À qui je m'adresse? Quel est mon objectif?  
Quels sont mes preuves?

### **Disposition**

- La manière dont vous organisez votre propos
- Questions clés: Quelles sont les parties de mon discours? Quelle est la fonction de chaque partie? Quelle est la meilleure façon de remplir cette fonction?

### **Style**

- Penser en terme de style = passer de « de quoi je parle? » à « comment je le dis? »
- Question clef = est-ce que la forme de mon propos est au service du fond?

### **Mémoire**

Comment mémoriser votre discours, pour ne pas avoir à utiliser des notes lors d'une présentation.

## Performance

Comment présenter votre discours (gérer le stress, poser sa voix, interagir avec l'auditoire...)

## Basic vocabulary for argumentation in English

An argument has two main components: a claim and a support

**Claim:** an assertion that something is true

**Support:** the reason one gives in support to an assertion

Exemple :

**Claim:** people should not smoke

**Support:** smoking is bad for health

## Exercise : Identifying arguments

Argument or not? If your answer is yes, identify the claim and its support(s).

1. People have many reasons for engaging in public speaking, but the skills necessary for public speaking are applicable whether someone is speaking for informative, persuasive, or entertainment reasons.

Answer : Not an argument!

2. Another benefit to public speaking is that it will enhance your ability to conduct and analyze research. Public speakers must provide credible evidence within their speeches if they are going to persuade various audiences. So your public speaking course will further refine your ability to find and utilize a range of sources.

Answer:

**Claim:** public speaking enhance your ability to conduct and analyze research

**Support:** Public speakers must provide credible evidence within their speeches if they are going to persuade various audiences

3. Effective public speaking skills have many direct benefits for the individual speaker, including influencing the world around you, developing leadership skills, and becoming a go-to person for ideas and solutions.

Answer : Not an argument!

4. Informative speaking is integrated into many different occupations. Physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers find themselves presenting to parents as well as to their students. Firefighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. As a result, learning how to speak effectively has become an essential skill in today's world.

Answer:

**Claim:** learning how to speak effectively has become an essential skill in today's world.

**Supports:** Informative speaking is integrated into many different occupations (Physicians give lectures, teachers present to parents and students, firemen give presentations, etc.)

A more sophisticated model for argument:

Toulmin's Model

Support =====> Claim

Evidence

Backing

**Claim:** an assertion that something is true

**Support:** the reason one gives in support to an assertion

**Evidence:** facts, statistics, examples, narratives, researches

**Backing:** Justification for the evidence

Example:

**Claim:** People should not smoke

**Support:** Smoking is bad for health

**Evidence:** Medical researches show that smoking causes cancer

**Backing:** Researches on the effects of smoking have been conducted for many years => they are reliable.

## Exercise:

Schematize the following argument using Toulmin's Model (Claim, Support, Evidence Backing)

1. Oral communication skills were the number one skill that college graduates found useful in the business world, according to a study by sociologist Andrew Zekeri\*. That fact alone makes learning about public speaking worthwhile.

\*Zekeri, A. A. (2004). College curriculum competencies and skills former students found essential to their careers. College Student Journal, 38, 412-422

**Claim:** People should study public speaking

**Support:** Public speaking is useful in business world

**Evidence:** According to a study, oral communication skills were the number one skill that college graduates found useful in the business world

**Backing:** Not easy to find!

The sources was a reliable one / if students say so, it has to be true

Advice:

If the **backing** is hard to find, you should consider finding more evidence to support your claim.

## Impromptu speech

### Evaluation Form : Impromptu Speech

1= Not at all    5= Yes, absolutely

#### Invention: main points

1                      2                      3                      4                      5

The speaker supported his/her thesis with two clear and strong main points

#### Invention: supports

1                      2                      3                      4                      5

The speaker supported each main point with appropriate evidence

#### Arrangement

1                      2                      3                      4                      5

The speaker opened his/her speech by an introduction giving a clear idea of what the thesis was and how he/she would support it.

The speaker made clear when he was moving from one point to the other and from one support to the other.

In the conclusion, the speaker gave the listeners the feeling that his/her thesis was successfully proved.

#### Delivery

1                      2                      3                      4                      5

The speaker appears confident. He/she speaks with a clear and calm voice.

He/she doesn't need to rely on his/her notes and tries to *communicate* with the audience.

#### Length

1                      2                      3                      4                      5

Far too short (under 1:30)  
7 min long)  
Far too long (over 7:30)

Appropriate length (4 to

## What is an impromptu speech?

- A speech in which you support a thesis with 2 main points
- 4 to 7 minutes long

## Introduction

Point #1

- Support
- Support

Point #2

- Support
- Support

Conclusion

Why practicing impromptu speech?

- A speech you can use in many situations
- A perfect format to get used to the practice of the 5 canons of rhetoric (invention, disposition, style, memory, performance)

## Exercise

Pick up one of the following claims and find two supports for it.

- Internet is a chance for education
- Cars should not be allowed in city centres
- A good leader is a good public speaker
- The world would be a better place without oil

# How to craft a good impromptu speech?

## Invention

### A. Finding and arranging main points

The two qualities of your main points:

- 1) Subordination
- 2) Discreteness

**Subordination: are the main points advocating for the thesis?**

(1) Thesis: A leader is a good public speaker

- Learning public speaking makes it easier to find an executive job
- Public speaking makes you a better person

No!

(2) Thesis: A leader is a good public speaker

- The daily routine of a leader is to speak in public
- It is by giving speeches in public that one can influence others

Yes!

**Discreteness: are your main points independent from each others?  
Aren't they overlapping?**

Thesis: A leader is a good public speaker

- (1) It is the daily routine of a leader to give a lot of speeches in public
- (2) It is the leader's role to speak in times of crises

Overlap !



## B. Supporting your main points

- ✓ Your main points are *claims* and you need to support them
- ✓ The evidence you give to support your claim need to be *concrete*  
=> *your evidence show your listeners that there is something in the real world, something that everybody can see, that makes your claim true*

## Introduction to your impromptu speech

1. Giving people reasons why they should listen to you = why is your topic important?
2. Explaining what is your view on the topic and how you will defend it = stating your claim and your main points
3. Impromptu speeches usually deals with well-balanced topics = topics on which opposite opinions are equally strong.
4. → A good way to begin an impromptu speech is to show that *in spite of* the fact that your are aware of the opposite view, you *still* consider your opinion as more sound.

## Example : A good leader is a good public speaker

*Explaining why the topic matters:*

What makes a great leader? Anybody who wants to achieve something important should look for an answer to this question. Indeed, the first step to become a leader is to understand what is a leader made of.

*Answering counter arguments:*

What is a leader made of? This is a long lasting debate. Some people would argue that a leader should first of all be strong, some others would argue that a leader should above all be confident...Those views make sense. But I would however argue that the main quality of a leader is too be a good public speaker.

*Previewing the speech:*

There are two main reasons why I believe that. First of all, the daily routine of a leader is to speak in public. How could a leader lead without public speaking skills? Secondly, it is through speeches that someone can demonstrate the qualities of leadership: (1) being memorable; (2) being influential

## Arrangement

Your main goal:

Make the structure of your argumentation crystal clear

- ⇒ It should be very easy for your listeners to flow your speech: to identify your main points, to identify your supports, to understand when you move from one point to the other...
- ⇒ This is why you have to present your thesis and your main points in the introduction, to make a transition between your ideas, to summarize your main points in the conclusion.
  
- ✓ Think about the transition between your two main points
- ⇒ Remind your listener why your evidence offered good support to your claim
- ⇒ Announce your second point (“let’s now turn to the second main reason why...”)
- ⇒ Don’t forget to conclude your speech
- ⇒ Review your main points and explain why they offer a good support to your claim

## Delivery

Think about this:

- Nobody has time to loose.
- When you give a speech in public, you want people to take the time to listen to you.
- It is highly important to show your audience that you are happy to be there, talking about your subject. Your message should be: there is nothing more important than what we are doing here and now.

Giving listeners reasons to care: a matter of words & attitude

⇒ You need to demonstrate that you are pleased, enthusiastic about sharing something with other people

It is good to show that you care about your subject.

However: indignation, shame, anger might not be the best emotions to arise in a public speech

Think about this: What kind of emotions people enjoy to feel?

Remember that an impromptu speech is not an informative speech !

Don't explain, argue  
Don't define, argue  
Don't discuss, argue  
Don't describe, argue  
Don't tell a story, argue

Don't say:

« I am going to talk about »

« I will show that »

...

But:

« I will argue that »

« I am going demonstrate that »

« I will prove that »

=> Use a language of proof

## Exercise

Watch and assess the following impromptu speeches using the evaluation form :

<https://www.youtube.com/watch?v=12DASBM293g>

<https://www.youtube.com/watch?v=P-mVWThr7E4>

<https://www.youtube.com/watch?v=KVilJUulnjQ>

To make a good impromptu speech, see also the concept of **burden of proof** (below).

# Informative speech

## Evaluation Form : Informative Speech

1= Not at all    5= Yes, absolutely

### Invention: Topic, Facts, Time & Audience

1                      2                      3                      4                      5

- The speaker selected appropriate material for his/her speech : he/she took into account the constraints of time and the background knowledge of the audience
- The speaker balances breadth and depth his/her discussion of the topic
- The speaker uses relevant facts to illustrate his/speech

### Arrangement

1                      2                      3                      4                      5

- The speech is arranged in a clear and logical manner
- The speaker oriented the audience to the topic in the introduction clearly and effectively
- The speaker made clear transitions between the main parts of his/her speech
- The speaker concluded his/her speech in an appropriate and effective way

### Style

1                      2                      3                      4                      5

- The speaker uses a clear and accessible language (no undefined jargon!)
- The speaker provides clear explanations and examples to make sure his/her audience fully understands the topic

### Memory & Delivery

1                      2                      3                      4                      5

- The speaker doesn't need to rely (too much) on his/her notes and tries to *communicate* with the audience
- The speaker speaks with a clear and calm voice
- The speaker conveys a sense of excitement/interest in the topic

### Length

1                      2                      3                      4                      5

- Far too short (under 1:30 min long)
- Appropriate length (5 to 10 min long)
- Far too long (over 12 min long)

# What is an informative speech?

- An informative speech aims at educating an audience about a topic in 5 to 10 minutes
- Most speeches we give in the professional world are informational in scope:
  - Explaining a concept
  - Presenting new information
  - Presenting a new product
  - Presenting results
  - Presenting a business plan
  - ...

Skill objectives:

- Be **clear** and **interesting** while talking about complex things
- Respond appropriately to audience topic and time constraints

## Invention

The purpose of an informative speech is to educate your audience

You need to ask yourself three questions when preparing your speech:

- What my audience knows/doesn't know about my subject?
- What will my audience find interesting?
- What will my audience find useful?

Example: [finger print examination](#)

<https://www.youtube.com/watch?v=pvjPzsLIyGw>

**Introduction:** The big picture (what common people think about finger print examination, what it really is)

**Purpose of research:** Testing scientifically finger print examination

**Methodology:** Asking finger print examiners to perform their task in a lab

**Implication:** Finding ways to increase accuracy

**Conclusion:** Goes back to the pig picture: making sure that nobody is wrongly accused

Examples of outline for informative speeches

### Product description 1

1. What problems this new product solves?
2. How does this new product solve those problems?

### Product description 2

1. What are the remaining features of the product? (Or: what are the common features with existing products in the market?)

2. What are the new unique features of the product?

### **Explaining a new policy**

- I. Why we need it
- II. What is new about it
- III. How it solves the problem

Presenting a social problem, an environmental problem, a health problem

- I. **Definition:** From breadth to depth, from the big picture to concrete illustrations, from general knowledge to expertise
- II. **Causes**
- III. **Consequences**

## **Arrangement**

### **Introducing your informative speech**

Two main strategies to introduce an informative speech:

- 1) You think you know about X, but do you really know about it?
- 2) You never thought about X, but it is very important

### **Introducing your informative speech**

- Introduction is a very important part of any speech
- Your job is to grab attention and to turn it into interest
- You need to think in terms of *opening devices*, *statement of relevance* and *orientation*

### **Opening devices**

- ⇒ How to hook the audience into your speech?
- A story or an example, to make a personal route into your topic
  - A question to your audience
  - A quotation that enlightens your subject
  - A surprising fact or statistics

### **Statement of relevance**

- ⇒ Provide an answer to the question “why should I pay attention”?
- In a business presentation: what is the impact of what you're talking in your colleagues' daily work?
  - In a research presentation: how it will change our perception of reality?
  - In a presentation about social, political, environmental issues: what impact in your listeners' daily life?

### **Orientation**

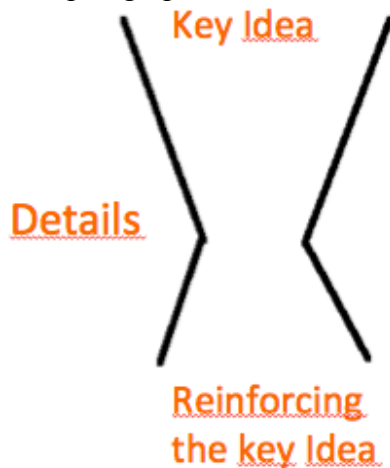
- What are you going to do in your speech?
- What is your purpose?
- Which route will you follow? (Where will you bring your audience?)

**Example:** Watch the introduction of this speech:

<https://www.youtube.com/watch?v=iE9HMudybyc>

### **Developing your informative speech**

In each paragraph, move from breadth and depth:



### How to present your data?

- When you provide data, facts, statistics, think about giving your source to the listeners
- You don't have to do it every time but doing it from time to time will help you to build your credibility
- Give the source at the beginning of the sentence: "In the *New York Time*, last week..."; "On the official website of..."; "In a recent book by..."

### How to conclude an informative speech?

- What is the main idea of your speech?
- Why did you choose to talk about this subject, why it matters to you?
- What do you want people to remember from your speech?

## Style

### Avoid Jargon!

Jargon is like a type of shorthand between members of a particular group of people, often words that are meaningless outside of a certain context.

Example: "invention", "arrangement", "informative speech", "ethos"...is our common jargon in this class

Avoiding jargon = showing your mastery of the topic and building your credibility (*ethos*)

If you master a topic, you are able to explain it to somebody that has no knowledge of it.

It means that you are able to provide different levels of explanations of the same concept.

Example: what is invention?

- 1) Invention is the process in which you find the material for your speech
- 2) When you write a speech, you can do a better job if you ask certain questions to yourself: What will be interesting and useful for my audience? What is difficult to understand about my subject?

Ask yourself: do I really understand the meaning of the words I use?

How could I make a small child understand what I am talking about?

# Performance



Performance

Communication

**Performance:** good preparation/ learning by heart/ performing trying to look natural (risk: appearing unnatural)

**Communication:** less preparation, performing your speech as if you had a conversation (risk: appearing too casual)

**Your job is to find the right balance between the two ends!**

Conclusion

- Wrap up your speech (go back to your starting point)
- Prepare a concluding statement: one or two sentences about the main point of your speech

Mind your *ethos*!

- 3 means of persuasion according to Aristotle: *ethos*, *pathos* (emotions), *logos* (arguments)

The 3 qualities of *ethos*

*Phronesis* (Knowledgeable/ Competent)

*Arête* (Dynamic/ Stimulating)

*Eunoia* (Goodwill)

A clash of *ethos*: watch the following video. How would you describe the *ethos* of both candidates ? Which one do you think is the most effective ?

<https://www.youtube.com/watch?v=7ffbFvKIWqE>

*Ethos* in an informative speech is a difficult balance:

- If you look too relaxed, people might feel that you are not serious
- If you are too serious people might feel bored
- If you don't look like an expert, people might not respect you
- If you are not able to speak your audience language, people might find you antipathetic

## Exercise :

Focus on the *ethos* of the orator in the following informative speech:

<https://www.youtube.com/watch?v=gHbYJfwFgOU>

Is he demonstrating expertise? Is he inspiring? Is he showing goodwill? (provide examples in support of your judgement)



# Persuasive speech

## Evaluation Form 4: Persuasive Speech

1= Not at all    5= Yes, absolutely

### Invention

1

2

3

4

5

- The speaker discussed a problem effectively
- The speaker discussed a solution effectively
- The speaker proposed a realistic and engaging call to action

### Arrangement

1

2

3

4

5

- The speaker oriented the audience to the topic in the introduction clearly and effectively
- The speech is organised in a clear and logical way
- The speaker ended the speech by a well-crafted conclusion

### Style

1

2

3

4

5

- The speaker used figures of speech
- The speaker demonstrated a persuasive *ethos*

### Delivery

1

2

3

4

5

- The speaker doesn't need to rely (too much) on his/her notes and tries to *communicate* with the audience
- The speaker captured the rhythm of stylistic devices
- The speaker used appropriate vocal and emotional variety

### Length

1

2

3

4

5

Far too short (under 1:30  
10 min long)

Appropriate length (5 to  
10 min long)

Far too long (over 12)

## What is a persuasive speech?

A speech in which you advocate for a cause you care about

In this speech:

1. Raise awareness about your topic
2. Identify a pressing problem
3. Discuss appropriate solutions
4. Outline specific steps for your audience to take

More simply:

- 1) Problem
- 2) Solution
- 3) Call to action

Targeted skills:

- Effectively explain problems and provide appropriate solutions
- Designing and presenting interesting and realistic call to action (not only thinking about a solution but thinking about its implementation)
- Delivering stylistic rich language
- Managing emotional diversity and intensity in your speech
- Building a persuasive *ethos*

What should you speak on?

- Issue awareness
- Non-profit support
- Policy change
- Behaviour change

What is the cause you care the most about?

## Invention

Two important concepts: Status quo & burden of proof

What needs to occur for persuasion to happen?

Understand what is the *status quo* in your case

Status quo: existing state of affairs

If you want to change the *status quo* the *burden of proof* is yours

- Prove that there is something wrong with the status quo
- Prove that there is a good way to change things

## Invention in more detail

Ill  
Blame  
Cure  
Consequence

**Ill:** What is the current problem? What ill is affecting us? Why we would like to change the *status quo*?

Significance (quantitative): how big is the problem?

Harms (qualitative): how bad is the problem?

**Blame:** Identify the causes: where does the problem comes from? Who or what is to blame?  
What is preventing the solution from taking place?

Structural problem (a law...)

Attitudinal problem (people are not aware, people have no good reason to change)

Effectiveness problem (existing solutions aren't going far enough)

**Cure:** What is your plan?

Solvency: Does your solution actually solves the ill? Is it on the point?

Workability: Can it be implemented well?

**Consequences: if we implement your plan, what are the consequences?**

Material consequences: Will it cost money? Will it generate money?

Social consequences: Will it have good or bad social consequences?

=> In the invention phase, argue for both sides so that you can better identify and assume the burden of proof.

## Exercise:

Advocate for a plan to prohibit the sale of alcohol

**Ill?** (Significant/Harm)

**Blame?** (Structural? Attitudinal?)

**Cure?** (Solvency? Workability?)

**Consequences?** (Material and Social)

## Exercise :

Watch the following video clip about the legalisation of marijuana:

[https://www.youtube.com/watch?v=nUom\\_28cY\\_I](https://www.youtube.com/watch?v=nUom_28cY_I)

Identify:

- the *status quo*
- the *ill*
- the *blame*
- the *cure*
- The *consequences*

III?

Significance

- Many people arrested in possession of marijuana (620 000 a year, one arrest every minute...)
- Black people 4 times more likely to be arrested even though the same proportion of black and white are smokers

III?

Significance

- Many people arrested in possession of marijuana (620 000 a year, one arrest every minute...)
- Black people 4 times more likely to be arrested even though the same proportion of black and white are smokers

Blame?

- Marijuana is listed by the federal government as a *schedule 1 drugs* (as dangerous as heroin)

= structural cause

Cure?

- Remove the federal ban
- Give the states the right to organize the sell of marijuana

Consequences

Material

- More money for the states

Social

- This money can be used to fight the effects of hard drugs
- Invention: more advices
- How to adapt your speech to your audience?

## **Understanding your audience:**

Can you expect that:

- Most people will be against your opinion?
- There will be a balance between opponents and proponents to your opinion?
- Most people will support your opinion?

=> Adapt your strategy accordingly

<b>Situation</b>	<b>Most people against you</b>	<b>Balance between opponents and proponents</b>	<b>Most people on your side</b>
<b>Goal</b>	Softening opposition	Strengthening support	Motivating action
<b>Strategy</b>	Addressing counter-arguments diplomatically	Addressing counter-arguments assertively	Putting your efforts on the call to action

### How to address counter-argument? (1)

=> Use the technique of *dissociation of notion*

#### The dissociation of notion

- On most social issues, your opponents will, at some points, put big notions on the table: “justice”, “freedom”, “equity” etc.
- Since you don’t want to argue against “justice”, “freedom”, “equity”, you will use the technique of the dissociation of notions.

#### The dissociation of notion

Example: you want to argue that cars should be banned from city center.

- Someone might argue that you are against freedom
- You can answer that by dissociating the notion of freedom

#### The dissociation of notion

- “Freedom is not the right to do what you want when you want. The real freedom is for everybody to have a chance to breathe good air.”

### How to address counter-arguments? (2)

=> Identify clash points

3 main types of clash points:

- Facts (disagreement on what *is*)
- Values (disagreement on what *ought to be*)
- Policy (disagreement on what *should be done*)

« We should prohibit abortion »

What are the main clash points?

=> Values

« We should do more against youth unemployment »

What are the main clash points?

=> Policy: supporting companies with tax relief? Making it easier to dismiss employees?

« We should fight global warming »

What are the main clash points?

=> Facts: is it happening? Is it caused by humans?

=> Policy: what should we do? (taxing pollution? using more solar energy?...)

## Exercise:

1) Identify your audience

What can you expect from public opinion on your topic? (Most people will agree? Disagree? Public opinion is divided?)

2) What is the nature of the disagreement on your topic? (Facts? Values? Policy?)

## Call to action

**Call to action** ≠ Cure

**Cure:** what need to be done to solve the ill

**Call to action:** A step to implement the cure (what is the next step? what concrete action your audience can take right after listening to your speech?)

- It is realistic and doable
- It tells the audience exactly what to do
- It makes the audience worry about what will happen if they don't act/ it makes the audience enthusiastic about what will happen if they act

In terms of emotions:

- Create a tension, a feeling of unrest
- Your call to action should appear as a way bring back emotional balance

**What should your call to action include?**

**Changing the law**

- Identify who has the power to change the law and think on how to get in contact with him/her
- Ask for your audience's support (signing a petition, a letter that will be sent to someone with the power to decide)

**Raising awareness**

- Give your audience resources to get more knowledge about the subject (websites, online articles, Youtube videos)
- Encourage your audience to share your video/to speak about the topic with other people

**What should your call to action include?**

**Changing Behaviour**

- Describe some simple and easy things your audience can do
- Be clear on the benefits
- Include success stories

**Raising money**

- Be clear on how the money will be used, including success stories

- Be clear on how to send money

The problem: we are surrounded by call to action...

“Donate now”

“Start training now”

“Visit our website”

“Sign up for our newsletter”

“Buy one now get one free”

“Click here now for a 50% discount”

...

People are tired from being ask for something

How to make a good call to action?

Golden rule:

Always remember that you talk to humans and that humans are smart, they are made of feelings, values and hopes for a better living.

1. Your call to action shouldn't look like a sale pitch
2. Speak to humans, not to their wallet
3. Propose people to do something interesting, something meaningful, not just to give something

A good call to action: <https://www.youtube.com/watch?v=zVu9eawb1QY>

This clip carries a message that is respectful of the audience:

- The situation is dramatic, but there is hope
- There are things we can do but it will be difficult, risky and success is not guaranteed
- Those who decide to act are heroes because the situation is dramatic: it takes courage, strength and resilience to build a better future

## Arrangement

- The speaker oriented the audience to the topic in the introduction clearly and effectively
- The speech is organised in a clear and logical way
- **The speaker ended the speech by a well-crafted conclusion**

### A rhetorical technique to end your persuasive speech

At the end of your persuasive speech, you might want to create a feeling of pride, to make your audience stand up for your cause.

To do so, you have to use epideictic rhetoric.

- Rhetoric, the art of public speaking and speech writing was born with democracy in ancient Greece
- There was 3 main genres of rhetoric: *deliberative rhetoric* (deciding what we should do), *judiciary rhetoric* (deciding what is right) & *epideictic rhetoric* (reinforcing common values)

### Where is epideictic rhetoric today?

- Not in European politics
- In United States

- In various specific situations (the speech of president to his nation after a tragedy, the speech of a coach to his football team, the speech of a manager to his team, a speech to comfort, console or motivate a friend or a family member)

Two main techniques to reinforce common values and create a feeling of pride:  
blaming enemies & praising heroes

## Praise & blame

### Blaming enemies

“Because we are not like them, because you are not like them, we are going to do X”

- ✓ It is a powerful technique but it is difficult to use: it can have a bad impact on your *ethos*

If you want to know more about blame, see my article “How to blame in a democracy”

[https://www.academia.edu/7577574/How\\_to\\_Blame\\_in\\_a\\_Democracy](https://www.academia.edu/7577574/How_to_Blame_in_a_Democracy)

### Praising heroes

Example: <https://www.youtube.com/watch?v=PixWSSeKGtI>

## Historical precedent

- Make an analogy between the current situation and a famous historical precedent
- Show that the decisions made in the past lead to highly positive outcomes
- Show that the decision to make today is of the same nature

Example: watch the following speech <https://www.youtube.com/watch?v=9ZdEmjtF6HE> from 10 min 15s.

Context:

- 2011, USA are still in the middle of the economical crisis
- Obama argues that reducing deficit is just one part of the solution: the government should also invest to support innovation
- To justify his claim, he uses an historical example
- You can mix the two techniques by saying something like:
- “When X was in the situation Y, everything was against him. But he didn’t give up. He didn’t give up because he believed that things had to change and the he could change things. Today everything is against us and, like X we will not give up.”

## Style

Style: using figures of speech

### Polysyndeton

Insertion of excessive conjunctions

Example:



“Our journey will be long **and** difficult **and** dangerous but we are strong **and** confident **and** united”

Advice: manage your intensity...

Not like this guy...

<https://www.youtube.com/watch?v=l6i-gYRAwM0>

### **Anaphora**

Repetition of the word or set of words in a sentence or a phrase

[https://www.youtube.com/watch?v=MkTw3\\_PmKtc](https://www.youtube.com/watch?v=MkTw3_PmKtc)

Example 2:

Hilary Clinton (It Takes A Village - DNC Address delivered 27 August 1996)

“to raise a happy, healthy, and hopeful child, **it takes** a family. **It takes** teachers. **It takes** clergy. **It takes** business people. **It takes** community leaders. **It takes** those who protect our health and safety. **It takes** all of us.”

Well designed, poorly delivered

[https://www.youtube.com/watch?v=hF3Ef\\_n9WTY](https://www.youtube.com/watch?v=hF3Ef_n9WTY)

(from 21 min 08 s)

⇒ Designing a figure of speech is just one part of the job

⇒ You should then practice it to be sure that you put the right energy and the right emotion when you deliver it

### **Symploce**

Repetition of the first and last word in a clause over successive clauses

“**Much of what I say might sound** bitter, **but it’s the truth**. **Much of what I say might sound** like it’s stirring up trouble, **but it’s the truth**. **Much of what I say might sound** like it is hate, **but it’s the truth**” (Malcolm X)

### **Anadiplosis**

Repetition of the last word in one clause at the beginning of the next clause.

“Tonight, we are a country awakened to danger and called to defend freedom. **Our grief has turned to anger and anger to resolution**. Whether we bring our enemies to justice or bring justice to our enemies, justice will be done”

Interesting use of emotions:

Move from anger to determination

Emotions such as anger, sadness, fear...are powerful emotions but appraising those emotions should be just a step toward your call to action.

### **Appositio**

Elaboration and variation of a word

“Earth, the home of our ancestors, **the home of our children, the home of beautiful plants, flowers and threes, the home of innocent animals, big and small, a home that we believed would last for ever**, is in danger of death”

For more figures of speech, go to:

<http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm>

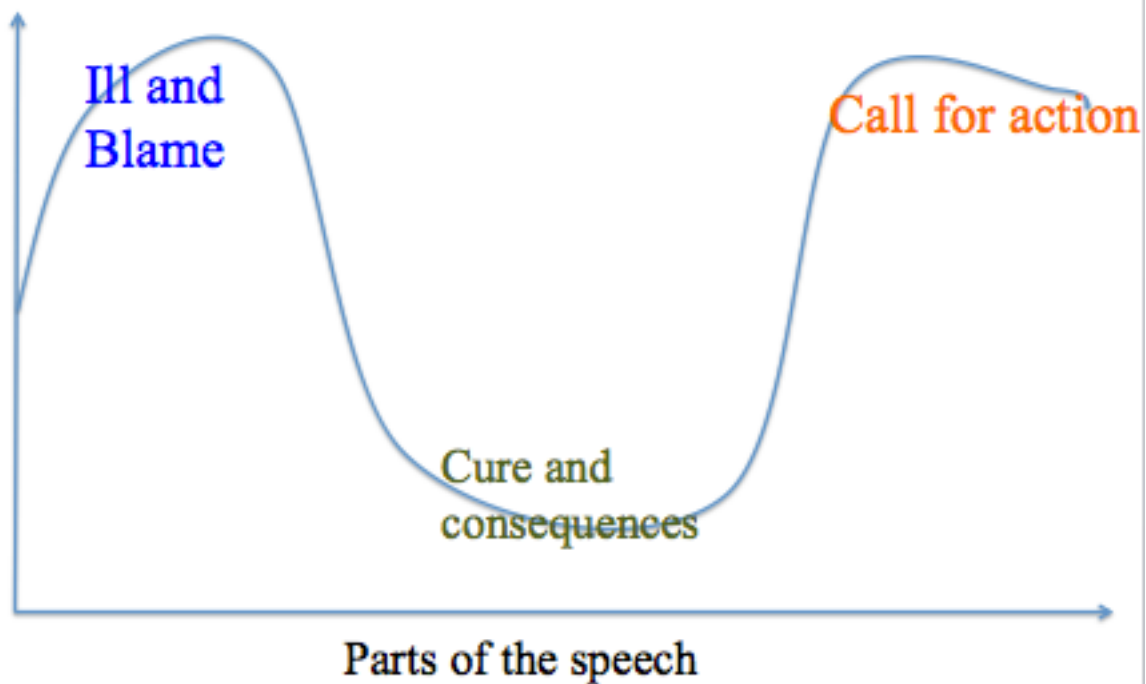
What *ethos* is relevant when discussing:

- The problem? (commitment, engagement, activism)
- The solution? (expertise)
- The call for action? (leadership)

## Delivery

- The speaker doesn't need to rely (too much) on his/her notes and tries to *communicate* with the audience
- **The speaker used appropriate vocal and emotional variety**
- **The speaker captured the rhythm of stylistic devices**

Emotional intensity



What emotions are relevant when discussing:

- The problem? (indignation, anger, fear...)
- The solution? (calm, confidence, emotional balance...)
- The call for action? (enthusiasm, determination, pride...)

### Practicing pronunciation and emotional variety

« They came back home late last night »

Say the above sentence with the following emotions:

- Angry
- Surprised
- Enthusiastic
- Scared
- Bored

### Practice famous speeches with the right emotional and vocal variety

If we continue to accommodate, continue to back and retreat, eventually we have to face the final demand -- the ultimatum. And what then -- when Nikita Khrushchev has told his people he knows what our answer will be? He has told them that we're retreating under the pressure of the Cold War, and someday when the time comes to deliver the final ultimatum, our surrender will be voluntary, because by that time we will have been weakened from within spiritually, morally, and economically. He believes this because from our side he's heard voices pleading for 'peace at any price' or 'better Red than dead,' or as one commentator put it, he'd rather 'live on his knees than die on his feet.' And therein lies the road to war, because those voices don't speak for the rest of us.

You and I know and do not believe that life is so dear and peace so sweet as to be purchased at the price of chains and slavery. If nothing in life is worth dying for, when did this begin -- just in the face of this enemy? Or should Moses have told the children of Israel to live in slavery under the pharaohs? Should Christ have refused the cross? Should the patriots at Concord Bridge have thrown down their guns and refused to fire the shot heard 'round the world? The martyrs of history were not fools, and our honored dead who gave their lives to stop the advance of the Nazis didn't die in vain. Where, then, is the road to peace? Well it's a simple answer after all. You and I have the courage to say to our enemies, 'There is a price we will not pay.' 'There is a point beyond which they must not advance.'

Link: <https://www.youtube.com/watch?v=uHuGvhelcGU> (watch from 25 min 05s)

So and even though we face the difficulties of today and tomorrow, I still have a dream.  
It is a dream deeply rooted in the American dream.  
I have a dream that one day this nation will rise up and live out the true meaning of its  
creed: "We hold these truths to be self-evident, that all men are created equal."

Link: <https://www.youtube.com/watch?v=3vDWWy4CMhE>