

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 outils, 4 discours types pour votre vie professionnelle :

- Votre CV en anglais
- 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

| Type de discours | Compétence principale |
|---------------------|---|
| CV | Démontrer votre compétence à un employeur |
| Discours impromptu | Appuyer votre opinion sur un argumentaire clair, précis et efficace |
| Discours informatif | Informar sur un sujet technique en maintenant l'attention et l'intérêt de l'auditoire |
| Discours persuasif | Amener votre auditoire à une action |

Objectif 3

Développer vos compétences à l'anglais en contexte professionnel

Quelques ressources:

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

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

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

Organisation du cours

4 discours = 4 modules

- CV in English (5/20)
- Impromptu speech (5/20)
- Informative speech (5/20)
- Persuasive speech (5/20)

Méthode de travail

- Instruction/ Observation/ Production/*Feedback*
- Un formulaire d'évaluation pour chaque discours
- Séances d'évaluation par les pairs
- Les discours sont réalisés en suivant les 5 canons de la rhétorique

Les 5 canons de la rhétorique :

Invention

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

Disposition

- La manière dont vous organisez votre propos
- Questions clefs: 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. (Pour vos vidéos, si vous donnez l'impression de lire un texte, vous perdrez les points qui correspondent à la mémoire)

Performance

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

Module 1 : CV in English

Evaluation Form 1: CV & Branding Statement

1= Not at all 5= Yes, absolutely

The CV is engaging

1 2 3 4

5

Comments:

The CV easy and enjoyable to read

1 2 3 4

5

Comments:

Grammar, spelling and punctuation are perfect

1 2 3 4

5

Comments:

The candidate gives good reasons to believe that he/she is skilled and professional

1 2 3 4

5

Comments:

It is clear what the candidate wants and who he/she wants to work with

1 2 3 4

5

Comments:

I have an overall good feeling about this candidate

1 2 3 4

5

Comments:

Invention

Se poser les bonnes questions pour trouver la matière de votre discours

Première étape: Qui suis-je?

- ✓ Quelles sont mes plus grandes forces?
- ✓ Qu'est-ce que je sais faire mieux que les autres?
- ✓ Quelles sont mes réalisations?
- ✓ Qu'est-ce que j'ai appris?
- ✓ Quelles sont les preuves de mes compétences?

=> Demandez à vos camarades de répondre aux deux premières questions pour vous, faites de même pour eux.

Étape 2: À qui je m'adresse? Qu'est-ce que je peux apporter?

- ✓ Quelle est la spécialité de l'entreprise à laquelle je m'adresse?
- ✓ Quelles sont ses valeurs?
- ✓ De quoi les dirigeants de cette entreprise sont-ils fiers?
- ✓ Avec quel type de personnes ils ont envie de travailler?
- ✓ Quels genres de tâches on me demandera quand je travaillerai dans cette entreprise?

Vous allez organiser la matière rassemblées lors du processus d'invention en 4 grandes catégories:

- Work experience
- Competences and skills
- Accomplishments
- Education

Ensuite, vous devez organiser cette matière, c'est la disposition.

Disposition

3 types de dispositions pour votre CV:

- Chronologique
- Fonctionnel
- Chrono-fonctionnel

(1) Chronologique

- Présentation de votre histoire professionnelle

Pertinence:

- Si votre parcours parle pour vous
- Si vous avez une longue expérience
- S'il n'y a pas de trous dans votre carrière
- Si vous ne voulez pas prendre de risques

Exemple:

| HOMER STANLEY FERGUSON | | |
|--|---|----------------------|
| 1301 South Scott Street, Apt. 832 Arlington, VA 22204 | amoobrasil@hotmail.com Home: (703) 920-2008 | Cell: (615) 491-5042 |
| EDUCATION | The University of South Carolina , Columbia, SC <i>Master of Social Work</i> , 2004 Southeastern University , Washington, DC <i>Accounting (24 semester hours)</i> , 1972-1973 Northern Virginia Community College <i>IBM mainframe programming and data processing</i> University of Texas , Austin, TX <i>Graduate work toward MA and Ph.D.</i> , 1966-1969 <ul style="list-style-type: none">• Portuguese / Spanish language and literature (MA track)• Linguistics / Romance Philology (Ph.D. track) Baylor University , Waco, TX <i>Bachelor of Arts, 1964</i> <ul style="list-style-type: none">• Major: Spanish; Minor: Religion | |
| SKILLS | Languages: Fluent in Spanish, Portuguese* (see below), and English; working knowledge of French and Italian; skilled in English composition Computer: Microsoft Office (Word, Excel, PowerPoint), SPSS | |
| EXPERIENCE | Interpreter (Graduate Assistantship) , Spanish-English University of South Carolina , under contract to SC Department of Health and Environmental Control and SC Department of Social Services, 2002-2004 IBM computer programmer/analyst—team leader , June 1983 –August 8, 2002 Internal Revenue Service , Washington, DC & Nashville, TN <ul style="list-style-type: none">• IBM Assembly Language; IBM COBOL; DL2• JCL, VSAM, TSO, and other IBM utilities Teaching Spanish, Portuguese, and English as foreign languages <ul style="list-style-type: none">• Self-employed instructor, part time, 1997-2002• Berlitz School of Languages in Nashville, 1995-1998• University of Texas, Teaching Assistant, Portuguese, 1967-1969• Occasional volunteer teacher of ESL at various churches Bilingual Tax Law Specialist , August 1970 – June 1983 Internal Revenue Service , Washington, DC <ul style="list-style-type: none">• Technical (legal) research and writing in Spanish and English• Writing plain-language, taxpayer-information publications and internal training manuals in Spanish and English Trilingual Station Agent , 1969-1970 KLM Airlines , Houston Intercontinental Airport Peace Corps Volunteer, Brazil , 1964-1966 *Fluency in Portuguese acquired working in community development Teaching English as a foreign language | |
| HONORS | Dean's List; National Spanish Honor Fraternity, ΣΔΠ; Berlitz Instructor of the Year | |
| REFERENCES | Available upon request | |

(2) Fonctionnelle

- Mettre l'accent sur votre gamme de compétences
- Demande un plus grand travail de réflexion/rédaction

Pertinence:

- Si votre parcours ne parle pas de lui-même / si vous devez donner de la cohérence à votre parcours (si avez une carrière à trous, si vous avez fait des choses très différentes, si avez une courte histoire dans l'emploi)
- Pour démontrer que vous avez les compétences requises pour un job précis

Exemple :

Anne Other

123 New Road
Anytown
Anyshire
A12 3BC

Telephone: 000 111
Email: anne.other@anyisp.co.uk

Personal Profile:

I have recently completed my higher education and I am now actively seeking employment. During my university studies I was able to gain valuable customer service skills in the retail trade. I am a reliable person with good time keeping. I am friendly and approachable and am able to follow instructions accurately. I possess good verbal and written skills.

Key Skills:

- Excellent IT skills, including advanced knowledge of MS Office, Dreamweaver and PhotoShop
- Excellent knowledge of a range of both quantitative and qualitative research methods
- Able to communicate with a wide range of audiences
- Able to prioritise workload and excellent management skills
- High standard of written English
- Experience of web publishing

Achievements:

- Organised a trip to Austria for university society
- Written a number of music reviews and features for the student newspaper
- Created database of listeners for the local talking newspaper to increase efficiency of service
- Created and designed website and a range of other marketing materials for the university Snowboarding Society

(3) Chrono-fonctionnelle

- Synthétiser les compétences acquises au fil de vos expériences

Pertinence :

- Vous êtes fraîchement diplômé mais vous avez peu d'expérience
- Pour donner du sens à votre parcours

Exemple :

Rhonda Dolliver

87 Bearborn Avenue, Acton, TN 98543 • 13240 709-6543

Qualifications Summary

Administrative Support professional experienced working in fast-paced environments demanding strong organizational, technical, and interpersonal skills. Trustworthy, ethical, and discreet; committed to superior customer service. Confident and poised in interactions with individuals at all levels. Detail-oriented and resourceful in completing projects; able to multi-task effectively. Capabilities include:

- Customer Service & Relations
- Accounts Payable/Receivable
- Telephone Reception
- Word Processing & Typing
- Filing & Data Archiving
- General Accounting
- Computer Operations
- Office Equipment Operation
- Problem Solving

Experience Highlights

Administrative Support

- Performed administrative and secretarial support functions for the Vice President of a large sportswear manufacturer. Coordinated and managed multiple priorities and projects.
- Provided discreet secretarial and reception services for a busy family counseling center. Scheduled appointments and maintained accurate, up-to-date confidential client files.
- Assisted with general accounting functions; maintained journals and handled A/P and A/R. Provided telephone support; investigated and resolved billing problems for an 18-member manufacturer's buying group. Trained and supervised part-time staff and interns.

Customer Service & Reception

- Registered incoming patients in a hospital emergency room. Demonstrated ability to maintain composure and work efficiently in a fast-paced environment while preserving strict confidentiality.
- Conducted patient interviews to elicit necessary information for registration, accurate prioritization, and to assist medical professionals in the triage process.
- Orchestrated hotel special events and reservations; managed customer relations and provided exemplary service to all customers.

Management & Supervision

- Promoted rapidly from front desk clerk to assistant front office manager at an upscale hotel. Oversee all operations including restaurant, housekeeping, and maintenance. Troubleshoot and resolved problems, mediated staff disputes, and handled customer complaints.
- Participated in staff recruitment, hiring, training, and scheduling. Supervised a front-desk staff.

Employment History

ACCOUNTING ASSISTANT, Guardian, Inc., Gonic, IL
PATIENT SERVICES REGISTRAR, Grogan Health System Hospital, Grogan, MA
ASSISTANT FRONT OFFICE MANAGER, Sheraton Exeter, Exeter, CA
RECEPTIONIST / SECRETARY, Family Counseling & Guidance Center, Griffith, CA
ADMINISTRATIVE ASSISTANT, Greenland Sportswear, Grant, CA

Education & Training

Grogan College, Exeter, CA (1988 - 1989)
Concentration in Business Administration
Technical College, Gonic, IL (1999 - Present)
Hager College, Grogan, MA (1996)
Introduction to Computers and MS Office 2000

Community Involvement

Committed to community service. Extensive volunteer history includes involvement in public schools, Habitat for Humanity, children's homes, and community soup kitchens; work with the elderly, and quilts for children with cancer.

Style

- Clarté, simplicité, efficacité
- Aucune faute d'orthographe/ de typographie
- Pas de mots en majuscules
- Ni trop chargé, ni impression de vide
- Classique ou original?

Exercice 1 : observation

Évaluez le CV ci-dessous à l'aide du formulaire.

John Neely

201 Gillespie Drive #3108 Franklin, TN 37067 • 615-457-0117 • neely954@gmail.com

Career Statement

Strategic marketing communicator, adept at executing complex creative projects and translating business goals into effective campaigns

Key Areas of Expertise

| | | |
|---|---|-----------------------------------|
| Marketing Communication Development | Brand Management | Budget Planning and ROI Reporting |
| Online Marketing, SEO, Email and Social | Creative Direction for Web, Print, TV and Radio | Public Relations and Copy Writing |
| Advertising Strategy and Media Planning | Project Management and Team Leadership | Market Research and Analysis |

Proven Marketing Communications Experience

Marketing Communications Manager and Designer, Birdsong Creative Agency, Franklin, Tennessee, **06/2009-Present**

- Develop marketing communication tools for clients within a full-service graphic design and interactive firm
- Apply knowledge of marketing, advertising, social media, web development and public relations to add value to client strategy and creative projects; Contribute to creative services through project management, graphic design, copy writing, research and brainstorming; Work with Chief Creative Officer to assess client needs and plan account creative strategy for clients ranging from corporate, publishing, nonprofit, entertainment and municipalities

Senior Marketing Manager and Creative Director, Shasta Industries, Inc., Phoenix, Arizona, **12/2000-1/2009**

- Conceptualized and managed marketing plans and creative projects, on a \$4M+ budget, to achieve corporate goals for a \$150M+ company with B2B and B2C business units including: a nationally recognized brand leader in residential and commercial swimming pool construction, a manufacturer of internationally distributed swimming pool building products and a regional chain of swimming pool supply retail stores
- Earned supervisory role within dynamic marketing and creative services department; Fostered a team atmosphere; Supported Marketing Director and organized efforts of staff (including Marketing Managers, Marketing Coordinators, Graphic Designers, Web Developers, cross functional project teams as well as vendors) to provide astonishing marketing services with measurable results to business partners
- Managed all online marketing including website design and development, content, budget planning, online advertising and PPC, blogs, optimized landing pages, e-blasts, social media, and analytics for multiple business units; Implemented an online PR strategy with optimized wire distribution; Led website redesign and transition to a new media focus with emphasis on web user interface, increased interactivity, sales funnel concepts, SEO and SEM which produced first page Google results for 50 key phrases with nearly 100% effectiveness
- Produced all aspects of TV/radio/print advertising including both operational (media placement, negotiation, and program tracking/measurement) and creative aspects (wrote, designed and directed); As a result, produced dozens of memorable, brand focused campaigns that increased lead flow while reducing expenses by combining in-house resources with specialized vendors
- Designed and directed creative for all corporate brand collateral; Supervised printing process including pre-press, stock selection, coating specs and press checks; Earned two silver Addy Awards and one gold Addy Award for graphic design
- Shaped all public relations including release writing, online and traditional distribution, blogs, media relations and ghost writing; Efforts resulted in extensive press exposure, including newspaper, magazines, online and TV
- Served on cross-functional new product development team; Brought more than a dozen new products to market; Focused on new product branding, marketing communications, research, launch and related support; Created web videos for B2B explanation of manufactured goods

Education with Highest Honors & Professional Accomplishments

Arizona State University, Tempe, AZ; Bachelor's Degree in Integrated Studies with a Business Concentration; 3.98 GPA *summa cum laude*

Software Proficiency: PC/Mac, Adobe InDesign, Photoshop, Acrobat and Illustrator, MS Office Word, PowerPoint, Excel

Professional Recognition: Judge for the 2009 American Marketing Association's Spectrum Awards

The CV is engaging

1 2 3 4 5

Comments:

- C'est très strict
- C'est chargé: on sent que la lecture va prendre du temps
- Néanmoins: il s'agit d'un senior, ayant déjà occupé des fonctions de direction dans son domaine. À ce niveau là, les recruteurs prennent le temps de la lecture

The CV easy and enjoyable to read

1 2 3 4 5

Comments:

- On distingue 4 sections dans le CV, mais elles ne ressortent pas suffisamment
- Dès la première phrase, le lecteur est confronté à du jargon, des termes techniques
- Il serait utile de faire ressortir une compétence, un domaine d'expertise ou des mots clefs pour résumer chaque expérience du candidat
- Problème de disposition: dans la section « education with highest honor & professional accomplishment », les compétences informatiques sont peu pertinentes

Grammar, spelling and punctuation are perfect

1 2 3 4 5

Comments: Rien à signaler

The candidate gives good reasons to believe that he/she is skilled and professional

1 2 3 4 5

Comments: La section « Proved marketing communications experience » est bien nommée et abondamment justifiée

Nombreux exemples de projets, de missions et de tâches accomplies

Exemple: Shaped all public relations including release writing, online and traditional distribution, blogs, media relations and ghost writing; Efforts resulted in extensive press exposure, including newspaper, magazines, online and TV

Il y a des chiffres qui donnent caractère objectif et concret aux résultats annoncés

It is clear what the candidate wants and who he/she wants to work with

1 2 3 4 5

Comments: Le candidat n'énonce pas d'objectifs, mais il donne une idée claire et concrète:

Des tâches qu'il peut accomplir

Des personnes avec qu'il travaille ou a travaillé.

Exemple: Work with Chief Creative Officer to assess client needs and plan account creative strategy for clients ranging from corporate, publishing, nonprofit, entertainment and municipalities (répond à "Quoi? Avec qui? Pour qui?")

I have an overall good feeling about this candidate

1 2 3 4 5

Comments: Le candidat laisse peu transparaître de qualités humaines mais il donne des éléments en abondance pour juger de ses compétences

Le candidat démontre sa conscience de l'importance du travail d'équipe:

Exemple: Fostered a team atmosphere; Supported Marketing Director and organized efforts of staff

Exercise 2 : write down your branding statement

What is a branding statement?

A one-two sentences answering 3 questions:

- What are you the best at?
- Who do you serve?
- How you do it uniquely?

Difficulty:

- You need to stand out from concurrence
- You shouldn't look arrogant or too good to be true

When/Where will you use your branding statement?

- On your CV
- On linkedin
- To answer the question « what do you do »?
- To answer the « Tell us about yourself » part of a job interview

Examples :

Sales Person:

"I am a mature, positive and hardworking individual, who always strives to achieve the highest standard possible, at any given task. I possess excellent communication skills and I have the ability and experience to relate to a wide range of people. I enjoy learning new things, I can work very well under pressure and I have the sales experience to handle customer complaints and solving problematic situations."

Project Manager:

"I am an energetic, ambitious person who has developed a mature and responsible approach to any task that I undertake, or situation that I am presented with. As a graduate with three years' of experience in management, I am excellent in working with others to achieve a certain objective on time and with excellence."

Your Professor :

"My passion is to observe how humans speak and write, to get inspiration from their successes and mistakes, to develop tools and exercises, to work hand in hand with motivated people who are willing to become better speakers, better writers, better leaders."

Module 2: Impromptu speech

Evaluation Form 2: 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 7 min long)

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

Example :

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.

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 to 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 present your thesis and your main points in the introduction, you make a transition between your ideas, you 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 use delivery 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 listener 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>

Module 3 : Informative speech

1= Not at all 5= Yes, absolutely

Invention: Topic, Facts, Time & Audience

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| The speaker took into account the background knowledge of the audience | | | | |
| The speaker made efforts to select materials that will be interesting/useful for his/her audience | | | | |
| The speaker balances breadth (the big picture) and depth his/her discussion of the topic | | | | |
| The speaker uses relevant facts to illustrate his/speech | | | | |

Disposition

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| The speaker oriented the audience to the topic in the introduction clearly and effectively | | | | |
| The speaker presented the problem he/she addresses, his methodology and his/her (expected) results | | | | |
| The speaker made clear transitions between the main parts of his/her speech | | | | |
| The speaker came back to the big picture in the conclusion of his/her speech | | | | |

Style

| | | | | |
|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| The speaker uses a clear and accessible language (no undefined jargon!) | | | | |
| The speaker uses metaphors to help his/her audience understand technical concepts | | | | |
| 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 on his/her notes and tries to <i>communicate</i> 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) | | | Appropriate length (5 to 10 min long) | |
| Far too long (over 12) | | | | |

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?

Disposition

Introduction: the big picture (why it matters?)

Purpose: what is the goal of your research?

Methodology: how will you conduct your research?

Implications: how your results will be helpful for other people?

Conclusion: going back to the big picture

Example 1: finger print examination

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

I used to think that when a crime was committed the police dusted the finger prints, put them into a computer and now popped the driving licence of the person who committed the crime, right? Unfortunately it's not that easy. Contrary to what you see on CSI it is not computers that match prints it's humans. This is a finger print examiner and his job is to look back and forth at a pair of prints and decide whether the crime scene print matches the suspect or not. My PhD thesis is about understanding how examiners make these important decisions; In Australia alone there are over 5000 of these comparisons made per day, to be

used as evidence in convicting criminals. But occasionally mistakes are made. In 2004 a lawyer named Brandon Mathew was arrested by the FBI because his finger prints matched those found on a bomb that exploded killing 191 people. But here is the catch: the finger print examiners made a mistake; they matched the print to the wrong person. Mathew was innocent. So how can this happen? Well it turns out that despite testifying in court for the past 100 years finger print examiners had never been scientifically tested for how accurately they can match prints. In my PhD I started by testing the accuracy of finger print examiners at police stations in Queensland, New South Wales, Victoria, South Australia and the Australian federal police in Canberra. I put them in a situation similar to their usual work but I maintained tight experimental control by using simulated crime scene prints in a signals detection paradigm. More simply, I wanted to find out how many guilty people had been wrongfully set free and how many innocent people had been wrongfully convicted. This was the first ever tested finger print expertise and as you might hope the examiners were extremely accurate. But not perfect. I breathed a sigh of relief when I saw that the examiner actually do what they claim. The challenge now is to see how these findings translate to the performance outside the lab. As well as accuracy, I am interested in the basics of how these humans process complex visual patterns such as finger prints. I want to turn novices into experts more quickly. And I'm discovering ways of improving their accuracy. Last month my research was presented to judges at the supreme court. The experiments from my PhD are changing the way we think about presenting finger print evidence to judges and juries. So where to from here? Well, next June I'm heading to LA to continue my research with law enforcement agencies in the US. I'll apply my finger print work across other areas of forensics such as shoe prints, blood spatter and even DNA to help ensure that innocent people are not wrongfully accused.

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 big picture: making sure that nobody is wrongly accused

The 5 components of a research project:

- The problem / the research question
- State of the art
- Hypothesis
- Methodology
- Results

The problem / the research question

- Explain why there is a need for your research
- Identify the main problem you are going to solve
- When you have a research question, the next step is to analyse the state of the art on your research question.

The state of the art

- Identify relevant concepts, tools and ideas that you can use in your own research
- Showing that your work is based on existing knowledge

Hypothesis

- A **hypothesis** is an answer to your **research question**

- The main purpose of a research project is to test a **hypothesis** (to prove it true or to prove it wrong)

Example :

Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills Tracy Rundstrom Williams, Texas Christian University (TCU)

International travel and research have long been a part of the liberal arts education tradition. However, there are little researches on the effect of studying abroad on students' intercultural communication skills. Without concrete evidence of values and outcomes, study abroad experiences will lack the credence afforded other educational programs. More importantly, measuring outcomes of study abroad should be conducted in light of the skills that are needed for success in today's world. Today, college students need an education that provides them with skills—such as communication skills—that will allow them to compete in a global market with an increasingly educated population. The question raised then is whether a study abroad experience helps students acquire such skills. Do study abroad experiences help students develop communication skills needed to work in a global community?

State of the art

In reviewing the research on intercultural communication skills and competency, several key elements recur. Flexibility and open-mindedness is one notable trait that many theorists include in their lists. A second trait identified by many researchers is cultural empathy and nonjudgmental perceptiveness. Cleveland, Mangone, and Adams (as cited in Dignes, 1983) identified cultural empathy as imperative to intercultural effectiveness.

In reviewing the instruments designed to measure intercultural communication skills, the Cross-Cultural Adaptability Inventory (CCAI) and the Global Competency and Intercultural Sensitivity Index (ISI) were selected as the most relevant. The CCAI is a training instrument designed to provide information to an individual about his or her potential for cross-cultural effectiveness (Kelley & Meyers, 1995, p. 1). The second instrument, the ISI, was designed by Olson and Kroeger (2001) to measure the global competencies and intercultural sensitivity of individuals and their relationship on individuals' effectiveness and experience abroad.

Methodology

The change or development in this study is assessed by asking students to complete a pretest at the beginning of the semester, before going abroad, and a posttest at the end of their semester abroad and then measuring the change, if any, between the two tests. To determine if the measured change was indeed due to the study abroad experience and not to the natural maturation and the exposure to new people and ideas that occur during a typical college semester, a control group of students who stayed on campus also needed to be measured at the beginning and end of the semester. As such, two groups of students were compiled, an abroad group and a campus group, and it was determined that both should be given the same survey at the beginning and the end of the fall 2002 semester.

The pretest survey was a total of 15 multiple-choice questions (some requiring explanation), the 50 questions of CCAI on a 6-point Likert scale, and the 30 questions of ISI, also on a 6-point Likert scale. The posttest survey was exactly the same as the pretest survey

except that the demographic questions were omitted and the additional questions inquired about exposure to different cultures during the previous semester only.

Results

The results showed that as predicted, the students who studied abroad generally showed a greater increase in intercultural communication skills than the students who did not study abroad, and students who chose to study abroad had a higher level of intercultural communication skills at the beginning and at the end of the semester than students who did not choose to study abroad.

References

- Brislin, R., & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Thousand Oaks, CA: Sage.
- Dignes, N. (1983). Intercultural competence. In D. Landis & R. W. Brislin (Eds.), *Handbook of intercultural training* (Vol. 1, pp. 176-202). Elmsford, NY: Pergamon.
- Kelley, C., & Meyers, J. (1995). *CCAI Cross Cultural Adaptability Inventory manual*. Minneapolis, MN: National Computer Systems, Inc.
- Kim, Y. Y. (1991). Intercultural communication competence: A systems-theoretic view. In S. Ting-Toomey & F. Korzeny (Eds.), *Cross-cultural interpersonal communication* (pp. 259-275). Newbury Park, CA: Sage.
- Olson, C. L., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5, 116-137.

Looking at the article, what is the main problem the author addresses with her research?

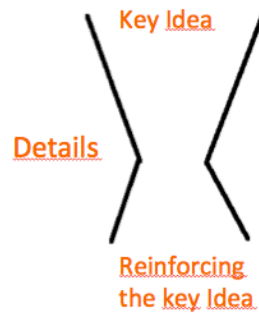
=> What are the outcomes of studying abroad?

How to measure them?

Research question: Do study abroad experiences help students develop communication skills needed to work in a global community?

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: 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

1= Not at all 5= Yes, absolutely

Invention

- | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|
| - Ill: The speaker discussed a problem effectively, in terms of significance and harm | | | | |
| - Blame: The speaker identified the source of the problem | | | | |
| - Cure: The speaker discussed a solution effectively, in terms of solvency and workability | | | | |
| - CTA: 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 demonstrated a persuasive <i>ethos</i> | | | | |
| - The speaker used figures of speech | | | | |

Delivery

- | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|
| - The speaker doesn't need to rely (too much) on his/her notes and tries to <i>communicate</i> 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) | | 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. Your goal is to persuade people. Persuasion is giving people good reasons to change their beliefs or their behaviour. The only way you can tell that persuasion worked is when people *do* what you wanted them to do.

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

Identify:

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

Ill?

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

Ill?

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

| Situation | Most people against you | Balance between opponents and proponents | Most people on your side |
|-----------|---|--|--|
| Goal | Softening opposition | Strengthening support | Motivating action |
| Strategy | 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 asked 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 sales 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?

- 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

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

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

(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>

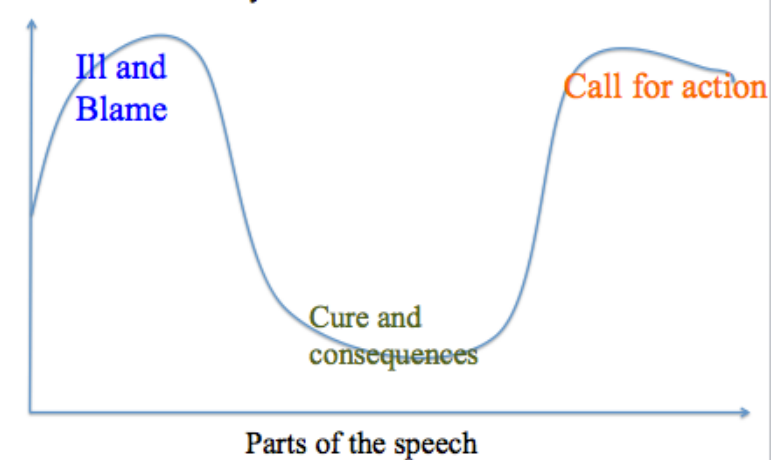
What *ethos* is relevant when discussing:

- 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...)