Next week, we will discuss outlining the speech and speech delivery—we will have activities for each of these chapters. For Tuesday, we will focus on outlining the speech.

As you will see throughout chapter 11, the author explains the importance of outlining your speech. The chapter also discusses two different types of outline—a preparation outline and a speaking/keyword outline. For your first speech, you were only required to provide a “handout” featuring the elements that we were focusing on for the first speech. Of course, you were only allowed to use keywords and short phrases to help you prepare for an extemporaneous delivery. You will be given a template for your second speech outline.

Chapter 11 discusses how you should map out (or outline) your speech before you deliver it. Some sources, such as the textbook, advise you to write out full sentences in this speech preparation outline to help organize your thoughts. Now, I know how tempting it can be to write out the entire speech—and I wanted to make sure you all didn’t get TOO excited when you read that in the textbook. I also wanted to provide a supplemental handout for you to read so we make sure that you don’t fall into the trap of writing out your ENTIRE speech, word-for-word. Thus, we are going to “remix” chapter 11 a bit to help you continue working on your skills associated with extemporaneous delivery. So, this handout should be read along with Chapter 11 and will help you as you continue (or begin) to map out your second speech.

What’s the Problem with Writing Out my Entire Speech?!

Writing your ENTIRE speech out, word-for-word, can lead to memorization. Memorization leads to a presentation that is not extemporaneous—and that will lead to a negative impact on your grade. So, I want to share a few additional tips/tricks with you that I’ve used in past Public Speaking classes so that you can make sure you are staying on the “extemporaneous” path.

**TIP 1:** When creating a preparation outline, yes—it is okay to include a bit more information than you would use on your note cards or on an actual speaking/keyword outline. However, make sure that even when using more information on this outline, you are not writing every single detail and word that you will say. Again, this can tempt you to memorize the speech. One trick that my past students have found helpful is to still write in incomplete sentences—so you are still able to plan out your thoughts, but you are not actually writing out the entire speech.

**TIP 2:** Another tip is to make sure that if you are including “fuller” sentences, you should make sure these sentences only give you a bit of an overview of what you plan to discuss in that section. When practicing, you’ll know to elaborate on those points while preparing and in your delivery.

So, let’s look at an example. Let’s say that I am preparing a speech on how I will discuss these tricks and tips for preparation outlines. My actual preparation outline may look a little something like this:
EXAMPLE

Introduction

Attention getter: Rhetorical question—do you know what prep outline is?

Credibility: Researched topic, taught class, and have feedback from past students

Preview main points: what prep outline is, how to create one, tricks for avoiding memorization

Central Idea/thesis: Preparation outlines can be used even more effectively with more tips

(Notice, I’m using longer sentences—but the way they are written is not the actual way I would say them in my speech. So I won’t get tempted to memorize here)

Transition: First—discuss definition of prep outline

Body

MP1: What is a preparation outline?

a. Helps you prepare for your speech
b. Used before creating keyword outline
c. Used to organize all information and research for speech

(The Bottom Line...)

As you get more comfortable with public speaking, perhaps you will find that writing full sentences in your preparation outline does not cause a problem. But when you are first starting out with public speaking and still getting comfortable with delivery, it is very helpful to stray away from complete sentences even in the preparation outline. So, for this class, we will still focus on using incomplete sentences and phrases in our outlines. This is a skill that would surely prove helpful to you in future classes and speech occasions.

Additional Notes to Consider!

Even with the examples from the text that use full sentences, they still do not include EVERY single word or piece of information that they will say in the speech. For example, refer to the example on the top of page 208 in your textbook. For their Third main point, they discuss how “King faced turmoil during his final years” before going into each subpoint. For each subpoint, they give information—but of course they would elaborate in between each of those subpoints, right?)
Also, pay attention to what the text explains about using a keyword outline to actually prepare for the speech vs. using it as your speaking outline. To never map out the speech and only rely on keywords during the entire process can be very difficult, right? Think back to your first speech—didn’t you still have to map out information about your speech before completing the handout that you were required to submit? You also had to map out information before you created your keyword note cards. Keep this in mind for this speech, as well. Now that you are learning more about organization and you are required to provide more research and information for this speech, we will work even harder on mapping out the speech with the help of outlines and effectively transferring that information to note cards.

Confused? I hope not! But if so—don’t worry. We will go over this in class on Tuesday—including an in class workshop on how to map out your information for speech 2 while still preparing for an extemporaneous delivery. We’ll also work on transferring those notes on to your note cards (a mini version of a speaking outline—since you can’t hold an actual paper during the presentation).