

FINAL TEST REVIEW

SPEECH 201

Introduction to Public Speaking

- 1) The eight steps of the Communication Process.
 - a) Speaker
 - b) Idea
 - c) Message
 - d) Medium.
 - e) Listener
 - f) Response
 - g) Interference
 - h) Situation
- 2) Two kinds of interference in public speaking.
 - a) Internal.
 - b) External.
- 3) Communication Process.
 - a) The **speaker** is the person who is presenting an oral message to a listener.
 - b) An **idea** is a fabric of thoughts, feelings, information, and recommendations.
 - c) The **message** is whatever a speaker communicates to someone else.
 - d) **Medium** is the means by which a message is communicated.
 - i) Radio—voice only.
 - ii) Television—voice and image.
 - e) The **listener** is the person who receives the communicated message.
 - f) **Response** or Feedback.
 - i) The immediate response, called feedback, can take the form of puzzled looks, smiles or frowns, nods of agreement, and looks of intense interest or boredom.
 - ii) Feedback is the message(s), usually nonverbal, sent from a listener to a speaker.
 - g) **Interference** is anything that impedes the communication of a message.
 - h) The **situation** is the time and place in which speech communication occurs.
- 4) **Ethnocentrism.**
 - a) Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures.
 - b) Tend to see our values, beliefs, and customs as being natural while believing that others are unnatural.
 - c) If speakers are to be successful, they must show respect for the cultures of the people they address.
- 5) **Ethics** is the branch of philosophy that deals with issues of right and wrong in human affairs.
 - a) An ethical speech is based on respect for the audience, responsible knowledge of the topic, and concern for the consequences
 - b) Guidelines for Ethical Speaking
 - i) Make sure your goals are ethically sound.
 - ii) Be fully prepared for each speech.

- iii) Respect the audience's time; give them something worthwhile.
 - iv) Be honest in what you say.
 - v) Ethically responsible speakers do not present other people's words as their own—do not plagiarize their speeches.
 - vi) Avoid name-calling and other forms of abusive language.
- 6) **Plagiarism** is presenting another person's language or ideas as one's own.
- a) **Global plagiarism** is stealing your speech entirely from another source and passing it off as your own.
 - b) **Patchwork plagiarism** occurs when a speaker pilfers from two or three sources.
 - c) **Incremental plagiarism** occurs when the speaker fails to give credit for particular parts—increments—of the speech that are borrowed from other people.
- 7) **Listening.**
- a) Four causes of poor listening.
 - i) Not concentrating.
 - ii) Listening too hard—try to remember all the details—and miss the speaker's point.
 - iii) Jumping to conclusions—putting words into a speaker's mouth.
 - iv) Focusing on delivery and personal appearance.
 - b) Focusing your listening.
 - i) Listen for main points.
 - ii) Listen for evidence.
 - iii) Listen for technique.
 - c) Guidelines for ethical listening.
 - i) Be courteous and attentive.
 - ii) Avoid prejudging the speaker.
 - iii) Maintain the free and open expression of ideas.
 - d) How to Become a Better Listener
 - i) Take listening seriously.
 - ii) The first step to improvement is always self-awareness.
 - iii) Resist distractions.
 - iv) Don't be diverted by appearance or delivery.
 - v) Suspend judgment.
- 8) The first step in speechmaking is choosing a topic.
- a) Usually the topic is determined by the occasion, the audience, and the speaker's qualifications.
 - b) Two broad categories of potential topics.
 - i) Subjects you know a lot about.
 - ii) Subjects you want to know more about.
- 9) The **general purpose** usually falls into one of two overlapping categories—
- a) To inform.
 - b) To persuade.
- 10) The **specific purpose** of your speech should focus on one aspect of a topic.
- 11) The **central idea** of a speech is a concise statement of what you expect to say; most of the time it will encapsulate the main points to be developed in the body of the speech.
- a) Sometimes called the thesis statement, the subject sentence, or the major thought.
 - b) Usually expressed as a simple, declarative sentence that refines and sharpens the specific purpose statement.

- 12) The purpose of a speech is to gain a desired response from listeners.
- 13) Adjusting to the communication environment includes the *time* of your presentation; the *place* in which you will speak, *context* of your speech, *nature and purpose* of the occasion, and the anticipated *size* of your audience.
- 14) Gathering information systematically is called **demographic audience analysis**.
 - a) Age.
 - b) Gender.
 - c) Educational level.
 - d) Religion.
 - e) Group membership.
- 15) Information may be gathered from an audience either by questionnaires or interviewing.
- 16) Avoiding **sexist language**.
 - a) Avoid references that tend to be stereotypical demeaning views of women.
 - b) Making gender references where the gender is unknown or irrelevant.
 - i) Generic use of masculine pronouns, (Man's advances in science)
 - ii) Using he when the intended reference is to both sexes.
- 17) **Educational level**.
 - a) The more educated, the more you can assume they know about general topics and current affairs.
 - b) Generally more concerned with social, consumer, political, and environmental issues.
 - c) Higher educational level, broader their range of interests.
 - d) Tend to be more open-minded.
- 18) Knowing the **religious affiliations** of listeners can provide useful information because religious training often underlies the social and cultural values that form the foundation of attitudes.
- 19) When utilizing questioning, there are three major types of questions to choose from.
 - a) Fixed-alternative questions.
 - b) Scale questions.
 - c) Open-ended questions.
- 20) Our needs, wants, and wishes make up our **motivation**, the force that impels us to action and directs our behavior toward specific goals.
 - a) Motivation explains why people behave as they do.
 - b) Major motives.
 - i) Comfort.
 - ii) Safety.
 - iii) Friendship.
 - iv) Recognition.
 - v) Curiosity.
 - vi) Tradition.
 - vii) Nurturance.
 - viii) Enjoyment.
- 21) **Attitudes** include our beliefs—what we know or think we know about something—and the way we are predisposed to act toward it.

Gathering Information

- 22) **Periodical Indexes**—helps you locate specific magazine or journal articles.
- 23) **Special indexes.**
- a) *Applied Science and Technology Index.*
 - b) *Social Sciences Index.*
 - c) *Art Index.*
 - d) *Hispanic American Periodicals Index.*
- 24) **Newspaper Indexes.**
- a) Back issues of several major U.S. newspapers are now indexed, including the *New York Times*, *Wall Street Journal*, *Christian Science Monitor*, *Los Angeles Times*, *Washington Post*, *Atlanta Constitution*, and *USA Today*.
- 25) **Special encyclopedias** include: *Encyclopedia of Philosophy*, *International Encyclopedia of the Social Sciences*, *Encyclopedia of World Art*.
- 26) You would find in the *World Almanac and Book of Facts*:
- a) Nobel Prize winners since 1901.
 - b) The most-watched television shows of the previous year.
 - c) Records for professional and collegiate sports.
 - d) The literacy rate in Afghanistan.
 - e) Natural resources of Peru.
- 27) Gazetteers are geographical dictionaries.
- 28) Most **government documents** provide more in-depth information than that found in most almanacs.
- a) Includes reports on congressional hearings, legislation, and proceedings; the proclamations, orders, and other formal statements of the president; and opinions and decisions of the Supreme Court.
 - b) Some major government publications:
 - i) *Congressional Record*: daily account of the proceedings of Congress.
 - ii) *Federal Register*: proclamations and orders of the president and regulations of various departments of government.
- 29) Major **search engines** for the internet.
- a) Yahoo.
 - b) Alta Vista
 - c) Lycos
 - d) InfoSeek.
 - e) Google.

Supporting Material

- 30) The skillful use of supporting materials often makes the difference between a poor speech and a good one.
- a) Research has shown that vivid, concrete examples have more impact on listeners' beliefs and actions than any other kind of supporting material
- 31) An **extended example** contains more detail and allows you to dwell more fully on a single instance.
- a) Often called illustrations, narratives, or anecdotes.
- 32) **Hypothetical Examples**: a composite of actual people, situations, or events.
- a) Examples can be either factual or hypothetical.

- b) Hypothetical examples must be true to the reality they represent.
- 33) Tips for using examples.
- a) Use examples to clarify your ideas.
 - b) Examples are an excellent way to clarify unfamiliar or complex ideas.
 - c) Examples put abstract ideas into concrete terms that listeners can easily understand.
 - d) Use examples to reinforce your ideas.
 - e) Use examples to personalize your ideas.
 - f) Make your examples vivid and richly textured.
- 34) Like brief examples, **statistics** are often cited in passing to clarify or strengthen a speaker's points.
- a) Explain your statistics; statistics don't speak for themselves; they need to be interpreted and related to your listeners.
- 35) **Expert testimony** is a testimony from people who are acknowledged authorities in their fields.
- 36) **Peer testimony** includes the opinions of people like ourselves; not prominent figures, but ordinary citizens who have firsthand experience on the topic.
- a) Especially valuable because it gives a more personal viewpoint on issues than can be gained from expert testimony.
- 37) **Paraphrasing** puts the gist of a person's ideas in your own words.
- 38) **Narratives** go beyond the example by telling a story within the speech—narratives have plot lines.