

# Chapter 6

*Exploring Public Speaking, 4<sup>th</sup> Edition*

Open Resource Textbook for Basic Public  
Speaking Course

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# Overview

- Why we need organization in speeches
- Patterns of organization
- Connective statements
- Outlining

# Why We Need Organization in Speeches

- We generally have limits on the number of ideas we can keep in our mind at once
  - Seven plus or minus two
  - 3-5
  - Key: Support specific purpose
- Categories of information should be distinct, different, and clear
- Organization has three steps: grouping, labeling, and ordering.

# Grouping

- ▣ Seeing patterns and connections of data and research.
- ▣ Do not want 15-20 “points” in a speech
- ▣ “Chunking” into a fewer (5 or fewer) number of main groups (main ideas)
- ▣ Organized speakers gain credibility and audience will understand and retain better

# Patterns of Organization

- Chunking very important to avoid “this happened, etc.” feel
- Be careful about too broad or too much
- Specific purpose usually determines chronological

# Chronological

- Time order
  - Short (process) and long time
  - To explain (gain understanding of a process) or to instruct (audience able to do process)

# Spatial

- Movement in space or location
- Geographical or smaller space (body)
- Must be logical, not skipping

# Parts of the Whole/Topical

- Types of, kinds of, varieties of, categories of
- Parts of, divisions of, units of, characteristics of
- A good place for climax organization –strongest or most important part, argument, idea last



# Problem-Solution

- Best for persuasive speeches
- Also variation of Problem-Cause-Solution
- Another variation: Monroe's Motivated Sequence
- Generally more logical than providing solution first and then discussing problem

# Additional organization principles

- Main points must be relatively equal in emphasis, value, and time spent
- You can use more than one organizational pattern in a speech (one for main point, one for subpoints)
- Labeling
  - Use full sentences
  - Utilize parallelism (if it fits)
  - Do not write as vague directions to yourself; your instructor or others should understand your points

# Connectives

- Parts of the speech such as introduction, conclusion, and connectives come after body is composed
- Connectives are phrases or sentences that connects parts of the speech and shows relationship between them
- They perform a number of functions in the speech – reminding, forecasting, explaining logic, keeping attention

**Main point I**

Connective (transition, internal summary, internal preview, signpost, bridging statement)

**Main point II**

Connective (transition, internal summary, internal preview, signpost, bridging statement)

**Main point III**

# Types of Connectives

- Internal summaries
- Internal previews
- Transitions
- Signposts
- Bridging statements

# Guidelines on connectives

- They are for connecting, not providing evidence
- In a speech they might be a sentence or two, not just a word or two
- Your instructor may want you to plan them and include on the outline.

# Guidelines on connectives

- Don't leave to ad lib
- Vary them; don't use same one each time
- Sometimes you need connections between subpoints

# Outlining

- Follow instructor's design for the outline
- Outlining is like the blueprint
  - It's not the speech
  - It's the plan for practicing and giving the speech
- Two types:
  - Preparation outline (the blueprint)
  - Speaking outlines (note cards, large font, directions for delivery)