

TEST BANK



SEVENTH
EDITION

Mastering
**PUBLIC
SPEAKING**



GEORGE L. GRICE JOHN F. SKINNER

Instructor's Classroom Kit Volume II

for

Grice and Skinner

Mastering Public Speaking

Seventh Edition

prepared by

Kelly Petkus
Austin Community College

Suzanne J. Atkin
Portland State University

Allyn & Bacon

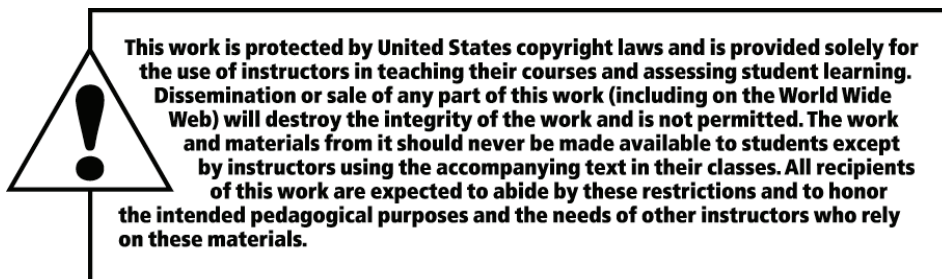
Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Copyright © 2010, 2007, 2004 Pearson Education, Inc., publishing as Allyn & Bacon, 75
Arlington Street, Suite 300, Boston, MA 02116

All rights reserved. Manufactured in the United States of America. The contents, or parts thereof, may be reproduced with *Mastering Public Speaking*, Seventh Edition, by George L. Grice and John F. Skinner, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Pearson Higher Education, Rights and Contracts Department, 501 Boylston Street, Suite 900, Boston, MA 02116, or fax your request to 617-671-3447.

10 9 8 7 6 5 4 3 2 1 13 12 11 10 09



Allyn & Bacon
is an imprint of



www.pearsonhighered.com

ISBN-10: 0-205-69795-X
ISBN-13: 978-0-205-69795-3

Table of Contents

Chapter 11. Outlining Your Speech	1
Chapter-at-a-Glance Grid	1
Chapter Outline	1
Teaching Activities	4
Class Activity	4
Web-Activity	6
Additional Teaching and Learning Resources	7
Activities for Out-of-Class Trips	7
Test Bank	9
PowerPoint	19
Chapter 12. Wording Your Speech	23
Chapter-at-a-Glance Grid	23
Chapter Outline	23
Teaching Activities	27
Web-Activity	28
Additional Teaching and Learning Resources	28
Activities for Out-of-Class Trips	29
Test Bank	31
PowerPoint	43
Chapter 13. Delivering Your Speech	49
Chapter-at-a-Glance Grid	49
Chapter Outline	50
Teaching Activities	56
Web-Activity	57
Additional Teaching and Learning Resources	57
Activities for Out-of-Class Trips	58
Test Bank	61
PowerPoint	73
Chapter 14. Using Presentational Aids	79
Chapter-at-a-Glance Grid	79
Chapter Outline	79
Teaching Activities	83
Web-Activity	84
Additional Teaching and Learning Resources	84
Activities for Out-of-Class Trips	85
Test Bank	87
PowerPoint	97

Chapter 15. Speaking to Inform	103
Chapter-at-a-Glance Grid	103
Chapter Outline	103
Teaching Activities	108
Web-Activity	108
Additional Teaching and Learning Resources	109
Activities for Out-of-Class Trips	109
Test Bank	111
PowerPoint	121
Chapter 16. The Strategy of Persuasion	123
Chapter-at-a-Glance Grid	123
Chapter Outline	123
Teaching Activities	127
Web-Activity	128
Additional Teaching and Learning Resources	129
Activities for Out-of-Class Trips	129
Test Bank	131
PowerPoint	141
Chapter 17. The Structure of Persuasion	147
Chapter-at-a-Glance Grid	147
Chapter Outline	148
Teaching Activities	151
Web-Activity	152
Additional Teaching and Learning Resources	153
Activities for Out-of-Class Trips	153
Test Bank	157
PowerPoint	169
Chapter 18. Speaking on Special Occasions	177
Chapter-at-a-Glance Grid	177
Chapter Outline	178
Teaching Activities	181
Web-Activity	181
Class Activities	182
Additional Teaching and Learning Resources	184
Activities for Out-of-Class Trips	184
Test Bank	185
PowerPoint	195
Chapter 19. Speaking in and as a Group	199
Chapter-at-a-Glance Grid	199
Chapter Outline	199
Teaching Activities	203
Web-Activity	204
Class Activities	205
Additional Teaching and Learning Resources	207
Activities for Out-of-Class Trips	208
Test Bank	211
PowerPoint	223

Preface

The goal of the Instructor's Resource Classroom Kits for Grice and Skinner's *Mastering Public Speaking*, 7/e, Volume I (Chapters 1-10) and Volume II (Chapters 11-19), is to provide an integrated, comprehensive manual that will help support the seasoned professor and the new instructor.

These Kits provide the following resources for each chapter:

Chapter-at-a-Glance Grid

Quickly outlines the major topics in each chapter and the corresponding assets from the supplements package.

Chapter Outline

This can be used as part of your lecture notes or as a planning tool.

Teaching Activities

Suggested in class activities and demonstrations are meant to give you a starting place or inspiration for developing creative approaches to the material.

Web-Activity

This provides a demonstration on how to incorporate great web resources for out of class assignments.

Additional Teaching and Learning Resources

A mini-reference list includes annotations when appropriate for you and your students to gather more information on chapter topics.

Activities for Out-of-Class Trips

Offering great suggestions for out-of-class, real world applications, which are relevant to the chapter information.

Test Bank

Prepared by Suzanne Atkin, Portland State University, this assessment package offers multiple choice, true-false, short answer, essay, and completion questions. Each question provides the correct answer, question difficulty (on a scale of 1-3, 3 being challenging), and page reference. It is also available in the MyTest web-based electronic test generating website (access code required available at www.pearsonmytest.com).

PowerPoint Slides/Lecture Notes

Also prepared by Suzanne Atkin are the PowerPoint Lecture slides in a six slide per page format that you can distribute to your students to use while following along with your lectures.

Available separately for your students to purchase:

Student Study Guide

Prepared by *James Benjamin*, University of Toledo, this workbook is designed to help your students gain the maximum benefit from reading the textbook.

Using this study guide involves three crucial steps:

Preparation, Action, and Review.

Preparation requires your students to gather the necessary resources and to establish an effective setting for studying. *Action* requires your students to focus their minds on the contents of the textbook by answering a series of factual, conceptual and application questions. *Review* involves they check their mastery of the material. By following this strategy for each chapter, your students will soon discover that they have mastered the principles of public speaking.

Thank you for choosing Grice and Skinner's *Mastering Public Speaking, 7/e* for your public speaking course! We sincerely hope that you find the materials that accompany this book a valuable resource when planning and teaching your course.

Your feedback is always welcome! Please send your comments to the supplements editor for these Classroom Kits:

Angela G. Pickard
angela.pickard@pearson.com

Chapter 11

Outlining Your Speech

Chapter-at-a-Glance

Chapter Outline	Activities	PowerPoint Slides	Test Bank All Questions begin with "11."	Notes
Functions of Outlining (p. 190-192)	Mastering the Web— Outlining	Slides 3-5	MC 1-1 – 1-5, 1-18, 1-19 TF 2-1 – 2-2 SA 3-1 – 3-5 ES 4-1, 4-2, 4-4 COMP 5-2, 5-4 – 5-6	
Principles of Outlining (p. 192-194)	Class Activity— Creating an Outline Class Activity— Outlining Exercise	Slides 6-8	MC 1-6, 1-8 – 1-12 TF 2-3 SA 3-6, 3-10 – 3-14 ES 4-3, 4-5 – 4-7 COMP 5-7	
Stages of Outlining (p. 194-203)	Mastering the Web— Alternatives to Traditional Outlining Web-Activity	Slides 9-13	MC 1-7, 1-13 – 1-17, 1-20 TF 2-4 – 2-10 SA 3-7, 3-8, 3-9, 3-15 – 3-20 ES 4-8 – 4-10 COMP 5-1, 5-3, 5-8 – 5-10	

Chapter Outline

I. Outlining a speech has five purposes or functions.

- A. An outline helps the speaker check the scope of the speech.
 1. A speaker should ordinarily have no more than two to five main points in a speech.
 2. Outlining can help a speaker ensure that the topic is sufficiently narrowed so that it is manageable.

- B. An outline helps the speaker check the logical relations among parts of the speech.
 1. An outline lets the speaker check the relations between coordinate and subordinate ideas in the speech.
 - a. Coordinate ideas are those that have equal value or importance in the speech.
 - b. Subordinate ideas are those that support more general or more important points in the speech.
 2. An outline helps the speaker ensure that main points are distinct.

- C. An outline lets the speaker test the relevance of supporting ideas.

- D. An outline helps the speaker gauge the balance or proportion of the speech.
- E. An abbreviated outline can serve as speaking notes.
 - 1. A speaker who is adequately prepared should need only brief notes to deliver an extemporaneous speech.
 - 2. Having notes in outline form should remind a speaker of the importance of clear organization.

Teaching Strategy: Encourage your students to submit outlines of their speeches at least one week prior to the beginning of a round of speeches. Collect the outlines, and then distribute them randomly to the class, making sure no one receives his or her own outline. Students should evaluate the outlines they received according to the five functions of outlining discussed here.

Teaching Strategy: Test your students' understanding of coordination and subordination by dictation or writing the following four sentences on the board:

Blind artists draw objects from a single perspective.

Blind artists use lines to represent surfaces.

Blind artists draw distant objects smaller than close ones.

Blind artists use many of the same visual devices as sighted artists.

Have students fit those statements into the following outline structure:

I.

A.

B.

C.

Answer: In the outline exercise on the previous annotation, the final sentence is the main point and should be marked by the Roman numeral. Other sentences should be listed as subpoints A through C, in no particular order. This example is based on: Kennedy, John M. "How the blind draw." *Scientific American* January 1997: 76+.

II. Outlining has five main principles.

- A. Each symbol, number, or letter in the outline should represent only one idea.
 - 1. Achieving a clear visual representation of how ideas connect is possible only if each idea is separate.
 - 2. Checking the balance of the speech is possible only if each idea is separate.
- B. Coordinate and subordinate points should follow a consistent system of numbers and letters.
 - 1. Label main points with Roman numerals.
 - 2. Label subpoints with capital letters.
 - 3. Label sub-subpoints, such as this one, with Arabic numbers.
 - 4. Label sub-sub-subpoints with lower-case letters.
- C. Any point that is subdivided must have at least two subpoints.
 - 1. Dividing anything in nature yields at least two parts.
 - 2. Having only one subpoint signals that the main point does not need to be divided.

- D. Each symbol should introduce a complete sentence in a sentence outline, and a word or phrase in a word/phrase outline.
- E. Coordinate points throughout the outline should have parallel grammatical construction.

Teaching Strategy: Have students evaluate a poor outline that you have received in a past class (removing the author's name, of course) based on the five principles of outlining. Generally, poor quality outlines fail to follow these principles.

III. Outlining is less intimidating if you consider four guidelines for organizing and outlining a speech.

- A. Outlining requires time and effort, not intuition or special talent.
- B. There is no right way of organizing all speeches on a particular topic.
- C. The early stages of outlining a speech give you great freedom and flexibility.
- D. Identifying the main points in a speech is easier than many people imagine.

IV. Outlining follows three stages.

- A. The working outline is a rough list of points and subpoints to help you narrow and focus the topic.
 1. A list of aspects of your topic resulting from your brainstorming or visual brainstorming is a working outline.
 2. Points in a working outline do not have to have any symbols attached to them to indicate coordination and subordination.
 3. A working outline is not a product, but a record of the process you go through in thinking about aspects of your speech topic.
- B. The formal outline is a sentence outline reflecting the full content and organization of your speech for any interested reader.
 1. A statement of your specific purpose and your thesis statement should precede the outline.
 2. A bibliography of sources you used should follow the outline.
- C. The speaking outline is a skeletal version of the formal outline, including source notations and delivery prompts, to be used in delivering the speech.
 1. A brief outline prevents you from merely reading your speech.
 2. Your speaking outline may include words or reminders to yourself.
 3. You may write out any supporting materials, such as definitions and quotations that you attribute to a source.
 4. Use key words or phrases to remind you of each step in your introduction and conclusion.

Teaching Activities

1. Mastering the Web—Outlining—

(<http://owl.english.purdue.edu/handouts/print/general/>)

As it does so well with many topics, the Online Writing Lab at Purdue University presents an excellent rationale for outlining and provides a simple word/phrase outline.

2. Class Activity—Creating an Outline

Instruct students to outline a simple, familiar process, either in pairs or in groups. A good process to use for this exercise is how to make a peanut butter and jelly sandwich. Once the outlines are complete, ask students to evaluate an outline that they did **not** create, based on the five principles of outlining. The completed outline should resemble the one following this page.

3. Class Activity—Outlining Exercise—

Use the Outlining Exercise form to practice outlining.

4. Mastering the Web—Alternatives to Traditional Outlining—

(<http://writingonyourpalm.net/>)

At this site, writer and mobile technology consultant Jeff Kirvin discusses alternatives to traditional outlines, including mindmapping on paper or on a computer.

Class Activity

How to Make a Peanut Butter and Jelly Sandwich Outline

If you assign this class activity of having students outline the process of making a peanut butter and jelly sandwich, their final product should resemble the one below.

- I. The first step of making a peanut butter and jelly sandwich is to gather your ingredients.
 - A. You will need two slices of bread.
 - B. You will need peanut butter.
 - C. You will need jelly.
 - D. You will need a knife.

- II. The second step of making a peanut butter and jelly sandwich is to assemble the sandwich.
 - A. First, you will make the peanut butter side of the sandwich.
 1. First, use the knife to scoop out peanut butter onto one slice of bread.
 2. Next, use the knife to spread the peanut butter over that slice.
 3. Wipe any remaining peanut butter on the knife on the unused slice of bread.
 - B. Second, you will make the jelly side of the sandwich.
 1. First, use the knife to scoop out jelly on one slice of bread.
 2. Next, use the knife to spread the jelly over that slice.
 - C. Finally, you will assemble the sandwich.
 1. Take one slice of bread in one hand, spread side facing downward.
 2. Leave one slice of bread on the cutting board or plate, spread side facing upward.
 3. Place the slice of bread with the spread side facing downward on top of the other slice of bread with the spread side facing upward.

4. Gently press the two slices of bread together.

Outlining Exercise

This exercise tests your knowledge of outlining principles. You will outline one main point from a speech on unusual hotels, originally developed by Judith Barnes, a student at Austin Community College—Cypress Creek Campus. This main point of Judith’s speech addresses hay hotels, found in Germany. You will use your knowledge of outlining to put these 19 statements in a logical outline order, using correct outline format.

These hotels tend to attract low-impact tourists such as hikers and cyclists.

Guests spend the night on beds of dried grass either in open lofts, feed stalls, or under the stars.

Bett im Kornfeld, near the North Sea, is \$20 US per night and includes a brass bed in an open cornfield and breakfast.

Most require you to supply your own bedding such as sheets or sleeping bags.

Hay Hotels are unusual for many reasons.

Obviously there is no smoking.

At *Kleyhauers Heuhotel* in Bavaria, guests pay around \$35 US per person for the bridal suite, which includes a bottle of wine.

Showers may be rustic such as under a tree.

Guests sleep on piles of dried grass, limiting the amount of laundry.

Often there is little privacy as you are sleeping with others, possibly even animals.

“Heuhotels,” or hay hotels, have sprung up in converted barns all over the German countryside.

Hay hotels offer affordable options for many types of travelers.

Harrenhause Salderatzen, near Hamburg, costs about \$20 US per person, including breakfast.

These accommodations will require some special planning.

No new construction is required.

You will be sleeping in hay, so prepare for possible allergies to grasses and animals.

Hay hotels are eco-friendly.

Toilets are often housed in a construction trailer or outhouse.

- I. "Heuhotels," or hay hotels, have sprung up in converted barns all over the German countryside.
 - A. Hay Hotels are unusual for many reasons.
 1. Guests spend the night on beds of dried grass either in open lofts, feed stalls, or under the stars.
 2. Hay hotels are eco-friendly.
 - a. Guests sleep on piles of dried grass, limiting the amount of laundry.
 - b. No new construction is required.
 - c. These hotels tend to attract low-impact tourists such as hikers and cyclists.
 - B. Hay hotels offer affordable options for many types of travelers.
 1. *Harrenhause Salderatzen*, near Hamburg, costs about \$20 US per person, including breakfast.
 2. At *Kleyhauers Heuhotel* in Bavaria, guests pay around \$35 US per person for the bridal suite, which includes a bottle of wine.
 3. Bett im Kornfeld, near the North Sea, is \$20 US per night and includes a brass bed in an open cornfield and breakfast.
 - C. These accommodations will require some special planning.
 1. Most require you to supply your own bedding such as sheets or sleeping bags.
 2. You will be sleeping in hay, so prepare for possible allergies to grasses and animals.
 3. Often there is little privacy as you are sleeping with others, possibly even animals.
 4. Toilets are often housed in a construction trailer or outhouse.
 5. Showers may be rustic such as under a tree.
 6. Obviously there is no smoking.

Web-Activity

Objective: The goal for this activity is for students to develop outlines for a variety of speeches.

Internet Activity: Using the texts of the same speeches the students secured from Chapter Ten's activity via the internet, have students develop outlines for each of those five speeches (campaign speech by a political candidate, formal address by a U.S. Senator, formal address by a recent or current U.S. President, a commencement address by a well-known individual, and a sermon from a famous religious pundit). Instruct students to develop either key word or sentence outlines for each of the speeches. Commencement Speeches can also be located at the Online Speech Bank: (<http://www.americanrhetoric.com/speechbank.htm>).

Utilizing the outline structure suggested in the text and the instructor's manual, students should identify each of the speaker's main points, separating those from the subordinate ideas present within each of the speeches.

Debriefing: Have students submit both the texts of the five speeches and their subsequent outlines for each.

Additional Teaching and Learning Resources

University of Pittsburgh, Communication across the Curriculum
<http://www.cxc.pitt.edu/outlining.htm>

Pearson/Longman/Allyn & Bacon research site with focus on outlining for students
<http://www.researchnavigator.com/index.asp>

Activities for Out-of-Class Trips

Taking the time to carefully outline your speech and prepare a speaking outline or notes will ensure you give a speech that is appropriate in scope, well-researched, solidly constructed, and audience centered.

As an introduction to the service learning component to the class, have students working in small groups generate the common objections to service learning within the curriculum. Have each group brainstorm for 15-20 minutes and then present their list of objections regarding service learning to the class. Common student concerns may include statements like, "Isn't this service learning 'forced volunteerism'?" "With my work schedule, I don't have the extra time to complete these activities" to "I do not have the transportation to get to my community agency."

Keep a record of each objection that the individual groups generate. Then have each student (or the group as a whole) create an outline for a speech on "Why Service Learning Matters: Overcoming Common Concerns." Each main point of the outline could include the most relevant objections and then have the students refute each of these main points. If some of the objections overlap, encourage them to use sub-points in their outlines. Students should submit their completed outlines to you the next class period.

Test Bank Chapter 11: Outlining Your Speech

Multiple Choice

- 11.1-1. **Outlining includes all of the following purposes except**
- to check the scope of the speaker's content.
 - to test the logical relations among parts of the speech.
 - to estimate the length of the speech.
 - to check the relevance of supporting ideas.
- Difficulty:** 2
Page Ref: 190
Answer: c. to estimate the length of the speech.
- 11.1-2. **Which of the following sequences of numbers and/or letters in an outline identifies the coordinate ideas in a speech?**
- I, A, 1
 - A, B, C
 - B, 1, a
 - A, 1, a
- Difficulty:** 2
Page Ref: 190-191
Answer: b. A, B, C
- 11.1-3. **In which of the following pairs is the second number or letter subordinate to the first?**
- I, II
 - I, A
 - A, B
 - 1, 2
- Difficulty:** 2
Page Ref: 191
Answer: b. I, A
- 11.1-4. **What is wrong with these main points from a speech outline on "How to Sell a House"?**
- Choosing a realtor
 - Negotiating the contract
 - Closing the sale
- One point represents more than one idea.
 - One point is not grammatically parallel to the others.
 - One point is irrelevant to the purpose of the speech.
 - The main points show no obvious problems.
- Difficulty:** 2
Page Ref: 190-191
Answer: d. The main points show no obvious problems.
- 11.1-5. **What is wrong with these main points from a speech outline on "Preserving Our National Parks"?**
- Our national parks are threatened.
 - Our national parks can be saved.
 - New national parks can be designated.
- One point represents more than one idea.
 - One point is not grammatically parallel to the others.
 - One point is irrelevant to the purpose of the speech.
 - The outline has too many main points.
- Difficulty:** 3

Page Ref: 191

Answer: c. One point is irrelevant to the purpose of the speech.

11.1-6. **Which of the following statements is not true of outlining?**

- a. Each letter or number should represent only one idea.
- b. Any point that is subdivided must have at least two subpoints.
- c. Each point in a sentence outline should introduce a word or phrase.
- d. Coordinate points should have parallel grammatical construction.

Difficulty: 2

Page Ref: 193

Answer: c. Each point in a sentence outline should introduce a word or phrase.

11.1-7. **Which of the following statements is not true of word or phrase outlining?**

- a. Each letter or number should represent only one idea.
- b. Any point that is subdivided must have at least two subpoints.
- c. Each point in the outline should introduce a word or phrase.
- d. All of these statements are true.

Difficulty: 2

Page Ref: 200-203

Answer: d. All of these statements are true.

11.1-8. **Using a number or letter to designate only one idea represents which outlining principle?**

- a. Singularity
- b. Consistency
- c. Adequacy
- d. Uniformity

Difficulty: 2

Page Ref: 192

Answer: a. singularity

11.1-9. **Which outlining principle states that if any point has subpoints under it, there must be at least two subpoints?**

- a. singularity
- b. consistency
- c. adequacy
- d. uniformity

Difficulty: 2

Page Ref: 193

Answer: c. adequacy

11.1-10. **Which outlining principle requires that all coordinate points have matching grammatical construction?**

- a. singularity
- b. consistency
- c. adequacy
- d. parallelism

Difficulty: 3

Page Ref: 194

Answer: d. parallelism

- 11.1-11. **Which outlining principle requires that all coordinate and subordinate points are represented by a pattern of conforming numbers and letters?**
 a. singularity
 b. consistency
 c. adequacy
 d. uniformity
Difficulty: 2
Page Ref: 193
Answer: b. consistency
- 11.1-12. **Which outlining principle requires that each symbol in a sentence outline introduce a complete sentence, and that each symbol in a word or phrase outline introduce a word or phrase?**
 a. singularity
 b. consistency
 c. adequacy
 d. uniformity
Difficulty: 2
Page Ref: 194
Answer: d. uniformity
- 11.1-13. **Working outlines are written**
 a. in complete sentences.
 b. as a loose list of key ideas recording your research and brainstorming processes.
 c. to enable the speaker to narrow, focus, and balance the topic.
 d. both B and C
Difficulty: 2
Page Ref: 195-197
Answer: d. both B and C
- 11.1-14. **Visual brainstorming is probably most helpful in preparing**
 a. ideas for visual support.
 b. a speaking outline.
 c. a working outline.
 d. a formal outline.
Difficulty: 2
Page Ref: 196
Answer: c. a working outline.
- 11.1-15. _____ **should be written in complete sentences.**
 a. The formal outline
 b. The speaking outline
 c. The working outline
 d. Both the formal outline and speaking outline
Difficulty: 2
Page Ref: 197-200
Answer: a. The formal outline

11.1-16. **The types of outlines written solely for the consideration and evaluation of the speaker are**

- a. the working and formal outlines.
- b. the formal and speaking outlines.
- c. the working and speaking outlines.
- d. all of the above

Difficulty: 2

Page Ref: 195-197 and 200-203

Answer: c. the working and speaking outlines.

11.1-17. **A speaking outline may contain**

- a. prompts concerning speech delivery.
- b. supporting materials for the speech.
- c. source citations.
- d. all of the above

Difficulty: 2

Page Ref: 200-203

Answer: d. all of the above

11.1-18. **What is a coordinate idea in regard to outlining?**

- a. ideas that have equal value in a speech
- b. ideas that support more general or more important points in a speech
- c. both A and B
- d. none of the above

Difficulty: 2

Page Ref: 190

Answer: a. ideas that have equal value in a speech

11.1-19. **What is a subordinate idea in regard to outlining?**

- a. ideas that have equal value in a speech
- b. ideas that support more general or more important points in a speech
- c. both A and B
- d. none of the above

Difficulty: 2

Page Ref: 191

Answer: b. ideas that support more general or more important points in a speech

11.1-20. **What is a complete sentence outline?**

- a. an outline in which all numbers and letters introduce complete sentences
- b. an outline in which all numbers and letters introduce words or groups of words
- c. an outline that has complete sentence in it
- d. an outline that cues the speaker to make complete sentences

Difficulty: 2

Page Ref: 197

Answer: a. an outline in which all numbers and letters introduce complete sentences

True/False

- 11.2-1. **One purpose of outlining is to test the scope of the speaker's content.**
Difficulty: 2
Page Ref: 190
Answer: true
- 11.2-2. **Each number or letter in the outline should represent only one idea.**
Difficulty: 2
Page Ref: 192
Answer: true
- 11.2-3. **According to your book, organization should naturally “come to you.”**
Difficulty: 2
Page Ref: 194
Answer: false
- 11.2-4. **A formal outline is a complete sentence outline reflecting the full content and organization of your speech.**
Difficulty: 2
Page Ref: 197
Answer: true
- 11.2-5. **Most speaking outlines include supporting materials you plan to use.**
Difficulty: 2
Page Ref: 200
Answer: true
- 11.2-6. **Keeping your speaking notes in outline form will remind you of the importance of clear organization in the speech you deliver.**
Difficulty: 2
Page Ref: 202
Answer: true
- 11.2-7. **It is crucial that you memorize any material you want to quote.**
Difficulty: 2
Page Ref: 203
Answer: false
- 11.2-8. **Try to deliver your introduction and conclusion without referring to your notes.**
Difficulty: 2
Page Ref: 203
Answer: true
- 11.2-9. **It is acceptable to read the main ideas when you deliver a speech.**
Difficulty: 2
Page Ref: 203
Answer: false

- 11.2-10. **In your speaking outline, include just enough information to be able to cite each of your sources clearly.**
Difficulty: 2
Page Ref: 203
Answer: true

Short Answer

- 11.3-1. **List the five functions of a well-prepared outline.**
Difficulty: 3
Page Ref: 190
- 11.3-2. **What are coordinate ideas in an outline?**
Difficulty: 3
Page Ref: 190
- 11.3-3. **What are subordinate ideas in an outline?**
Difficulty: 3
Page Ref: 191
- 11.3-4. **How does an outline help the speaker test the relevance of supporting ideas?**
Difficulty: 3
Page Ref: 191
- 11.3-5. **How does an outline help the speaker test the logical relation among various parts of the speech?**
Difficulty: 3
Page Ref: 190-191
- 11.3-6. **What are the two forms of outlining?**
Difficulty: 3
Page Ref: 192
- 11.3-7. **What function does a formal outline serve in the speech-making process?**
Difficulty: 3
Page Ref: 197
- 11.3-8. **What is a speaking outline?**
Difficulty: 3
Page Ref: 200
- 11.3-9. **How does the speaking outline better serve the speaker and the listener?**
Difficulty: 3
Page Ref: 200-203
- 11.3-10. **What is the principle of singularity in outlining?**
Difficulty: 3
Page Ref: 192

- 11.3-11. **What is the principle of consistency in outlining??**
Difficulty: 3
Page Ref: 193
- 11.3-12. **What is the principle of adequacy in outlining?**
Difficulty: 3
Page Ref: 193
- 11.3-13. **What is the principle of uniformity in outlining?**
Difficulty: 3
Page Ref: 194
- 11.3-14. **What is the principle of parallelism in outlining?**
Difficulty: 3
Page Ref: 194
- 11.3-15. **What is a working outline?**
Difficulty: 3
Page Ref: 195
- 11.3-16. **What is a formal outline?**
Difficulty: 3
Page Ref: 197
- 11.3-17. **What is the difference between a working outline and a formal outline?**
Difficulty: 3
Page Ref: 195-197
- 11.3-18. **What is a speaking outline?**
Difficulty: 3
Page Ref: 200
- 11.3-19. **What is the difference between a speaking outline and a formal outline.**
Difficulty: 3
Page Ref: 197-200
- 11.3-20. **Describe the types of outlines and which one you will most likely use for speeches in this course? Why?**
Difficulty: 3
Page Ref: 194-203

Essay

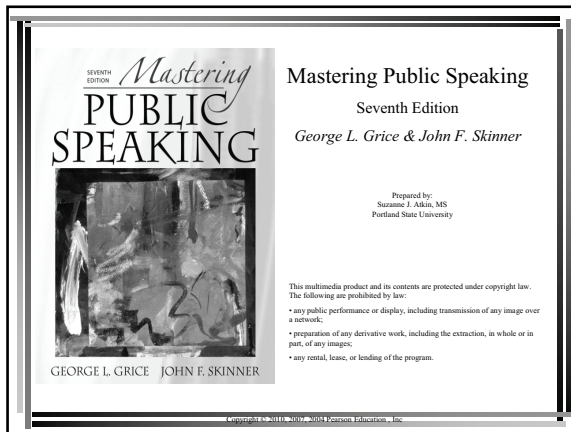
- 11.4-1. **One function of outlining is to test the scope of a speaker's content. List and briefly explain the remaining four functions of outlining.**
Difficulty: 3
Page Ref: 190-192

- 11.4-2. **Select any topic and outline in key word or phrase format a two- or three-point speech you could give on that subject. Indicate coordinate and subordinate points.**
Difficulty: 3
Page Ref: 191-192
- 11.4-3. **Explain the meaning of the principle of parallelism in outlining. Give an example of parallel construction.**
Difficulty: 3
Page Ref: 194
- 11.4-4. **Explain the principle of singularity in outlining and show an example of its use.**
Difficulty: 3
Page Ref: 192
- 11.4-5. **Explain the principle of adequacy in outlining and show an example of its use.**
Difficulty: 3
Page Ref: 193
- 11.4-6. **Explain the principle of uniformity in outlining and show an example of its use.**
Difficulty: 3
Page Ref: 194
- 11.4-7. **Identify three major points you could use for a speech on a topic of your choice. Word these points so that their grammatical construction is not parallel. Then reword them so that they are parallel.**
Difficulty: 3
Page Ref: 194
- 11.4-8. **Briefly explain the differences between a working outline, a formal outline, and a speaking outline. What are the purposes of each type?**
Difficulty: 3
Page Ref: 195-197
- 11.4-9. **Select a speech topic and demonstrate how visual brainstorming can help you determine possible key ideas for that speech.**
Difficulty: 3
Page Ref: 196
- 11.4-10. **Discuss the form and substance of a formal outline of a speech.**
Difficulty: 3
Page Ref: 197

Fill-in-the-Blank

- 11.5-1. **A speaking outline is brief and is for the speaker's use alone. It contains citations and _____ prompts.**
Difficulty: 1
Page Ref: 200
Answer: delivery

- 11.5-2. _____ ideas have equal value in a speech.
Difficulty: 1
Page Ref: 190
Answer: Coordinating
- 11.5-3. A/An _____ outline is a complete sentence outline written with enough detail so that a person other than the speaker can understand it.
Difficulty: 1
Page Ref: 197
Answer: formal
- 11.5-4. _____ ideas support more general or more important points in a speech.
Difficulty: 1
Page Ref: 191
Answer: Subordinate
- 11.5-5. A/An _____ outline is an outline in which all numbers and letters introduce complete sentences.
Difficulty: 1
Page Ref: 192
Answer: complete sentence
- 11.5-6. Outlines in which all numbers and letters introduce words or groups of words are known as _____ or _____ outlines.
Difficulty: 1
Page Ref: 192
Answer: key word/phrase
- 11.5-7. An informal, initial outline recording a speaker's process of narrowing, focusing, and balancing a topic is considered a/an _____ outline.
Difficulty: 1
Page Ref: 195
Answer: working
- 11.5-8. A formal outline should include a complete _____ .
Difficulty: 1
Page Ref: 199
Answer: a. bibliography
- 11.5-9. When you quote others, you must be _____ .
Difficulty: 1
Page Ref: 200
Answer: exact
- 11.5-10. Introductions should end with a clear _____ .
Difficulty: 1
Page Ref: 198
Answer: preview



Chapter 11 Outlining Your Speech

- ### Functions of Outlining
- Tests *scope* of content
 - Tests *logical relations* of parts
 - Tests *relevance* of supporting ideas
 - Checks *balance* of speech
 - Serves as *notes* during delivery

Coordinate Ideas

Ideas that have equal value in a speech.

Subordinate Ideas

Ideas that support more general or more important points in a speech.

- ### Principles of Outlining
- Singularity
 - Consistency
 - Adequacy
 - Uniformity
 - Parallelism

Complete Sentence Outline

An outline in which all numbers and letters introduce complete sentences.

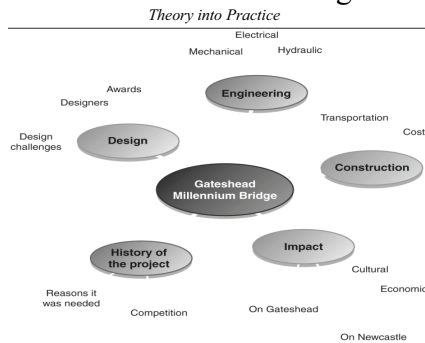
Key Word or Phrase Outline

An outline in which all numbers and letters introduce words or groups of words.

Stages of Outlining

- Working Outline
- Formal Outline
- Speaking Outline

Visual Brainstorming



Working Outline

An informal, initial outline recording a speaker's process of narrowing, focusing, and balancing a topic.

Formal Outline

A complete sentence outline written in sufficient detail that a person other than the speaker could understand it.

Speaking Outline

A brief outline for the speaker's use alone and containing source citations and delivery prompts.

Copyright © 2010, 2007, 2004 Pearson Education, Inc.

What's The Take Home Message?

- Outlining is a visual test of organization
- Outlining serves five main purposes
- Outlines can be complete sentence or key word/phrase
- Outlining follows traditional principles/rules
- Outlining is a process

Copyright © 2010, 2007, 2004 Pearson Education, Inc.

