ORAL COMMUNICATION · STUDY GUIDE

Exam 3 Study Guide

This guide covers chapters 5 and 6. First you will learn to analyze an audience without guessing: three lenses, honest ways to gather data, sizing your claim to the room, and adjusting live. Then you will make the three decisions that come before any outline: the topic, the purpose and the one sentence that runs the speech. Read the "what to know" paragraphs, copy the tables by hand, try each worked case with the steps covered, and finish each chapter with its ten self-test items. The cram sheet at the end puts every rule in one place.

WHAT THIS GUIDE COVERS

- Chapter 5 · speaker-centered versus audience-centered, egocentrism, the two-room test, demographic, psychographic and situational lenses, values, beliefs and attitudes, inference versus stereotype, the contact interview, survey items, disposition, latitudes and the boomerang effect, the curse of knowledge, identification, live cues, four adjustments and post-speech analysis.
- Chapter 6 · the topic inventory, clustering and laddering, the three-question filter, four general purposes and their success tests, the specific purpose formula and its six rules, outcome verbs, the scope ladder, time math, depth over coverage, thesis and preview, claims of fact, value and policy, the denial test and the five-check alignment audit.

CHAPTER 5

Audience Analysis

Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **The Three-Lens Scope** and **Calibrate the Ask**.

What to know

A **speaker-centered** talk is built around what the speaker knows or worked hard to find; it sounds like a report of the preparation. An **audience-centered** talk is built around what this group needs to do, decide or understand when they leave: "so what, for you, by Monday?" Identical facts can

land completely differently. The usual cause of burying the useful part is **egocentrism**, the ordinary difficulty of modeling a mind that lacks what yours contains, not arrogance.

Listeners run a silent triage: Do I already know this? Does it apply to me? Is it worth the effort? A no on any question and they start doing something else with the same ears. That is why analysis matters as much for informing as for persuading: an explanation at the wrong altitude fails quietly. **Adaptation** changes the route (examples, vocabulary, order, emphasis, size of the request); **pandering** changes the destination. The **two-room test**: if both audiences were in the room at once, would you be embarrassed by what you told the other one? Analysis happens in three passes: before, during and after.

Three lenses. **Demographic analysis** catalogs observable facts: age range, education, occupation and training, cultural and linguistic background, group membership and role. Its job is to generate questions, not conclusions; occupation is usually the highest-yield fact for working adults. **Psychographic analysis** reaches values (enduring, hardest to change), beliefs (what is held as true) and attitudes (specific, most movable). An attitude you are fighting often rests on a belief that sits on a value you share, so attack the belief with evidence and share the value. **Situational analysis** covers the occasion: size, time, slot length, order, room, and whether attendance is voluntary or **captive**.

An **inference** is tentative, has a stated basis, can be checked, and leads to an adaptation. A **stereotype** fixes traits on individuals because of a category and is treated as settled. Keep to inferences: state the evidence, hedge honestly (some, many, roughly half), and build the adaptation so it helps the listener who does not fit the pattern.

Gather data without guessing. Interview your **contact**, the person who invited you; ask who must attend, what failed last time, what the group already believes, what they want people to walk out with, and "is there anything I should not step on?" Surveys use three item types: **fixed-alternative** (fast to tally), **scale** (measures intensity) and **open-ended** (richest in surprises). Avoid **leading** items, which produce confident bad data, and **double-barreled** items, which ask two things at once. Ask about behavior and belief, not preferences. Observe the room early, read what the group reads, and be honest that a voluntary sample of eleven out of thirty skews toward the interested.

Turn analysis into choices. Sort the room by **disposition**: favorable, neutral or apathetic, uninformed, opposed but open, committed against. Social judgment theory (Sherif and colleagues) describes a **latitude of acceptance**, of noncommitment and of rejection around a listener's position; a claim in the rejection zone can cause a **boomerang effect**. The theory has critics, but the advice holds: with a resistant room, ask for one notch, not conversion. Beat the **curse of knowledge** by defining a term the first time, in words the listener owns, and then keeping it; cut buzzwords that carry no information.

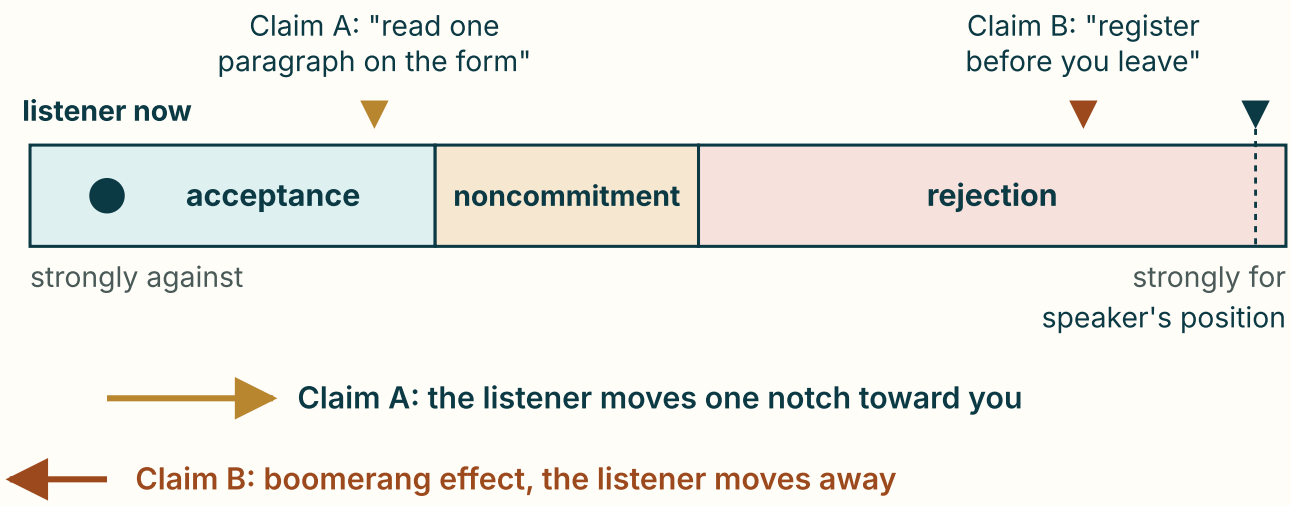
Kenneth Burke's **identification** means the audience recognizes overlap in interests, experiences or values. Build it with specifics, not declarations: "I have stood at that med cart at 3 a.m." beats "I know how hard your job is." Watch for **ethnocentrism**, treating your group's norms as the neutral default in examples and idioms.

Live cues are ambiguous data, so read patterns across the room, not one face. Have four rehearsed adjustments ready: **compress** (skip to the payoff), **concretize** (swap an abstraction for a case), **check** (one question), and **reframe** (restate the relevance). Pre-mark a cuttable section and a reserve example. For a captive room, acknowledge it once and lead with utility. For a hostile question: **restate, concede, answer, stop**. In mixed rooms, signpost the level and layer the example. Afterward, write a short **post-speech analysis**: what they asked, what they repeated back, where the room went quiet or restless, what you would cut. Applause is weak evidence; questions and sign-ups are strong.

LOCK THESE IN

- Audience-centered: same facts, selected and ordered for what this room must do next.
- Adaptation changes the route; pandering changes the destination. Run the two-room test.
- Three lenses: demographic (who), psychographic (values, beliefs, attitudes), situational (this occasion).
- Demographics are questions to verify. Inferences have a basis and a hedge; stereotypes do not.
- Survey items: fixed-alternative, scale, open-ended. Never leading, never double-barreled.
- Size the claim to the disposition; with resistant rooms ask for one notch to avoid a boomerang.
- Define jargon once and keep it; cut buzzwords. Build common ground with specifics.
- Live moves: compress, concretize, check, reframe. Hostile question: restate, concede, answer, stop.

One notch, or a boomerang social judgment theory (Sherif)



Ask for the movement the room can give. A claim inside the latitude of acceptance can move a resistant listener one notch. A claim in the latitude of rejection can push them further away than where they started.

Key terms and comparisons

Term	What it means	Use it for
Egocentrism	Difficulty modeling a mind that lacks what yours holds	Explaining why useful parts get buried
Values	Enduring judgments of what is worth pursuing	Share them; do not attack them
Beliefs	What a listener holds as true	The usual target for evidence
Attitudes	Specific favorable or unfavorable orientations	The most movable layer
Captive audience	Required to attend	Acknowledge once; lead with utility
Inference / stereotype	Hedged, testable / fixed, by category	Keeping analysis honest
Leading question	Wording encodes the answer	Strip loaded words; offer honest options
Double-barreled item	Two questions, one answer	Split into two items
Curse of knowledge	Experts forget what not knowing was like	Define, then keep the term
Identification	Burke: recognized shared interests or values	Common ground from specifics

The three lenses

Lens	Looks for	Question it forces	Usually changes
Demographic	Age, training, occupation, language, role	What vocabulary can I assume?	Words, detail, examples
Psychographic	Values, beliefs, attitudes toward the topic	What belief is in my way?	Claim size; first objection answered
Situational	Size, time, length, order, room, captive or voluntary	Why are they here at this hour?	Length, interactivity, opening, aids

Disposition and a realistic goal

Disposition	They are thinking	Goal for one speech
Favorable	"I agree. What do you want?"	Turn agreement into a specific act
Neutral or apathetic	"Not my problem today."	Make it relevant; lower the cost
Uninformed	"I don't know enough."	Correct misinformation; invite a first step
Opposed but open	"You haven't heard my reason."	Name their objection; move one notch
Committed against	"You are the opposition."	Share values; correct one factual point

Worked cases

WORKED CASE 1 · SORT FACTS INTO THE THREE LENSES

You will speak on a new campus parking app to a required staff meeting. Your contact tells you: most attendees are groundskeepers and food-service workers; many believe the last app "never worked"; the meeting is 6:30 a.m., right after the night shift. Sort and adapt.

STEP 1 · DEMOGRAPHIC

Occupation: groundskeepers and food-service workers. Question it raises: what vocabulary and what examples fit their day?

STEP 2 · PSYCHOGRAPHIC

Belief: the last app never worked. That belief, not the topic, is the obstacle. The value underneath, not wasting time, is one you share.

STEP 3 · SITUATIONAL

Captive audience at 6:30 a.m. after a night shift. Short, practical, and say early what they get out of it.

STEP 4 · ADAPT

Open with: "I know this is required and you just finished a shift. One thing here saves you the walk from Lot C. Here it is first." Then show what changed from the old app.

WORKED CASE 2 · REPAIR A STEREOTYPE INTO AN INFERENCE

A speaker's notes read: "Older volunteers hate technology, so I'll skip the online sign-up." Repair it.

STEP 1 · TEST THE SENTENCE

It attributes a trait by category, cannot be checked, and makes the speech worse for everyone. That is a stereotype.

STEP 2 · FIND A REAL BASIS

The contact says about half the volunteers registered on paper last year.

STEP 3 · WRITE THE INFERENCE

"Since roughly half signed up on paper last year, some may not have used the online form, so I'll show both and walk through the online steps once."

STEP 4 · CHECK WHO IT HELPS

Showing both methods helps the volunteer who loves the app and the one who has never seen it.

WORKED CASE 3 · FIX THREE SURVEY ITEMS

Draft items: (a) "Do you agree our outdated tutoring hours should finally be extended?" (b) "Is the tutoring center helpful and easy to find?" (c) "Any thoughts?" Rewrite each.

STEP 1 · LEADING ITEM

(a) Remove the loaded words: "What is your view of extending tutoring hours? Support / Oppose / Not enough information."

STEP 2 · DOUBLE-BARRELED ITEM

(b) Split it: "How helpful was your last tutoring visit? 1 to 5" and "How easy was the center to find? 1 to 5."

STEP 3 · VAGUE OPEN ITEM

(c) Aim it at the gap: "What is the one thing about using tutoring that still does not make sense to you?"

STEP 4 · ASK ABOUT BEHAVIOR

Add a fixed-alternative item about what happened: "In the past month, how many times did you visit? 0 / 1 / 2 or more."

WORKED CASE 4 · CALIBRATE A CLAIM TO A RESISTANT ROOM

You favor a campus-wide ban on single-use water bottles. Your survey shows the room is opposed but open: most say refill stations are too far apart. You have six minutes.

STEP 1 · NAME THE DISPOSITION

Opposed but open. The realistic goal is to name their objection accurately and move them one notch.

STEP 2 · AVOID THE BOOMERANG

"Support the ban today" lands in their latitude of rejection and may push them further away.

STEP 3 · SIZE THE ASK

"I'm not asking you to back a ban today. I'm asking you to vote for four new refill stations, which answers the objection most of you raised."

STEP 4 · CHECK FOR PANDERING

Run the two-room test: your claim about bottle waste stays the same for supporters and skeptics. Only the size of the request changed.

TRAPS PEOPLE FALL INTO

- **Analyzing only for persuasion.** Unwanted information is ignored as reliably as unwanted arguments.
- **Confusing adaptation with pandering.** Change the examples and the size of the ask, never the facts.
- **Turning a demographic fact into a conclusion.** It is a question to verify.
- **Mixing up values, beliefs and attitudes.** Values are the most stable; attitudes the most movable; beliefs are where evidence works.
- **Trusting a leading survey.** It produces confident bad data, which is worse than none.
- **Asking a resistant room for full conversion.** Overshooting into the latitude of rejection can backfire.
- **Deleting all jargon.** Define it and keep it; only cut words that carry no information.
- **Reading one face.** Read patterns across the room and over time.
- **Counting applause as data.** Questions and sign-ups are stronger evidence than compliments.

Chapter 5 self-test · ten items

1. Which opening is audience-centered?

A. "First, a little history of how this protocol came to be written."
B. "By your first rotation you'll have ninety seconds to decide. Here's how."
C. "Today I'll talk about sepsis, a topic I find truly fascinating."
D. "I found seventeen studies on this, so let me walk you through them."

B. "By your first rotation you'll have ninety seconds to decide. Here's how." It moves the subject of the sentence from the speaker's interest to the listener's upcoming task.

2. What does the two-room test check?

A. Whether you changed facts, not just wording, for each room
B. Whether the slides work in two different rooms
C. Whether the room is large enough to hold two separate audiences
D. Whether two audiences would enjoy the same jokes

A. Whether you changed facts, not just wording, for each room Different words for different rooms are fine. Different facts are pandering.

3. "Most attendees think the policy was written without their input" belongs to which lens?

A. Chronemic
B. Psychographic
C. Demographic
D. Situational

B. Psychographic A belief held by the group is psychographic. Occupation would be demographic; the time slot situational.

4. A listener says: "In-services never teach me anything, and I'd rather be with patients." What is the value?

A. Wanting a shorter workday
B. That in-services teach nothing
C. Caring for patients well
D. Disliking mandatory sessions

C. Caring for patients well The dislike is the attitude and "they teach nothing" is the belief. The shared value is patient care, so attack the belief and share the value.

5. Which statement is an inference rather than a stereotype?

A. "Older staff always resist change, so I will keep it very simple."
B. "Nurses never read handouts, so I won't bring any at all."
C. "Since most trained before 2015, some may know the old criteria."
D. "Young people only learn from short videos these days."

C. "Since most trained before 2015, some may know the old criteria." It names its basis, hedges, and leads to an adaptation that helps everyone.

6. "Was the training useful and well scheduled?" is flawed because it is:

A. Too short to tally
B. Open-ended
C. A scale item
D. Double-barreled

D. Double-barreled One answer to two questions cannot be interpreted. Split it into two items.

7. You must speak to a room committed against your position for eight minutes. A realistic goal is:

A. Establish shared values and correct one factual point
B. Convert most of the room to your full position by the end
C. Get everyone to sign a pledge before they leave
D. Avoid any claim at all so nobody is upset

A. Establish shared values and correct one factual point Overshooting into the latitude of rejection risks a boomerang effect. Ask for what the room can give.

8. What is the professional way to handle a term like "NPO" with a lay audience?

A. Spell the letters out slowly for the room
B. Delete the term completely from the talk
C. Use the term and assume people will look it up
D. Explain it in plain words, then keep the term

D. Explain it in plain words, then keep the term The curse of knowledge is beaten by defining once and keeping the term, which listeners will meet again.

9. Several pairs of listeners start whispering mid-speech. What is the best move?

A. Ask, "I heard that. What did I skip?"
B. Stop and ask them to please stay quiet
C. Ignore it since cues are always ambiguous
D. Speed up so you can finish on schedule

A. Ask, "I heard that. What did I skip?" The cue could mean confusion or recognition. A check turns ambiguous feedback into real data.

10. What is the right order for answering a hostile question?

A. Concede everything, apologize, then move on
B. Answer, restate, concede, then ask for a vote
C. Restate it, answer it, then argue a bit longer
D. Restate, concede the true part, answer, stop

D. Restate, concede the true part, answer, stop Restating shows you heard; conceding the true part buys credibility; stopping prevents an argument.

CHAPTER 6

Topic, Purpose and Thesis

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **Build a Specific Purpose Statement** and **The Scope Ladder and the Clock**.

What to know

Build a **topic inventory** instead of searching "speech topics." Three columns: roles and routines, arguments you have had, and things you have had to explain. The third column is gold, because explaining is already a rehearsal for informative speaking. Then brainstorm without judging: aim for at least twelve candidates. **Clustering** branches out from a center word; speech-sized ideas live on the second or third ring. **Laddering** asks "so what?" until the idea touches the actual audience. A common topic handled with real specificity beats an exotic one handled thinly.

Filter candidates with three questions, in order: **investment** (still interested at hour four?), **audience need** (a one-sentence reason this room should listen?) and **supportability** (credible evidence in the time you have?). A 1 or 2 in any column disqualifies a topic no matter the total. Then run the constraint check: assignment type, time limit, setting, and ethics, including no identifiable patient or client details. Passion solves delivery, not relevance.

The **general purpose** is the broad aim: to inform, to persuade, to entertain or to commemorate. Some texts list three or merge the last two into special occasion. Choose it for its **success test**:

informed listeners can explain your main idea to someone else; persuaded listeners can state your position and one reason to hold it; entertained listeners laughed and can name the through-line; commemorative audiences leave with one image or phrase. Informing and persuading sit on a continuum; fix the general purpose first so it governs verbs, evidence and the conclusion.

The **specific purpose statement** is one sentence, written for you: **To + general-purpose verb + my audience + precise outcome**. Six rules: one infinitive; name the actual audience; one idea; a statement, never a question; plain language; achievable in the time. Most weak statements fail on one word: understand, know, appreciate and be aware of describe invisible states. Use **outcome verbs** you could observe: describe, compare, identify, sequence, explain, demonstrate; adopt, switch, register, vote, donate, schedule. Keep it in front of you as a gate.

Narrow down a **scope ladder**, one rung at a time: subject (a library), area (a course), topic (a chapter), angle (an article), speech-sized claim. Then do the **time math**: most speakers run roughly 120 to 160 words per minute, so plan at about 130; five minutes is about 650 words. Introduction and conclusion together take 20 to 25 percent, leaving about 225 seconds of body: about 110 seconds each for two points or 75 each for three. Seventy-five seconds holds one claim, one piece of evidence with its source, what it means, and a transition. Depth beats coverage. When a speech runs long, cut a whole main point, not the evidence.

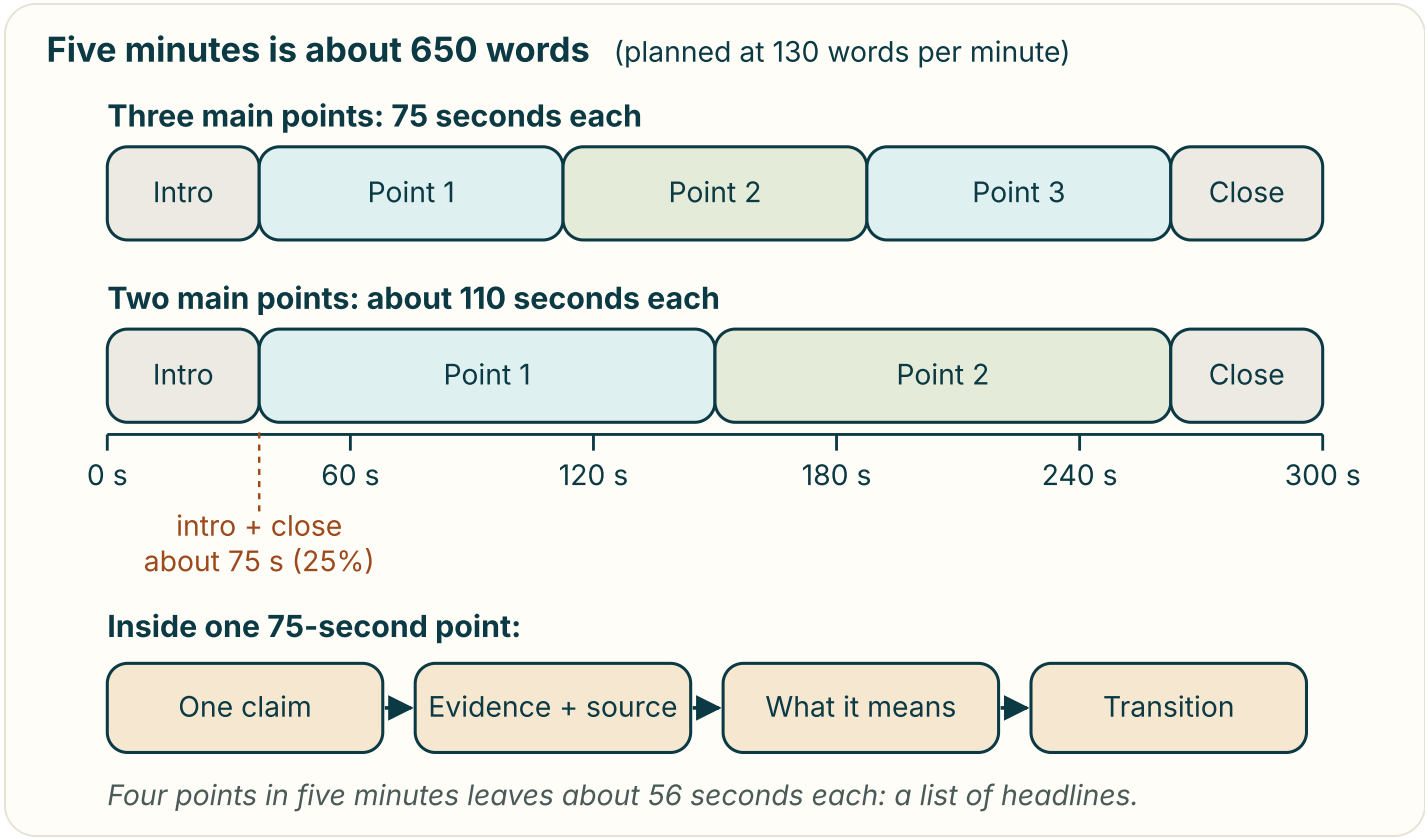
The **thesis statement** (central idea) is one declarative sentence stating the single main idea in the words the audience will hear. It is not the topic, title or specific purpose: the purpose is the plan; the thesis is the promise. Tests: a statement, not a question; one sentence; it asserts. Informative theses avoid advocacy but still assert a structure and significance: "Three forces set the price on a hospital bill, and none of them is what the treatment cost." Write it for the ear and say it aloud.

A persuasive thesis must be deniable. A **claim of fact** says something is or is not true; its burden is evidence. A **claim of value** judges good or bad, just or unjust; its burden is a stated standard. A **claim of policy** says something should be done; its burden is problem, plan, workability and net benefit. The **denial test**: write the sentence a smart opponent would say back; if none exists, you have a topic in a costume. A **preview statement** follows the thesis and forecasts the main points in order; writing it proves the thesis holds one idea.

Run the **five-check alignment audit** with topic, general purpose, specific purpose and thesis on one page: purpose match, scale match, audience match, evidence match and preview match. When research supports a slightly different claim, revise the thesis; stretching sources to fit is dishonest. Know the failure patterns: **topic creep** (you cannot state the thesis without "also"), **thesis drift** (the speech becomes about the most interesting thing you found), purpose-audience mismatch, two speeches in one, and the buried thesis. Aim for a **residual message**: the sentence a listener still has a week later.

LOCK THESE IN

- Topics come from what you do, argue about and explain; brainstorm at least twelve before judging.
- Filter: investment, audience need, supportability. Any 1 or 2 disqualifies.
- Four general purposes, each with a success test you could observe.
- Specific purpose: To + verb + my audience + outcome. One infinitive, observable verb.
- Five minutes at about 130 wpm is about 650 words: room for two or three developed points.
- Purpose is the plan; thesis is the promise. Informative theses still assert.
- Fact needs evidence; value needs a stated standard; policy needs problem, plan, workability, net benefit.
- Audit five matches: purpose, scale, audience, evidence, preview. Revise the thesis, never stretch sources.



Do the arithmetic before you draft. Drawn to scale at 2 pixels per second. After the introduction and conclusion, a five-minute speech has about 225 seconds of body, which is room for two or three developed points and no more.

Key terms and comparisons

Term	What it means	Use it for
Topic inventory	Roles and routines; arguments; things you have explained	Topics nobody else has
Clustering / laddering	Branch from a center word / ask "so what?"	Finding a speech-sized idea with an audience
Supportability	Credible evidence is findable in the time you have	Filtering out wishes
Specific purpose	To + verb + my audience + outcome; for the speaker	Gatekeeping every fact and slide
Outcome verb	Observable: describe, compare, register	Replacing understand and appreciate
Scope ladder	Subject, area, topic, angle, speech-sized claim	Narrowing one rung at a time
Thesis (central idea)	One declarative sentence the audience hears	The promise of the speech
Preview statement	Forecasts main points in order	Proving the thesis is one idea
Denial test	The sentence an opponent would say back	Checking a persuasive thesis is a position
Residual message	What a listener still has a week later	The target a thesis aims to become

General purposes and success tests

Purpose	Asks of the audience	Success test	Typical failure
To inform	Understand something new	They could explain your main idea to someone else	Coverage without a point
To persuade	Change or strengthen a belief, attitude or behavior	They can state your position and one reason	Informing on a hot topic and calling it persuasion
To entertain	Enjoy it and keep a light idea	They laughed and can name the through-line	Jokes with no spine
To commemorate	Share a value tied to a person or moment	One image or phrase about the honoree	A biography read aloud

Claim types and burdens

Type	Example	Burden
Fact	"Twelve-hour shifts increase medication errors in the final two hours."	Evidence: data, studies, expert testimony
Value	"Mandatory overtime in nursing is unethical."	A stated standard of judgment
Policy	"This campus should run the shuttle until 2 a.m."	Problem, plan, workability, net benefit

Worked cases

WORKED CASE 1 · FILTER THREE CANDIDATE TOPICS

A student, Nadia, scores three ideas (investment, audience need, supportability): "the history of chess" 3, 1, 5; "why campus Wi-Fi drops in the library" 4, 5, 3; "artificial intelligence" 4, 4, 2. Which survive?

STEP 1 · TOTAL THEM

9, 12 and 10. The totals do not decide.

STEP 2 · APPLY THE DISQUALIFIER

Any 1 or 2 in a single column disqualifies. Chess has a 1 for audience need. Artificial intelligence has a 2 for supportability in five minutes.

STEP 3 · KEEP THE SURVIVOR

Wi-Fi in the library: invested, a room full of people who study there, and evidence she can gather.

STEP 4 · RUN THE CONSTRAINT CHECK

It fits an informative assignment, fits five minutes once narrowed, and carries no private data.

WORKED CASE 2 · REPAIR A SPECIFIC PURPOSE STATEMENT

Draft: "To inform and persuade my audience about the importance of recycling." Repair it.

STEP 1 · COUNT THE INFINITIVES

Two general purposes: that is two speeches. Choose one: persuade.

STEP 2 · NAME THE AUDIENCE

"My audience" becomes "my classmates who live in the residence halls."

STEP 3 · REPLACE THE INVISIBLE OUTCOME

"The importance of" is vague. Use an observable outcome verb.

STEP 4 · ASSEMBLE

"To persuade my classmates in the residence halls to sort their recycling into the new three-bin system starting this week."

WORKED CASE 3 · DO THE TIME MATH

A student plans "the causes, effects, treatment and prevention of seasonal flu" for a five-minute informative speech. Check the plan at 130 words per minute with 25 percent for the introduction and conclusion.

STEP 1 · TOTAL WORDS

5 × 130 = **650 words**.

STEP 2 · BODY TIME

25 percent of 300 seconds is 75 seconds, leaving 300 − 75 = **225 seconds** of body.

STEP 3 · PER POINT

Four points: 225 ÷ 4 = about 56 seconds each, not enough to develop anything. Three points: 75 seconds each.

STEP 4 · NARROW INSTEAD

Climb down the ladder: "three habits that cut your chance of catching flu in a dorm," with 75 seconds of claim, evidence, meaning and transition per habit.

WORKED CASE 4 · CLASSIFY A THESIS AND RUN THE DENIAL TEST

Thesis drafts: (a) "Social media is a big issue." (b) "Judged by student sleep, late-night notifications are doing more harm than good." (c) "The library should stay open until 2 a.m. during finals."

STEP 1 · DENIAL TEST ON (A)

Nobody would say "social media is not an issue." No position yet: a topic in a costume.

STEP 2 · CLASSIFY (B)

A **claim of value** with its standard stated: student sleep. Its burden is defending that standard and showing the harm.

STEP 3 · CLASSIFY (C)

A **claim of policy**. Its burden: a problem exists, this plan addresses it, it is workable, and benefits outweigh costs.

STEP 4 · ADD A PREVIEW TO (C)

"We'll look at where students actually study at midnight, what a 2 a.m. closing would cost, and why it pays for itself in one finals week."

TRAPS PEOPLE FALL INTO

- **Scrolling topic lists.** They return topics that belong to nobody; use your inventory.
- **Letting the total decide.** A single 1 or 2 in investment, need or supportability disqualifies.
- **Writing "to inform and persuade."** One infinitive per speech.
- **Using understand, know or appreciate.** Nobody can observe them.
- **Stopping at rung three.** "How resistant organisms spread" is still a chapter.
- **Cutting evidence to save time.** Cut a whole main point instead.
- **Confusing purpose and thesis.** The purpose is for you; the thesis is spoken to them.
- **Making an informative thesis bland.** Avoid advocacy, not assertion.
- **Keeping a thesis your research no longer supports.** Revise the thesis; do not stretch the sources.

Chapter 6 self-test · ten items

1. Which inventory column most reliably produces strong informative topics?

A. Arguments you have had with relatives
B. Subjects that sound new to the class
C. Things you have had to explain to someone
D. Topics from a list of popular ideas

C. Things you have had to explain to someone You have already found words that worked on a real listener, which is a rehearsal for informing.

2. A topic scores 5 for investment, 5 for supportability and 1 for audience need. What should happen?

A. Keep it, since the total is high enough
B. Keep it if the speaker is passionate
C. Drop it, since any 1 or 2 disqualifies
D. Keep it and add more jokes for interest

C. Drop it, since any 1 or 2 disqualifies A topic the audience has no stake in becomes a well-researched talk to people checking their phones.

3. What is the success test for an informative speech?

A. Listeners could explain your main idea to someone else
B. Listeners laughed and can name the through-line
C. Listeners can state your position and one reason to hold it
D. Listeners leave with one phrase about the honoree

A. Listeners could explain your main idea to someone else Each general purpose has its own observable test. Stating a position and a reason is the persuasive test.

4. Which specific purpose statement follows all six rules?

A. To persuade my classmates to register as organ donors this term.
B. Should my classmates register as organ donors this term?
C. To inform and persuade my audience about organ donation and registries.
D. To help my audience understand organ donation better.

A. To persuade my classmates to register as organ donors this term. One infinitive, a named audience, one idea, a statement, and an observable outcome.

5. Why is "understand" a weak verb in a specific purpose?

A. It belongs only in persuasive speeches
B. It names an invisible state nobody can check
C. It is too formal for a speech assignment
D. It makes the statement far too short

B. It names an invisible state nobody can check Outcome verbs like describe, compare or register name something an audience member could actually do.

6. About how many words fit in a five-minute speech planned at 130 words per minute?

A. About 350
B. About 650
C. About 1,300
D. About 900

B. About 650 5 × 130 = 650. That is roughly two and a half double-spaced pages, which is the case for narrowing.

7. A draft runs ninety seconds long. What should go first?

A. The evidence and sources
B. Every example and story
C. The preview statement
D. A whole main point

D. A whole main point Cutting evidence keeps the outline and hollows out the argument. Cutting a point keeps depth in what remains.

8. "Mandatory overtime in nursing is unethical" is a claim of value. What is its burden?

A. Statistics showing it happened
B. A stated standard of judgment
C. A preview of three main points
D. A workable plan and its costs

B. A stated standard of judgment A listener cannot weigh "unethical" without knowing the criterion. Policy claims carry the plan burden.

9. Which thesis passes the denial test?

A. "Campus parking fees should drop for students who work night shifts."
B. "Campus parking is something many students think about."
C. "Parking on this campus is an important everyday issue for all of us."
D. "Today I am going to talk about campus parking fees."

A. "Campus parking fees should drop for students who work night shifts." A smart opponent could say the opposite, so it is a position. The others are topics or announcements.

10. A preview says: "I'll explain what sepsis is, then argue our screening should change." Which audit check fails first?

A. Residual match
B. Evidence match
C. Audience match
D. Purpose match

D. Purpose match It fuses an informative and a persuasive purpose: two speeches, which also breaks the scale check in a short slot.

ONE PAGE

Cram sheet

Everything from chapters 5 and 6 in one place. Cover the right column and see if you can rebuild each row.

Audience analysis rules

Topic	The rule
Audience-centered	Select, order and word around what this room must do next
Silent triage	Do I know this? Does it apply? Is it worth the effort?
Adaptation vs pandering	Change the route, never the destination; two-room test
Three passes	Before, during, after
Three lenses	Demographic, psychographic, situational
Values, beliefs, attitudes	Most stable, the evidence target, most movable
Inference	Basis + honest hedge + adaptation that helps everyone
Contact questions	Who must attend; what failed; what they believe; the one takeaway; what not to step on
Survey items	Fixed-alternative, scale, open-ended; no leading, no double-barreled
Dispositions	Favorable, neutral or apathetic, uninformed, opposed but open, committed against
Latitudes (Sherif)	Acceptance, noncommitment, rejection; overshoot risks a boomerang
Jargon	Define once in plain words, then keep the term; cut buzzwords
Identification (Burke)	Common ground from specifics, not declarations
Live moves	Compress, concretize, check, reframe
Hostile question	Restate, concede, answer, stop
Post-speech	What they asked; repeated back; where it went quiet; what to cut

Topic, purpose and thesis rules

Topic	The rule
Inventory	Roles and routines; arguments; things you explained
Filter	Investment, audience need, supportability; any 1 or 2 disqualifies
General purposes	Inform, persuade, entertain, commemorate
Specific purpose	To + verb + my audience + outcome
Six rules	One infinitive; named audience; one idea; statement; plain words; achievable
Scope ladder	Subject, area, topic, angle, speech-sized claim
Thesis tests	Statement, one sentence, asserts; said aloud for the ear
Claims	Fact: evidence. Value: standard. Policy: problem, plan, workability, net benefit
Audit	Purpose, scale, audience, evidence, preview
Failure patterns	Topic creep, thesis drift, mismatch, two speeches in one, buried thesis

Numbers

Item	Value	Note
Speaking rate	Roughly 120 to 160 wpm	Plan at about 130
Five minutes	About 650 words	About 2.5 double-spaced pages
Intro + conclusion	20 to 25 percent of the clock	Leaves about 225 s in five minutes
Per point	Two points about 110 s; three points 75 s	Four points about 56 s: headlines
Brainstorm	At least 12 candidates	Eight-minute timer, no judging

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