

Basic Informative Speech Outline Format

Name:

Topic:

Title:

Organizational Pattern:

General Purpose:

Specific Purpose:

Central Idea:

Introduction:

- I. Use an attention-getter: (Use one of the formal techniques discussed in the book and class such as question, compelling quotation, startling statistic, anecdote, etc.)
(Possible Citation here: Dwyer, 2006)
- II. Introduce topic and motivate audience to listen (relate importance of topic to your audience):
- III. Establish YOUR credibility (How AND Why you know about the topic):
- IV. Preview your main points (This is the same as your Central Idea—insert it here):

Body:

- I. Main Point One (Stated as ONE complete sentence—NOT as a paragraph!)
 - A. Subpoint A (Stated as ONE complete sentence explaining part of point I above.) (Possible Citation here: Dwyer, 2006)
 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint A above)
 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint A above)(Possible Internal Summary or Internal Preview)
 - B. Subpoint B (Stated as ONE complete sentence explaining another part of point I above.) (Possible Citation here: Dwyer, 2006)
 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint B above)
 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint B above)

TRANSITIONAL STATEMENT:

- II. Main Point Two (Stated as ONE complete sentence—NOT as a paragraph!)
 - A. Subpoint A (Stated as ONE complete sentence explaining part of point II above.)
 - 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint A above) (Possible Citation here: Dwyer, 2006)
 - 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint A above)
 - (Possible Internal Summary or Internal Preview)
 - B. Subpoint B (Stated as ONE complete sentence explaining another part of point II above.) (Possible Citation here: Dwyer, 2006)
 - 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint B above)
 - 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint B above)

TRANSITIONAL STATEMENT:

- III. Main Point Three (Stated as ONE complete sentence—NOT as a paragraph!)
 - A. Subpoint A (Stated as ONE complete sentence explaining part of point III above.)
 - 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint A above)
 - 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint A above) (Possible Citation here: Dwyer, 2006)
 - (Possible Internal Summary or Internal Preview)
 - B. Subpoint B (Stated as ONE complete sentence explaining another part of point III above.)
 - 1. Sub-subpoint One (stated as ONE complete sentence giving more detail about Subpoint B above)
 - 2. Sub-subpoint Two (stated as ONE complete sentence giving more detail about Subpoint B above)

Conclusion:

- I. Signal ending with a signpost: (“In Conclusion,” or some other acceptable form signaling end of speech)
- II. Summarize main points: (Be detailed and complete with this one sentence list)
- III. Restate the importance/relevance of topic to audience’s lives:

(Possible Internal Summary or Internal Preview)

- IV. Finish with a vivid, memorable ending: (Use one of the formal techniques discussed in book and in class such as quotation, startling statistic, anecdote, etc.) (Possible Citation here: Dwyer, 2006)

Bibliography:

Dwyer, K. (2002). Public Speaking Workbook, 7th Edition. Boston: McGraw-Hill Primis Custom.



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