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## How do you write a central idea statement

After reading this chapter, the student will be able to:Distinguishing between specific purpose, central idea and main points of speech; Distinction between speech for information, belief and inspiration or entertainment; Write a specific statement of intent; Write a thesis or a central conceptual statement; Write between acceptable and unacceptable specific purposes and central conceptual statements; the composition of appropriate specific and central conceptual statements for information, Persuasive, i inspirational/entertaining speech.4.1 – Introduction to your subject4.2 – Formulation of the statement of specific purpose4.3 – Formulating the statement of the central idea4.4 – Problems for the exuberant of specific statements of the central ideaSoda, we have examined in this book many practical and theorized aspects of public rumour, how to communicate method i as artm. In this chapter, we will get into the real flesh of the composition of your speech. Often, when we get to the point of sitting to make a speech, we think about topics. That's understandable, but before we go any further, let's try our minds to think, or even more, about purpose. There are some benefits to simultaneously examining the purpose and themes. This will focus your speech on a manageable amount of content and become more audience-focused. You will also be able to make strategic decisions about other aspects of speech, such as organization, evidence and visual aids. Speech has traditionally been considered to have one of three broad purposes: to inform, convince and, to be honest, different words are used for a third type of speech purpose: inspiration, fun, joy, joy or fun. We will only use it as inspiration as a general term here. These broad goals are commonly known as the general purpose of speech, as you generally try to inform, convince or entertain/inspire an audience, no matter what the topic is. You might think they are appealing to the audience's understanding (informative), will or act (convincingly), and emotion or pleasure. Your instructor will most likely give you an informative and convincing speech, and then maybe another one. The third may be speaking special occasions such as a tribute (memory), speech after dinner, toast or hymn speech. These four types of speeches fall into the category of inspiration or for fun. This book is a chapter and examples of all three species (Chapters 12, 13 and 15). It must be understood that those three purposes are not necessarily exclusively others. The speech, which is designed to be persuasive, can also be informative and entertaining, although none of these are the main purpose. As we saw in Chapter 1, tons of rhetoric are the traditional way explain the speech preparation process. This process is still a practical guide for today. The first canon, invention or inventive is discussed at least in part in this chapter. (In fact, Chapters 5, 7, 12 and 13 also address the invention.) Although in modern times we think of invention as creating new technology, invention basically means discovery of what to say. Scholars of anti-ancient rhetoric encouraged the use of questions to uncover arguments and speech content. They were called topoi and there were a few dozen; Modern scholars have re-described them as issues that can be used to develop reasons and materials. These can be useful in many ways, but here we will only present two basic questions that you need to consider to start your speech:What value, connection or interest does my purpose/theme have for the audience? What needs do they meet? and What would the audience think I am a speaker, a credible source for this purpose/topic? We suggest that these two questions will be in your mind as you develop your speech. They should be answered directly or indirectly in a speech. For example, if the audience is not familiar with your topic, you'd like to address the first one early in the speech. If your audience knows nothing about you, you should mention (in an appropriate way) your background on the topic. One author has a core concept in the basic classes of public speech: The most effective speeches are those that answer questions in the mind of the audience. It uses this to change pupils' focus from speech only to express their audience orientation. It also uses the abbreviation WIIFM. This isn't a new radio station, but an abbreviation for What's for me? The audience asks this question directly or indirectly during the speech. Keep the acronym WIIFM in mind as you start to think more and more about speeches from an audience perspective. Now that you know your general purpose (to inform, convince or entertain), you can start moving in the direction of a particular purpose. A specific statement of intent is based on your general purpose (for example, on a notice) and makes it more specific (as the name suggests). If your first speech is an informative speech, your general purpose will be to inform the audience of a very specific area of knowledge, such as the history of NASA's shuttle program. Figure 4.1 When you write a specific statement of intent, you will take three elements that help you determine your purpose. The diagram in Figure 4.1 shows these three elements. These three elements are you (your interests, your background, past jobs, experience, education, main), your audience (which you learned in Chapter 2) and context or settings (also addressed in Chapter 2). The old statement says, Write about what you know. In many ways, this is a great place to start by creating speech, although you will also need to consult other sources. If you start with ideas that reflect your interests, goals and passions, this passion and dedication will come across in your speech, give you more credibility in the eyes of the audience and make your speech more interesting. This would be a good place for you to do a census. Retail stores make regular supplies so they know what's really there in the stores. There's a lot more going on in the brain and background than you can ever get on fire. If you are asked the right types of calls, they can help you find ideas. Figure 4.2 is a list of prompts for this inventory. To create some ideas for your speeches, fill out the phrases and/or answer the questions in Figure 4.2 to see if it's possible to create any ideas from experiences or interests that you may not have met. Figure 4.2Thi inventory may seem long and intrusive, but digging a little deeper can help you find ideas and directions that are unique to you. You want to find this type of topic and not the same topics that others will gravitate to just because they saw a list on Google about informative speech topics. Also, creating a list based on these questions and prompts will excite you over your topic and talk about it to classmates. For example, organ donation is a very common speaking topic. There is nothing wrong with this subject, and this is an important issue. However, if you are asking yourself the right questions, you can prove something much more central to who you are and who might be more interested and/or related to the audience. Another approach that might help you is to define what you are passionate about two binary paths. First of all, you're obviously going to be passionate about the things you love, so you're talking about these. Are the Simpsons your favorite TV show? Then you can tell us about the people and the vision of the team behind this very popular and long-lasting TV show. Do you think big brothers big sisters are a vital organization in the way it helps children? Then convince us to check in there. On the other hand, you can also be passionate about things you don't love (that is, hate). Does it really make you feel bad if people don't use signals? Then convince us to always use them. You want to scream when you hear your cell phone go off at the movies? Then convince us that mobile phones in movies should be banned. Of course, what you love or hate can be as opposed to how your audience feels, so it's important that you have them in mind too, which brings us to the next contributing factor. When you look at what you know and you're passionate, you have to determine, and how the topic has practical value or interest in others. It may be a topic that the audience is not immediately interested in, but needs to know for its benefit. Then it becomes necessary to find this angle and approach that will help them see the benefit of the topic and listen to you. The more you know about your audience, the better you can achieve this goal. Good speakers are very intractable about their audience. Many aspects come into the context of speech, but as mentioned in Chapter 2, the main time, place and reasons for the event and the audience that is there. Your classroom speeches have a fairly specific context: time constraints, classroom, allocation specifications. Other speeches that you'll need to think more deeply about in college (or in your career and personal life) need to rethink the context, just as the audience would. If you have these three spots in mind, you can start writing a specific dedicated statement that will be the foundation for everything you say in your speech, and a guide to what you don't say. This formula will help you to draw up a specific statement of intent: Specific communication phrases (in an infinitive term) (for To make it clear, to demonstrate, to describe, to be definite, to believe that I am arguing that I am arguing)The target audience (my second class, members of the Club for Sociologicals, my colleagues)It's important to get a little bit of content (how to bake cakes, that Macs is more than a computer)It's important that the work is specific. The first two parts make sure you are clear about your intention and specifically know who will hear your message. However, we will focus on the last part here. The substantive part of the declaration of specific purposes must first be singular and focused, and the content must be consistent with the purpose. A word and really should not appear in a statement of specific purpose, as it would seem that you have two purposes and two themes. Obviously, the content of a specific statement of intent must be very narrowly defined and, well, specific. One mistake to start speakers often makes is to try to cover too much material. They talk about the whole alphabet, A-Z on the topic, rather than about T or L. It stems from an emphasis on the topic more than purpose, and doesn't keep the audience and context in mind. In other words, go deep (specifically), not broadly. The examples in this chapter will show what this means. Secondly, the content must correspond to the focus of the dedicated word. A common error is to match an informative intent with a convincing content clause or phrase. For example, to explain to my classmates why life insurance is a better option than entire life insurance policies. To inform my classmates of how the Supreme Court's recent decision on police procedures during arrests is unconstitutional. Sometimes it is necessary to another page to see where your content and purpose may not match. Thirdly, a specific statement of intent should be important to the audience. How do the purpose and its theme touch their lives, wallets, relationships, careers, etc.? It's also good to have in mind what you want the audience to go with or what you want them to know that they can do, think, act or respond to your topic – your end result or result. If we had re-examined the previous case, it would have been to explain to NASA's classmates the history of far too much material and the audience may be unsure of its significance. More specific than informing classmates about the decline of the shuttle program would be more manageable and closer to their experiences. I would also refer to two known historical tragedies involving the Shuttle program, the Challenger disaster in 1986 and the Columbia explosion in 2003. Here are several examples of statements of specific purposes. See how they meet the standards of a uniform, focused, relevant and consistent. To inform my classmates of the origins of the hospice. To describe my colleagues retirement steps. Define as a group of new graduates the term academic freedom. To explain to the Lions club members the difficulties of veterans Afghanistan.To of the Iraq war and to persuade members of Greek society to take a spring break trip Beach. To to Daytona and encourage their classmates to join the college's study program abroad. To convince the classroom audience that it takes at least seven hours of sleep a night to learn well. Now that you understand the basic design and function of a specific purpose, let's find the original diagram in Figure 4.1. The same theme for a different audience will create a slightly different statement of a particular purpose. Public speaking is not a one-size-fits-all proposition. Take the subject of participation in a study programme abroad. How would you change the approach if you addressed the first semester of the first semester instead of the first semester? Or if you talked to high school students in one of the high schools? Or if you were asked to share your experiences with a local civic group that gave you a partial scholarship to participate in the programme? You would have slightly different statements of intent, even though your experience and basic information are the same. For example, let's say that one of your family members benefited from being at a special Olympics and volunteering for two years at a local event. We could pay tribute (commemorative speech) on the work of the Special Olympic Games (with the aim of inspiration), an informative speech on the scope or history of the Special Olympic Games or a convincing speech why audience members should volunteer at next year's event. The Special Olympics is the key word in any particular purpose, but otherwise the statement would be different. Despite all the information you've read so far, you'll find it odd: Never start your speech by giving your audience your specific purpose. In a sense, it's just for you and the instructor. For you, it's like a message that you can put on a mirror or fridge to keep you on the go. For an instructor, it's a way for him or she to know that you've completed both the task and what you've asked you to do. Avoid the temptation by default to tell it at the beginning of your speech. It's going to be awkward and repetitive. While you will not actually make your specific statement of intent during your speech, you will need to clearly indicate what your focus and main points will be (preferably after using the introductory method, such as those described in Chapter 8). A statement that reveals your main point is widely known as a central idea statement (or just a central idea). Now we have to say something about terminology. Your instructor may appoint a central conceptual statement thesis or thesis statement. Your English composition instructor probably uses this term in his essay writing. Another instructor may call it the main idea statement. All of this is basically a sonony and you should not allow your expressions to confuse you, but use the term used by your instructor. Is the central idea in the essay the same as thesis? Yes, in that they have no doubt let the audience know your subject, purpose, direction, angle and/or position. No, because the rules for writing a thesis or a central conceptual statement in speech are not as strict as in an essay. In speech, for example, it is acceptable to state a subject and purpose, although this is not usually the most artistic or effective way of doing so. You can say in this speech, I will try to motivate you to join me next month as a volunteer at the regional special Olympics. A preview statement would follow about what the arguments of the speech or the reasons for participation will be, for example: You will see that it will benefit the community, the participants, and you individually. However, another approach is capsule of purpose, theme, approach and preview in one concise statement. Your participation in next month's regional special Olympics will be a reward experience that will benefit the community, the participants and you personally. This latest version is really a better approach and most likely one that your instructor will prefer. So, you don't just want to repeat your specific purpose in the central conceptual statement, but you to provide complete information. Unlike the formal thesis of your English essays, the central idea in speech can use personal language (me, me, you, yours, etc.) and should be attention-oriented and audience-oriented. And what's important, like the formal thesis of a sentence, must be a perfect, grammatical sentence. The essence of your central statement of ideas in terms of audiences is to reveal and explain the ideas or citations that you will consider in your speech, more commonly known as your main points, to fulfil your specific purpose. However, when you process your ideas and approach, you can still work on them. Sometimes these main points won't be immediately clear to you. As much as we want these writing processes to be simple, sometimes we find that we need to change the original approach. That's why preparing a speech the night before you give it is a really, really bad idea. You need a lot of time to prepare and then practice. Sometimes you will hear a writing process called iterative. That word means, among other things, that a speech or document is not always written in the same order that the audience finally experiences it. You may have noticed that we have not yet said anything about the introduction of your speech. Although this is the first thing the audience hears, it may be one of the last parts you actually suck. It's best to treat your speech flexibly when you're working on it, and that you're ready to edit and audit. If your instructor requires you to turn on the outline before speaking, you need to be clear how much you can revise after that. Otherwise, it helps to know that you can continue to edit your speech until you deliver it, especially when you're practicing. Here are some examples of pairs of statements about specific intentions and central statements of ideas. Specific purpose: to explain to classmates the effects of losing a pet on the elderly. Central idea: When older people lose their animal companions, they can experience serious psychological, emotional and physical effects. Specific purpose: to show my audience the correct method for cleaning the computer keyboard. Central idea: Your computer's keyboard needs regular cleaning to work well, and you can do this in four easy steps. Specific purpose: to convince my class of political science that workers' unions are no longer a vital political force in the central idea of the United States: Although for decades in the twentieth century, trade unions have influenced local and national elections, I will point out in this speech how their influence has diminished over the last 30 years. Specific purpose: to motivate the audience to oppose the policy of welfare recipients for drug testing. Central idea: Many voices urge welfare recipients to go through mandatory, regular drug testing, but this is unfair, unjust and expensive, and fair Americans should actively oppose it. Specific purpose: to explain to fellow members of the Civil Club why I admire Representative John Lewis.Central Idea: John Lewis has my admiration for his sacrifices during the civil rights movement and his service to Georgia as leader and the US. Representative.Specific Purpose: This is a way makeup is done for the TV show The Walking Dead.Central Idea: The wildly popular zombie show The Walking Dead achieves incredibly scary and verevable makeup effects And in the next few minutes I'll tell you who's doing it, what they use and how they do it. You notice that in all the above cases, neither the specific purpose nor the central idea ever goes beyond one sentence. You can divide your central idea and preview the main points into two sentences or three sentences, depending on what your instructor directs. If your central idea consists of more than three sentences, then you probably include too much information and take the time it takes for the body of speech. In addition, you will have a speech that tries to do too much and it goes overtime. The first problem that many students have in writing has already been mentioned: specific dedicated statements sometimes try to cover far too much and are too broad. For example, explain to my classmates the history of ballet. In addition to the need for this topic to be difficult for everyone in your audience to relate, it is enough for a three-hour lecture, maybe even an entire course. You will probably find that your first attempt at a specific statement of intent will require refining. These cases are much more specific and much more manageable given the limited time you will have. To explain to my classmates, how ballet was performed and studied in U.S.To, explained the difference between Russian and French ballet. To explain to her classmates how ballet originates as an art form in Renaissance.To explain to her classmates the origins of ballet dancers' clothes. The second problem with specific dedicated statements is the opposite of being too broad, since statements of certain specific purposes are so focused that they could only suit people who are already extremely interested in the topic or experts in the field:Inform the classmates about the life cycle of a new type of lime (botanists, agricultural experts). To inform my classmates about the yellow 5 ingredient in Mountain Dew (chemist, nutritionist). Convince your classmates that JIF Peanut Butter is better than Peter Pane. (professional chefs in large institutions) The third problem occurs when the communication verb does not match the content in a particular purpose; for example, compelling content is combined with inform or clarify. If you resort The word for in thesis is probably convincing. To inform the audience why the death penalty is unconstitutional. (It can not be informative because it is on the page) To convince the audience of three types of individual retirement accounts. (It doesn't check the audience for anything, just informing) To inform my classmates that Universal Studios is a better dark park than Six Flags over Georgia. (This is an obvious opinion, so convincingly) The fourth problem exists when the content of the extract has two parts and thus uses and. A good speech follows the KISS rule – Keep it simple. speaker. One specific purpose is enough. These cases cover two different topics. To explain to the audience how to swing a golf club and choose the best golf shoes. To convince my classmates to participate in the special Olympics and vote to fund better classes for intellectually disabled people. To fix this problem, you have to choose one of the topics in these cases and speak at just this:Explain to my audience how to swing a golf club. ORTo explain to my audience how to choose the best golf shoes. Of course, the value of this topic depends on your audience's interest in golf and your own experience as a golfer. The fifth problem with specific purpose and central conceptual statements is related to design. There are some general guidelines to follow in terms of how you write down these elements of your speech:Don't even write a statement as an issue. Always use complete sentences for central ideas statements and infinitive phrases (i.e. up to ..... ) for a specific purpose statement. Use only concrete language (I admire Beyoncé because she is a talented artist and businesswoman) and avoid subjective or slang expressions (My speech is about why I think Beyoncé is a bomb) or jargon and acronym (PLA is better than CBE for adult learners.) Finally, the sixth problem arises when the speech only traces a statement of a particular purpose, in that it starts well, but veers in the other direction. This problem relates to the challenge of developing coherent main points, which could be called Roman numerical points of speech. The specific purpose usually determines the main points and the appropriate structure. For example, if there is a specific purpose: to inform your classmates of the five stages of grief as described by Elizabeth Kubler-Ross. Kubler-Rossa, arguments against this model of grief, therapy for those who are in grief, or steps for the audience to get counseling. These are all different special purposes. The main points should be five stages to be identified by Dr. Kubler-Ross. There are also problems to avoid in writing a central conceptual statement. As mentioned above, yes:Specific purpose and central ideas statements are not the same thing, even though they are related. The central idea must be clear and not complex or verbal; stand out to the audience. When you're practicing delivery, you need to highlight it with your voice. The central statement of the idea should not be the first thing you say, but should follow the steps of a good introduction as described in Chapter 8. These steps include getting the audience's attention, revealing topics, revealing central ideas and main points, establishing your credibility and establishing a reporting with the audience. One last word. You will notice that we have not said anything about the titles of your speeches so far. The title is a good thing and serves purpose. Your instructor may or may not emphasize the title of your speech. This textbook decides to focus on purpose and central idea as the basis, even the backbone of speech. A good source about titles can be found here: [How to write good speech titles] ( . Case Study 1: Mitchell is on the Basis of Speech class in his sophomore year of college. As a member of the university's tennis team, he wants to talk about his favorite theme, tennis. He is assigned an information alloe, which should last seven minutes and use four external sources (excluding his own experience). At-bat he knows a lot about how to play and be good at it, but not much about history or origin or the international impact of the sport. He brainstormes a list of topics as his instructor says to him: 1. Famous tennis players 2. Rules of tennis 3. How to start playing tennis 4. How to buy or choose tennis equipment 5. Why is tennis a great sport 6? Tennis organisations 7. Where did tennis come from from the 8th century? I'm dealing with a tennis 9. Tennis and the 10th Olympic Games Famous tennis tournaments – grand slam eventsAs no matter how he wants to be sure that his audience is not boring or confusing. His instructor gives him a chance to get into a small group and to give him four classmates some ideas on topics. He finds out that no one in his group has ever played tennis, but they have questions. He knows that everyone in their class is 18 to 24 years old, single, childless, enrolled in college, and everyone has a part-time job. Critic Mitch thought the topics were based on what you know. What's he going to do? Can you make a good start? Case study 2: Bonita must give a 5-6-minute presentation as part of a job interview. The interview is for the position of director of public relations and social media nonprofits, which focuses on nutrition in the pet-top region near her home. There will be five people in her audience: the president of the organisation, two members of the (who is also director of human resources) and volunteer. She never met these people. Bonita has a public relations school, so he knows his subject. He does as much research as possible about the organization and learns about their use of social media and the Internet for advertising, marketing and public relations. If he has a Facebook page but doesn't use it well. He doesn't have any other social media accounts. What would you suggest for Bonita? Here are some of the issues that need to be looked at. Should it be convincing, informative or inspiring? (General purpose). What should be its specific content area? How can an audience answer two important questions about the value of their theme and why would the audience think it is authentic? You should be aware that all aspects of your speech will constantly change as you move towards actually giving your speech. The exact text of your central idea can be changed and you can experiment with different versions for performance. However, your specific statement of intent may not be changed unless there is a really good reason, and in some cases your instructor will either discourage it, ban it or expect to be informed. There are many aspects to consider in the sight of the simple task of writing a specific statement of intent and its companion, the central ideas of the statement. Writing good at the beginning will save you some trouble later in the speech preparation process. What if your informative speech has a specific statement of intent: to explain the biological and life causes of type II diabetes. The task is a seven-minute speech, and when you practice it for the first time, it's thirteen minutes long. Do you need to customize a specific statement of intent? How? Chapter 5: Speech research

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