All formal speech outlines should include a cover page

Only **bolded** and **underlined** words should appear in your formal outline. All other material is explanation and exemplification.

This Guideline is **NOT** a worksheet for you to “fill in the blanks” – All speeches are unique

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**Guide to Outlines’ Symbolization and Indentation**

[Provide a descriptive title]

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**SPCH 1315 Section NH16**  
[Course and Section]

**with Dr. David Deifell**  
[professor name]

**Self Speech**  
[Assignment Title]

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**Speech purpose:** one infinitive phrase that indicates the general purpose, the specific audience, and the one idea that specifies what you hope to achieve

**Argument:** a simple statement indicates your thesis because of your main points.

**Organizational Rationale:**

1. what organizational pattern is used to coordinate your main points?

2. why did you choose to coordinate your main point in this pattern? Hint: “because it makes sense that way” is an insufficient answer.

**Audience Analysis:**

1. who is in your audience?

2. what realistically do they probably feel, believe, or value about your topic and about you?

3. what challenges and advantages will you face because they feel, believe or value about you and this topic?

**Rhetorical Strategies:**

a description what you plan to say or do in order to appeal to the audience

- How will they make you seem more credible? How will they make especially good sense to this audience? What specific emotional response am I trying to get with them?

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Guide to Outlining Symbolization and Indentation

**Introduction**

I. **Attention Getter:**

II. **Orientation:**
   A. [statement building interest off attention]
      1. [support for A.]
      2. [more support of A.]
   B. [statement establishing credibility]
      1. [support for B.]
      2. [more support of B.]

III. **Argument:**
   A. Thesis (or Preview)
   B. Preview (or Thesis)

**Body**

**connective**: [simple phrase or sentence telling audience about movement into the body of the speech]

I. **Main point, a simple sentence directly supporting the thesis**
   A. [explanatory support for I.]
      1. [support for I.A.]
      2. [more support of I.A.]
   B. [reinforcing support for I.]
      1. [support for I.B.]
         a. [support for I.B.1.]
         b. [more support for I.B.1.]
            i. [support for I.B.1.b.]
            ii. [more support for I.B.1.b.]
      2. [more support for I.B.]
         a. [support for I.B.2.]
         b. [more support for I.B.2.]

**connective**: [simple statement about move from Main Point #1 into Main Point #2]

II. **Main point #2, a simple sentence directly supporting the thesis**
   A. [explanatory support for II.]

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1. [support for II.A.]
   a. [support for II.A.1.]
      i. [support for II.A.1.a.]
      ii. [more support for II.A.1.a.]
   b. [more support for II.A.1.]

2. [more support of II.A.]
   a. [support for II.B.2.]
   b. [more support for II.B.2.]

B. [reinforcing support for II.]
   1. [support for II.B.]
   2. [more support for II.B.]

**Conclusion**

**connective:** [phrase or sentence signaling that you are about to conclude.]

I. **Summary:**
   A. Restated Thesis (or Review)
   B. Review (or Restated Thesis)

II. **Closure:**
   A. [statement beginning closure to the speech]
      1. [support for closure]
      2. [more support for closure]
   
   B. [statement setting up clincher of the speech]

III. **Clincher:** [short impactful statement]

**Works Cited**

[on a separate page list bibliographic citations correctly in alphabetical order]

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**IMPORTANT NOTES**

1) In your outline, you should include and label all above parts that are *both* bolded and underlined.
2) Wherever there is an A., there should be at least a B., a 1. there should be at least a 2., an a. there should be a b., an i. there should be an ii., and so on.
3) The above outline is only designed to show symbolization and formatting. Whereas this outline’s orientation goes A., 1., 2., B., 1., 2., your outline’s orientation might go A., B., 1., 2., C. 1., 2., 3.
4) Your speech might have more than 2 main points. It might have a 3rd, 4th or 5th main point.
Explanations for required parts

(Intro I) The Attention Getter
This is the opening line of the speech. It is a statement that begins your speech with impact to grab your audience’s attention. Often, it is an eloquent quotation that captures the spirit of your argument. Sometimes, it is a clever turn of phrase, a joke, a question or a surprising statistic. If, for example you want to open with a story, you should make sure that the first line of the story will grab the audience’s attention. Only that first line is the attention getter, so make it a doozy. The continuation of the story is part of the orientation. When it’s performed, the attention getter should lead naturally into the orientation.

(Intro II) The Orientation
The second and longest part of the Introduction prepares your audience for your message (thesis) and gets them to want to listen to your speech. The orientation motivates your audience to listen. The point is to maintain the attention you got with your opening line and build the audience’s interest in you and your speech. Do this by giving us only the background necessary to understand your point, by revealing why this particular audience might care about this topic, as well as by establishing a rapport with the audience. The Orientation should not be more than 15% of the entire speech, and do not mention your main points yet.

(Intro III) The Argument
This is short because it simply specifies what your audience should expect you to say. Your Thesis should be a full sentence that clearly and directly states narrow position on your topic (an assertive topic statement). The Preview briefly forecasts (not explains) for the audience all of the main points in the body of your speech. Do not explain your main points at this point; you only tell the audience what to listen for in the speech. Tip: Use the same words in your Preview, in your Main Point, and in your Summary. Repetition is good in speech.

(Conclusion I) The Summary
The summary is one or two sentences that directly and most assertively states your central argument and that quickly reminds your audience about your main points supporting that thesis. You may not need A. and B. if your Restated Thesis and Review of the Main points are combined into one sentence.

(Conclusion II) The Closure
The closure brings an audience’s feelings, attitudes and beliefs about your topic to a close. It answers the “so what?” question explicitly, just in case it wasn’t obvious before. The purpose is to make the audience believe your speech is worth remembering. Comment on the significance of your argument, not just the topic. Tip: return to ideas and examples you mention in the Introduction.

(Conclusion III) The Clincher
End with a bang, not a whimper. The clincher is the last line. For example, make a simple dramatic statement, reference to an aphorism, a clever turn of phrase, or a relevant quotation relevant to your topic. Saying such things as “thank you” is fine but weak, and Avoid the “that’s it” ending at all costs.