SIXTH EDITION

A Speaker's Guidebook

TEXT AND REFERENCE

Dan O'Hair | Rob Stewart | Hannah Rubenstein

GETTING STARTED WITH CONFIDENCE

1 Becoming a Public Speaker
2 Giving It a Try: Preparing Your First Speech

pages 1–34

PUBLIC SPEAKING BASICS

3 Managing Speech Anxiety
4 Listeners and Speakers
5 Ethical Public Speaking

pages 35–76

AUDIENCE ANALYSIS AND TOPIC SELECTION

6 Analyzing the Audience
7 Selecting a Topic and Purpose

pages 77–118

SUPPORTING THE SPEECH

8 Developing Supporting Material
9 Finding Credible Print and Online Materials
10 Citing Sources in Your Speech

pages 119–164

ORGANIZING AND OUTLINING

11 Organizing the Body of the Speech
12 Types of Organizational Arrangements
13 Outlining the Speech

pages 165–212

INTRODUCTIONS, CONCLUSIONS, AND LANGUAGE

14 Developing the Introduction
15 Developing the Conclusion
16 Using Language to Style the Speech

pages 213–242

VOCAL AND NONVERBAL DELIVERY

17 Methods of Delivery
18 The Voice in Delivery
19 The Body in Delivery

pages 243–268

PRESENTATION AIDS

20 Using Presentation Aids in the Speech
21 Designing Presentation Aids
22 Using Presentation Software

pages 269–308

FORMS OF SPEECHES

23 The Informative Speech
24 The Persuasive Speech
25 Developing Arguments for the Persuasive Speech
26 Organizing the Persuasive Speech
27 Special Occasion Speeches

pages 309–406

SPEAKING BEYOND THE SPEECH CLASSROOM

28 Preparing Online Presentations
29 Collaborating and Presenting in Groups
30 Business and Professional Presentations
31 Speaking in Other College Courses

pages 407–460

SAMPLE SPEECHES

Sample Visually Annotated Informative Speech
Sample Visually Annotated Persuasive Speech
Sample Special Occasion Speech

pages 461–482

REFERENCE AND RESEARCH APPENDICES

A Commonly Mispronounced Words
B–C Documentation Styles: Chicago and APA
D Glossary

Digital Appendices

E Question-and-Answer Sessions
F Preparing for TV and Radio Communication
G–I Documentation Styles: MLA, CBE/CSE, IEEE

pages 483–512

Quick Access Menu

Using *A Speaker's Guidebook*

The menu to the left briefly displays the book's content. Each menu box corresponds to a tabbed divider in the text. The dividers contain more detailed lists of contents in each section and are followed by "Speaker's Reference" pages that offer executive-like summaries of the subsequent chapters. At the back of the book, you will find:

- The index
- A list of feature boxes and checklists
- A list of sample speeches
- A list of visual guides

Macmillan Education LaunchPad

Where Students Learn

Go to the interior back cover to learn how you can get access to LaunchPad and look for these icons throughout the book.

LearningCurve, an adaptive quizzing program.

Video—more than 300 video clips and full-length speech videos, including five new full-length speeches and related speech clips.

E-readings—additional resources and reference materials, such as visual guides and documentation help.

To Find Out More

For more on using the book's reference aids and digital tools, turn to "How to Use This Book" (p. v).

A SPEAKER'S GUIDEBOOK

Text and Reference

SIXTH EDITION

A SPEAKER'S GUIDEBOOK

Text and Reference

Dan O'Hair
University of Kentucky

Rob Stewart
Texas Tech University

Hannah Rubenstein

Bedford/St. Martin's
Boston • New York

For Bedford/St. Martin's

Vice President, Editorial, Macmillan Higher Education Humanities: Edwin Hill
Publisher for Communication: Erika Gutierrez
Senior Developmental Editor: Lorraina Morrison
Senior Production Editor: Pamela Lawson
Senior Production Supervisor: Steven Cestaro
Marketing Manager: Thomas Digiano
Editorial Assistant: Joanna Kamouh
Copy Editor: Eric Raetz
Indexer: Mary White
Text Permissions: Linda Winters
Photo Permissions: Nick Ciani
Text Design: Jerilyn Bockorick
Cover Design: Marine Miller
Composition: Cenveo Publisher Services
Printing and Binding: Quad/Graphics

Copyright © 2015, 2012, 2010, 2007 by Bedford/St. Martin's
All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.
9 8 7 6 5 4
f e d c b a

For information, write: Bedford/St. Martin's, 75 Arlington Street,
Boston, MA 02116 (617-399-4000)

ISBN: 978-1-457-66353-6 (Student Edition)
ISBN: 978-1-457-68980-2 (Student Edition with *The Essential Guide to Rhetoric*)

Acknowledgments

Text acknowledgments and copyrights appear at the back of the book on page 529, which constitute an extension of the copyright page. Art acknowledgments and copyrights appear on the same page as the art selections they cover. It is a violation of the law to reproduce these selections by any means whatsoever without the written permission of the copyright holder.

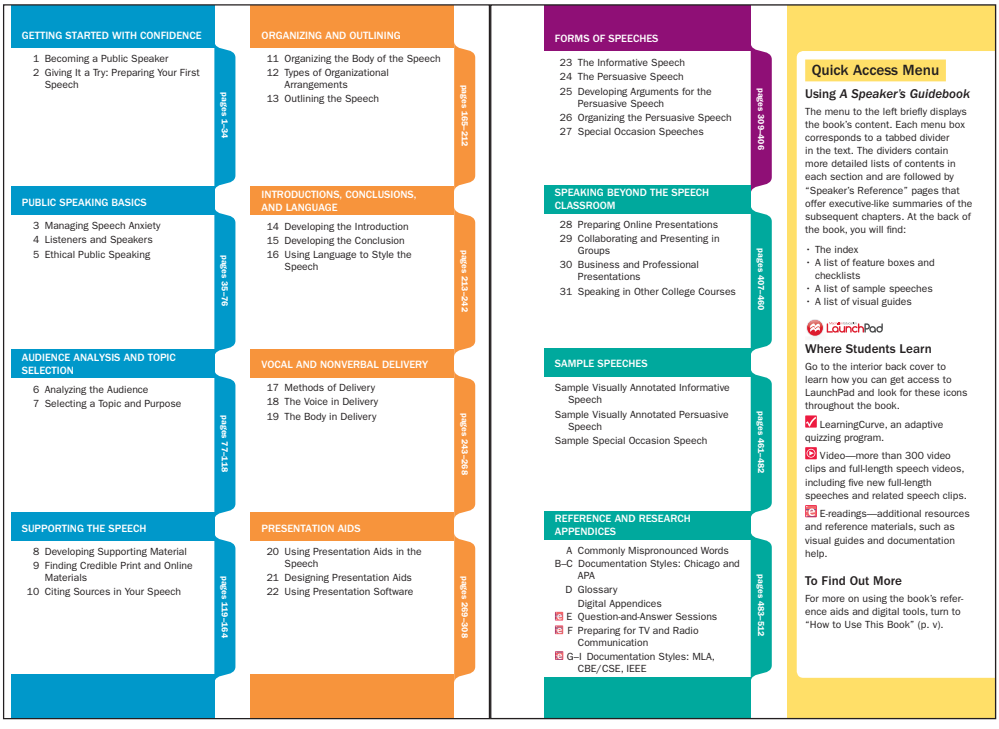
At the time of publication all Internet URLs published in this text were found to accurately link to their intended website. If you do find a broken link, please forward the information to will.stonefield@macmillan.com, so that it can be corrected for the next printing.

How to Use This Book and Digital Resources

A Speaker's Guidebook: Text and Reference has been carefully designed to help you easily and quickly access the information you need to prepare speeches and presentations. The text may be used in a public speaking course, in other college courses, in your working life after college, and in your civic activities in your community. Digital tools such as adaptive quizzing and sample speech videos are integrated throughout the book and through the LaunchPad platform. See the inside back cover to learn more about access.

The Main Menu and Table of Contents

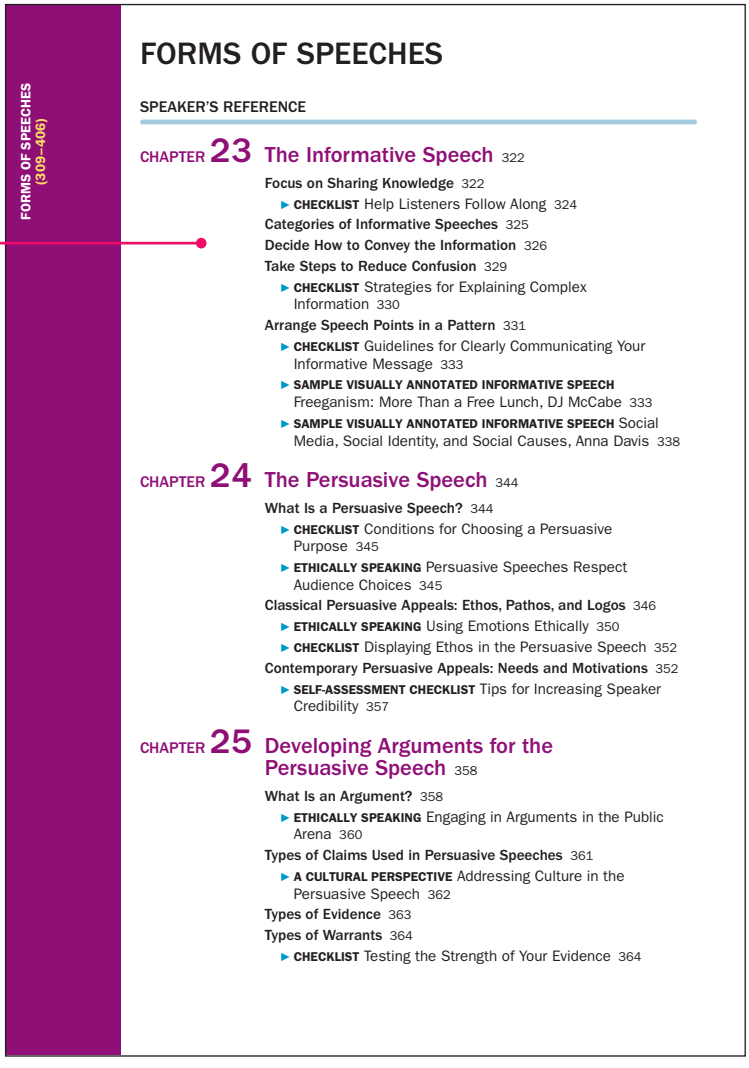
The twelve tab dividers (discussed in more detail on the next page) allow the book to flip open easily, and the book's binding lets it lie flat. On the inside front cover you will find the **Main Menu** that offers a listing of the thirty-one chapters in the text, color-coded to the corresponding tab, and a visual link to help you find each one. For even more information or to find a specific topic, simply turn to the full **table of contents** on p. xxix.



The Tabs

A Speaker's Guidebook is divided into twelve tabbed sections that are arranged into four color banks—blue, orange, purple, and green. Each section opens with a tab divider; the front of the tab divider identifies the tab name and the chapters contained in that section. The back indicates chapter titles and detailed information about major topics covered. To find the specific information you want, look for the appropriate tab and open the book to it.

The back of each tab divider offers a table of contents for the chapters within that tabbed section. The Speaker's Reference pages for the chapters within the section follow each tab divider.

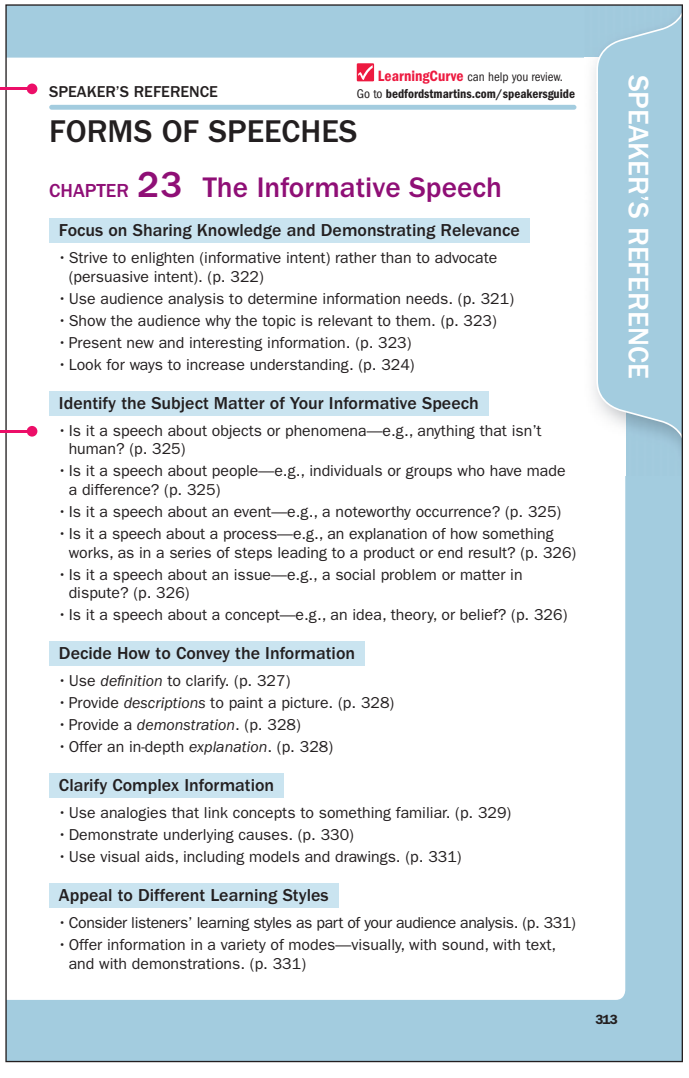


Speaker's Reference Sections

You may well find one of the most useful features of *A Speaker's Guidebook* to be its Speaker's Reference pages that immediately follow each tab divider. These pages provide executive summaries of the material covered within the subsequent chapters. A list of **key terms** in the chapters appears at the end of the Speaker's Reference pages, just before the opening of the first chapter within that tabbed section.

Speaker's Reference pages offer a quick review of the most important information in subsequent chapters through summaries and key terms.

To refer to the full in-text coverage of a topic, simply flip to the page indicated in parentheses.



SPEAKER'S REFERENCE

LearningCurve can help you review. Go to bedfordstmartins.com/speakersguide

SPEAKER'S REFERENCE

FORMS OF SPEECHES

CHAPTER 23 The Informative Speech

Focus on Sharing Knowledge and Demonstrating Relevance

- Strive to enlighten (informative intent) rather than to advocate (persuasive intent). (p. 322)
- Use audience analysis to determine information needs. (p. 321)
- Show the audience why the topic is relevant to them. (p. 323)
- Present new and interesting information. (p. 323)
- Look for ways to increase understanding. (p. 324)

Identify the Subject Matter of Your Informative Speech

- Is it a speech about objects or phenomena—e.g., anything that isn't human? (p. 325)
- Is it a speech about people—e.g., individuals or groups who have made a difference? (p. 325)
- Is it a speech about an event—e.g., a noteworthy occurrence? (p. 325)
- Is it a speech about a process—e.g., an explanation of how something works, as in a series of steps leading to a product or end result? (p. 326)
- Is it a speech about an issue—e.g., a social problem or matter in dispute? (p. 326)
- Is it a speech about a concept—e.g., an idea, theory, or belief? (p. 326)

Decide How to Convey the Information

- Use *definition* to clarify. (p. 327)
- Provide *descriptions* to paint a picture. (p. 328)
- Provide a *demonstration*. (p. 328)
- Offer an in-depth *explanation*. (p. 328)

Clarify Complex Information

- Use analogies that link concepts to something familiar. (p. 329)
- Demonstrate underlying causes. (p. 330)
- Use visual aids, including models and drawings. (p. 331)

Appeal to Different Learning Styles

- Consider listeners' learning styles as part of your audience analysis. (p. 331)
- Offer information in a variety of modes—visually, with sound, with text, and with demonstrations. (p. 331)

313

LaunchPad for *A Speaker's Guidebook:* bedfordstmartins.com/speakersguide

LaunchPad is a new, easy-to-use platform that offers digital tools to support the speechmaking process, including adaptive quizzes, model full-length speech videos, student video clips, and video quizzes. LaunchPad can be packaged free with *A Speaker's Guidebook*, or purchased separately—see the inside back cover for more information or visit **launchpadworks.com.**

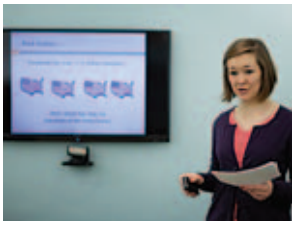
LaunchPad houses a variety of powerful learning tools, including:

LearningCurve

LearningCurve is an online learning tool that adapts to what you already know and helps you learn the topics that you need to practice. Learning Curve ensures that you receive as much targeted practice as you need. Icons that appear at the beginning of each chapter and in the Speaker's Reference sections prompt you to visit LaunchPad and take adaptive review quizzes, testing your knowledge of the concepts from the text.

Icons for **LearningCurve** appear in the Speaker's Reference sections and at the beginning of each chapter to direct students to adaptive quizzes for each part in LaunchPad.

Video



Anna Davis delivers the informative speech "Social Media, Social Identity, and Social Causes."

LaunchPad provides access to more than three hundred short video clips illustrating speech techniques described in the book. Five new full-length sample speeches appear in this edition. A list of video clips that map to important speechmaking topics appears after the index. Speeches that are printed in the book and available as videos in LaunchPad are listed on the last book page across from the inside back cover.

Video icons appear in the Key Terms sections and near sample speeches to encourage students to watch the related video in LaunchPad.

e-readings

E-readings offer additional content online, including visual guides and online reference and research appendices.

Icons for **e-readings** are present in chapters that include additional reference materials, available in LaunchPad.

Visual Guides

Visual Guides (eleven total) walk you through the most challenging aspects of the speechmaking process—from research and organization through creating presentation aids. A complete list of visual guides is available at the end of this book.

FROM IDEA TO SPEECH

How to Transform an Idea into a Polished Speech

The authors of *A Speaker's Guidebook* worked on this speech project with Professor Gary Russell of Quincy University, a liberal arts university in Illinois. Professor Russell asked student Teresa Gorrell to work with us on her speech of introduction. Our goal was to show how a student can take a first draft of a speech and improve it. We wanted to see how Teresa could improve the language of her speech, as well as the delivery.

Teresa Chooses Her Topic

First, Teresa did some brainstorming, to decide what part of her life she'd like to speak about in her speech of introduction.

Teresa commented, "Based on the sample speeches of introduction that I was sent by my professor, I have gathered that my speech purpose should be to introduce myself by sharing a personal story concerning some life-shaping, character-forming aspect."

With this understanding, Teresa did some thinking and narrowed her options to two ideas for a direction to take.

Option 1:	I would relate my background as a homeschooled student in grades K-8, my transition into high school, and then into college, with a focus on how my experiences shaped me socially and personally.
Option 2:	I would tell the story of my first step into the world of athletics as a sophomore in high school when I joined the track team, and explain how, through hard work, I became an all-conference award runner and school record holder by my senior year and am now competing as a NCAA Division II athlete. I would focus on what running means to me and how it has defined me as a person.

Teresa Drafts Her Speech

Teresa's first draft speech was compelling, but the authors thought that she could add more colorful language and details to the introduction. The authors advised Teresa to "set the scene," so that the audience could imagine her daily routine.

30

Checklists, Boxed Features, and Full-Text Speeches

Useful checklists, appearing in each chapter and providing students with easy-to-reference tips and advice on research and speech techniques, are a pedagogical hallmark of *A Speaker's Guidebook*. Throughout *A Speaker's Guidebook* you will also find three types of special boxed features. A Cultural Perspective explores the many ways that culture informs public speaking, ESL Speaker's Notes offer detailed guidance for non-native speakers, and Ethically Speaking boxes offer students ways to ensure an ethical stance when speaking. Throughout, you also will find eleven full-text sample speeches, seven by fellow student speakers that can serve as models to help you learn the art and craft of creating your own speeches. **For a full list of the checklists, boxes, and sample speeches, refer to the end of the book.**

A Cultural Perspective

ESL Speaker's Notes

Ethically Speaking

Photos: (passport) Charles Taylor/Shutterstock; (globe) NASA Goddard Space Flight Center; (column) Radu Bercan/Shutterstock

Preface

A Speaker's Guidebook: Text and Reference is a groundbreaking public speaking text that offers better solutions to the wide range of challenges that students face. Adopted at more than 850 schools since the first edition was published in 2001, the book grew out of the realization that public speaking courses are not ends in themselves. The principles and skills taught in this book are meant to be of lasting use to students and to help them beyond merely meeting the requirements of the course—with guidance for delivering presentations in their other college courses, in their working lives after college, and in the vital roles they may play in their communities. The book functions not only as a brief yet comprehensive classroom text but also as a unique and useful postclassroom reference, one that will prove an invaluable resource in any public speaking situation.

The key goal of *A Speaker's Guidebook* has always been to effectively address the fundamental challenges of public speaking, both inside and outside the speech classroom. And we recognize that as times have changed—especially due to advances in technology—the challenges of both formal public speaking and presentational speaking in the classroom and workplace have evolved as well. Thus, with the support of hundreds of instructors nationwide, we have developed a book that students use and keep, that reinforces basic skills while providing cutting-edge coverage, and that helps students apply what they've learned to their own speeches.

Enduring Features

The following features have made *A Speaker's Guidebook: Text and Reference* extremely successful in its first five editions:

An Invaluable Reference beyond the Speech Classroom

A Speaker's Guidebook features a unique, user-friendly design, convenient and accessible reference features throughout, and extensive reference and research appendices. The information in *A Speaker's Guidebook* is designed for quick and easy retrieval. Twelve tabbed dividers allow the book to flip open easily, and a comb binding lets it lie flat. A **Main Menu** on the inside front cover listing all tabs and chapters, paired with a full **table of contents** beginning on p. xxvii, quickly directs students to the sections they need.

Speaker's Reference pages at the beginning of each tabbed section allow students to quickly access and review the most important information in each chapter; convenient cross-references enable readers to flip quickly to a full discussion of the material.

Every chapter in *A Speaker's Guidebook* contains **Checklists** that offer step-by-step directions, self-assessments, and content review checks. Widely praised by reviewers for their precision and conciseness, these checklists help students and professionals both plan their speeches and assess their efforts.

The **Sample Speeches** appendix and a wealth of **Reference** appendices allow students to easily access practical information.

A Comprehensive Classroom Text

A Speaker's Guidebook addresses every topic included in the standard public speaking texts—and much more. Although we designed the coverage to be accessible, we didn't lose sight of the need for comprehensiveness. *A Speaker's Guidebook* covers all the traditional topics, including listening, speaking ethically, managing speech anxiety, analyzing the audience, selecting a topic and purpose, locating and using supporting materials, organizing and outlining ideas, using language, creating presentation aids, delivering the speech, and constructing various speech types. The textbook also includes the most current coverage of public speaking topics that will help students in their future careers and work in other courses, including using presentation software, delivering online presentations, preparing business and professional presentations, and speaking in other courses.

To give students advice that is grounded in the theory of speech communication throughout the text, we have included references to current communication research and classical rhetorical theory, using this research as the basis for concrete suggestions in real-world speaking situations. Examples range from coverage of individual contemporary theorists and their work to down-to-earth discussions of classical theory.

Because persuasive speaking is a major aspect of most speech courses, *A Speaker's Guidebook* offers three full chapters on persuasion, more than any other text. Chapter 24 introduces the student to contemporary and classical approaches to persuasion, Chapter 25 to forming arguments, and Chapter 26 to organizing the persuasion speech.

Finally, *A Speaker's Guidebook* recognizes the importance of solid sample speeches, and it provides eleven in total. Speeches include two speeches of introduction, three informative speeches, four persuasive speeches, and two special occasion speeches. Each of the full-text model speeches offers textual annotations that help students understand the language, organization, and arguments used in the speech. The seven visually annotated speeches also include photographs of speakers delivering their presentations and connect to the videos available in LaunchPad. These visual annotations go beyond the traditional printed page by bringing the elements and analysis of speech delivery into clear focus.

Global Perspective on Public Speaking

A Speaker's Guidebook also offers students a wealth of resources to help them adapt their speeches to the cultural requirements of the speech situation. Along

with extensive coverage within chapters, **A Cultural Perspective** boxes feature such topics as comparing cultural values, vocal delivery and culture, and variations in nonverbal communication.

Special consideration has also been given to the non-native speaker. **ESL Speaker's Notes** boxes focus on critical areas of concern to speakers whose first language is not English and offer practical ways to address those concerns. Sample features include "Avoiding the Pitfalls of Manuscript Delivery" and "Vocal Variety and the Non-Native Speaker." Another characteristic that defines *A Speaker's Guidebook* is its strong focus on ethics. Chapter 5, "Ethical Public Speaking," is devoted to this topic and includes an in-depth consideration of the role that values play in the ethical quality of speeches. **Ethically Speaking** boxes also appear throughout the text, continually reminding students that ethical conduct must apply to all aspects of the speechmaking process.

A Superior Resource for a Lifetime of Public Speaking

Along with providing students with an accessible, up-to-date classroom guide, *A Speaker's Guidebook* contains many features that will make it an invaluable resource in other college courses and *after* the public speaking course.

More about public speaking on the job. *A Speaker's Guidebook* gives students more in-depth preparation than any other text for the kinds of speaking situations they are likely to encounter on the job. Chapter 30 covers business and professional speeches, sales presentations, progress reports, and staff reports.

"Speaking in Other College Courses." Chapter 31 provides guidance for creating the kinds of oral presentations students are likely to deliver in other college courses, from the social sciences and humanities to science and engineering. Separate sections describe sample presentations in technical, scientific and mathematical, arts and humanities, social science, and education courses, along with a section on speaking in nursing and allied health courses.

Extensive help with the research process. Useful for any college course, print and online appendices provide advice on how to cite sources in a variety of reference styles, from APA to MLA to Chicago and more. Appendices E and F offer guidance on handling question-and-answer sessions and in preparing students for speaking in mediated communication situations such as television and radio. Appendices E–I are available within LaunchPad.

The Story of the New Edition

In the sixth edition of *A Speaker's Guidebook,* print and digital tools converge to help students with every aspect of the speech building process, including a new online learning platform that seamlessly integrates e-book content, adaptive quizzes, and video. With students' needs foremost in mind, revised chapters on

fundamentals such as listening, ethical speechmaking, audience analysis, topic selection and support, and outlining offer newly relevant examples and accessible guidance. The authors have streamlined the text to make chapters easier for students to read and understand. The new edition represents the authors' collective efforts to review the literature and incorporate the most reliable and up-to-date research studies (113 total new studies). This revision includes new material on researching topics in print and online, using presentation tools, and gaining familiarity with delivering presentations online—all useful for the classroom, online education, and the professional arena.

New as well is a visually appealing and highly relevant collection of speech videos on topics ranging from freeganism to ethical manufacturing. In response to requests by adopters, this edition also includes a "before" and "after" speech by a current student—an early "needs improvement" version and a second more-polished version. The sample student speech videos are accompanied by quiz questions that test understanding of concepts. These speech video resources help students focus on how to strengthen their own speeches by analyzing model speech techniques and "needs improvement" speeches.

A Speaker's Guidebook is also available in a variety of digital formats, including the new LaunchPad edition. LaunchPad combines an interactive e-book, full-length speech videos and video clips, reference tools, LearningCurve adaptive quizzes, and e-readings that help support research in one convenient learning program.

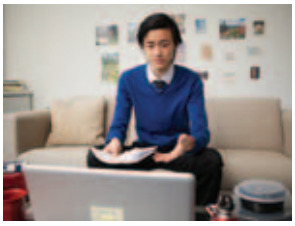
A Wealth of New Research

The sixth edition of *A Speaker's Guidebook* includes a record 113 new peer-reviewed studies, in chapters ranging from listening (12 new studies), ethics (12), and audience analysis (17) to persuasion (15) and others.

Even Stronger Coverage of Public Speaking Fundamentals

- **A revised Chapter 1 reflects the true excitement and real-life relevance that public speaking can bring to students,** with inspiring new reportage on Dr. Martin Luther King Jr.'s "I Have a Dream" speech, compelling testimony from Warren Buffet on the pivotal role of public speaking in his success, and key surveys of employers on the pressing need for oral communication skills in the workplace. Here, as students embark on the speech course, they can easily see how skills gained in the speech class can improve their performance in their other courses, their working lives, and in their role as engaged citizens in their communities.
- **The latest scholarship on listening.** This fully revised chapter reflects current scholarship on listening-processing strategies and approaches to the listening event published in the *International Journal of Listening* and elsewhere, from the perspective of both listener and speaker. The chapter stresses the difference between hearing and listening, and offers practical advice on active listening.

- **Communication ethics, updated with the foundations.** This revised chapter retains its popular basic structure while offering students new tools with which to engage in ethical decision making. New to this edition is a brief overview of the three major ethical theories, each reflecting differing standards by which to distinguish ethical from nonethical behavior, which allows students to reflect on and actively engage their own values when considering the role of ethics in the speechmaking process.



Elijah Lui gives his persuasive speech "Preventing Cyberbullying" online. The full text of the speech is included in Chapter 26, and the full-length speech video and relevant video clips are available in LaunchPad.

- **Persuasive techniques made more accessible and relevant to today's students.** Persuasion lies at the heart of public speaking, but learning about it can be daunting for the first-time student. Clearer and more engaging explanations and examples appear throughout the chapters, from using the real-world Campus Kitchen Project to demonstrate the syllogism to all-new examples using fair trade, immigration, and climate change to illustrate the components of an argument.

Cutting-Edge Coverage of the New Public Speaking Realities

Students live in a digital age in which the realities of preparing and delivering presentations continue to evolve. A growing number of instructors are teaching an online public speaking course for the first time, and more and more students (and professionals) are expected to prepare and deliver mediated presentations, creating new challenges across the board. In this edition, we have updated our groundbreaking coverage of online presentations and using presentation aids.

- **New chapter reflects new direction in online and print research.** Chapter 9, "Finding Credible Print and Online Materials," offers an approach to searching for supporting materials aligned with the way that students do their research today—online—and demonstrates where and how to find reliable and credible resources, both print and digital.
- **Revised chapters show students how to create presentations in Prezi, Apple Keynote, and Microsoft PowerPoint.** Chapters 20–22 focus on presentation aids and software and show students how to create and deliver effective presentations, while avoiding technical glitches.
- **An updated chapter on online presentations.** Chapter 28 provides students with the most helpful tips and guidance on how to prepare online speeches—whether for use in an online class, for a recorded presentation, or for a virtual meeting. Introduced in the fifth edition, the sixth edition of *A Speaker's Guidebook* provides innovative coverage of the steps involved in delivering online presentations, fully revised to reflect current practices.

A Multifaceted Digital Experience Brings It All Together

Digital resources for *A Speaker's Guidebook* are available in LaunchPad, a dynamic new platform that combines a curated collection of video, homework assignments, e-book content, and the LearningCurve adaptive quizzing program in a simple design. LaunchPad can be packaged *free* with *A Speaker's Guidebook,* or it can be purchased separately.

- **Relevant videos are available by e-book chapter.** After students read about speech techniques, they can view videos that model these concepts.
- **Instructors can create reading, video, or quiz assignments easily.** LaunchPad provides premade assignments that instructors can use as-is or as a starting point for their own assignments.
- **With LaunchPad, instructors can upload and embed their own content.** Instructors can add their own readings, videos, and custom content to the ready-made content that exists in LaunchPad.
- **The Gradebook in LaunchPad enables instructors to track and analyze student progress.** Instructors can also keep an eye on their class's progress throughout the semester—reviewing progress for the whole class, individual students, or individual assignments.
- **LearningCurve's adaptive quizzing provides a personalized learning experience.** In every chapter, call-outs prompt students to tackle the LearningCurve quizzes to test their knowledge and reinforce learning of the material. Based on research on how students learn, LearningCurve motivates students to engage with course materials and learn important concepts. LearningCurve for *A Speaker's Guidebook* is organized by part, so students can review a range of topics.

New and Improved Video Program in LaunchPad Helps Students Apply What They Learn to Their Own Speeches

- **New informative and persuasive speech videos** accompanied by questions show how speakers can polish every aspect of their speeches—by demonstrating effective introductions, conclusions, transitions, supporting material, patterns of organization, citation of sources, use of presentation aids, and techniques of delivery. These polished and professionally shot speech videos offer topics of real interest to students, such as social media, freeganism, and ethical manufacturing. Full-text versions of the speeches are printed in the book, with electronic transcripts and closed captioning in LaunchPad. Mirroring new realities, one of the new speeches on preventing cyberbullying is given as an online presentation, showing the process of setting up the presentation and techniques for keeping a remote audience engaged.
- **A comprehensive video collection containing more than three hundred clips and thirty three full-length student speeches** highlights typical

issues—in model speeches that show expert speech techniques and "needs improvement clips"—in order for students to develop their own skills.

Digital and Print Formats

For more information on these formats and packaging information, please visit the online catalog at **bedfordstmartins.com/speakersguide/catalog.**

LaunchPad for *A Speaker's Guidebook* is a dynamic new platform that dramatically enhances teaching and learning. LaunchPad combines the full e-book, which includes *The Essential Guide to Rhetoric*, with carefully chosen videos, quizzes, activities, instructor's resources, and LearningCurves. To get access to the videos, quizzes, and multimedia resources, package LaunchPad for *free* with the print version of *A Speaker's Guidebook* or order LaunchPad on its own. Learn more at **launchpadworks.com.**

***A Speaker's Guidebook* is available as a print text.** To get the most out of the book, package LaunchPad for *free* with the text.

***A Speaker's Guidebook with The Essential Guide to Rhetoric,* Sixth Edition.** This version of *A Speaker's Guidebook* includes a full tabbed section that provides additional coverage of rhetorical theory—from the classical to the contemporary—and its practical applications. Package this version with LaunchPad *free* to get access to the digital resources and tools.

The Bedford e-Book to Go for *A Speaker's Guidebook* includes the same content as the print book, and provides an affordable, tech-savvy PDF e-book option for students. Instructors can customize the e-book by adding their own content and deleting or rearranging chapters. Learn more about custom Bedford e-Books to Go at **bedfordstmartins.com/ebooks**—where you can also learn more about other e-book versions of *A Speaker's Guidebook* in a variety of formats, including Kindle, CourseSmart, Barnes & Noble Nook-Study, Know, CafeScribe, or Chegg.

Resources for Students and Instructors

Online Resources for Students

For more information on Student Resources or to learn about package options, please visit the online catalog at **bedfordstmartins.com/speakersguide/catalog.**

LaunchPad for *A Speaker's Guidebook*. This easy-to-use learning platform includes an interactive e-book, adaptive quizzing, a comprehensive collection of speech videos, and more. Visit **launchpadworks.com** for more information.

Communication Central website. Accessed through **bedfordstmartins.com/speakersguide**, this free and open website hosts a variety of study tools and resources, including Web links, additional full-text sample speeches, and the *Bedford Speech Outliner*.

Print Resources for Students

The Essential Guide to Rhetoric by William M. Keith, University of Wisconsin, Milwaukee, and Christian O. Lundberg, University of North Carolina, Chapel Hill. This guide is a powerful addition to the public speaking class, providing an accessible and balanced overview of key historical and contemporary rhetorical theories. Written by two leaders in the field, this brief guide uses concrete, relevant examples and jargon-free language to bring these concepts to life.

The Essential Guide to Presentation Software, **Second Edition,** by Allison Bailey, University of North Georgia, and Rob Patterson, University of Virginia. This completely revised guide shows students how presentation software can be used to support, not overtake, their speeches. Sample screens and practical advice on using PowerPoint, Prezi, and other presentation tools make this an indispensable resource for students preparing electronic visual aids.

The Essential Guide to Interpersonal Communication **and** ***The Essential Guide to Group Communication,*** both by Dan O'Hair and Mary Wiemann, and ***The Essential Guide to Intercultural Communication*** by Jennifer Willis-Rivera. These brief and readable guides offer succinct yet comprehensive coverage of key aspects of interpersonal, group, and intercultural communication, covering basic concepts and theories backed by current scholarship.

Outlining and Organizing Your Speech by Merry Buchanan, University of Central Oklahoma. This student workbook provides step-by-step guidance for preparing informative, persuasive, and professional presentations and gives students the opportunity to practice the critical skills of conducting audience analysis, dealing with communication apprehension, selecting a speech topic and purpose, researching support materials, organizing and outlining, developing introductions and conclusions, enhancing language and delivery, and preparing and using presentation aids.

Media Career Guide: Preparing for Jobs in the 21st Century, **Ninth Edition,** by James Seguin, Robert Morris University, and Sherri Hope Culver, Temple University. Practical, student-friendly, and revised for recent trends in the job market—like the role of social media in a job search—this guide includes a comprehensive directory of media jobs, practical tips, and career guidance for students considering a major in communication studies and mass media.

***Research and Documentation in the Digital Age,* Sixth Edition,** by Diana Hacker, late of Prince George's Community College, and Barbara Fister, Gustavus Adolphus College. This handy booklet covers everything students need for college research assignments at the library and on the Internet, including advice for finding and evaluating Internet sources.

Resources for Instructors

For more information or to order or download the Instructor Resources, please visit the online catalog at **bedfordstmartins.com/speakersguide/catalog**.

Online Instructor's Resource Manual by LeAnne Lagasse, Texas Tech University; Jennifer Emerling Bone, State University of New York, Oneonta; Elaine Wittenberg-Lyles, University of Texas, San Antonio; and Melinda Villagran, George Mason University. Available in LaunchPad or downloadable online, this revised comprehensive manual is a valuable resource for new and experienced instructors alike. It offers extensive advice on topics such as helping students use their public speaking skills to become more engaged citizens; ideas for preparation and practice to reduce speech anxiety; setting and achieving student learning goals; managing the classroom; facilitating group discussion; understanding culture and gender considerations; dealing with ESL students; evaluating speeches (for both instructors and students); and evaluating Internet resources. In addition, each chapter of the main text is broken down into chapter challenges, detailed outlines, suggestions for facilitating class discussion from topics covered in feature boxes, additional activities and exercises, and recommended supplementary resources. The new edition includes more guidelines for first-time instructors, advice for integrating technology into the speech class, and expanded suggestions for videos and other classroom resources.

Computerized Test Bank by LeAnne Lagasse, Texas Tech University; Jennifer Emerling Bone, State University of New York, Oneonta; and Merry Buchanan, University of Central Oklahoma. *A Speaker's Guidebook* offers a complete testing program, available in LaunchPad or downloadable online, for Windows and Macintosh environments. Each chapter includes multiple-choice, true-false, and fill-in-the-blank exercises, as well as essay questions. Sample final examinations are also included in the testing program.

PowerPoint Slides for A Speaker's Guidebook. Available in LaunchPad or as a download, each chapter's slides include the most important points from the text, as well as key figures.

Custom solutions. Qualified adopters can customize *A Speaker's Guidebook* and make it their own by adding their own content or mixing it with ours. To learn more, visit **bedfordstmartins.com/custom**.

Professional Development Series

***NEW! ESL Students in the Public Speaking Classroom: A Guide for Instructors,* Second Edition,** by Robbin Crabtree, Fairfield University, and David Allen Sapp, Fairfield University, with Robert Weissberg, New Mexico State University. This guidebook provides support for new and experienced instructors of public speaking courses whose classrooms include ESL and other linguistically diverse students. Based on landmark research and years of their own teaching experience, the authors provide insights about the variety of non-native English-speaking students (including speakers of global English varieties), practical techniques that can be used to help these students succeed in their assignments, and ideas for leveraging this cultural asset for the education of *all* students in the public speaking classroom.

Teaching Public Speaking: A Guide for New Instructors by Paula Youra, Lynchburg College. This guidebook provides adaptable advice on cultivating credibility and comfort in the classroom, and on succeeding during the first day, week, and semester of the course.

Coordinating the Communication Course: A Guidebook by Deanna L. Fassett, San José State University, and John T. Warren, Southern Illinois University, Carbondale. This resource offers practical advice on every topic central to the coordinator/director role.

Acknowledgments

We are especially thankful for the contributions of several individuals who helped us develop this edition of *A Speaker's Guidebook*. Thanks to Kevin Ayotte of California State University, Fresno, and Brian Kanouse of Keene State College for their contributions to the sample speeches. Thanks to Gary Russell, Quincy University, for his help with the sample speech of introduction. Special thanks to Teresa Gorrell for working with us to draft and present her speech of introduction. We would like to thank Teri Varner of St. Edward's University and her students for their contributions to the sample speeches. We are also grateful to Kelley Cowden from the University of Kentucky for her helpful suggestions. We would like to thank LeAnne Lagasse of Texas Tech University for her excellent work revising the *Instructor's Resource Manual* (originally created by Elaine Wittenberg-Lyles of the University of Texas at San Antonio and Melinda Villagran of George Mason University, and revised for the third edition by Jennifer Emerling Bone of the State University of New York, Oneonta) and Test Bank (originally created by Tom Howard of the University of Oklahoma and Merry Buchanan of the University of Central Oklahoma, and updated by Jennifer Emerling Bone). Thank you also to Bruce Sherwin and Publishers Solutions for their work on Web quizzes and other resources to accompany *A Speaker's Guidebook,* Sixth Edition.

We very much appreciate the assistance of the hundreds of reviewers whose feedback and advice allowed us to make *A Speaker's Guidebook: Text and Reference,* Sixth Edition, better. Please see the following pages for a list of each of these reviewers.

The sixth edition of *A Speaker's Guidebook* demanded constant attention and labor from the dedicated team at Bedford/St. Martin's. Publisher Erika Guiterrez has now been the guiding spirit for the book for over a decade, and we are ever grateful for her countless editorial, marketing, and sales contributions to its success. Senior Development Editor Lorraina Morrison devoted innumerable hours on all aspects of development, from editing chapters with great good cheer and tact, to spearheading a superb series of speech videos, to laboring over one thousand and one other details, and we are most grateful. We also thank Associate Editor Alexis Smith, whose contribution to the LearningCurve questions adds a new and vital dimension to the text; and Editorial Assistant Joanna Kamouh for her always swift and efficient help, hard work, and good instincts. Pamela Lawson, Production Editor, expertly guided the text through a complicated production process under the direction of Steven Cestaro and Elise S. Kaiser. Thanks to Thomas Kane, Senior New Media Editor for helping us to develop LaunchPad. We are grateful to Thomas Digiano, Marketing Manager, for his sales and marketing efforts.

Virtual Focus Group Participants

Marlene Atkins, *The Illinois Institute of Art, Schaumburg*
Steven Cohen, *University of Maryland*
Diana Cooley, *Lone Star College, North Harris*
Dustin Crosby, *Southern Oregon University*
Paul Crowley, *Spartanburg Community College*
Emilie Falc, *Winona State University*
Richard Harris, *Southeastern University*
Bruce Holmes, *Stratford University*
Monica Maxwell, *Georgetown University*
Gary Russell, *Quincy University*

Reviewers and Survey Respondents

Rebecca Aarestad, *Waubun High School*
Karen Alman, *Wenatchee Valley College*
Oluwunmi Ariyo, *Vance Granville Community College*
Kathy Berggren, *Cornell University*
Aria Bernstein, *Georgia Perimeter College*
Steven Bisch, *Washington State University Tri-Cities*
Becky Behm, *Alexandria Technical and Community College*
Esther Boucher, *Worchester Polytechnic Institute*
Greg Brecht, *University of South Florida St. Petersburg*
Carol Brown, *Centralia College*
Carolyn Calhoon Dillahunt, *Yakima Valley Community College*
Marybeth Callison, *University of Georgia*
Diane Carter, *University of Idaho*
Linda Carvalho Cooley, *Reedley College*
Anthony Cavaluzzi, *SUNY Adirondack*
Melinda Christianson, *Underwood School*
Jeanne Christie, *Western Connecticut State University*

John Castagna, *Penn State Abington*
Mittie Jane Crouch, *Tidewater Community College*
Anna Cross, *Portsmouth Public Schools*
Rose Crnkovich, *Trinity High School*
Kevin Cummings, *Mercer University*
Staci Dinerstein, *William Patterson University*
Donna Elkins, *Jefferson Community and Technical College*
Sarah Engle, *Liverpool High School*
Julie Floyd, *Central Georgia Technical College*
Amy Gall, *St. Louis Christian College*
Ellen Gabrielleschi, *Clarke University*
Jerry Gibbens, *Williams Baptist College*
Beate Gilliar, *Manchester University*
Cheryl Golemo, *Harper College*
Alan Gousie, *Community College of Rhode Island*
Orsini Gonzalez, *City College*
Robin Grantham, *Georgia Military College*
Jennifer Hallett, *Young Harris College*
Debra Harper-LeBlanc, *Lone Star College, Greenspoint Center*
Carla Harrell, *Old Dominion University*
Richard Harrison, *Kilgore College*
Marcia Hines-Colvin, *Saint Mary's University of Minnesota*
Gregory Hudson, *Cincinnati State*
Jessica Hurless, *Casper College*
Susan Isaacs, *Union College*
Kathleen Jacquette, *Farmingdale State College*
Marlena Karami, *Roxbury Community College*
Veronica Koehn, *Oregon Institute of Technology*
Beth Konrad, *Loyola University Chicago*
Kelly Lancaster, *School of Art and Design*
Ross Larson, *Carthage College*
Darren Linvill, *Clemson University*
Shane Martin, *Fitchburg State University*
Amanda Martinez, *Davidson College*
Chandra Massner, *University of Pikeville*
Julia McDermott-Swanson, *Santa Rosa Junior College*
Jamie McKown, *College of the Atlantic*
Ellen Mroz, *Community College of Rhode Island*
Diorah Nelson, *Hillsborough Community College*
Charles Parker, *Friends University*
Elaine Pascale, *Suffolk University*
Shelli Pentimall Bookler, *Bucks County Community College*
Brandi Quesenberry, *Virginia Tech*
Gail G. Reid, *University of West Georgia*
Donald Rhoads, *Thaddeus Stevens College of Technology*
R. Joseph Rodriguez, *University of Texas at Austin*
Sue Roeglin, *Georgetown University*
Gerald Savage, *Illinois State University*
Lynn Scramuzza, *University of Scranton*
Gretchen Skivington, *Great Basin College*
Julie Suek, *Lower Columbia College*
Gregory Thomas, *Morgan Community College*
Shauna Vey, *New York City College of Technology CUNY*
Fred Whiting, *Art Institute of Washington, DC*
Jon A. Williams, *Niagara County Community College*
Kathleen Williams, *Bergen Community College*
Ty Williams, *St. Philip's College*

Reviewers and Survey Respondents, Fifth Edition

Diane Auten, Allan Hancock College; Diane M. Badzinski, Colorado Christian University; Raymond Bell, Calhoun Community College; Jeffrey D. Brand, Millikin University; Lacinda Brese, Southeastern Oklahoma State University; Jennifer L. Chakroff, Lasell College; Jeannette Duarte, Rio Hondo College; Richard E. Edwards, Baylor University; Donna Elkins, Jefferson Community and

Technical College; Nancy M. Fisher, Ohio State University; David S. Fusani, Erie Community College; Jeffery Gentry, Rogers State University; Kim Gerhardt, San Diego Mesa College; Steven Grant, Florida State College at Jacksonville; Carla Harrell, Old Dominion University; Constance G. Hudspeth, Rollins College and Valencia Community College; Carie Kapellusch, Texas Christian University; Carol Koris, Johnson & Wales University; Steve Madden, Coastal Carolina University; Brian R. McGee, College of Charleston; Teresa Metzger, California State University San Marcos; Alexa G. Naramore, University of Cincinnati; Clayton Coke Newell, University of Saint Francis; Nikki Poppen-Eagan, Pierce College; Mark Ristroph, Augusta Technical College; Gary E. Russell, Quincy University; Jeffrey VanCleave, University of Kentucky; Teri Lynn Varner, St. Edward's University; John T. Warren, Southern Illinois University, Carbondale; and Allyson Zadeh, Front Range Community College.

Reviewers and Survey Respondents, Fourth Edition

Stephanie Ahfeldt, Concordia College; Allison Ainsworth, Gainesville State College; Timothy Anderson, Elgin Community College; Dencil K. Backus, California University of Pennsylvania; Robert Betts, Rock Valley College; Thomas Bovino, Suffolk County Community College; Amanda Brown, University of Wisconsin, Stout; Christa Brown, Minnesota State University; Edward Clift, Woodbury University; Michael D. Crum, Coastal Carolina Community College; Kevin Cummings, Mercer University; Julie Davis, College of Charleston; Gary Deaton, University of Transylvania; Cynthia Dewar, City College of San Francisco; Thomas F. Downard, Northeastern University; Fred Fitch, Kean University; James J. Floyd, University of Central Missouri; Sonia Margarita Gangotena, Blinn College; Ron Gephart, Southwest Tennessee Community College; Valerie Manno Giroux, University of Miami; Keith H. Griffin, University of South Carolina; Diane Gruber, Arizona State University; Deborah Hefferin, Broward Community College; Emily Holler, Kennesaw State University; Brendan B. Kelly, University of West Florida; Carol Koris, Johnson & Wales University, North Miami; Lynn Kuechle, Minnesota State University, Mankato; Victoria Leonard, College of the Canyons; Nancy Levin, Palm Beach Community College; Natabhona Mabachi, University of Kansas; Anne McIntosh, Central Piedmont Community College; Marjorie Keeshan Nadler, Miami University; Phyllis Ngai, University of Montana, Missoula; Kekeli Nuviadenu, Bethune-Cookman College; Keith Perry, Abraham Baldwin Agricultural College; Brian Pilling, Westminster College; Roger D. Priest, Ivy Tech Community College; Paul Raptis, Gainesville State College; Kenna J. Reeves, Emporia State University; John Reffue, Hillsborough Community College; Rebecca Robideaux, Boise State University; Karin Russell, Keiser University; John Saunders, Columbus State University; James M. Schnoebelen, Washburn University; Karen Michelle Scott, Savannah College of Art & Design; Pam Speights, Wharton County Junior College; Erik Stroner, Iowa Central Community College; Bonnye Stuart, Winthrop

University; Sarah Elizabeth Symonds, Coastal Carolina Community College; Laura R. Umphrey, Northern Arizona University; Steve Vrooman, Texas Lutheran University; Marta Walz, Elgin Community College; Stephanie Webster, University of Florida; Kristopher Robert Weeks, Montclair State University; David E. Williams, Texas Tech University; and Jim Wilson, Shelton State Community College.

Reviewers and Survey Respondents, Third Edition

Helen Acosta, Bakersfield College; Nedra Adams-Soller, College of Lake County; Sue Aiello, New York Institute of Technology, Main Campus; Robert Alexander, Bucks County Community College; Jason Ames, Chabot College; James Anderson, Johnson & Wales University; Robert Arend, San Diego Miramar College; Mike Armstrong, Tallahassee Community College; Jay Baglia, San Jose State University; Kaylene Barbe, Oklahoma Baptist University; Cameron Basquiat, Community College of Southern Nevada; Kimberly Batty-Herbert, Broward Community College North; Elizabeth Bell, University of South Florida; Ray Bell, John C. Calhoun State Community College; Christina Benac, Ball State University; Mary Jane Berger, College of Saint Benedict; Kathy Berggren, Cornell University; Mark Bergmooser, Monroe County Community College; Sandra Berkowitz, University of Maine; Constance Berman, Berkshire Community College; Bob Betts, Rock Valley College; Pete Bicak, Rockhurst University; Rochelle Bird, Utah Valley State College; T. Black, Shepherd College; Marian Blue, Skagit Valley Community College, Oak Harbor; Jennifer Emerling Bone, University of Colorado, Boulder; Robert Bookwalter, Marshall University; Jennifer Boyenga, Indian Hills Community College; Chris Braden, Alverno College; Linda Brigance, SUNY College at Fredonia; Joel Brouwer, Montcalm Community College; Jin Brown, University of Alaska, Fairbanks; Nate Brown, Santa Monica College; Ferald Bryan, Northern Illinois University; Glenn Byrne, Stonehill College; Lisa Callihan, Florence Darlington Technical College; Diana Cameron, North Iowa Area Community College; Amy Capwell-Burns, University of Toledo; Harry Carrell, Missouri Valley College; Karishma Chatterjee, Ohio State University, Main Campus; Susan Childress, Santa Rosa Junior College; Sally Cissna, Milwaukee School of Engineering; Carolyn Clark, Salt Lake Community College; Annie Clement, Winona State University; Robert Cohen, Ohio State University, Mansfield; Jennifer Cohen-Rosenberg, Los Angeles Pierce College; Linda Combs, Daytona Beach Community College; Melanie Conrad, Midwestern State University; John Cook, University of Texas at Brownsville; Diana Cooley, North Harris College; Kimberly Corey, McIntosh College; Ed Coursey, Palm Beach Community College Glades Center; Ken Cox, Florence Darlington Technical College; Sandra Coyner, Southern Oregon University; Christine Cranford, East Carolina University; Rita Crockett, Howard College; Billye Currie, Samford University; Daniel Dahlquist, University of Wisconsin at Platteville; Phillip Dalton, Stetson University; William Davidson, University of Wisconsin, Stevens Point; Dale Davis, University of Texas at San Antonio; Thomas DelVecchio,

Iona College; Andrew Denhart, Stetson University; Ron Dluger, North Park University; Paul Duax, American River College; Betty Dvorsen, City College of San Francisco; Jarvis Elena, Daytona Beach Community College; Dennis Elkins, Savannah College of Art and Design; Scott Ellis, San Jacinto College, Central Campus; Valerie Endress, Rhode Island College; Carolyn Engdahl, Fitchburg State University; David Engel, Marshalltown Community College; Kathleen M. Farrell, St. Louis University; Judy Ferrand, Wor-Wic Community College; William Ferreira, Houston Community College Southwest; Nilo Figur, Concordia University; Sondra Fishinger, Union County College; Peter Fjeld, Berkeley College; Charles Fleischman, Hofstra University; James J. Floyd, Central Missouri State University; Marjorie Ford, Stanford University; Christine Foster, Ramapo College of New Jersey; James Friauf, Milwaukee School of Engineering; William Furnell, Santa Monica College; James Gallagher, New Mexico State University at Alamogordo; Pat Gehrke, University of South Carolina; John Gillette, Lake City Community College; Susan Gilpin, Marshall University; Valerie Giroux, University of Miami; Curt Gilstrap, Drury University; Louis Giuliana, Holy Family College; Susan Giusto, Francis Marion University; Eric Gnezda, Ohio Wesleyan University; Robert Gobetz, University of Indianapolis; William "Bubba" Godsey, John C. Calhoun State Community College; Janna Goodwin, Regis University; Luke Gordon, Portland State University; Michelle Gorthy, City College of San Francisco; Frank Gray, Ball State University; Neil Gregersen, University of Wisconsin at Waukesha; Laura Gregg, Saginaw Chippewa Tribal College; Jean Groshek, Alverno College; Diane Gruber, Arizona State University, West; Phil Hamilton, San Bernardino Valley College; Greg Hammond, New Mexico Junior College; Reeze Hanson, Haskell Indian Nations University; Eric Harlan, Mississippi University for Women; John Hatch, University of Dubuque; Linda Heil, Harford Community College; Mark Henderson, Jackson State University; Andrew Herman, State University of New York at Genesee; Dan Higgins, Heidelberg College; Rick Hogrefe, Crafton Hills College; Angela Holland, Community College of Southern Nevada; Emily Holler, Kennesaw State University; Victoria Howitt, Grossmont College; Kevin Howley, DePauw University; Karen Huck, Central Oregon Community College; W. A. Kelly Huff, Truett-McConnell, Watkinsville; Lynette Jachowicz, Maple Woods Community College; Dale Jenkins, Virginia Technical College; Ronald C. Jones, Norfolk State University; Linda Karch, Norwich University; Susan Katz, University of Bridgeport; Bill Keith, University of Wisconsin, Milwaukee; Tim Kelley, Northwest-Shoals Community College; Helen Kingkade, Midlands Technical College, Airport; David Kosloski, Clark College; Jeffrey Kotz, University of Connecticut; Mary Lahman, Manchester College; Jon Larson, Inver Hills Community College; Betty Jane Lawrence, Bradley University; Peter Lee, Golden West College; Diana Leonard, University of Arizona; Victoria Leonard, College of the Canyons; Douglas Lepter, Trevecca Nazarene University; Wendy Leslie, Missouri Valley College; Jason Lind, Skagit Valley College; Linda Linn, Western Wyoming College; Steven Long, Wayland Baptist University; Bob Loss, Barton County Community College; Louis Lucca, La Guardia Community College, CUNY; Thomas Marshall, Robert Morris University; Ben Martin, Santa Monica

College; Michael McFarland, Stetson University; Lee McGavin, University of Texas, Permian Basin; Libby McGlone, Columbus State Community College; Annie McKinlay, North Idaho College; Gordon McLean, Arizona Western College; Scott McLean, Arizona Western College; Miriam McMullen-Pastrick, Pennsylvania State University at Erie, Behrend; Rebecca Meisnebach, Concord College; Deborah Meltsner, Old Dominion University; Andrew Merolla, Ohio State University; John Morrison, Rollins College; Alfred Mueller, Pennsylvania State University at Mont Alto; Lisa Mueller, Northeast Iowa Community College; Donna Munde, Mercer County Community College; Diana Karol Nagy, University of Florida; Helen Nelson, Spalding University; Kathleen Norris, Loyola Marymount University; Linda Norris, Indiana University of Pennsylvania; Karen O'Donnell, Finger Lakes Community College; Jennifer O'Dorisio, Pomona High School; Richard Olsen, University of North Carolina at Wilmington; Susan Ondercin, Carroll Community College; Elenie Opffer, Regis University; Donald Painter Jr., University of South Florida; Teresa Palmitessa, Pennsylvania State University at Erie, Behrend; Emily Paramonova, Cogswell Polytechnical College; Daniel Paulnock, Saint Paul College; Holly Payne, Western Kentucky University; Karl Payton, Le Tourneau University; Kimberly Pearce, De Anza College; Sheila Peebles, Baldwin-Wallace College; Ray Penn, Lincoln Memorial University; Pamela Perkins, San Diego City College; Jean Perry, Glendale Community College; William Petkanas, Western Connecticut State University; Chuck Pierce, Central Carolina Technical College; Dann Pierce, University of Portland; Michael Pitts, Los Angeles Southwest College; Dwight Podgurski, Colorado Christian University; Linda Powers, Wofford College; Joyce Puls, Baker College; Kathleen Quimby, Messiah University; Susan Rabideau, University of Wisconsin, Fox Valley; Alan Ragains, Windward Community College; Gail Reid, State University of West Georgia; Pamela Reid, Copiah-Lincoln Community College; Paula Reif, Carl Albert State College; Larry Reynolds, Johnson City Community College; William Richter, Lenoir-Rhyne College; Lisa Riede, Lockhaven University of Pennsylvania; Nita Ritzke, University of Mary; Rick Roberts, University of San Francisco; Patricia Rockwell, University of Louisiana at Lafayette; Rita Rosenthal, Boston College and Stonehill College; Susan Sanders, Northern Essex Community College; Carol Saunders, Chipola Junior College; Kimberly Schwartz, University of Dubuque; Steve Schwarze, University of Montana; Marlene Sebeck, Wheeling Jesuit University; Lois Self, Northern Illinois University; Susan Selk, El Paso Community College; Colleen Shaughnessy-Zeena, Salem State College; Charla Markham Shaw, University of Texas at Arlington; Alisa Shubb, American River College; Elizabeth Simas, California State University at Northridge; Jacqueline Simon, Palomar College; John Kares Smith, SUNY Oswego State University; Andrew Snyder, Saint Gregory's University; Jay Soldner, Western Wisconsin Technical College; Rick Soller, College of Lake County; Pam Speights, Wharton County Junior College; Ebba Stedillie, Casper College; Susan Stehlik, Rutgers University, Newark Campus; Lesa Stern, Southern Illinois University, Edwardsville; James Stewart, Tennessee Technical University; Pamela Stovall, University of New Mexico, Gallup; Anthony Stubbs, Iowa Lakes Community College South; Pat Sutherland, Tennessee Wesleyan

College; Michael Swinford, Shorter College; Sarah Symonds, Coastal Carolina Community College; Kelly Tait, University of Nevada, Reno; Georgia Talsma, Mount Marty College; April Dupree Taylor, University of South Alabama; Katherine Taylor, University of Louisville; Donna Thomsen, Johnson & Wales University; Ray Tipton, Walters State Community College; Hank Tkachuk, Concordia College, Moorehead; Candice Todd, Lynchburg College; Michael Tomaschyk, Cuyahoga Community College, Western; Amy Trombley, Western Michigan University; Anita Turpin, Roanoke College; Clint Uhrich, Luther College; Joseph Valcourt, Central Carolina Technical College; Marilyn Valentino, Lorain County Community College; Jay VerLinden, Humboldt State University; Valerie Vlahakis, John Wood Community College; Steve Vrooman, Texas Lutheran University; Chris Wagner, Cosumnes River College; Anthony Wainwright, Onondaga Community College; Lisa Waite, Kent State University, Stark Campus; Bill Wallace, Northeastern State University; Dennis Waller, Northwest Nazarene University; David Weinandy, Aquinas College; Nancy Wendt, Oregon State University; Estelle Wenson, Stonehill College; Beverly West-Dorny, San Joaquin Delta College; Steven Wiegenstein, Culver-Stockton College; Thomas Wilkinson, Rowan University; David Williams, Texas Technical University; Frances Winsor, Pennsylvania State University at Altoona; Marianne Worthington, Cumberland College; Miriam Zimmerman, Notre Dame de Namur University; and Joe Zubrick, University of Maine, Fort Kent.

Reviewers and Survey Respondents, Second Edition

Cameron Basquiat, Community College of Southern Nevada; Carolyn Clark, Salt Lake Community College; Letitia Dace, University of Massachusetts, Dartmouth; Francis Dance, University of Denver; Layne Dearden, Brigham Young University, Idaho; Rebecca Faery, Massachusetts Institute of Technology; Joyce Fernandes, Bristol Community College; John Giertz, Bakersfield College; Heather Grace, University of Pittsburgh, Bradford; Marc Martin, San Francisco State University; Charles McMahan, Vincennes University; Deborah Meltsner, Old Dominion University; Andrea Morgan, Georgia Perimeter College; Dann Pierce, University of Portland; Patricia Rockwell, University of Louisiana, Lafayette; Robert Sadowski, University of Michigan, Flint; Michael Searcy, University of Iowa and Scott Community College; Lisa Stefani, Grossmont College; Elena Strauman, Auburn University; Jeremy Teitelbaum, California Polytechnic State University; Gregory Thomas, Morgan Community College; and Robert Witkowski, Midlands Technical College.

Reviewers and Survey Respondents, First Edition

Linda Brown, El Paso Community College; Tamara Burk, Columbia College; Lawrence J. Chase, California State University, Sacramento; Helen Chester, Milwaukee Area Technical College; Jeanine Congalton, Fullerton College; Lauren

Sewell Coulter, University of Tennessee, Chattanooga; Karen D. Covey, New River Community College; Michal Dale, Southwest Missouri State; William F. Ferreira, Houston Community College, Southwest; Eric Fife, College of Charleston; William Fustield, University of Pittsburgh; Kathleen M. Galvin, Northwestern University; Kelby Halone, Clemson University; William J. Jordan, North Carolina State University; Ruth Ann Kinzey, University of North Carolina, Charlotte; Lt. Col. George Luker, USAF Academy; Joseph Martinez, El Paso Community College; Virgil Moberg, Flagler College; Carlos Perez, Maple Woods Community College; Jean Perry, Glendale Community College; Tina Pieraccini, State University of New York, Oswego; Lora Sager, Greenville Technical College; Dr. Roy Schwartzmann, Northwest Missouri State University; John Kares Smith, State University of New York, Oswego; Kimberly Terrill, Francis Marion University; and Glenda Treadaway, Appalachian State University.

Contents

How to Use This Book and Digital Resources v
Preface xi

GETTING STARTED WITH CONFIDENCE

SPEAKER'S REFERENCE 3

CHAPTER 1 Becoming a Public Speaker 7

Why Study Public Speaking? 8
- Gain a Vital Life Skill 8
- Advance Your Professional Goals 8
- Enhance Your Career as a Student 9
- Find New Opportunities for Civic Engagement 9

The Classical Roots of Public Speaking 10
- The Canons of Rhetoric 11
- A Rich and Relevant Heritage 12

Learning to Speak in Public 13
- Draw on Conversational Skills 13
- Draw on Skills in Composition 13
- Develop an Effective Oral Style 13
- Become an Inclusive Speaker 14

Public Speaking as a Form of Communication 14
- Public Speaking as an Interactive Communication Process 15
- Similarities and Differences between Public Speaking and Other Forms of Communication 16

CHAPTER 2 Giving It a Try: Preparing Your First Speech 18

A Brief Overview of the Speechmaking Process 18
- Analyze the Audience 18
- Select a Topic 18

Determine the Speech Purpose 19
Compose a Thesis Statement 19
Develop the Main Points 20
Gather Supporting Material 20
Separate the Speech into Its Major Parts 20
Outline the Speech 21
Introduction 22
Body 22
Conclusion 23
Consider Presentation Aids 23
Practice Delivering the Speech 23
▶ **CHECKLIST:** Record the Speech to Bolster Confidence 24
▶ **ESL SPEAKER'S NOTES:** Identifying Linguistic Issues as You Practice Your Speech 24
Take the Plunge 25
▶ **SELF-ASSESSMENT CHECKLIST:** My First Speech 25
▶ **SPEECH OF INTRODUCTION:** Homeschooled to High School: My Journey of Growth and Change, Teresa Gorrell 26
▶ **FROM IDEA TO SPEECH:** How to Transform an Idea into a Polished Speech 30
▶ **SAMPLE VISUALLY ANNOTATED INTRODUCTORY SPEECH:** The Dance of Life, Ashley White 33

PUBLIC SPEAKING BASICS

SPEAKER'S REFERENCE 37

CHAPTER 3 Managing Speech Anxiety 42

What Makes Us Anxious about Public Speaking? 42
Lack of Positive Experience 42
Feeling Different 43
Being the Center of Attention 43
Pinpoint the Onset of Public Speaking Anxiety 43
▶ **CHECKLIST:** Recognizing and Overcoming Your Underlying Fears about Public Speaking 44
Pre-Preparation Anxiety 44

Preparation Anxiety 45
Pre-Performance Anxiety 45
Performance Anxiety 45
Use Proven Strategies to Build Your Confidence 46
Prepare and Practice 46
Modify Thoughts and Attitudes 46
▶ **ESL SPEAKER'S NOTES:** Confidence and Culture: When English Isn't Your First Language 47
Visualize Success 47
Activate the Relaxation Response 48
Relaxation Audio Download
Briefly Meditate 49
Use Stress-Control Breathing 49
Use Movement to Minimize Anxiety 49
Practice Natural Gestures 49
Move as You Speak 50
Enjoy the Occasion 50
Learn from Feedback 50
▶ **CHECKLIST:** Preparing to Speak With Confidence 50

CHAPTER 4 **Listeners and Speakers** 51

Recognize the Centrality of Listening 51
Understand the Difference between Hearing and Listening 52
Recognize That We Listen Selectively 53
Strive for the Open Exchange of Ideas 53
▶ **ESL SPEAKER'S NOTES:** Learning by Listening 54
Anticipate Obstacles to Active Listening 54
Minimize External and Internal Distractions 54
Guard against Scriptwriting and Defensive Listening 55
Beware of Laziness and Overconfidence 55
Refrain from Multitasking 55
▶ **CHECKLIST:** Dealing With Distractions during Delivery of a Speech 55
▶ **ETHICALLY SPEAKING:** The Responsibilities of Listening in the Public Arena 56
Work to Overcome Cultural Barriers 56
Become a More Active Listener 56
Set Listening Goals 57
Listen for Main Ideas 57

▶ **A CULTURAL PERSPECTIVE:** Listening Styles and Cultural Differences 58

Evaluate Evidence and Reasoning 59

▶ **CHECKLIST:** Use the Thought/Speech Differential to Listen Critically 59

Offer Constructive and Compassionate Feedback 60

Be Honest and Fair in Your Evaluation 60

Adjust to the Speaker's Style 60

Be Compassionate in Your Criticism 60

Peer Evaluation Form 61

CHAPTER 5 **Ethical Public Speaking** 62

Take Responsibility for Your Words 62

Demonstrate Competence and Character 62

Respect Your Listeners' Values 63

Evaluate Frameworks for Ethical Decision Making 64

Bring Your Own Values into Focus 65

Contribute to Positive Public Discourse 65

▶ **SELF-ASSESSMENT CHECKLIST:** Identifying Values 66

▶ **A CULTURAL PERSPECTIVE:** Comparing Cultural Values 67

Use Your Rights of Free Speech Responsibly 67

Avoid Hate Speech 68

▶ **ETHICALLY SPEAKING:** Speech Codes on Campus: Protection or Censorship? 69

Observe the Ground Rules for Ethical Speaking 70

Focus on Dignity and Integrity 70

Be Trustworthy 71

Demonstrate Respect 71

Make Responsible Choices 71

Demonstrate Fairness 72

Be Civic-Minded 72

Avoid Plagiarism 72

Rules for Avoiding Plagiarism 73

Citing Quotations, Paraphrases, and Summaries 73

▶ **CHECKLIST:** Correctly Quote, Paraphrase, and Summarize Information 74

Fair Use, Copyright, and Ethical Speaking 75

▶ **SELF-ASSESSMENT CHECKLIST:** An Ethical Inventory 76

AUDIENCE ANALYSIS AND TOPIC SELECTION

SPEAKER'S REFERENCE 79

CHAPTER 6 Analyzing the Audience 83

Adapt to Audience Psychology: Who Are Your Listeners? 83
- Appeal to Audience Members' Attitudes, Beliefs, and Values 84
- "If the Value Fits, Use It" 84
- Gauge Listeners' Feelings toward the Topic, Speaker, and Occasion 85
  - *Gauge Listeners' Feelings toward the Topic* 85
  - *If the Topic Is New to Listeners* 85
  - *If Listeners Know Relatively Little about the Topic* 85
  - *If Listeners Are Negatively Disposed toward the Topic* 85
  - *If Listeners Hold Positive Attitudes toward the Topic* 86
  - *If Listeners Are a Captive Audience* 86
  - *Gauge Listeners' Feelings toward the Speaker* 86
- ▶ **CHECKLIST:** Appeal to Audience Attitudes, Beliefs, and Values 87
  - *Gauge Listeners' Feelings toward the Occasion* 87

Adapt Your Message to Audience Demographics 87
- Appeal to Your Target Audience 87
- Age 88
- Ethnic or Cultural Background 88
- Socioeconomic Status 89
  - *Income* 89
  - *Occupation* 89
  - *Education* 90
- Religion 90
- ▶ **CHECKLIST:** Respond to the Audience as You Speak 90
- Political Affiliation 91
- Gender 91
- Group Affiliations 91
- ▶ **CHECKLIST:** Reviewing Your Speech in Light of Audience Demographics 92
- Disability 92

Adapt to Diverse Audiences 92

Adapt to Cross-Cultural Values 93
Hofstede's Value-Dimensions Model: Cultural Values and National Differences 94
Individualism versus Collectivism 94
Uncertainty Avoidance 94
Power Distance 94
Masculinity versus Femininity 95
Long- versus Short-Term Time Orientation 95
▶ **A CULTURAL PERSPECTIVE:** Consult Global Opinion Polls 96
Focus on Universal Values 96
Techniques for Learning about Your Audience 96
Interview Audience Members 97
Survey the Audience 97
Consult Published Sources 99
Analyze the Speech Setting and Context 100
Size of Audience and Physical Setting 100
Time and Length of Speech 100
The Rhetorical Situation 100
▶ **CHECKLIST:** Analyzing the Speech Situation 101

CHAPTER 7 **Selecting a Topic and Purpose** 102
Exploring Topics for Your Speech 102
Assigned versus Self-Selected Topics 102
Identify Personal Interests 103
Consider Current Events and Controversial Issues 104
Survey Grassroots Issues: Engage the Community 104
Steer Clear of Overused and Trivial Topics 104
Try Brainstorming to Generate Ideas 104
Word Association 104
Topic Mapping 105
Internet Tools 105
▶ **FROM SOURCE TO SPEECH:** Narrowing Your Topic Using a Library Portal 106
▶ **CHECKLIST:** Criteria for Selecting a Topic 108
Identify the General Purpose of Your Speech 108
When the General Speech Purpose Is to Inform 108
When the General Speech Purpose Is to Persuade 108
When the General Speech Purpose Is to Mark a Special Occasion 110
Refine the Topic and Purpose 110
▶ **CHECKLIST:** Identifying Your General Speech Purpose 110
Narrow the Topic 111

▶ **CHECKLIST:** Narrowing Your Topic 111
▶ **FROM SOURCE TO SPEECH:** Narrowing Your Topic to Fit Your Audience 112
Form a Specific Speech Purpose 114
From Topic and Purpose to Thesis Statement 114
Postpone Development of Main Points 114
▶ **ETHICALLY SPEAKING:** Ethical Considerations in Selecting a Topic and Purpose 115
Use the Thesis Statement to Guide Your Speech Preparation 117
Make the Thesis Statement Relevant and Motivating 117
▶ **CHECKLIST:** Formulating the Thesis Statement 117

SUPPORTING THE SPEECH

SPEAKER'S REFERENCE 121

CHAPTER 8 **Developing Supporting Material** 125

Use a Variety of Supporting Materials 125
Consider the Target Audience 125
Offer Examples 126
Brief Examples 127
Extended Examples 127
Hypothetical Examples 127
Share Stories 128
▶ **CHECKLIST:** Selecting the Right Example or Story 129
Draw on Testimony 129
▶ **ESL SPEAKER'S NOTES:** Broaden Your Listeners' Perspectives 129
▶ **CHECKLIST:** Evaluating the Credibility of Testimony 130
Provide Facts and Statistics 130
Use Statistics Selectively 131
Use Statistics Accurately 131
Use Frequencies to Indicate Counts 131
Use Percentages to Express Proportion 131
Use Types of Averages Accurately 132
Present Statistics Ethically 133
Use Only Reliable Sources 133
Present Statistics in Context 133
Avoid Confusing Statistics with "Absolute Truth" 133

Orally Refer to Your Sources 133
Avoid Cherry-Picking 133
▶ **ETHICALLY SPEAKING:** Evaluating the Validity of the Statistics You Cite 134
Use Visual Aids Whenever Possible 134
▶ **SELF-ASSESSMENT CHECKLIST:** Using Statistics in Your Speech: An Ethical Inventory 135
Win Acceptance of Your Supporting Materials 135

CHAPTER 9 **Finding Credible Print and Online Materials** 136

Assess Your Research Needs 136
Consider a Mix of Primary and Secondary Sources 136
Use a Library Portal to Access Credible Sources 137
Explore Primary Sources 138
Consider Personal Knowledge and Experience 138
Access Digital Collections 138
Conduct Interviews 138
▶ **CHECKLIST:** Finding Speeches Online 139
Preparing for the Interview 139
Structuring the Interview 140
The Opening: Establish a Spirit of Collaboration 140
The Body: Posing the Questions 140
The Closing: Recheck and Confirm 140
▶ **CHECKLIST:** Preparing for the Interview 141
Recording the Interview 141
Distribute Surveys 141
Explore Secondary Sources 142
Books 142
Newspapers and Periodicals 142
Blogs and Social News Sites 143
Government Information 144
Reference Works 144
Encyclopedias 144
Almanacs 144
Biographical Resources 145
Books of Quotations 145
Poetry Collections 145
Atlases 145
Conduct Smart Searches 145
Access Subject Guides 146
Use Search Engines Selectively 146

Create Effective Keywords and Subject Headings 147
Create Effective Keywords 147
Identify the Correct Subject Headings 147
Use Advanced Search 148
▶ **A CULTURAL PERSPECTIVE:** Discovering Diversity in Reference Works 149
Be a Critical Consumer of Information 149
▶ **FROM SOURCE TO SPEECH:** Evaluating Web Sources 150
Distinguish among Information, Propaganda, Misinformation, and Disinformation 152

CHAPTER 10 Citing Sources in Your Speech 153

Alert Listeners to Key Source Information 153
Establish the Source's Trustworthiness 154
Avoid a Mechanical Delivery 155
Vary the Wording 155
Lead with the Claim 155
▶ **FROM SOURCE TO SPEECH:** Demonstrating Your Sources' Reliability and Credibility 156
Overview of Source Types with Sample Oral Citations 158
Book 158
Reference Work 158
Print Article 158
Online-Only Magazine, Newspaper, Journal 158
Organization Website 159
Blog 159
Television or Radio Program 159
Online Video 159
Testimony 159
▶ **FROM SOURCE TO SPEECH:** Recording and Citing Web Sources 160
Interview and Other Personal Communication 162
Credit Sources in Presentation Aids 162
Properly Citing Facts and Statistics 162
Properly Citing Summarized, Paraphrased, and Quoted Information 163
▶ **FROM SOURCE TO SPEECH:** Recording and Citing Books
▶ **FROM SOURCE TO SPEECH:** Recording and Citing Articles from Periodicals

ORGANIZING AND OUTLINING

SPEAKER'S REFERENCE 167

CHAPTER 11 Organizing the Body of the Speech 171

Beyond the Speech: Organizing as a Life Skill 171
Parts of a Speech 172
Use the Purpose and Thesis Statements as Guides 173
▶ **SELF-ASSESSMENT CHECKLIST:** Do the Speech Points Illustrate or Prove the Thesis? 173
Restrict the Number of Main Points 174
Restrict Each Main Point to a Single Idea 174
Use Supporting Points to Substantiate Your Claims 175
Pay Close Attention to Coordination and Subordination 176
Recheck Division of Main and Subpoints 177
Strive for a Unified, Coherent, and Balanced Outline 177
▶ **CHECKLIST:** Do the Speech Points Reflect Unity, Coherence, and Balance? 178
Use Transitions to Give Direction to the Speech 179
Use Transitions between Speech Points 179
Use Transitions between Supporting Points 179
Use Transitions between Main Points 180
Use Previews and Summaries as Transitions 180
▶ **SELF-ASSESSMENT CHECKLIST:** Using Transitions 181
▶ **FROM POINT TO POINT:** Using Transitions to Guide Your Listeners 182

CHAPTER 12 Types of Organizational Arrangements 184

▶ **CHECKLIST:** Choosing an Organizational Pattern 184
Arranging Speech Points Chronologically 185
Arranging Speech Points Using a Spatial Pattern 185
Arranging Speech Points Using a Causal (Cause-Effect) Pattern 186
Arranging Speech Points Using a Problem-Solution Pattern 187
Arranging Speech Points Topically 189
Arranging Speech Points Using a Narrative Pattern 189
Subpoints Need Not Match the Pattern of Main Points 190
▶ **CHECKLIST:** Evaluating Organizational Patterns 190
▶ **A CULTURAL PERSPECTIVE:** Organizational Patterns and Diverse Audiences 191

CHAPTER 13 Outlining the Speech 192

Plan on Creating Two Outlines 192
Use Sentences, Phrases, or Key Words 192
The Sentence Outline Format 192
The Phrase Outline Format 193
The Key-Word Outline Format 194
Use a Key-Word Outline for Optimal Eye Contact 194
Create a Working Outline First 195
Separate the Introduction and Conclusion from the Body 195
Indicate Your Sources 195
▶ **CHECKLIST:** Steps in Creating a Working Outline 196
Create a Title 196
Sample Working Outline 196
Prepare a Speaking Outline for Delivery 202
Indicate Delivery Cues 202
Practice the Speech 202
▶ **CHECKLIST:** Tips on Using Notecards or Sheets of Paper 203
Sample Speaking Outline 203
Full-Text Speech 207
▶ **CHECKLIST:** Steps in Creating a Speaking Outline 207
▶ **SAMPLE INFORMATIVE SPEECH:** The History and Sport of Mountain Biking, Zachary Dominque 208

INTRODUCTIONS, CONCLUSIONS, AND LANGUAGE

SPEAKER'S REFERENCE 215

CHAPTER 14 Developing the Introduction 219

Functions of the Introduction 219
Gain Audience Attention 219
▶ **CHECKLIST:** Guidelines for Preparing the Introduction 220
Use a Quotation 220
Tell a Story 220
Pose Questions 220

Offer Unusual Information 221
Use Humor—Perhaps 221
▶ **SELF-ASSESSMENT CHECKLIST:** Using Humor Appropriately 222
Refer to the Audience and Establish Common Ground 222
▶ **A CULTURAL PERSPECTIVE:** Humor and Culture: When the Jokes Fall Flat 223
Refer to the Occasion 223
Preview the Purpose and Topic 224
Establish Your Credibility as a Speaker 224
Preview the Main Points 224
Motivate the Audience to Accept Your Goals 225
SELF-ASSESSMENT CHECKLIST: How Effective Is Your Introduction? 226

CHAPTER 15 Developing the Conclusion 227

Functions of Conclusions 227
▶ **CHECKLIST:** Guidelines for Preparing the Conclusion 227
Signal the Close of a Speech and Provide Closure 228
Summarize the Key Points 228
Reiterate the Topic and Speech Purpose 228
Challenge the Audience to Respond 229
Make the Conclusion Memorable 229
Use Quotations 230
Tell a Story 230
Pose a Rhetorical Question 231
Bring Your Speech Full Circle 231
▶ **SELF-ASSESSMENT CHECKLIST:** How Effective Is Your Conclusion? 231

CHAPTER 16 Using Language to Style the Speech 232

Prepare Your Speeches for the Ear 232
Strive for Simplicity 233
Be Concise 233
Experiment with Phrases and Sentence Fragments 234
Make Frequent Use of Repetition 234
Use Personal Pronouns 234
▶ **CHECKLIST:** Personalizing Your Speech with Personal Pronouns 235

Use Concrete Language and Vivid Imagery 235
Offer Vivid Imagery 235
Use Descriptive Adjectives and Strong Verbs 235
▶ **CHECKLIST:** Is Your Speech Language Concrete? 236
Use Figures of Speech 236
Choose Words That Build Credibility 238
Use Words Appropriately 238
Use Words Accurately 238
Use the Active Voice 239
Use Culturally Sensitive and Gender-Neutral Language 239
▶ **A CULTURAL PERSPECTIVE:** Adapting Your Language to Diverse Audiences 240
Choose Language That Creates a Lasting Impression 241
Use Repetition for Rhythm and Reinforcement 241
Use Alliteration for a Poetic Quality 242
Experiment with Parallelism 242
▶ **CHECKLIST:** Does Your Speech Incorporate Effective Oral Style? 242

VOCAL AND NONVERBAL DELIVERY

SPEAKER'S REFERENCE 245

CHAPTER 17 Methods of Delivery 249

Qualities of Effective Delivery 249
Strive for Naturalness 249
Show Enthusiasm 250
Project a Sense of Confidence 250
Be Direct 250
Select a Method of Delivery 251
Speaking from Manuscript 251
Speaking from Memory 252
▶ **ESL SPEAKER'S NOTES:** Avoiding the Pitfalls of Manuscript Delivery 252
Speaking Impromptu 253
▶ **ETHICALLY SPEAKING:** A Tool for Good and Evil 254
Speaking Extemporaneously 254
▶ **CHECKLIST:** Ready for the Call: Preparing for the Extemporaneous Speech 255

CHAPTER 18 The Voice in Delivery 256

Adjust Your Speaking Volume 256

Vary Your Intonation 256

- **CHECKLIST:** Tips on Using a Microphone 257

Adjust Your Speaking Rate 258

Use Strategic Pauses 258

Strive for Vocal Variety 259

Carefully Pronounce and Articulate Words 259

- **ESL SPEAKER'S NOTES:** Vocal Variety and the Non-Native Speaker 259
- **SELF-ASSESSMENT CHECKLIST:** Practice Check for Vocal Effectiveness 260
- **A CULTURAL PERSPECTIVE:** Using Dialect (Language Variation) with Care 261

CHAPTER 19 The Body in Delivery 262

Enhance Your Credibility Through Nonverbal Cues 262

Pay Attention to Body Language 262

Animate Your Facial Expressions 263

Maintain Eye Contact 263

- **SELF-ASSESSMENT CHECKLIST:** Tips for Using Effective Facial Expressions 263

Use Gestures That Feel Natural 264

Create a Feeling of Immediacy 264

- **CHECKLIST:** Tips for Effective Gesturing 264
- **CHECKLIST:** Broad Dress Code Guidelines 265

Maintain Good Posture 265

Dress Appropriately 265

- **A CULTURAL PERSPECTIVE:** Nonverbal Communication Patterns in Different Cultures 266

Practice the Delivery 266

Focus on the Message 267

Record the Speech 267

Be Prepared to Revise Your Speaking Notes 267

Practice under Realistic Conditions 267

Time Your Speech 268

Plan Ahead and Practice Often 268

PRESENTATION AIDS

SPEAKER'S REFERENCE 271

CHAPTER 20 Speaking with Presentation Aids 275

Functions of Presentation Aids 275
- Help Listeners Process and Retain Information 275
- Promote Interest and Motivation 275
- Convey Information Concisely 276
- Lend a Professional Image 276

Types of Presentation Aids 276
- Props and Models 276
- Pictures 277
- Graphs and Charts 278
- Audio, Video, and Multimedia 281
- ▶ **CHECKLIST:** Tips for Creating Effective Pictograms 281
- ▶ **CHECKLIST:** Tips for Creating Effective Line, Bar, and Pie Graphs 282
- ▶ **CHECKLIST:** Tips on Incorporating Audio and Video into Your Presentation 282

Options for Displaying the Presentation Aid 283
- Computer-Generated Aids and Displays 283
- Flip Charts 283
- Chalkboards and Whiteboards 283
- Handouts 283
- ▶ **FROM IDEA TO IMAGE:** Using Presentation Aids 284
- ▶ **CHECKLIST:** Incorporating Presentation Aids into Your Speech 287

CHAPTER 21 Designing Presentation Aids 288

Keep the Design Simple 288
- Assign Each Point a Separate Slide 288
- Word Slides in the Active Voice 288
- Avoid Clutter 289

Use Design Elements Consistently 289

Select Appropriate Typeface Styles and Fonts 289
- ▶ **CHECKLIST:** Applying the Principles of Simplicity and Continuity 290
- ▶ **CHECKLIST:** Tips for Using Typefaces, Fonts, and Sizes Effectively 292

Use Color Carefully 292

Go to LaunchPad for digital resources: **bedfordstmartins.com/speakersguide**

Video LearningCurve adaptive quizzing e-readings

CHAPTER 22 Using Presentation Software 294

Give a Speech, Not a Slide Show 294

Avoid Technical Glitches 294

- **CHECKLIST:** Avoid Technical Glitches 295

A Brief Guide to Using PowerPoint, Keynote, and Prezi 295

Developing a Plan 295

Compose a Presentation in Microsoft PowerPoint 296

View Options 296

Masters 297

Inserting Objects 298

Inserting Video 298

Transition and Animation Effect 298

Compose a Presentation in Apple Keynote 299

Formatting Text 300

Adding Slides 300

Inserting Objects 300

Transition and Animation Effects 301

Navigation 301

Compose a Presentation in Prezi 302

Getting Started 302

Menus 302

Path Points 302

Inserting Objects 304

Navigation 304

Finding Media for Presentations 305

- **CHECKLIST:** Tips for Successfully Using Presentation Software in Your Speech 305
- **FROM SLIDE SHOW TO PRESENTATION:** Getting Ready to Deliver a PowerPoint, Keynote, or Prezi Presentation 306

Avoiding Copyright Infringement 308

- **CHECKLIST:** Ensuring Legal Use of Media Acquired Electronically 308

FORMS OF SPEECHES

SPEAKER'S REFERENCE 313

CHAPTER 23 The Informative Speech 322

Focus on Sharing Knowledge 322
- Enlighten Rather Than Advocate 322
- Use Audience Analysis 322
- Present New and Interesting Information 323
- Look for Ways to Increase Understanding 324
- ▶ **CHECKLIST:** Help Listeners Follow Along 324

Categories of Informative Speeches 325
- Speeches about Objects or Phenomena 325
- Speeches about People 325
- Speeches about Events 325
- Speeches about Processes 326
- Speeches about Issues 326
- Speeches about Concepts 326

Decide How to Convey the Information 326
- Definition 327
- Description 328
- Demonstration 328
- Explanation 328

Take Steps to Reduce Confusion 329
- Use Analogies to Build on Prior Knowledge 329
- Demonstrate Underlying Causes 330
- ▶ **CHECKLIST:** Strategies for Explaining Complex Information 330
- Appeal to Different Learning Styles 331

Arrange Speech Points in a Pattern 331
- ▶ **CHECKLIST:** Guidelines for Clearly Communicating Your Informative Message 333
- ▶ **SAMPLE VISUALLY ANNOTATED INFORMATIVE SPEECH:** Freeganism: More Than a Free Lunch, DJ McCabe 333
- ▶ **SAMPLE VISUALLY ANNOTATED INFORMATIVE SPEECH:** Social Media, Social Identity, and Social Causes, Anna Davis 338

CHAPTER 24 The Persuasive Speech 344

What Is a Persuasive Speech? 344
- Persuasive Speeches Attempt to Influence Audience Choices 344

- ▶ **CHECKLIST:** Conditions for Choosing a Persuasive Purpose 345

Persuasive Speeches Limit Alternatives 345

- ▶ **ETHICALLY SPEAKING:** Persuasive Speeches Respect Audience Choices 345

Persuasive Speeches Serve as Guides 346

Classical Persuasive Appeals: Ethos, Pathos, and Logos 346

Logos: Appeals to Reason 347

Appeals to Logos Using the Syllogism 347

Pathos: Appeals to Emotion 349

- ▶ **ETHICALLY SPEAKING:** Using Emotions Ethically 350

Ethos: Appeals Based on the Speaker's Character 351

- ▶ **CHECKLIST:** Displaying Ethos in the Persuasive Speech 352

Contemporary Persuasive Appeals: Needs and Motivations 352

Persuading Listeners by Focusing on Motivation 352

Persuading Listeners by Appealing to Their Needs 352

Persuading Listeners by Focusing on What's Most Relevant to Them 353

Persuading Listeners by Appealing to the Reasons for Their Behavior 355

Persuading Listeners through Speaker Credibility 356

- ▶ **SELF-ASSESSMENT CHECKLIST:** Tips for Increasing Speaker Credibility 357

CHAPTER 25 Developing Arguments for the Persuasive Speech 358

What Is an Argument? 358

Stating a Claim 358

Providing Evidence 359

Providing Reasons 359

- ▶ **ETHICALLY SPEAKING:** Engaging in Arguments in the Public Arena 360

Types of Claims Used in Persuasive Speeches 361

Claims of Fact 361

Claims of Value 361

Claims of Policy 361

- ▶ **A CULTURAL PERSPECTIVE:** Addressing Culture in the Persuasive Speech 362

Types of Evidence 363

Secondary Sources ("External Evidence") 363

Speaker Expertise as Evidence 364

Types of Warrants 364
- ▶ **CHECKLIST:** Testing the Strength of Your Evidence 364

Motivational Warrants: Appeals to Audience Needs and Values 365
Authoritative Warrants: Appeals to Source Credibility 365
Substantive Warrants: Appeals to Factual Evidence 366
- ▶ **CHECKLIST:** Making Effective Use of Reasoning by Cause 367

Counterarguments: Addressing the Other Side 367
Fallacies in Reasoning 368
- ▶ **CHECKLIST:** Techniques for Addressing Competing Arguments 368

Begging the Question 369
Bandwagoning 369
Either-Or Fallacy 369
Ad Hominem Argument 369
Red Herring 369
Hasty Generalization 369
Non Sequitur 370
Slippery Slope 370
Appeal to Tradition 370

CHAPTER 26 Organizing the Persuasive Speech 371

Factors to Consider When Choosing an Organizational Pattern 371
What Do the Claims and Evidence Suggest? 371
What Response Do You Seek? 372
What Is the Attitude of the Audience? 372

Problem-Solution Pattern of Arrangement 372

Monroe's Motivated Sequence 375
- ▶ **CHECKLIST:** Organizing a Claim of Policy 375

Step 1: Attention 376
Step 2: Need 376
Step 3: Satisfaction 377
Step 4: Visualization 377
- ▶ **CHECKLIST:** Steps in the Motivated Sequence 377

Step 5: Action 378

Comparative Advantage Pattern of Arrangement 378

Refutation Pattern of Arrangement 379
- ▶ **SAMPLE VISUALLY ANNOTATED PERSUASIVE SPEECH:** Becoming a Socially Conscious Consumer, Jacob Hahn 380
- ▶ **SAMPLE VISUALLY ANNOTATED PERSUASIVE SPEECH:** Preventing Cyberbullying, Elijah Lui 384

CHAPTER 27 Special Occasion Speeches 390

Functions of Special Occasion Speeches 390
- Entertainment 390
- Celebration 390
- Commemoration 391
- Inspiration 391
- Social Agenda–Setting 391

Types of Special Occasion Speeches 391
- Speeches of Introduction 391
  - *Describe the Speaker's Background* 392
  - *Briefly Preview the Speaker's Topic* 392
  - *Ask the Audience to Welcome the Speaker* 392
  - *Respond to Introductions* 392
- Speeches of Acceptance 393
  - *Prepare* 393
- ▶ **CHECKLIST:** Guidelines for Introducing Other Speakers 393
  - *React Genuinely and with Humility* 394
  - *Thank Those Giving the Award* 394
  - *Thank Others Who Helped You* 394
- Speeches of Presentation 394
- ▶ **CHECKLIST:** Guidelines for Delivering Speeches of Acceptance 394
  - *Convey the Meaning of the Award* 395
  - *Talk about the Recipient of the Award* 395
- Roasts and Toasts 395
  - *Prepare* 395
  - *Highlight Remarkable Traits of the Person Being Honored* 396
  - *Be Positive and Be Brief* 396
- Eulogies and Other Tributes 396
  - *Balance Delivery and Emotions* 396
  - *Refer to the Family of the Deceased* 397
  - *Commemorate Life—Not Death* 397
  - *Be Positive but Realistic* 397
- After-Dinner Speeches 397
- ▶ **CHECKLIST:** Tips for Delivering Effective Eulogies 397
  - *Recognize the Occasion* 398
  - *Avoid Stand-Up Comedy* 398
  - *The After-Dinner Speech and Social Agenda–Setting* 398
- Speeches of Inspiration 399
  - *Use Real-Life Stories* 399

Be Dynamic 399
Make Your Goal Clear 399
▶ **CHECKLIST:** Delivering a Successful Speech of Inspiration 400
Close with a Dramatic Ending 400
▶ **ETHICALLY SPEAKING:** Tailor Your Message to the Audience and Occasion 400
▶ **SAMPLE VISUALLY ANNOTATED SPEECH:** "Love the Process": A Soccer Star's Philosophy of Life, Yael Averbuch 401

SPEAKING BEYOND THE SPEECH CLASSROOM

SPEAKER'S REFERENCE 411

CHAPTER 28 Preparing Online Presentations 418

Apply Your Knowledge of Face-to-Face Speaking 418
Plan for the Unique Demands of Online Delivery 418
Review the Equipment 418
Focus on Vocal Variety 420
Focus on a Conversational Style of Speaking 420
Practice the Presentation 420
Provide Superior Visual Aids 420
Real-Time or Recorded? Plan for the Delivery Mode 421
Real-Time Presentations 421
Recorded Presentations 421
Choose an Online Presentation Format 421
Video 421
Podcasts and Vodcasts 422
▶ **CHECKLIST:** Creating a Podcast 423
Webinars 423
Put a Face to the Speaker(s) 424
▶ **CHECKLIST:** Online Presentation Planning 424

CHAPTER 29 Collaborating and Presenting in Groups 425

Becoming an Effective Group Participant 425
Plan on Assuming Dual Roles 425

Center Disagreement around Issues 426
Resist Groupthink 427
Adopting an Effective Leadership Style 427
Set Goals 428
▶ **CHECKLIST:** Guidelines for Setting Group Goals 428
Encourage Active Participation 428
Use Reflective Thinking 429
Making Presentations in Teams 429
Analyze the Audience and Set Goals 430
Assign Roles and Tasks 430
Establish Transitions between Speakers 430
Be Mindful of Your Nonverbal Behavior 430
Consider the Presenters' Strengths 430
Coordinate the Presentation Aids 431
Rehearse the Presentation Several Times 431
▶ **CHECKLIST:** Team Presentation Tips 431

CHAPTER 30 **Business and Professional Presentations** 432

Presentational versus Public Speaking 432
Case Study Presentations 433
Sales Presentations 433
Audience 433
▶ **ESL SPEAKER'S NOTES:** Steps to Counteract Problems in Being Understood 434
Organization 434
▶ **CHECKLIST:** Applying Monroe's Motivated Sequence in a Sales Presentation 435
Proposals 435
Audience 435
Organization 436
Staff Reports 436
▶ **CHECKLIST:** Preparing a Proposal 436
Audience 437
Organization 437
Progress Reports 437
Audience 437
Organization 438

Crisis-Response Presentations 438
Audience 438
Organization 438
▶ **ETHICALLY SPEAKING:** Code of Ethics for Professional Communicators 439

CHAPTER 31 Speaking in Other College Courses 441

Typical Speaking Assignments across the Curriculum 441
The Review of Academic Articles 441
The Team Presentation 442
The Debate 442
Take a Side 442
Advance Strong Arguments 442
"Flow" the Debate 443
▶ **CHECKLIST:** Tips for Winning a Debate 443
The Poster Presentation 444
The Service Learning Presentation 445
Presenting to Different Audiences 445
▶ **CHECKLIST:** Tips on Presenting to a Mixed Audience 446
Speaking in Science and Mathematics Courses 447
Research ("Scientific Talk") Presentation 447
▶ **SELF-ASSESSMENT CHECKLIST:** Evaluating Your Original Research Presentation 448
Methods/Procedure Presentation 448
Research Overview Presentation 448
Field Study Presentation 449
Preparing Effective Presentations in Science and Mathematics 449
▶ **CHECKLIST:** Tips for Preparing Successful Scientific Presentations 450
Speaking in Technical Courses 451
Engineering Design Review 451
Architecture Design Review 451
Request for Funding 452
Preparing Effective Technical Presentations 452
Speaking in Social Science Courses 453
Review of the Literature 453
Theoretical Research Presentation 454

Evaluate Policies and Programs 454
Recommend Policies 454
Preparing Effective Presentations in the Social Sciences 455
Speaking in Arts and Humanities Courses 455
Informative Talks of Description and Analysis 455
Presentations That Compare and Contrast 456
Classroom Discussions 456
Preparing Effective Arts and Humanities Presentations 456
Speaking in Education Courses 457
Delivering a Lecture 457
Facilitating a Group Activity 457
Facilitating a Classroom Discussion 457
Preparing Effective Presentations in Education 458
Speaking in Nursing and Allied Health Courses 458
Evidence-Based Practice Presentation 458
Clinical Case Study Presentation 459
Quality Improvement Proposal 459
Treatment Plan Reports 459
Preparing Effective Presentations in Nursing and Allied Health Courses 460

SAMPLE SPEECHES

Sample Visually Annotated Informative Speech 463
John Kanzius and the Quest to Cure Cancer, David Kruckenberg
Sample Visually Annotated Persuasive Speech 469
Emergency in the Emergency Room, Lisa Roth
Sample Special Occasion Speech 474
President Obama Speaks at Memorial Service for Nelson Mandela

REFERENCE AND RESEARCH APPENDICES

A Commonly Mispronounced Words 483

B Chicago Documentation 485

C APA Documentation 489

D Glossary 493

E Question-and-Answer Sessions

F Preparing for TV and Radio Communication

G MLA Documentation

H CBE/CSE Documentation

I IEEE Documentation

Notes 513
Acknowledgments 529
Index 531

Go to LaunchPad for digital resources: **bedfordstmartins.com/speakersguide**

Video **LearningCurve** adaptive quizzing **e-readings**

A SPEAKER'S GUIDEBOOK

Text and Reference

GETTING STARTED WITH CONFIDENCE

Martin Luther King Jr. approaches the podium to give his powerful "I Have a Dream" speech. (See page 6.) Francis Miller/The LIFE Picture Collection/Getty Images

GETTING STARTED WITH CONFIDENCE

SPEAKER'S REFERENCE

CHAPTER 1 Becoming a Public Speaker 7

Why Study Public Speaking? 8

The Classical Roots of Public Speaking 10

Learning to Speak in Public 13

Public Speaking as a Form of Communication 14

CHAPTER 2 Giving It a Try: Preparing Your First Speech 18

A Brief Overview of the Speechmaking Process 18

- **CHECKLIST** Record the Speech to Bolster Confidence 24
- **ESL SPEAKER'S NOTES** Identifying Linguistic Issues as You Practice Your Speech 24

Take the Plunge 25

- **SELF-ASSESSMENT CHECKLIST** My First Speech 25
- **SPEECH OF INTRODUCTION** Homeschooled to High School: My Journey of Growth and Change, Teresa Gorrell 26
- **FROM IDEA TO SPEECH** How to Transform an Idea into a Polished Speech 30
- **SAMPLE VISUALLY ANNOTATED INTRODUCTORY SPEECH** The Dance of Life, Ashley White 33

LearningCurve can help you review!
Go to bedfordstmartins.com/speakersguide

GETTING STARTED WITH CONFIDENCE

CHAPTER 1 Becoming a Public Speaker

Recognize the Many Benefits of Public Speaking

- Gain real-life skills that lead to greater confidence and satisfaction. (p. 8)
- Advance your professional goals. (p. 8)
- Oral and written communication are most important skills employers look for in a college graduate. (p. 8)

Enhance Your Career as a Student

- Hone your researching, writing and outlining, reasoning, critical thinking, and listening skills. (p. 9)
- Deliver better oral presentations in other courses, including speaking in science and mathematics, technical, social science, arts and humanities, education, nursing and allied health, and business courses. (p. 9)

Find New Opportunities for Civic Engagement

- Use public speaking to become more involved in addressing issues you care about. (p. 9)
- Become a more active participant in our democracy. (p. 9)
- Learn the rules of engagement for effective and ethical public discourse. (p. 10)

Recognize the Classical Roots of Public Speaking

- Rhetoric first flourished in the Greek city-state of Athens in the fifth century B.C.E. and referred to making effective speeches, particularly those of a persuasive nature. (p. 10)
- Public speaking played a central role in the development of democracy in ancient Greece and Rome and remains an essential tool in safeguarding democracy today. (p. 11)
- The ancient Greek agora and the Roman forum exist today as physical spaces, such as town halls as well as virtual forums streamed to listeners online. (p. 11)
- The *canons of rhetoric,* a five-part speechmaking process developed in ancient Greece, remain relevant for today's public speaker. (p. 11)

Draw on the Familiar Skills of Conversation and Composition

- Consider that in both conversation and writing, you try to uncover the audience's interests and needs before speaking. (p. 13)
- Consider that in both conversation and writing, you check to make certain that you are understood, and adjust your speech to the listeners and to the occasion. (p. 13)
- Much of what you've learned about organizing written papers can be applied to organizing your speeches. (p. 13)

Recognize Unique Aspects of Public Speaking

- More so than writers, successful speakers generally use familiar words, easy-to-follow sentences, and transitional words and phrases. (p. 13)
- Spoken language is often more interactive and inclusive of the audience than written language. (p. 13)

Become an Inclusive Speaker

- Try to identify and respectfully address the diversity of values and viewpoints held by audience members. (p. 14)
- Work toward making every member of the audience feel recognized and included in your message. (p. 14)

Recognize Public Speaking as a Category of Communication

- As in *conversation (dyadic communication),* you attempt to make yourself understood, involve and respond to your conversational partner, and take responsibility for what you say. (p. 14)
- As in *small group communication,* you address a group of people who are focused on you and expect you to clearly discuss issues that are relevant to the topic and to the occasion. (p. 14)
- As in *mass communication,* you address a group with whom you have little or no interaction, as on television and radio. (p. 14)
- In public speaking, a speaker delivers a message with a specific purpose to an audience of people who are present during the delivery of the speech. (p. 14)

Recognize That Public Speaking Is an Interactive Communication Process

- Understand elements of *source, receiver, message,* and *channel* and *how they interact* in public speaking. (p. 15)
- Understand and plan for the *rhetorical situation*—the circumstance that calls for a public response (the speech). (p. 16)

Recognize the Similarities and Differences between Public Speaking and the Other Forms of Communication

- Opportunities for feedback are fewer than in conversation or in small group communication, and greater than in mass communication. (p. 17)
- Preparation required is greater than in other forms of communication. (p. 17)
- The degree of formality tends to be greater than in other forms of communication. (p. 17)

CHAPTER 2 Giving It a Try: Preparing Your First Speech

Use This Overview to Construct and Deliver Your First Speech

- Analyze the audience. (p. 18)
- Select a topic. (p. 18)
- Determine the speech purpose. (p. 19)
- Compose a thesis statement. (p. 19)
- Develop the main points. (p. 20)
- Gather supporting material. (p. 20)
- Separate the speech into its major parts: introduction, body, and conclusion. (p. 20)
- Outline the speech using coordinate and subordinate points. (p. 21)
- Consider presentation aids. (p. 23)
- Practice delivering the speech. (p. 23)

KEY TERMS

Chapter 1

rhetoric
oratory
agora
forum
public forum
forensic oratory
deliberative oratory
epideictic oratory
canons of rhetoric
invention
arrangement
style
memory
delivery
culture
cultural intelligence
dyadic communication
small group communication
mass communication
public speaking
source
encoding
receiver
decoding
feedback
message
channel
noise
shared meaning
context
rhetorical situation
audience-centered perspectives

Chapter 2

audience analysis
general speech purpose
specific speech purpose
thesis statement
main points
supporting material
introduction
body (of speech)
conclusion
coordinate points
subordinate points
organizational pattern
presentation aids

ABOUT MARTIN LUTHER KING JR.

In the photo shown here, civil rights leader Martin Luther King Jr. delivers his "I Have a Dream" speech on August 28, 1963, at the Lincoln Memorial in Washington, D.C. Awarded the Nobel Peace Prize in 1964, King is one of the most admired and respected American public speakers. King's words have influenced social movements throughout the world.

Go to LaunchPad: **bedfordstmartins.com/speakersguide** to watch the video clips for this chapters.

CHAPTER 1

Becoming a Public Speaker

LearningCurve can help you review.
Go to LaunchPad: **bedfordstmartins.com/speakersguide**

Survey after survey confirms the value of verbal and written communication skills to employers across the board, making the public speaking course potentially the most valuable one you can take during your undergraduate career.

As a student of public speaking, you are joining a very large and venerable club. People have studied public speaking in one form or another for well over two thousand years. Indeed, public speaking may be the single most studied skill in history! Since before the time of Aristotle, the brilliant Greek thinker who laid the groundwork for modern public communication (384–322 B.C.E.), and the Roman statesman and orator Cicero (106–43 B.C.E.), people have used public speaking to explain, persuade, and move others to act.

Martin Luther King Jr. was certainly a member of this ancient club. He was not only one of America's greatest civil rights leaders, but one of its most gifted public speakers. His "I Have A Dream" speech, delivered during the March on Washington in the waning days of August 1963, awed the huge (250,000-person) crowd rallying for racial equality and economic opportunity, as well as the millions more who watched it on the wavy lines of their black and white television sets. Of every color and creed and from all walks of life, the audience listened raptly as Reverend King, speaking in the cadenced rhythm of the Bible, shared the phrase "I have a dream" in eight successive sentences.

Time has done nothing to diminish the power of King's speech, which took just seventeen minutes to deliver. The words stir us still, symbolizing not only the struggle for racial justice but the power of speech to move people and change the course of history.

Our own frenzied era of electronic communication has not in any way diminished the need for this singularly effective form of communication, and public speaking remains an indispensable vehicle for the expression of ideas. Whatever people care deeply about, it offers a way to communicate their concerns to others. Indeed, few other activities offer quite the same opportunity to make one's voice heard.

This guidebook offers the tools you need to create and deliver effective speeches, from presentations made to fellow students, co-workers, or fellow citizens to major addresses. As great an orator as he was, King prepared meticulously for his speeches and often used parts of them repeatedly in different presentations. Here you will discover the basic building blocks of any good speech and acquire the skills to deliver presentations in a variety of

specialized contexts—from the college classroom to the civic, business, and professional arenas. You'll also find proven techniques to build your confidence by overcoming the anxiety associated with public speaking.

Why Study Public Speaking?

The ability to speak confidently and convincingly in public is a crucial skill for anyone who wants to take an active role in the classroom, workplace, and community. As you master the techniques of speaking in front of audiences, you'll find that it is a powerful vehicle for personal and professional growth.

Gain a Vital Life Skill

Skill in public speaking will give you an unmistakable edge in life, leading to greater confidence and satisfaction. Whether you want to do well in an interview, stand up with poise in front of classmates or in other group situations, or parlay your skills in your community or other public venues, public speaking offers you a way to fulfill your goals. Business magnate Warren Buffett passionately extols the role that public speaking has played in his success:

> Be sure to do it, whether you like it or not . . . do it until you get comfortable with it. . . . Public speaking is an asset that will last you 50 or 60 years, and it's a necessary skill; and if you don't like doing it, that will also last you 50 or 60 years. . . . Once you tackle the fear and master the skill, you can run the world. You can walk into rooms, command people, and get them to listen to you and your great ideas.[1]

Advance Your Professional Goals

Now, more than ever, public speaking has become both a vital life skill and a potent weapon in career development. Recruiters of top graduate school students report that what distinguishes the most sought-after candidates is not their "hard" knowledge of their majors, which employers take for granted, but the "soft skills" of communication, which fewer candidates display.[2] Similarly, dozens of surveys of managers and executives reveal that ability in oral and written communication is the most important skill they look for in a college graduate. In a recent survey of hundreds of business leaders, conducted on behalf of the Association of American Colleges and Universities (AAC&U), 93 percent ranked the ability to communicate clearly in oral and written form as more important than an undergraduate's major.[3] Among employer members of the National Association of Colleges and Employers (NACE), communication skills top the list of skills desired in new college graduates (see Table 1.1). Survey after survey confirms the value of verbal and written communication skills to employers across the board, making the public speaking course potentially the most valuable one you can take during your undergraduate career.

TABLE 1.1 Employers Rate the Importance of Candidate Skills/Qualities

Skill/Quality	Weighted Average Rating*
1. Ability to verbally communicate with persons inside and outside the organization	4.63
2. Ability to work in a team structure	4.60
3. Ability to make decisions and solve problems	4.51
4. Ability to plan, organize, and prioritize work	4.46
5. Ability to obtain and process information	4.43
6. Ability to analyze quantitative data	4.30
7. Technical knowledge related to the job	3.99
8. Proficiency with computer software programs	3.95
9. Ability to create and/or edit written reports	3.56
10. Ability to sell or influence others	3.55

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=very important; and 5=Extremely important

Source: Job Outlook 2013 Survey, November 2012. National Association of Colleges and Employers, www.naceweb.org.

Enhance Your Career as a Student

Preparing speeches calls upon numerous skills that you can apply in other courses. As in the speech class, many courses also require that you research and write about topics, analyze audiences, outline and organize ideas, and support claims.

These and other skill sets covered in this guidebook, such as working with visual aids and controlling voice and body during delivery, are valuable in any course that includes an oral-presentation component, from English composition to nursing or engineering. Students in technical disciplines and the sciences are often called upon to explain complex information clearly and accessibly, and visual aids are often an important part of such presentations (Chapters 20–22). Identifying target audiences (Chapter 6), explaining concepts clearly (Chapter 23), and applying techniques of persuasion and argument (Chapters 24–26) are critical skills for anyone speaking to an audience, from the business student to the health sciences major. Guidelines for speaking across the curriculum, including speaking in science and mathematics, technical, social science, arts and humanities, education, nursing and allied health, and business courses, are the focus of Chapter 31, "Speaking in Your Other Courses."

Find New Opportunities for Civic Engagement

While skill in public speaking will help you in your courses and contribute to both career advancement and personal enrichment, it also offers you ways to enter the public conversation about social concerns and become a more engaged citizen. Public speaking gives you a voice that can be heard and can be counted.