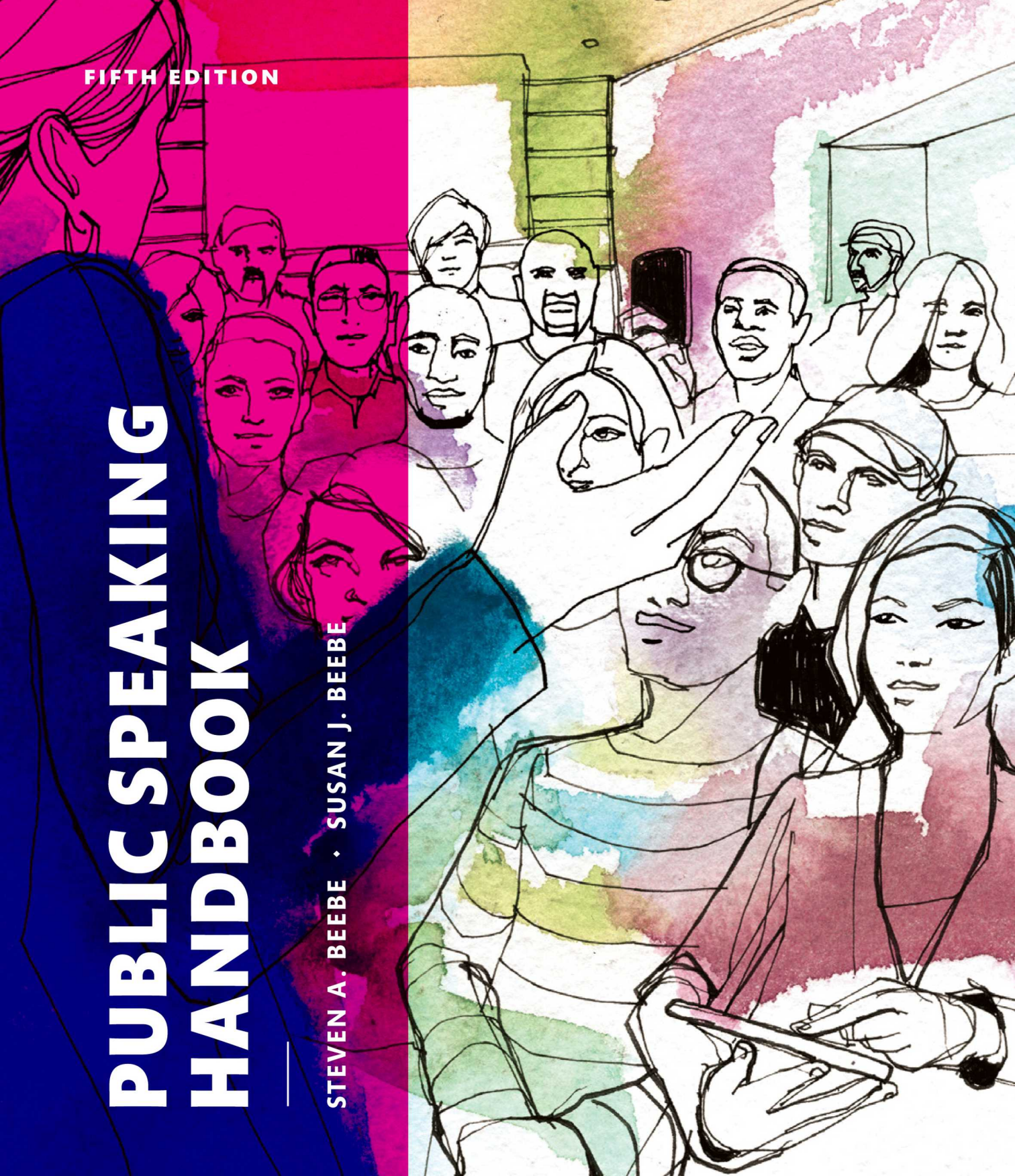
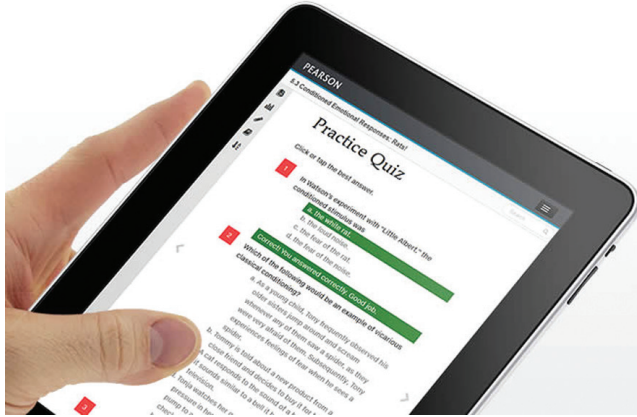


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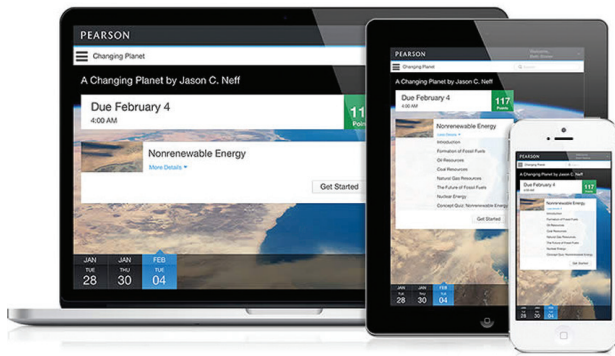
PUBLIC SPEAKING HANDBOOK

STEVEN A. BEEBE • SUSAN J. BEEBE

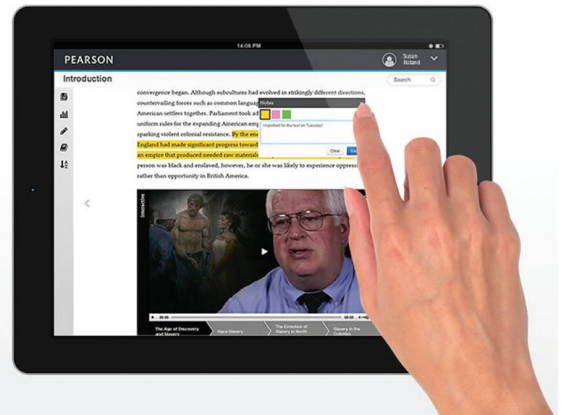




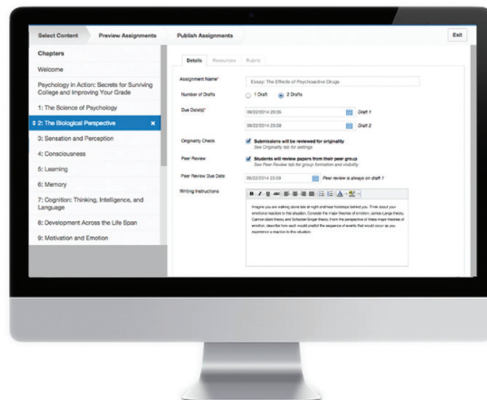
Located throughout REVEL, **quizzing** affords students opportunities to check their understanding at regular intervals before moving on.



REVEL enables students to read and interact with course material on the devices they use, **anywhere** and **anytime**. Responsive design allows students to access REVEL on their tablet devices, with content displayed clearly in both portrait and landscape view.



Highlighting, note taking, and a **glossary** personalize the learning experience. Educators can add **notes** for students, too, including reminders or study tips.



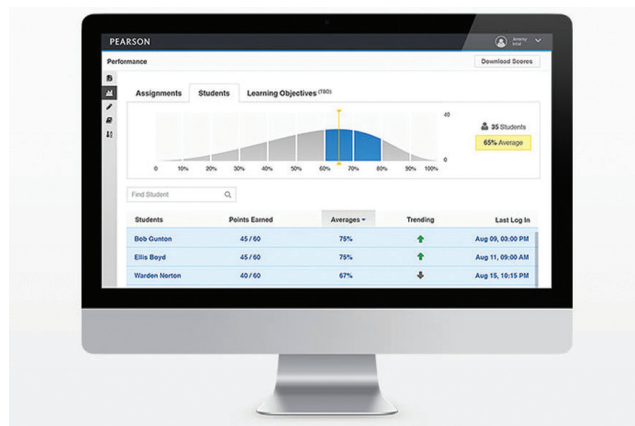
REVEL's variety of **writing** activities and assignments develop and assess concept **mastery** and **critical thinking**.

Superior assignability and tracking

REVEL's assignability and tracking tools help educators make sure students are completing their reading and understanding core concepts.



REVEL allows educators to indicate precisely which readings must be completed on which dates. This clear, detailed schedule helps students stay on task and keeps them motivated throughout the course.



REVEL lets educators monitor class assignment completion and individual student achievement. It offers actionable information that helps educators intersect with their students in meaningful ways, such as points earned on quizzes and time on task.

Public Speaking Handbook

Fifth Edition

Steven A. Beebe
Texas State University

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Texas State University

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*Dedicated to our parents,
Russell and Muriel Beebe
and Herb and Jane Dye
and to our children,
Mark, Matthew, and Brittany Beebe*

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Preface

The *Public Speaking Handbook*, Fifth Edition, is an adaptation of the successful ninth edition of *Public Speaking: An Audience-Centered Approach*. The distinguishing focus of the book remains our audience-centered approach. As in the development of the previous editions, we have listened to students and instructors to make the fifth edition an even more useful tool to help students improve their public speaking abilities. The goal of this edition of the *Public Speaking Handbook* is to be a practical and friendly resource to help students of public speaking connect their hearts and minds with those of listeners. Available both in REVEL as well as in its traditional spiral-bound format, this new edition of the *Public Speaking Handbook* is audience-centered in its own right: it encourages students to become more involved in their own learning process.

New to the Fifth Edition

REVEL™

Educational technology designed for the way today's students read, think, and learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, REVEL is the newest, fully digital way to deliver respected Pearson content.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Learn more about REVEL

<http://www.pearsonhighered.com/revel/>

Rather than simply offering opportunities to read about and study public speaking, REVEL facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about public speaking anxiety, students are prompted to complete a self-assessment to gauge their own communication style, and explore ways to improve upon their skills. REVEL engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within REVEL. Some of our favorites, include:

- **Self-Assessments**
Self-assessment instruments allow students to analyze their own communication styles, enabling them to learn and grow over the duration of the course.
- **Speech Excerpts**
Abundant in-text speech excerpts let students listen to audio clips while they read, bringing examples to life in a way that a printed text cannot.
- **Videos and Video Quizzes**
Video examples of sample speeches and expert advice throughout the narrative boost

mastery, and many enable students to test their knowledge via self-checks.

- **Animated Figures**

Animated Figures help students understand hard-to-grasp concepts through interactive visualizations.

In addition to the immersive learning experience offered by REVEL, we've refined and updated the content in this new edition to create a powerful and contemporary resource for helping speakers connect to their audience. We've added several new features and revised features that both instructors and students have praised.

Support for First Speeches

In response to suggestions from instructors who use the book, we've created a new Chapter 3, Presenting Your First Speech. The chapter gives students a concise overview of the audience-centered speaking model as it offers them suggestions for effectively and confidently making an initial speech early in the term of their public-speaking class.

New and Updated Features

In the fifth edition, new *Learning Objectives* appear at the start of each chapter to provide students with advance organizers and reading goals for approaching the chapter. Objectives reappear at key points in the chapter to help students gauge their progress and monitor their learning. An updated *Study Guide* at the end each chapter reviews the learning objectives and key terms, and guides students to thinking critically about chapter concept sand related ethical issues. We've retained and updated many of our popular *How To* boxes to highlight and provide easy reference to key advice for students as they prepare their speeches. We've also updated our helpful *Quick Check* boxes and tables to help students check their understanding and progress toward their learning objectives as they read and review for exams.

New Annotated Speeches

We've added new annotated student speeches and speech examples throughout the book. In addition, nearly every speech in our revised Appendix B is new, selected to provide readers with a variety of positive models of effective speeches.

New Examples and Illustrations

New examples and illustrations integrated in every chapter provide both classic and contemporary models to help students master the art of public speaking. As in previous editions, we draw on both student speeches and speeches delivered by well-known people.

New Material in Every Chapter

In addition to these new and expanded features, each chapter has been revised with new examples, illustrations, and references to the latest research conclusions. Here's a summary of the changes and revisions we've made:

Chapter 1: Introduction to Public Speaking

- New comparison of public speaking with conversation helps build confidence by showing students that speechmaking builds on skills they have already mastered.
- The benefits of public speaking for improving employment opportunities and developing empowering critical thinking skills are reinforced.
- Expanded summary of the history of public speaking adds discussion of Roman orators and of today's communication technologies.

Chapter 2: Speaking with Confidence

- New research and examples help students understand the sources and nature of public-speaking anxiety.
- Updated research reinforces advice for overcoming speaking anxiety and building confidence.

Chapter 3: Presenting Your First Speech

- This new chapter provides an overview of the audience-centered speaking process, jump-starting the speechmaking process for students who are assigned to present speeches early in the term.
- Advice is provided for effectively delivering speeches via videoconferencing and similar communication technology.
- New sample first speech helps students see how another student speaker successfully applied the concepts discussed in the chapter.

Chapter 4: Speaking Freely and Ethically

- A revised and updated discussion of free speech helps students understand the evolution of interpretation of the First Amendment.
- New discussion and figure emphasize the global nature of free speech in the era of social media.
- New examples throughout the chapter keep material current and relevant to readers.

Chapter 5: Listening to Speeches

- The chapter is streamlined by removing the discussion of receiver anxiety as a barrier to listening.
- Updated discussion of listening styles helps students use the strengths and overcome the challenges of their particular listening style.
- Updated research throughout the chapter keeps material current and relevant to readers

Chapter 6: Analyzing Your Audience

- An updated discussion of sex, gender, and sexual orientation emphasizes the importance of considering variations in listeners' gender and sexual identities.

Chapter 7: Developing Your Speech

- Updated lists of potential speech topics can spark students' own topic brainstorm.
- New examples throughout the chapter keep the material in this popular chapter current and relevant to readers.

Chapter 8: Gathering and Using Supporting Material

- An updated section on evaluating Internet resources adds new discussions of *Wikipedia* and page domains as it guides students to think critically about information they find on the Internet.
- New examples throughout the chapter model effective incorporation of the different types of supporting material discussed in the chapter.

Chapter 9: Organizing and Outlining Your Speech

- This chapter combines two previously separate but closely related chapters on organizing and outlining speeches.
- The combined chapter has been streamlined by removing the discussion of delivery outlines, as they are synonymous with speaking notes for many speakers.
- A revised discussion of signposting helps students understand how these organizational clues help communicate their message to listeners.
- The chapter offers information to help students evaluate technological options, such as using a tablet computer to hold speaking notes.
- A new Sample Preparation Outline gives students a complete model of the best practices in organization and outlining.

Chapter 10: Introducing Your Speech

- New examples of effective introductions from both student and seasoned speakers show students how to implement the techniques described in the chapter.

Chapter 11: Concluding Your Speech

- New examples of effective conclusions from both student and seasoned speakers show students how to implement the techniques described in the chapter.

Chapter 12: Using Words Well: Speaker Language and Style

- New table reinforces students' understanding by providing a visual analysis of memorable

word structures John F. Kennedy, Jr. used in his inaugural address.

- New examples clarify discussions of metaphors, inversion, suspension, parallelism, antithesis, and alliteration.

Chapter 13: Delivering Your Speech

- This chapter provides additional guidance in effective use of eye contact, gestures, and facial expressions when delivering speeches using videoconferencing or similar technology.
- Discussions of using microphones and proper attire have been updated with advice on current trends.

Chapter 14: Using Presentation Aids

- Updated information on two-dimensional presentation aids discusses using photographs, drawings, maps, graphs, and charts the “old-fashioned way,” as well as in computer-generated presentation aids.
- The discussion of computer-generated presentation aids has been extended beyond PowerPoint™ to include Prezi™ and Keynote™, two other popular presentation software applications.
- New discussions of using video aids and audio aids include references to current storage technology, such as smartphones, that makes it easy for speakers to create their own video or audio aid, as well as an evaluation of cloud storage of presentation aids.

Chapter 15: Speaking to Inform

- New information on storytelling helps students understand the universal appeal of stories and their use in gaining and maintaining listeners’ attention.
- New examples and updated research throughout the chapter keep material current and relevant to readers.

Chapter 16: Understanding Principles of Persuasive Speaking

- Expanded discussion and examples clarify and enhance students’ understanding of cognitive dissonance theory.

- Clarifications and examples help students understand theories related to persuasion and how those theories are applied at every step of the audience-centered speaking model to their persuasive speeches.

Chapter 17: Using Persuasive Strategies

- New section on reasoning by sign expands the repertoire of reasoning techniques students can use in their persuasive speeches.
- Advice for adapting persuasive techniques to culturally diverse audiences has been enhanced by introducing each technique with a reminder of the central role of the audience in public speaking.
- A new Sample Persuasive Speech gives students a complete model of how to use the motivated sequence and other principles of persuasion.

Chapter 18: Speaking for Special Occasions and Purposes

- New chapter-opening examples reinforce the value of public speaking with dollars-and-cents evidence.
- New examples throughout the chapter demonstrate models of speeches for ceremonial occasions including commencement addresses, keynote addresses, and eulogies, as well as humorous speeches.

Successful Features Retained in This Edition

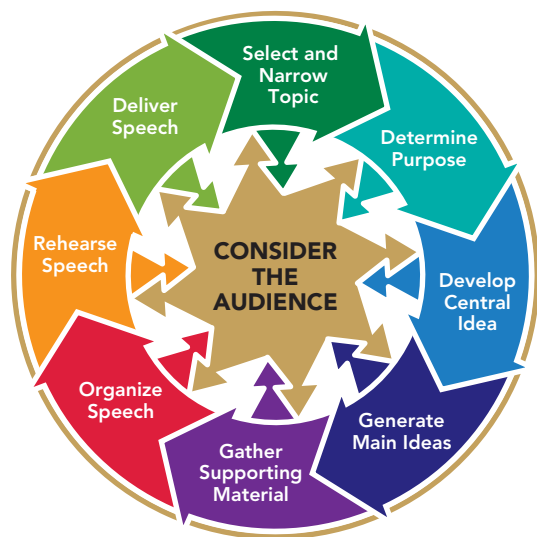
While adding powerful new features and content to help students become skilled public speakers, we have also endeavored to keep what students and instructors liked best. Specifically, we retained five areas of focus that have proven successful in previous editions: our audience-centered approach; our focus on overcoming communication apprehension; our focus on ethics; our focus on diversity; and our focus on skill development. We also continue our partnership with instructors and

students by offering a wide array of supplements to support teaching and learning.

Our Audience-Centered Approach

Over 2,300 years ago, Aristotle said, “For of the three elements in speechmaking—speaker, subject, and person addressed—it is the last one, the hearer, that determines the speaker’s end and object.” We think Aristotle was right. A good speech centers on the needs, values, and hopes of the audience, who should be foremost in the speaker’s mind during every step of the speech development and delivery process.

Our audience-centered model integrates the step-by-step process of speech preparation and delivery with the ongoing process of considering the audience. After introducing the model, as we discuss presenting your first speech, in Chapter 3, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book.



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Here’s how to use the model:

- **Start at the top.** Viewing the model as a clock, the speaker begins the process at the

12 o’clock position with “Select and Narrow Topic” and moves around the model clockwise to “Deliver Speech.”

- **Consider the audience.** Each step of the speech construction process touches the center portion of the model, labeled “Consider the Audience.” Arrows connect the center with each step of the process to emphasize that the audience influences each of the steps involved in designing and presenting a speech.
- **Revise to improve your speech.** Arrows point in both directions around the central process of “Consider the Audience” to remind you that a speaker may sometimes revise a previous step to incorporate further information or additional thoughts about the audience.

Our Focus on Reducing Communication Apprehension

To help students to overcome their apprehension of speaking to others, we have devoted an entire chapter (Chapter 2) to a discussion of how to manage communication apprehension. We’ve updated our discussion in this edition, adding the most contemporary research conclusions we can find to help students overcome the anxiety that many people experience when speaking publicly.

Our Focus on Ethics

Being audience-centered does not mean that a speaker tells an audience only what they want to hear. Audience-centered speakers articulate truthful messages that give audience members free choice in responding to a message, while they also use effective means of ensuring message clarity and credibility. From the first chapter onward, we link being an audience-centered speaker with being an ethical speaker. We not only devote an entire chapter (Chapter 4) to being an ethical speaker, but we also offer reminders, tips, and strategies for making ethical speaking and listening an

integral part of human communication. As part of the Study Guide at the end of each chapter, students and instructors will find questions to spark discussion about and raise awareness of ethical issues in effective speechmaking.

Our Focus on Diversity

To be audience-centered is to acknowledge the various ethnic and cultural backgrounds, attitudes, beliefs, values, and other differences present when people assemble to hear a speech. The topic of adapting to diverse audiences is integrated into every step of our audience-centered approach.

Our Focus on Skill Development

We are grateful for our ongoing collaboration with public-speaking teachers, many of whom have used our audience-centered approach for nearly two decades. We have retained those skill-development features of previous editions that both teachers and students have applauded. What instructors tell us most often is “You write like I teach” or “Your book echoes the same kind of advice and skill development suggestions that I give my students.” We are gratified by the continued popularity of the *Public Speaking Handbook*.

- **Clear and Interesting Writing Style** Readers have especially valued our polished prose, concise style, and engaging, lively voice. Students tell us that reading our book is like having a conversation with their instructor.
- **Outstanding Examples** Not only do students need to be told how to speak effectively, they need to be shown how to speak well. Our powerful and interesting examples, both classic and contemporary and drawn from both student speakers and famous orators, continue to resonate with student speakers.

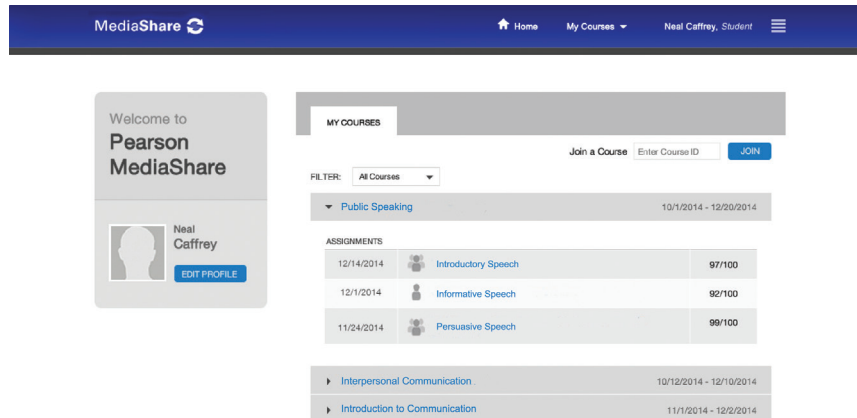
- **Built-in Learning Resources** In the fifth edition, we have moved chapter outlines to the opening pages of chapters, to provide immediate previews; added learning objectives that help students set goals and gauge their progress; retained our Quick Check boxes after nearly every major section of the text, and provided a newly consolidated Study Guide at the end of each chapter.

Our Partnership with Instructors and Students

Public speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on the some support from textbook publishers. To support instructors and students who use the *Public Speaking Handbook*, Pearson offers various supplements, previewed below with more detailed descriptions available online and from your Pearson representative.

Instructor and Student Resources

Key instructor resources include an Instructor’s Manual (ISBN 0-13-388308-6), TestBank, (ISBN 0-13-388305-1), and PowerPoint Presentation Package (ISBN 0-13-388306-X). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (ISBN 0-13-388303-5) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearsonhighered.com/communication.



Pearson MediaShare

Pearson's comprehensive media upload tool allows students to post video, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, group projects, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.

Structured like a social networking site, MediaShare helps promote a sense of community among students. In face-to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by providing contextual feedback.

- Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.

- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.
- Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.
- Embed video from YouTube via assignments to incorporate current events into the classroom experience.
- Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.
- Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store and GooglePlay; search for Pearson MediaShare.

Pearson MediaShare is available as a stand-alone product, as part of MyCommunicationLab, or in a package with REVEL.

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Finally, we value the patience, encouragement, proud support, and love of our sons and daughter-in-law, Mark, Matthew and Brittany Beebe. They continue to be our most important audience.

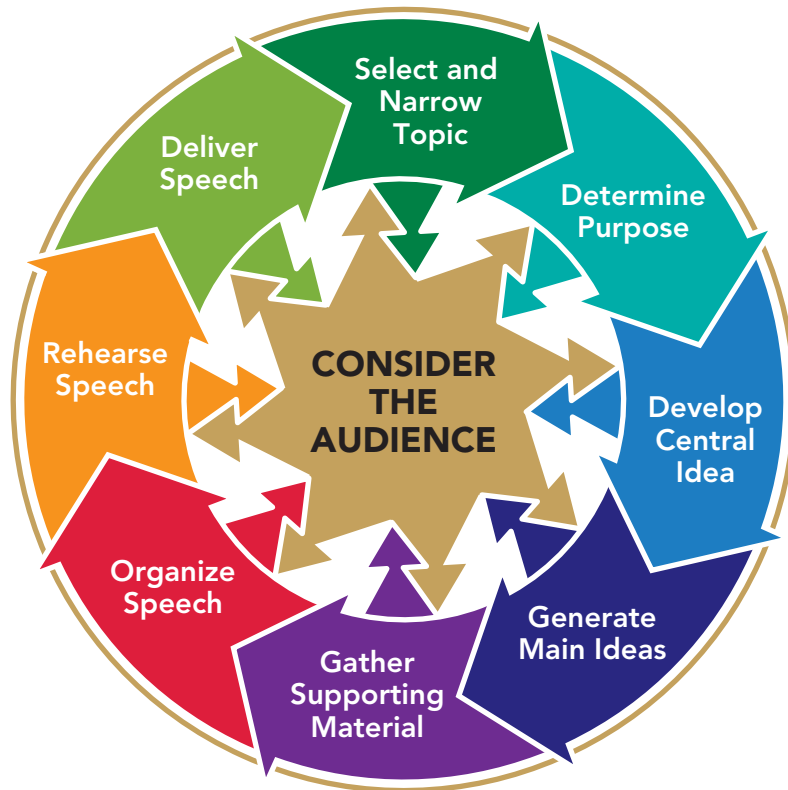
Steven A. Beebe

Susan J. Beebe

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Part 1

Introduction



CHAPTER 1 Introduction to Public Speaking

CHAPTER 2 Speaking with Confidence

CHAPTER 3 Presenting Your First Speech

CHAPTER 4 Speaking Freely and Ethically

Discuss with classmates or write your answers to these questions as you study this section.

CHAPTER 1 Introduction to Public Speaking

1. List and explain in your own words the two major benefits of studying public speaking.
2. Why are you taking this course in public speaking? What do you hope to gain from the course?

CHAPTER 2 Speaking with Confidence

1. What is one negative thought you have about public speaking? What positive self-talk can you think of to replace it?
2. What advice from this chapter do you believe will be most helpful to you when you give speeches in class?

CHAPTER 3 Presenting Your First Speech

1. What are four characteristics of effective supporting material?
2. Write a specific-purpose statement for a speech you could give at some point during this course.

CHAPTER 4 Speaking Freely and Ethically

1. List the five characteristics of an ethical speaker.
2. How can social media sites such as Facebook and Twitter best develop policies that protect free speech, given their widely diverse audiences that include international users, commercial users, and political dissidents?

Chapter 1

Introduction to Public Speaking



“I’ll pay more for a person’s ability to speak and express himself than for any other quality he might possess.”¹

—Charles M. Schwab

Outline

- 1.1** What Is Public Speaking?
- 1.2** Why Study Public Speaking?
 - Empowerment
 - Employment
- 1.3** Public Speaking as a Communication Process
 - Communication as Action
 - Communication as Interaction
 - Communication as Transaction
- 1.4** The Rich Heritage of Public Speaking
 - The Golden Age of Public Speaking
 - Nineteenth- and Twentieth-Century Age of Political Oratory
 - The Technological Age of Public Speaking
 - Your Speeches in Today’s Age of Public Speaking



Learning Objectives

- 1.1 Compare and contrast public speaking and conversation.
- 1.2 Explain why it is important to study public speaking.
- 1.3 Sketch and explain a model that illustrates the components and the process of communication.
- 1.4 Discuss in brief the history of public speaking.

Perhaps you think you have heard this speaker—or even taken a class from him:

His eyes were buried in his script. His words in monotone emerged haltingly from behind his mustache, losing volume as they were sifted through hair. Audiences rushed to see and hear him, and after they had satisfied their eyes, they closed their ears. Ultimately, they turned to small talk among themselves while the great man droned on.²

The speaker described here in such an unflattering way is none other than Albert Einstein. Sadly, although the great physicist could attract an audience with his reputation, he could not sustain their attention and interest because he lacked good public-speaking skills.

The good news is that this book and this course will provide you with the knowledge and experience you need to become what Einstein was not: a competent public speaker. Right now, however, gaining that experience might seem less like an opportunity and more like a daunting task. Why undertake it?

1.1

What Is Public Speaking?

- 1.1 Compare and contrast public speaking and conversation.

Public speaking is the process of presenting a message to an audience, small or large. You hear speeches almost every day when watching the news, listening to an instructor's lecture, or viewing a late-night comedian.

The skill of public speaking builds upon the same communication processes you use in your normal, everyday conversations. Speaking in public, however, requires you to sharpen existing communication skills and to learn and apply new ones. There are three key differences between conversation and public speaking:

- *Public speaking is more prepared than conversation.* Although there may be times when you are asked to speak on the spur of the moment, you will usually know in advance if you will be expected to give a talk on a specific

occasion. A public speaker may spend hours or even days planning and practicing his or her speech.

- *Public speaking is more formal than conversation.* The slang or casual language that we often use in conversation is not appropriate for most public speaking. Audiences expect speakers to use standard English grammar and vocabulary. The nonverbal communication of public speakers is also more formal than nonverbal behavior in ordinary conversation.
- *Public speaking involves more clearly defined roles for the speaker and audience than conversation.* During a conversation, there is typically interaction between speaker and listener. But in public speaking, the roles of speaker and audience are more clearly defined and remain stable. Although in some cultures, a call-and-response speaker—audience interaction occurs (such as saying, “That’s right” or “Amen” in response to a preacher’s sermon),³ audience members rarely interrupt or talk back to speakers during most speeches.

Why Study Public Speaking?

1.2

1.2 Explain why it is important to study public speaking.

Nearly a half-million college students each year take a public-speaking class, and two-thirds of those students have had little or no prior public-speaking experience.⁴ Why should you join these thousands of other students? Here are two reasons: By studying public speaking, you will gain long-term advantages related to *empowerment* and *employment*.

Empowerment

The ability to speak with competence and confidence will provide **empowerment**. To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal.

Being a skilled public speaker will give you an edge that other, less skilled communicators lack—even those who may have superior ideas, training, or experience. It will position you for greater things. Former presidential speechwriter James Humes, who labels public speaking “the language of leadership,” says, “Every time you have to speak—whether it’s in an auditorium, in a company conference room, or even at your own desk—you are auditioning for leadership.”⁵ You feel truly empowered when you speak with confidence, knowing that your ideas are being expressed with conviction and assurance.

One of the empowering resources that you develop by studying public speaking is **critical thinking**. To think critically is to be able to listen and analyze

information you hear so that you can judge its accuracy and relevance. Being a critical thinker and an effective communicator is a powerful and empowering combination that can also open career opportunities for you.

Employment

If you can speak well, you possess a skill that others will value highly. Whether you are an entry-level employee or aspire to the highest rung of the corporate leadership ladder, being able to communicate effectively with others is key to success in any line of work. The skills that you learn in a public-speaking course, such as how to ethically adapt information to listeners, organize your ideas, persuade others, and hold listeners' attention, are among the skills that are most sought by employers. In a nationwide survey, prospective employers of college graduates said that they seek candidates with "public-speaking and presentation ability."⁶ As Table 1.1 shows, other surveys of personnel managers, both in the United States and internationally, have confirmed that they consider communication skills to be the top factor in helping graduating college students to obtain employment.⁷ Billionaire investor Warren Buffet also suggests that higher pay might be another employment benefit of learning public speaking, saying, "If you improve your communication skills, I guarantee you that will earn 50 percent more money over your lifetime."⁸

Quick Check

Why Study Public Speaking?

1. Empowerment: You will gain confidence and skill in communicating with others.
2. Employment: You will enhance your career and leadership opportunities.

Table 1.1 Top Skills Valued by Employers

Rank	Results of Survey of Personnel Directors ⁹	Results of Survey of a College Career Services Department ¹⁰	Results of Survey of Prospective Employers ¹¹	Survey Results Compiled from Several Research Studies ¹²
1	Spoken communication skills	Communication and interpersonal skills	Communication skills	Communication skills
2	Written communication skills	Intelligence	Honesty and integrity	Analytical/research skills
3	Listening ability	Enthusiasm	Teamwork	Technical skills
4	Enthusiasm	Flexibility	Interpersonal skills	Flexibility/adaptability
5	Technical competence	Leadership	Motivation/initiative	Interpersonal skills

Public Speaking as a Communication Process

1.3 Sketch and explain a model that illustrates the components and the process of communication.

Even the earliest communication theorists recognized that all communication is a process. We'll look next at a variety of models that theorists have developed over the decades to describe the communication process.

Communication as Action

The earliest models that communication theorists formulated were linear, suggesting a simple transfer of meaning from a sender to a receiver, as shown in Figure 1.1. Although theorists later realized that these ideas were too simplistic, early models did identify most of the elements of the communication process. We will explain each element as it relates to public speaking.

SOURCE A public speaker is a **source** of information and ideas for an audience. The job of the source or speaker is to **encode**, or translate, the ideas and images in his or her mind into verbal or nonverbal symbols (a **code**) that an audience can recognize. The speaker may encode into words (for example, saying, "The fabric should be 2 inches square") or into gestures (showing the size with his or her hands).

MESSAGE The **message** in public speaking is the speech itself—both what is said and how it is said. If a speaker has trouble finding words to convey his or her ideas or sends contradictory nonverbal symbols, listeners might not be able to **decode** the speaker's verbal and nonverbal symbols into a message.

CHANNELS A message is usually transmitted from sender to receiver via two **channels**: *visual* and *auditory*. Audience members see the speaker and decode his or her nonverbal symbols—eye contact (or lack of it), facial expressions, posture,

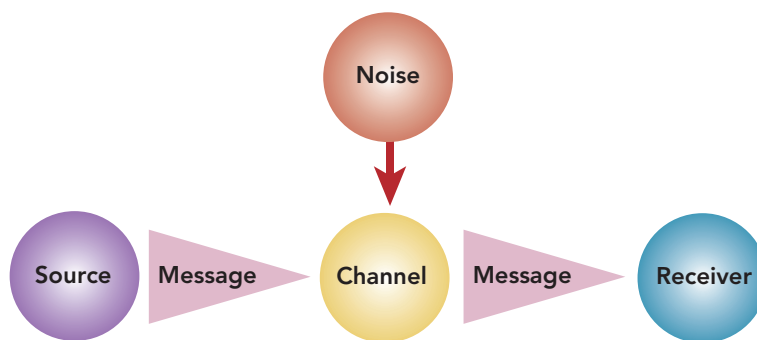


Figure 1.1 A Model of Communication as Action

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gestures, and dress. If the speaker uses any visual aids, such as graphs or models, these too are transmitted along the visual channel. The auditory channel opens as the speaker speaks. Then the audience members hear words and such vocal cues as inflection, rate, and voice quality.

RECEIVER The **receiver** of the message is the individual audience member, whose decoding of the message will depend on his or her own particular blend of past experiences, attitudes, beliefs, and values. An effective public speaker should be receiver- or audience-centered.

NOISE Anything that interferes with the communication of a message is called *noise*. Noise may be physical and **external** or **internal**. External noise such as a lawnmower outside, a noisy air conditioner, a crying baby, or incessant coughing can make it difficult for audience members to hear or concentrate on a speech. Internal noise may stem from either *physiological* or *psychological* causes and may directly affect either the source or the receiver. A bad cold (physiological noise) may cloud a speaker's memory or subdue his or her delivery. An audience member who is worried about an upcoming exam (psychological noise) is unlikely to remember much of what the speaker says. Whether it is internal or external, whether it is physiological or psychological, or whether it originates in the sender or the receiver, noise interferes with the transmission of a message.

Communication as Interaction

Realizing that linear models were overly simplistic, later communication theorists designed models such as the one in Figure 1.2 that depicted communication as a more complex process. These models were circular, or interactive, and added two important new elements: feedback and context.

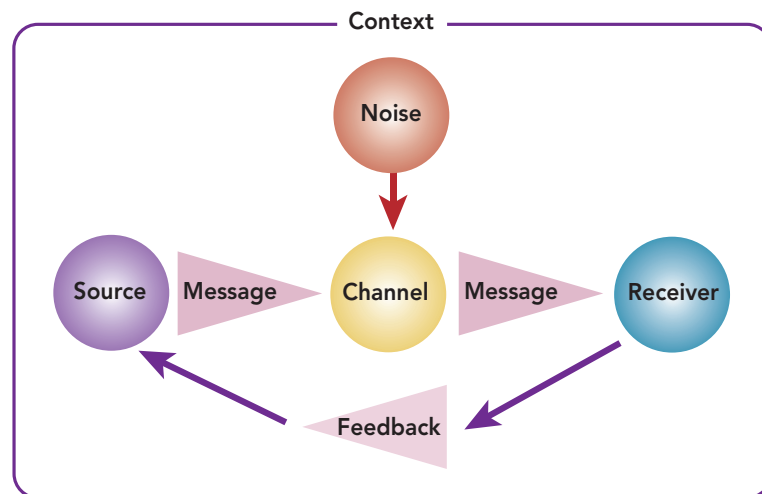


Figure 1.2 An Interactive Model of Communication

FEEDBACK One way in which public speaking differs from casual conversation is that the public speaker does most or all of the talking. But public speaking is still interactive. Without an audience to hear and provide **feedback**, public speaking serves little purpose. Skillful public speakers are audience-centered. They depend on the nods, facial expressions, and murmurings of the audience to signal them to adjust their rate of speaking, volume, vocabulary, type and amount of supporting material, and other variables to communicate their message successfully.

CONTEXT The **context** of a public-speaking experience is the environment or situation in which the speech occurs. It includes such elements as the time, the place, and the speaker's and audience's cultural traditions and expectations. To paraphrase John Donne, no speech is an island—no speech occurs in a vacuum. Rather, each speech is a blend of circumstances that can never be replicated exactly again.

The person whose job it is to deliver an identical message to a number of different audiences at different times and in different places can attest to the uniqueness of each speaking context. If the room is hot, crowded, or poorly lit, these conditions affect both speaker and audience. The audience that hears a speaker at 10 A.M. is likely to be fresher and more receptive than a 4:30 P.M. audience. A speaker who fought rush-hour traffic for 90 minutes to arrive at his or her destination may find it difficult to muster much enthusiasm for delivering the speech.

Many of the skills that you will learn from this book relate not only to the preparation of effective speeches (messages) but also to the elements of feedback and context in the communication process. Our audience-centered approach focuses on “reading” your listeners’ responses and adjusting to them as you speak.

Communication as Transaction

The most recent communication models do not label individual components. Transactive models focus instead on communication as a simultaneous process. As the model in Figure 1.3 suggests, we send and receive messages concurrently. In a two-person communication transaction, both individuals are sending and receiving at the same time. When you are listening, you are also expressing your thoughts and feelings nonverbally. A good public speaker shouldn't wait until a speech is over to gauge its effectiveness but, because of the transactive nature of



Figure 1.3 A Transactive Model of Communication

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