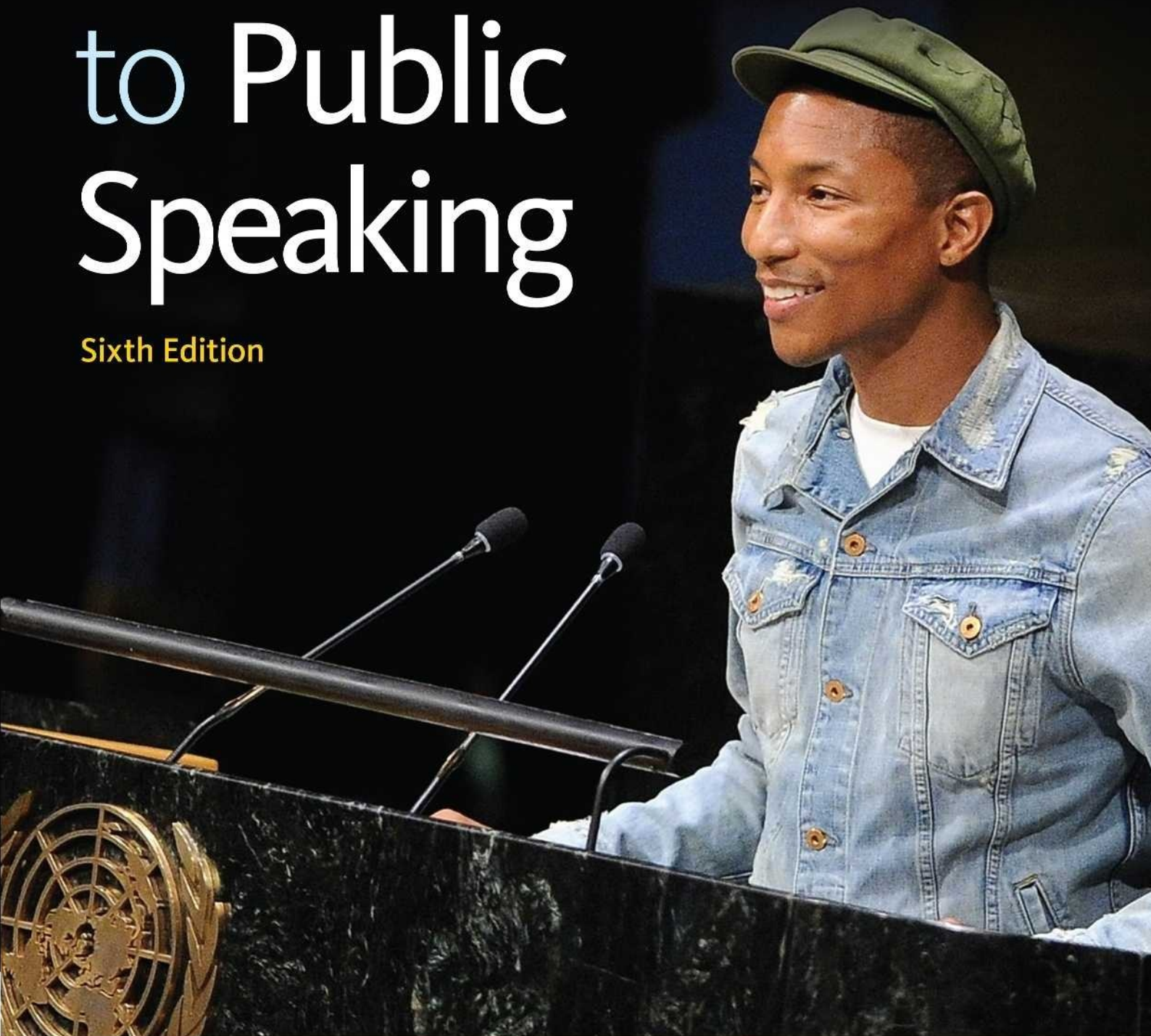


Invitation to Public Speaking

Sixth Edition



Cindy L. Griffin

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Invitation to Public Speaking

Sixth Edition

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Sixth Edition

Cindy L. Griffin

Colorado State University



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Invitation to Public Speaking, Sixth Edition
Cindy L. Griffin

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Cindy L. Griffin is a professor emeritus of communication studies at Colorado State University. She received her BS from California State University, Northridge, her MA from the University of Oregon, and her PhD from Indiana University. She teaches public speaking; gender and communication; contemporary rhetorical theory; feminist rhetorical theory; communication, language, and thought; and rhetoric and civility. A proponent of service learning, intersectionality, civic engagement, and civility, she integrates these ideas and assignments into her coursework and research. In addition to her teaching and research, she has published numerous articles, books, and book chapters, served as editor of the journal *Women's Studies in Communication*, and is a member of the Women's Studies faculty at CSU. She and her husband, Mike Harte, live in Fort Collins, Colorado.



Michael J. Harte

National Geographic Explorers Who Contributed to *Invitation to Public Speaking*, Sixth Edition

Invitation to Public Speaking is the only public speaking textbook to work collaboratively with the National Geographic Society, highlighting the central role of public speaking in our work, professional interactions, and even our social lives. Our innovative collaboration with the National Geographic Society allows us to showcase and explore the ways that National Geographic Explorers—scientists, researchers, artists, educators, and activists—use public speaking skills to carry out their work, develop professional and personal relationships with others, and share their discoveries and research with the larger public.

Through the text, these National Geographic Explorers invite you into their world to demonstrate in what way they use public speaking skills to achieve their goals, enhance their success, and help them continue in their exploratory journeys. Look for the National Geographic SPEAKS and National Geographic TIPS in the chapters.

Chapter 1: Thomas Taha Rassam Culhane

NATIONAL GEOGRAPHIC speaks

The Great Conversation
Thomas Taha Rassam Culhane, Urban Planner



"We've taught that garbage is garbage," states Thomas Taha Rassam Culhane, Urban Planner and Explorer-in-Residence for the National Geographic, but is it really? Cairo's Zabalene people (literally, "garbage people") view everything around them as useful for something.¹ Culhane's work with the Zabalene people began when he watched mothers carry buckets back and forth, up and down stairs, for seven hours just to secure water for their families. Wanting to understand firsthand what these families faced, Culhane and his wife moved into the poorest of neighborhoods in Cairo to experience the obstacles they faced. Culhane founded Solar C.I.T.I.E.S.² and worked with residents of the poorest neighborhoods in Cairo to install solar water heaters and biogas digesters in their homes. Culhane describes Solar C.I.T.I.E.S. as "not merely a clean solar power

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calls our "behavioral plasticity and flexibility." This plasticity and flexibility show us when to add our voice to the conversation, using the "appropriate voice at the appropriate time." When we tell our stories, Culhane explains, we become interested in our place in that story and interesting to others. What is more, according to Culhane, "today's globalized digital media platforms and technology have removed most of the barriers to entry." We can connect with each other across the globe via YouTube and Flickr and Facebook and MySpace and blogging and commenting and expand the great conversation to include our voices among the many.³

WHAT DO YOU THINK?

- Culhane talks about each of us having a story to tell and an important part in the "Great Conversation." What actions might you share with others (as a story) that help us understand your part in this Great Conversation?
- Culhane also talks about behavioral plasticity and flexibility—knowing when and how to add our voices to this conversation. This chapter introduces the idea of being audience centered and creating a community with your speeches. In what ways might Culhane be talking about being audience centered and creating a community—are these ideas similar?
- How might today's technology help you add your voice to this great conversation in ways that are civil, ethical, and innovative?

© CHAPTER 1 WHY SPEAK IN PUBLIC

Chapter 2: K. David Harrison

NATIONAL GEOGRAPHIC speaks

Let's Listen While We Still Can
K. David Harrison, Explorer and Linguist



K. David Harrison is a linguist and leading specialist in the study of endangered languages. In addition to acting as co-leader of the Enduring Voices project with National Geographic Fellow Gregory Anderson, Harrison co-stars in the 2008 documentary film *The Linguists*. This film has been screened at the Sundance Film Festival and on college campuses across the United States. *The Linguists* is described as:

a fantastic little film that follows professors David Harrison and Gregory Anderson as they crisscross the globe on a mission to document languages on the verge of extinction. From the depths of Siberia to the high reaches of Bolivia, the pair is relentless in their goal, displaying a remarkable

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patience for interviewing deaf neogrammarians who are frequently the only surviving speakers of a language).... A two-man mission to document the world's endangered tongues becomes a fleet-footed study of human communication and its limitless structural and functional possibilities.⁴

Harrison believes there are many reasons to preserve vanishing languages. Most of the world's languages do not use writing; instead, they rely on their oral languages. Oral societies use cognitive skills and memory techniques to store information, and we can learn a lot by listening to them.⁵ These languages teach us how "amateurs calculated accurately the passing of seasons without clocks or calendars. How humans adapted to hostile environments from the Arctic to Amazonia."⁶ Yet preserving languages requires work. Designated "last speaker" of the Chemshuvi tribe of Arizona, Johnny Hill, Jr., says many children of his tribe claim they want to learn the language, "but when it comes time to do the work, nobody comes around." This leaves Hill feeling linguistically isolated. There's nobody left to talk to, all the elders

have passed on, so I talk to myself... that's just how it is."⁷ Harrison and his team are willing to do the work of helping to preserve dying languages because they believe it to be the most consequential social trend for coming decades because "what they know—which we've forgotten or never knew—may some day save us." Harrison and Anderson are listening. Harrison says, "We hear their voices, now muted, sharing knowledge in 7,000 different ways of speaking. Let's listen while we still can."⁸

WHAT DO YOU THINK?

- If listening to others is a crucial part of the public dialogue, why might preserving language be a central part of this listening process?
- Although our differences can cause difficulties in listening to others, how might Harrison and his team's efforts to preserve linguistic differences actually reduce the difficulties caused by cultural differences?
- What types of speeches might you give that engage Harrison's ideas of "listening while we can"? Would you consider one of these as a speech to give in this class? Why or why not?

AUDIENCE-CENTERED LISTENING | 31

Chapter 3: Becca Skinner

NATIONAL GEOGRAPHIC speaks

Personal Stories after Natural Disasters
Becca Skinner: Explorer, Photographer



Rebecca Skinner is from Wyoming, and attended the University of Wyoming, where she majored in Social Work. For Skinner, photography became more than a hobby when, in the fall of 2010, she won a grant from her university to travel to New Orleans to photograph the rebuilding after Hurricane Katrina. Then, as a National Geographic Young Explorer, she traveled to Banda Aceh, Indonesia, to photograph rebuilding efforts after the 2004 tsunami in the Indian Ocean. In Indonesia, she found it "most challenging" to try to document seven years of rebuilding in one short month on location. Since then, she has spoken about her expeditions to varied audiences, from small groups of third-graders to large audiences of potential Young Explorer candidates.

Her talks feature her photographs, which she selects to suit the particular group or occasion. As someone who majored in social work, she is concerned about people's lives, and she realized

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that, through her photography, she could tell the personal stories of people whose lives were affected by natural disasters. She says,

Studying social work in school has made me really passionate about giving a voice to people who feel they cannot be heard. Through both my tsunami and Hurricane Katrina photo projects, I've realized that post-natural disaster communities are often forgotten about or pushed aside in the wake of more recent news stories. I strongly believe that how a community recovers (or does not recover) is just as important as the disaster itself. Photographically documenting these communities and individuals seems to give personal stories and experiences a voice through an artistic and tangible venue.

Skinner says she is a "really visual person" and she selects her photographs to tell particular stories that are tailored to her audience. For example, when she gave a presentation to a group of third graders, her talk focused not on natural disasters, but about the process of "photography," she selected both "good" and "bad" photographs, and engaged the students in a discussion of what they liked or didn't like about the photos. For older audiences, she talks about the

people she met and tries to convey both individual and community stories of disaster and rebuilding; her stories also describe how she makes connections across cultures through her photography. In Indonesia, she photographed the top of a mosque that had been carried nine miles from a village and landed in the middle of a rice paddy. She said, "I went that night and all the stars were out, and so I have a picture of the top of this mosque in a rice field with all of the stars overhead, and that picture is the one very special, because it reminds me of the people she met, their stories, and their resilience."

WHAT DO YOU THINK?

1. Skinner turned her hobby, photography, into a way to raise awareness, advocate for change, and stimulate public discussion and dialogue. What interests of your own, or your classmates, could be used in a similar way to stimulate the public dialogue on important issues?
2. The severity of recent natural disasters has made this phenomenon a common topic in our public deliberations. What are the different aspects of natural disasters that you might consider developing into a speech, and what would your purpose be in giving a speech on natural disasters?

HOW CONTEXT INFLUENCES YOUR SPEAKING GOALS / 41

Chapter 4: Raghava KK

NATIONAL GEOGRAPHIC speaks

Sensitivity Toward Others
Raghava KK, Explorer



"My art looks at issues from multiple perspectives to help open minds, inspire tolerance, and engender empathy. You can appreciate other viewpoints even if you don't accept them," explains internationally acclaimed artist Raghava KK. "Everyone has a bias. What can be transformational is creative expression that allows many different biased perspectives to coexist simultaneously. When you see the world through other people's eyes, you have a richer understanding of who you are and why people do what they do."

Born in India, and now based in the age of sixteen, KK's life as a professional artist began in the world of cartooning and later expanded to a range of venues, including painting, sculpture, film, performance, and installation. He explains, "I like to

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question the way information is delivered," and we have to view knowledge as an active process of engaging, to help him accomplish that questioning and engaging, and to continue to communicate multiple perspectives through his art, he has, once again, expanded, and entered into the realm of interactive technology. KK has created picture frames that turn his paintings into touch screens. People can "touch" his paintings by pressing or tapping on the frames. Each touch changes the image, through a process of digital projection, and the painting is "re-invented by each person who interacts with it."

Another of KK's projects is an iPad picture book for children and a new genre he calls "shaken stories." The picture book, which children and parents "read" on iPads that takes up our notions of "family." He explains how: "Every time children and their parents 'shake' the screen, a new definition of 'family' appears. Mom, Dad, and child, two dads and kids, two moms and kids, single parents" and so on. KK explains why: "I created this book because I wanted to expose my own children to many perspectives at an early age." KK shares, "I grew up in the hub of a very traditional Indian family and only saw one point

of view. It was only when I started to travel that I was exposed to different realities. And I realized that there is no one truth, there are many truths and that it's important for me to communicate what is true and real for me but also to be willing to question the most basic assumptions that I have."

But, really, he states, "It's mysterious and we are constantly learning." Communication, effective communication, requires "empathy," "responsibility," "acknowledging bias," and "sensitivity toward others," and the question is "are we getting better and better" at these things?"

WHAT DO YOU THINK?

1. Raghava KK suggests that we can appreciate the viewpoints of others, even when we do not agree with them. Discuss what you think he means by this.
2. Do you think it is possible to appreciate the views of others with whom you do not agree? How might (or do) you do this?
3. KK calls for empathy, responsibility, acknowledging bias, and sensitivity toward others. How do these communication skills fit into the process of analyzing your audience?

CONSIDERING AN AUDIENCE AS A COMMUNITY / 65

Chapter 5: Barrington Irving

NATIONAL GEOGRAPHIC speaks

Build, Fly, and Soar
Barrington Irving: Emerging Explorer, Pilot, Educator



Raised in a low-income neighborhood in Miami, Barrington Irving's life changed when he met a pilot who asked him if he had ever considered becoming a pilot. Irving explains, at the age of fifteen, "I didn't think I was smart enough, but the next day he gave me the chance to sit in the cockpit of the commercial airplane he flew, and just like that I was hooked." Convinced he wanted to become a pilot, Irving turned down a football scholarship to the University of Florida in favor of flight school, which he paid for by doing odd jobs, including washing airplanes. After obtaining his pilot's license, he had another dream to pursue: to fly solo around the world.

To sponsor his dream, Irving approached various manufacturers asking them to donate parts for an

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airplane he wanted to build, more than fifty companies rejected him, before he found some who would help. With no weather radar, no de-icing system, and only \$30 in his pocket, he took flight. "I like to do things people say I can't do." At age twenty-three, Irving became the youngest person and first African American ever to fly solo around the world.

Following his historic flight, Irving decided to help other young people achieve their dreams. "I was determined to give back with my time, knowledge, and experience." He founded a nonprofit organization, Experience Aviation, intended to increase the number of students in aviation, as well as other math and science-related careers. In his Build and Soar program, sixty students from failing schools built an airplane from scratch in ten weeks (which Barrington then flew on his test run). Irving states, "Kids want to be challenged, but today too many are bored and uninspired. I want to use aviation to excite and empower a new generation to become scientists, engineers, and explorers."

As a part of this effort, he created a "flying classroom" that enabled students to participate via technology in a three-part round-the-world flight: "the students and the educators voted on everything I did. So, for example, they determined the type of meals to eat or what path I took up a mountain, or what things I explored." Students in their classrooms saw, via webcam and blogs, both flights up to 45,000 feet and ground expeditions

to locations like Machu Picchu, the Galapagos Islands, and the Pyramids of Egypt. Apps tracked adventures like tagging sharks, with ongoing location and water temperature data. In the course of his adventurous life, Irving has learned to speak to audiences that vary from potential corporate sponsors to elementary school students. When he speaks to students who "aren't sure what they want to do with their lives," he tries to inspire them to have a dream, and to have the confidence to believe they can fulfill that dream. He says, "No matter what the challenge, the only one who can stop you is you." His own goal is to use aviation "to excite and empower a new generation to become scientists, engineers, and explorers." Barrington Irving flies high every day, with no limits to what he dares to dream.

WHAT DO YOU THINK?

1. Barrington Irving used his passions and his determination to pursue his goals. He now shares those goals with young people through his public speaking. What passions and goals do you have that others might be interested in learning about?
2. Irving is gathering the ideas and suggestions of students across the country through his "flying classroom." What other innovative ways can you identify to "gather materials" for a speaker?
3. If you were to gather those materials in innovative ways, how might you evaluate them for their appropriateness and strengths?

EMPOWERING EDUCATION AT THE LIBRARY / 89

Chapter 6: Josh Thome

NATIONAL GEOGRAPHIC speaks

4R4L
Josh Thome, Explorer and New Media Cultural Storyteller



Josh Thome and childhood friend Sol Guy (featured in Chapter 15) want you to hear a story. It is about a trio in South Africa whose hit song is credited with lowering the AIDS rate in their region: about a baby who was left in a box and eventually grew up to run a medical clinic for thousands of people in a slum of East Africa, and about a boy who survived Liberia's brutal civil war, exposed the training of child soldiers, and now builds orphanages and playgrounds for the next generation.¹ There are just some of the stories featured on the television show *4R4L*.

Thome expanded what started as a high school environmental club into an international movement of youth engaged in social change. After attending a Global Leadership Jam in 2010, an event that brought together thirty outstanding young leaders from around the world, Thome was inspired to hear more about how young people were creating social change. He contacted childhood friend Guy Sol, and the two developed the idea and eventually co-produced the television show *4R4L*. As the two describe it, *4R4L* "spans the globe—from the slums

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of Nairobi, to the Amazon forest, to the drug-ravaged Lower East Side of Vancouver and a block party in post-conflict Liberia—views get a raw and authentic view of life through the eyes of residents, community leaders and the visiting celebrities." Celebrities such as Cameron Diaz, Joaquin Phoenix, Mos Def, and Keanu Reeves have traveled with Thome and Sol, creating an instant connection with young viewers.

Thome and Sol share the stories of people who are using music, art, culture, and school programs to inspire youth. The intersection of popular culture with social change has had enormous influences on youth involvement. As Thome writes, "The core of my interest in getting young people involved in social change today is basically my inspiration to see what our human potential is." In fact, Thome knows today's young people are already making a difference. The statistics from the United Nations 2014 Millennium Development Goals reports reveal:²

- Since 1990, extreme poverty in the world has been reduced by half.
- Between 2000 and 2010, the percentage of people without access to improved drinking water sources was also reduced by half.
- Between 2000 and 2012, gender parity in primary education was achieved in almost every developing region.
- Between 2000 and 2014, political participation continued to increase globally, with forty-six countries having 30 percent or more female members of parliaments at least one chamber.
- The proportion of undernourished people in developing regions decreased from 24 percent in 1992 to 14 percent in 2013.

The mortality rate for children under age five dropped almost 50 percent between 1990 and 2012.

Material mortality dropped 45 percent between 1990 and 2013.

Thome believes humanity is "capable of taking on some of the world's greatest challenges while prioritizing them." As Thome continues to forge relationships with members of different cultures, he reminds us that building trust with others is as simple as making a connection. We're ultimately not that different.³

When developing relationships with members of a different culture, Thome is reminded of an aboriginal activists group's belief: "If you have come here to help me, you are wasting our time. But if you come because your liberation is bound up with mine, then let us work together."⁴

WHAT DO YOU THINK?

1. Josh Thome and his collaborator, Sol Guy, are using innovative methods to share stories. In addition to websites, concerts, and videos, how else can technology participate in social change?
2. Thome uses statistics to argue that today's youth are making significant social change. Would one or more of these statistics make an interesting speech? How could you develop one of Thome's statistics on the changes today's youth are making?
3. Thome is interested in ending our "human potential." Discuss as a class what you think that potential might include.

STATISTICS / 131

Chapter 7: Albert Yu-Min Lin

NATIONAL GEOGRAPHIC **speaks**

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Extreme Engineering in the "Forbidden Zone"

Albert Yu-Min Lin, Explorer, Research Scientist, and Engineer



Albert Yu-Min Lin, research scientist, engineer, and Explorer for National Geographic, has a passion for finding and preserving stories, especially as they help us understand our "collective cultural heritage." Lin and his team of explorers believe they may have found the tomb and last resting place of Genghis Khan, a leader the world knows little about but whose influence has been profound. Many Mongolians consider the tomb an extremely sacred place and believe any desecration could trigger a curse that would end the world. According to Lin, the world does not know the full story of Khan's life or contributions. The tomb, located in Mongolia's "Forbidden Zone," represents a

discovery that has eluded historians and scientists for centuries. Yet Lin and his team are not going about this potential discovery with the traditional excavation methods because, Lin explains, "using traditional archeological methods would be disrespectful to believers." Instead, Lin's team is using advanced technology that "leverages photographs taken firsthand on the ground, images gathered from satellites and unmanned aircraft, GPS tracks from expeditions, and geophysical instruments." Although finding the tomb represents years of attempting to communicate to others that he could indeed find it, honoring cultural beliefs and traditions is also paramount to Lin. As he explains, "there are many ways to look under the ground without having to touch it." Communicating respect for the beliefs and practices of cultures is central, and now:

... the ability to explore in a noninvasive way lets us to solve this ancient secret without oversteering cultural barriers. It also allows us to empower Mongolian researchers with tools they might not have access to otherwise. Today's world still benefits from Genghis Khan's ability to connect East with West, and his forged international relations that have never been broken.

By locating his tomb, we hope to emphasize how important it is for the world to protect such cultural heritage treasures.

A few years ago, Lin shares, he thought he was destined to be stuck in an office in a job he did not love. Following his family's heritage and his grandfather's words, he left the United States for Mongolia, finding "a world that had changed little in a millennium. And at its core [was] Genghis Khan." Lin states, "Engineers are really just explorers, pushing the limits of what we think we can do." He realized he could be a scientist and still do "crazy extreme things, and that's what I wanted to do."

WHAT DO YOU THINK?

1. Lin uses a different approach to collecting his data. How many of the organizational patterns discussed in this chapter do you think he could use effectively to present his data?
2. Lin and his team are not sure, but they believe they could have found a tomb in the Forbidden Zone that might be Genghis Khan's tomb. Draft a specific purpose and thesis statement for a speech Lin might give about this discovery. How many main points would this speech have? How might he organize them?



MAIN POINTS / 137

Chapter 9: Gregory D. S. Anderson

NATIONAL GEOGRAPHIC **speaks**

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"Language Hotspots"

Gregory D. S. Anderson, Explorer and Linguist



Dr. Gregory D. S. Anderson is a linguist and the co-founder of the Living Tongues Institute for Endangered Languages, a not-for-profit organization that documents, revitalizes, and preserves some of the world's vanishing languages. Dr. Anderson has worked in the field with speakers of languages in Siberia (Borjig), Kyrgyzstan (Nogon), India, Bolivia, Australia, Paraguay, Papua New Guinea, and the United States. In the image here, Dr. Anderson (and fellow linguist Dr. K. David Harrison) work with Khe Joke, a Muraokese

elder, on Mwakikloa Atoll, Federated States of Micronesia. More than 40 percent of the world's approximately 7,000 languages are currently at risk of becoming extinct. Anderson helped create a language hotspot map to showcase areas around the world with high linguistic diversity as well as high levels of linguistic endangerment. Cameroon, an example of a region with a high level of linguistic diversity: more than 275 indigenous languages are spoken there. Dr. Anderson says it is important to document and preserve Cameroon's indigenous languages now because many are unlikely to survive through the 21 century.

The United States also has many language hotspots. Oklahoma and California are two states of particular interest. The Winneba Wintu people who live outside of Redding, California, were working to preserve their cultural and linguistic identity when a house fire in 2008 destroyed a large portion of the materials necessary to help their revitalization efforts. They have been struggling ever since to preserve their language. These leaders contacted Dr. Anderson to seek his assistance with their efforts. With help from the

Enduring Voices project, Dr. Anderson and his team delivered a Language Technology Kit to the Winneba Wintu and trained them to use audio and video recorders to help record and preserve their language. Projects like these can help promote global awareness and expose the language extinction crisis around the world.

WHAT DO YOU THINK?

1. How important is the preservation of a language? What would the loss of your native language feel like to you and your family?
2. Do you speak more than one language? If so, identify some of the differences in those languages? For example, how are their grammar and vocabulary (the things they name as important) different? What does this tell you about the languages and the cultures they come from?
3. How might technology shape the way language is recorded and preserved for different speakers around the world? Is technology useful and appropriate to use in the efforts to prevent languages from becoming extinct? Why?



LANGUAGE AND CULTURE / 177

Chapter 8: Alexandra Cousteau

NATIONAL GEOGRAPHIC **speaks**

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"Water Is Life"

Alexandra Cousteau, Explorer and Social Environment Advocate



You taste a sip of water—what do you taste and see? To Alexandra Cousteau, daughter of Philippe and Jan Cousteau, and granddaughter of the legendary Jacques Cousteau, "Water is life." We must redefine our relationships to it and our decisions around it. Cousteau established the Blue Legacy initiative, and she and her team are in the process of working with people around the world to help shape society's dialogue to include water as one of the defining issues of our century. Cousteau and her team are also combining the technologies developed in her grandfather's work with new modern opportunities to create platforms for individuals concerned about the environment to speak out about water. And she is undertaking an exploration of many of the world's most precious water ecosystems to chronicle their connectivity and link to our own survival.

Cousteau and her team travel around the world telling the story of our water systems and their centrality to sustaining life on this planet. This story includes the Ganges River in India, "the cultural and spiritual lifeblood" of a nation. The Ganges provides water and spiritual cleansing to more than 400 million people, yet it is literally toxic. More than 400 tannery factories along the river pump more than 20 million liters of waste every day, not to mention raw sewage, into this most sacred of rivers. The story continues in Botswana, where, in a land that is mostly desert, she continues to explore the interconnected nature of water. In an interview with Okellokome Kitso Mokalla, Botswana minister of the environment, wildlife, and tourism, Cousteau asks how Botswana, a landlocked country, views water as its most precious commodity. Mokalla responds, "All living things require water, whether you are in agriculture, tourism, or wildlife. ... You have to treat it as gold." Cousteau and her team continue their work and their story as they travel to the Middle East, Mississippi, and Cambodia (forty-five major water sources in all) chronicling "the interconnectedness of water. ... what it means to live in a world where water is our most precious resource."

To tell her story, Cousteau relies on the most recent internet technologies. And even though her father and grandfather were pushing the edge of technological advances, Cousteau explains that while the Calypso carried a crew of thirty people

in the field for months and sent film back to Los Angeles for development, today she is able to work for three months in the field with a crew of only seven and post her stories immediately. She sees this as truly engaging people and as a truly interactive experience. Working with others and media in this way is very exciting for Cousteau. "From a communication standpoint, to be able to engage people through their networks and give them stories to talk about and start conversations around is one of our greatest opportunities" for change. Where 50,000 people see a movie in a theater, "I can reach 50,000 people in a day and maybe in an hour with this new technology."

Cousteau and her team present information on panels and at symposiums and even narrate videos and interview individuals who are working in environmental preservation.

WHAT DO YOU THINK?

1. Cousteau uses technology to capture and disseminate her story about the centrality of water in our lives. What are some of the ways you might use technology to capture your audience's attention in your next speech?
2. Identify the topic of your next speech. What compelling story, question, or intriguing statement could you make about that topic as you introduce your speech? Use the examples in "Communicating for Water" to help you generate interesting and ethical ideas.



THE INTRODUCTION / 159

Chapter 10: Wade Davis

NATIONAL GEOGRAPHIC **speaks**

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Unique Manifestations of the Human Spirit

Wade Davis, Explorer



Anthropologist, ethnobotanist, ethnographer, author, filmmaker, and photographer, Wade Davis is described as "a rare combination of scientist, scholar, poet and passionate defender of life's diversity." His work has taken him to East Africa, Borneo, Nepal, Peru, Polynesia, Tibet, Mali, Benin, Togo, New Guinea, Australia, Colombia, Vanuatu, Mongolia, and the high Arctic of Nunavut and Greenland. He has catalogued over 6,000 botanical species, studied zombies and the plant preparations that accompany practices, and has published more than a dozen books sharing his research and insights. He holds degrees in anthropology and biology, and a PhD from Harvard in ethnobotany. Davis explains his perspective and one of the guiding principles behind his work: "The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you. They are unique manifestations of the human spirit."

Davis urges students to become "entrepreneurs of knowledge" and skilled public speakers: our knowledge base can be "monetized," he says, if students "learn how to communicate." Davis suggests that one of the biggest challenges of the sciences is "the inability to communicate," in fact, the

"disinclination to do so." One of the reasons that "climate change has not really captured the public imagination is, quite simply, that the narrative has not been properly communicated to the public." And, after the horrific events of 9/11, Davis explains, "not a single anthropologist" was interviewed, yet, anthropology is, perhaps, the "one profession that actually could answer that question: How do the lips of every American, why do they hate us?" So important are public speaking skills, in Davis's view, that individuals "literally have had their careers transformed by a single TED talk that turns up online."

For Davis, the most important credential for being a communicator "is to have something important to say that the world needs to hear." He explains that before his association with National Geographic, he began speaking publicly about each of the books he wrote. Then, his agent urged him to turn his experiences from his years of work with voodoo and in the Amazon to offer a "global perspective." And, as he did that, Davis recounts, "All that grew out of the process of communication, how the stories morphed" into larger perspectives. He adds, "It's funny how it worked. I mean, I kind of grew out of that one speech my agent asked me to do, this sort of greatest hits speech... that the Geographic Society heard at a film festival in Teduhuru... that led me to being recruited as an explorer in residence."

In the late 1990s, Davis discovered the work of Michael Krauss and Ken Hale, linguists who shared that the "7,000 languages of the world, half were being taught to children" and added languages and linguistics to his long list of passions. Davis sees language as "not just grammar and vocabulary," instead, he argues, language is "a flash of the human spirit, which is the soul of a culture," and the fact that we are losing so many languages so quickly is

horrifying. Languages communicate and organize one's culture. Davis explains, and cultures show us possibilities:

"The idea that the world in which you were born, it's just one model of reality, and the people of the world answer that question, they do so in 7,000 different voices, which collectively become the human repertoire for dealing with the challenges that will confront us in the coming millennia... every culture has something to say, and each one deserves to be heard. And the great curse of humanity is cultural myopia, the idea that my world is a full attempt at, or being me."

WHAT DO YOU THINK?

1. Davis encourages students to become "skilled public speakers." Even though many of us are quite nervous thinking about giving speeches, how might you, as a student, take steps to become a skilled public speaker?
2. After 9/11, Davis says, anthropologists might have helped answer the question, "Why do they hate us?" What aspects about connecting with your audience would a student of communication need to consider when helping to answer this question?
3. A speaker presenting a TED Talk usually uses technology such as PowerPoint slides or video to help present the speech. Watch several TED Talk presentations and assess their slides and videos. What makes them effective?



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Chapter 11: Asher Jay

NATIONAL GEOGRAPHIC speaks **MindTap** Watch the video

Channel Your Inner Mosquito
Asher Jay, Creative Conservationist, Explorer



"I hope my creativity will inspire each individual to channel their inner mosquito and make an impact with every bite," states Asher Jay, "designer, artist, writer, and activist." Jay puts her artistic skills to use in a range of mediums, she sculpts, designs installations, makes films, advocacy advertising campaigns, and more to advance animal rights, sustainable development, and humanitarian causes. Jay, born in India, but "raised by the world," brings attention to the damage done by oil spills, dolphin slaughter, the illegal ivory trade, poaching, diminishing habitats for animals, and the seriousness of the loss of biodiversity. She explains, "the power of art is that it can transcend differences, connect with people on a visceral level, and compel action." Jay organizes her efforts around two principles: compassion and coexistence. She explains that she chose to focus her efforts in this way because "without compassion and coexistence, we really don't accomplish what is in the best

interest of the collective." We are all a part of this earth, and "only when we see things as being a true extension of who we are, when we acknowledge there 'are no separations,' can we achieve empathy and compassion. We must stop 'amputating ourselves from the bigger picture,' Jay shares, "there is no way in which we can actually save that which we don't think is a part of us. The reason I do what I do is because I think of the world as an extension of who I am." Selflessness, she states, might be a "survival instinct," but we must expand our self-interests to the larger collective level. If we are to survive, we must "make ourselves large enough" to see the world as an extension of who we are.

Technology, Jay explains, creates dichotomies in our efforts toward compassion and coexistence. She has a huge online tribe that has been of tremendous support to me... it's absolutely lovely how people can support you from across the world... there's something beautiful there." But, Jay's childhood, growing up without a computer, taking the time to handwrite letters, spending so much time in nature, causes her to reflect: "Now, people are always connected, we take it for granted, the connections don't matter anymore. My mum told me when I was really young 'if you can do any activity more than once and have the same passion and enthusiasm for it, then you're not, just stop.' The repetition of this constant connection, she explains, "makes us lose the value of it, we're no longer truly engaged."

When Jay begins work on a new project, she does extensive research. She begins with newspapers and books, "you need to know how the world is in

terms of politics and socioeconomics and the like." Then, she continues to research and read about the "particular ecosystem I am focusing on, the particular culture, popular culture references, and... just looking! I go for walks in the cities, to museum exhibits and galleries." Jay looks for shapes, colors, textures, parallels, and "references that could create interesting juxtapositions between what the Jay person is comfortable with in their visual vocabulary and then what they need to know," Jay shares, that although she creates a visual story and even "restructures a problem," she does not give her audience the conclusion. She explains, "when they work out the argument behind my compositions, they have figured it out the way I figured it out—that's the moment of epiphany."

WHAT DO YOU THINK?

1. Jay believes that her work will inspire people to make an impact (channel their inner mosquito) in this world. Do you think that art, or even the visual side you're in a speech, can be a source of such inspiration? Why or why not?
2. When Jay begins a project, she does extensive research in a range of places and from a variety of sources. Could you use some of her places and sources as possible sites for your own research on your next speech? Why or why not?
3. Jay suggests that when we separate ourselves and are thinking for others, we are failing to see that we all are connected and a part of the same planet. Do you agree with Jay? Why or why not?

Chapter 13: Aziz Abu Sarah

NATIONAL GEOGRAPHIC speaks **MindTap** Watch the video

Throwing Stones
Aziz Abu Sarah, Explorer and Cultural Educator



Have you ever felt animosity toward someone or even a group of people that you had little or no actual interaction with? Have you ever had a neighbor you rarely spoke to yet did not particularly care for? Did your high school have a rival school? Did you or any of your classmates pull pranks against students at this rival school? If you answered yes to any of these questions, you have something in common with Aziz Abu Sarah.

Aziz Abu Sarah was born in Jerusalem. He was only nine years old when he watched Israeli soldiers storm into his home and arrest his fifteen-year-old brother, Tayseer, for allegedly throwing stones at Israeli cars. Tayseer was kept without a trial, interrogated, and beaten for fifteen days until he was finally coerced into admitting he had thrown the stones. Tayseer was held for eleven months, beaten repeatedly, and finally died within weeks of being released from prison. Aziz describes the pain he felt for losing his closest brother and how angry and bitter he felt toward Israelis. He wanted someone to be held responsible for his brother's death. He wanted revenge.

Aziz spent his adolescence and teenage years writing angry articles for a youth magazine. He describes how he used his pain to spread hatred against the other side. "Aziz refused to learn Hebrew because it was considered 'the enemy's language.' However, he knew that to attend college or obtain a good job, he would have to hang around and study Hebrew. So he attended an institute that taught Hebrew to Jewish newcomers to Israel," Aziz recalls, "It was the first time I had sat in a room of Jews who were not superior to me. It was the first time I had seen faces different from the soldiers at checkpoints. These students were the same as me. My understanding of the Jewish people started to collapse after just a few weeks of the Ulpas. I found myself confused, thinking 'How can they be normal human beings just like me?'"

Aziz soon discovered that he had a few things in common with his Jewish classmates, and he eventually formed friendships with them. Aziz believes, "As humans, we try to rationalize our hatred. In my mind we demonize the enemy, and discredit their humanity. This is the lie that fires the conflict between Israel and Palestine." Aziz now works as a lecturer and speaks in churches, synagogues, and mosques on the subject of Israeli-Palestinian conflict, peace, reconciliation, and interfaith dialogue. Aziz has won numerous awards for his work in the Israeli-Palestinian peace movement.

WHAT DO YOU THINK?

1. In what ways does Aziz's story illustrate an invitational approach?
2. How does a calm approach to handling conflict help explain Aziz's ability to resolve his feelings toward the Israeli people?
3. How do cultural differences influence conflict between two cultural groups such as the Palestinians and Israelis? In what ways can using invitational approaches to understanding different cultural traditions (religious) norms begin the process for open and productive communication?

Chapter 12: Sylvia Earle

NATIONAL GEOGRAPHIC speaks **MindTap** Watch the video

Ocean Hero
Sylvia Earle: Explorer, Oceanographer



"I wish to change the world." Earle explained her wish as nothing short of saving our oceans. In her book *The Ocean's Blue: How Our Fate and the Ocean's Are One*, she explains, "My wish is a big wish, but if we can make it happen, it truly can change the world and help ensure the survival of what is actually my favorite species, human beings." She explains,

Fifty years ago, when I began exploring the ocean, no one—not Jacques Perrin, not Jacques Cousteau or Rachel Carson—imagined that we could do anything to harm the ocean by what we put into it or by what we took out of it. It seemed, at that time, to be a sea of Eden, but now we know, and now we are facing far steeper odds. In fifty years, we've lost—actually, we've taken, we've eaten—more than 90 percent of the big fish in the sea, nearly half of the coral reefs have disappeared, and there has been a mysterious die-off of oxygen in large areas of the Pacific. It really should concern you. It does concern you.

When asked, "If you could have people do one thing to help the ocean, what would it be?" Earle replied,

Hold up a mirror and ask yourself what you are capable of doing, and what you really care about. Then take the initiative—don't wait for someone else to ask you to act...

Everyone has power. But it doesn't help if you don't use it. Knowing is the key. Become informed! With knowing comes caring, and with caring there is hope that we will find an ending place for ourselves within the natural—mostly blue—systems that sustain us.

Earle believes that becoming informed is the most important contribution to saving the ocean. And she has made it her mission to help inform people from around the world. Log on to <http://www.ted.com/talks> to watch Earle's TED Talks speech. As you listen, consider her speaking goals, how audience centered she is, and her introduction and conclusion.

WHAT DO YOU THINK?

1. Sylvia Earle was asked to speak at the TED2009 Conference. What experiences or expertise does Earle possess that make her a good candidate to speak on changing the world? What are Earle's master statuses?
2. Based on the information presented in Earle's speech introduction, what would her specific purpose and thesis statement be?
3. How does Earle's use of her informative speech? Is this a pattern you might use for your own informative speech?

Chapter 14: Shabana Basij-Rasikh

NATIONAL GEOGRAPHIC speaks **MindTap** Watch the video

Create the Best Educated Leadership
Shabana Basij-Rasikh, Educator and Explorer



From the age of six until she was eleven, Shabana Basij-Rasikh dressed as a boy so that she could escort her sister, who was too old to go out in public alone, to a secret school in Afghanistan. Knowing that they would likely be killed if they were caught, the two girls disguised their books as groceries, took a different route each day to the secret school, and shared a small living room-turned-schoolroom with 100 other girls. They knew that everyone there—teachers, students, and even the families who saw their education as so important—was at risk of death. Under Taliban rule, it was illegal for girls to receive an education. Basij-Rasikh recounts, "[F]rom time to time, the school would suddenly be cancelled for a week because Taliban were suspicious. We always wondered what they knew about us. Were we being followed? Do they know where we live? We were scared, but still we went to school because we wanted to be."

Basij-Rasikh considers herself lucky because she grew up in a family where education was prized and daughters were treasured. "She describes her grandfather as an 'extraordinary man' for his time." He was disowned by his own father for educating his daughters. Basij-Rasikh's father was the first in his family to receive an education, and despite "the Taliban, despite the risks," Basij-Rasikh explains, to her father, "there was greater risk in not educating his children." He supported the education of his daughters, and she says, "During Taliban years I remember I would get so frustrated by our life and always being scared and not seeing a future. I would want to quit, but my father, he would say, 'Listen my daughter, you can take everything you own in your life. Your money can be stolen. You can be forced to leave your home during a war, but the thing that will always remain is [your education], and if we have to sell our blood to pay your school fees, we'll, so do you still not want to continue?'"

Basij-Rasikh states, "I was raised in a country that has been destroyed by decades of war. Fewer than six percent of women my age have made it beyond high school, and had my family not been so committed to my education, I would be one of them." Because of this support, she attended high school and college in the United States and graduated from Middlebury College in Vermont. At the age of eighteen, she cofounded the School of Leadership Afghanistan (SOLA), and established H.E.A., "a nonprofit organization to empower Afghan women through education." She returned to Kabul after graduation to "run SOLA" into the nation's first boarding school for girls. However, Basij-Rasikh shares that it is still very dangerous for girls to go to school. And, "without their fathers they likely would not go. One of her students and her father, walking

home from school, narrowly missed being killed by a bomb, a bomb that exploded minutes after they passed. Basij-Rasikh says, "As he arrived home the phone rang, a voice warning him that if he sent his daughter back to school, they would try again. 'Kill me now, if you wish,' he said, 'but I will not run my daughter back to school because of your old and backward ideas.'"

Because of SOLA, young women now can take college preparatory courses and "enter universities worldwide." More than this, however, the 3 million young girls who now receive an education "return to substance careers in Afghanistan," and become the "first women to enter certain fields." Basij-Rasikh shares her belief that "The most effective antidote to the Taliban is to create the best educated leadership generation in Afghanistan's history."

WHAT DO YOU THINK?

1. Basij-Rasikh and her family, and families like them, face an incredibly difficult problem: going against Taliban rule and educating girls. What patterns of reasoning might families like these use in making such a dangerous decision?
2. When Basij-Rasikh's father claimed "there was greater risk in not educating his children," what pattern reasoning is he using to support his claim?
3. Basij-Rasikh states, "The most effective antidote to the Taliban is to create the best educated leadership generation in Afghanistan's history." What patterns of reasoning is he using to make this assertion?

Chapter 15: Sol Guy

NATIONAL GEOGRAPHIC speaks

"Apathetic Is Pathetic"
Sol Guy, Explorer, New Media Cultural Story Teller



As an artist, social entrepreneur committed to ethical business practices, former manager of some of today's highest-profile hip-hop artists, and a film and TV producer, Canadian-born Sol Guy was "piling the wave of the hip-hop music explosion" and "on track to becoming a top recording industry executive." However, "at the height of his success, he grew disillusioned with the North American hip-hop scene's increasing emphasis on violence and materialism." In 2000, he traveled to Africa to be part of the award-winning documentary *Missions in the Wild Zone*. The trip, Guy states, changed his life: "I can't really explain why that happened, but it was this thing where I saw something that I couldn't look away from. And then, in fact, I saw there was a way I could influence it. And then I saw the power of storytelling." Returning from the trip, Guy "delivered a new focus," he explains, "acknowledging my success and experience in the music industry I began to realize the power I possessed in creating media.

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I decided that I wanted to create a new hybrid that connects the worlds of entertainment and activism." He and long-time friend Josh Thorne coproduced *AREAL*, a television series that introduces celebrities, such as Cameron Diaz, Jessica Phoenix, and others, to young people "creating real social change using music, art, and culture to propel communities forward. They've been through some of the most horrible experiences imaginable, yet have come out shining with phenomenal passion and power."

What makes these young people so exceptional, Guy explains, is "their desire to radically change their community and their inability to see any obstacle as an obstacle." What some of us might see as "insurmountable odds," these young leaders see as something to be pushed through. What is missing, he says, is "the can't, the idea of cannot. Instead, it's just like, well, why not? And that's a really interesting thing because the only barriers to any entry to radically changing something are the thoughts you have and what you believe yourself to be capable of." He continues, "The people, the things they've seen, the world," don't stop them; instead, these young leaders, from some of the harshest conditions imaginable "are just like... well, why not? And I know that feeling, because I share it with them. You see something that you want to do and you're passionate about it, you go for it. And that's how you create things. That's how you create change. That's how new things come about."

Guy has delivered speeches and presentations "from boardrooms to primary schools, community centers, jobs, restaurants, wherever I am invited." We all have stories to tell, he says, what we must do is "create space for important stories to be told... and whatever the medium is, if the story is told and the storyteller is good, it'll find its way." He continues, "pathetic is pathetic"; people have to stop blaming one another and take action. He sees all of us living in a "time of urgency," and believes there is no time to "play it safe." Guy concludes, humans are "an extraordinary animal, you know? And we define ourselves and our potential only because we forget that we created everything that we are living in. There are all ideas. Our thoughts created reality. And that's our power of manifestation. And, wow, imagine when we all recognize that collective power."

WHAT DO YOU THINK?

Sol Guy suggests that apathetic is pathetic. As a class, discuss what you think he means by this. How might this influence your persuasive speech topic? Guy urges young people to say "why not?" rather than "I can't." Reflect on times you have said "I can't." What would change if you had said "why not?" instead? Log on to iED.toronto and watch Guy's presentation and delivery. What are the strengths of his presentation? In what ways can you incorporate some of these strengths into your own speech?

NATIONAL GEOGRAPHIC speaks

Cleaning Up Our Rivers
Chad Pregracke, Environmentalist



Chad Pregracke grew up with the Mississippi River steep from his backyard at his home in Hampton, Illinois. He started exploring the river as soon as he was old enough to swim when he was in high school, he started earning money for college by diving for mussel shells with his brother. Pregracke soon became outraged at the condition of the river, which was full of trash—from discarded bowling balls to abandoned cars and rusted appliances. At age 17 he started removing trash from the river and rerebooks by himself, but he was soon joined by other volunteers. At age 22,

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necessarily become an experienced public speaker who has delivered more than 300 presentations to corporate, public, and student audiences. His favorite form of speaking is in informal presentations to elementary school children, teaching them about preserving the environment. He also speaks to the groups of volunteers who assemble for cleanups, who include "people from six years old to 60." In 2011, Chad was honored at the Points of Light Institute, where he was introduced by former President Jimmy Carter with former Presidents George H. W. Bush and Bill Clinton in the audience.

WHAT DO YOU THINK?

- If you were going to give a speech of introduction for Chad Pregracke, what accomplishments of his would you highlight?
- If Pregracke were to give a speech commemorating the river, what do you think he might include? What stories might his audience want to hear?
- Review the material in Chapter 4 on master statuses and standpoints. What master statuses do you think Pregracke brings as a speaker? How do you think they help or hinder his credibility as a speaker?

NATIONAL GEOGRAPHIC speaks

Working Behind the Scenes with Insects
Dino Martins: Emerging Explorer and Entomologist



Dino Martins is a Kenyan entomologist who loves insects. His passion is studying threatened insect habitats in East Africa. Martins explains that two foods we love, chocolate and coffee, are among the hundreds of foods that are made possible by pollinating insects. Martins explains, "Any single person on our planet has a diet that includes food made possible by pollinating insects. When this someone is threatened, all of humanity is threatened." He continues, "Insects are the invisible, behind-the-scenes workers that keep the planet going." However, many people do not realize that deforestation, charcoal burning, and high pesticide use threaten the insects that are responsible for pollinating the crops needed to feed entire nations. Africa is especially vulnerable because some of the last remaining African vultures and other wildflower species on which bees depend are fighting for survival as the forest fires. Martins claims, "If these species vanish, so could the bees, and ultimately acres of crops would be negatively affected." Unfortunately, farmers sometimes see carpenter bees as the enemy or farm in ways that negatively impact wild pollinators. Martins helps educate farmers to recognize and protect the major pollinators in their areas. He says, "Farmers look at the big scary carpenter bees swimming around their trees and rush to kill them... They need more bees, not fewer." Therefore, Martins tries to convince farmers that leaving a space for nature and pollinating insects is necessary for productive agriculture. This task is not always easy. Martins relies on persuasive arguments to convince farmers to save a space to protect pollinators. He knows that he must demonstrate new farming practices and prove these techniques work. "When others see the proof,

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BONUS CUSTOM CHAPTERS

Impromptu Speaking

Civic Engagement

Service Learning

Preface

Our best public speaking courses focus their efforts on teaching students the skills needed to speak effectively in public settings and to deliberate with one another on important issues. Most existing texts focus primarily on informational and persuasive speaking, often also preparing students to give speeches that entertain or celebrate others. *Invitation to Public Speaking* includes this focus, but also introduces students to *invitational* speaking, a type of speaking that links directly to public deliberation and that is becoming increasingly common in our societies.

In invitational speaking, speakers enter into a dialogue with an audience to clarify positions, explore issues and ideas, or share beliefs and values. When we speak to invite, we want to set the stage for open dialogue and exploration of ideas and issues—we want to come to a fuller understanding of an issue, regardless of our different positions. This speech type is introduced when other speech types are defined and discussed, and is included in discussions of the speechmaking process throughout the text.

This emphasis in *Invitation to Public Speaking* on the interconnections between the speaker and the audience reminds students that they speak to and for an audience. Students are, therefore, encouraged to consider their audience at every step of the speechmaking process. This audience-centered approach also reminds students of the responsibilities associated with speaking publicly and the importance of advanced planning and preparation. Plus, it seems to ease some of the familiar speech anxiety students have, because it turns their attention toward speech preparation and effective communication with others and away from the performance aspect of public speaking.

Invitation to Public Speaking also encourages students to see public speaking as a meaningful and useful skill beyond the classroom by expanding the range of venues for public speaking. The text prompts students to speak not only in required classroom speaking situations but also when they are asked to do so (for example, in the workplace) and when they decide to do so (perhaps as voices of their communities). Thus the text exposes them to the wide range of situations that encourage us to contribute to the public dialogue.

In this expanded context, public speaking reflects the many changes that have been taking place in our society, changes that call for an exploration of many perspectives. When framed as a public deliberation and dialogue, public speaking emphasizes the right to be heard and the responsibility to listen to others. As such, *Invitation to Public Speaking* explores public speaking in relation to a modern definition of eloquence in which differences, civility, narratives, visual aids, and even self-disclosure play a larger role than they tend to in traditional rhetoric.

In addition, the text's pragmatic approach—in combination with other numerous dynamic, real-life examples—allows working students to design speeches with their employment settings in mind. In this way, the text helps students view public speaking as a layering of skills and issues rather than as a series of actions existing in isolation. Although the speaking process is presented systematically and in discrete steps, the end result is a smooth integration of material and speaking techniques.

Finally, the text's audience-centered approach, combined with a focus on ethics and integration of diversity, helps students better understand their audiences so they can establish credibility and communicate effectively.

Features of the Book

National Geographic Partnership

We continue our partnership with the National Geographic Society in the sixth edition. Working in partnership with the National Geographic Society helps frame

the invitational approach to public speaking as public deliberation and dialogue, encouraging students to see themselves as significant contributors to their larger communities and as able to add their voices to important dilemmas we face in our world today. National Geographic photographs throughout the book provide added visual enrichment to the pages that help reinforce the real-world application of the explanations presented, and the skills taught, in the chapters.

See the What's New in The Sixth Edition Section for a description of additional ways this National Geographic partnership enhances *Invitation to Public Speaking* such that students can study and explore the ways individuals are using their public speaking skills around the world in hands-on and tangible ways to effect change. These public and professional dialogues are about complex issues that affect us all.

Extensive Coverage of Civility and Civic Engagement

By emphasizing the “how” and the “why” of public speaking, *Invitation to Public Speaking* demonstrates the impact that participating in public dialogue and deliberation can have on students' lives and communities. Civility and the importance of civic engagement are emphasized throughout the book. For example, Civic Engagement in Action boxes, included in many of the chapters, highlight the ways in which students, average citizens, and celebrities have used their public speaking skills to affect the public dialogue in meaningful and satisfying ways. Students can look to these vignettes as examples of how to apply public speaking and civic engagement to their own lives as they become more active members of their communities. Even the photo captions emphasize the importance of civic engagement and civility in the public dialogue. The text's thoughtful attention to these issues continually reminds students of the important role that public speaking plays in our diverse society.

Focus on Skills

Invitation to Public Speaking prepares students to give speeches and enter the public dialogue via a solid, pragmatic, skills-based foundation in public speaking. Beginning with Chapter 2, “Effective Listening,” and continuing through Chapter 11, “Visual Aids,” each chapter guides students through specific speech construction, delivery, or strategy steps. The text provides straightforward instruction in speechmaking that is based on the author's classroom experience and knowledge of students' expectations for skill training.

Practicing the Public Dialogue boxes provide assignable exercises that expose students to each component of the speechmaking process and gives them strategies for tackling the informative, invitational, persuasive, and special occasion speeches found in Chapters 12, 13, 15, and 16. Speech models included throughout the text are consistent with the principles presented.

In addition, Review Questions conclude each chapter and give students the opportunity to further hone their skills. These questions range from straightforward true-false statements to activities that require more research, student involvement, and reflection.

Quick-Start Guide: Ten Steps to Entering the Public Dialogue

Sometimes, students can feel overwhelmed just thinking about adding their voices to the public dialogue. They may wonder where to begin. They may be uncertain about how to organize their efforts. They may not know if they have completed all the steps of speech preparation. *Invitation to Public Speaking* includes a quick-start guide that is designed to help them track their process from topic selection to

delivery. Presented as ten steps to entering the public dialogue, this guide will help them organize their efforts, feel more confident, and deliver successful speeches. Students can use this guide as they prepare and complete each of the assigned speeches, and also as a study prompt for their exams. Instructors might find it a useful overview of the process that they can walk students through at the beginning of the course.

Speaking Venues and Service Learning

Invitation to Public Speaking covers a variety of speaking venues and provides ample opportunity to incorporate a service learning component into the course. Chapter 1, “Why Speak in Public?” offers students a comprehensive view of public speaking as public dialogue and discusses speaking when someone is asked to speak, decides to speak, or is required to speak. In addition, the *Invitation to Public Speaking* Instructor’s Resource Manual provides a definition of service learning and instruction for how to use service learning projects as a source for speech topics, speech research, and possibly an environment for delivery.

These options allow students and instructors to step outside the speech classroom if they desire, and take the public speaking skills taught and learned in the classroom into their communities. However, the text’s flexible organization allows instructors who do not want to include service learning to easily maintain the traditional classroom-based speaking situation throughout the term. If instructors choose to stay with the traditional classroom speech format, the service learning information can be used simply to prompt students to select and deliver speeches that address larger social issues and dilemmas.

Expansive Coverage of Speech Types

Some courses emphasize particular types of speeches, but *Invitation to Public Speaking* was specifically developed to cover and support the entire array of public speaking types. The text’s coverage of multiple speaking forms invites students to discuss audience centeredness and difference, as well as the ways that speakers can acknowledge, incorporate, and respond to difference with respect and integrity.

Beginning with the “Quick-Start Guide, Ten Steps to Entering the Public Dialogue” (pages xxx-xxxii), the text presents a synopsis of five types of speaking: informative, invitational, persuasive, speaking on special occasions, and in the appendix that is available through Mind speaking in small groups. Each type of speech previewed in the quick start is covered in depth in Chapters 12 through 16 and the appendix on group speaking, and is given equal attention with regard to examples and tips in Chapters 2 through 11, furthering the text’s goal of preparing readers for public speaking in a range of venues beyond the classroom.

Coverage of Social Diversity

Through reviewer-praised examples and discussion of key concepts, the text makes a comprehensive yet subtle integration of social and cultural diversity. *Invitation to Public Speaking* offers meaningful coverage of diversity by exploring culture and speaking styles; cultures, identities, and listening styles; speaking to diverse audiences; and language, identities, and culture. Our partnership with National Geographic enhances this feature, as Explorers share with students the importance of social diversity, cultural awareness, and sensitivity in the work they do.

Rather than isolate issues of diversity into separate chapters, *Invitation to Public Speaking* presents ideas and issues of diversity in examples, discussions, National

Geographic tips and stories, activities, and exercises throughout the text. In the process, the text provides sufficient information so that instructors and students can explore together the implications of social diversity and the importance of developing layers of knowledge about difference.

Coverage of Ethics

Ethical issues are discussed throughout the text to help students understand how ethical considerations affect every aspect of the speechmaking process. For example, the importance of practicing ethics in regard to listening, Internet research, interviewing, reasoning, citing sources, and in informative, invitational, and persuasive speaking are covered thoroughly. In addition, select chapters feature Ethical Moment boxes, which highlight ethical dilemmas related to the public dialogue. These ethical dilemmas bring in both iconic figures, such as Martin Luther King Jr. and Barack Obama; contemporary social issues and practices such as graffiti and YouTube, and everyday individuals, like students and citizens. Many of our National Geographic Explorers also address the importance of ethical choices and considerations in the work they do. This array of opportunities for conversations about ethical public speaking assists students in linking real ethical dilemmas to their own lives and professional goals.

Coverage and Use of Relevant Technology

Invitation to Public Speaking was written with technology use in mind. Thoughtful integration on nearly every page continually helps students understand the links between the text and technology. The text not only covers technology as it relates to speechmaking but also incorporates the use of technology as a powerful learning tool. The Internet and online databases are discussed as tools for speech topic selection, research, and support, while presentation technology such as Microsoft PowerPoint, Prezi and Google Slides, and Internet downloads are presented as a resource for creating professional visual aids. Each chapter points students to relevant websites, video clips of student and professional speakers, and other online activities that can be accessed via the online resources for *Invitation to Public Speaking*.

What's New in the Sixth Edition?

- **National Geographic Speaks features in every chapter**

Our collaboration with the National Geographic Society is expanded in this sixth edition with National Geographic Speaks features in every chapter. National Geographic Explorers—scientists, researchers, linguists, artists, educators, activists, and more—include Gregory D. S. Anderson, Shabana Basij-Rasikh, Alexandra Cousteau, Thomas Taha Rassam Culhane, Wade Davis, Sylvia Earle, Sol Guy, K. David Harrison, Barrington Irving, Asher Jay, Raghava KK, Dino Martins, Chad Pregracke, Aziz Abu Sarah, Becca Skinner, Josh Thome, and Albert Yu-Min Lin. These case studies, developed from interviews and research, showcase the importance and centrality of ethical and civil public speaking in the work of these nationally recognized explorers. Questions at the end of each case study prompt students to reflect on these Explorers' public speeches and the ways in which a particular strategy might also become a part of their own public speaking skill set.

- **Updated Public Speaking Tips from National Geographic Explorers**

Alexandra Cousteau, Thomas Taha Rassam Culhane, Barrington Irving, Aziz Abu Sarah, and Becca Skinner continue to provide students with hands-on support for

researching and giving speeches. Interviews with these nationally known researchers, explorers, and scientists provide the substance for these tips. These tips help students apply the skills taught in the book, showcase the real-life application of these skills by nationally recognized experts, and even offer students hands-on and practical advice for researching, rehearsing, and giving speeches. These tips enliven every chapter of the book.

- **Public Speaking in the Workplace**

Our new “Public Speaking in the Workplace” feature explores and showcases the various kinds of public speaking that actually take place in our professions. These features help students see that the skills they are learning in their public speaking course carry over into their professional lives and can benefit them enormously in getting, keeping, and advancing in their jobs and careers.

Eight chapters explore the following topics: Top Ten Skills Employers Seek; Are There Advantages to Diversity?; Conducting Interviews; Different Generations Can Equal Different Styles of Communicating; How Your Public Speaking Skills Can Help You Keep That New Job; Managing those Nerves; How Much Public Speaking Will You Do?; and Tips for Job Interviews. Each feature engages students in the exploration of various facets of public speaking as it occurs in the workplace and assists students in getting that job, keeping that job, and advancing in their professions.

- **Updated Chapter 5, “Gathering Supporting Materials,” and Chapter 11, “Visual Aids”**

Chapter 5, “Gathering Supporting Materials,” has been streamlined and updated to reflect the process of research in today’s online world. The ethical dilemmas created by today’s access to so much data are addressed, as are the most effective approaches to conducting research. In Chapter 11, “Visual Aids,” new material reflecting Internet software, downloads, and applications has been added. Chapter 11 also contains a streamlined discussion of how to create professional and ethical visual aids and what to show on them.

- **Updated Ethical Moment features**

Ethical public speaking remains a central focus of *Invitation to Public Speaking*, sixth edition. Updated Ethical Moment features help students explore and reflect on the implications of offensive language, careful reasoning, nonverbal communication, and social media. National Geographic Explorers such as Shabana Basij-Rasikh, Wade Davis, Alexandra Cousteau, Sylvia Earle, Aziz Abu Sarah, and Thomas Taha Rassam Culhane also urge students to consider the ethical implications of their choices throughout the process of crafting and giving a speech. These features are placed strategically in chapters, helping students link the content they are reading to contemporary ethical dilemmas. Chapters in the sixth edition also maintain their emphasis on the importance of considering the ethical implications of each step of the public speaking process.

- **Enhanced coverage of technology**

The ways technology influences the public speaking process also remain central to this sixth edition. This edition offers many updates throughout related to the use and importance of technology and the innovations that continue to change the way we speak in public—how technology helps us with research, preparation, or presentation, among other things. For example, Chapter 1, “Public Speaking Is Influenced by Technology,” has been updated and continues to enrich the “What Is Ethical Public Speaking” section. Many of our National Geographic Explorers—Sol Guy and Josh Thome, K. David Harrison and David Anderson, Albert Yu-Min Lin, Asher Jay, and Raghava KK, for example—also challenge students to consider the importance of, and opportunities provided by, technology in public speaking.

• **New and updated examples and research**

Throughout the book, examples have been updated to include more that students will recognize and relate to. In addition, research has been updated throughout the book as appropriate.

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• **Invitation to Public Speaking now comes with MindTap.**

MindTap represents a new approach to a customizable, online, user-focused learning platform. MindTap combines all of a user’s learning tools—readings, multimedia, activities, and assessments—into a singular Learning Unit that guides students through the curriculum based on learning objectives and outcomes. Instructors personalize the experience by customizing the presentation of these learning tools to their students, even seamlessly introducing their own content into the Learning Unit via “apps” that integrate into the MindTap platform.

Unique to MindTap Speech is “Practice and Present”—an online video submission and grading program that allows for individualized feedback and provides a digital environment for public speaking students to practice their skills and get meaningful feedback from their instructor and peers.

Also included are Interactive Video Activities and Speech Builder Express 3.0™—a tool that coaches students through the entire speech organization and outlining process.

Through the use of assignable and gradable interactive video activities, polling assignments, study and exam preparation tools, MindTap brings the printed textbook to life. Students respond enthusiastically to

the readspeak, highlighting, search, and dictionary features available on MindTap. Student comprehension is enhanced with the integrated eBook and the interactive teaching and learning tools that include:

- Sample speech videos
- Sample speech outlines and note cards
- An online speech organizing and outlining tool
- An online speech practice and presentation tool
- Web Connect links
- Practicing the Public Dialogue prompts
- Study aids such as glossary flash cards and review quizzes
- Additional Civic Engagement and Ethical Moments boxes
- And much more



Rules for Citing Sources

Although your instructor may have specific rules for the number and format of sources you use in a speech, there are three general guidelines for citing sources during your speech. These guidelines rely on ethical principles and an audience-centered approach.

Give credit to others. When you rely on the specific ideas or words of others, give them credit during your speech. The guideline works like this: the more specifically you rely on someone else’s ideas or words, the more responsible you are for citing them. If you use someone’s research, quote, or paraphrase someone, or share information from a magazine, book, newspaper, or other news source, you need to cite your source in your speech. You can use phrases like the following:

Last week, *New York Times* tells us that . . .

According to the *2011 Census*, . . .

The director of the Center for Applied Studies in Appropriate Technology responded to my question in this way . . .

The *Old Farmer’s Almanac* reports that this will be the wettest year this area has experienced since 1930.

Jane Kneller, professor of philosophy at this university, writes, . . .

Note that even though much of what we already know grows out of the research and work of others, we do not need to provide a citation for every claim we make. Some claims are based on common knowledge, information that is generally known by most people. For example, the statement “Eating a balanced diet is good for your health” is common knowledge and does not require a citation. But the statement “at least three sources of whole grains bread, cereal, crackers, rice, or pasta every day” requires a source citation such as “according to the U.S. Department of Agriculture’s food pyramid.”

Give specific information about your source. General phrases such as “research shows,” “evidence suggests,” and “someone once said” are usually not enough to lend credibility to your speech. If your audience is listening with care, they’ll want to know more about your sources. They’ll be asking “whose research?” “Whose evidence?” and “Whose source?” When you cite a source, include the following information:

- The name of the person or the publication
- The credentials of that person or publication
- The date of the study, statistic, or piece of evidence

These three pieces of information generally are enough to show your audience that your source is valid and your statistics are reliable and relevant to your topic. You can usually omit details such as page numbers and place of publication from your actual speech, but you will want to include them in your bibliography.

Deliver all information accurately. When you cite a source, you must do so accurately. This means giving the name and title of the person correctly, pronouncing any unfamiliar words clearly, and delivering all statistics and quotations accurately. Mispronouncing names and titles, stumbling over dates and quotes, and leaving out important elements of a citation can reduce your credibility. It can even alter the facts you are sharing with your audience. So before you give your speech, check to be sure you have all your source citations recorded correctly and rehearse them until they smoothly fit into your speech. (You’ll learn more about delivery in Chapter 10.)

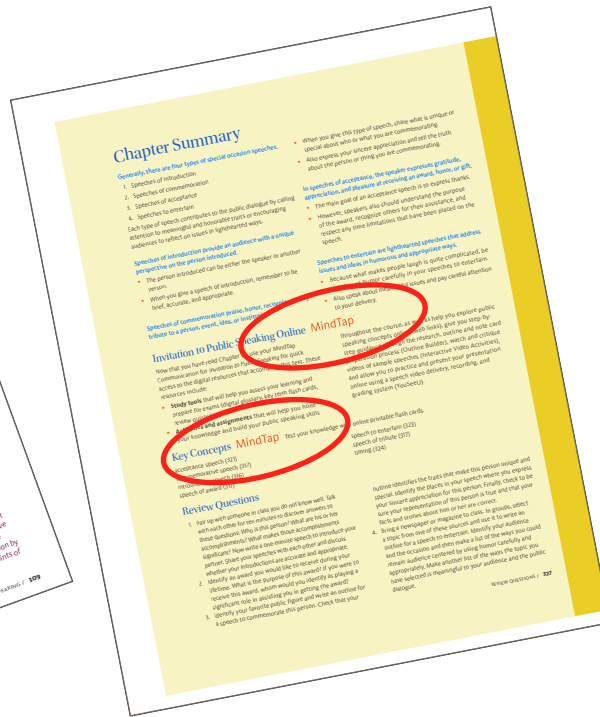
NATIONAL GEOGRAPHIC speaks MindTap Watch the video

Chemical Yourself: Mosquito
 Author Jay Creative Communications, Engineer

Interest of the collection? We are all a part of this world, and every one of us has the potential to make a difference. One way to do this is by being a responsible citizen. One way to do this is by being a responsible citizen. One way to do this is by being a responsible citizen.

WHAT DO YOU THINK?

1. Jay hopes that her work will inspire people to make an impact (beyond their own movements) in the world. Do you think you can do it? What do you think you can do to make a difference? Why or why not?
2. Jay suggests that when we separate ourselves from a crowd, we are able to see the world in a new way. Do you agree with her? Why or why not?



YouSeeU

- With **YouSeeU**, students can upload video files of practice speeches or final performances, comment on their peers' speeches, and review their grades and instructor feedback. Instructors create courses and assignments, comment on and grade student speeches, and allow peer review. Grades flow into a gradebook that allows instructors to easily manage their course from within MindTap. Grades also can be exported for use in learning-management systems. YouSeeU's flexibility lends itself to use in traditional, hybrid, and online courses.



Outline Builder

- **Outline Builder** breaks down the speech preparation process into manageable steps and can help alleviate speech-related anxiety. The "wizard format" provides relevant prompts and resources to guide students through the outlining process. Students are guided through topic definition, research and source citation, organizational structure outlining, and drafting note cards for speech day. The outline is assignable and gradable through MindTap.



Speech Video Library

- **Speech Video Library** gives students a chance to watch videos of real speeches that correspond to the topics in *Invitation to Public Speaking*. Each chapter begins with a vignette that builds directly on a video of a student speech available in MindTap, allowing for a quick preview of the chapter topics and skills. The text also includes several prompts to watch the video of the sample student speeches that accompany this book. Students find these prompts near the ends of Chapters 3, 8, 9, 12, 13, 14, 15, and 16.



Each video is accompanied by a speech activity that provides a full transcript so viewers can read along, the speech outline—many in note card and full sentence form, and evaluation questions so students are guided through their assessment. While viewing each clip, students evaluate the speech or scenario by completing short-answer questions and submitting their results directly to their instructor.

Sample Speech Videos for *Invitation to Public Speaking*

Chapter & Speaker	Speech	Speech type	Full or clip	Related topics
Chapter 1 Mike Piel	“Foothills Gateway: Vote YES on Referendum 1A”	Persuasive	Clip	<ul style="list-style-type: none"> Remaining audience centered Persuasive speaking
Chapter 1 Tiffany Brisco	“Self-Introduction”	Introductory	Full	<ul style="list-style-type: none"> Giving your first speech Speeches of self- introduction
Chapter 2 Tiffany Brisco	“Child Abandonment Laws”	Invitational	Clip	<ul style="list-style-type: none"> Encouraging effective listening Invitational speaking
Chapter 3 Rebecca Ewing	“The Case for Graduated Licensing”	Persuasive	Clip	<ul style="list-style-type: none"> Effective thesis statements Persuasive speaking
Chapter 3 Jesse Rosser	“Preventing School Violence”	Persuasive	Clip	<ul style="list-style-type: none"> Effective thesis statements Persuasive speaking
Chapter 3 Ogenna Agbim	“This Is Dedicated . . . : A Tribute to the Women of History”	Commemorative	Full	<ul style="list-style-type: none"> Speech topic and purpose Special occasion speaking
Chapter 5 Carol Godart	“Fat Discrimination”	Persuasive	Clip	<ul style="list-style-type: none"> Using a variety of sources Persuasive speaking
Chapter 5 Damien Beasley	“Deceptive Prescription Drug Advertisements”	Entertaining	Clip	<ul style="list-style-type: none"> Oral citation of source Speaking to entertain
Chapter 5 Tiffany Brisco	“Child Abandonment Laws”	Invitational	Clip	<ul style="list-style-type: none"> Citing sources Invitational speaking
Chapter 6 Chelsey Penoyer	“11 Lives a Day: Youth Suicide in America”	Informative	Clip	<ul style="list-style-type: none"> Using narratives Informative speaking
Chapter 7 Lisa Alagna	“Breast Cancer Awareness”	Invitational	Clip	<ul style="list-style-type: none"> Deductive reasoning Invitational speaking
Chapter 7 Brent Erb	“Stay on Designated Hiking Trails”	Persuasive	Clip	<ul style="list-style-type: none"> Causal reasoning Persuasive speaking
Chapter 8 Cindy Gardner	“U.S. Flag Etiquette”	Informative	Clip	<ul style="list-style-type: none"> Organization of main points Informative speaking
Chapter 8 Jeff Malcolm	“History of Fort Collins, Colorado”	Informative	Clip	<ul style="list-style-type: none"> Chronological organization Informative speaking
Chapter 8 Katy Mazz	“Why Pi?”	Informative	Full	<ul style="list-style-type: none"> Speech organization Informative speaking
Chapter 9 Brandi Lafferty	“Feeding the Wildlife: Don’t Do It!”	Persuasive	Clip	<ul style="list-style-type: none"> Story in an introduction Persuasive speaking
Chapter 9 Mike Piel	“Foothills Gateway: Vote YES on Referendum 1A”	Persuasive	Clip	<ul style="list-style-type: none"> Preview in an introduction Persuasive speaking
Chapter 9 Mike Piel	“Foothills Gateway: Vote YES on Referendum 1A”	Persuasive	Clip	<ul style="list-style-type: none"> Conclusions Persuasive speaking
Chapter 9 Chelsey Penoyer	“11 Lives a Day: Youth Suicide in America”	Informative	Clip	<ul style="list-style-type: none"> Credibility in conclusion Startling conclusion Informative speaking
Chapter 10 Brandi Lafferty	“Feeding the Wildlife: Don’t Do It!”	Persuasive	Clip	<ul style="list-style-type: none"> Casual style of speaking Persuasive speaking
Chapter 10 Stacey Newman	“Fallen Soldiers”	Commemorative	Clip	<ul style="list-style-type: none"> Language techniques Special occasion speaking
Chapter 11 Eric Daley and Shelley Weibel	“Mountain Biking in Colorado” (Eric) “Preserving Our National Resources” (Shelley)	Persuasive	Clip	<ul style="list-style-type: none"> Comparison of written and conversational styles Persuasive speaking

Sample Speech Videos (continued)

Chapter & Speaker	Speech	Speech type	Full or clip	Related topics
Chapter 11 Brandi Lafferty, Amy Wood, Carol Godart, and Hans Erian	“Feeding Wildlife: Don’t Do It!” (Brandi) “Voting Age” (Amy) “Fat Discrimination” (Carol) “No More Sugar” (Hans)	Persuasive	Clip	<ul style="list-style-type: none"> • Comparison of delivery methods • Persuasive speaking
Chapter 12 Cindy Gardner	“U.S. Flag Etiquette”	Informative	Clip	<ul style="list-style-type: none"> • Use of object as visual aid • Informative speaking
Chapter 12 Tony D’Amico	“Springtime for Musicians”	Communication analysis	Clip	<ul style="list-style-type: none"> • Use of a poster as visual aid
Chapter 12 Carol Godart	“Fat Discrimination”	Persuasive	Clip	<ul style="list-style-type: none"> • PowerPoint presentations • Persuasive speaking
Chapter 12 Chelsey Penoyer	“11 Lives a Day: Youth Suicide in America”	Informative	Clip	<ul style="list-style-type: none"> • PowerPoint presentations • Informative speaking
Chapter 12 Joshua Valentine	“The Dun Dun Drum”	Informative	Full	<ul style="list-style-type: none"> • Use of visual and audio aids • Informative speaking
Chapter 13 Rachel Rota	“Tap”	Informative	Full	<ul style="list-style-type: none"> • Informative speaking
Chapter 13 Chung-yan Man	“Chinese Fortune Telling”	Informative	Full	<ul style="list-style-type: none"> • Informative speaking
Chapter 13 Elizabeth Lopez	“The Three C’s of Down Syndrome”	Informative	Full	<ul style="list-style-type: none"> • Informative speaking
Chapter 13 Shana Moellmer	“The African Serval”	Informative	Full	<ul style="list-style-type: none"> • Informative speaking
Chapter 14 Shelley Weibel	“Cloning Endangered Animals”	Invitational	Clip	<ul style="list-style-type: none"> • Condition of equality • Invitational speaking
Chapter 14 Melissa Carroll	“Education in Prisons”	Invitational	Clip	<ul style="list-style-type: none"> • Condition of self-determination • Invitational speaking
Chapter 14 Amanda Bucknam	“Funding for HIV/AIDS in Africa and the United States”	Invitational	Full	<ul style="list-style-type: none"> • Invitational speaking
Chapter 14 Cara Buckley-Ott	“Creationism versus the Big Bang Theory”	Invitational	Full	<ul style="list-style-type: none"> • Invitational speaking
Chapter 14 David Barworth	“Federal Minimum Wage”	Invitational	Full	<ul style="list-style-type: none"> • Invitational speaking
Chapter 14 Courtney Felton	“Four-Day School Week”	Invitational	Full	<ul style="list-style-type: none"> • Invitational speaking
Chapter 14 Jennifer N. Dragan	“Bilingual Education”	Invitational	Full	<ul style="list-style-type: none"> • Invitational speaking
Chapter 15 Courtney Stillman	“Light Pollution”	Persuasive	Clip	<ul style="list-style-type: none"> • Persuasive organizational patterns • Persuasive speaking
Chapter 15 Brent Erb	“Stay on Designated Hiking Trails”	Persuasive	Clip	<ul style="list-style-type: none"> • Immediate action (solutions) • Persuasive speaking
Chapter 15 Brandi Lafferty	“Feeding Wildlife: Don’t Do It!”	Persuasive	Clip	<ul style="list-style-type: none"> • Causes • Persuasive speaking
Chapter 15 Dana Barker	“No Child Left Behind: Addressing the School Dropout Rate among Latinos”	Persuasive	Full	<ul style="list-style-type: none"> • Persuasive speaking

Sample Speech Videos (continued)

Chapter & Speaker	Speech	Speech type	Full or clip	Related topics
Chapter 15 Renee DeSalvo	“The U.S. and the World Peace Crisis”	Persuasive	Full	• Persuasive speaking
Chapter 15 Hans Erian	“No More Sugar!”	Persuasive	Full	• Persuasive speaking
Chapter 15 Maria DiMaggio	“You Have My Deepest Sympathy: You Just Won the Lottery”	Persuasive	Full	• Persuasive speaking
Chapter 15 Jessica Fuller	“Colorado Prison Reform: A Solution to Reduce Recidivism and Overcrowding”	Persuasive	Full	• Persuasive speaking
Chapter 15 Carol Godart	“Fat Discrimination”	Persuasive	Full	• Persuasive speaking
Chapter 15 Amanda Konecny	“Stop Animal Testing”	Persuasive	Full	• Persuasive speaking
Chapter 16 Tara Flanagan	“My Grandfather, John Flanagan Sr.”	Commemorative	Full	• Special occasion speaking
Chapter 16 Brandon Perry	“Water”	Commemorative	Full	• Special occasion speaking

Civic Engagement and Ethical Moments Library

The following library of Civic Engagement in Action and Ethical Moment boxes is featured in the Speech Communication MindTap for *Invitation to Public Speaking*. These boxes are in addition to the Civic Engagement in Action and Ethical Moment boxes that appear in this new edition of the text.







Civic Engagement in Action Boxes

Subject	Title	Synopsis
Ishmael Beah	“A Boy Soldier Tells His Story”	Ishmael Beah’s story about his experiences as a boy soldier in Sierra Leone inspires him to speak out for the rights of children around the world.
George Clooney and Don Cheadle	“In What Area of Your Life Do You Wield Influence?”	Actors use their influence to bring attention to humanitarian causes around the world.
Shauna Fleming	“A Million Thanks”	Freshman Shauna Fleming organized a massive letter-writing campaign to show appreciation for soldiers in the military.
Margaret Gibney	“I Always Believed Things Would Change”	At the age of 13, Margaret Gibney of Belfast, Ireland, wrote a letter to British Prime Minister Tony Blair to request peace. Her letter, and subsequent work for peace, caught the attention of the world’s leaders.
Rodolfo “Corky” Gonzales	“Say What You Got to Say and Say It Directly”	Former boxer Corky Gonzales became a leading voice in “one of the most influential and controversial Chicano civil and humanitarian rights organizations” of the 1960s.
Aung San Suu Kyi	“To Care Is to Accept Responsibility”	After Kyi’s Democratic Party wins a national election, Kyi spends 15 years under house arrest in Myanmar before she is allowed to take office.
Daniel Lubetzky	“Food for Peace”	Entrepreneur Daniel Lubetzky uses food as a vehicle for speaking out against the violence in the Middle East.
Matt Roloff	“Against Tall Odds”	Star of TLC’s <i>Little People, Big World</i> , Matt Roloff raises awareness about the lives of little people in mainstream America.
Lori Weise	“To the Rescue”	Inspired by the relationship of a homeless man with his dog, Weise founded a rescue for abandoned city dogs that provides support for the homeless and their pets.
Wingspread Summit on Student Civic Engagement	“The New Student Politics”	Students assert that they can use both politics and other, nontraditional means to campaign for positive change in their communities.

Ethical Moment Boxes

Subject	Title	Synopsis
Animal Liberation Front	“How Graphic Is ‘Too Graphic?’”	Do the militant actions and graphic images used by the animal rights group Animal Liberation Front go too far in persuading the public that the abuse of animals should be stopped?
Barry Bonds	“When Must We Speak?”	Barry Bonds’s testimony about his use (or not) of steroids in 2003 raised the issue of what our ethical obligations are when we’re required to speak.
Angelina Grimke	“Must We Listen to Others?”	In 1838, American activist Angelina Grimke broke the law to speak out about the wrongs of slavery and the importance of the vote for women.
Don Imus	“Did Don Imus Go Too Far?”	How far is too far regarding humor that makes fun of others?
Marilyn Manson	“What’s in a Master Status?”	Shock rocker Marilyn Manson uses his image to challenge audiences.
The Patriot Guard Riders	“Free Speech and Reasoning”	The actions of the Westboro Baptist Church and the Patriot Guard Riders at the funerals of soldiers killed in combat raise questions about free speech and responsibility.
Cindy Sheehan	“What Are Good Reasons?”	Mother-turned-peace-activist Cindy Sheehan’s participation in the public dialogue inspires praise and criticism.
Larry Summers	“What Evidence Should a Speaker Use to ‘Provoke a Debate?’”	Former Harvard University president Larry Summers sparks controversy with his statements about women versus men in the fields of math and science.

Additional MindTap Study Tools

 <p>Flashcards is a classic learning tool. Digitally reimagined, Flashcards detect the chapter a student last opened, then shows cards for that chapter.</p>	 <p>Notebook Integrating Evernote technology is an app that aggregates student annotations and notes into a single consolidated view.</p>
 <p>Flashnotes.com is an online marketplace full of study guides, notes, flash cards, and video help created by students, for students.</p>	 <p>ReadSpeaker Text-to-speech technology offers varied reading styles and the option to select highlighted text to reinforce understanding.</p>
 <p>Merriam-Webster Dictionary enriches the learning experience and improves users’ understanding of the English language.</p>	 <p>NetTutor® staffed with U.S.-based tutors and facilitated by a proprietary whiteboard created for online collaboration in education.</p>

Sharing and Collaboration

	Google Docs Instructors and students share dynamically updated text documents, spreadsheets, presentations, and PDFs.		Inline RSS Feed Send timely, valid feeds to students—within the Learning Path or as a separate reading—with the option to add remarks.
	Kaltura Simple video, audio, and image uploading tools opens a wealth of instructional, testing, and engagement opportunities.		Web Video Easily incorporate YouTube videos as a separate viewing activity within the Learning Path or directly within a reading assignment.
			ConnectYard This MindApp social media platform fosters communication among students and teachers without the need to “friend” or “follow” or join a social network.

Additional Resources for Instructors

Instructor’s Resource Manual. The Instructor’s Resource Manual provides a comprehensive teaching system. The Instructor’s Manual contains tips and tools, including suggested teaching goals, sample course schedules, in class activities, service learning opportunities, speaking assignments, performance evaluations, and suggestions for using technology in the classroom. Included in the manual are suggested assignments and criteria for evaluation, chapter outlines, and in-class activities. PowerPoint slides also are included.

Instructor Companion Website. The password-protected Instructor Companion Website includes Computerized Testing via Cognero®, ready-to-use PowerPoint® presentations (with texts and images that can also be customized to suit your course needs), Join In for Turning Point Clicker questions, and an electronic version of the Instructor’s Manual. Visit the Instructor Website by accessing <http://login.cengage.com> or by contacting your local sales representative.

The Teaching Assistant’s Guide to the Basic Course. Written by Katherine G. Hendrix, University of Memphis, this resource was prepared specifically for new instructors. Based on leading communication teacher-training programs, this guide discusses some of the general issues that accompany a teaching role and offers specific strategies for managing the first week of classes, leading productive discussions, managing sensitive topics in the classroom, and grading students’ written and oral work.

Instructor Workbooks: Public Speaking: An Online Approach, Public Speaking: A Problem-Based Learning Approach, and Public Speaking: A Service-Learning Approach for Instructors. Written by Deanna Sellnow, University of Kentucky, these instructor workbooks include a course syllabus and icebreakers; public speaking basics such as coping with anxiety, learning cycle, and learning styles; outlining; ethics; and informative, persuasive, and ceremonial (special occasion) speeches.

Teaching the Invitational Speech Resource Guide and Accompanying Video and DVD. This resource, featuring an introduction by author Cindy L. Griffin, shows you how to effectively teach the invitational speech to your students.

Cengage Communication Video and DVD Library. Cengage’s video and DVD series for Speech Communication includes Student Speeches for Critique and Analysis as well as Communication Scenarios for Critique and Analysis.

Videos for Speech Communication 2016: Public Speaking, Human Communication, and Interpersonal Communication. These videos provide footage

of news stories from BBC and CBS that relate to current topics in communication, such as teamwork and how to interview for jobs, as well as news clips about speaking anxiety and speeches from contemporary public speakers, such as Michelle Obama and Hillary Clinton.

ABC News DVD: Speeches by Barack Obama. This DVD includes nine famous speeches by President Barack Obama, from 2004 to present day, including his speech at the 2004 Democratic National Convention; his 2008 speech on race, “A More Perfect Union”; and his 2009 inaugural address. Speeches are divided into short video segments for easy, time-efficient viewing. This instructor supplement also features critical thinking questions and answers for each speech, designed to spark class discussion.

Guide to Teaching Public Speaking Online. Written by Todd Brand of Meridian Community College, this helpful online guide provides instructors who teach public speaking online with tips for establishing “classroom” norms with students, utilizing course management software and other eResources, managing logistics such as delivering and submitting speeches and making up work, discussing how peer feedback is different online, strategies for assessment, and tools such as sample syllabi and critique and evaluation forms tailored to the online course.

Service Learning in Communication Studies: A Handbook. Written by Rick Isaacson and Jeff Saperstein, this is an invaluable resource for students in the basic course that integrates or will soon integrate a service learning component. This handbook provides guidelines for connecting service learning work with classroom concepts and advice for working effectively with agencies and organizations. It also provides model forms and reports and a directory of online resources.

Digital Course Support. Get trained, get connected, and get the support you need for the seamless integration of digital resources into your course. This unparalleled technology service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit <http://www.cengage.com/dcs/> to sign up for online seminars, first days of class services, technical support, or personalized, face-to-face training. Our online and onsite trainings are frequently led by one of our Lead Teachers, faculty members who are experts in using Cengage Learning technology and can provide best practices and teaching tips.

Custom Chapters for *Invitation to Public Speaking*. Customize your chapter coverage with bonus chapters on impromptu speaking, civic engagement, and service learning. You can access these chapters online within the Instructor Website, or you can order print versions of the student text that include the extra chapter of your choice. Contact your local sales representative for ordering details.

Flex-Text Customization Program. With this program you can create a text as unique as your course—quickly, simply, and affordably. As part of our flex-text program, you can add your personal touch to *Invitation to Public Speaking* with a course-specific cover and up to 32 pages of your own content—at no additional cost.

Cengage Learning Testing, powered by Cognero. Accessible through [cengage.com/login](http://www.cengage.com/login) with your faculty account, this test bank contains multiple-choice, true/false, and essay questions for each chapter. Cognero is a flexible, online system that allows you to author, edit, and manage test bank content. Create multiple test versions instantly and deliver through your LMS platform from wherever you may be. Cognero is compatible with Blackboard, Angel, Moodle, and Canvas LMS platform.

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Without a doubt, the strongest collaborative force in my life comes from my family. My husband, Mike Harte; my son, Joseph Griffin-Harte, and my daughter-in-law, Kari Griffin-Harte; my sisters, Tracy Zerr and Wendy Stewart; my brother, John Griffin; and my extended family, Jana Webster-Wheeler, Scott Wheeler, and Joseph and Marissa Wheeler keep strong and steady the flame that fuels my energy. Their unending love and support have enriched this project and reminded me daily that the public dialogue is enhanced by our willingness to listen to others and by our commitment to speak as clearly and honestly as possible. To them, I offer my love and thanks, and the acknowledgment that their care for me gives me great strength and peace.

—Cindy L. Griffin

Quick-Start Guide

Ten Steps to Entering the Public Dialogue

Whether your speaking goal is to inform, invite, persuade, speak to a small group, or give a special occasion speech, you can use these ten steps for giving speeches as a guide and helpful tool as you prepare your presentations.

STEP 1

Determine your topic and your purpose (or reason) for speaking.

Do you want to know more about something (a political issue, an event in history, a person, place, or thing)? Are you actively involved in something (an art or skill, a club or group, a blog or message board)? Select a topic of public relevance based on your interests or skills, or sit with paper and pen or at a computer and **brainstorm (Chapter 3)** ideas you can link to the public dialogue.

After you've chosen your topic, consider whether your **general purpose** might be to invite, inform, persuade, or entertain your audience. Then determine your **specific purpose (Chapter 3)**. A *specific purpose* presents your exact goals and helps you refine your topic as you move forward with your speech. Identify your specific purpose in your **thesis statement (Chapter 3)**. Your thesis statement allows you to state, in a single sentence, the content of your speech, including the main idea of your speech and your main points.

Example:

Here's how Missy expressed her specific purpose and thesis statement for her speech "The Mysterious World of Hiccups":

Topic:

Hiccups

General purpose:

To inform

Specific purpose:

To inform my audience of the "anatomy" of a hiccup.

Thesis statement:

Hiccups, or involuntary spasms of the diaphragm, are most often caused by food, beverages, and medicines but can be cured easily with a few simple techniques.

Crafting your specific purpose and a fully developed thesis statement at the beginning of the speechmaking process provides you with a specific and focused plan for your speech.

STEP 2

Analyze your audience.

As a speaker you always want to stay **audience-centered** and ethical (**Chapter 4**). Because your audience will be composed of diverse individuals, you want to consider their perspectives carefully. Analyze your audience by asking yourself these questions:

- Who is my audience?
- What are their interests, views, and experiences?
- Why would my audience be interested in this topic?
- How do they feel about this topic?
- What previous experience might they have with the topic?

The audience is your reason for speaking, so you must consider them in each step of your speech preparation process.

STEP 3

Identify your main points.

Your **main points** should reflect your **thesis statement (Chapters 3 and 7)**, and they are the most important **claims**, arguments, or concepts in your speech (**Chapter 6**).

Example:

For example, in Missy's speech about hiccups, she used her specific purpose and thesis statement to develop the following main points:

- I. Hiccups are involuntary spasms of the diaphragm that cause the space between the vocal cords to close suddenly and make a peculiar sound.
- II. Hiccups are most often caused by the foods we eat, the beverages we drink, and the medicines we ingest.
- III. Mild cases of hiccups can be cured with a few simple techniques.

She identified these main points by breaking her thesis down into her primary ideas (definition of hiccups, causes of hiccups, cures for hiccups) and asking herself how she could elaborate on those ideas.

STEP 4

Gather your supporting materials.

As you gather **supporting materials** from the library, Internet, interviews, and personal experiences (**Chapter 5**), look for the following types of information so that you can develop your ideas ethically and effectively (**Chapter 6**).

Examples:

Specific instances used to illustrate a concept, experience, issue, or problem.

Helpful hint: *Examples help you clarify a point or argument, specify the nature of something, or support your explanation.*

Narratives:

Stories that recount real or fictional events.

Helpful hint: *The characters, events, and settings of narratives can help draw an audience into your speech, and can illustrate, develop, or clarify a claim you are making. Narratives can be very short or longer, and they can be told in segments over the course of the speech or told at one interval.*

Statistics:

Numerical summaries of facts, figures, and research findings.

Helpful hint: *Statistics numerically quantify, estimate, measure, and represent events, issues, positions, actions, beliefs, and the like.*

Testimony:

The opinions or observations of others.

Helpful hint: *Testimony, often in the form of quotations, can come from an authority, an average person who has relevant experience with your topic, or from your own experiences.*

Definitions:

Statement of the exact meaning of a word or phrase.

Helpful hint: Definitions help clarify claims and ideas, especially when new terminology is introduced or when a topic is controversial or emotional.

STEP 5

Organize your ideas.

You are now ready to **organize your speech (Chapter 7)**. The three most basic components of almost every speech are the introduction, body, and conclusion.

Start with the **introduction** of the speech (**Chapter 8**). Introductions set the stage for a speech and should accomplish four objectives:

- Introduce you and your topic to the audience.
- Capture the audience's attention and get them interested in or curious about your topic.
- Establish your credibility.
- Preview the main ideas of the speech.

Example:

In her speech on hiccups, Missy followed these four principles to come up with the following introduction:

I'm here today to share information about one of life's great mysteries. No, I'm not referring to Stonehenge or the Great Pyramids, but to something everyone in this room has experienced: hiccups! Yes, I'm talking about the mysterious world of hiccups, which seem to be a universal occurrence (*introduces topic*). However, although this mystery is universal, hiccups appear to serve no physiologic function (*catches interest*).

I recently was blessed with an overwhelming occurrence of the hiccups, and this sparked my interest and curiosity in the subject (*establishes credibility*). This "blessing" caused me to do some research and investigation, during which I discovered some interesting information about hiccups (*establishes credibility*). I would like to share this information with you today. Specifically, my focus will be on three aspects of hiccups that I find especially informative. First, I'll explain the anatomy of a hiccup, or what a hiccup is and how it occurs. Second, I'll explain the three most common causes of hiccups, which are food, beverages, and medicine. Third, I'll share some simple techniques for curing those milder cases of hiccups (*previews main points*).

The **body** of the speech (**Chapter 7**) is the longest part of a speech and contains the information you have gathered to develop your main ideas. There are many ways to organize your main ideas. Remember, your main ideas should follow a systematic, logical, or natural progression that supports and develops your thesis statement. The most common **organizational patterns (Chapters 12, 13, and 15)** are chronological, spatial, causal, problem-and-solution, and topical. There are two basic rules you can follow to organize your ideas:

Rule 1:

Identify your main ideas and arrange them according to (1) which ideas must be discussed before others and (2) which ideas will most interest the audience.

Rule 2:

Link your ideas together with words and phrases called **connectives (Chapter 7)** that help you transition, introduce, preview, or call attention to your main points.

The **conclusion** of a speech (**Chapter 8**) brings closure to your ideas, and it is often the shortest part of your speech. In your conclusion, you want to accomplish two things:

- Signal to the audience that you are finished.
- Summarize or restate your thesis statement.

Example:

Let's take a look at the conclusion to Missy's speech:

So, now you see that there is more to learn about the mysterious world of hiccups than you might have imagined. In this speech, I've shared some very enlightening information about what a hiccup is, the reasons hiccups occur, and the process of curing them (*signals end of speech*). Now, if someday you find yourself in the mysterious world of hiccups, you'll be well prepared to fight back with several of the remedies you've heard about today (*summarizes thesis*).

STEP 6

Outline your speech.

Preparing your **outline (Chapter 7)** can help you organize your ideas, discover missing points or arguments, and determine whether the speech is balanced and within your time limits. Your outline should include:

- Speech title.
- Specific purpose.
- Thesis statement.
- Clear labels for introduction, body, connectives, and conclusion.
- Consistent pattern of symbols and indentation (roman numerals for main points, capital letters for subpoints, Arabic numerals for sub-subpoints, and lowercase letters for sub-sub-subpoints: I, A, 1, a).
- At least two supporting subpoints under a main point.
- Approximately equal development of points and subpoints.
- Source citations listed in a Works Cited section.

See **Chapter 7, pages 146–148**, for an example of an effective **preparation outline**.

Speakers also often create a speaking outline (a shorter version of their preparation outline) to use when they deliver their speeches. A speaking outline (or note cards) is a condensed version of the preparation outline and includes the following:

- Keywords and phrases only—not the full text of your speech
- Clear, legible, and large font or handwriting
- Cues for delivery, such as "make eye contact," "pause," "slow down," "look up," "show visual aid"
- Correct pronunciation of words or names you stumble on
- One- or two-word prompts for stories, examples, and concepts you tend to forget

See **Chapter 7, pages 152–153**, for an example of note cards and a **speaking outline**.

STEP 7

Create visual and other presentational aids.

Presentational aids (Chapter 11) can take many shapes and forms, including images, lists of ideas, diagrams, objects or models, and charts or maps. They help you gain and maintain audience attention, explain and clarify ideas, increase your persuasiveness,

and enhance your credibility. They can also help reduce your nervousness. Here are some tips to help you decide what kind of presentational aid to use for different types of information:

- For a series of names, key features, or procedures, use a *list*.
- For steps in a process, use a *flow chart, model, or Internet download*.
- For the structure of a group, use an *organizational chart*.
- For comparison of quantities at a specific time, use a *bar graph*.
- For trends over time, use a *line graph*.
- For relative sizes of parts of a whole, use a *pie graph*.
- For comparison of quantities, use a *picture graph or model*.
- For the physical layout of a place, use a *map*.

STEP 8

Consider language and figures of speech.

Because you will probably use different styles of speaking for different audiences and different speaking goals (**Chapter 9**), ask yourself the following questions as you select the language style for your speech:

- What types of vocabulary, imagery, and rhythms best match my audience, topic, and goals?
- Have I included vocabulary, imagery, and rhythms that draw my audience into my speech and help me express my ideas vividly and appropriately?
- Do any of the vocabulary, imagery, and rhythms have the potential to offend, hurt, or alienate my listeners?
- What vocabulary needs to be defined, explained, or illustrated by examples?
- Am I speaking at a level appropriate for my audience?
- Have I omitted slang, euphemisms, or other unfamiliar or inappropriate words and phrases?
- Have I paraphrased confusing or highly technical terms and phrases?

STEP 9

Practice your speech.

Always **practice your speech** before you deliver it (**Chapter 10**). So that you'll be very familiar with your speech before you give it in front of an audience, follow these steps:

- Begin your practice sessions alone. *At first, practice only segments of your speech.* For example, try getting the introduction down,

then the body, and then the conclusion. You may even find it useful to break down the body by practicing each main point separately.

- *Make notes on your speaking outline* to help you remember your material and delivery techniques. If you plan to use presentational aids, practice using them until you can manage them easily as you speak.
- Once you've practiced each segment of your speech individually, *practice the speech as a whole*. Try practicing in front of a mirror. Go back and *rehearse the places where you stumble* or get lost. Make sure your presentational aids work as planned.
- Before you give your speech, *practice it three to six times from start to finish*, depending on the level of spontaneity or polish you want in your speech.
- Finally, *practice your speech in front of an audience*. Rehearsing your speech in front of your family or friends is a great way to gain some practice and get feedback on your presentation.

STEP 10

Give your speech.

The final step in the speechmaking process is a reminder to relax and give your speech with confidence (**Chapter 10**). Here are some guidelines for managing your voice, gestures, posture, facial expressions, and presentational aids as you give your speech:

- Visualize a successful speech before you deliver it.
- Know your introduction well so you can begin your speech feeling confident.
- Use your notes as prompts and as a source of security.
- Make eye contact with audience members during the speech.
- Remember to breathe, gesture naturally, and pause as needed during your speech.

Final Hints

If you take the time to select a relevant topic, gather your supporting materials, and organize your speech, you can minimize some of the nervousness that most people feel with public speaking. The more you practice, the more confident you will feel on your speaking day. And if you **listen respectfully** to the speeches of your classmates, they probably will listen respectfully to you (**Chapter 2**).

Good luck, and have fun!

1 | Why Speak in Public?

The Power of Ethical Public Speaking

Culture and Speaking Style

What Is Ethical Public Speaking?

A Model of the Public Speaking Process

Building Your Confidence as a Public Speaker

- Identify the influence of culture on speaking styles
- Differentiate between public speaking and other kinds of communication
- Discuss the most common reasons for nervousness associated with giving a speech
- Summarize the six techniques for reducing speech-related nervousness

IN THIS CHAPTER, YOU WILL LEARN TO:

- Describe civility and explain its relationship to the public dialogue
- Summarize the power of ethical public speaking

Have you ever been moved by the words of a public speaker? If so, you are not alone. Most of us have left at least one public speech or lecture feeling different about the world, about the issues that concern us, and even about ourselves.

MindTap[®] Start with a quick warm-up activity and review the chapter's learning objectives.



Tom Merton/Calaimage/Getty Images

▲ When we enter the public dialogue we engage others in a conversation about issues and ideas that are important to us. In this chapter, you will be introduced to the public dialogue, ways to stay ethical, and techniques for building your confidence as a public speaker.



Justin Sullivan/Getty Images News/Getty Images

Even skilled speakers like President Barack Obama had to learn how to give effective speeches. Here, the president speaks at his inauguration on January 20, 2013, an event that affected the entire nation. Even if you didn't hear his speech, do you think you have been influenced by it? In what way?

This book is designed to get you started as a public speaker. It will help you successfully and ethically add your voice to the many public conversations and debates of our democratic society. In these pages, you will learn about a range of settings where public speaking occurs and a variety of reasons for speaking. The chapters that follow break down the components of the public speaking process into discrete steps, which you will follow in crafting your own speeches. As you gain confidence in using these techniques, you can adapt them to your real-life speaking experiences at work and in your community. You'll find that you will speak in any number of instances to provide instructions, explain procedures, share information, encourage or influence decisions, and more.

Public speaking is a learned skill that gets more rewarding as our experience with it grows. No one was born a public speaker. Every speaker had to learn how to give effective speeches—even renowned speakers such as Abraham Lincoln, Martin Luther King Jr., Michelle Obama, and the many others you will read about in this text. The more you practice this new skill, the more quickly you will feel you are a competent speaker. With care and diligence, you will find that you can add your own voice to the public dialogue in positive ways.

This chapter introduces you to the power of ethical public speaking and the differences between public speaking and other forms of communication. It invites you to consider the opportunities you will have to speak publicly and to recognize the importance of learning the basic skills necessary to do so successfully and effectively. When we consider the power these actions have to shape lives, we begin to gain a sense of the challenges, responsibilities, and thoughtfulness that go into designing, delivering, and listening to effective public speeches.

MindTap®

Read, highlight, and take notes online.

The Power of Ethical Public Speaking

When you speak publicly, you have the power to influence others. With every speech you give, you make choices about the kind of influence you will have. All of us are familiar with hostile public arguments and debates. We are used to politicians taking partisan stances on issues and “doing battle” with their “opponents.” Such debates turn social policy questions into “wars” as groups position themselves on either side of the “dispute,” offering “the solution” while negating the views of the “other” side. We even watch, read about, or listen to people engaging in hostile or threatening exchanges over their differences.

Angry opposition may be a common style of public speaking today, but there are other ways to influence people when you give speeches. As you've watched and listened to combative exchanges, you may have heard some call for more civility in public exchanges. The word *civility* comes from a root word meaning “to be a member of a household.” In ancient Greece, *civility* referred to displays of temperance, justice, wisdom, and courage. Over time, the definition has changed only slightly, and in public speaking, **civility** has come to mean care and concern for others, the thoughtful use of words and language, and the flexibility to see the many sides of an issue. To be civil is to listen to the ideas and reasons of others and to give “the world a chance to explain itself.”¹ To be uncivil is to show little

civility: Care and concern for others, the thoughtful use of words and language, and the flexibility to see the many sides of an issue.

TOP TEN SKILLS EMPLOYERS SEEK

The Association of American Colleges & Universities reports that it is not your major, necessarily, that increases your chances at getting a great job, but, rather, obtaining the skills necessary to perform well in our dynamic and ever changing workplaces. To assist college students, the Association publishes its “Top Ten Things Employers Look for in New College Graduates.” You might be surprised at how central communication and public speaking are to this list.

The “Top Ten” list includes the following: (1) clear and appropriate

communication; (2) working well in teams; (3) writing and speaking well; (4) thinking clearly about complex problems; (5) analyzing problems and developing solutions; (6) understanding our current global environment; (7) creativity and innovation; (8) applying skills in new settings; (9) understanding numbers and statistics; and (10) strong ethics and integrity.

As this list suggests, employers are seeking what are called “soft skills” and employees with soft skills are excellent communicators: they work well in teams as well as on their own; they are able to be flexible in a wide range of situations

and circumstances; they are strong critical thinkers and seek to understand diverse perspectives; and, finally, they are creative and able to engage in effective interactions with other people, whether face-to-face, in writing, or giving a speech.

Fortunately, this book breaks down these skills for you so that you can appreciate and acquire them. You can use your new understanding of what communication is and the processes involved in communicating effectively with others to assist you not only in securing a job, but keeping it and performing well.

respect for others, to be unwilling to consider their ideas and reasons, and to be unwilling to take responsibility for the effect of one’s words, language, and behaviors on others.

Deborah Tannen, author of *The Argument Culture: Moving from Debate to Dialogue*, offers a compelling description of many people’s views about the incivility that characterizes much of our present-day public debates.² She explains that in an argument culture, individuals tend to approach people and situations with a me-against-you frame of mind. Because they see each issue, event, or situation as a contest, they begin with the idea that the best way to discuss any topic is by portraying it through opposing positions, rallying to one side of the cause, and attacking the other side. Although conflict and disagreement are familiar parts of most people’s lives, the seemingly automatic nature of this response is what makes the argument culture so common today.

Tannen and others concerned with the argument culture recognize that there are times when strong opposition and verbal attack are called for.³ Nevertheless, this form of communication isn’t the only way people can discuss issues, offer solutions, or resolve differences. We can view public speaking not only as engaging in a public argument but also as participating in a public dialogue.

A dialogue is a civil exchange of ideas and opinions between two people or a small group of people. The **public dialogue** is the ethical and civil exchange of ideas and opinions among communities about topics that affect the public. To participate in the public dialogue is to offer perspectives, share facts, raise questions, and engage others publicly in stimulating discussions.⁴ When we enter the public dialogue, we become active and ethical citizens who participate in our nation’s democratic process, and consider the needs of others in our communities as well as our own needs. The ethical dimension of our participation in the public dialogue becomes apparent when we participate in the global dialogue, speaking about issues that affect the entire world, such as human rights, hunger, access to medical care, and the environment. To be an **ethical public speaker**, you must consider the moral impact of your ideas and arguments on others when you enter the public dialogue.

Giving a speech is a natural way to enter the public dialogue because it gives us a chance to clearly state our own perspectives and to hear other people’s perspectives.

public dialogue: Ethical and civil exchange of ideas and opinions among communities about topics that affect the public.

ethical public speaker: Speaker who considers the moral impact of his or her ideas and arguments on others when involved in the public dialogue.

Many reform efforts proposed by the U.S. government have been a matter of public debate recently, such as proposals to reform health care, immigration laws, and the financial system. These complex, far-reaching efforts have sparked passionate and sometimes contentious dialogue. How difficult do you think it would be to respond civilly to an audience that doesn't seem open to your topic? What could you do to make your audience receptive to your views?



Jim West/Alamy Stock Photo

Practicing the Public Dialogue | 1.1

CHOOSE A CIVIL, ETHICAL APPROACH TO PUBLIC SPEAKING

Make a list of five topics you might use for a speech in this class. How does each topic contribute to the public dialogue? Now identify how you might discuss each of these topics in a civil, ethical way. For example, would it be more ethical to approach one of your topics from a two-sided perspective and another from a multisided perspective? Why do you think so? Save these as possible topics for your in-class speeches.

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Learn more about what the public dialogue is and how your participation in this unending conversation can help shape your community.

In this sense, giving a speech can be like participating in an ongoing conversation. Kenneth Burke describes this conversation as follows:

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a lively discussion, a discussion too passionate for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer them; another perspective is shared. The hour grows late; you must depart. And you do depart, with the discussion still vigorously in progress.⁵

Throughout this book, you will encounter the power of civil and ethical public speaking. As you engage with this power yourself, you should always strive to give speeches that help clarify issues and stimulate thinking even as you inform, persuade, or invite others to consider a perspective. Although you may have strong views on issues, a civil and ethical approach to public speaking often is the most productive way to present those views.

Culture and Speaking Style

Culture often has a significant effect on communication. Whether culture derives from our nationality, race, ethnicity, religion, work environment, peer group, or even gender, we cannot ignore its influence on our communication with other people. When we give or listen to speeches, we bring our cultural norms and styles with us. Consider a few examples of ways that culture influences public speaking:

The traditional West African storyteller, called the *griot*, weaves a story with song and dance, and enlivens a tale with all sorts of sound effects. He or she changes the pitch to suit the characters and the action and adds all kinds of popping, clicking, clapping sounds to dramatize the events of the story. The members of the audience respond like a chorus. They interpose comments at convenient intervals, add their own sound effects, and sing the song of the tale along with the griot.⁶

To this day, poets are held in the highest esteem in Arab societies. The Arab poet performs important political and social functions. In battle, the poet's tongue is as effective as is the bravery of the Arab people. In peace, the poet might prove a menace to public order with fiery harangues. Poems can arouse a tribe to action in the same manner as the tirade of a demagogue in a modern political campaign. Poetry frequently functions in a political context to motivate action, and, as such, it is accorded as much weight as a scholarly dissertation.⁷

The late Texas governor Ann Richards's speaking style [was] dominated by the use of inductive and experiential reasoning, folk wisdom, and concrete examples and stories as the basis for political values and judgments. A favorite line she often use[d] [was], "Tell it so my Mama in Waco can understand it." Her accessible style . . . encourage[d] audience participation and reduce[d] distance between the speaker and audience.⁸

These examples come from cultures that may be different from your own or may be familiar to you. What they suggest is that the ways we approach a public speech often reflect our cultural backgrounds.

Research on cultural styles of communication helps explain some of these differences. In general, many white males, for example, are comfortable with the direct, competitive style of interaction found in public presentations. Because white males have held more public offices and positions of power in the United States historically, it makes sense that their preferred style of communication has become the norm for public speaking. However, there are many other communication styles. African American men, for example, tend to be more comfortable with a complex style of speaking that may be competitive but is more subtle, indirect or exaggerated, intense, poetic, rhythmic, and lyrical. Hispanic or Latino males usually reject the competitive style, favoring a more elegant, expressive, or intense narrative form of public communication. Similarly, Arab American males tend to use an emotional and poetic style (poets often respond to and interpret political events in Middle Eastern countries and rely on rhythm and the sounds of words to express their ideas).⁹

Other research suggests that in most Native American cultures, framing an issue from a two-sided perspective is rare. Many Native American cultures welcome multiple perspectives and discourage competition, preferring cooperation when discussing important matters. In addition, a more circular and flexible style of presentation is common, as is the use of stories, humor, and teasing to explain ideas or teach beliefs. In many Native American cultures as well as some Asian and Asian American cultures, direct eye contact is a sign of disrespect, and publicly proving that someone else is wrong is considered a serious insult.¹⁰

The research on styles of speaking specific to women is slight. We do know that, in general, African American and Hispanic or Latina women may use a style of speech



Eastcott-Momaituk/The Image Works

..... The elder is a well-respected storyteller in Native American culture. Is storytelling a style of speaking familiar to you? What style, or combinations of styles, of speaking do you think you'd like to use in a speech?
.....

similar to the lyrical, rhythmic, or poetic style used by the males of their cultures, but it may be more collaborative than adversarial. White and Asian American women seem to share this sense of comfort with collaboration but do not often incorporate the poetic or lyrical forms into their speaking. In general, we also know that women from many different cultural backgrounds tend to incorporate a personal tone and use personal experiences and anecdotes alongside concrete examples as evidence; they establish a connection and common ground with their audiences in their public speeches.¹¹

In reading about these differences, you may have recognized your own culture's influence on your style of communication. These differences suggest there is more than one way to approach public speaking. Public speaking can occur when we argue with others or take sides on an issue. It can take place when we connect, collaborate, and share stories or humor with our audience. It also happens when speakers use various styles of language or delivery. To enter the public dialogue is to recognize the many different styles of speaking and to use those that fit you and the audience best.



William Perugini/Shutterstock.com

What Is Ethical Public Speaking?

Every day, we are bombarded with information from computers, televisions, radios, newspapers, magazines, movies, billboards, and even logos on clothing and cars. Bosses, teachers, friends, and family also fill our days with words, sounds, symbols, and conversations. Researchers estimate that we spend as much as 70 to 80 percent of the day listening to others communicate. In fact, so much communication crosses our paths every day that this era has been called the *information* age. Where does public speaking fit into this environment? Consider the following sources of communication in which we can engage:

Intrapersonal communication: Communication with ourselves via the dialogue that goes on in our heads.

Interpersonal communication: Communication with other people that ranges from the highly personal to the highly impersonal. Interpersonal communication allows us to establish, maintain, and disengage from relationships with other people.

Group communication: Communication among members of a team or a collective about topics such as goals, strategies, and conflict.

Mass communication: Communication generated by media organizations that is designed to reach large audiences. This type of communication is transmitted via television, the Internet, radio, print media, and even the entertainment industry.

Public communication: Communication in which one person gives a speech to other people, most often in a public setting. This speech has predetermined goals and is about a topic that affects a larger community. In public speaking, one person—called the speaker—is responsible for selecting a topic and focus for the speech, organizing his or her ideas, and practicing his or her delivery. The *speaker* is also responsible for acting ethically and for responding to audience questions and feedback.

Unlike casual conversations with friends and family, public speaking contains a structure and purpose that add a level of responsibility not found in most other everyday interactions. Similarly, the ability of the audience to respond directly sets public speaking apart from mass communication. And unlike private conversations with oneself or with friends, public speaking is directed at specific

So much of our time is spent communicating with others that we often forget to consider what it takes to be a good communicator. This class will help you learn important communication skills that you can use as you speak publicly and with your friends.

intrapersonal communication:

Communication with ourselves via the dialogue that goes on in our heads.

interpersonal communication:

Communication with other people that ranges from the highly personal to the highly impersonal.

group communication:

Communication among members of a team or a collective about topics such as goals, strategies, and conflict.

mass communication: Communication generated by media organizations that is designed to reach large audiences.

public communication:

Communication in which one person gives a speech to other people, most often in a public setting.

groups of people and is designed to be shared with those outside the immediate audience.

From these definitions, we can see that public speaking is unique because the responsibility for the organization, delivery, and flow of communication falls mostly on one person. However, if we think of public speaking as participating ethically in the public dialogue, additional differences between public speaking and other forms of communication emerge.

Public Speaking Creates a Community

We often think of public speaking as an individual act. We imagine one person standing in front of a group of people presenting information to them. We forget that public speaking occurs because individuals belong to a community and share social relationships. We speak publicly because we recognize this connection. When we share ideas and information ethically and consider questions and possibilities with others, we are creating a civil community. We recognize we are “members of a household,” and even if we disagree with members of that household (our audience), we acknowledge that we are connected to them. We create a community when we speak because we are talking about topics that affect us and each member of the audience.

At times, we may forget our connections to others and think our interests and needs are not important to society. However, we are members of a larger social community, and when we make our voices heard, we recognize the need to stimulate the public dialogue, to answer the claims or statements of those who have spoken before us, and to offer our audience ideas for consideration and discussion.

Public Speaking Is Audience Centered

Public speaking also stands apart from other forms of communication because speakers recognize the central role of their audience. Speakers speak to audiences, and without them, we are not engaged in public speaking. Moreover, in public speaking, the makeup of the audience directly influences the speaker’s message. Consider the following scenarios:

Su Lin’s older brother was recently almost hit by a car while riding his bike across town. Upset by motorists’ lack of awareness, Su Lin wants to speak out at the next city council meeting to argue for motorist education programs.

Gretchen’s brother recently had a near miss while riding his bike across town. Upset by motorists’ lack of awareness, Gretchen has decided to give a speech on motorist safety in her public speaking course.

Arturo rides his bicycle to work every day and has persuaded many of his coworkers to do the same. He recently had a near miss with a distracted motorist, and he wants to speak to his coworkers about what they can do to stay safe while riding to work.

The audiences in these three scenarios dictate the choices each speaker will make. Each of the audiences—the city council, the public speaking class, and the other cyclists—has different positions, beliefs, values, and needs regarding cyclist safety. City councils have financial limitations, time constraints, and voter preferences that Su Lin will need to consider. Gretchen’s classmates, unless they are cyclists, may not readily see the relevance of her concerns and may also resent any efforts to curb their driving habits. At Arturo’s workplace, the other cyclists probably also worry about their own vulnerability and wonder whether riding to work is really worth the risk.

These three examples suggest that public speaking is distinctly **audience centered**, or considerate of the positions, beliefs, values, and needs of an audience. To be audience centered is to keep your audience in your mind during every step of the public speaking process, including your research, organization, and presentation.

Public speaking is also audience centered because speakers “listen” to their audiences during speeches. They monitor audience *feedback*, the verbal and nonverbal

audience centered: Considerate of the positions, beliefs, values, and needs of an audience.

The Great Conversation

Thomas Taha Rassam Culhane: Explorer, Urban Planner



Mark Thiessen/National Geographic Creative

“We’re taught that garbage is garbage,” states Thomas Taha Rassam Culhane, Urban Planner and Explorer-in-Residence for the National Geographic, but is it really? Cairo’s Zabaleen people (literally, “garbage people”) “view everything around them as useful for something.” Culhane’s work with the Zabaleen people began when he watched mothers carry buckets back and forth, and up and down stairs, for seven hours just to secure water for their families. Wanting to understand firsthand what these families faced, Culhane and his wife moved into the poorest of neighborhoods in Cairo to experience the obstacles they faced. Culhane founded Solar C³.I.T.I.E.S.* and worked with residents of the poorest neighborhoods in Cairo to install solar water heaters and biogas digesters in their homes.

Culhane describes Solar C³.I.T.I.E.S. as “not merely a clean solar power

provider” but as an organization that places group work and collaboration at its center. Solar C³.I.T.I.E.S. is “an idea generator,” Culhane explains. “We realize the value of collective intelligence. These neighborhoods are filled with welders, plumbers, carpenters, and glassworkers. We bring capital and plans; they bring talent and creativity. We build these systems together from scratch.”

Promoting the value of working together, Solar C³.I.T.I.E.S. also has reduced tensions between a primarily Coptic Christian community and an Islamic neighborhood. Culhane explains: “I knew if they could actually meet one another and connect on a project to solve common problems, they would overcome their differences. They immediately began sharing and building on each other’s expertise. Now we’re using the strengths of both Christianity and Islam to fight a common enemy: environmental degradation.”¹²

Culhane is not satisfied with just developing options for solar power, however; he is also an advocate of what he refers to as “the Great Conversation.” Our actions, Culhane explains, tell a story—but there is only one story, the story of “the Universe.” This story “is a never-ending story, ever unfolding. When we learn to see our Earth . . . as a living thing, as a giant organism within that Universe, we can also learn to see our essential roles as parts of that planetary body. From an ecological point of view we can see that nobody is expendable.” We all play different roles at different times, depending on our locations and our context, and what Culhane

calls our “behavioral plasticity and flexibility.” This plasticity and flexibility show us when to add our voice to the conversation, using the “appropriate voice at the appropriate time.” When we tell our stories, Culhane explains, we become *interested* in our place in that story and *interesting* to others. What is more, according to Culhane, “today’s globalized digital media platforms and technology have removed most of the barriers to entry! We can connect with each other across the globe via YouTube and Flickr and Facebook and MySpace and blogging and commenting and expand the great conversation to include our voices among the many.”¹³

WHAT DO YOU THINK?

1. Culhane talks about each of us having a story to tell and an important part in the “Great Conversation.” What actions might you share with others (as a story) that help us understand your part in this Great Conversation?
2. Culhane also talks about behavioral plasticity and flexibility—knowing when and how to add our voices to this conversation. This chapter introduces the idea of being audience centered and creating a community with your speeches. In what ways might Culhane be talking about being audience centered and creating a community—are these ideas similar?
3. How might today’s technology help you add your voice to this great conversation in ways that are civil, ethical, and innovative?

*Connecting Community Catalysts Integrating Technologies for Industrial Ecology Systems.



AP Images

Can Breaking the Law Be Ethical?

On April 12, 1963, civil rights activist Martin Luther King Jr., and fellow activists were arrested for intentionally disobeying an

Alabama Supreme Court injunction against public demonstrations. While in solitary confinement that day, King read a letter published in the *Birmingham News* by eight white Birmingham clergymen who asked the activists to work through the courts for the change they sought rather than protesting in the streets. In their letter, the clergy accused King and other civil rights advocates of “failing to negotiate,” “using extreme measures,” and “choosing an inappropriate time to act.”

King responded with his “Letter from Birmingham Jail,” which explained his unsuccessful attempts to negotiate with unwilling merchants and economic leaders of Birmingham, his conviction

that “one has a moral responsibility to disobey unjust laws,” and his unwillingness to wait any longer for freedom. In his letter, King made the point that “Injustice anywhere is a threat to justice everywhere” and went on to suggest that “We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly.”

WHAT DO YOU THINK?

1. Do you think King acted ethically when he broke the law by disobeying the Alabama Supreme Court injunction? Why or why not?
2. Do you think the Birmingham clergy were correct in labeling King and other civil rights advocates as extremist and unwilling to negotiate? Why or why not?
3. Do you think King was correct when he wrote that we are “caught in an inescapable network of mutuality”? What might be the ethical implications of this claim? How does this idea relate to the discussions about public dialogue in this chapter?

signals an audience gives a speaker. Audience feedback often indicates whether listeners understand, have interest in, and are receptive to the speaker’s ideas. This feedback assists the speaker in many ways. It helps the speaker know when to slow down, explain something more carefully, or even tell the audience that she or he will return to an issue in a question-and-answer session at the close of the speech. Audience feedback assists the speaker in creating a connection of mutual respect with the audience.

Public speaking differs from other forms of communication not only because it is done in front of an audience but also because of the ways the speaker relates the ideas of the speech to the audience.

Public Speaking Is Influenced by Technology

Whether it is the research we do, the tools we use to design our visual aids, or the presentational tools we have at our fingertips, the public dialogue is richer and more complex because of the technology we use. Search engines not only help us find the latest information but also sort through decades of research and discussion quickly. The images and sounds we can share with our audiences are appealing and compelling, yet they must also be used cautiously so as to not shock or offend our audience unnecessarily. And in the “smartest” of classrooms or lecture halls, we can move through a speech with extraordinary polish, shifting images and text like magicians. The benefits of our technologically enhanced lives as speakers cannot be denied. Yet with all this richness comes increased responsibility to our audiences. The public dialogue is improved when we use technology ethically, responsibly, and meaningfully. Unlike a quick text, tweet, or Facebook post, technology differs from other forms of communication in that it must be used thoughtfully, strategically, and with care.

Public Speaking Encourages Ethical Dialogue

A final difference between public speaking and other kinds of communication is that public speaking sets the stage for the ongoing conversation Kenneth Burke described earlier in this chapter. For this conversation to be meaningful, the speaker must present ideas ethically with fairness and honesty. This ethical aspect of speaking means