

THE CHALLENGE OF

Effective Speaking

in a Digital Age



17th Edition

Rudolph F. Verderber • Deanna D. Sellnow • Kathleen S. Verderber

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Preface

I am really excited about this 17th edition of *The Challenge of Effective Speaking in a Digital Age*, and I believe you will be too. Although Rudy and Kathie Verderber no longer play an active role in revisions, you will see I have remained true to their original ideas, while updating content to reflect speechmaking as it occurs today. You will see that I continue to ground public speaking firmly in its roots—**rhetorical theory**—beginning in Chapter 1 and then throughout the book. Doing so reminds readers that public speaking concepts and skills are based on a rhetorical tradition that has stood the test of time for over 2,000 years! Of course, this book is also still organized around its hallmark six **Speech Plan Action Steps**.

NEW TO THIS EDITION

- This edition provides additional information and a greater emphasis on the powerful role **digital media and technology** play in all aspects of preparing, presenting, and interpreting public speeches today. For example, the first chapter opens with a discussion of how technology shapes speechmaking today. Moreover, throughout the book I offer sample speeches about technology-related topics, as well as actual examples addressing technology-related challenges in public speaking occurring in both face-to-face and online settings.
- Each **sample formal speech outline** now includes commentary in the margins, a sample preparation outline, and sample note cards or PowerPoint slides with key word outlines or notes. (See chapters 1, 2, 11, 12, and 14.)
- **New Public Speaking in the Real World boxes** include “What Former President Bill Clinton Can Teach Us About Listening and Success” (Chapter 3) and “Filmmakers and NASA Team Up on Research for ‘The Martian’” (Chapter 6).
- **New Reflect on Ethics topics** include “Yahoo CEO Resigns Over Inaccurate Resume” (Chapter 2); “Jim Cramer and CNBC’s Mad Money” (Chapter 4); “Academy Awards Host Chris Rock: Ethical or Not?” (Chapter 8); and “Super Bowl Ad Ethics: Where Should the Line Be Drawn?” (Chapter 13).
- Streamlined **Speech Planning boxes** now include sample Student Responses at the end, rather than in a separate box, which some readers of previous editions found confusing. The separate Speech Assignment and Speech Evaluation Checklist boxes have been simplified and combined into a single Speech Assignment & Checklist box.

Chapter-by-Chapter Updates and Revisions

- **Chapter 1, Foundations of Public Speaking**, now begins with a discussion of some of the ways digital media and technology influence public speaking today. It goes on to highlight public speaking as an empowering civic right and our responsibility to be ethical public speakers. Then I explain how public speaking functions as a form of communication whether we do so in a face-to-face or online setting. After discussing the elements in the communication process and the contexts that situate public speaking among intrapersonal, interpersonal, group, and public communication, I describe the foundational theoretical concept of the rhetorical situation as it grounds effective public speaking. Finally, I provide an overview of the major principles of effective speechmaking and sample speech outlines for a eulogy, “My Grandma Frances.”
- **Chapter 2, Your First Speech**, focuses specifically on getting students up and speaking. It begins with a scenario about Kira, a first-generation college student who is terrified about giving her first classroom speech. I then use Kira as an example throughout the chapter as I discuss public speaking apprehension and the six-step speech planning process. I close the chapter with sample outlines of Kira’s speech of self-introduction, “On Being First.”
- **Chapter 3, Listening**, has been updated to reflect current research by prominent listening scholars. It begins by addressing why it is important to study listening in a public speaking course and then differentiates hearing from listening. I then talk about some of the reasons effective listening can be difficult and provide specific strategies for improving listening skills. The chapter concludes with a comprehensive discussion of how to listen to and constructively critique a speech, including preparing feedback for the speaker.
- **Chapter 4, Speech Topic and Goal**, opens with a vignette about Romeo, who has been asked to give a speech to students at the high school he graduated from. He is used as an example throughout the chapter. I begin by reminding readers that a good speech goal is grounded in the rhetorical situation. In other words, a good speech topic and goal is based on (a) the speaker’s interest, knowledge, and expertise, (b) the knowledge and expectations of the audience, and (c) the nature of the occasion. The chapter also focuses specifically on how to collect audience demographic and subject-related data, as well as data about the occasion, and how to use that data when preparing a speech.
- **Chapter 5, Adapting to Audiences**, continues to focus specifically on tailoring speech ideas to different audiences. It opens with a scenario about Megan, who has decided to do her speech on hurricanes, and J.J., who selected the topic “cell phone distracted driving.” Their situations are used as examples throughout the chapter as I discuss why and how to identify the audience’s initial disposition, establish common ground, demonstrate relevance, highlight speaker credibility, and be comprehensible and memorable.
- **Chapter 6, Topic Development**, focuses primarily on how to use the Internet to locate and evaluate sources and information. It also touches on how to find multimodal supporting material that can be used in a speech. Then I address how to skim online information to determine what to select for the speech and how to keep track of information in an annotated bibliography, in electronic slide files, or on research cards. Finally, I provide examples for citing sources and information on speech outlines and transcripts, as well as for citing them orally during the speech.

- **Chapter 7, Organizing the Speech Body**, features an opening scenario about Katie and Alyssa, who are taking their public speaking class online over the summer. An updated version of Katie’s speech body outline on the uses and abuses of the prescription drug Adderall is used as an extended example to demonstrate each step in the organizing process.
- **Chapter 8, The Introduction and Conclusion**, continues to feature Katie and Alyssa in the opening scenario and pieces of Katie’s Adderall speech outline as she develops it throughout the chapter. I emphasize the importance of audience-centered introductions and conclusions with specific examples of rhetorical devices that can be used as attention getters and clinchers. Finally, Katie’s entire updated speech outlines including the introduction and conclusion, are offered in the form of the student response to the speech planning action step.
- **Chapter 9, Presentational Aids**, reflects the increasingly prominent role of technology-enhanced visual, audio, and audiovisual presentational aids in public speeches today. More specifically, such aids not only serve as embellishments, but are actually most effective when they function as a form of supporting material for developing content. Ignite speeches and TED talks serve as examples to illustrate this point. After describing the various types of visual, audio, and audiovisual aids that might be used in a speech and offering illustrations that mirror how they might appear in computerized slideshows, I close the chapter with an explanation about how to select, create, and use them effectively.
- **Chapter 10, Language and Oral Style**, continues to focus on how oral style differs from written style, as well as how to choose language that is appropriate, accurate, clear, and vivid. It also integrates a how-to demonstration of verbal immediacy and linguistic sensitivity when speaking to diverse audiences that may or may not share the same first language as the speaker. I close with the speech Professor Nikki Giovanni gave at the memorial ceremony for the Virginia Tech shooting victims.
- **Chapter 11, Delivery**, addresses both how to rehearse effectively using the technology tools available to us and how to deliver speeches effectively to virtual audiences over the Internet. In the opening scenario, I return to Katie and Alyssa, this time focusing on Alyssa’s concerns about using her voice and body to most effectively convey her great speech content about volunteering and civic engagement. Throughout the chapter, Alyssa serves as an extended example regarding use of voice, body, and presentational aids. The chapter closes with Alyssa’s preparation outline, annotated formal speech outline, and speaking outline/notes on volunteering and civic engagement.
- **Chapter 12, Informative Speaking**, includes a brief discussion of the nature of informative speaking and the importance of developing material that is suited to different learning styles. I highlight the important role of using listener relevance links to gain and maintain audience interest throughout the speech and close with Anna’s sample process speech outlines and speaking notes on Internet identity theft.
- **Chapter 13, Persuasive Messages**, is the first of two chapters dedicated to the subject. I have streamlined this chapter to focus specifically on the general nature of persuasion and how people process persuasive messages. The chapter is dedicated to how the rhetorical strategies of logos, ethos, and pathos are used to develop persuasive messages not only in formal speeches but whenever we are attempting to influence the attitudes, beliefs, values, or behaviors of others, as well as when others attempt to persuade us. A new Reflect on Ethics feature in the chapter highlights the pervasive nature of persuasive messages beyond

formal speeches by discussing the ethics of persuasive messages in Super Bowl TV advertisements.

- **Chapter 14, Persuasive Speaking**, builds on the nature of persuasive messages by focusing specifically on how to create and organize a persuasive speech. I have revised it in ways that highlight doing so as a three-step process of (1) determining an appropriate persuasive speech goal, (2) organizing the speech content using an appropriate persuasive speech pattern, and (3) refining the speech based on ethical guidelines for persuasive speeches. The chapter closes with Adam’s updated preparation and annotated formal speech outlines on cyber bullying, as well as a sample of his speaking outline/notes as they would appear in the “notes” feature of a PowerPoint slideshow.
- **Chapter 15, Ceremonial Speaking**, is chock-full of information on various types of ceremonial speeches that readers may find themselves giving at some point in their lives. These include speeches of welcome, introduction, nomination, recognition, acceptance, and tribute, among others. The general nature and guidelines for each type of speech are described, followed by a short sample speech for each. The chapter poses a number of impromptu speech challenges students might complete to practice various types of ceremonial speeches.
- **Chapter 16, Group Communication and Presentations**, which was revised dramatically for the 16th edition, continues to open by addressing the nature of effective leadership in problem-solving groups and the shared leadership responsibilities of all group members. It then discusses group conflict as it contributes to successful problem solving when managed effectively. I have devoted an entire section of the chapter to communicating effectively in virtual groups, followed by descriptions of the various formats available today for communicating group results. Communicating group deliverables can take place through written formats (e.g., written briefs and comprehensive reports), oral formats (e.g., oral briefs, oral reports, panel discussions, symposiums), and virtual formats (e.g., remote access reports, streaming videos). Finally, the chapter explains how to evaluate both group dynamics and formal group presentations using the criteria of effective communication described throughout this book.

CONTINUING FEATURES

- Each **opening vignette** focuses on multimodal (integrated oral, written, visual, and digital) communication issues; the vignettes are revisited as examples throughout the chapters.
- Each chapter opens with specific **learning outcomes**, which drive the content throughout the chapter, and closes with reflective questions pertaining to each outcome, which readers should be able to answer after completing the chapter.
- **Speech Plan Action Steps** guide students through a step-by-step preparation process, which results in significantly better speeches. The Action Step activities are streamlined for this edition and continue to be supplemented by in-text and online examples of each activity prepared by other students.
- **Sample student speech outlines** continue to be a hallmark in this edition. They have been expanded to illustrate preparation outlines, formal sentence outlines with commentary, and speaking notes/outlines as they are used to develop and then deliver the speech. Samples can be found in Chapters 1, 2, 11, 12, and 14. Additional sample speech student outlines, along with their accompanying speeches and speech transcripts, are available for viewing in the **Speech Video Library**, available on MindTap.

- **Speech Snippet** boxes throughout the book provide brief examples of speeches by student speakers working through the myriad issues they must face when preparing a speech. For example, in the Chapter 5 discussions about adapting to an audience, the Speech Snippet boxes highlight how speakers demonstrated personal impact in a speech, addressed timeliness and acknowledged listener attitudes, demonstrated their direct expertise, and established their trustworthiness.
- **Impromptu Speech Challenge** boxes, which appear in the margin throughout the text, encourage students to practice speaking with limited preparation time.
- **Public Speaking in the Real World** boxes feature successful actors, musicians, athletes, and business professionals and how they grapple with the speaking challenges addressed in the chapters; each closes with questions for students to ponder. Highlights include actors Julia and Eric Roberts and their childhood stuttering (Chapter 1); Harrison Ford on speech anxiety (Chapter 2); former President Bill Clinton on focused listening (Chapter 3); Matt Damon and the filmmakers of the movie *The Martian* on conducting research (Chapter 6); Steve Jobs on organizing (Chapter 7); Lady Gaga on introductions and conclusions (Chapter 8); President Obama on language and oral style (Chapter 10); Anne Hathaway on practicing speech delivery (Chapter 11); and Charlize Theron and Brad Pitt on persuasive speaking (Chapters 13 and 14).
- **Reflect on Ethics** boxes in each chapter use contemporary situations to help students think through ethical challenges and the choices people face in public communication settings today. Each one closes with questions for students to ponder regarding the ethical dilemma posed. Several of the Reflect on Ethics case studies feature well-known people, such as Food Network chef Robert Irvine (Chapter 1), musician Kanye West (Chapter 3), *Mad Money* host and financial guru Jim Cramer (Chapter 4), football player Manti Te'o (Chapter 5), rock band Coldplay (Chapter 6), comedian and actor Chris Rock (Chapter 8), baseball player David Ortiz (Chapter 14), and actor Steve Carell (Chapter 15).
- End-of-chapter activities include **Impromptu Speech Exercises** and **Assessment Activities**. Although students may only give three or four graded speeches per term, the impromptu speech exercises challenge students to practice speaking more often with short, quickly prepared speeches related to chapter material. Assessment activities are also tied to chapter content so that students and instructors can measure how well students understand and can apply the concepts and skills in each chapter. **Bongo**, available with **MindTap**, provides technology that can be used to assign, review, and grade these activities online.

TEACHING AND LEARNING RESOURCES

- **MindTap**® for *The Challenge of Effective Speaking in a Digital Age*, 17th edition, is a fully online, highly personalized learning experience that enhances learner engagement and improves outcomes. MindTap provides a full suite of integrated materials including readings, multimedia, activities, and assessments in a singular Learning Path that guides students through their course with ease and engagement. Activities in MindTap guide students through the process of analyzing sample speeches, creating topics, building outlines, and practicing and presenting their speech. MindTap includes access to the **Speech Video Library** of over 100 student and professional speeches, the **Bongo** video recording, delivery and grading system, and the speech preparation **Outline Builder**. Instructors can personalize the Learning Path by customizing Cengage Learning

resources and adding their own content via apps that integrate into the MindTap framework seamlessly with any Learning Management System.

Note to faculty: If you want your students to have access to the online resources for this book, please be sure to order them for your course. The content in these resources can be bundled with every new copy of the text or ordered separately. Contact your local Cengage Learning Consultant. *If you do not order them, your students will not have access to the online resources.*

Student Resources in MindTap

- **Outline Builder**, available in MindTap, is a speech preparation resource that provides step-by-step support for students to select an appropriate topic, design balanced and organized main points and sub points, formulate citations that follow guidelines, and create succinct note cards. Students arrive well-prepared and confident on speech day, with a complete and well-organized outline in hand. Outline Builder can also be customized based upon instructor preferences and expectations.
- **Practice and Present available in MindTap**, powered by Bongo, is a synchronous (live capture) and asynchronous speech video delivery, recording, and grading system. It compiles student video submissions in one easy-to-access place that allows self-review, peer review and instructor grades in one system. Instructors are able to provide feedback via rubrics and time-stamped comments so that students receive contextualized, meaningful feedback on their presentations. This system allows students to practice their speech outside of class ahead of time and get feedback, providing students with the tools to help reduce speech anxiety. It gives students the ability to synchronize visual aids to videos. Finally, Bongo provides synchronous and asynchronous group presentation and delivery functionality.
- **CengageBrain.com** online store is a single destination for more than 15,000 new print textbooks, textbook rentals, eBooks, single eChapters, and print, digital, and audio study tools. CengageBrain.com provides the freedom to purchase Cengage Learning products à la carte—exactly what you need, when you need it. Visit cengagebrain.com for details.
- ***A Guide to the Basic Course for ESL Students*** (ISBN 9780534567798) can be bundled and is designed to assist the nonnative speaker. The *Guide* features FAQs, helpful URLs, and strategies for accent management and speech apprehension.
- ***The Art and Strategy of Service-Learning Presentations***, 2nd edition (ISBN 9780534617547) is an invaluable resource for students in the basic course that integrates, or will soon integrate, a service-learning component. This publication provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations. It also provides model forms, reports and other useful resources.

Instructor Resources

- **The Speech Video Library available in MindTap** provides instructors an easy way to keyword search, review, evaluate, and assign exemplar student speeches into their classroom and online learning environment. It includes 100+ videos, including both famous historical speeches and realistic student classroom speeches. Student speech types include informative, persuasive, invitational, impromptu, and group presentations. All speeches are accompanied by activities to help students refine and develop their speech preparation and critical thinking skills.

- **Instructor’s Resource Website.** This website is an all-in-one resource for class preparation, presentation, and testing for instructors. Accessible through Cengage.com/login with your faculty account, you will find an Instructor’s Manual, chapter-by-chapter PowerPoint presentations, and Cengage Learning Testing files powered by Cognero.
- The **Instructor’s Resource Manual** includes sample syllabi, chapter-by-chapter outlines, summaries, vocabulary lists, suggested lecture and discussion topics, classroom exercises, assignments, and a comprehensive test bank with answer key and rejoinders.
- **Cengage Learning Testing, powered by Cognero,** is accessible through 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, and 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 platforms.
- ***The Teaching Assistant’s Guide to the Basic Course*** (ISBN 9780534567781), based on leading communication teacher training programs, covers general teaching and course management topics as well as specific strategies for communication instruction—for example, providing effective feedback on performance, managing sensitive class discussions, and conducting mock interviews.
- **Digital Course Support** provides the training, connections, and support you need for the seamless integration of digital resources into your course. This unparalleled technology service provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit cengage.com 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.

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THE CHALLENGE OF

Effective Speaking

in a Digital Age

1

Foundations of Public Speaking



WHAT'S THE POINT?

WHEN YOU'VE FINISHED THIS CHAPTER, YOU WILL BE ABLE TO:

- Explain why technology is so important to effective public speaking today
- Describe the nature, power, and ethical responsibilities of public speaking as a liberal art
- Explain how public speaking fits within the realm of communication
- Define the components of the rhetorical situation
- Examine effective content, structure, and delivery speech components

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Review the chapter **Learning Objectives** and **Start** with quick warm-up activity.

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Ethical communicators are honest, fair, responsible, and respectful of others.

Dominic just returned from a 2-day training and development workshop where he learned how to use a new online purchase order requisition submission and tracking program. Dominic’s supervisor now wants him to lead a series of training sessions for the other 50 to 60 full- and part-time purchasing clerks at the company where he works.

Chen Chen was awarded “server of the month” three times since she started working at the restaurant. Customers really like her and several have begun to request that they be seated in her section. Her manager asked her to give a pep talk to the managers and other servers about “how she does it” at the next companywide meeting. She felt a bit nervous, but she agreed to do it.

Although her grandmother had been sick for some time, Diana was heartbroken when she learned her grandmother had passed away. She was caught off guard when her mother asked her to represent the family by delivering the eulogy at the funeral, but of course, Diana graciously agreed to do it.

Jediah landed an interview for his dream job as an electrical engineer. The interview is going to be conducted via videoconference. To prepare for the interview, Jediah was asked to create a 10- to 15-minute webinar explaining why he is the best candidate for the position.

Which of the situations above illustrates someone who will be giving a “speech”? Actually, because the definition of **public speaking** is “a sustained formal presentation by a speaker to an audience,” each is an example of public speaking. Public speaking today might occur in a face-to-face professional setting, as it will for Dominic and Chen Chen; in a nonprofessional setting, as it will for Diana; or in an online environment, as it will for Jediah. In this course, you will learn how to give effective speeches, a skill that will help you to be more successful in both your personal and professional lives.

This chapter provides an overview of the fundamentals of effective public speaking as it pertains to the digital age in which we live. We begin with a preview of the opportunities and challenges technology has given rise to for public speaking. Next, we describe the nature of public speaking as a liberal art, as well as the ethical responsibilities of public speakers. Then, we describe public speaking broadly as a form of communication and more specifically as an audience-centered endeavor rooted in the rhetorical situation. Finally, we highlight the major speech components of content, structure, and delivery. By the time you finish reading this chapter and applying what you learn, you will have begun the exciting journey toward becoming an effective audience-centered public speaker in a digital age.

PUBLIC SPEAKING IN A DIGITAL AGE

As you see on the front cover, the name of the book you’re reading is *The Challenge of Effective Speaking in a Digital Age*. Without a doubt, the technology explosion we have witnessed since the dawn of the 21st century influences what and how we communicate. Wireless technology, for instance, makes it possible to access information

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public speaking: a sustained formal presentation by a speaker to an audience

about and from anywhere in the world; watch TV programs and movies; participate in meetings, classes, and webinars; and interact with friends and family via social networks at any time and place. Smartphones and tablets fit easily into a backpack, purse, or pocket, making technology access portable. What scholars have termed *information communication technology* (ICT) is exploding as an academic field of study in colleges and universities all over the world. And this growth is for good reason. According to a report released in March of 2015 by the US Census Bureau, US businesses spent \$330.9 billion on ICT in 2013 alone.¹

But what does all this mean for public speaking? In short, it means we must embrace technology in ways that turn its potential challenges into opportunities if we are to be effective public speakers when we share information, as well as when we instruct and attempt to influence others in this digital age. Although the fundamentals of effective speaking are just that—fundamentals—regardless of the technological channels we choose to use, various technologies do pose unique challenges. Thus, each chapter in this book describes the fundamentals and expands on them in relation to ICT. We are excited that you are taking this journey with us to become effective public speakers in this age of information and technology.

PUBLIC SPEAKING AS A LIBERAL ART

When we say public speaking is a liberal art, we mean that public speaking knowledge and skills are fundamental to participating effectively in society regardless of your major or profession. That's why a course devoted to public speaking is often required in a general education curriculum.² Public speaking is a powerful right for engaged citizens—a right that also carries with it several important ethical responsibilities.

The Civic Right of Public Speaking

Civic rights are the essential conditions that individuals need to live happy and successful lives. Public speaking has been revered as a civic right in democratic civilizations since ancient times. Historically, public speaking was at the center of a liberal arts education because it was the means by which free men conducted business, made public decisions, and gained and maintained power.³ Today, effective public speakers continue to reap rewards in personal relationships, the work world, and the public sphere.⁴ However, effective public speakers in the 21st century not only must communicate in face-to-face settings like the orators in ancient Greece and Rome, but also do so through and with various technologies.

Certainly, the formal study of public speaking equips us to give effective presentations; however, the process of preparing these speeches also teaches us not *what* to think but *how* to think—a central skill for responsible citizens in the sound-bite-saturated, image-managed, technology-flooded, politically divisive information world in which we live. We must carefully consider why we think a certain topic is important for our audience. We must critically evaluate the credibility, validity, and reliability of the information we collect. We must thoughtfully organize our ideas and choose words that will be both clear and compelling. In face-to-face settings, we must perceptively adjust to the nonverbal reactions of our audience members as we speak to ensure they are getting the meaning we intend. When delivering our messages virtually, we must devise alternative ways to check for mutual understanding, such as live tweeting. Learning to think critically as we prepare and present our own speeches also equips us to analyze the messages offered by others, enhancing our ability to critically evaluate their information and arguments, identify reasoning flaws, and recognize unethical communication practices.



Hero Images/Getty Images

Photo 1.1 Public speaking is a civic right in democracies. In what ways can you demonstrate ethics as you exercise your civic right to speak publicly about issues important to you?

The Power of Public Speaking

Effective public speaking is empowering. First, public speaking skills empower us to participate in democratic processes. Free speech is a hallmark of democracy. The policies a democratic government adopts are a direct result of the debates that occur across the nation: in living rooms, over pizza at the local hangout, on blogs and social networking sites, in the media, and in the executive, legislative, and judicial branches of government. Effective public speaking skills give us the confidence to voice our ideas on important public issues.

Second, public speaking skills empower us to communicate our ideas and opinions in ways that all audience members can understand. Most of us have had an unfortunate experience with a teacher who “talked over our heads.” The teacher understood the material but was unable to express it clearly to us. When we can express our ideas clearly, we are more likely to share them. When others understand our ideas, they learn from us.

Third, public speaking skills empower us to persuade others. We can convince others to agree with us or to take action regarding important issues ranging from personal (e.g., practicing a heart-healthy diet) to local (e.g., supporting a local nonprofit) to global (e.g., climate change or violent extremist terrorism).

Fourth, public speaking skills empower us to achieve our career goals. Research shows that, for almost any job, one of the most highly sought-after skills in new hires is oral communication skills.⁵ So, whether you aspire to a career in business, industry, government, the arts, or education, good communication skills are a prerequisite to your success. Certainly, Dominic, Diana, and Chen Chen (from the chapter opener) will have to draw upon their public speaking skills to prepare their speeches. Jediah will also need to do so as he prepares the “job talk” he will deliver via videoconference.

SPEECH SNIPPET

Dominic already knew his training session speech goal was to inform/teach others how to use the new purchase order requisition submission and tracking program. He dug out his old public speaking book and turned to the chapter on organizing the speech body and saw that he should group the material into two to four main ideas. He decided on three main areas: (1) initiating, (2) placing, and (3) receiving an order.

The Ethical Responsibilities of Public Speaking

Ethics are a set of moral principles held by a society, group, or individual that differentiate right from wrong. In other words, ethics reflect what we believe we “ought to” and “ought not to” think and do. Ethical communication involves both speaking

ethics: moral principles that a society, group, or individual hold that differentiate right from wrong

and listening. As audience members, we expect speakers to behave ethically. Likewise, as speakers, we expect audience members to behave ethically. Five generally agreed-upon ethical standards for public speaking are honesty, integrity, fairness, respect, and responsibility. Let's look at how public speakers and listeners meet each of these responsibilities.

plagiarize: presenting the ideas, words, or created works of another as one's own by failing to credit the source

cyberplagiarism: presenting material found on the Internet as one's own by failing to credit the source

1. Ethical communicators are honest. In other words, ethical communicators tell the truth in ways that demonstrate empathy for others. To do so, effective public speakers research a topic carefully and accurately present all sides of controversial issues. In addition, honest speakers do not **plagiarize** by presenting others' ideas as their own. Instead, they properly credit the ideas of others they use in their speech. Sadly, surveys conducted in countries around the world report plagiarism on the rise among college students; much of this comes from students who fail to reference material they find on the Internet, something we now refer to as **cyberplagiarism**.⁶ As a result, many college and university instructors now use plagiarism-detection software programs regularly when grading student work. Here are some tips to remember so you don't plagiarize unintentionally:

- If you change a few words at the beginning, in the middle, or at the end of material, but copy much of the rest and don't cite the source of the information, you are plagiarizing.
- If you completely paraphrase the unique ideas of another person and do not credit that person, you are plagiarizing.
- If you purchase, borrow, or use a speech or essay in part or in whole that was prepared by another and present it as original, you are plagiarizing.⁷

Ethical listeners are expected to give honest feedback in a tactful way. This includes their nonverbal expressions of attention, questions and comments they offer after the speech, and written critiques they might follow up with later.⁸

- 2. Ethical communicators act with integrity.** In other words, ethical communicators "practice what they preach." The person who says, "Do what I say, not what I do," lacks integrity. For example, a speaker who implores listeners to quit smoking and then goes outside and lights up lacks integrity. A listener who espouses the importance of civility but then interrupts and heckles speakers lacks integrity.
- 3. Ethical communicators behave fairly.** Fair communicators attempt to act impartially and acknowledge any potential bias they might have regarding a topic. For speakers, behaving fairly means researching and accurately reporting all sides of an issue. For listeners, it means considering all of the evidence a speaker presents, even when that evidence contradicts the listeners' beliefs.
- 4. Ethical communicators demonstrate respect.** Behaving respectfully means showing regard for others, including their point of view, their rights, and their feelings. Speakers show respect for their audience by choosing language and humor that is inclusive and not offensive. Listeners demonstrate respect by giving their undivided attention to the speaker. For example, it is disrespectful to send or read texts/emails, use Facebook or other social media, or in any other way "multitask" during a speech.
- 5. Ethical communicators are responsible.** Responsible communicators recognize the power of words. So ethical speakers only advocate for things that they believe are in the best interest of audience members. Similarly, ethical listeners critically evaluate the positions that speakers advocate and do not blindly accept positions that may not be in their best interest (Photo 1.2).