



Public ^{11e} Speaking

Finding
Your Voice

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Public Speaking

Finding Your Voice

Eleventh Edition

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This edition is dedicated to Mike and Susie: We cherish both your legacy and the trust you have placed in us.

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For more than 2,000 years, educators have recognized that the study and practice of public speaking proves crucial to helping students find their voices. Beyond developing presentation skills and helping them overcome their initial nervousness, what other discipline teaches students to choose and research their topics in a balanced and responsible fashion? To listen critically yet constructively to contrasting views on important issues? To select and combine their words artfully? And to compose messages that are meaningful, coherent, and adapted to the variety of audiences and situations they will encounter in an ever-changing and diverse world? Public speaking courses teach critical abilities that will distinguish your students as competent and well-educated people: more likely to succeed in school, in the workplace, and in the community and more likely to earn a careful hearing when the stakes are high. Thus, it is hardly surprising the course has long enjoyed a special status at the core of higher education, especially in democratic societies that value and rely on the free and open exchange of ideas and information.

Public Speaking: Finding Your Voice, 11th edition represents our best effort to help students and teachers rise to the challenge of finding and developing their own distinct voices. Our approach is eclectic: We draw from both past and present approaches to the process and unique insights from both the social sciences and the humanities to help students understand and develop their public speaking experiences. We believe that a course in public speaking should offer practical advice for achieving success grounded in a broader understanding of how communication works and the ethical considerations inherent in that process. Finally, we appreciate that there is no one right way to teach the course that works for all instructors and all students, and for that reason you will find a variety of applications and materials in each chapter of this book. You will also find that the chapters are thoroughly developed and largely self-contained, allowing instructors the freedom to adapt their sequence to fit their specific courses.

The Roman teacher Quintilian held forth the ideal of “the good person speaking well” as the ultimate goal of an education. Today, we join him in stressing the value of education in public speaking as part of the development of the whole person. That education should not simply help students present better *speeches*, but help them to become better *speakers*. We believe that developing your students’ public speaking skills should produce better, more thoughtful consumers as well as producers of messages—all the more important in an age when they are daily bombarded with “fake news” and other forms of deceptive communication. We sincerely hope this textbook will help to nourish ethical as well as effective voices.

What’s New in the Eleventh Edition

Revel™

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

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

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

Learn more about Revel

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

Rather than simply offering opportunities to read about and study communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about public speaking, students are presented with a Personal Report of Public Speaking Anxiety (PRPSA). The results of the assessment prompt students to examine their level of apprehension and consider how they could reduce their nervousness in public speaking situations. By providing opportunities to read about and practice communication in tandem, Revel engages students directly and immediately, which leads to a greater mastery of course material. A wealth of student and instructor resources and interactive materials can be found within Revel, such as:

- **Audio Speech Excerpts and Annotations.** In-line audio excerpts of effective and ineffective speaking approaches are enhanced with audio demonstrations, adding dimension and reinforcing learning in a way that a printed text cannot. Full speeches are included at the ends of Chapters 3, 6, 11, 13, 14, 15, and 16, complete with print and audio annotations that explain the choices made by the speaker. Chapter 9 includes a sample formal outline with annotations.

Annotation After the Serbs forced us out of our home, we had to endure endless nights

More info.

In the first major scene of her story, as her family begins to starve in Gorazde, Sabrina uses concrete detail to help her listeners visualize and share the horror of her experience.

es while rain poured down on us and mice crawled over our bodies. We
 way to Gorazde, a city that was surrounded by the Serbians and held under
 The local authorities kept us all barely alive by distributing food among
 ally, each week we would receive thirty pounds of flour, three pounds of
 of sugar, and two liters of oil. Every day, my mom made bread that was
 e divided it in half; one half for breakfast and the other for dinner. Then
 ded in five even pieces—one piece for me, my mom, my dad, my sister,
 o lived with us.

y hard for us. We often ran out of food before the next week’s food
 distribution. Sometimes, the supplies were delayed or not available. I can tell you that
 nothing etches itself more in a child’s memory than the pain of hunger. During those days, I
 never dreamed of living in a big house, or having a pool, or even a doll to play with. I simply
 prayed to God for chocolate.

- **Videos and Video Quizzes.** Video clips of expert advice and speech examples located throughout the narrative boost mastery of the concepts. In Revel, two videos per chapter are accompanied by Video Self-Checks, enabling students to test their knowledge.

Video Self-Check: Introductions

3 questions

1.

00:00 / 04:32

The four main parts of an introduction include the attention getter, the benefits statement, the thesis statement, and the _____.

- causes statement
- preview
- conclusion
- motivation

Next

- **New and Interactive Figures.** Interactive figures (such as Figure 1.2: The Transactional Model and Figure 15.1: Toulmin’s Model of Argument) give students a hands-on experience, increasing their ability to grasp difficult concepts. By allowing students to examine specific parts of a model and offering accompanying real-life examples, broad and theoretical concepts suddenly become easier to understand.

Figure 1.2 Speech as a Transactional Process

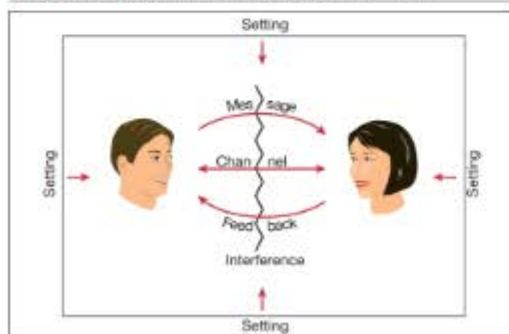
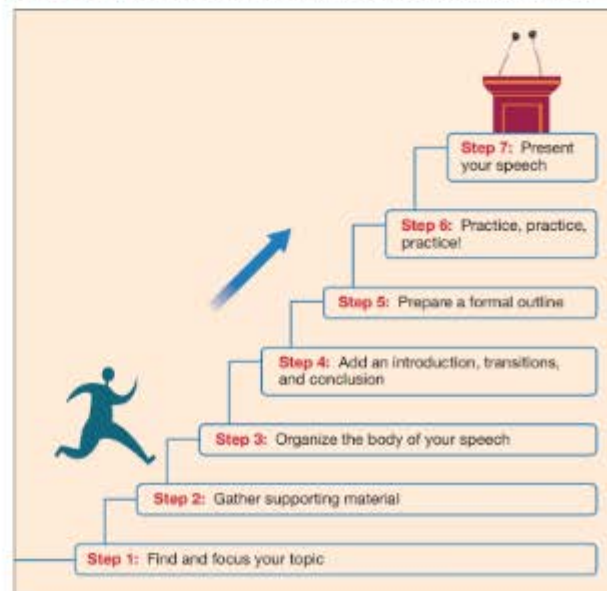


Figure 3.1 Major Steps in Speech Preparation and Presentation



- **Integrated Writing Opportunities.** To help students connect chapter content with their own personal and social lives, each chapter offers two varieties of writing prompts: Journal Prompts allow for free-form, topic-specific responses (one per module) and a Shared Writing prompt at the end of every chapter, which offers an opportunity for focused, brief responses that students can share with each other.

To access your own Revel account and get more information about the tools and resources in Revel, go to www.pearsonhighered.com/Revel.

Journal: The Self-Awareness Inventory

Which elements of the self-awareness inventory spark ideas for your self-introductory speech? Which elements would you like to hear more about from your classmates?

The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

Each new edition offers the chance to improve our book, and the eleventh edition takes full advantage of this opportunity. While preserving the same overall focus and format, every chapter has been thoroughly revised for enhanced accessibility to students. Readers familiar with previous editions will recognize an abundance of new illustrations and examples, pedagogical applications, and online resources.

New features in the eleventh edition of *Public Speaking: Finding Your Voice* include:

- Chapter-opening learning outcomes that have been revised to correspond to each section within the chapter, so that students clearly see the connection between what they are reading and what they are supposed to learn from it.
- In-chapter journal and end-of-chapter writing prompts that have students reflect on the concepts both in light of their own speaking experiences and in response to the public messages they encounter both inside and beyond the classroom.
- Chapter-ending Content Mastery questions and Critical Explorations have also been substantially reworked. The Content Mastery activities reinforce major points of emphasis in the text, while Critical Explorations apply those concepts to examples that students might encounter in their public lives or online through such sources as YouTube and TED Talks. A number of new exercises have been added to each.
- Shared writing opportunities in Revel at the end of each chapter invite students to collaborate on using the concepts to better understand how to find their voices.

The eleventh edition of *Public Speaking: Finding Your Voice* also contains content changes in every chapter. Chapters were reorganized, and some topics were expanded or emphasized for ease of use in the classroom as well as to address contemporary concerns and issues in public speaking.

Chapter 1 features enhanced treatments of the classical origins and ethics of public speaking. We have also included a brief discussion of Lloyd Bitzer's immensely influential theory of the rhetorical situation to illuminate our treatment of public

speaking as a dynamic process. The Revel version includes an interactive figure to illustrate public speaking as a transactional process.

Chapter 2 includes an enhanced discussion of the nature and causes of communication apprehension. We have added the classic survey compiled by James McCroskey for assessing communication apprehension, discussions of adopting a communication orientation, means of coping with feelings of anxiety, and a primer with advice for coping with nervousness right before and while making presentations. The Revel version includes an interactive version of the McCroskey survey that can be taken by students in the class, with their answers tabulated and measured.

Chapter 3 includes a revised overview of the process of developing and presenting speeches for early use in the class before students have had the time to read the entire text. The Revel version includes interactive figures, ample audio excerpts and videos, and a multimedia gallery that focuses on noted speakers from history—Sojourner Truth, Frederick Douglass, and Mark Twain.

Chapter 4 has been thoroughly revised and reworked. A new section with guidelines can help students become adept at identifying the effective (and ineffective) aspects of speeches as they listen to them. The “listening problems checklist” has been developed into an interactive Revel feature that allows students to record their answers.

Chapter 5 features enhanced discussions of audience demographics and analysis. New discussions of sexual orientation and socioeconomic status have been added, and we have expanded our discussion of generational distinctions to consider when adapting to a particular audience. The chapter also includes a new focus on determining ways to gather information about your audience. Videos highlight key concepts in Revel.

Chapter 6 provides a revised treatment to choosing and focusing topics both within and beyond the classroom. We have also provided a new mind map to illustrate the process of exploring topic areas. The Revel version offers an interactive fill-in-the-blank exercise on improving flawed thesis statements.

Chapter 7 offers a streamlined description of how to acquire responsible knowledge on topics on the Internet, in the library, and through personal interviews. Clearer and more detailed discussions of conducting research online have also been included.

Chapter 8 offers an enhanced discussion of using supporting materials effectively in speeches. The Revel version provides video and audio excerpts for teaching chapter materials as well as an interactive exercise that allows students to test their knowledge of selecting and combining supporting materials in their presentations.

Chapter 9 offers an enriched discussion for developing clearly structured messages and outlines. Revel includes ample opportunities to hear excerpts and examples of student speeches. An interactive, annotated outline reinforces techniques for strong outlining through video and examples.

Chapter 10 offers an enhanced discussion of the potential advantages and drawbacks of using presentation aids. Revel content includes interactives that highlight how presentation aids can benefit your speech, how presentation aids can damage your speech, deciding which presentation media to use, and finding your voice through PowerPoint.

Chapter 11 features expanded discussions of the functions of using language in speeches as well as the differences between oral and written language use. We have also streamlined our treatment of figurative language for enhanced accessibility. The Revel version offers an interactive feature for teaching the abstract-to-concrete continuum, ample audio excerpts, and two presidential speeches: Franklin D. Roosevelt’s first Inaugural Address and Barack Obama’s response to the Boston Massacre.

Chapter 12 provides an expanded treatment of extemporaneous speaking as well as a sample keyword outline for use in a presentation. The Revel version features an interactive table drag-and-drop activity to test students’ knowledge of the various presentation methods as well as a number of videos to reinforce our discussion of voice, eye contact, and gesturing.

Chapter 13 offers expanded discussions of speeches of explanation and motives that can be used to entice listeners to attend to and remember informative messages. The Revel version provides interactives for teaching pertinent audience considerations and using appropriate speech designs.

Chapter 14 has been revised for accessibility to focus exclusively on the general nature and challenges of persuasive speaking. Our discussions of ethics, the persuasive process, and the types of persuasive speaking have been enhanced, as have our discussions of the problem-solution and refutative speech designs. Numerous examples of speech excerpts, videos, and a host of interactives to test student knowledge of the chapter contents are included in Revel.

Chapter 15 on building persuasive arguments has been reworked thoroughly for enhanced student accessibility. We added treatments of the Toulmin model of persuasive argumentation and enriched our discussions of gathering and using evidence, the primary forms of persuasive reasoning, and engaging disputed propositions pending the predisposition of a particular audience. The Revel version offers new video and audio excerpts, examples, and an interactive to test student knowledge of persuasive fallacies.

Chapter 16 has been streamlined for accessibility and sparked with fresh examples. The Revel version offers numerous video illustrations of ceremonial speaking and a multimedia gallery that highlights such noted historic speakers as Elizabeth Cady Stanton, Martin Luther King, Jr., and Mother Teresa. Interactive features focus on techniques for establishing audience identification and functioning as a master of ceremonies.

Appendix A, “Communicating in Small Groups,” provides an overview of speaking and interacting in the context of small work-related groups. Discussions of task and relational communication as related to problem-solving discussions have been added, and our treatments of the roles of group leaders and participants have been developed. An interactive in Revel tests students’ knowledge of parliamentary procedure.

Appendix B provides a number of student and professional speeches for additional analysis and includes a new informative speech on the Transpacific Partnership. In Revel, video of Elie Wiesel’s Nobel Peace Prize acceptance speech and a student speech are also included.

What Makes This Text Unique?

Over 10 successive revisions, this textbook has inevitably evolved and changed considerably with the times. However, throughout the evolution of the textbook, we have maintained at least five enduring commitments:

- **Emphasizing the ethical significance of public speaking.** From choosing topics to making the actual presentation, every step in the process of developing and delivering public speeches poses important ethical concerns. Throughout this textbook, we emphasize the importance of using information responsibly and honestly. Multiple “Finding Your Ethical Voice” features highlight these and other concerns to amplify our commitment to ethical public speaking.
- **Illuminating the role of public speaking in an increasingly diverse society.** Public speaking classes should provide students with the desire and ability to express the richness of a diverse society and to bridge those symbolic barriers that too often divide us and induce incivility. An appreciation for cultural diversity is a commitment that remains throughout our book.
- **Enhanced emphasis on managing communication apprehension.** We provide an entire chapter on building confidence as a speaker so that students and instructors can face the battle of the nerves early on in their classes. We emphasize the importance of understanding communication apprehension and the value of various

management techniques that can help most students focus and harness their nervous energy into a more dynamic and authentic presentation style.

- **Special preparation for the first speech.** It is difficult if not impossible for students to learn all important concepts before their first speaking assignment because it usually comes early in the semester. For this reason, we include an overview of practical advice and a step-by-step approach to preparing and presenting their first speeches in Chapter 3. We also include a discussion of self-introductory speaking, which is often the theme of the first speaking assignment.
- **A commitment to keeping up with changes in communication technologies.** We have made an increasing effort to account for the constant changes in the way we research and access information, develop and use presentation aids, make presentations using various new media, and speak in the context of mediated small group discussions.

To help students master the material, we offer a number of special learning tools.

- We open each chapter with learning objectives and a chapter outline that prepare students for the chapter content.
- We include epigrams and vignettes at the beginning of each chapter to point out the topic's significance and to motivate readers to learn more.
- We incorporate examples that illustrate the content in a clear, lively, and often entertaining way.
- We include special features in each chapter that help students read productively: "Speaker's Notes" offer guidelines to help students focus on the essentials; "Finding Your Voice" offers exercises and applications that stimulate the learning process; and "Finding Your Ethical Voice" heightens ethical sensitivity.

SPEAKER'S NOTES

Personal Benefits of the Public Speaking Course

This course can help you

- help reveal yourself as a competent, well-educated person.
- prepare for important communication situations.
- become a better communication consumer.
- develop basic communication skills.
- control communication apprehension.
- succeed in college and career.

Finding Your Voice

What If?

Make a list of "what ifs" or concerns that make you nervous about public speaking. You might worry about forgetting what you want to say, confusing your listeners, or talking too long. As you read this chapter, go over your list and develop a plan to counter each one, based on the techniques described here. Which of these techniques do you find proves most useful in controlling your concerns? Which of these techniques do you find the least helpful?

YOUR ETHICAL VOICE

Avoiding Plagiarism

Avoiding plagiarism is a matter of faith among you, your instructor, and your classmates. Be especially alert to the following:

1. Don't present or summarize someone else's speech, article, or essay as though it were your own.
2. Draw information and ideas from a variety of sources, and then interpret them to create your own point of view.
3. Don't parrot other people's language and ideas without giving them credit.
4. Do not recycle work from other classes without checking with your instructor and then sufficiently reworking it.
5. Always provide oral citations for direct quotations, paraphrased material, or especially striking language, letting listeners know who said the words, where, and when.
6. Credit those who originate ideas as you introduce their statements in your speech: "Writer Studs Terkel has said that a book about work 'is, by its very nature, about violence—to the spirit as well as the body.'"
7. Allow yourself enough time to research and prepare your presentation responsibly.
8. Take careful notes as you do your research so that you don't later confuse your own thoughts and words with those of others.

- Marginal definitions are included and designed to help students focus on key terms as they are introduced; in addition, a glossary is included at the end of the book. In Revel, pop-up definitions in the text narrative can be accessed for key term definitions; key terms are also included in a flashcard deck at the end of the chapter.

deliberative speeches

Used to propose, discuss, debate, and decide future policies and laws.

forensic speeches

Used to determine the rightness and wrongness of past actions, often in courts of law.

ceremonial speeches

Used to celebrate or commemorate important events, people, and occasions.

logos

Appeals based on reasoning and evidence.

pathos

Appeals based on emotions.

- We conclude each chapter with a "Final Reflections" summary as well as Content Mastery and Critical Explorations sections, which are also in the Revel version as interactive features.

Final Reflections: A Quest That Deserves Commitment

Paleontologists tell us that a dramatic moment in the story of human evolution occurred several hundred thousand years ago when our early ancestors developed the capacity for speech. It is interesting to consider that each of us—as we discover our voices through preparation, practice, and ultimate success in presentation—replicates in miniature that experience of our species as humans discovered their voices and the incredible power of communication.

For some of us, this experience can be quite dramatic. In his biography of President Lyndon Johnson, Robert Caro tells the story of Johnson's mother, who taught communication to isolated Texas Hill Country children, and of Johnson's cousin, Ava, who studied public speaking with her. When Mrs. Johnson began assigning speech topics, Ava recalls,

I said "I just can't do it, Aunt Rebekah." And she said, "Oh, yes, you can. There's nothing impossible if you put the mind to it. I know you have the ability to deliver a speech." And I cried, and I said, "I just can't do it!" Aunt Rebekah said, "Oh, yes, you can." And she never let up, never let up. Never. Boosting me along, telling me I could do it. She taught me speaking and elocution, and I went to the state championships with it, and I won a medal, a gold medal, in competitions involving the whole state. I owe her a debt that I can never repay. She made me know that I could do what I never thought I could do.²⁹

- Sample classroom speeches found at the end of Chapters 3, 5, 11, 13, 14, 15, and 16 illustrate important concepts. The annotated speeches show how the concepts apply in actual speaking situations. In Revel, audio annotations appear in a pull-down menu next to the content they illustrate or explain and can also be accessed by an audio button, allowing students to hear the annotation. Appendix B contains additional speeches that offer an interesting array of topics, contexts, and speakers.

A Little Chocolate

Sabrina Karic

Reprinted with permission from Sabrina Karic, University of Nevada-Las Vegas.

Annotation 🎧 I want you to think back to when you were six years old. Then, imagine living in a time, a place, a country, where you constantly heard the noises [gunfire] I just played. I am from the small and tragic country of Bosnia and Herzegovina. While many of you were playing with toys and learning to ride a bike, I was living through a nightmare. I was six years old, certainly not ready to experience war. But one day, I heard my first gunshots and my innocent childhood ended. Almost overnight, my family was plunged into homelessness and poverty.

Instructor and Student Resources

Key instructor resources include an Instructor's Manual (ISBN 0-13-440130-1), Test Bank (ISBN 0-13-440127-1), and PowerPoint Presentation Package (ISBN 0-13-440131-X). In addition to a wealth of exercises and applications for teaching every subject in the text, the instructor's manual offers a comprehensive primer with advice and suggestions for formatting and teaching the course—which can be very helpful for less experienced instructors, especially graduate students who are teaching the course for the first time. These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (ISBN 0-13-440138-7) is available at www.pearsonmytest.com (instructor login required).

For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog at www.pearsonhighered.com/communication.

MediaShare A one-stop media-sharing tool that facilitates interactive learning



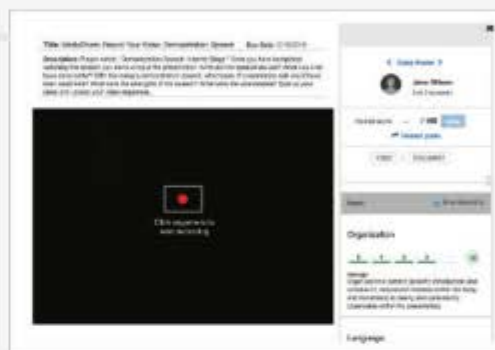
MediaShare is a learning application for sharing, discussing, and assessing multimedia. Instructors easily can assign instructional videos to students, create quiz questions, and ask students to comment and reflect on the videos to facilitate collaborative discussion. MediaShare also allows students to record or upload their own videos and other multimedia projects, which they can submit to an instructor and peers for both evaluation via rubrics and review via comments at time-stamped intervals. Additionally, MediaShare allows students working in a group to submit a single artifact for evaluation on behalf of the group.

← MediaShare offers a robust library of pre-created assignments, all of which can be customized, to give instructors flexibility.



→ Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.

- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.
- Grade in real time during in-class presentations or review recordings and assess later.
- Set up learning objectives tied to specific assignments, rubrics, or quiz questions to track student progress.
- Sync slides to media submissions for more robust presentation options.



- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.
- Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel.

← Time-stamped comments provide contextualized feedback that is easy to consume and learn from.

→ Create quiz questions for video assignments to ensure students master concepts and interact and engage with the media.

- Embed video from YouTube via assignments to incorporate current events into the classroom experience.
- Ensure a secure learning environment for instructors and students through robust privacy settings.
- Upload videos, comment on submissions, and grade directly from our MediaShare app, available free from the iTunes store and GooglePlay. To download, search for "Pearson MediaShare."



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Finding Your Voice



LEARNING OBJECTIVES

This chapter will help you:

- 1.1** Understand the personal, social, and cultural benefits of the course.
- 1.2** Appreciate the historical roots of and contemporary perspectives on public speaking.
- 1.3** Appreciate the importance of ethics in public speaking.

OUTLINE

- The Benefits of Public Speaking
- Introduction to Public Speaking
- Finding Your Ethical Voice

“I wanna be somebody that somebody listens to. I wanna be a voice.”

—GERON JOHNSON

Palomita didn't see why she needed to take a public speaking course. She was majoring in engineering and didn't plan on being active in politics. She wondered what this course would offer her. At the first class meeting, Palomita saw twenty-five other students who looked like they weren't sure they wanted to be there either.

As the course progressed, Palomita discovered a side of herself she never knew. She learned she could get over the initial jitters and make quality presentations—both in traditional formats and through electronic distance presentations. As she explored her topics, she learned more about herself, including her passion for engineering and her desire to prove she could succeed in a nontraditional field for women. She learned about the topics and issues she cares most about, in part by engaging the interests, convictions, and views of her peers. By the time the semester was over, she was well on the way to finding her voice as a public speaker.

What does finding your voice mean? Clearly, it goes beyond opening your mouth and making sounds. There are at least three different aspects of finding your voice: becoming a competent speaker, discovering your self-identity, and finding your place in society.

The first aspect involves *learning to be a competent speaker*. To find your voice, you have to know how to make a speech. Despite popular belief, speakers are made, not born. They have to learn—through study, practice, and experience—the art and principles that go into speechmaking. Every chapter in this book elaborates an important dimension of this knowledge.

The second level of meaning involves *self-discovery*. As you “find your voice,” you become more confident in yourself. You develop self-esteem and your own style as a speaker. You also develop an increased understanding of why you are speaking. As she spoke successfully, Palomita not only found her voice but also developed a renewed appreciation for her interests and her career goals, which enhanced her sense of identity.

At a third level, finding your voice means *finding your place in society, learning the value of the views and contributions of others, and discovering your ethical obligation to listeners*. As you listen to others and as they respond to your words, you develop a sense of your mutual dependency. You learn, as rhetorical scholar Richard Weaver once noted, that “ideas [and the words that convey them] have consequences” and that what you say (or don't say) can be important.¹ We do live in a social world, and our speech or our silence can improve or degrade our surroundings.

“Finding your voice” is a quest that deserves your commitment. This chapter will explain further what this course has to offer and what it asks of you in return.

The Benefits of Public Speaking

1.1 Understand the personal, social, and cultural benefits of the course.

The ability to communicate well in public settings will help establish your credentials as a competent, well-educated person. Learning to present yourself and your ideas effectively can help prepare you for some of the most important

moments in your life: times when you need to protect your interests, when your values are threatened, or when you seek approval to undertake a project. The principles you will learn in this class should also make you a more astute consumer of public messages. They will help you sort through the information and misinformation that bombard us on a daily basis. Beyond these important considerations, the public speaking course also offers other *personal, social, and cultural benefits*.

Personal Benefits

As you put together speeches on topics you care about, you will explore your own interests and values, expand your base of knowledge, and develop your skills of creative expression. In short, you will be finding your own voice as a unique individual—a voice distinct from all others. As rhetorical analyst Roderick Hart puts it: “Communication is the ultimate people-making discipline. . . . To become eloquent is to activate one’s humanity, to apply the imagination, and to solve the practical problems of human living.”²

Your public speaking course should help you develop an array of basic communication abilities, from managing your communication anxiety to expressing your ideas with power and conviction. These capacities should help you succeed both in school and in your professional life. Not only will you make a better first impression on your faculty, but research suggests that better communicators are better students: they score higher on college entrance exams, maintain better GPAs, and are more likely to stay in school and finish their degrees.³

Of course, the professional workplace is even more competitive than college. Every year, the National Association of Colleges and Employers (NACE) surveys hundreds of corporate recruiting specialists who rank communication skills at the top of the list of desirable qualities in potential employees. Because employers “seek key skills that enable workers to use their knowledge effectively in the workplace,” NACE advises: “Learn to speak clearly, confidently, and concisely.”⁴

Paul Baruda, an employment expert for Monster.com, agrees that “articulating thoughts clearly and concisely will make a difference in both a job interview and subsequent job performance”:

The point is, you can be the best physicist in the world, but if you can’t tell people what you do or communicate it to your coworkers, what good is all of that knowledge? I can’t think of an occupation, short of living in a cave, where being able to say what you think cogently at some point in your life isn’t going to be important.⁵

So unless you plan to live in a cave, what you learn in this course can be vital to your success.

Social Benefits

The benefits of developing your public speaking skills also extend to your life as a responsible citizen. All of us feel compelled to speak out from time to time to defend our interests and values. As you speak out on topics of concern, you enact the citizenship role envisioned for you by those who framed the Constitution of the United States. The First Amendment protects the freedom of speech as well as the right to assemble peaceably and to petition the government to rectify grievances. All of these rights depend on the ability to clearly articulate your views in ways that will connect with your audience.

The political system of the United States is built on faith in open and robust public communication. Indeed, Thomas Jefferson emphasized allowing freedom of speech

SPEAKER'S NOTES

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as basic to the health and survival of a democratic society. He reasoned that if citizens are the repositories of political power, then their understanding must be nourished by a full and free flow of information and exchange of opinions so that they can make good decisions on such matters as who should lead and which public policies should be adopted.

In your classes, you might speak for or against stronger immigration laws, the government's domestic surveillance policies, the rights of gay people to marry, or the staging of public rallies by such hate groups as the Ku Klux Klan. On campus, you might find yourself speaking out about attempts to alter your college's affirmative action policy, to fire or retain a popular but controversial professor, or to allow religious groups to stage protests and distribute literature on campus. In the community, you might find yourself wanting to speak at a school board meeting about a proposal to remove such "controversial" books as the Harry Potter series or *The Adventures of Huckleberry Finn* from reading lists or the school library. Or you may wish to speak at a city council meeting concerning attempts to rezone your neighborhood for commercial development.

Public speaking classes therefore become laboratories for the democratic process.⁶ Developing, presenting, and listening to speeches should help you develop your citizenship skills. Preparation for your role as a citizen is a benefit that serves not just you but also the society in which you live.

Cultural Benefits

As you learn to adapt to diverse audiences, you will also develop a heightened sensitivity to the interests and needs of others—an "other orientation." The public speaking class teaches us to listen to one another, to savor what makes each of us unique, and to develop an appreciation for the different ways people live. Your experiences should bring you closer to meeting one of the major goals of higher education: "to expand the mind and heart beyond fear of the unknown, opening them to the whole range of human experience."⁷

This is not only an ethical concern; it is also quite practical. In the world beyond the classroom, in your career, you are likely to encounter a great deal of diversity. How well you can relate to others of different cultural backgrounds may well influence the speed and the extent of your success. Increasingly, organizations recognize that such measures as productivity, creativity, problem

Actress and playwright Anna Deavere Smith values the cultural benefits of public speaking.



Finding Your Voice

The Story of Your Quest

Keep a journal in which you record your experiences as you navigate this class. As one of your first entries, consider what you think “finding your voice” might mean in your life and career. Formulate at least three personal-growth goals you hope to reach during the course. Then for each of your speeches, keep a record of how you select your topic, develop your ideas, and prepare your presentation. What are your thoughts as you plan and present your speech? In what ways are you making progress toward your goals?

solving, and job satisfaction correlate positively with the effective incorporation and appreciation of a wide variety of viewpoints and experiences.⁸ In the words of noted scholar Dr. Brenda J. Allen, “*difference matters.*”⁹

Public speaking classes are distinctive in that they make you an active participant in your own education. You don’t just sit in class, absorbing lectures. You speak. And as you speak, you help your class become a learning community. It is no accident that the words *communication* and *community* are closely connected. In your class and within this text, you will hear many voices: Native Americans and new Americans, women and men, conservatives and liberals, Americans of all different colors and orientations and lifestyles. As you expand your cultural horizons, you will gain a richer and more sophisticated appreciation of the world around you. You will be encouraged to seek out and consider multiple perspectives on information and on



Sensitivity toward and appreciation of cultural diversity will help you speak effectively to a wide range of audiences.

Finding Your Voice

America: Melting Pot—or Something Else?

A commonly used metaphor for the United States has been that of a “melting pot” that fuses the cultures of immigrants into a superior alloy called “the American character.” More recently, however, that metaphor has come under attack as not preparing us for the diversity of audiences we encounter both in classes and in later life. Elizabeth Lozano criticizes the melting pot image and proposes an alternative view of American culture:

The “melting pot” is not an adequate metaphor for a country which is comprised of a multiplicity of cultural backgrounds. . . . [W]e might better think of the United States in terms of a “cultural *bouillabaisse*” in which all ingredients conserve their unique flavor, while also transforming and being transformed by the adjacent textures and scents.¹⁰

What metaphor for the American character would you suggest? What advantages and disadvantages does that metaphor have for appreciating the variety that constitutes the United States?

A Speech on Diversity

Find a speech on the subject of diversity. How does the speaker discuss the role of difference in American life? What themes and metaphors can you identify?

controversial issues before committing yourself. You will understand actress and MacArthur Genius Prize winner Anna Deavere Smith when she cherishes “what language is and does and can do . . . not just in the stories of other people, but in their words and the manners in which they speak. What I’m trying to do is reach for that which is not me.”¹¹ As you hear others speak, you discover the many different voices of the American experience. Despite their many differences, all of them are a part of the vital chorus of our nation. Public speaking gives you the opportunity to hear these voices and add yours to them. We will explore these topics in greater detail in Chapter 5.

Introduction to Public Speaking

1.2 Appreciate the historical roots of and contemporary perspectives on public speaking.

The study of public speaking goes back thousands of years, perhaps to those moments when, sitting around ancient campfires, people learned that they could influence and convince others through the spoken word. Here, we offer an overview of the historical roots of public speaking as background for examining key contemporary perspectives.

Historical Roots of Public Speaking

Although the historical roots of public speaking are many, especially noteworthy were those who built—more than 2,000 years ago—a civilization in Athens we still admire as the Golden Age of Greece. These are the people credited with introducing democracy to Western civilization. They also left us a deep appreciation for the importance of public speaking, which served as the major means of disseminating ideas and information. There were no professional lawyers in that era, and citizens were expected to speak for themselves in legal proceedings and to join in the deliberations that shaped public policy. One of their leaders, Pericles, concluded that the ability to speak and reason together was the key to their great civilization:

For we alone think that a man that does not take part in public affairs is good for nothing, while others only say that he is “minding his own business.” We are the ones who develop policy, or at least decide what is to be done, for we believe that what spoils action is not speeches, but going into action without first being instructed through speeches. In this too we excel over others: ours is the bravery of people who think through what they will take in hand, and discuss it thoroughly; with other men, ignorance makes them brave and thinking makes them cowards.¹²

We are heirs to this tradition of “participative democracy” enabled by “participative communication.”¹³ When citizens gather today to discuss and debate the policies that may govern their lives, they are enacting Pericles’ dream of an empowered citizenship. As we explore ideas together, we often enrich our options, learn what causes are important to us, and shape our positions on vital issues. In essence, we are finding our voices.

Perhaps the most important contribution of the Greeks to the study of communication came from Aristotle’s *On Rhetoric*, which taught the art of public speaking to the citizens of Athens. Aristotle brought system and order to the already thriving study of public speaking. He codified three major forms of speeches: **deliberative**, used in lawmaking; **forensic**, used in the courts; and **ceremonial**, used during public ceremonies that celebrated great deeds and honored heroes. He also identified three major types of appeals: **logos**, appeals based on logic; **pathos**, appeals based on

deliberative speeches

Used to propose, discuss, debate, and decide future policies and laws.

forensic speeches

Used to determine the rightness and wrongness of past actions, often in courts of law.

ceremonial speeches

Used to celebrate or commemorate important events, people, and occasions.

logos

Appeals based on reasoning and evidence.

pathos

Appeals based on emotions.

emotion; and **ethos**, appeals based on the character of the speaker. Aristotle stressed the importance of using evidence, examples, and stories to support conclusions. He made it clear that finding your voice means not only finding yourself but also learning more about those with whom we communicate.

Aristotle's *Rhetoric* laid the groundwork for the ancient Romans, who would further develop the education of speakers.¹⁴ Cicero, one of the most celebrated orators of antiquity, described rhetoric as “an art made up of five great arts.” In his *De Oratore*, he detailed those five arts as how to think through and defend positions (invention), how to arrange and organize arguments (disposition), how to use language effectively (style), how to retain ideas in the mind to recall while speaking (memory), and how to present a speech effectively (delivery).¹⁵ He stressed that ideal speakers should be broadly educated and should understand the culture and values of their audiences. The result became a set of rhetorical canons, or general principles, that would dominate western education into the modern age.

Much of this ancient knowledge focused on *how to communicate*, teaching the art and techniques of public speaking. The second major theme that developed in classical writings concerned *how we ought to communicate*, which considers the power of communication and how it can be used ethically. The Greek philosopher Plato wrote two dialogues that deal specifically with the power of the public oration. The first, *Gorgias*, offers Plato's dark vision of the subject. (You can read *Gorgias* online.) He charged that the public speakers of his time pandered to the ignorance and prejudices of the masses instead of advancing the truth. Too often, these orators told their listeners what they *wanted* to hear rather than what they *needed* to hear. Sound familiar?

In the second dialogue, *Phaedrus*, Plato paints his ideal of the virtuous speaker whose words will help listeners become better citizens and people. (You can read this classic online as well.) Such speakers can be both ethical and effective, even though, Plato observed wryly, this balance may be hard for many speakers to achieve. Plato's vision of the ideal speaker would remain a challenge for communicators of the ages who would follow.

Throughout this text, we draw on the classic tradition to help us understand both *how to communicate* and *how we ought to communicate*. The ancients can help us develop both the techniques and the ethics of speaking in public, whether face-to-face or in the marketplace or in cyberspace. See a sampling of their wisdom in Figure 1.1.

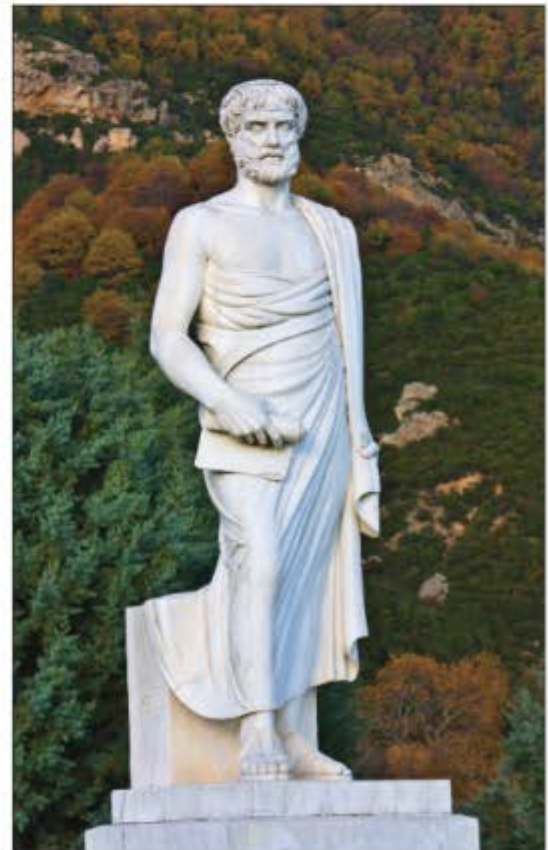
Contemporary Approaches to Public Speaking

The classical approach continued to play a prominent role in western education until the modern age, when scholars began to approach public speaking as a subject of serious inquiry as well as a practical art. Contemporary scientists and philosophers continue to enrich our understanding of how communication works as a transactional process and a dynamic force in shaping our lives.

Public Speaking as a Transactional Process. Our natural tendency is to think of a speech as words foisted by one person upon others. Actually, a speech is a complex transaction among seven elements. Of central concern are the speaker, audience, and message; in addition, these elements are affected by the channel, interference, setting, and feedback.

ethos

Appeals based on the perceived competence, integrity, good will, and dynamism of the speaker.



Greek philosopher Aristotle shaped the study and practice of public speaking with his influential work *On Rhetoric*.