

THE ESSENTIAL ELEMENTS OF
**PUBLIC
SPEAKING**

FIFTH EDITION

JOSEPH A. DEVITO

The Essential Elements of Public Speaking

Fifth Edition

Joseph A. DeVito

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Welcome to *The Essential Elements of Public Speaking*

It is a pleasure to write a preface to this fifth edition. *The Essential Elements of Public Speaking* will guide you through one of the most important courses you'll take in your entire college career. I know you've heard that before, but this time it's true. Public speaking is a course that will prove exciting, challenging, and immensely practical. It is also a course that is likely to create some anxiety and apprehension; this is normal. Fortunately, the anxiety and apprehension can be managed, and we'll deal with that challenge right at the beginning (in Chapter 1).

This text and this course will help you master the skills you'll need to give effective informative, persuasive, and special occasion speeches and to work more effectively in groups. It will also teach you to listen more critically to the speeches of others and to offer constructive criticism. It will help you increase your personal and professional communication abilities and will enhance a wide variety of academic and career skills such as organization, research, and language usage.

This book is purposely short but not simplified or “dumbed down.” An “essentials” book is not an elementary book; it's an *efficient* book. And that's what this edition aims to be—an efficient tool that will help you learn the essential elements of public speaking, specifically, the skills to prepare and present effective informative, persuasive, and special occasion speeches to an audience and to apply these skills in small group settings.

New to This Edition: In Brief

This new fifth edition of *The Essential Elements of Public Speaking* contains major structural and content changes. All of these changes were made to make the text narrative flow more freely and should make the book easier to read and more easily adaptable to different teaching/learning styles.

Structural Changes

Among the major structural changes are these:

- Numbered Learning Objectives, along with their corresponding Chapter Topics (main headings), are listed on each chapter opener page. The paired Learning Objectives/Topics are repeated within the chapter for reinforcement and to enhance student learning.
- Coverage of research now appears in the second half of Chapter 5: Analyze Your Audience and Research Your Speech (Steps 2 and 3). In the previous edition, Research Link features covering specific research topics were spread out across the chapters. Reviewers suggested this organizational change would benefit the readers' experience.
- Chapters 8 (Word Your Speech) and 9 (Rehearse and Present Your Speech) of the previous edition have been combined into one chapter, Chapter 8: Word, Rehearse, and Present Your Speech (Steps 8, 9, and 10).

- Responding to reviewer requests for expanded coverage of speaking in groups, a new chapter on Speaking in Groups has been added as Chapter 12, the final chapter of the text.
- Annotated sample speeches now appear in an appendix rather than within the chapter so that the text is not interrupted. This move will make it easier for readers to refer to the sample speeches whenever they need to. Marginal notes, called *Speech Analysis*, refer the reader to these speeches throughout the text for further illustration and class discussion. The sample outlines remain within the chapter.
- The self-tests, designed to help personalize the material and formerly in boxes, have been integrated into the text narrative.
- The chapter openers have been revised to list the main chapter topics and their corresponding learning objectives.
- The lists of essential terms at the end of each chapter have been converted to brief vocabulary quizzes along with a list of additional essential terms.

Content Changes

Among the major content changes are these:

In Chapter 1 there is an expansion of the treatment of ethics with a self-test; the plagiarism material has been moved to the discussion of research in Chapter 5.

Chapter 2 introduces a new definition of listening, a revised discussion of giving criticism, and a new introduction to giving criticism. The items in the criticism self-test have been rearranged to parallel their discussion in the text and the table on criticism as attack and support has been expanded just a bit.

Chapter 3 now contains additional annotated examples of the introduction and the conclusion, a new table with real and template outlines, and a new section on types of speeches in Step 9.

Chapter 4 remains essentially as in the previous edition with some new examples.



Chapter 5 now contains the material on research. The section on time management has been expanded to offer additional suggestions for more efficient use of time and the section on evaluating research has been converted to a table identifying the criteria, questions to ask, and precautions to take.

In Chapter 6, the slide show speech has been moved to the appendix, and a new integrated self-test identifying common mistakes with computer presentations has been added.

Chapter 7 now contains new summaries for introductions and conclusions and a new scrambled outline exercise (7.3). The common faults of introductions, conclusions, and transitions are now presented in a three-column table that identifies general and specific faults to avoid.

Chapter 8 is a combination of Chapters 8 and 9 from the previous edition. The section on How Language Works has been deleted; the most relevant concepts from that section have been integrated with the specific suggestions for wording the speech. The self-test on facts and inferences now appears as an exercise at the end of the chapter.

Chapter 9 on the informative speech has two new annotated informative speeches—one poor, one excellent—that now appear in the appendix.

Chapter 10 now contains a new table identifying the differences between informative and persuasive speeches and an integrated self-test on credibility that introduces the concept of credibility proof. The section on principles of persuasion has been moved earlier in the chapter, and the examples of questions of fact, value, and policy have all been updated.

Chapter 11 contains a new eulogy.

Chapter 12 is new to this edition and covers the essentials of small groups and teams, types of groups, members in small groups, leadership, and presenting the group's thinking.

Main Features of *The Essential Elements of Public Speaking*

Among the main features of this text are:

1. An easy-to-understand and follow 10-step system for preparing and presenting public speeches and an early, brief overview of the steps in public speaking.
2. Extensive coverage of ethics and culture as foundation concepts of public speaking.
3. Annotated outlines and speeches (the outlines are in the chapters, the speeches are in the appendix) illustrate the dos and don'ts of public speaking.
4. Learning aids to make your study of public speaking more efficient and more effective.

In addition, each chapter concludes with a summary, a vocabulary quiz of essential terms, public speaking exercises, and an invitation to visit MyCommunicationLab (www.mycommunicationlab.com; access code required) for additional materials to help you master the skills of public speaking.

Ten Steps to Public Speaking guide you in the preparation and presentation of a public speech.

The **10-step system** makes the preparation and presentation of a public speech more efficient by breaking the process into discrete, manageable steps that are addressed in detail throughout the book. The third chapter, “Preparing and Presenting a Public Speech (Steps 1–10, in Brief),” presents the **10 steps in brief**. Here you’ll learn to accomplish everything from selecting a topic to organizing your materials, rehearsing, and presenting your speech. This chapter is purposely short so that you can read it in one sitting, get a picture of the entire process of public speaking, and start giving speeches almost immediately. The remaining chapters parallel the steps outlined in this chapter and elaborate on each step—helping you to gradually refine and perfect your public speaking skills.

Ten Steps for Preparing and Presenting a Public Speech (in Brief)

It’s convenient to look at the process of preparing and presenting a speech as a series of steps. Here we explain 10 steps in brief so you can begin practicing your public speaking skills at the beginning of the course. In Part Two (Chapters 4 to 8) we consider each of these steps in detail so you can gradually refine and perfect your skills at accomplishing each of these steps.

3.2 Paraphrase the 10 steps for preparing a public speech and apply them to your own beginning speeches.

Step 1: Select Your Topic, Purposes, and Thesis

Your first step is to select your topic, your general and specific purposes, and your thesis (or main idea).



A newspaper company has three divisions.
If your speech is persuasive, then your thesis is the central idea that you want your audience to accept or believe. For example:
We should adopt the new e-mail system.

Public Speaking Exercise 3.1
The thesis is further explored in Public Speaking Exercise 3.1, “Theses,” on page 57.

speech is to select the **topic** (or subject) to achieve. Let’s look first at the topic, where the objective is to learn the skills of

Step 2: Analyze Your Audience

In public speaking your audience is central to your topic and purpose. In most cases, and especially in a public speaking class, you’ll be thinking of both your audience and your topic at the same time; in fact, it’s difficult to focus on one without also focusing on the other. Your success in informing or persuading an audience rests largely on **analysis**—the extent to which you know your listeners and the extent to which you’ve adapted your speech to them. Ask yourself, Who are they? What do they already know? What would they want to know more about? What special interests do they have? What opinions, attitudes, and beliefs do they have? Where do they stand on the issues you wish to address? What needs do they have?

For example, if you’re going to speak on Social Security and health care for the elderly or on the importance of the job interview, it’s obvious that the age of your listeners will influence how you develop your speech. Similarly, men and women often view topics differently. For example, if you plan to speak on caring for a newborn baby, you’d approach an audience of men very differently than an audience of women. With an audience of new mothers, you could probably assume a much greater knowledge of the subject and a greater degree of comfort in dealing with it. With an audience of soon-to-be fathers, you might have to cover such elementary topics as the type of powder to use, how to test the temperature of a bottle, and the way to prepare a bottle of formula.



Listen to the Audio Chapter at MyCommunicationLab

3.1 Identify the popular but untrue beliefs about public speaking, the values of starting early, and the norms of your public speaking class.

This chapter answers the FAQs you’re likely to be wondering about by providing a brief overview of the public speaking process. By following the 10 steps outlined in this chapter and diagrammed in Figure 3.1, you’ll be able to prepare and present an effective first speech almost immediately. The remainder of the text elaborates on these steps and will help you fine-tune your public speaking skills. But first we’ll look at some issues to get you started.

Getting Started with Public Speaking

Before we launch into the step-by-step process of public speaking, consider a few popular beliefs about public speaking and then ponder some helpful advice.

Popular Beliefs about Public Speaking

Do you think each statement is true or false?

1. Good public speakers are born, not made.
2. The more speeches you give, the better you’ll become at it.
3. It’s best to memorize your speech, especially if you’re fearful or apprehensive about speaking before an audience.
4. If you’re a good writer, you’ll be a good public speaker; a poor writer, a poor speaker.
5. The First Amendment allows the public speaker total freedom of expression.
6. Like a good novel, play, or essay, a good speech is relevant to all people at all times.

Figure 3.1 The Steps in Preparing and Presenting a Public Speech

This figure presents the 10 steps in a linear fashion. The process of constructing a public speech, however, doesn’t always follow such a logical sequence. So you’ll probably not progress simply from Step 1, to 2, to 3, through to 10. Instead, after selecting your topic, purpose, and thesis (Step 1) you may progress to Step 2 and analyze your audience. On the basis of this analysis, however, you may wish to go back and modify your purpose or thesis, or both. Similarly, after you research the topic (Step 3), you may want more information about your audience. You may, therefore, return to Step 2.



Coverage of ethics and culture broadens your speaking experience.

Ethics

Because public speaking is a powerful medium that can have enormous consequences, it has important ethical or moral implications. In this book, ethics

is introduced in Chapter 1 as an essential element of public speaking; in addition, each of the following chapters contains an **Ethical Choice Point** box describing a situation that raises an ethical issue and asking you to identify the choices you have available. By the end of the text, you should have formulated a clear and defensible ethical standard to govern your own public speaking. A list of these Ethical Choice Point boxes appears in the Specialized Contents, page viii.

ETHICAL CHOICE POINT

Misleading Your Audience

For a speech on false arrests, you develop a hypothetical story about a college student who gets arrested and is held unlawfully in custody for several days. As you rehearse this story, you realize it would be a lot more convincing if the audience were allowed to think that the story was true and that the person was you. Actually, you wouldn't be saying that it was you or that it wasn't you; you'd just be allowing the audience to infer this from what you say. *What are your ethical choices to be both true and effective?*



Culture

The effectiveness of public speaking principles varies from one culture to another. Depending on cultural factors, different audiences may respond to speakers in different ways. For example, in some cultures an audience will respond positively to a speaker who appears modest and unassuming; in other cultures the audience may see this speaker as weak and lacking in confidence. A direct style will prove clear and persuasive in some cultures, but may appear invasive and inappropriate in others.

As a result of the tremendous cultural variations in the ways in which people respond to speakers and speeches and the fact that we are all now living in a multicultural world, **cultural insights** are integrated into each of the 12 chapters. Among the issues discussed are how members of different cultures give and respond to public criticism (Chapter 2), the cultural factors a speaker should consider when analyzing different audiences (Chapter 5), and the cultural differences in audience responses to emotional and credibility appeals (Chapter 10).

Listening, Criticism, and Culture

Culture influences all aspects of public speaking, and listening and criticism are no exceptions. Here are some ways in which culture exerts this influence.

2.5 Identify some of the ways in which culture influences listening and criticism.

Listening and Culture

Listening is difficult, partly because of the inevitable differences between the communication systems of speaker and listener. Because each person has had a unique set of experiences, each person's communication and meaning

Sample Speeches and Outlines provide models that show the public speaking concepts in action.

Annotated speeches (in the appendix) and outlines (integrate into the text) are provided to illustrate the various elements and strategies of public speaking. Two speeches (an informative speech on biases and a persuasive speech on prenups) were purposely written to illustrate what *not* to do. These speeches include dual annotations that cover both the common problems students may encounter as well as suggested correctives to improve the speeches. All of the other speeches and outlines are models of effectiveness and will show you what good speeches look like. The annotations will help further guide you through the essential steps of public speaking. A complete list of the sample speeches and outlines appears in the Specialized Contents, page ix.

160 CHAPTER 7 Organize Your Speech (Steps 5, 6, and 7)

PUBLIC SPEAKING SAMPLE ASSISTANT

Preparation Outline with Annotations (Topical Organization)

Self-Disclosure
General purpose: To inform.
Specific purpose: To inform my audience of the advantages and disadvantages of self-disclosing.
Thesis: Self-disclosure has advantages and disadvantages.

INTRODUCTION
 I. We've all heard them:
 A. I'm in love with my nephew.
 B. My husband is not my baby's father.
 C. I'm really a woman.
 II. We've all disclosed.
 A. Sometimes it was positive, sometimes negative, but always significant.
 B. Knowing the potential consequences will help us make better decisions.
 III. We look at this important form of communication in three parts:
 A. First, we look at the nature of self-disclosure.
 B. Second, we look at the potential rewards.
 C. Third, we look at the potential risks.
 [Let's look first at the nature of this type of communication.]

BODY
 I. Self-disclosure is a form of communication (Eber & Eber, 2011; Petronio, 2000).
 A. S.D is about the self.
 1. It can be about what you did.
 2. It can be about what you think.
 B. S.D is new information.
 C. S.D is normally about information usually kept hidden.

Annotations:
 Generally the title, thesis, and general and specific purposes of the speech are prefaced to the outline. When the outline is an assignment that is to be handed in, additional information may be requested.
 Note the general format for the outline: the headings (introduction, body, and conclusion) are clearly labeled, and the sections are separated visually.
 Notice that the introduction serves the three functions discussed in the text: it gains attention (by these extreme confessions); establishes an S-A-T connection (by noting that all of us, speaker and audience, have had this experience); and orients the audience (by identifying the three major ideas of the speech).
 Note how the indenting helps you to see clearly the relationship that one item bears to another. For example, in Introduction I, the outline format helps you to see that A, B, and C are explanations (identification and support) for I.
 These brief statements are designed to get attention and perhaps a laugh or two, but also to introduce the nature of the topic.
 Here the speaker seeks to establish a speaker-audience-topic connection.
 Here the speaker orients the audience and explains the three parts of the speech. The use of guide phrases (*first, second, third*) helps the audience fix clearly in mind the major divisions of the speech.
 This transition cues the audience that the speaker will consider the first of the major parts of the speech. Notice that transitions are inserted between all major parts of the speech. Although they may seem too numerous in this abbreviated outline, they'll be appreciated by audience members because the transitions will help them follow and understand your speech.
 Notice the parallel structure throughout the outline. For example, note that II and III in the body are phrased in similar style. Although this may seem unnecessarily redundant, it will help your audience follow your speech more closely and will also help you in logically structuring your thoughts.
 Note that the references are integrated throughout the outline just as they would be in a term paper. In the actual speech, the speaker might say something like: "Communication theorist Sandra Petronio presents evidence to show that. . ."

speeches

Ident Informative Speech: Communication in an Ever-Changing World

red by Marty Wiebe, a student Washington, in an introductory taught by Jeff McQuarrie that of this textbook. You can CommunicationLab. Here is a with annotations to help guide

your reading/viewing and questions to help guide your analysis. Some of the key terms we used throughout the section on public speaking appear in the annotations in boldface. This particular speech assignment did not require the citation of references.

Speech
 ng [the sound of drumming on the things we just did today. My name mming, we just did, is one form of to you like I am doing right now is nication.

be about how communication is media is changing and how we as bt to become better and more ac- nodes of communication and some 're going to have to learn.

forms of communication: verbal, ng right now, and nonverbal, like verbal. Music is nonverbal. When verbal. So verbal and nonverbal go

hand in hand, and it's really, really important that we use both, verbal and nonverbal communication, when we are doing presentations.

We live in a shrinking world. When I grew up back in the stone age, face-to-face was the normal type of communication that we did. We met somebody. We talked to them face to face. We sat down, and we wrote a letter, and we sent them, but which is now considered to be snail mail. We had newspapers and televisions and probably in the 70's when I was just graduating from high school, we did phone conferencing, which was a really, really big deal.

Annotations and Questions
 This speech is appropriately titled **Communication in an Ever-Changing World**. It gives you a very clear idea of what the speech will be about. What other titles might be appropriate if you were giving this speech to your class? [Read or view the speech before creating a title.] Notice that the speaker not only gained **attention** by drumming but she related this attention-getter to the topic of the speech. In what other ways might she have introduced the speech?
 Here the speaker gives a very direct **orientation**, telling her audience what her speech will be about. How would you define the **purpose** and **thesis** of this speech? How appropriate would this speech be if delivered in your class? Why?
 You'll notice that the speaker effectively uses lots of **specific examples** as **supporting materials** throughout this speech. What other types of supporting materials would be useful in this speech? For example, if this were a longer speech, in what way might the speaker have used **illustrations, testimony, numerical data, and definitions**?
 Here the speaker describes communication as it was in the 70s. How effectively did the speaker describe communication in the "stone age"? What else might the speaker have said?

Learning aids help you internalize the concepts and study for exams.

Three-Part Learning System

In this edition, the skills of public speaking are presented in a three-prong approach, representing the way we learn.

- **Instruction in the principles of the art of public speaking.** This textbook and the instructor’s lectures explain the principles of effective public speaking.
- **Trial and error.** We learn through our own experiences. Throughout the course you’ll have the opportunity to present speeches where you’ll learn what works and what doesn’t work. And you’ll have the opportunity to profit from the reactions and evaluations of other students and your instructor.
- **Positive and negative examples.** We learn by observing others; we see and hear what proves effective and what proves ineffective. In this course, you’ll observe other student speeches and read excerpts and full speeches (in the appendix) and watch speeches online where you’ll see effective public speaking in action. Because we also learn from observing negative examples, two speeches were purposely written to illustrate a wide variety of things you’ll want to avoid. Throughout the text, you’ll find **Speech Analysis** notes to guide you to connect the speeches in the appendix and on MyCommunicationLab (www.mycommunicationlab.com, access code required) with the principles discussed in the text.

the speaker; excessive exaggeration is generally evaluated negatively in much of the United States. On the other hand, exaggerated praise often is expected in some Latin cultures.

Similarly, the discussion of the speech of goodwill suggested that you present yourself as being worthy of the goodwill rather than as a supplicant begging for it. In some cultures, however, this attitude might be seen as arrogant and disrespectful to the audience. In some Asian cultures, for example, pleading for goodwill would be seen as suitably modest and respectful of the audience.

▲ SPEECH ANALYSIS

Take a second look at any of the special occasion speeches in this chapter or look at one that appears in the news or that you have heard. How effective do you think the speech was? What can you say in support of your evaluation?

ESSENTIALS OF SPEAKING ON SPECIAL OCCASIONS

This chapter discussed special occasion speeches, highlighting a variety of specific types, and placed special occasion speeches in a cultural context.

 Study and Review at MyCommunicationLab

The Speech of Introduction

 Listen to the Chapter Summary at MyCommunicationLab

11.1 Prepare and present a speech of introduction.

1. The speech of introduction introduces another speaker or series of speakers. In this speech: Establish a connection among speaker, topic, and audience; establish the speaker’s credibility;

be consistent in style and manner with the major speech; be brief; avoid covering what the speaker intends to discuss; and avoid overselling the speaker.

Learning Objectives

In this fifth edition, each chapter opens with numbered learning objectives corresponding to the main heads in the chapter and to the chapter summary. These learning objectives also appear as marginal notes opposite the main heads of the text.

Summary/Essential Concepts and Skills

Each chapter ends with a series of summary statements, called **Essentials**, designed to help you review the key concepts of the chapter. The major headings of the chapter are repeated in the summary to further clarify the chapter contents. You may find it helpful to look at these summary statements before reading the chapter to get an overview of what’s covered. Then, after you finish reading the chapter, you can return to these statements as chapter refreshers.

Essential Terms

Because knowing the specialized vocabulary of a discipline will help you think about and talk about the material more effectively, key terms are presented in a brief vocabulary quiz at the end of each chapter. Key terms also appear in the glossary at the end of the text.

Public Speaking Exercises

Each chapter ends with **Public Speaking Exercises** to help you work actively with the concepts and skills discussed in the text. A wide variety of additional exercises are available on MyCommunicationLab (access code required) and are discussed on pages xviii–xix.

Chapter Topics	Chapter Objectives
Word Your Speech (Step 8)	8.1 Select words to achieve clarity, vividness, appropriateness, and personal style and phrase sentences for maximum effectiveness.
Rehearse Your Speech (Step 9)	8.2 Rehearse your speech effectively and efficiency.
Present Your Speech (Step 10)	8.3 Present your speech effectively and with the appropriate method of presentation.
Effective Vocal Delivery	8.4 Use vocal delivery that is appropriate in volume, rate, pitch, pausing, articulation, and pronunciation.
Effective Bodily Action	8.5 Use eye contact, facial expressions, posture, gestures, movement, proxemics, and notes effectively.

Public Speaking Exercises 243

PUBLIC SPEAKING EXERCISES

10.1 Constructing Motivational Appeals

Here are five theses you might use or hear in a persuasive speech. Select one of these and develop two or three motivational appeals that you might use in a speech to members of this class.

- Universal health care is a human right.
- Same-sex marriage should be legalized in all 50 states.
- Capital punishment should be declared illegal.
- Smoking should be banned throughout the entire college (buildings and grounds).
- Tenure for college teachers should be abolished.

10.2 Questions of Fact, Value, and Policy

Understanding how purposes and theses can be identified from a wide variety of questions of fact, value, and policy will help you construct more effective speeches. To develop this understanding, select a newspaper (Sunday’s edition will work best), a weekly newsmagazine, or an Internet news site and identify the questions of fact, value, and policy covered in this one issue (as was done in this chapter). From these, select one question of fact, value, or policy and develop a general purpose, a specific purpose, a thesis that would be appropriate for a speech in this class, and two or three main ideas that you might want to develop based on this thesis.

MyCommunicationLab

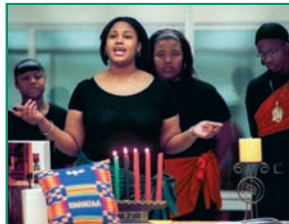
Throughout this chapter, there are icons in the margin that highlight media content for selected topics. Go to **MyCommunicationLab** for additional materials on the [principles and goals of persuasive speeches](#). Here you’ll find flashcards to help you learn key communication terms, videos that illustrate a variety of concepts, additional exercises, and discussions to help you continue your study of [persuasive speaking](#).

- **Portray a deserving person.** Make the audience see that this person is deserving of the praise you are bestowing on him or her by explaining what this person accomplished and how this person influenced—for example—the world of patient care, the design of safer cars, and so on.
- **Show the audience what they can learn from this individual.**

The Farewell Speech

In the **farewell speech** you say goodbye to an organization or to colleagues and signal that you're moving on. In this speech you'll want to express your positive feelings to those you're leaving. Generally, the farewell speech is given after you've achieved some level of distinction within a company or other group or organization that you're now leaving. In developing a farewell speech, consider the following:

- **Thank those who contributed.** Give thanks and credit to those who made life interesting, helped you in your position, taught you essential principles, and so on.
- **Note your achievements modestly.** Put them in a positive light, but do it gently and with modesty.
- **Express your enjoyment of the experience.** This is a time



PUBLIC SPEAKING CHOICE POINT

A Speech of Inspiration
Tonya wants to give a speech of inspiration to her class on the topic of Kwanzaa. What are some of Tonya's options for sharing the inspirational aspects of this holiday? What are some ways she might introduce the topic to gain attention and then conclude effectively?

Public Speaking Choice Points

Each chapter contains a variety of **Public Speaking Choice Points**, which accompany all interior photos. These are specific instances of points at which you need to make a choice as to what to do and are designed to illustrate the various principles of public speaking.

Resources in Print and Online

Key instructor resources include an Instructor's Resource Manual (ISBN 0-205-98098-8) and PowerPoint Pre-

sentation Package (ISBN 0-205-98104-6). These supplements are available at www.pearsonhighered.com/irc (access code required). MyTest online test-generating software (ISBN 0-205-98097-X) is available at www.pearsonmytest.com (access code required). For a complete listing of the instructor and student resources available with this text, please visit *The Essential Elements of Public Speaking* catalog page at www.pearsonhighered.com/communication.

MyCommunicationLab

www.mycommunicationlab.com

MyCommunicationLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course. It provides educators a dynamic set of tools for gauging individual and class performance. And MyCommunicationLab comes from Pearson, your partner in providing the best digital learning experiences.

- **Assessment** tied to videos, applications, and chapter content enables both instructors and students to track progress and get immediate feedback—and helps instructors find the best resources with which to help students.
- The **Pearson eText** lets students access their textbook anytime, anywhere, and any way they want—including listening online or accessing on a smartphone or tablet device.
- **Videos and Video Quizzes:** Sample student and professional speeches offer students models of the types of speeches they are learning to design and deliver. Many interactive videos include short, assignable quizzes that report to the instructor's gradebook.
- **PersonalityProfile:** Pearson's online library for self-assessment and analysis provides students with opportunities to evaluate their own and others' communication styles. Instructors can use these tools to show learning and growth over the duration of the course.
- **MediaShare:** A comprehensive file upload tool that allows students to post speeches, outlines, visual aids, video assignments, role plays, group projects, and more in a variety of formats, including video, Word, PowerPoint, and Excel. Structured much like a social networking site, MediaShare helps promote a sense of community among students. Uploaded files are available for viewing, commenting, and grading by instructors and class members in face-to-face and online course settings. Integrated video capture functionality allows students to record video directly from a webcam to their assignments, and allows instructors to record videos via webcam, in class or in a lab, and attach them directly to a specific student and/or assignment. In addition, instructors can upload files as assignments for students to view and respond to directly in MediaShare. Grades can be imported into most learning management systems, and robust privacy settings ensure a secure learning environment for instructors and students. Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store; search for Pearson MediaShare.
- **Class Preparation Tool:** Finding, organizing, and presenting your instructor resources is fast and easy with Pearson's class preparation tool. This fully searchable database contains hundreds of resources such as lecture launchers, discussion topics, activities, assignments, and video clips. Instructors can search or browse by topic and sort the results by type. You can create personalized folders to organize and store what you like or download resources, as well as upload your own content.
- **Pearson's Writing Space** is the best way to develop and assess concept mastery and critical thinking through writing. Writing Space provides a single place within MyCommunicationLab to create, track, and grade writing assignments, access writing resources, and exchange meaningful, personalized feedback quickly and easily. Plus, Writing Space will have integrated access to Turnitin, the global leader in plagiarism prevention.

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1 Introducing Public Speaking

Chapter Topics

Three Benefits of Studying Public Speaking

The Essential Elements of Public Speaking

Managing Your Communication Apprehension

Chapter Objectives

- 1.1** Identify three benefits from studying public speaking.
- 1.2** Define *public speaking* and its essential elements.
- 1.3** Manage your fear of public speaking.





Listen to Chapter 1 at
MyCommunicationLab

Public speaking is one of the essential skills you'll need to function effectively in today's society. The higher up you go in the world's hierarchy—say, from intern, to junior analyst, to manager, to CEO—the more important public speaking becomes. This text explains these essential skills: the skills you'll need to prepare and present effective public speeches. And, as you'll see throughout this text, these skills will also prove useful to you in a variety of other situations as well.

Although public speaking principles were probably developed soon after our species began to talk, it was in ancient Greece and Rome that our Western tradition of public speaking got its start. This Greco-Roman tradition has been enriched by the experiments, surveys, field studies, and historical studies that have been done since classical times and that continue to be done today.

Contemporary public speaking—the kind discussed in this text—builds on this classical heritage with its emphasis on substance, ethical responsibilities of the speaker, and the strategies of organization, but also incorporates insights from the humanities, the social and behavioral sciences, and computer science and information technology. Likewise, perspectives from different cultures are being integrated into our present study of public speaking.

This brief introductory chapter discusses the benefits you'll derive from studying public speaking, the essential elements of every speech, and—what is probably your number one concern—how to manage the very normal fear of speaking in public.

1.1 Identify three benefits from studying public speaking.

Three Benefits of Studying Public Speaking

Fair questions to ask of any course or textbook are “What will I get out of this?” and “How will the effort and time I put into this class and this textbook benefit me?” Here are just three of the benefits you'll derive from this text and from your course work in public speaking.

Public Speaking Abilities

At the most obvious level, you'll become a more accomplished and more effective public speaker. Speakers aren't born; they're made. Through instruction, exposure to different speeches, experience with diverse audiences, feedback on your own speeches, and individual learning experiences, you can become a more effective speaker. Regardless of your present level of competence, you can improve through proper training—hence, this course and this book.

At the end of this course you'll be a more competent, confident, and effective public speaker. You'll also be a more effective listener—more open, yet more critical; more empathic, yet more discriminating. And you'll emerge a more competent and discerning critic of public communication. You'll learn to organize and explain complex concepts and processes clearly and effectively to a wide variety of listeners. You'll learn to support an argument with all the available means of persuasion and to present a persuasive appeal to audiences of varied types.

As a leader (and in many ways you can look at this course as training in leadership skills) you'll need the skills of effective communication to help preserve a free and open society. As a speaker who wants your message understood and accepted, as a listener who needs to evaluate and critically analyze ideas and arguments before making decisions, and as a critic who needs to evaluate and judge the thousands of public communications you hear every day, you will draw on the skills you'll learn in this course.

Personal and Social Competencies

In your study of public speaking you'll also learn a variety of personal and social competencies. Perhaps one of the most important is to manage your fear of communication situations in general and of public speaking in particular. You may not eliminate your fear entirely, but you'll be able to manage it so it works for you rather than against you.

You'll also develop greater self-confidence in presenting yourself and your ideas to others—competencies that are consistently ranked high in lists of what employers look for in hiring and promoting (Morealle & Pearson, 2008).

As you master the skills of public speaking you'll grow in power; you'll become more effective in influencing the thinking and behavior of others. At the same time, power enables you to empower others, whether as organizational manager, political leader, older sibling, or member of any of hundreds of groups.

Academic and Career Skills

As you learn public speaking, you'll also learn a wide variety of academic and career skills, many of which are largely communication skills (as you can tell from reading the employment ads, especially for middle-management positions in just about any field you can name). For example, you will learn to:

- conduct research efficiently and effectively, using the latest and the best techniques available
- critically analyze and evaluate arguments and evidence from any and all sources
- understand human motivation and make effective use of your insights in persuasive encounters
- develop an effective communication style (whether for conversation or for that important job interview) that you feel comfortable with
- give and respond appropriately to criticism, to increase your insight into your own strengths and weaknesses, and to provide useful feedback to others
- communicate your competence, character, and charisma so as to make yourself believable



PUBLIC SPEAKING CHOICE POINT

Public Speaking

Robert is teaching a course in public speaking and wants to explain the importance of public speaking. Assuming he was teaching your specific class, what are some of the things Robert might say to convince your class of the significance and value of public speaking skills?

Given that these benefits will permeate all aspects of your personal, social, and professional lives, make a commitment to put a major effort into this course. This public speaking course is quite different from all your other courses—it aims to provide you not only with knowledge and understanding of the topics of public speaking (ethics, persuasion, strategic argument, critical analysis, and more), but also with the skills for success that will make a difference every day of your life.

1.2 Define public speaking and its essential elements.

The Essential Elements of Public Speaking

In **public speaking**, a **speaker** presents a relatively continuous message to a relatively large audience in a unique context. Figure 1.1 presents a visualization of the public speaking process. This diagram is designed to illustrate the interplay of elements in the public speaking process and to emphasize that there are a variety of audiences of public speaking: (1) the immediate audience that hears the speaker as it is spoken, whether in person, on television, over the Internet, or even via cell phone, and (2) the remote audiences that get the material secondhand; for example, they read about the speech, read about the speech, or hear from those who heard the speech or from those who heard about the speech from those who heard about the speech. As you can appreciate, the immediate audience is finite (limited to the number of people who heard the speech first hand) but the remote audience is potentially infinite (and hence is indicated with a parabola).

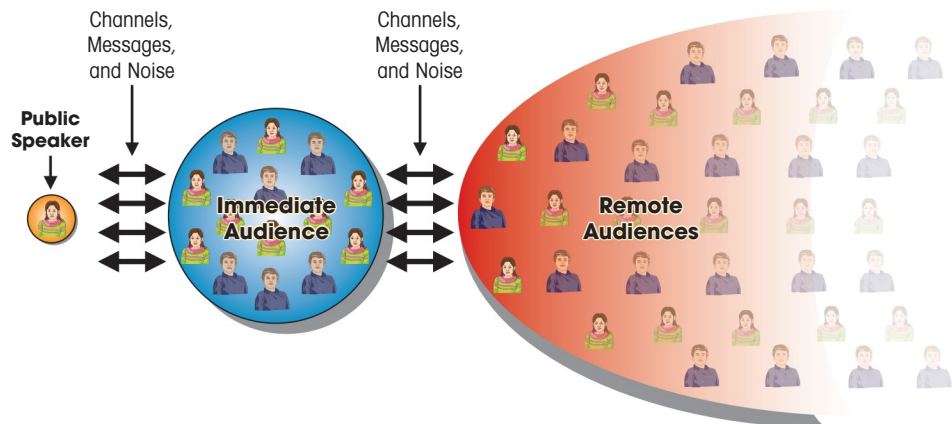
Public Speaking Exercise 1.1

“A Model of Public Speaking,” on page 16 invites you to create your own.

Like all communication, public speaking is a transactional process; a process whose elements are interdependent; each element in the public speaking

Figure 1.1 The Essential Elements of Public Speaking

Here are the essential elements of public speaking: speaker, audience, message, noise, context, and channel. Ethics and ethical principles would be both in the speaker and in the audience.



process depends on and interacts with all other elements (Watzlawick, 1978; Watzlawick, Beavin, & Jackson, 1967). For example, the way in which you organize a speech will depend on such factors as your speech topic, your audience, the purpose you hope to achieve, and a host of other variables—all of which are explained in the remainder of this chapter and in the chapters to follow.

The essential elements of public speaking that we need to consider are: speaker, audience, message, noise, context, channel, and ethics.

Speaker

In conversation the speaker's role occurs in short spurts: Pat says something to which Chris replies to which Pat responds and so on. In public speaking you deliver a relatively long speech and usually are not interrupted. As the public speaker you're the center of the transaction: You and your speech are the reason for the gathering.

In this course, your role of speaker is a bit different than it will be later in life. Here you're in a learning environment where you're expected to make mistakes as well as to profit from feedback from others (and to give constructive feedback to others). Outside of the classroom, your role as public speaker will be largely to inform others about something (as a teacher, a health-care provider, or an engineer, for example) and to influence others (as a lawyer arguing for a client, as a parent addressing the PTA, or as a sales representative closing the deal, for example).

Audience

An **audience** is simply a group of people listening to or reading a message or speech. In conversation the audience is often one listener or perhaps a few. The audience in public speaking is relatively large, ranging from groups of perhaps 10 or 12 to hundreds of thousands, even millions.

As illustrated in Figure 1.1, there is more than one audience. Recognizing that both immediate and remote audiences exist is crucial to understanding the influence of public speaking throughout history as well as in any specific public speaking situation you might name. Abraham Lincoln's Gettysburg Address was presented to a relatively small audience, but it had influence far beyond that audience and that specific time. Martin Luther King Jr.'s "I Have a Dream" speech was presented to thousands but influenced millions. The same is true, though on a smaller scale, with all speeches, including those you'll present in this class. When you address 20 or 30 students in class, that's 20 or 30 people who might relay your message or arguments to others, and these people may continue the process. With social media, particularly Twitter, remote audiences are becoming significantly larger and more important. As you grow in influence and in public speaking competence, so will your influence on both immediate and remote audiences.

In some public speaking situations, you may know your audience quite well—this class, for example, or when you are addressing work colleagues. In other situations, however, you will not know your audience quite so well and will have to analyze them to discover what they already know (so you don't repeat old news), to learn what their attitudes are (so you don't waste time persuading them of something they already believe), and so on.

But public speaking is more than the art of adjusting messages to listeners; it also incorporates active involvement by the listeners. The listener plays a role in encouraging or discouraging the speaker, in offering constructive criticism, in evaluating public messages, and in performing a wide variety of other functions. Because listening and criticism are so important (and so often neglected), they are covered in detail in Chapter 2.

Message

Messages conveyed in public speaking, as in everyday conversations, include both verbal and nonverbal signals. In both conversation and public speaking, your message has a purpose. For example, in conversation you might want to tell a friend about what happened at a recent basketball game. In this case your purpose would be to inform. Or you might want to convince a coworker to switch vacation schedules with you. Here your purpose would be to persuade. In public speaking, you also communicate with a purpose.

Generally in conversation you don't give any real thought to how you're going to organize your message. In public speaking, however, organization is crucial because it adds clarity to your message and therefore makes it easier for listeners to understand and to remember what you say.

In conversation you vary your language on the basis of the person with whom you're speaking, the topic you're talking about, and where you are. When talking with children, for example, you might use easier words and shorter sentences than you would with classmates. In public speaking you also adjust your language to your audience, the topic, and the situation.

In conversation the messages you send are essentially composed at the moment of utterance; you don't research them. In public speaking it's very different. Research is essential to the public speech and to any subject you might study.

In conversation you normally don't think of how you'd deliver or present your message; you don't concern yourself with how to stand or gesture or how to raise or lower your vocal volume. In public speaking, however, the situation is different. Because public speaking is a relatively new experience and you'll probably feel uncomfortable and self-conscious at first, you may wonder what to do with your hands or whether you should move about. With time and experience you'll find that your presentation will follow naturally from what you're saying, just as it does in conversation. Perhaps the best advice at this point is to view public speaking as "enlarged conversation" and not to worry about delivery just yet. In your early efforts it's better to concentrate on content; as you gain confidence, you can direct your attention to refining and polishing your presentation skills.

Noise

Noise is anything that distorts the message and prevents the listeners from receiving your message as you intended it to be received. The nature of noise can be clarified by distinguishing it from "signal." *Signal* refers to information that is useful to you; information that you want. Noise, on the other hand, is what you find useless; it's what you do not want. So, for example, an e-mail list

or electronic newsgroup that contained lots of useful information would be high on signal and low on noise; if it contained lots of useless information, it would be high on noise and low on signal. Spam is high on noise and low on signal, as is static on the cell phone.

Noise may be physical (others talking loudly, cars honking, illegible handwriting, “garbage” on your computer screen), physiological (hearing or visual impairment, articulation disorders), psychological (preconceived ideas, wandering thoughts), or semantic (misunderstood meanings).

Public speaking involves visual as well as spoken messages, so it’s important to realize that noise also may be visual. Sunglasses that conceal the non-verbal messages from your eyes would be considered noise, as would dark print on a dark background in your PowerPoint or Prezi slides.

All public speaking situations involve noise. You won’t be able to totally eliminate noise, but you can try to reduce its effects. Making your language more precise, organizing your thoughts more logically, and reinforcing your ideas with visual aids are some ways to combat the influence of noise.

Context

The speaker and his or her listeners operate in a physical, socio-psychological, temporal, and cultural **context**. The context will influence you as the speaker and it will also influence the audience.

The **physical context** is the actual place in which you give your speech (the room, hallway, park, or auditorium). A presentation in a small intimate room needs to be very different from an address in a sports arena.

The **socio-psychological context** includes, for example, the relationship between speaker and audience: Is a supervisor speaking to workers or a worker speaking to supervisors? Is a principal addressing teachers or is a parent addressing principals? This socio-psychological context also includes the audience’s attitudes toward and knowledge of you and your subject. A speech endeavoring to influence a supportive audience will employ very different strategies than would a speech delivered to a hostile audience.

The **temporal context** includes factors such as the time of day and, more importantly, where your speech fits into the sequence of events. For example, does your speech follow another presentation that has taken an opposing position? Is your speech the sixth in a series exploring the same topic?

The **cultural context** has to do with the beliefs, lifestyles, values, and behaviors that the speaker and the audience bring with them and that bear on the topic and purpose of the speech. **Culture** is passed down from one generation to the next through communication rather than through genes. Thus, the term *culture* does not refer to genetic traits such as color of skin or shape of eyes. Culture does include beliefs in a supreme being, attitudes toward family, and the values people place on friendship or money.

Gender can be considered a cultural variable—largely because cultures teach boys and girls different attitudes, beliefs, values, and ways of communicating and relating to one another. In other words, you act like a man or a woman in part because of



PUBLIC SPEAKING CHOICE POINT

Cultural Insensitivity

Ted is giving a speech critical of bullfighting, something he sees as animal cruelty. A significant number of audience members, however, celebrate this as a part of their culture. What options does Ted have for remaining true to his convictions and yet not insulting audience members?

what your culture has taught you about how men and women should act. This does not, of course, deny that biological differences also play a role in the differences between male and female behavior. In fact, research continues to uncover biological roots of behavior once thought entirely learned, such as happiness and shyness.

There are lots of reasons for the cultural emphasis you'll find in this book (and probably in all your textbooks). Most prevalent, perhaps, are the vast demographic changes taking place throughout the United States. Whereas at one time the United States was largely a country populated by Europeans, it's now a country greatly influenced by enormous numbers of new citizens from South and Central America, Africa, and Asia. And the same is true on college and university campuses throughout the nation. With these changes come different communication customs and the need to understand and adapt to these new ways of looking at communication in general and public speaking in particular.

The principles for communicating information and for persuasion differ from one culture to another. For example, appealing to “competitive spirit” and “financial gain” may prove effective with Wall Street executives but ineffective with people who are more comfortable with socialist or communist economic systems and beliefs.

Public Speaking Exercise 1.2

The importance of culture is further explored in Public Speaking Exercise 1.2, “Cultural Beliefs and Your Audience,” on page 17.

Channel

The **channel** is the medium that carries message signals from sender to receiver. Both auditory and visual channels are significant in public speaking. Through the auditory channel you send spoken messages—your words and your sentences. Through the visual channel—eye contact (or the lack of it), body movement, hand and facial gestures, and clothing—you send visual messages. Increasingly, public speaking is mediated; public speeches are frequently delivered in a television studio and heard by millions in their own living rooms or caught on camera and put up on YouTube. Similarly, speeches may be digitally recorded and made available day and night to millions of Internet users. Politicians and business leaders currently post their speeches on websites, blogs, and newsgroups. As video and sound capabilities become more universal, the use of mediated channels is likely to increase in frequency. Advances in technology seem to move computer-mediated communication in the direction of duplicating as many of the elements of face-to-face interaction as possible.

Ethics

Because your speech will have an effect on your audience, you have an obligation to consider **ethics**—issues of right and wrong, or the moral implication of your message. When you develop your topic, present your research, create persuasive appeals, and do any of the other tasks related to public speaking there are ethical issues to be considered (Bok, 1978; Jakska & Pritchard, 1994; Johannesen, 1996; Neher & Sandin, 2007; Tomkins, 2011). You also have ethical obligations in your roles as listener and as critic.

In thinking about the ethics of public speaking and about the many ethical issues raised throughout this text, you can take the position that ethics is



Watch at
MyCommunicationLab
Video: “Mark Knapp Discusses the Ethics of Deception”



Explore at
MyCommunicationLab
Activity: “Ethical Speaking”

objective or that it's subjective. In an objective view you'd claim that the morality of an act—say, a communication message—is absolute and exists apart from the values or beliefs of any individual or culture. This objective view holds that there are standards that apply to all people in all situations at all times. If lying, advertising falsely, using illegally obtained evidence, and revealing secrets, for example, are considered unethical, then they'll be considered unethical regardless of the circumstances surrounding them or of the values and beliefs of the culture in which they occur.

In a subjective view you'd claim that the morality of an act depends on the culture's values and beliefs as well as on the particular circumstances. Thus, from a subjective position you would claim that the end might justify the means—a good result can justify the use of unethical means to achieve that result. For example, you might argue that lying is wrong to win votes or sell cigarettes, but that lying can be ethical if the end result is positive (such as trying to make someone who is unattractive feel better by telling them they look great or telling critically ill patients that they'll feel better soon).

Because of the central importance of ethics in public speaking, each of the following chapters contains an Ethical Choice Point box in which a brief scenario of an ethical dilemma is presented and you're asked to consider your ethical options.

As a preface to these future discussions, consider some of the popular beliefs about ethics, perhaps one or more of which you hold personally. For each of the following statements, place a *T* (for True) if you feel the statement accurately explains what ethical behavior is and an *F* (for False) if you feel the statement does not accurately explain what ethical behavior is.

1. ____ My behavior is ethical when I feel (in my heart) that I'm doing the right thing.
2. ____ My behavior is ethical when it is consistent with my religious beliefs.
3. ____ My behavior is ethical when it is legal.
4. ____ My behavior is ethical when the majority of reasonable people would consider it ethical.
5. ____ My behavior is ethical when it benefits more people than it harms.

These statements are based on responses given to the question “What does ethics mean to you?” which appeared on the Santa Clara University website on Ethical Decision Making.¹ All five of these statements are False; none of them states a useful explanation of what is and what is not ethical. In connection with the explanations below, you may find it interesting to read the comments of others on this little test—see “ABCD: Ethics” at <http://tcbdevito.blogspot.com>.

1. Statement 1 is false simply because people often do unethical things they feel are morally justified. Jack the Ripper killing prostitutes is a good historical example, but there are many current ones such as stalking (*I'm so in love I need to be with this person*) or insurance scams (*My family needs the money more than the insurance company*). Even though Jack, the stalker, and the scam artist may feel justified in their own minds, it doesn't make their behavior moral or ethical.
2. Statement 2 must be false when you realize that different religions advocate very different kinds of behavior, often behaviors that contradict one another. Examples abound in almost every issue of a daily newspaper.

¹www.scu.edu/ethics/practicing/decision/whatisethics.html, accessed March 20, 2009.