PART FOUR

Chapter-by-Chapter

Guide to

*The Art of Public Speaking*

T

he following pages contain guides for using each chapter of *The Art of Public Speaking*. Each chapter guide consists of a list of chapter objectives, an outline of the chapter, discussions of the Exercises for Critical Thinking and the Using Public Speaking in Your Career scenario from the textbook, and additional exercises and activities for classroom use or homework assignments. Student worksheets and surveys are also provided at the end of many of the chapter guides.

The chapter guides are all produced in Microsoft Word so you can easily combine exercises and activities to produce your own handouts and so you can revise the worksheets to adapt them to your individual needs. Headers have been removed from the worksheets so they won’t need to be removed for printing. The page numbers on the worksheets have been moved to the bottom of the page.

CHAPTER 1

Speaking in Public

# Chapter Objectives

*After reading this chapter, students should be able to:*

1. Explain the value of a course in public speaking.
2. Discuss the long tradition of studying public speaking.
3. Identify the major similarities and differences between public speaking and everyday conversation.
4. Explain why a certain amount of nervousness is normal—even desirable—for a public speaker.
5. Discuss methods of controlling nervousness and of making it work for, rather than against, a speaker.
6. Identify the basic elements of the speech communication process.
7. Explain how the cultural diversity of today’s world can influence public speaking situations.
8. Define ethnocentrism and explain why public speakers need to avoid it when addressing audiences of diverse racial, ethnic, or cultural backgrounds.

# Chapter Outline

1. Public speaking is a vital means of communication.
   1. During modern times, men and women around the globe have used public speaking to spread their ideas and influence.
   2. The need for public speaking will touch almost every person at some time in her or his life.
      1. Public speaking helps people succeed in nearly all professions.
      2. Public speaking is a vital means of civic engagement.
      3. Public speaking is a form of empowerment.
2. Public speaking has been taught and studied around the globe for thousands of years.
   1. The importance of effective public speaking has been recognized for millennia in many cultures.
   2. In classical Greece and Rome, public speaking played a central role in education and civic life and was studied extensively.
   3. Over the centuries, many notable thinkers have dealt with issues of rhetoric, speech, and language.
   4. The aim of a public speaking course is to help students apply those methods and strategies.
      1. As students read this book, they should keep in mind that the principles of public speaking are derived from a long tradition and have been confirmed by a substantial body of research.
      2. The more students know about those principles, the more effective they will be in their own speeches, as well as in listening to the speeches of other people.
3. Public speaking and everyday conversation have a number of similarities and require similar skills.
   1. In both, people organize their thoughts logically.
   2. In both, people tailor their message to the audience.
   3. In both, people tell a story for maximum impact.
   4. In both, people adapt to feedback from listeners.
4. There are three key differences between public speaking and everyday conversation.
   1. Public speaking is more highly structured than ordinary conversation.
   2. Public speaking requires more formal language than ordinary conversation.
   3. Public speaking requires a different method of delivery from ordinary conversation.
   4. With study and practice, most people are able to master these differences and expand their conversational skills into speechmaking.
5. One of the major concerns of students in any speech class is stage fright.
   1. It is entirely normal to feel nervous about the prospect of giving a public speech.
   2. Even experienced public speakers have stage fright before their presentations.
   3. There are six major steps students can take to control their nervousness and make it a positive force in their speeches.
      1. One is to take a speech class in which they will learn about speechmaking and gain speaking experience.
      2. Another is to be thoroughly prepared for every speech they present.
      3. It is also crucial that speakers think positively about themselves and the speech experience.
      4. Using the power of visualization is another excellent way to combat stage fright.
      5. Most speakers are also helped by knowing that their nervousness is usually not visible to the audience.
      6. It is also important not to expect perfection when delivering a speech.
   4. In addition, there are a number of specific tips that can help students deal with nervousness.
      1. Be at your physical and mental best when speaking.
      2. Quietly tighten and relax hand or leg muscles while waiting to speak.
      3. Take a few slow, deep breaths before starting to speak.
      4. Work especially hard on your introduction.
      5. Make eye contact with people in the audience.
      6. Concentrate on communicating with the audience rather than on worrying about your nervousness.
      7. Use visual aids to help occupy the attention of the audience.
6. Public speaking helps people develop critical-thinking skills.
   1. Critical thinking involves a number of skills.
      1. Critical thinking involves being able to assess the strengths and weaknesses of an argument.
      2. Critical thinking involves distinguishing fact from opinion.
      3. Critical thinking involves judging the credibility of sources.
      4. Critical thinking involves assessing the quality of evidence.
      5. Critical thinking involves discerning the relationships among ideas.
   2. These—and other—critical-thinking skills are enriched by a public speaking class.
7. There are seven elements of the speech communication process.
   1. Speech communication begins with a speaker.
   2. The message is whatever a speaker communicates to someone else.
   3. The channel is the means by which a message is communicated.
   4. The listener is the person who receives the communicated message.
      1. Everything a speaker says is filtered through a listener’s frame of reference.
      2. Because people have different frames of reference, a public speaker must take care to adapt the message to the particular audience being addressed.
   5. Feedback consists of messages sent from the listener to the speaker.
   6. Interference is anything that impedes the communication of a message.
      1. Interference can be either external or internal.
      2. Successful public speakers work to hold their listeners’ attention despite interference.
   7. The situation is the time and place in which speech communication occurs.
8. Public speakers need to be aware of and responsive to today’s multicultural world.
   1. The United States has become the most diverse society on the face of the earth.
   2. Cultural diversity is more than a U.S. phenomenon.
   3. Diversity and multiculturalism are such basic facts of life in today’s world that they affect many public speaking situations.
   4. It is especially important for public speakers to avoid ethnocentrism.
      1. Ethnocentrism is the belief that one’s own culture or group is superior to all others.
      2. Speakers can avoid ethnocentrism by respecting diverse cultural values.
      3. Speakers can also take specific steps to adapt to listeners of diverse cultural, racial, and ethnic backgrounds.
   5. Listeners also need to avoid ethnocentrism.

# Exercises for Critical Thinking (from text pages 26–27)

1. Think back on an important conversation you had recently in which you wanted to achieve a particular result. (*Examples*: Asking your employer to change your work schedule; explaining to a friend how to change the oil and filter in a car; attempting to talk your spouse or partner into buying the computer you like rather than the one he or she prefers.) Work up a brief analysis of the conversation.

In your analysis, explain the following: (1) your purpose in the conversation and the message strategy you chose to achieve your purpose; (2) the communication channels used during the conversation and how they affected the outcome; (3) the interference—internal or external—you encountered during the conversation; (4) the steps you took to adjust to feedback; (5) the strategic changes you would make in preparing for and carrying out the conversation if you had it to do over again.

**Discussion:** This exercise can be a very effective vehicle for class discussion about the basic elements of the speech communication process and how they interact. By stressing the strategic aspects of everyday conversation, this exercise also points to the similarities between conversation and public speaking. Students should find that much of the strategic thinking that goes into preparing a speech is quite similar to the strategic thinking they often put into ordinary conversation.

2. Divide a sheet of paper into two columns. Label one column “Characteristics of an Effective Public Speaker.” Label the other column “Characteristics of an Ineffective Public Speaker.” In the columns, list and briefly explain what you believe to be the five most important characteristics of effective and ineffective speakers. Be prepared to discuss your ideas in class.

**Discussion:** When this exercise is discussed in class, it provides the basis for generating a set of criteria for effective speechmaking that is agreed upon by the entire class. You, of course, should know ahead of time the criteria you want to stress, so you can direct the class discussion in that direction.

3. On the basis of the lists you developed for Exercise 2, candidly evaluate your own strengths and weaknesses as a speaker. Identify the three primary aspects of speechmaking you most want to improve.

**Discussion:** This exercise encourages students to set specific goals for improving their public speaking. At various times in the term, you and the student can weigh her or his progress against the goals. Some teachers have students reassess their goals every few weeks. At the end of the course, you may want students to judge how well they have met their goals and to reassess their strengths and weaknesses as speakers in light of what they have learned in the course.

# Using Public Speaking in Your Career (from text page 17)

It’s been three years since you graduated from college, and one year since you and your friends launched a mobile app development company. The app, a note-taking and collaboration tool for college students, has taken a while to create, but now you’re ready to unveil it at a regional technology conference. Although you have given a few brief talks since your speech class in college, the conference will be your first major presentation to a large audience.

The closer you get to the day of the speech, the harder it is to control the butterflies in your stomach. There will be approximately 200 people in your audience, including potential investors, rival development companies, and members of the press. All eyes will be on you. It’s important that you come across as confident and well informed, but you’re afraid your stage fright will send the opposite message. What strategies will you use to control your nerves and make them work for you?

**Discussion:** Like the other Using Public Speaking in Your Career scenarios throughout the book, this one is intended to challenge students to apply their critical-thinking skills to a wide range of practical, career-oriented situations. Some of the scenarios have definite correct answers; others, like this one, allow for a wide range of responses and are designed to provide a spur for class discussion. In this case, you can anticipate that students will mention the major strategies discussed in the chapter for controlling stage fright—being fully prepared for the speech, thinking positively, using the power of visualization, recognizing that most nervousness is not visible to the audience, and not expecting perfection—but you should encourage them to come up with others as well.

# Additional Exercises and Activities

1. Show students Malala Yousafzai’s speech to the United Nations General Assembly, delivered July 12, 2013. Video of the speech is available on YouTube (<http://youtu.be/3rNhZu3ttIU>). Use the speech to illustrate the importance of public speaking, cultural diversity in the modern world, and the speech communication process.

**Discussion:** As soon as it was over, Malala Yousafzai’s speech to the United Nations General Assembly was deemed a classic—a remarkable example of how public speaking can empower even the most marginalized. Blogs and newspapers across the world reported that a new, eloquent voice for justice had arrived on the global stage. More impressive was the fact that Yousafzai was only sixteen years old.

Because the speech is relatively brief (around seventeen minutes), you can show it in class and still have time for discussion. Most students come away from the speech impressed with Yousafzai’s confidence in front of one of the most important political organizations in the world. With courage, humility, and resolve, she speaks up for those who cannot speak for themselves.

The speech is useful for illustrating many of the concepts discussed in Chapter 1 of the textbook, but it is particularly useful for illustrating the speech communication process. As students watch the speech, have them pay close attention to the situation, speaker, channel, message, audience, feedback, and interference. You can also use the speech to discuss the importance of public speaking in the twenty-first century. Despite the perception that online communication has rendered public speaking unimportant, Yousafzai’s speech to the United Nations General Assembly is an excellent example of how public speaking remains vital to global political culture.

2. On the first day of class, have students fill out and return the questionnaire on page 57 of this manual. This will give you a pretty clear early picture of the background and needs of the students enrolled in your class.

3. Distribute “How to Succeed in Your Public Speaking Class” (page 58 of this manual) to students during the first week of class.

**Discussion:** “How to Succeed in Your Public Speaking Class” contains a set of useful tips for getting students off on the right foot early in the semester. Because many students approach public speaking with a sense of dread, steps for success can orient them toward their responsibilities and your expectations.

4. Distribute “Tips for Dealing with Speech Anxiety” (page 59 of this manual) to students during the first week of class.

**Discussion:** Like “How to Succeed in Your Public Speaking Class,” “Tips for Dealing with Speech Anxiety” can help students start the semester on the right foot. This handout is particularly useful for students with significant communication apprehension.

5. If your class has a fair number of international students, conduct a class discussion in which the international students compare and contrast common nonverbal signals in their countries with those in the United States.

**Discussion:** Depending on the composition of your class, this can be an excellent way to generate discussion of the nonverbal dimension of intercultural communication. The exercise also sensitizes U.S. students to the communication customs of students from abroad and to the adaptations international students have to make to communicate effectively in the United States. If you begin the discussion with such basic signals as those for “hello,” “goodbye,” “come here,” “okay,” and the like, it will usually move naturally to more complex signals. Given the nature of college students, the discussion will also probably turn at some point to obscene gestures unless you declare that subject off limits.

6. Give students the following assignment: Think of a situation in which you sought to understand the message of, or to convey your own message to, someone from a different culture. The situation might have involved interpersonal communication, public speaking, or a media message such as a film, television program, or online video. Write a brief analysis in which you explain (a) the participants in the communication situation, (b) the message that was meant to be communicated, (c) the difficulty you had communicating—or understanding—the message, (d) the outcome of the situation, and (e) what the situation reveals about the complexity of communicating with people of different cultural backgrounds. Be prepared to present your analysis in class.

**Discussion:** This exercise works best in classes in which a fair proportion of students have had personal communication with people from different cultures. It can provide an excellent vehicle for discussing ethnocentrism and the barriers it poses to intercultural communication. Because students are dealing with their own experiences, the exercise helps make the abstract concept of ethnocentrism more immediate and personal.

7. Over the years a number of metaphors have been used to describe the mix of cultures in the United States. Best known is the melting pot metaphor, which originated in 1908 with *The Melting-Pot*, a play by Israel Zangwill, an English writer of Russian-Jewish heritage. According to this metaphor, the United States is like the kind of huge container used to melt and mix steel and other metals. As immigrants come to the United States, they blend together into one assimilated culture that is stronger than the individual cultures of which it is composed.

A second metaphor compares the U.S. to a set of streams or rivers, each of which is composed of many people from different cultures. The streams or rivers flow separately, maintaining their unique identity until at some point they come together to form a mighty watershed in which the individual streams and rivers are combined into one.

In a third metaphor the U.S. is compared to a garden salad in which different cultures, like the different ingredients in a salad, are combined and tossed to create the final product without losing their individual texture and flavor.

A fourth metaphor likens the U.S. to a giant quilt or tapestry in which people of different cultural backgrounds, like the individual threads and patterns of a tapestry, are woven together to produce the overall design. Like the salad metaphor, in which the various ingredients retain their own texture and flavor, the tapestry metaphor stresses the uniqueness and importance of the individual threads, patterns, and colors out of which the whole fabric is constructed.

After presenting these metaphors to the class, conduct a class discussion in which students consider the strengths and weaknesses of each metaphor for describing the cultural diversity of life in the United States.

**Discussion:** This exercise can be conducted in small groups or with the class as a whole. In either case, it is an excellent vehicle for prompting reflection about cultural diversity in the United States. Here are some issues to consider:

First, although the melting pot metaphor was widely employed through most of the twentieth century, it has fallen into some disfavor in recent years because it does not stress the capacity of cultural groups to maintain their individual identities as they “melt” into a single American culture. Second, the comparison of the U.S. to a set of streams or rivers that combine to form a single body of water allows for the uniqueness of individual cultures until the point at which they merge into a common current. But this metaphor also implies that the streams and rivers are inferior to or less consequential than the great body of water they form when brought together.

Third, in both the salad and tapestry metaphors, individual elements of the whole retain their identity and uniqueness even as they are combined to create a larger entity. Comparing the U.S. to a tapestry, however, suggests that at some point U.S. culture as a whole is an inert, finished product, when in fact it is constantly changing and evolving. The salad metaphor, on the other hand, captures both the dynamic quality of cultural diversity in the U.S. and the distinctiveness of individual cultural groups. For fuller analysis of these metaphors, see Myron W. Lustig and Jolene Koester, *Intercultural Competence: Interpersonal Communication Across Cultures, 7th ed*. (Boston: Pearson Education, 2013), from which this discussion is adapted.

8. Assign a two-minute speech of self-introduction in which students explain a significant aspect of their cultural background and how it has made a difference in their lives. Possible topics might include social customs, family traditions, holidays, clothing, food, religious traditions, sporting activities, and the like. Encourage students to be creative in preparing their speeches and in finding ways to illustrate how the aspect of their culture they choose to explain relates to their personal lives.

**Discussion:** This assignment accomplishes three goals at once. First, it fulfills the need for an introductory, ungraded speech in which students can begin the process of feeling comfortable in front of an audience. Second, it allows everyone in the class to learn something about their fellow students, which is an important step in creating a supportive, cooperative classroom atmosphere. Third, by focusing on the different cultural backgrounds of people in the class, it creates opportunities to discuss cultural diversity and its impact on public speaking in general. For more details on this assignment, see Introductory Speech, Option D, on page 25 of this manual.

9. Assign a two-minute speech in which students introduce one of their classmates to the rest of the class. The speech should focus on some aspect of the cultural background of the person being introduced⎯social customs, family traditions, holidays, clothing, food, religious traditions, sporting activities, and the like. Encourage students to be creative in preparing their speeches and in talking about their classmates.

**Discussion:** This assignment offers an alternative to Additional Exercise/Activity 8 above and accomplishes the same objectives. In preparation for the speech, have students pair off and interview one another. If there is great cultural diversity in your class, arrange the interview pairs so that students interview someone with a substantially different cultural background from their own. Although the interviewing can be done in the last 15 to 20 minutes of the first class meeting, the assignment usually works better if students conduct their interviews out of class. This provides time for longer interviews and gives students a better chance to get to know one another. If this assignment is used for the introductory ice-breaker speech, it should not be graded. For more details, see Introductory Speech, Option B, on pages 24–25 of this manual.

10. Assign an informative speech of five to six minutes in which students explain a significant aspect of a culture different from their own—social customs, family traditions, holidays, clothing, religious traditions, music, sporting activities, educational systems, etc. Research is required for this speech. If students have had direct contact with a foreign culture, they should be encouraged to supplement their research with their personal experience, but the speech is not to be a travelogue or a presentation on “My Summer in Europe” or “My Year as an Exchange Student in Brazil.” However, a speech on how Europeans spend their summer vacations, or on the educational system of Brazil, would be fine.

**Discussion:** Unlike Additional Exercises/Activities 8 and 9, this assignment involves a full-length, graded speech. The objectives with respect to cultural diversity, however, are much the same. Because students are sometimes resistant when they are required to speak on a different culture, it can be helpful to present this as the “World Travel Agency” speech. If you take this approach, tell students that the class is going to travel around the world via their speeches. They will “visit” as many different countries as there are students in the class.

To help students choose topics as quickly as possible, prepare two sets of 3 x 5 index cards. Write the name of a different country on each card in the first set. Then write two or three cultural features on each card in the second set (choose from the features listed at the start of this exercise, or, better yet, add some of your own devising). Put each set of cards in a separate bag and have students randomly pick a card from each bag. When they are finished, they will have a country card (for instance, Italy) and a topic card (including, for example, sports, family traditions, and politics). The student will then speak on one of those three aspects of Italian life.

However students choose their topics, they should be encouraged to be imaginative in composing their speeches. It is not enough to summarize basic information from an encyclopedia or the Internet about the country on which they are speaking. As in any informative speech, students need to explain ideas clearly and think about ways to relate the topic to the audience. They also need to consider using visual aids. Indeed, many teachers require a visual aid for this speech. For further details on this assignment, see Informative Speech, Option D, on page 28 of this manual.

## Student Introduction Questionnaire

**Name**    **Year**

**Major**

What reason(s) do you have for taking this class?

Do you have any specific goals for improving your speaking? What are they? (What would you like to learn how to do? What particular problems would you like to overcome?)

What classes in speech and related fields (such as journalism or English composition) have you had here or at other schools?

What kinds of speaking experiences have you had in your classes, jobs, religious organizations, extracurricular activities, etc.?

When did you give your last speech? What was the topic?

What are your career plans? Will public speaking be important to your career? How so?

## How to Succeed in Your Public Speaking Class

1. **Strive for Perfect Attendance.**Every class session is designed to help you learn and master the skills of public speaking. Some days will be devoted to lecture, others to class discussion or activities, still others to the presentation of speeches. You will learn something important every day—including the days when you listen to your classmates’ speeches. The more faithfully you attend class, the better you will do in the course.

2. **Do the Assigned Readings Before Class.** When you read the assigned material ahead of time, class discussion helps reinforce your understanding of the principles of speechmaking in a way that doing the reading after class (or just before the exam) cannot.

3. **Learn the Language of Public Speaking.** Every area of study has its own specialized language. Terms such as *central idea, specific purpose*, *extemporaneous delivery*, *preparation outline*, and the like are part of the language of public speaking. Be sure you know what these terms mean.

4. **Participate in Class.** In addition to helping you learn the material better, class participation gives you additional experience expressing your ideas in front of others. You owe it to yourself to take advantage of this opportunity.

5. **Ask Questions.** If you have no questions about the textbook, your speeches, or the class in general, you probably aren’t putting much thought into the course. Asking questions is a good way to increase your understanding of the book, to help get ready for speeches, and to feel comfortable with your instructor and classmates.

6. **Spend Lots of Time Working on Your Speeches.** To get a sense of the time commitment required for this class, think of each major speech assignment as the equivalent of writing a paper in a composition class. The process of preparing a speech includes choosing a topic, narrowing the topic to a specific purpose, researching the topic, determining the main points to develop in the speech, writing a carefully organized outline, preparing visual aids to accompany the speech, and rehearsing the speech so you can deliver it fluently and confidently. Doing all of this well requires a great deal of effort. The more time you spend working on your speeches, the better they will be. Many B speeches could become A speeches with a little more work.

7. **Begin Working on Your Speeches Well in Advance.** Because it takes a lot of time to prepare an effective speech, it is vital that you begin working on your speeches as soon as they are assigned. This way you will be able to spend the night before your presentation fine-tuning your delivery rather than feverishly writing your conclusion. In addition to giving you plenty of time to accomplish all the stages of speech preparation, starting early will help you avoid the dangers of plagiarism that arise when students leave their speech preparation to the last minute.

8. **Get Feedback on Your Speeches.** Most instructors are willing to look at several drafts of a speech and make suggestions for improvement. You can also get feedback from family, friends, roommates, and classmates. They may not be able to give as much advice as your instructor, but they can tell you if you are saying “um” or looking down at your notes too often. Whatever you do, take advantage of feedback that can help you become a better, more confident speaker.

## Tips for Dealing with Speech Anxiety

As your textbook explains, most people are nervous when faced with the prospect of giving a speech. Your aim is not to get rid of your nerves, but to manage them so they will work for you rather than against you. Learning to do so takes practice—just as it takes practice to improve other aspects of speechmaking. You can begin by following the suggestions for dealing with nervousness explained on pages 10–16 of your textbook. In addition, try the tips listed below. Over the years, many students have found them to be extremely helpful.

1. Get to know the people in your class and find out how they feel about giving speeches. Many students report—especially at the beginning of the term—that when they arise to speak, they look up from their notes to see “all those eyes on me.” Get to know “those eyes.” When you do, you will find that behind them are people who are just as nervous as you are.

2. Don’t worry that people in the audience will see your nervousness. In most cases, students who are certain the audience can see their shaky hands and legs are told by their classmates, “Gee, I thought you looked really calm!” Remember that you are much more aware of your nervousness than are other people. If by chance your nerves do show, you will find your classmates to be extra supportive rather than extra critical.

3. Be prepared. Some students put off working on their speeches because they are nervous about the prospect of speaking. Unfortunately, waiting until the last minute to work on a speech only increases your tension and will result in a lower grade as well. Give yourself a chance to succeed. Take time to prepare your speeches well in advance.

4. Don’t get flustered by the faces of audience members as you speak. Although public speakers need to be alert to audience feedback, it’s important for beginning speakers to know that, despite your best efforts, some listeners will look interested and some will not. Those who do not look interested may be tired, may be worrying about their own speech, or may just have bad listening habits. Don’t let them throw you off track.

5. Visualize family members and friends in the audience. Pick out three chairs—one on each side of the room and one in the middle. Now visualize a supportive family member or friend in each chair. Be specific in your mental imaging. Visualize what they are wearing, how they are sitting, the positive expressions on their faces, the way they nod their heads in support of your ideas, etc. Practicing this visualization at home as you rehearse your speech will make it even more effective.

6. Don’t worry that a single mistake will ruin your speech. Some students worry that they will look like a fool if their hands shake or their voice trembles. Or they think their whole speech is ruined if they forget what they are going to say for a moment. But one mistake does not destroy an entire speech any more than missing one question on an exam means that you will fail the entire test. Remember that you will be graded on many aspects of your speech other than delivery—including topic selection, research, organization, supporting materials, audience adaptation, language use, and the like. If you stumble for a moment or two in your delivery, you can still do very well on the speech as a whole.