

THE CHALLENGE OF

Effective



Speaking

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

14

FOURTEENTH EDITION



The Challenge of Effective Speaking, Fourteenth Edition

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

Publisher: Lyn Uhl
Executive Editor: Monica Eckman
Senior Development Editor: Greer Lleuad
Assistant Editor: Kimberly Gengler
Editorial Assistant: Kimberly Apfelbaum
Associate Technology Project Manager: Jessica Badiner
Marketing Assistant: Mary Ann Payumo
Marketing Manager: Erin Mitchell
Senior Advertising Project Manager: Shemika Britt
Senior Content Project Manager: Lauren Wheelock

Senior Art Director: Maria Epes
Print Buyer: Susan Carroll
Permissions Editor: Roberta Broyer
Production Service: Lachina Publishing Services
Text and Cover Designer: Jerry Wilke
Photo Researcher: Christina Micek
Copy Editor: Lachina Publishing Services
Cover Printer: Quebecor Dubuque
Compositor: Lachina Publishing Services
Printer: Quebecor Dubuque

© 2008 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in the United States of America
1 2 3 4 5 6 7 09 08 07 06 05

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
1-800-423-0563
For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>.
Any additional questions about permissions can be submitted by email to thomsonrights@thomson.com.

ExamView® and *ExamView Pro®* are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

© 2008 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2007931159

Student Edition: ISBN-13: 978-0-495-50217-3
ISBN-10: 0495-50217-0

Instructor's Edition: ISBN-13: 978-0-495-50348-4
ISBN-10: 0-495-50348-7

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

Asia (including India)
Thomson Learning
5 Shenton Way
#01-01 UIC Building
Singapore 068808

Australia/New Zealand
Thomson Learning Australia
102 Dodds Street
Southbank, Victoria 3006
Australia

Canada
Thomson Nelson
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

UK/Europe/Middle East/Africa
Thomson Learning
High Holborn House
50-51 Bedford Row
London WC1R 4LR
United Kingdom

Latin America
Thomson Learning
Seneca, 53
Colonia Polanco
11560 Mexico
D.F. Mexico

Spain (including Portugal)
Thomson Paraninfo
Calle Magallanes, 25
28015 Madrid, Spain

Introduction to Public Speaking

1



© David Young-Wolff/PhotoEdit

All the great speakers were bad speakers at first.

**Ralph Waldo Emerson, "Power,"
The Conduct of Life (1860)**

What's Ahead

HERE'S WHAT'S AHEAD IN THIS CHAPTER:

1. At what point(s) should you consider your audience in the speech planning and speech making processes?
2. In what ways might you adapt your speech based on the setting in which you will present your speech?
3. What are some ways in which effective public speaking skills will empower you?
4. What does it mean to be an ethical speaker?
5. Why is it necessary to cite sources orally while presenting your speech?

When Tom Simmons, a candidate for council, was invited to speak at the University Forum, he presented his views on the role of government in education.

As Marquez, Bill, and Glenna drove home from the movie they had seen, Bill said he thought the movie deserved an Academy Award nomination and asked the others if they agreed. Marquez listened carefully and then gave two reasons he thought the movie failed to portray characters realistically.

As Heather and Gavin were eating dinner, Heather tried to explain why she was upset with the attention he was paying to Susan.

At the monthly meeting of the Engineering Department, Nancy Bauer, a purchasing clerk, gave a speech on how to fill out the new online requisition form all engineers would be using when ordering parts for newly designed machines.

Who would you identify in these four situations as giving a speech? You're probably thinking that since Tom and Nancy knew that they were expected to speak to a group, they prepared, so they certainly were giving a speech. True. But isn't it likely that since Heather had been thinking about Gavin's attentiveness to Susan for a while, she had prepared as well? And since Marquez was asked a direct question, didn't he have to come up with an answer that made sense, an answer that he had probably been mulling over as he watched the movie?

The point? This course focuses on developing your public speaking skills, but you will be able to draw on these skills across a variety of settings, including work-related meetings, personal business transactions (such as negotiating to buy a new car), and personal relationships. In short, practicing public speaking skills will help you present your ideas more informatively and more persuasively in any setting.

In this chapter, we begin by situating public speaking within various settings we call communication contexts. Next we describe the communication process that occurs during a speech. Then we consider how building public speaking skills empowers us and challenges us to behave ethically.

Communicating in Context

Public speaking is only one context, or setting, in which we communicate. We also communicate in small groups, in one-to-one relationships, on the telephone, over the Internet, and on radio and television, as well as in newspapers, magazines, and newsletters. Communication research reveals five such contexts: intrapersonal, impersonal, interpersonal, small group, and public.¹ Public speaking occurs in the public communication context. To select the most appropriate strategies for communicating in a public context, it is important to understand public communication as it relates to the other contexts.

Intrapersonal communication is communicating with yourself. Usually this is not done orally but by thinking through choices, strategies, and the possible consequences of taking action. When you sit in class and consider what you'll have for dinner tonight, you are communicating intrapersonally. Much of our intrapersonal communication occurs subconsciously.² When you drive into your driveway "without thinking," you're communicating intrapersonally on a subconscious level. When you present a speech, intrapersonal communication might occur when you notice confused looks on your listeners' faces as you explain a complex process and, subsequently, you decide to rephrase your explanation.

Impersonal communication is communication between two people about general information.³ When you say "hi" to a passing stranger or when you talk about the weather with a grocery store checker, you are communicating impersonally. When you present a speech, impersonal communication might occur when you share introductory remarks about current events or the speaking occasion before you move on to the actual body of your speech. These impersonal comments don't relate directly to the speech but can signal to your audience that they need to get ready to listen.

Interpersonal communication is communication between two people who already have an identifiable relationship with each other.⁴ When you stop to chat with a friend between classes about weekend plans, how your family is, or what you did last night, you are engaging in interpersonal communication. You are also communicating interpersonally when you have a heart-to-heart talk with a close friend or family member. Interpersonal communication sometimes occurs in a public speech when a speaker supports a main point by telling a story about his or her experiences.

Small group communication is communication that occurs in a group of about three to ten people.⁵ There are many kinds of small groups; examples include a family, a group of friends, a group of classmates working together on a class project, and a management team in the workplace.⁶ Some research suggests there are more small groups in the United States than there are people! In the public communication context, small group communication occurs when a group of people is asked to make a public presentation. When you are part of such a group, your own success is directly related to how effectively group members work together to develop ideas and how effectively the group functions in presenting those ideas.

Public communication takes place among audiences of more than about ten people. One form of public communication is mass communication, defined as communication produced and transmitted via media to large audiences. Another form is a **public speech, or oration**, defined as a sustained formal presentation made by a speaker to an audience. When you give oral presentations in class, you are essentially giving a public speech. Teachers engage in public speaking when they lecture. So do masters of ceremonies who introduce other speakers or entertainers, actors who accept awards, and corporate managers when they run large meetings. Presiding officers of clubs engage in public speaking when they conduct meetings; so do parents when presenting their ideas about educational issues to school boards or other officials. And the list goes on.

public speech, or oration a sustained formal presentation made by a speaker to an audience

Public speaking is much more prevalent in our day-to-day lives than most of us realize. Improving our ability to speak effectively in public is crucial to achieving important goals for ourselves, our families, and our communities. As you read this book and give speeches in class, you'll learn all the steps you need to take to build and improve your public speaking skills. To get you started, let's take a quick look at what makes up the process of public speaking.

Public Speaking Is an Audience-Centered Process

More than 2,000 years ago, the Greek philosopher Aristotle observed, “The audience is the end and object of the speech.” What he meant was that the eloquence of your words is irrelevant if the words are not heard by, are not understood by, or do not affect the people to whom you are speaking. The same is true today. As a speaker, you have a specific goal in mind that you want to achieve when you speak. How effective you are at attaining that goal will depend on whether people in your audience listen to, understand, and perhaps act on what you say.

The public speaking effectiveness process model (Exhibit 1.1) depicts the central role played by your audience during both speech planning and speech making. During the speech planning process, your careful analysis of the audience, the speaking context, and your speech planning skills will guide you as you develop your speech action plan. During the speech making process, you can use the audience feedback you receive to alter your planned speech so that your audience is better able to listen, understand, or be motivated to act. Let’s briefly discuss each element of this model: audience, speaking context, speaker, speech planning process, speech making process, and speech effectiveness.

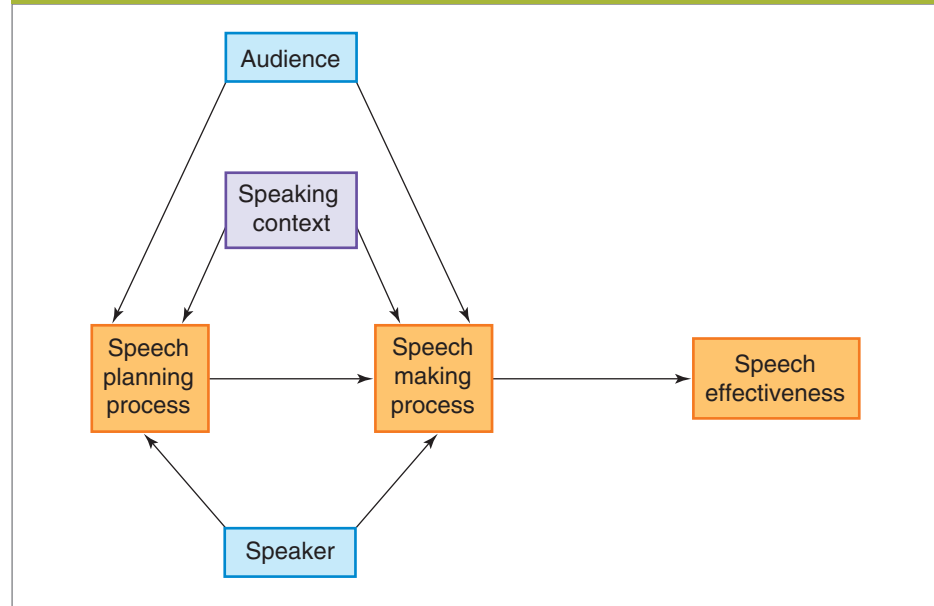
audience the specific group of people to whom the speech is directed

audience analysis a study made to learn about the diverse characteristics of audience members and then, based on these characteristics, to predict how audience members are apt to listen to, understand, and be motivated to act on your speech

Audience

The **audience** is the specific group of people to whom your speech is directed. An effective speech planning process begins with studying your audience. **Audience analysis** is a study made to learn about the diverse characteristics of audience members and then, based on these characteristics, to predict how audience members are apt to listen to, understand, and be motivated to act on your speech. Armed with an understanding of your specific audience, you are in a better position to develop a speech plan whose specific goal, organizational

EXHIBIT 1.1 The public speaking effectiveness process model



pattern, and examples, statistics, and other supporting material are suited to your particular audience's needs. For example, if the audience analysis reveals that most audience members are younger than 25, a speaker who has decided to speak on the internment of Japanese Americans during World War II may need to provide more detailed background information than would be needed for an audience whose members were adults during World War II.

During the speech making process, your audience members give you **audience feedback**—nonverbal and occasionally verbal cues that indicate audience members' reactions to what the speaker is saying. If you pay attention to these cues, you can deviate from your speech plan to help meet audience needs that the feedback communicates. For example, after quickly defining a key term and giving a short example, Ethan notices a number of audience members looking quizzical. Even though he had not planned to do so, Ethan should use this feedback and redefine the term using simpler words and even give another detailed example. In this way, he alters his speech plan to meet a need he has identified through audience feedback.

audience feedback nonverbal and verbal cues that indicate audience members' reaction to what the speaker is saying

Speaking Context

The **speaking context** is comprised of physical, cultural, historical, and psychological factors in the setting in which your speech is presented. The speaking context affects how your audience members perceive the speech.

speaking context the physical, cultural, historical, and psychological factors in the setting in which your speech is presented

The **physical setting** includes location, size of room, seating arrangement, distance between audience and speaker, time of day, room temperature, and lighting. These factors work together to create a physical context that can aid or detract from your speech. For example, if an audience of 50 people listens to a speech you present in a dimly lit auditorium with a capacity of 500 people where you are on a raised platform at a distance from the audience and use a microphone, they are likely to perceive you as impersonal and find it difficult to remain attentive to what you are saying. But an audience of 50 that listens to you give that same speech in a well-lit room designed for 60 people, where you stand within five feet of the first row and use only a small lectern to hold a few notes, is likely to perceive you as personable and pay better attention to what you say.

physical setting the location, size of room, seating arrangement, distance between audience and speaker, time of day, room temperature, and lighting

The **cultural setting** is comprised of the values, beliefs, meanings, and social mores of specific groups of people to which your audience members belong that help members of that group form and interpret messages. During the speech preparation process, you will try to understand how your cultural background meshes with that of your audience and adapt the speech message to ensure that it can be accurately interpreted within your audience members' cultural frame. Because early U.S. immigrants came from western European countries, U.S. public speaking practices have been rooted in western European culture. Today, we are a more diverse country with more heterogeneous cultural backgrounds. As a result, you may no longer expect that the members of your audience subscribe to western European imperatives. Understanding not only who is in the audience, but also how their cultural background differs from yours, is important during speech preparation and presentation. For example, in western European culture, feedback to speakers is primarily nonverbal. It would be considered rude for an audience member to speak out during a public address. In African American and other cultural settings, however, it is common for audience members to provide verbal feedback during a speech. Generally, this feedback affirms and encourages the speaker.

cultural setting the values, beliefs, meanings, and social mores of specific groups of people to which your audience members belong

The **historical setting** is comprised of events that have occurred prior to the speech that are related to your speech topic, to you as a speaker, to previous speeches given by you with which audience members are familiar, or other

historical setting events that have already occurred that are related to your speech topic, to you as a speaker, to previous speeches given by you with which audience members are familiar, or to other encounters that audience members have had with you



© Bobi Daemirich/PhotoEdit

How do the setting and the occasion dictate what a speaker will talk about at a graduation ceremony?

psychological setting the feelings, attitudes, and beliefs of individual audience members that affect how your speech message is perceived

speaker the source or originator of the speech

speech planning process the system that you use to prepare a speech

encounters that audience members have had with you. The historical setting can predispose an audience toward or against your topic or you as a speaker. For example, a speech on police–community cooperation given by the long-established local president of the Fraternal Order of Police is likely to be viewed differently from a similar speech given by a newly elected president.

The **psychological setting** is comprised of the moods, feelings, attitudes, and beliefs of the individual audience members that affect how your speech message is perceived. As you prepare your speech, you need to consider how individual audience members' psychological makeup is likely to affect how they listen to your speech. For example, a professor who has just returned a test on which most students performed poorly may have a rough time engaging their attention in the lecture that follows. Student audience members may feel resentment toward the professor and have trouble listening to what is said.

Speaker

The **speaker** is the source or originator of the speech. As the speaker, what you discuss and the language you use to express those ideas will depend on your own interests, beliefs, background, and public speaking skills. You will choose topics that you care about, know something about, and want to inform or persuade others about. Your experiences will influence the attitudes

and beliefs that you express in the speeches you give. For example, after a drunk driver killed her daughter, Candace Lightner began speaking out about the lenient treatment afforded those who drove drunk. Her speeches on this issue led her to become a cofounder of MADD, Mothers Against Drunk Driving. Although your speeches may not lead you to found a social movement, how well you communicate your ideas will depend on your public speaking skills. In this course, you will learn the skills you will need to craft and deliver effective speeches and presentations.

Speech Planning Process

Whereas most of our day-to-day interactions occur without much forethought on our part, most of the speeches and presentations that we give are based on preparation. The **speech planning process** is the system that you use to prepare a speech. All of us have heard lectures, speeches, and presentations that were disorganized, boring, and difficult to follow. We may have even commented that the speaker needed to do more to prepare. In this course, you will learn a proven six-step process that will enable you to plan effective speeches. The six steps in this process are (1) selecting a specific speech goal that is appropriate for your audience and occasion, (2) developing a strategy for audience adaptation, (3) gathering and evaluating information to use in your speech, (4) organizing and developing information into a well-structured outline, (5) choosing visual and other presentational aids that are appropriate for your audience, and (6) practicing your speech wording and delivery. You will learn more about these six steps in Chapter 2.

Speech Making Process

Once you have carefully prepared your speech, you still have to deliver it to your audience. **Speech making** is this process of actually presenting a speech to the intended audience. Although you may be nervous before an audience, your planning will give you confidence and allow you to focus on helping the audience understand your message rather than focusing your attention on your discomfort. During your presentation, you will be conscious of what you have planned to say, but you will also respond to audience feedback and adjust to how your audience is receiving your speech. When you are well prepared, you will be comfortable deviating from your planned material to expand on definitions, offer additional examples, or vary your pace in response to audience members' needs.

Speech Effectiveness

When you give a speech, your goal is to communicate with your audience members. You will be effective if, when you have finished speaking, the members of your audience have remained attentive, have understood what you have said, remember the main ideas you have spoken about, and are motivated to use what they have learned from you. Thus, **speech effectiveness** is the extent to which audience members listen to, understand, remember, and are motivated to act on what a speaker has said. All effective public speeches have one thing in common: They are audience-centered. More specifically, they are audience-centered in their content, their structure, and their delivery. Later chapters will go into much more detail about these speech qualities, but let's take a quick look at them now.

AN EFFECTIVE SPEECH IS AUDIENCE-CENTERED

Effective public speakers are **audience-centered**. Being audience-centered means considering who your listeners are and how your message can best be tailored to their interests, desires, and needs.⁷ When listening to an audience-centered speech, audience members sense that the speaker cares about them enough to offer ideas in ways that make sense, are relevant, reflect careful research, and sound interesting. Essentially, you are audience-centered when you demonstrate honesty and respect for your listeners by selecting an appropriate topic, developing and organizing the content in a way that is easy for your audience to hear, rehearsing your delivery, and presenting the speech so that it meets your audience's needs.

AN EFFECTIVE SPEECH INCLUDES AUDIENCE-APPROPRIATE CONTENT

The content of a speech is the information and ideas you present. It encompasses your purpose for giving the speech, the main ideas you will present, and the evidence you use to develop your main ideas. Evidence clarifies, explains, or supports your main ideas. It includes facts, expert opinions, and elaborations, and it comes from your own experiences as well as from research materials you collect. Effective evidence has sufficient breadth and depth. *Breadth* refers to the amount and types of evidence you use. *Depth* is the level of detail you provide from each piece of evidence. The ideas you choose to present depend on what is appropriate for your audience, and you adapt your content so that it includes listener-relevance links, which are statements of how and why the ideas you offer are of interest to your listeners.

speech making the process of presenting a speech to the intended audience

speech effectiveness the extent to which audience members listen to, understand, remember, and are motivated to act on what a speaker has said

audience-centered considering who your listeners are and how your message can best be tailored to their interests, desires, and needs

SPEECH SNIPPET

Being Audience-Centered

Kris's first speech was a speech of self-introduction. Her audience was her classmates, a diverse group of men and women with a variety of life experiences. In planning what to say, Kris decided to concentrate on how who she is led to her major. In this way, she hoped to help her audience know her by comparing her academic journey to their own.

SPEECH SNIPPET

Content

Kris decided to talk about how growing up in a resort town influenced her plans to study hospitality management; how being an identical twin contributed to her decision to attend this college; and how she hoped to use her major to work in a ski resort where she could help children with disabilities learn to snowboard. She made sure her content was audience-centered by focusing on the importance of pursuing one's dreams when selecting a major and a career goal.

SPEECH SNIPPET

Macrostructure

Kris decided that the most logical way to present her main ideas was chronologically. She would begin by talking about being a twin, then discuss how her upbringing influenced her choice of majors, and she'd conclude with her dream of teaching kids with disabilities to snowboard. She planned to use people's curiosity about twins to pique interest during her introduction, and she planned a conclusion that would challenge her audience to pursue their passions.

macrostructure the overall framework you use to organize your speech content

microstructure the specific language and style choices you use as you frame your ideas and verbalize them to your audience

SPEECH SNIPPET

Microstructure: Rhetorical Devices

Kris wanted to maintain her audience's attention as she began her first main point, so she practiced using the rhetorical device called *hypophora*, when the speaker raises a question to pique the audience's curiosity and then answers it: "Have you ever looked into a mirror, seen your reflection, and then realized that the reflection in the mirror wasn't really you? No? Well, as weird as it may seem to you, I've had this experience many times in my life. You see, I have an identical twin sister."

AN EFFECTIVE SPEECH IS WELL STRUCTURED

The structure of a speech is the framework that organizes the content. A clear structure helps your listeners follow your ideas so they can understand the points you are making.⁸ You will develop a clear structure by working on both the macrostructure and the microstructure of your speech.

Macrostructure is the overall framework you use to organize your speech content. It has four elements: the introduction, body, conclusion, and transitions. The introduction is the beginning segment of the speech and should be structured so that you build audience interest in your topic and preview what you are going to say (you tell them what you are going to tell them). The speech body contains the main ideas and supporting material you have decided to present; it is organized into a pattern that makes the ideas easy for the audience to understand and remember (you tell them). The conclusion ends the speech, reminds the audience of your main ideas, and motivates them to remember or act upon what you have said (you tell them what you told them). The macrostructure of your speech also includes transitions, which are the words or phrases you use to move from one idea to the next.

You have studied macrostructure throughout your education as you learned to write. Now, however, you will be learning how to adapt it to oral messages. You'll see that careful attention to macrostructure is more important when you craft a speech than when you write an essay. A reader can easily reread a poorly written essay to try to understand your intent, but an audience does not usually have the opportunity to rehear your speech. So, as you prepare each of your speeches, you will need to develop an organizational framework that enables your audience to quickly understand and easily remember the ideas you present. In Chapters 7 and 8, you will learn how to develop a macrostructure suited to your topic and audience.

Whereas macrostructure is the overall framework you design for your speech, **microstructure** is the specific language and style choices you use as you frame your ideas and verbalize them to your audience. Pay careful attention to microstructure while practicing and delivering your speech so that you can present your ideas with words that are instantly intelligible and guide your audience to thoughts that are consistent with your own. Practicing and using words that are accurate, clear, vivid and appropriate will help you accomplish your speaking goal.

As your practice wording, you can also plan to use microstructural rhetorical devices. These language techniques are designed to create audience attention, hold interest, and aid memory. Again, from your composition classes, you may be familiar with techniques such as alliteration, onomatopoeia, personification, and other rhetorical devices. In Chapter 10, you will learn how to frame your ideas using effective rhetorical devices that make it easy for your audience to understand and remember the ideas in your speech.

AN EFFECTIVE SPEECH IS DELIVERED ENTHUSIASTICALLY

Delivery is how you use your voice and body to present your message. The manner in which a speech is delivered can dramatically affect the audience's ability to listen to, understand, remember, and act on the ideas presented. Speakers whose voice and body actions have a conversational quality encourage audience members to listen. When speakers use appropriate volume, rate, pronunciation, and enunciation, they make their message easier for the audience to understand. When speakers are expressive and enthusiastic, listeners are more likely to remember and act on what has been said. In fact, listeners often are more persuaded by the manner in which a speech is delivered than by the words used.⁹

Speaking conversationally means sounding as though you are having a spontaneous conversation with your audience rather than simply reading to

them or performing in front of them. **Speaking expressively** means using various vocal techniques so you sound a bit more dramatic than you would in casual conversation. Some common vocal techniques used in speeches include speaking more quickly or loudly to underscore your attitudes or emotional convictions, stressing key words or phrases, and pausing strategically to call attention to important ideas.

As you may already know, nonverbal communication is just as important as verbal communication in conveying messages. Effective speakers know this and use their eyes, face, stance, and hands to help them deliver a speech. For example, they make eye contact with audience members rather than focusing solely on their notes, and they use appropriate facial expressions to reflect their conviction about their topic. They stand with poise and confidence, they avoid fidgeting, and they use gestures to reinforce important points.

For an example of a speech of self-introduction, read Kris's outline for her entire speech at the end of this chapter. There you'll see the culmination of her efforts to make her speech audience-centered and well structured.

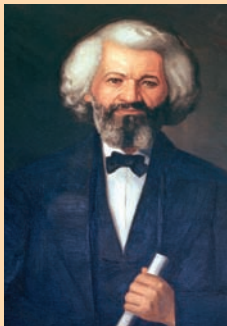
speaking conversationally Sounding as though you are having a spontaneous conversation with your audience rather than simply reading to them or performing in front of them

speaking expressively Using various vocal techniques so you sound a bit more dramatic than you would in casual conversation

SPOTLIGHT ON SPEAKERS

Frederick Douglass *This Fourth of July Is Yours, Not Mine*

Portrait of Frederick Douglass (1817–96) (oil on canvas)
Frederick Douglass National Historic Site, Washington,
USA, American School, The Bridgeman Art Library



The U.S. Constitution makes it clear that we are to be a nation of free people. Yet throughout much of the nineteenth century, Frederick Douglass felt anything but free. Born into slavery and separated from his parents at birth, Douglass managed to escape and then devoted his life to addressing the

moral, legal, and ethical issues of this wicked social system. Douglass saw in speech making a way to empower himself and his people who were still enslaved. Much sought after as a lecturer, Douglass was invited to give a speech in 1852 in Rochester, New York, at a Fourth of July celebration where the audience was primarily white.

In his speech “What to the Slave Is the Fourth of July?” Douglass gives a powerful oration on the meaninglessness of this day. In this short excerpt, notice how Douglass uses the irony of this situation to his advantage:

Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn.

Through this moral appeal, Douglass shares his personal testimony and alludes to his vision for change. Like Douglass, you too can be *empowered* by the speaking process. Frederick Douglass's vision and his single voice earned him the respect and honor of many, including an appointment as adviser to President Lincoln. But more important, his strong words helped bring about change—an amendment—to a constitution that claimed liberty for all.

To Think About

- ◆ What social issue today is particularly important to you and why?
- ◆ What type of speech might you prepare about this issue?
- ◆ How would doing so serve to empower you?

Public Speaking Skills Empower

You may be taking this course because it is required, but we believe this may be the single most important course you take during your college career. Why? Because developing public speaking skills empowers you in four ways.

First, developing public speaking skills empowers you to communicate complex ideas and information in a way that all members of the audience can understand. Many of us have had the experience of understanding something

but being unable to explain it clearly to others. Most of us have had an unfortunate experience with a teacher who “talked over our heads.” The teacher understood the material but was unable to express it clearly to us. When we can express our ideas clearly, we are more likely to share them. When others understand our ideas, they learn from us.

Second, developing public speaking skills empowers you to influence the attitudes and behavior of other people. We seem to be trying constantly to influence others. Have you ever tried to get a classmate to lend you her notes? Or tried to get an airline to change a reservation without charging a fee? Have you tried to get your boss to give you an extra shift at work? Or tried to get a professor to change a grade you received? When we thoughtfully articulate the reasons for our positions and requests, others are more likely to comply with our wishes. Public speaking skills equip us to fashion arguments that others may find compelling.

Third, mastering public speaking skills empowers you to achieve your career goals. Studies show that for almost any job, one of the most highly sought-after skills in new hires is oral communication skills.¹⁰ So, whether you aspire to a career in business, industry, government, education, or almost any other field you can name, communication skills are a likely prerequisite to your success. Moreover, most jobs require people to present oral reports and proposals and to train coworkers. Although you might be hired on the basis of your technical competence, your ability to earn promotions will depend on your ability to communicate what you know to others, including your boss, your clients, and your colleagues.

Fourth, public speaking skills empower you to participate in our democratic processes. Free speech is a hallmark of our democracy. The strategies and policies our government adopts are a direct result of the debate that occurs across the nation and in our executive, legislative, and judicial branches of government. When you are equipped with sound public speaking skills, you will have the confidence to speak out in town hall meetings and other settings and voice your ideas on important public issues.

Public Speaking Challenges Us to Behave Ethically

Today, as in times past, we expect a speaker to behave ethically. **Ethics** are a set of moral principles that a society, group, or individual holds that differentiate right from wrong and good behavior from bad behavior. (To read a thorough discussion about ethics and what they involve, go to your ThomsonNOW for *Challenge* to access **Web Resource 1.1: The Basics of Ethics**. To learn how to get started with your ThomsonNOW and other online textbook resources, see the inside front and back covers of this book.) Regardless of whether the setting for your speeches is a classroom, a boardroom, the campaign trail, or the floor of a legislative body, you have ethical responsibilities to your listeners.

Speakers are ethical when they conform to standards of moral behavior that are expected in public speaking situations. What standards are we expected to conform to? Five generally agreed upon standards are honesty (not to lie, cheat, or steal), integrity (holding sound moral principles), fairness (behaving justly), respect (showing consideration), and responsibility (being accountable). If you look at these closely, you’ll see that these terms are quite general and abstract. But there are two specific behaviors that are fundamental to ethical speaking:

1. Ethical speakers tell the truth. Telling the truth is showing honesty in behavior. An audience expects that what you tell them will be true—not made



ethics a set of moral principles that a society, group, or individual holds that differentiate right from wrong and good behavior from bad behavior

up, not your personal belief presented as fact, and not an exaggeration. If, during or after your speech, members of your audience doubt the accuracy of something you have said, they are likely to reject all of your ideas. To make sure that what you say is truthful, you will want to research your topic carefully and present both sides of controversial issues accurately.

2. Ethical speakers fully credit sources for their ideas. Fully **crediting ideas**—giving the sources of the information you use—is ethical. Presenting others’ ideas as your own or refraining from identifying questionable sources is unethical. For instance, saying “The overwhelming majority of people have a pessimistic view of ethics and morality in this country” is less ethical than saying “According to a Gallup poll cited in a June 28, 2003, *Christian Century* article, ‘Seventy-seven percent of Americans rated current ethics and morality as fair or poor.’”¹¹

crediting ideas giving the sources of information you use

In many cases, failing to cite sources is **plagiarism**—stealing and passing off the ideas, words, or created works of another as one’s own without crediting the source. Unfortunately, plagiarism is all too common. According to a 2002–2003 survey of 3,500 graduate students at U.S. and Canadian universities, “23 percent to 25 percent of students acknowledged one or more instances of ‘cutting and pasting’ from Internet sources and/or published documents.”¹² Moreover, 38 percent of undergrads admit to committing such online plagiarism in the past year (2003).¹³ In the classroom setting, plagiarism can lead to failing an assignment or the course or to suspension from school. In public speaking settings, it can undermine speaker credibility, result in lawsuits, and ruin promising careers.

plagiarism the unethical act of representing another person’s work as your own

How can you recognize and avoid plagiarism? Caroline McCullen cites three common methods of plagiarism:¹⁴

1. If you change a few words at the beginning, in the middle, or at the end of the material, but copy much of the rest, you are plagiarizing.
2. If you paraphrase the unique ideas of another person and do not credit that person, you are plagiarizing.
3. If you purchase, borrow, or use a speech prepared by another and present it as original, you are plagiarizing.

Crediting sources is also important because where ideas originate is often as important as the ideas themselves. For example, the faith that an audience may place in a statistic on global warming will depend on the source. If the statistic comes from an article by a renowned scientist in a respected peer-reviewed journal, it is likely to have more credibility than if it comes from the personal web page of someone with unknown credentials. Ethical speakers are careful to acknowledge the sources of controversial ideas, especially when the information is damaging to an individual or institution.

Throughout this text, we will continue to discuss ethical standards for public speaking. Likewise, we will consider more specific ethical issues as we discuss topic selection, audience analysis, selection and use of supporting information, construction and use of visual aids, speech language, delivery, reasoning, use of emotional appeals, establishing credibility, and refutation.

Most of the ethical principles we will present are drawn from what is commonly accepted to be ethical behavior in the United States. But we will note where standards differ across cultures and how these differences lead to alter-



© Christopher Morris/Black Star/PictureQuest

Ethical speakers embody the behaviors they advocate for others. President Jimmy Carter and his wife, Rosalynn, have long advocated for Habitat for Humanity, an organization they both volunteer for.

native ethics. Because ethical behavior is central to public speaking, in each chapter you will find a Reflect on Ethics box like the one on this page. These short cases challenge you to think through your ethical responsibilities as a speaker.

To learn more about ethics, check out the website for the Markkula Center for Applied Ethics at Santa Clara University. Go to your ThomsonNOW for *Challenge* to access **Web Resource 1.2: Ethics Connection**. (To learn how to get started with your ThomsonNOW and other online textbook resources, see the inside front and back covers of this book.)



REFLECT ON ETHICS

Nalini sighed loudly as the club members of Toastmasters International took their seats. It was her first time meeting with the public speaking group, and she didn't want to be there, but her mom had insisted that she join the club in the hopes that it would help Nalini transfer from her community college to the state university. It wasn't that the idea of public speaking scared Nalini. She had already spent time in front of an audience as the lead singer of the defunct emo band Deathstar. To Nalini's mind, public speaking was just another type of performance, like singing or acting, albeit a stuffy form better suited to middle-aged men and women than people her own age, a sentiment that explained why she wanted to be elsewhere at the moment.

After the club leader called the meeting to order, he asked each of the new members to stand, introduce themselves, and give a brief speech describing their background, aspirations, and reasons for joining the club. "Spare me," Nalini muttered loud enough for those next to her to hear. The club leader then called on a young woman to Nalini's left, who rose and began to speak about her dream of becoming a lawyer and doing public

advocacy work for the poor. After the young woman sat down, the club members applauded politely. Nalini whistled and clapped loudly and kept on clapping after the others had stopped.

The club leader, somewhat taken aback, called on Nalini next. She rose from her seat and introduced herself as the secret love child of a former president and a famous actress. Nalini then strung together a series of other fantastic lies about her past and her ambitions. She concluded her speech by saying that she had joined the club in the hopes that she could learn how to hypnotize audiences into obeying her commands. After Nalini sat, a few of the club members applauded quietly, while others cast glances at each other and the club leader.

1. Is mocking behavior in a formal public speaking setting, either by an audience member or a speaker, an ethical matter? Explain your answer.
2. What ethical obligations does an audience member have to a speaker? What about a speaker to his or her audience?

SPEECH ASSIGNMENT

Speech of Self-Introduction

Prepare a two- to three-minute speech of self-introduction. Tell us about the following:

1. Your personal background
2. Something that makes you unique
3. Why you chose your major

As you prepare your speech, use the Speech Evaluation Checklist that follows to check that your speech includes all the elements of an effective speech.

SPEECH EVALUATION CHECKLIST



General Criteria

You can use this checklist to critique a speech of self-introduction that you hear in class. (You can also use it to critique your own speech.) As you listen to the speaker, consider what makes a speech effective. Then answer the following questions.

Content

- ___ 1. Were all three main points addressed per the assignment?
- ___ 2. Were two to three pieces of evidence provided for each main point?
- ___ 3. Was one extended piece of evidence provided for each main point?
- ___ 4. Were listener-relevance links provided for each main point?
- ___ 5. Did the speech fall within the time constraints of the assignment?

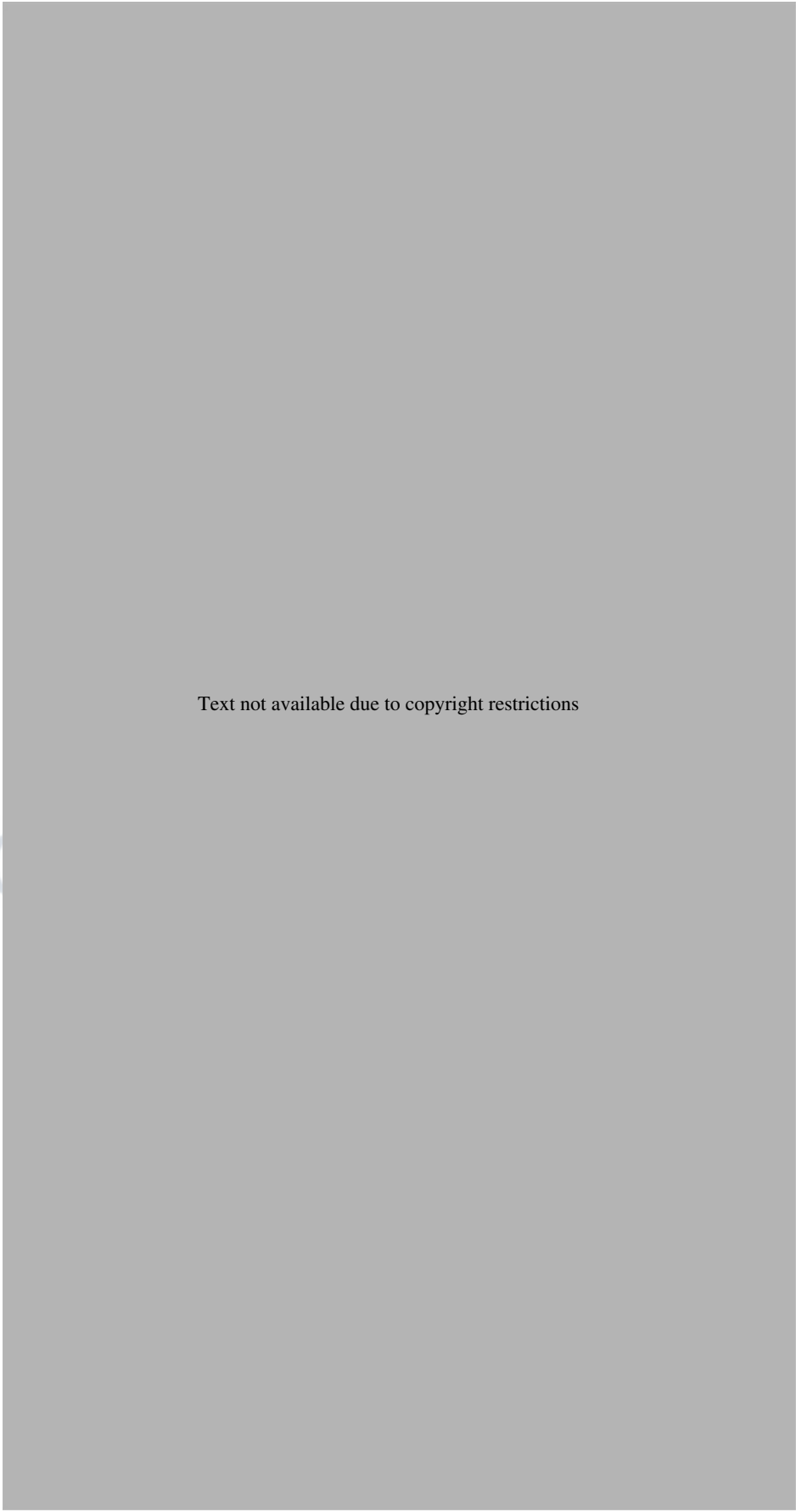
Structure

1. Did the speech provide all the basic elements of an effective speech: introduction, body, conclusion, and transitions? (*macrostructure*)
2. Did the introduction _____ catch the audience's interest? _____ state the topic of the speech? _____ preview the main points of the speech?
3. Were the main points organized in a way that helped the audience understand and remember the ideas in the speech?
4. Were transitions provided between each main point?
5. Did the conclusion _____ remind the audience of the main points? _____ motivate the audience to remember the main ideas of the speech?
6. Did the speaker use words that were _____ accurate and clear? _____ vivid and emphatic? _____ appropriate and inclusive? (*microstructure*)
7. Did the speaker use rhetorical devices that _____ gained the audience's attention? _____ held the audience's interest? (*microstructure*)

Delivery

1. Did the speaker use the appropriate _____ volume? _____ rate of speaking?
2. Did the speaker use proper _____ pronunciation? _____ enunciation?
3. Was the speaker's voice _____ intelligible? _____ conversational? _____ expressive?
4. Did the speaker look up from his or her notes most of the time and make eye contact with the audience?
5. Did the speaker use appropriate facial expressions and gestures to reinforce important points?
6. Was the speaker poised and confident?

You can use your ThomsonNOW for *Challenge* to access this checklist, complete it online and compare your feedback to that of the authors, or print a copy to use in class. (To learn how to get started with your ThomsonNOW and other online textbook resources, see the inside front and back covers of this book.)



Text not available due to copyright restrictions

CEN

Text not available due to copyright restrictions

Summary

Public speaking is important to success in nearly every walk of life. Speeches—oral presentations that are usually given without interruption—occur at formal occasions where an audience has assembled expressly to listen, in less formal employment contexts, and during our informal daily conversations.

Public speaking is an audience-centered process that occurs within a speaking context comprised of physical, cultural, historical, and psychological factors. The speaker uses a six-part speech plan process that includes selecting a goal, developing a strategy for audience adaptation, gathering and evaluating information, organizing the information, choosing visual and other presentational aids, and practicing speech wording and delivery. How effective a speech is depends on how well audience members listen to, understand, remember, and are motivated to act on what the speaker has said. Effective speeches are audience-centered with appropriate content, clear structure, and enthusiastic delivery.

Public speaking skills empower us to communicate ideas and information in a way that all members of the audience can understand. They enable us to influence the attitudes and behaviors of others, to achieve career goals, and to participate in our democratic society.

Public speaking challenges us to behave ethically. Ethics—a set of moral principles that differentiate right from wrong and good behavior from bad behavior—rely on standards of honesty, integrity, fairness, respect, and responsibility. Specifically, ethical speakers fully credit sources for their ideas to avoid plagiarism, as well as to demonstrate honesty and respect for their listeners.

CHALLENGE ONLINE



Now that you've read Chapter 1, use your ThomsonNOW for *The Challenge of Effective Speaking* for quick access to the electronic resources that accompany this text. Your ThomsonNOW gives you access to the Web Resources activities featured in this chapter, Speech Builder Express, InfoTrac College Edition, and online study aids such as a digital glossary

and review quizzes. To learn how to get started with your ThomsonNOW and other online textbook resources, see the inside front and back covers of this book.

Your *Challenge* ThomsonNOW is an online study system that helps you identify concepts you don't fully understand, allowing you to put your study

time to the best use. Using chapter-by-chapter diagnostic pretests, the system creates a personalized study plan for each chapter. Each plan directs you to specific resources designed to improve your understanding, including pages from the text in

e-book format. Chapter posttests give you an opportunity to measure how much you've learned and let you know if you are ready for graded quizzes and exams.

KEY TERMS

Go to your ThomsonNOW for *Challenge* to access your online glossary for Chapter 1. Print a copy of the glossary for this chapter and test yourself with

the electronic flash cards or complete the crossword puzzle to help you master these key terms:

audience (4)	historical setting (5)	speaker (6)
audience analysis (4)	macrostructure (8)	speaking context (5)
audience-centered (7)	microstructure (8)	speaking conversationally (9)
audience feedback (5)	physical setting (5)	speaking expressively (9)
crediting ideas (11)	plagiarism (11)	speech effectiveness (7)
cultural setting (5)	psychological setting (6)	speech making (7)
ethics (10)	public speech, or oration (3)	speech planning process (6)

WEB RESOURCES

Go to your ThomsonNOW for *Challenge* to access the Web Resources for this chapter.

1.1 The Basics of Ethics (10)

1.2 Ethics Connection (12)

The screenshot shows the ThomsonNOW interface for 'The Challenge of Effective Speaking'. The main content area displays a glossary for Chapter 1 with the following entries:

- audience**: the specific group of people to whom the speech is directed
- audience analysis**: a study made to learn about the diverse characteristics of audience members and then, based on these characteristics, to predict how audience members are apt to listen to, understand, and be motivated to act on your speech
- audience feedback**: nonverbal and verbal cues that indicate audience members' reaction to what the speaker is saying
- communication competence**: the perception that communicational behavior is appropriate and effective
- context**: the physical, cultural, historical, and psychological factors in the setting in which your speech is presented
- crediting ideas**: giving the sources of information you use
- cultural setting**: the values, beliefs, meanings, and social mores of specific groups of people to which your audience members belong
- ethics**: a set of moral principles that are held by a society, group, or individual that differentiate right from wrong and good behavior from bad behavior
- historical setting**: events that have already occurred that are related to your speech topic, to you as a speaker, to previous speeches given by you with which audience members are familiar, or to other encounters that audience members have had with you
- physical setting**: the location, size of room, seating arrangement, distance between audience and speaker, time of day, room temperature, and lighting
- plagiarism**: stealing and passing off the ideas and words of another as one's own or using a created production without crediting the source
- psychological**: the feelings, attitudes, and beliefs of individual audience members that affect how your speech message is perceived