

PEARSON

Mastering PUBLIC SPEAKING

(SEVENTH EDITION)

公共演讲的艺术 (第七版)

[美] 乔治·L·格赖斯 (George L. Grice)

[美] 约翰·F·斯金纳 (John F. Skinner)

著

 中国人民大学出版社

PEARSON

第七版
Seventh Edition

公共演讲的艺术

Mastering Public Speaking

[美] 乔治·L·格赖斯 (George L. Grice) 著
[美] 约翰·F·斯金纳 (John F. Skinner)

中国人民大学出版社
·北京·

图书在版编目 (CIP) 数据

公共演讲的艺术: 第7版: 英文 / [美] 格赖斯, [美] 斯金纳著. —北京: 中国人民大学出版社, 2012. 10
ISBN 978-7-300-16480-9

I. ①公… II. ①格…②斯… III. ①英语-演讲-语言艺术 IV. ①H311.9

中国版本图书馆 CIP 数据核字 (2012) 第 239506 号

公共演讲的艺术 (第七版)

[美] 乔治·L·格赖斯 (George L. Grice) 著
[美] 约翰·F·斯金纳 (John F. Skinner)
Gonggong Yanjiang de Yishu (Di-qi Ban)

出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号 邮政编码 100080
电 话 010-62511242 (总编室) 010-62511398 (质管部)
010-82501766 (邮购部) 010-62514148 (门市部)
010-62515195 (发行公司) 010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>
<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 涿州市星河印刷有限公司

规 格 215 mm×275 mm 16 开本 版 次 2012 年 11 月第 1 版
印 张 28 印 次 2012 年 11 月第 1 次印刷
字 数 613 000 定 价 49.00 元 (附赠光盘)

前言

演讲是人类沟通交流的最主要方式和途径之一。演讲之目的，不外乎三点：we speak to inform, we speak to persuade and we speak to conclude。古往今来的成功人士，无一不是各种形式的演讲高手和专家。就此而言，演讲之于人们，如影随形，不可须臾分离。

《公共演讲的艺术》一书由演讲和交流艺术领域的两位国际知名学者乔治·L·格赖斯教授和约翰·F·斯金纳教授共同撰写。第一版于1993年出版后，全书内容经过不断充实、调整和完善，至今已经出版到第七版。目前本书已经成为公共演讲方面的权威读本，被公认为公共演讲方面的经典之作。

本书理论与实践相结合，既注重演讲理论的归纳论述，又恰当地以大量的经典事例和案例为佐证和注解；同时，本书突出强调演讲中的道德准则与思辨能力。每章设计学习目的提示、具体内容论述和要点归纳总结，逻辑严谨，环环相扣，引人入胜。

本书语言鲜活地道，内容细致全面。学习者在掌握公共演讲艺术理论与实践的同时，还可以充分学习、领略和欣赏英语这门语言。

为方便学习者，增加本书的实用性，我们精选部分古今中外的经典演讲制作成光盘，免费附在书后，供学习者学习和欣赏。

Preface to the Student

The word began as the spoken word. Long before anyone devised a way to record messages in writing, people told one another stories and taught each other lessons. Societies flourished and fell, battles were waged and won—all on the basis of the spoken word. Ancient storytellers preserved their cultures' traditions and history by translating them orally to eager audiences. Crowds might wander away from unprepared, unskilled speakers, but the most competent, skilled storytellers received widespread attention and praise.

After the development of script and print, people continued to associate marks on the page with the human voice. Even today, linked as we are by phone, computer, television, and radio, a speaker standing at the front of a hushed room makes a special claim on our attention and our imagination. As you develop and deliver speeches in class—and in future years as you deliver reports, sell products, present and accept awards, or campaign for candidates—you continue an ancient oral tradition. This book is about the contract that always exists between a speaker and an audience, and about the choices you make in your roles as speaker and listener.

We developed this book with two principles in mind. First, public speaking, like ancient storytelling, requires a level of competence that develops from skills handed down from patient teacher to interested student. Yet this is more than a skills course. Although a working knowledge of skills is fundamental to your mastery of public speaking, the master speaker is principled as well as skilled. We want to instruct you in how to make wise choices as you select topics and then research, organize, practice, and deliver your speeches. Just as important, we want to spur you at each point in the speech-making process to think about why you make the choices you do.

Our second guiding principle has been most economically stated by British journalist and author Gilbert K. Chesterton: "There are no uninteresting subjects; there are only uninterested people." This book is for those who believe, as we do, that the lessons we have to teach one another can enrich the lives of every listener. The student of art history can learn from the business major, just as the business student learns from the art historian. This course will give you the chance to investigate subjects that appeal to you, but it demands far more than telling what you already know. We admire the advice of the author who said, "Teachers of creative writing have got it all wrong when they say, 'Write about what you know.' You should write about what you don't know about what you know."¹ We challenge you to keep that advice in mind as you research and develop speech topics creatively, and then to listen to one another's speeches expecting to learn.

Public speaking is an important part of communication, and communication is not only part of your education but it is also the way you gain and apply your learning. A liberating and lifelong education occurs only through communication, with ourselves and those around us. We wish each of you the kind of education Steve C. Beerling, former president of Purdue University, described so eloquently:

Education is dreaming, and thinking and asking questions. It is reading, writing, speaking, and listening. Education is exploring the unknown, discovering new ideas, communicating with the world about us. Education is finding yourself, recognizing human needs, and communicating that recognition to others. Education is learning to solve problems. It is acquiring useful knowledge and skills in order to improve the quality of life. Education is an understanding of the meaning of the past, and an inkling of the potential of the future. Education represents self-discipline, assumption of responsibility and the maintenance of flexibility, and most of all, an open mind. Education is unfinishable. It is an attitude and a way of life. It makes every day a new beginning.²

Preface to the Instructor

In 1993, we published the first edition of *Mastering Public Speaking* to show students both the hows and the whys of public speaking. Ours was the first major public speaking textbook to devote an entire chapter to speaker and listener ethics and another to managing speaker nervousness. We also introduced students to the “4 S’s,” a practical mnemonic device for organizing each major idea in a speech.

The text’s instructional approach mirrored our view of the public speaking instructor as a “guide on the side” rather than a “sage on the stage.” Our goal is to empower students to take responsibility for their own learning by challenging them to make all the decisions required of public speakers. By incorporating into our text many credible examples, both actual and hypothetical, we hoped to inspire and encourage students to achieve the full potential of public speech.

To support our goals, we also wanted to help instructors shape the public speaking classroom into a community of caring, careful thinkers. We sought to improve the quality of feedback in the classroom by analyzing the elements of sound critiques and providing a helpful model for discussing speeches.

In our view, though we certainly live in a changed world in the early twenty-first century, little of consequence has changed in the discipline since this book’s first edition. New media have altered our expectations of what a public speech can accomplish, and new research tools have sent us scrambling to ensure that we know as much about these emerging technologies as do most of our students, but the fundamentals remain the same. Sensitive audience analysis, adequate research, clear organization, and forceful delivery remain the key ingredients for effective speeches. Therefore, our basic instructional approach in this text has also remained constant: We seek to engage students in the principles, practice, and ethics of public speaking—both as speakers and as listeners.

Changes in the Seventh Edition

Although our basic approach remains the same, we have made changes and improvements to strengthen it. Instructors who have taught from previous editions suggested some of these changes. We made others to help students navigate through the technological advances that have broadened the menu of research and presentational aid options for public speakers.

This edition continues the popular “Theory into Practice” features, newly revised and edited, to reinforce the text’s instructional approach and help students to understand and apply communication concepts and strategies to enhance their public speaking competence.

TIPS THEORY Into PRACTICE

Civility in the Classroom

As Keith gave his first graded speech in his public speaking class, he thought, "This is going well." Then from the audience came a ringing sound. He stumbled over a few words as he noticed his classmate Eden reaching into her book bag to retrieve her cell phone. When the entire class heard Eden whisper, "I can't talk now. I'm in my speech class. I'll call you when it's over," the instructor asked Keith to stop until he regained the attention of all his listeners.

Sound familiar? We hope not, but we suspect that you and some of your instructors have had similar experiences. Unfortunately, examples of disrespectful and discourteous communication occur not only in classrooms but also in politics, in workplaces, in meetings, and on Internet message boards. The Institute for Civility in Government laments "the lack of civility in our society in general and our public discourse in particular."²¹ Communication professors Rod Troester and Cathy Sargent Mestrich see civility as a "set of attitudes and non-

- *Respect your listeners.* Appreciate the diversity of your audience and adapt your messages to all your listeners.
- *Speak with conviction.* Believe in your topic and convey that commitment as you speak.
- *Encourage the other side to be heard.* Value public discussion and debate, and answer questions others may have about your topic.
- *Welcome feedback.* Appreciate and act on suggestions and criticisms to improve your speaking competence.

Listening with Civility

- *Give speakers your full attention.* Observe classroom courtesy. Don't text message, check your email, or walk into class when another student is speaking. And, of course, don't sleep or study for another class when your instructor or classmates are speaking.
- *Expect to learn something.* Don't prejudge speakers

Exploring Online

Evaluating Internet Sources

www.library.jhu.edu/researchhelp/general/evaluating

This site, one of many library sites on the topic "Evaluating Information Found on the Internet," provides a particularly thorough checklist of criteria. Maintained by Elizabeth E. Kirk of Johns Hopkins University, it includes links to related subtopics.

In addition, the "Exploring Online" features capture the creativity and commitment necessary to master public speaking. These sidebars appear several times in each chapter and direct students to a wealth of Internet information that we consider especially interesting or useful.

Throughout this edition, we've replaced and updated many student and professional examples, using actual classroom and contest speakers for most of these. (Several of the student speeches included in the text are available online in video format on the accompanying MySpeechLab website.) In addition, we have incorporated changes specific to chapter content. The most significant changes are as follows:

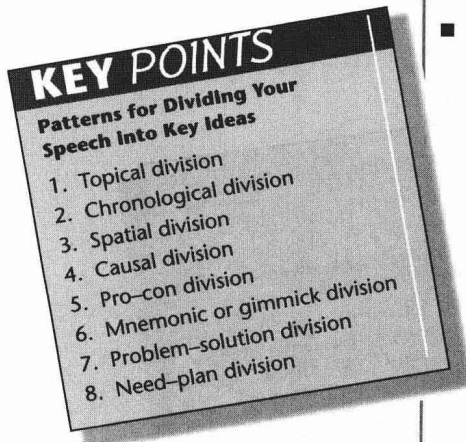
- Chapter 1, "An Introduction to Public Speaking," more clearly illustrates how students use critical thinking skills as they research, construct, and deliver their speeches.
- Chapter 2, "The Ethics of Public Speaking," introduces the concept of civility in public speaking. An essay on the civil classroom encourages a community of respectful, attentive learners.
- Chapter 5, "Analyzing Your Audience," discusses diversity, and additional examples throughout the book include relevant topics, speech excerpts, and photos.
- Chapter 7, "Researching Your Topic," provides updated coverage of electronic research sources, databases, and academic search engines with a strong emphasis on how to evaluate Internet sites.
- Chapter 8, "Supporting Your Speech," expands its already strong emphasis on how to cite sources, especially from the Internet, with additional examples of poor versus good oral citations.
- Chapter 12, "Wording Your Speech," elevates the importance of using inclusive language and oral style.
- New student speeches complement the speeches retained from the previous edition.

PEARSON
myspeechlab[™]

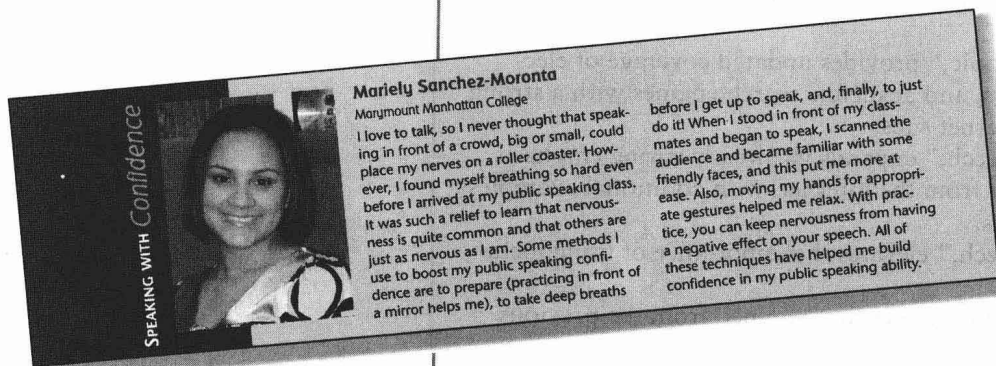
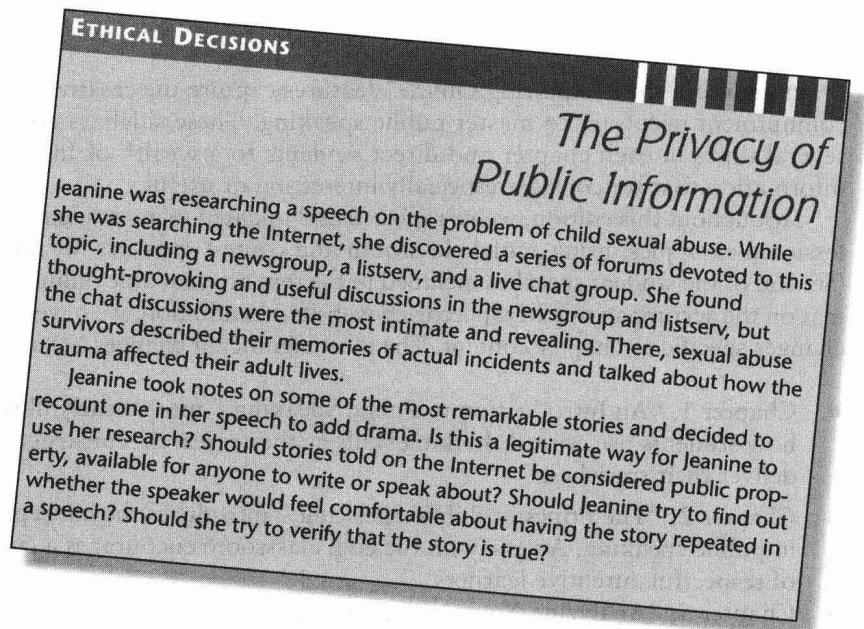
Special Features

There are many special features that are an integral part of the learning materials in this book. We've included these to help students understand and learn public speaking concepts. In addition to "Theory into Practice," we have retained the following popular instructional features:

- **Key Points** boxes appear throughout the book to reinforce instruction and aid student review. They summarize important material and offer helpful guidelines throughout the public speaking process.



- **Ethical Decisions** boxes deepen students' understanding of the difficult choices speakers and listeners can face. These boxes present mini cases and ask students to choose between controversial courses of action. Thought-provoking questions follow each scenario, providing springboards for engaging classroom debates.



- **Speaking with Confidence** boxes feature the voices of real students from public speaking classes throughout the country explaining how this text helped them build their confidence in public speaking.

- Practice Critique activities, now included in the end-of-chapter exercises, give students an opportunity to learn how to provide helpful and thoughtful evaluations of others' speeches. These activities correlate with student speeches that appear in the Appendix and in selected chapters.

Exercises

- PRACTICE CRITIQUE.** Martin Luther King, Jr.'s "I Have a Dream" speech helped elevate a national debate on equal access to employment opportunities, public accommodations, home ownership, and voting rights. Some historians claim that Dr. King's powerfully persuasive speech spurred creation of a coalition to support this legislation. As Appendix or watch the video, note how he directed his arguments to several diverse audiences: black and white, rich and poor, powerful and powerless, nonviolent and militant. Identify appeals that are designed to convince, actuate, and inspire listeners. What values and beliefs did Dr. King tap to influence his listeners' attitudes and behaviors? How did he seek to establish common ground with such diverse audiences?
- Select three print, broadcast, or Internet advertisements for the same kind of product (soft drinks, insurance, automobiles, and so on). Discuss the persuasive appeals of each ad. Which one do you think is the most effective? Why? Could any of these strategies of persuasion be incorporated in a speech? Provide some examples.
- Select an editorial from your campus newspaper, a local or national paper, or *Editorials on File*. Identify the beliefs, attitudes, and values implicit in the editorial, as well as any behaviors the writer
- Select a topic, and write a specific purpose statement that seeks dramatic change in the behavior or attitude of your audience. Divide the change you seek into several incremental steps. Discuss what you would need to prove to achieve each step. Could any of these steps be the basis for a speech by itself?
- Listen to a speaker on C-SPAN, *The NewsHour with Jim Lehrer*, a news interview show, or some other broadcast. Keep a chronology of the speaker's initial, derived, and terminal credibility. What changes occurred in your impression of the speaker? What accounted for those changes? What might the speaker have done to improve his or her credibility?
- Brainstorm a list of values you think the majority of your class holds. You might use the PERSIA (political, economic, religious, social, intellectual, and artistic) framework to get you thinking about a broad range of values. Refer to this list as you discuss how you could develop an audience-centered persuasive speech for an upcoming assignment.
- Locate a speech that you feel includes examples of unethical emotional appeals. Many political campaign speeches are a good source of these examples. Explain why the emotional appeals are questionable.

■ Annotated Sample Speech
Renaissance Fairs: The New Vaudeville⁵
Melissa Janoske, Radford University

1 Imagine you're walking down the street, minding your own business, about to go into a store, when suddenly, someone calls your name. You turn around, and the person advances toward you. Immediately, you find yourself in the middle of a sword fight—right in the middle of the street! As you fight for your life, a crowd gathers, watching and cheering. The fight is treacherous, and your opponent is worthy, but finally, the fight ends when the gleaming edge of your sword pins your opponent onto the cobblestone path below him. Those who have gathered come up and congratulate you.

2 This seemingly outrageous scene is actually fairly commonplace in certain times and places. The year? Well, either 1521 or 2002. The place? Any busy street in Renaissance England, or your local Renaissance festival.

3 Elizabethan social historian Mike Bonk captures the excitement and fascination of this era on his current website, www.faires.com. He describes the Renaissance as "a period of intensity in all things: work, play, . . . the arts, world exploration, . . . religion and superstition. Renaissance faires resurrect [these extremes], both as reenactment and as a way of life."

4 Some people live and die by their ability to re-create pre-17th century Europe. They create elaborate costumes and have entire other personalities that they become on the weekends. Renaissance fairs are both exciting and educational, and anyone with curiosity and imagination can attend, observe, and even participate.

5 It's easy for you to experience present-day Renaissance culture through three easy acts: imagine yourself as a Renaissance figure, affiliate with your local kingdom, and participate in a local Renaissance festival or event.

6 To start on your journey into the Renaissance, imagine yourself becoming a part of the world of a Renaissance fair. This would mean becoming a person from the original world, letting that entire culture become part of who you are, and suspending normal belief about who you are in daily life. Renaissance fair enthusiast Mike Boar proclaims: "Monday through Friday, I'm Mike the Truck Driver. On the weekend, I'm the Barbarian King. Men fear me. Women can't get enough of me. Guess who I'd rather be?" And Mike isn't alone in his love of a personality switch for the weekend. According to Jules Smith, Sr., co-founder of International Renaissance Fairs Ltd., Renaissance fairs are the "new vaudeville," drawing a crowd of 193,000 people to the last fair he held in Maryland. That's a lot of people getting decked out in chain mail and corsets and going out for the weekend. Participants use traditional names and titles, wear period clothing, and even learn about a possible profession from that time period. Events are usually open to the public, and so even if you're not into wearing tights and riding horses, it's still fun to go and watch and learn about the diversity of the culture.

7 Learning how to do all of those character-altering activities is important, but the knowledge of all things Renaissance doesn't just come in a potion from the

Melissa's opening comments arouse curiosity about her topic.

This early source citation builds Melissa's credibility on her topic.

Paragraph 5 previews the main points Melissa intends to discuss.

Here Melissa begins to apply the 4 S's to her first main point. She signposts ("To start") and states the point: becoming a part of the Renaissance world.

Melissa uses examples and testimony to support her point. Her sources (Boar and Smith) use narration, contrast, and statistics.

Melissa summarizes her first point by stressing the fun and educational value of becoming a Renaissance character.

- Sample speeches appear in selected chapters and in the Appendix as models for students to learn from or critique.

Instructor Supplements

The following resources are available to help instructors plan and teach a public speaking course. For more information about all of the available supplements as well as sample material, please go to www.mycoursetoolbox.com.

Print Resources

- **Mastering Public Speaking Instructor's Classroom Kit, Volumes I and II.** Our unparalleled classroom kit includes the key instructional aids a public speaking instructor needs to manage the classroom. We have made our resources even easier to use by placing all of our print supplements in two convenient volumes and placing electronic copies of all our resources on one CD-ROM. Organized by chapter, each volume contains material from the Instructor's Manual and the Test Bank, and slides from the PowerPoint for Mastering Public Speaking, Seventh Edition, presentation. Electronic versions of the Instructor's Manual, the Test Bank, the PowerPoint slides, and video clips of selected student speeches—all searchable by key terms—are made easily accessible to instructors on the accompanying classroom kit CD-ROM. The Instructor's Manual provides suggestions for constructing the course syllabus, assignments, and sample exercises and activities; critiquing strategies; techniques for conducting in-class reviews; detailed chapter outlines; and a teaching tool section that gives strategies, ideas, and examples of how to integrate MySpeechLab into your course. The Test Bank includes more than 1,500 test questions, including multiple choice, true/false, short answer, and in-depth essay formats.
- **New Teacher's Guide to Public Speaking, Fourth Edition.** Written by Calvin L. Troup, Duquesne University, and Jayne L. Violette, Eastern Kentucky University, this guide helps new instructors teach the public speaking course effectively. It covers such topics as preparing for the term, planning and structuring courses, evaluating speeches, utilizing the textbook, integrating technology into the classroom, and much more. The new fourth edition features a chapter on how to use and integrate MySpeechLab into your public speaking course.
- **Public Speaking Transparency Package, Version II.** One hundred full-color transparencies created with PowerPoint provide visual support for classroom lectures and discussions.

Electronic Resources

- **Mastering Public Speaking Classroom Kit CD-ROM.** This exciting new supplement for instructors will bring together electronic copies of the Instructor's Manual, the Test Bank, the PowerPoint presentation, and video clips of select student speeches for easy instructor access. This CD-ROM is organized by chapter and is searchable by key terms.
- **Computerized Test Bank.** The printed Test Bank is also available electronically through MyTest, Pearson's NEW computerized testing software. This is available electronically at www.pearsonmytest.com (access code required). The user-friendly, web-based interface allows you to view, edit, and add questions; transfer questions to tests; and make clean and organized printed tests.
- **PowerPoint for Mastering Public Speaking, Seventh Edition.** This text-specific package, prepared by Suzanne J. Atkin, MS, Portland State University, consists of a collection of lecture outlines and graphic images keyed to every chapter of the text. These are available electronically through Pearson's Instructor's Resource Center (www.pearsonhighered.com/irc; access code required).

- **MySpeechLab.** This is a state-of-the-art, interactive, and instructive online solution for introductory speech and communication courses. Designed to supplement a traditional lecture course or completely administer an online course, MySpeechLab combines multimedia, video, activities, speech preparation tools (including MyOutline), help with topic selection, research support, tests, and quizzes to make teaching and learning fun! Video footage of several of the student speakers in the text is also included in MySpeechLab. Visit www.myspeechlab.com (access code required; please contact your Pearson representative to request a demo or to get more information).
- **VideoWorkshop for Public Speaking, Version 2.0.** Prepared by Tasha Van Horn, Citrus College, and Marilyn Reineck, Concordia University, this is a way to bring video into your course for maximized learning in public speaking. This total teaching and learning system includes quality video footage on an easy-to-use CD-ROM, plus a Student Learning Guide and an Instructor's Teaching Guide. The result? A program that brings textbook concepts to life with ease and that helps your students understand, analyze, and apply the objectives of the course.
- **Allyn & Bacon Digital Media Archive for Communication, Version 3.0.** This CD-ROM contains electronic images of charts, graphs, maps, tables, and figures, along with media elements such as video, audio clips, and related Web links. These media assets are fully customizable to use with our preformatted PowerPoint outlines or to import into your own lectures (Windows and Mac). Contact your Pearson sales representative for additional details and ordering information.
- **Lecture Questions for Clickers.** This assortment of questions and activities by William Keith, University of Wisconsin–Milwaukee, covers a multitude of topics in public speaking and speech delivery. These PowerPoint slides will help liven up your lectures and can be used along with the Personal Response System to get students more involved in the material. Available on the Web at www.pearsonhighered.com/irc (access code required).
- **Allyn & Bacon PowerPoint Presentation Package for Public Speaking.** Available electronically, this includes 125 slides that provide visual and instructional support for the classroom, including material on communication theory, visual aids, and tips for organizing and outlining speeches.

Video Resources

- **Pearson A&B Contemporary Classic Speeches DVD.** This exciting supplement includes more than 120 minutes of video footage in an easy-to-use DVD format. Each speech is accompanied by a biographical and historical summary that helps students understand the context and motivation behind each speech. Speakers featured include Martin Luther King, Jr., John F. Kennedy, Barbara Jordan, and Christopher Reeve.
- **Pearson A&B Public Speaking Video Library.** This contains a range of different types of speeches delivered on a multitude of different topics, allowing you to choose the speeches best suited for your students. Please contact your Pearson representative for details and to obtain a complete list of videos and their contents to choose which would be most useful in your class. Samples from most of our public speaking videos are available on www.mycoursetoolbox.com. Some restrictions apply.

Student Supplements

The following resources are available to help students learn and study the material for the public speaking course.

Print Resources

- **Study Guide.** Prepared by James B. Benjamin, University of Toledo, this contains a set of practice quiz questions for each chapter, as well as detailed lecture outlines so students can take notes as they follow along with each chapter's lecture.
- **Speech Preparation Workbook.** Prepared by Jennifer Dreyer and Gregory H. Patton, San Diego State University, this takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides supplementary assignments and tear-out forms.
- **Preparing Visual Aids for Presentations, Fifth Edition.** Prepared by Dan Cavanaugh, this 32-page visual booklet provides a host of ideas for using today's multimedia tools to improve presentations, including suggestions for planning a presentation, guidelines for designing visual aids and storyboarding, and a walkthrough that shows how to prepare a visual display using PowerPoint.
- **Public Speaking in the Multicultural Environment, Second Edition.** Prepared by Devorah A. Lieberman, Portland State University, this helps students learn to analyze cultural diversity within their audiences and adapt their presentations accordingly.
- **Outlining Workbook.** Prepared by Reeze L. Hanson and Sharon Condon, Haskell Indian Nations University, this includes activities, exercises, and answers to help students develop and master the critical skill of outlining.
- **Study Card for Public Speaking.** Colorful, affordable, and packed with useful information, Pearson Allyn & Bacon's study cards make studying easier, more efficient, and more enjoyable. Course information is distilled down to the basics, helping students quickly master the fundamentals, review a subject for understanding, or prepare for an exam. Because they're laminated for durability, these study cards can be kept for years and students can pull them out whenever they need a quick review.
- **Multicultural Activities Workbook.** Written by Marlene C. Cohen and Susan L. Richardson, Prince George's Community College, Maryland, this workbook is filled with hands-on activities that help broaden the content of speech classes to reflect the diverse cultural backgrounds of the class and society. The book includes checklists, surveys, and writing assignments that help students succeed in speech communication by offering experiences that address a variety of learning styles.

Electronic Resources

- **MySpeechLab.** Here students learn to speak with confidence! MySpeechLab is an interactive and instructive online solution for introductory public speaking. Designed to be used as a supplement to a traditional lecture course or as a complete online course, MySpeechLab combines multimedia, video, speech preparation activities, research support, tests, and quizzes to make teaching and learning fun! Students benefit from a wealth of video clips of student and professional speeches with running commentary, questions to consider, and helpful tips—all geared to help students learn to speak with confidence. Visit www.myspeechlab.com (access code required).

- **Public Speaking Study Site.** This course-specific website features public speaking study materials for students, including flash cards and a complete set of practice tests for all major topics. Students also will find links to websites with speeches in text, audio, and video formats, as well as links to other valuable sites. This site has been updated to include a correlation with the Pearson public speaking textbooks, making it even more valuable to your specific course. Visit www.abpublicspeaking.com.
- **Speech Writer's Workshop CD-ROM, Version 2.0.** This speechwriting software includes a speech handbook with tips for researching and preparing speeches, a speech workshop that guides students step by step through the speechwriting process, a topics dictionary that gives students hundreds of ideas for speeches, and the Documentor citation database that helps them format bibliographic entries in either MLA or APA style.
- **VideoLab CD-ROM.** This interactive study tool for students can be used independently or in class. It provides digital video of student speeches that can be viewed in conjunction with corresponding outlines, manuscripts, notecards, and instructor critiques. A series of drills to help students analyze content and delivery follows each speech.
- **VideoWorkshop for Public Speaking, Version 2.0.** Created by Tasha Van Horn, Citrus College, and Marilyn Reineck, Concordia University, St. Paul, this is more than just video footage—it's a total learning system. The complete program includes quality video footage on an easy-to-use dual platform CD-ROM plus a Student Learning Guide. The result? A program that brings textbook concepts to life with ease and helps your students understand, analyze, and apply the objectives of the course.
- **Allyn & Bacon Classic and Contemporary Speeches DVD.** This presents a collection of more than 120 minutes of video footage in an easy-to-use DVD format. Each speech is accompanied by a biographical and historical summary that helps students to understand the context and motivation behind each speech.

Acknowledgments

We are, first and foremost, grateful to the many university, college, and community college educators whose enthusiasm contributed to the success of previous editions of this textbook. This seventh edition of *Mastering Public Speaking* is the product of more than just two authors. Although we have tried to speak with one voice for the sake of our readers, the truth is that many voices resonate throughout this text: the voices of our teachers, our colleagues, our editors, and our students. What we know, what we value, and what we write is shaped in part by their influence and insights. Wherever possible, we have tried to acknowledge their contributions. For all their influence on this text we are thankful.

Our collaboration began at the urging of a former student, Pam Lancaster, when she was a publisher's representative at Prentice Hall. We are grateful to Prentice Hall and Allyn & Bacon for allowing us to make previous editions of *Mastering Public Speaking* the book we wanted it to be. We are especially indebted to Karon Bowers for her faith in the project, her patience, and her suggestions.

We thank the entire editorial and production staffs at Allyn & Bacon for their contributions to this seventh edition. We are especially grateful to Diane Durkee for driving and guiding the editing of this edition as well as to Carol Alper, our development editor on several previous editions. Thanks to Karen Mason, production editor; Crystal Clifton, director of Progressive Publishing Alternatives; Kate Cebik, photo researcher; Joyce Weston, text designer; Kristina Mose-Libon, cover administrator; Suzan Czajkowski, marketing manager; and Susan Brilling, editorial assistant. Thank you all for making writing as fun as it can be.

Many students, authors, and publishers graciously allowed us to quote material in this book. Especially helpful were the comments from students and their instructors. Four advanced public speaking students—Rachel Agustin, Lauren Fishman, Mariely Sanchez-Moronta, and Matthew Williams—provided input to make this book more content-appropriate and reader friendly. Two graduate teaching assistants—Allison Clarkson and Margaret Cunningham—tested our ideas in their classrooms and coordinated feedback from students. A number of students responded to our call for feedback about classroom experiences or topics in *Mastering Public Speaking* that increased their confidence. We thank them all, particularly the students selected for the “Speaking with Confidence” features in this edition. We are especially grateful to Dante Morelli for introducing us to several of these students.

We have benefited immensely from the encouragement and advice of our fellow faculty members at Radford University and San Antonio College, particularly Gwen Brown, Karen Wilking, Suzanne Skinner, David Mrizek, Jolinda Ramsey, and Melody Hull. Leonard Ziegler, Debra Coates, and Lora Gordon, many thanks for your help with photographs. Chris Skinner, thanks for your help in transferring a number of videos to DVD.

In addition, *Mastering Public Speaking* has been shaped and refined by the close readings and thoughtful suggestions of a number of reviewers. We would like to thank the following reviewers for their comments on this edition:

Kathy Berggren, *Cornell University*
 Sherry Dewald, *Red Rock Community College*
 Rebecca J. Franko, *California State Polytechnic University, Pomona*
 Deborah Anne Gross, *Gwynedd Mercy College*
 Susan Kilgard, *Ann Arundel Community College*
 Linda Kurz, *University of Missouri, Kansas City*
 Dante E. Morelli, *Suffolk County Community College*
 Jason J. Teven, *California State University, Fullerton*

We would also like to acknowledge reviewers of previous editions:

Linda Anthon, *Valencia Community College*
 Barbara L. Baker, *Central Missouri State University*
 Elizabeth Bell, *University of South Florida*
 Jim Benjamin, *University of Toledo*
 Tim Borchers, *Moorhead State University*
 Sue E. Brillhart, *Southwest Missouri State University*
 Carl R. Burghardt, *Colorado State University*
 Sharon Cline, *University of North Dakota*
 Dolly Conner, *Radford University*
 Pamela Cooper, *Northwestern University*
 Michael Cronin, *Professor Emeritus, Radford University*
 Thomas E. Diamond, *Montana State University*
 Terrence Doyle, *Northern Virginia Community College*
 John Fritch, *Southwest Missouri State University*
 Robert W. Glenn, *University of Tennessee*
 Trudy L. Hanson, *West Texas A&M University*
 Dayle C. Hardy-Short, *Northern Arizona University*
 Deborah Hatton, *Sam Houston State University*
 Kimberly Batty Herbert, *Clovis Community College*
 Leslie A. Klipper, *Miramar College*
 Mary Kaye Krum, *formerly of Florence-Darlington Technical College*
 Bruce Loebs, *Idaho State University*
 Sean McDevitt, *Lakeland College*
 Patricia Palm McGillen, *Mankato State University*

David B. McLennan, *Peace College*
Eileen Oswald, *Valencia Community College*
Rosemarie Rossetti, *Ohio State University*
Jim Roux, *Horry-Georgetown Technical College*
Edward H. Sewell, *Virginia Tech University*
Frances Swinny, *Professor Emerita, Trinity University*
Cory Tomasson, *Illinois Valley Community College*
Beth M. Waggenspack, *Virginia Polytechnic Institute and State University*
Doris Werkman, *Portland State University*
Dianna R. Wynn, *Midland College*

We are also appreciative of the many talented individuals who prepared the array of supplemental materials listed in the Instructor Supplements and Student Supplements sections in this preface. Their contributions to the effective teaching and learning of public speaking is immeasurable.

Finally, we are indebted to all our public speaking students, who have crafted their messages, walked to the front of their classrooms, and informed, persuaded, entertained, and challenged us. Without their ideas and experiences, writing and revising this book would have been impossible, just as without tomorrow's students it would be unnecessary.

An Invitation

We are interested in hearing your feedback about the seventh edition of *Mastering Public Speaking*. Please contact us by email at the following addresses:

ggrice@radford.edu
jskinner@mail.accd.edu

We look forward to hearing from you.

—George L. Grice and John F. Skinner



Brief Contents

1. An Introduction to Public Speaking	1
2. The Ethics of Public Speaking	16
3. Speaking Confidently	32
4. Responding to Speeches	52
5. Analyzing Your Audience	74
6. Selecting Your Speech Topic	94
7. Researching Your Topic	112
8. Supporting Your Speech	132
9. Organizing the Body of Your Speech	154
10. Introducing and Concluding Your Speech	172
11. Outlining Your Speech	188
12. Wording Your Speech	206
13. Delivering Your Speech	224
14. Using Presentational Aids	242
15. Speaking to Inform	260
16. The Strategy of Persuasion	280
17. The Structure of Persuasion	298
18. Speaking on Special Occasions	324
19. Speaking in and as a Group	338
Appendix: Sample Speeches	357