

PUBLIC COMMUNICATION

S E C O N D E D I T I O N



DERICK P. **HART** GUSTAV W. **FRIEDRICH** BARRY **BRUMMETT**

H 019
H R P
(-2)

PUBLIC COMMUNICATION

Second Edition

RODERICK P. HART

University of Texas

GUSTAV W. FRIEDRICH

University of Oklahoma

BARRY BRUMMETT

Purdue University



1817

HARPER & ROW, PUBLISHERS, New York
Cambridge, Philadelphia, San Francisco,
London, Mexico City, São Paulo, Sydney

ACKNOWLEDGMENTS

Chapter 1: Page 7, Forsyth, Monkmeyer; page 11, Bellerose, Stock, Boston; page 17, Chester, Leo de Wys Inc. Chapter 2: Page 26, Vine, Leo de Wys Inc. Chapter 3: Page 62, Michel Craig; page 69, Wolinsky, Stock, Boston. Chapter 4: Page 81, Karalies (c) Peter Arnold; page 82, Brinzac, (c) Peter Arnold; page 82, (c) Hankin, Stock, Boston; page 99, Conklin, Monkmeyer; page 100, Diakopoulous, Stock, Boston. Chapter 5: Page 113, Hall, Stock, Boston; page 114, Leo de Wys Inc.; page 138, Bellerose, Stock, Boston. Chapter 6: Page 148, Leo de Wys Inc.; page 158, Conklin, Monkmeyer. Chapter 7: Page 176, Burnett, Leo de Wys Inc.; page 181, Leo de Wys Inc. Chapter 8: Page 203, (c) Gscheidle, Peter Arnold (Graham); UPI (JFK and King). Chapter 9: Page 244, Patterson, Stock, Boston. Chapter 10: Page 259, (both photos), Leo de Wys Inc. Chapter 11: Page 292, Culver; page 308, Bellerose, Stock, Boston. Chapter 12: Page 318, Bellerose, Stock, Boston; page 319, Miller, Monkmeyer.

Sponsoring Editor: Neale Sweet
Project Editor: Pamela Landau
Production: Delia Tedoff
Photo Researcher: Mira Schachne
Compositor: Com-Com, a division of Haddon Craftsman Inc.
Printer and Binder: R. R. Donnelley & Sons Company
Art Studio: Fine Line Inc.

PUBLIC COMMUNICATION, Second Edition

Copyright © 1983 by Roderick P. Hart, Gustav W. Friedrich, and Barry Brummett

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address Harper & Row, Publishers, Inc., 10 East 53d Street, New York, NY 10022.

Library of Congress Cataloging in Publication Data

Hart, Roderick P.
Public communication.

Includes index.

I. Public speaking. I. Friedrich, Gustav W.
II. Brummett, Barry, 1951- . III. Title.
PN4121.H264 1983 808.5'1 82-23382
ISBN 0-06-042687-X

PUBLIC COMMUNICATION

PREFACE

In revising *Public Communication*, we have tried to retain many of the features that characterized its predecessor. The book is written for the student of public speaking, not for his or her instructor. The book presents a *way of thinking* about public speaking, not a list of gratuitous rules and regulations for reaching health, wealth, and unthinking happiness. The book attempts to avoid the moralisms found in public speaking books of a bygone era. Finally, the book continues to assume that: (1) the enterprise of public speaking is something that must be examined with care, (2) research and theory in communication can provide practical help for speaking effectively, and (3) contemporary students will forgive almost anything in a textbook except poorly reasoned suggestions or scholarly discussions devoid of practical insight.

When starting this revision, therefore, we began by isolating the material in the first edition that students especially liked. Thus, we begin with a thorough discussion of the nature of human speech because we feel that students still need to be reminded of how special it is to *talk* to another (as opposed to writing a letter). We have retained our discussion of the principles of speech effectiveness applicable across speaking situations, principles that grow out of needs all people have when conversing with others. In addition, our original treatments of audience analysis, credibility strategies, and techniques for persuasion are again prominently displayed in this edition of *Public Communication*.

Much of the remainder of this book, however, is completely new. For example, extensive attention is now given to the important matters of language and delivery. In addition, Chapters 3, 5, 10, 11, and 12 explore, in detail, five common types of public speech experiences. Beginning with "The Initial Speech" in Chapter 3, we discuss the elementary steps involved in speech composition. In Chapter 5, we trace the various stages of developing "The Informative Speech," focusing particularly on how spoken ideas can be made substantive, intense, coherent, and graphic for listeners.

The more advanced types of speeches—persuasive, reinforcing,

X PREFACE

and occasional—also receive prominent attention in this edition of *Public Communication*. For each type of speech, we try to detail the major roadblocks to effective communication, the special resources available to the public speaker for solving those problems, and the techniques used by other speakers when pursuing their personal and professional goals. Our discussions of these various types of speeches are designed to be sufficiently detailed so that students may be justifiably confident during their trip from chair to podium.

Throughout this edition of *Public Communication*, we have presented the same sorts of lifelike and detailed examples that characterized the first edition. In every chapter, the reader will find numerous and extensive applications of the general principles discussed. As in the first edition, we try to effect here a unique blending of social, scientific, and traditional rhetorical perspectives of speech effectiveness. By drawing upon the most mature thought in both intellectual traditions, we hope to equip the student speaker with the very best advice available.

On developing our ideas about public speaking, we begin each chapter with novel, often amusing, headnotes designed to introduce the student to important concepts painlessly. At the end of each chapter, however, we forsake all manner of subtlety and list 10 concrete and highly candid "Suggestions for Speaking," which the student may use directly and immediately in his or her speechmaking. We feel that these suggestions are among the most practical advice available to the contemporary student of public speaking, and we urge the reader to give them careful attention.

We have retained here (and in many cases expanded) our lists of speaking "tips," our illustrative tables demonstrating speaking strategies in action, and the self-questions a speaker might ask when preparing for a speaking assignment. Thus, while this new edition of *Public Communication* contains many of the same elements found useful by students in the book's previous incarnation, it has undergone major modifications in order to make it as hardheaded and contemporary as the students for which it was written.

Naturally, no major revision of a textbook could be accomplished without the assistance of our students and colleagues. For their advice and encouragement we are truly grateful. We are grateful, too, for the detailed suggestions provided us by Joseph DeVito, Pamela Cooper, Ellen Ritter, Frank E. X. Dance, and John Baird. Finally, we appreciate the love and support of Peggy, Rena, and Margie, who collectively managed to keep their heads when manu-

script and page proofs threatened to undo our sanity and good humor. Much of what we know about communication has been learned from them.

R.P.H.
G.W.F.
B.B.

CONTENTS

	Preface	ix
Unit I	THE ESSENTIALS OF PUBLIC COMMUNICATION	1
Chapter 1.	The Resources of Public Speech	3
	<i>Functions of Human Speech</i>	6
	<i>Nature of Public Speech</i>	13
	<i>Fear of Public Speech</i>	16
	<i>Suggestions for Speaking</i>	21
Chapter 2.	Principles of Effective Speech	23
	<i>Commitment to the Message</i>	26
	<i>Commitment to the Audience</i>	33
	<i>Balancing Message and Audience</i>	
	<i>Commitment</i>	38
	<i>Suggestions for Speaking</i>	41
Chapter 3.	The Initial Speech	43
	<i>Speaking and Writing</i>	45
	<i>Choosing and Developing a Topic</i>	49
	<i>Organizing the Speech: Principles</i>	57
	<i>Organizing the Speech: An Example</i>	64
	<i>Writing and Delivering the Speech</i>	68
	<i>Suggestions for Speaking</i>	72
Unit II	THE INFORMATIVE CHALLENGE IN PUBLIC COMMUNICATION	75
Chapter 4.	Techniques for Audience Analysis	77
	<i>Timing of Audience Analysis</i>	80

	<i>Complications of Audience Analysis</i>	86
	<i>General Questions for Audience Analysis</i>	89
	<i>Specific Questions for Audience Analysis</i>	95
	<i>Sample Audience Analysis</i>	102
	<i>Suggestions for Speaking</i>	104
Chapter 5.	The Informative Speech	106
	<i>Making Ideas Substantive: Research</i>	108
	<i>Making Ideas Intense: Clarification and Attention Devices</i>	118
	<i>Making Ideas Coherent: Organizational Devices</i>	124
	<i>Making Ideas Coherent: Outlining</i>	129
	<i>Making Ideas Graphic: Visual Aids</i>	136
	<i>Suggestions for Speaking</i>	140
Chapter 6.	The Resources of Language	142
	<i>Language and Perception</i>	143
	<i>Properties of Language</i>	150
	<i>Achieving Distinctiveness in Language</i>	155
	<i>Achieving Liveliness in Language</i>	161
	<i>Achieving Variety in Language</i>	166
	<i>Suggestions for Speaking</i>	169
Chapter 7.	The Resources of Delivery	172
	<i>Functions of Delivery</i>	175
	<i>Components of Delivery</i>	178
	<i>Characteristics of Good Delivery</i>	183
	<i>Improving Delivery</i>	185
	<i>Suggestions for Speaking</i>	194

Unit III	THE PERSUASIVE CHALLENGE IN PUBLIC COMMUNICATION	197
Chapter 8.	Techniques for Building Credibility	199
	<i>Nature of Source Credibility</i>	203
	<i>Dimensions of Source Credibility</i>	208
	<i>Strategies for Building Credibility</i>	213
	<i>An Example of Credibility in Action</i>	217
	<i>Suggestions for Speaking</i>	218
Chapter 9.	Techniques for Changing Beliefs	227
	<i>Resistance to Persuasion</i>	229
	<i>Logic of Persuasion</i>	234
	<i>General Suggestions for Persuasion</i>	239
	<i>Specific Strategies for Persuasion</i>	245
	<i>Suggestions for Speaking</i>	255
Chapter 10.	The Persuasive Speech	257
	<i>Thinking Strategically</i>	258
	<i>Analyzing the Persuasive Situation</i>	262
	<i>Generating Good Reasons</i>	266
	<i>Testing Good Reasons for Completeness</i>	270
	<i>Testing Good Reasons for Suitability</i>	274
	<i>The Preparation Format</i>	280
	<i>Suggestions for Speaking</i>	280
Unit IV	SPECIAL CHALLENGES IN PUBLIC COMMUNICATION	287
Chapter 11.	The Reinforcing Speech	289
	<i>Creating Group Concern</i>	293
	<i>Factors Affecting Motivation</i>	297
	<i>Commitment and Anchoring Strategies</i>	301

	<i>Inoculating Strategies</i>	305
	<i>Practical Approaches to</i>	
	<i>Reinforcement</i>	307
	<i>Suggestions for Speaking</i>	308
Chapter 12.	The Occasional Speech	314
	<i>A Model of Occasional Speaking</i>	316
	<i>Impromptu Speaking</i>	318
	<i>Ceremonial Speaking</i>	321
	<i>Speaking to Entertain</i>	331
	<i>Speaking in Recognition</i>	336
	<i>Suggestions for Speaking</i>	340
	Author Index	343
	Subject Index	345

UNIT

I

The Essentials of Public Communication

The Resources of Public Speech

Peg: Hi.

Carolyn: Hi. Did the teacher get here yet?

Peg: No, and I wish he would. I'm nervous as a cat.

Carolyn: Me too. I've put off this speech course for five semesters. Finally had to take it.

Peg: Not me. I'm going to get it over with as quickly as possible. I hate to give speeches.

Carolyn: Yeah. People seem to look right through you when you're giving a speech.

Peg: Yes, and classroom speeches are so darn artificial. I mean who cares about another speech on drug addiction?

Carolyn: Yeah, I know what you mean. Although, I did give a speech in high school about the welfare system. It went over pretty well.

4 THE ESSENTIALS OF PUBLIC COMMUNICATION

Peg: Yeah, but why a whole course in it? I've been talking all my life! Gee, I wish that teacher would get here and get things started.

Carolyn: Well, at least the kids in here look okay. My roommate said that she really got to know the kids in her speech class.

Peg: Maybe it won't be that bad. I wonder if they'll let us use note cards.

Carolyn: I hope so. I always get so jumbled up when I try to explain something.

Peg: That's what I mean. It's so artificial. I mean, when am I ever going to have to give a speech again for the rest of my life?

Carolyn: Right. Although I guess I'll have to meet the public when I go out and do social work. But that's not the same as giving speeches. . . . Wow, that guy's 5 minutes late already.

Peg: Hey, maybe he got scared too!

Carolyn: Why should he? Teachers don't have to give speeches!

Peg: Well, maybe this course will be good for me. Everybody says I'm too shy.

Carolyn: That's funny, you haven't been shy with me.

Peg: Hey, maybe this course won't be so bad. At least we've got each other!

Carolyn: Oh, by the way, I'm Carolyn Cross.

Peg: I'm Peggy Franklin.

Carolyn: Oops, here he comes. He doesn't look too bad. Maybe . . .

Any of it hit home? Well, at least for Peg and Carolyn, the speech course promises to be quite a chore. Or does it? Beneath the veneer of this rather ordinary social conversation, what can we tell about Peg and Carolyn and, more importantly, what can we say about the problems and pleasures associated with the making and utilizing of human speech?

Let us begin by looking at a few of the somewhat questionable

assertions they make from time to time. Peg claims that she hates to give speeches. Yet in the space of 5 minutes, she has given more than a dozen "speeches." You say, however, that these were not real speeches—no standing up, no podium, no note cards, no sleepy audience, no speech teacher writing furiously, and so on. Yet Peg was poised for conversation, she was processing information intellectually (admittedly without note cards), she very obviously was trying to adapt to her audience, and, as we see later on, her audience was evaluating her utterances. So then, when is a speech a speech? Are the standing up, the group of auditors, and the mass of feedback necessary to have a "speech setting," or are there common threads running throughout all of our spoken verbalizations?

We will be arguing in the following pages that the behaviors that Peg and Carolyn will engage in in their classroom speaking exercises are not different in kind from their sometimes mundane, sometimes exciting social conversations. We will be arguing that no spoken interaction can be artificial, as Peg calls it, unless a speaker fails to make a clear investment in her message or does not attempt to demonstrate a semblance of meaningful commitment to her audience. We will contend that all teachers give speeches even though they sit on their desks and often speak in an interrupted fashion. We will try to find out why giving speeches is what makes us human and how speaking makes contact with other humans both possible and pleasurable.

Peg claims that she has been talking all of her life. Yet she does not tell us that many of her talking experiences have been futile, boring, and sometimes, even painful. Most people see a difference between "just talking" and talking effectively. After all, we all have been breathing since birth, yet how many of us, except for the Indian fakir, can control our breathing for biological and (as the Swami would have it) for meditational satisfaction? Similarly, we can learn to control our spoken verbalizations so that they have social impact.

Yet there is much that we can learn from Peg's and Carolyn's casual insights into human speech. Peg pointedly shows us that a certain amount of risk usually attends our talk. In this chapter, we will explore some of the reasons for this phenomenon and try to understand why speech courses initially seem more scary than other academic enterprises. We will also attempt to explain why Carolyn received such a good feeling when communicating successfully with her high school speech class, why people seem to see through us when we speak, and why students seem to know each other well after having survived a speech communication class together. We will try to see why getting "jumbled up" when talking is a very common, natural, and in some senses, a very desirable set of conditions. We will investigate why Peg concluded simultaneously from Carolyn's speech that

6 THE ESSENTIALS OF PUBLIC COMMUNICATION

she was “nice” and how Carolyn was able to judge that Peg didn’t “seem shy.”

Perhaps most important of all, we will try to understand together why, after only a few short moments of speaking, Peg and Carolyn gave birth to a friendship and why Peg was motivated to say, “At least we’ve got each other.” More than any other statement, this latter one demonstrates how we humans use the pleasures associated with speech to ward off the liabilities that spoken interactions sometimes entail; it also serves to show us that without effective communication, the chances for initiating and maintaining profitable social contacts are, at best, dubious.

To our way of thinking, Peg and Carolyn are unsure about their speech course because they haven’t really considered what the act of speaking is all about. Perhaps they would feel less ambivalent about human speech if they knew more about its functions. Let us consider some of them.

Functions of Human Speech

Consider the tale of the lad who, by the age of 5, was yet to utter a single syllable. His parents were beside themselves with worry. Where had they gone wrong in producing a child who would not speak? One morning at the breakfast table, Silent Sam gave vent to his verbalization: “This oatmeal is damned lumpy.” Uncontrollably excited, his parents posed the obvious question: “For 5 years you’ve said nothing, not even baby talk! Why?” The answer came readily: “Until now, everything was all right!”

The implication of this story is not that kids have it too easy these days, but rather that we speak when we have to. We speak because it is one of the few nonviolent ways of changing the social world around us. And being the unsatisfied beasts we are, we do a lot of talking. Our reasons, however, are numerous. Let us examine some of them.

Speech as Humanity

Researchers have yet to find a group of animals that “talks” in a clear way, save one—humankind. By some method of intellectual and physiological happenstance, human beings are unique in their ability to produce meaningful speech. Not only can *A* produce verbal sounds, but *B* can comprehend the utterances and react to them. Although the system often breaks down, we are distinctive in that we can create language systems and utilize our creation in the presence of other people, for pleasure, for profit, and, of course, for pain. Put simply, we talk because we are human and we are human because we talk. We talk because we have no other choice. We find ourselves talking to cats, who