

OSBORN | OSBORN

PUBLIC
SPEAKING



SEVENTH EDITION

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Public Speaking

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Osborn/Osborn
Public Speaking
Seventh Edition

Trusted

Innovative

Student-Focused

With expanded coverage of persuasion, new end-of-chapter exercises, fully integrated technology, and new up-front material designed to get students ready to present right away, the Seventh Edition of *Public Speaking* is more interactive and student-focused than ever. Centered around three core objectives—preparing students for civic life, respecting the diversity of the audience, and sensitizing students to the ethical impact of their words—the text continues to offer both practical advice for public speaking and an understanding of why such advice works.

The Seventh Edition introduces two new models of oral communication—the **Mechanical Model** and the **Identification Model**—designed to help students better understand the elements that influence oral communication. The Mechanical Model addresses the physical and technical constraints that shape communication, while the Identification Model points out the ethical consequences of oral communication. These concepts are brought to life through examples from real, student, and professional speeches; new Discussion and Application exercises at the end of each chapter; and a variety of boxed features throughout the text. While the trusted content and distinctive features of the text have been maintained, *Public Speaking*, Seventh Edition continues to evolve and adapt to changing times and the needs of its student audience.

“We've never been content with ‘cut and paste’ revisions. Every photo, every graphic, every chapter and every sentence must rejustify itself. The basic test is: How could this better advance the learning process?”

SUZANNE OSBORN

“We're really excited about our new chapters on persuasion. The emphasis on ethical argument is right for our time. The Toulmin model should help students master the reasoning process and put it to work in their speeches.”

MICHAEL OSBORN

Trusted Content...Adapting to Changing Times

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Developing Powerful Arguments

Speaker's Notes 10.4

1. Provide clear definitions of basic terms.
2. Justify arguments by reasoning from accepted principles.
3. Reveal the reasons why they honor these principles.
4. Convince listeners that your arguments are based on reality.

5. Create a vivid sense of problem conditions.- 6. In analytical reasoning, use a similar situation as a model from which to draw conclusions and conclusions that favor your position.
- 7. Build arguments to answer questions reasonable listeners might ask.

The Interplay of Reasoning. Just as forms of proof must often be combined to establish the legitimacy and power of a speaker's proposal, so do the patterns of reasoning in persuasive speeches. One model that displays this interaction clearly, and makes its components more visible, was developed by Stephen Toulmin, a British logician. Toulmin's model of argument, shown in Figure 16.4, includes six primary elements: data, claim, warrant, backing, support, and qualifier.

Data. Data represent "hard" evidence in the form of facts, statistics, and expert testimony. The data confirm the existence of a given reality, Joshua Logan's speech, "Global Warming," repeated at the end of the previous chapter, communicated a considerable array of evidence to demonstrate the reality of global warming.

Claim. The claim is the conclusion the speaker draws from the data. The move from data to claim, because it involves drawing a general conclusion from specific instances, is primarily inductive. Joshua wishes us to accept his claim that global warming is a threat to life on a global scale and that something should be done on a personal, national, and international level.

Warrant. The warrant supplies the principle that justifies the movement from data to claim. It functions not much like a mere premise, and it provides the deductive element of the model. When an authorizes us to draw conclusions from a similar case and the use of similarities is compelling and no significant dissimilarity exist, the warrant can also justify analogical reasoning. In Joshua's speech, the warrant is implicit, but the sense of its power can be felt in the speech. We might reconstruct it as follows: "Whenever hundreds of countries, working independently of each other in countries around the globe, come to the same or similar conclusions, we can place considerable faith in the results."

Support. Support is the evidence that backs up the warrant. It is the evidence that backs up the warrant. It is the evidence that backs up the warrant.

Backing. Backing is the evidence that backs up the support. It is the evidence that backs up the support.

Qualifier. Qualifier is the evidence that backs up the backing. It is the evidence that backs up the backing.

Figure 16.4
Toulmin's Model of Argument

```
graph TD
    Data --- Claim
    Claim --- Warrant
    Warrant --- Backing
    Backing --- Support
    Support --- Qualifier
```

320

Using a Developing Presentation Skills

Choose your background color, then click "Apply to All." Each slide you prepare for this presentation will have the same background. We have selected a rich royal blue as a background color.

Before you begin trying material on your slide, you must select the font style and color for the text on your slide. Return to the Format menu on your top toolbar. Open the font and click Font. Choose a simple, easy-to-read font. Some good choices include Arial, Times New Roman, and Verdana. Avoid any font that has the word "serif" in its name; it will be hard to read when projected on a slide. Don't use script or decorative fonts such as Truetype and Knott's Handwritten, which are too difficult to read.

Next, select a font color that contrasts with the background of your slide. We have chosen white text for use on the blue background.

Now you can begin adding text to your slide. Type the title of your slide in the title box and the text in the text box.

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SAMPLE STUDENT SPEECHES

Three Photographs

Ashley Smith

Did you know that in my room is of a little girl in Bonaville who is not much younger than I. She's wearing the red of her education and has finished up to the top of the school. She will now return to a real setting because her family cannot afford to continue her schooling. To add to the problem, the family got was taken by a fire, so she had to return to help them over this time, but she didn't miss out on much—most likely she would have gone on into the city and ended up in one of the shelters, one more victim of the unemployment, poverty, even starvation endured by the people. Her lack of opportunity is due not so much to class inequality as in Costa Rica, but more to the cultural traditions of several hundred years of European exploitation. Recently there has been extensive growth there but the natives have been left behind.

The third photograph in my room is of four high school students, taken where I went to school in Jacksonville, Florida. We're all sitting on the lawn outside school, overlooking the parking lot full of new cars that will take us to warm dinners and comfortable beds and high grades and privileged lives. Many of us—excluding myself for most of my life—think this would be granted, but now, for me, no more. I may have gained a lot in my travels, but I lost my political innocence.

One thing I gained in my travels, but I lost my political innocence. I want to teach people to succeed on their merits despite the social and economic inequalities that they face. And I want to learn from them as well. I want to teach the boys who never wanted to work that could do the factory. And I want to teach the girls who never wanted to work that could do the factory. And I want to teach the girls who never wanted to work that could do the factory. And I want to teach the girls who never wanted to work that could do the factory.

Enhanced Coverage of Persuasion

Chapters 15 and 16 have been restructured to provide a clearer, more ethically defensible discussion of persuasion. In addition to expanded coverage on ethics and forms of proof, the concept of argumentative persuasion has been developed to emphasize the ethical importance of reasoning in areas such as the formation of public policy. Also, a new section on Listening to Persuasive Speeches addresses both how to be a thoughtful, active listener, and how—as a speaker—to anticipate and respond to questions from listeners. Chapter 16 also introduces the Toulmin model of proofs to help students grasp how to make reasoning work productively in persuasive efforts.

New! Discussion and Application Exercises

at the end of each chapter allow students to practice skills in small group settings or on their own. These varied activities can be used in-class to promote discussion or assigned as homework.

New! Chapter on Communication Anxiety

(Chapter 2) addresses this important subject when your students need it most—as they are preparing to give their first presentation. This chapter flows well into Chapter 3, Your First Speech.

New! Stairway to Speech Success Model

in Chapter 3, Your First Speech, lays out the speech development process from start to finish to help students get started on preparing their first presentation. Osborn, Public Speaking, 7/e, is one of the only books to have a full chapter dedicated to the first speech—often one of the most challenging assignments for both the student and instructor. This chapter helps to facilitate this first assignment.

New! PowerPoint Tutorial at the end of Chapter 11 offers instructions (including screenshots) on how to operate PowerPoint and how to use PowerPoint as an element of a presentation.

Annotated Sample Student Speeches illustrate how the theories and principles discussed apply in real life. The Seventh Edition uses more real-life examples of student speeches than any other text on the market.

Updated Ethics Alert! boxes highlight ethical concerns or issues as they arise in the context of content—to continually remind students of the importance of ethics in public address, rather than confining the subject to a chapter on its own.

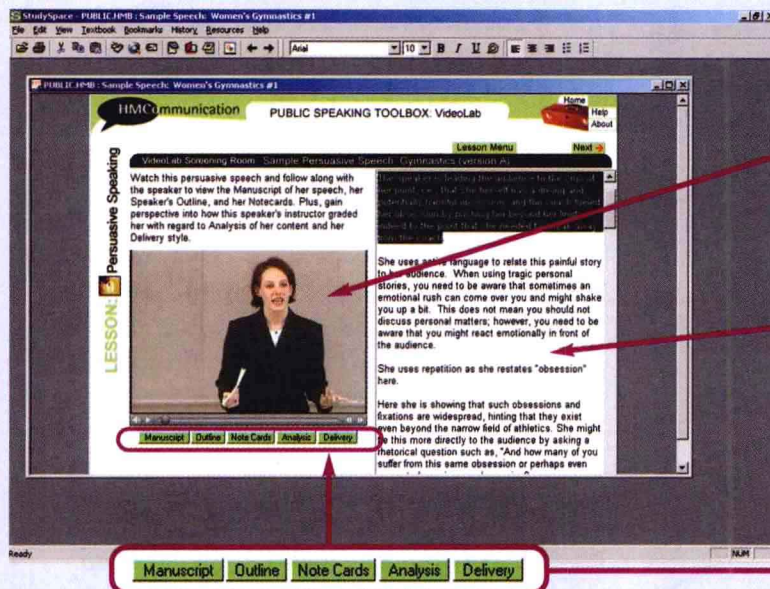
Updated Speaker's Notes provide students with useful suggestions for improving their presentations, and reinforce key principles and concepts.

Integrated Technology...a Turnkey Solution for Your Public Speaking Classroom

New to the Seventh Edition of *Public Speaking*, technology icons throughout the margins of the textbook point students and instructors to interactive exercises and resources available on the updated VideoLab CD-ROM and revamped Online SpeechStudio in Eduspace®.

VideoLab CD-ROM

The VideoLab CD-ROM is an interactive study tool for students that 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. The VideoLab CD-ROM comes packaged with the textbook at no extra cost.

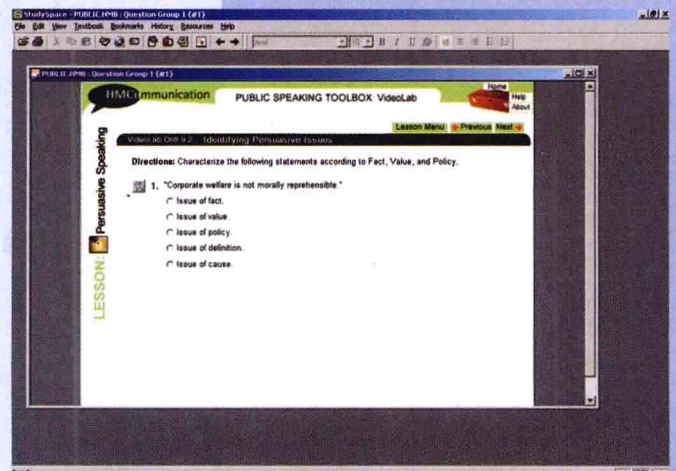


The updated VideoLab provides new digital video of twelve, real-life student speeches organized into ten lessons.

Instructor analysis helps students learn how to give constructive feedback.

Students can view the speech manuscript, outline, note cards, and instructor analysis along with the video.

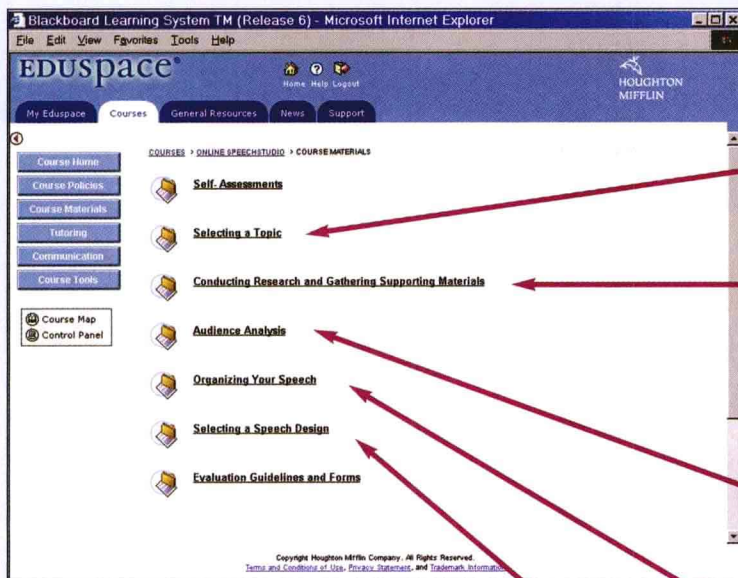
Each lesson contains a series of questions on concepts such as listening, delivery, organization, and audience analysis that provides an interactive way for students to test and improve their knowledge and skills.



Online SpeechStudio in Eduspace

Ready to use, and easy to integrate into any public speaking course, the Online SpeechStudio in Eduspace powered by Blackboard™ extends the mastery of public speaking skills beyond the classroom. This interactive speech preparation toolkit and course management system helps students learn to model and compose organized, thoughtful speeches and build an online portfolio of their work. With resources tailored to all of the major types of speech design, the Online SpeechStudio gives students hands-on practice with every stage of the speech development process—from selecting a topic and audience analysis, to outlining and critiquing.

The Online SpeechStudio gets students thinking about what they want to say and how they want to say it with a host of self-assessments, worksheets, and tools—including a new PowerPoint tutorial and a new speech outliner tool.



Selecting a Topic helps students think critically about personal knowledge and experience, audience interest, and focus as they work toward choosing the right topic.

Conducting Research assists students in conducting strategic and thorough research to back up arguments and support points.

Audience Analysis helps students assess an audience in terms of attitude, environment, logistics, and occasion.

Organizing Your Speech helps students write with focus.

Selecting a Speech Design features nine common design types students can use to determine which speech design to choose and when.

A Complete Package for Instructors and Students

Instructor Supplements

Annotated Instructor's Edition (0-618-53196-3) includes general and ESL teaching tips for every chapter.

Instructor's Resource Manual, available online, is completely updated and revised. Part I of the manual includes:

- Overview of the purpose and philosophy of the course
- Information on preparing a syllabus
- Sample syllabi
- A variety of speech assignments
- Information on evaluating and grading speeches
- Troubleshooting guide with teaching strategies for new instructors
- Bibliography of resource readings

Part II offers a chapter-by-chapter guide to teaching Public Speaking, including:

- Learning objectives
- Suggestions for teaching
- Lecture/discussion outlines
- Classroom activities
- Transparency/handout masters
- Bibliography of readings for enrichment

Instructor Textbook Website with Online Test Bank also includes an online IRM, PowerPoint slides, exercises, and other ancillary material.

HM ClassPrep CD-ROM (0-618-53201-3) includes digital versions of the IRM, Test Bank, and PowerPoint slides.

Student Speeches Video (0-618-53199-8) and **Video Guide** (available online). The Student Speeches Video offers a selection of new, real-life student speeches, while the accompanying online Video Guide contains the text of each speech, an evaluation of the presentation, discussion items, and commentary.

Great Speeches Video (0-618-31275-7) features contemporary speeches by Jimmy Carter, George Bush, Lyndon Johnson, Geneva Overholser, and Cesar Chavez.

"Using Visual Aids" Video (0-618-22367-3) shows students how best to use visual aids (i.e., video clips, charts, special guests) in a presentation.

Student Resources

Student Textbook Website includes chapter-specific test questions, student speeches with relevant exercises, vocabulary flashcards, and updated links to relevant websites.

VideoLab CD-ROM, packaged with the student text, offers student speeches, analysis, exercises, and tips to help students develop and deliver their own speeches.

Online Speech Studio in Eduspace is a speech preparation toolkit that gives students hands-on practice with every stage of the speech development process, including selecting a topic, conducting research, audience analysis, organizing a speech, and critiquing. Recently enhanced, the Online Speech Studio now also offers:

- **PowerPoint Tutorial**, which provides students a step-by-step guide on how to use PowerPoint efficiently when giving a speech.
- **Speech Outliner**, which offers students a self-directed, step-by-step electronic process for outlining speeches.

Multicultural Activities Workbook, (0-395-83994-7) a student workbook with hands-on activities including checklists, surveys, and writing assignments, geared towards a multicultural classroom.

Motley, *Overcoming Your Fear of Public Speaking*, (0-395-88459-4) written by a well-respected researcher and communication anxiety specialist, this brief handbook focuses on approaching a speech as a communication task rather than as a performance. This guide offers assistance to every student who suffers from speech anxiety.

Speech Prep Workbook, (0-618-53197-1) developed and updated by Suzanne Osborn, contains materials for activities mentioned in the text and skeleton outline formats for the major speech designs.

Classical Origins of Public Speaking, (0-395-65347-9) written by Michael Osborn, offers a concise overview of classical Greek theory on the nature and importance of public speaking.

About the Authors

Michael Osborn, Ph.D. is retired from the University of Memphis, but continues to teach by appointment every other semester at schools such as the University of New Mexico and Vanderbilt University. A past president of the National Communication Association, Mike earned his Ph.D. in rhetoric from the University of Florida and is recognized as a leading scholar in the field of public language and rhetoric.

Suzanne Osborn, Ph.D. has held faculty positions at the University of Memphis, Indiana University, and Christian Brothers College where she taught courses in public speaking and organizational communication. Suzanne has a degree in psychology from the University of Memphis and is the author of a hybrid communication text and a public speaking workbook, both published by Houghton Mifflin.

Public Speaking

Dedication

We dedicate this edition of *Public Speaking* to Optimist International, which sponsors the annual Communication Contest for the Deaf and Hard of Hearing. This event, supported each year by nearly 300 Optimist Clubs, has helped convince countless young people that they have worth, and that an impairment does not mean that they can't communicate with others. In particular, we want to express admiration for our friend, Otis Gray, Memphis Optimist, who has been the inspiring angel behind the event. His vision and determination originated the contest in Memphis, and made its development into an international event not only possible, but inevitable.

Preface

The study of rhetoric, as applied in public speaking, is returning to its traditional place at the center of the liberal arts. The great events and controversies of our time have reaffirmed this classical centrality and have elevated the importance of our discipline on the nation's education agenda. Issues such as determining the validity of evidence, assessing the adequacy of proof, and deciding when conclusions are justified in the light of proof and evidence are re-emerging not just as personal and pedagogical concerns but as a crisis at the heart of social and political life. We believe strongly that education should equip students to deal with these critical issues of deliberation and communication. The seventh edition of *Public Speaking* has been revised and renewed in the spirit of this conviction.

Long-time users of our book will recognize that we have made significant changes while preserving the virtues that have characterized past editions. We hope you will share our enthusiasm over both the changes and continuities in the Seventh Edition.

The Spirit of Our Book

From its first edition, *Public Speaking* has stressed three objectives: preparing students for civic life, respecting the diversity of the contemporary audience, and sensitizing students to the ethical impact of their words on others.

Ancient educators recognized this study as the core of a liberal education. What other discipline, they argued, requires students to think clearly, be attuned to the needs of listeners, organize their thoughts, select and combine words artfully and judiciously, and express themselves with power and conviction, all while under the direct scrutiny of an audience? The challenge to teach such a complex range of abilities has always been difficult, but today it is especially so, as people struggle to define what it means to be human in the context of social situations. Civic engagement is the site of this ongoing struggle; the task of communication educators is to empower students in social, economic, and political situations that require public speaking skills. Not only personal success but also the fate of communities may depend upon the outcomes.

Another core objective of our book is to illuminate the role of public speaking in a diverse society. Adjusting to a diverse audience is a challenge ancient writers could not have anticipated. The increasing cultural diversity of our society adds to the importance of public speaking as a force that can counter division. Thus, cultural diversity is a theme that remains constant in our book.

We continue to believe that a major goal of public speaking is to make students sensitive to its potential impact on the lives of others. Because of the pervasive importance of values and ethics, we discuss ethical considerations throughout the book. For example, we direct the attention of students to ethical concerns as we consider listening, audience analysis and adaptation, cultural variations, topic selection, research, ways of structuring speeches, presentation aids, use of language, and the consequences of informing and persuading others. In particular, the persuasion chapters have been revised to develop a new ethical concept: *argumentative persuasion*, emphasizing the centrality of reasoned proofs, is advanced as an antidote to that *manipulative persuasion* evident in much contemporary communication. The development of argumentative persuasion extends a moral axiom that has

characterized our book since its inception: the speaker's obligation to offer listeners *responsible knowledge*.

For all these reasons we continue to believe that a college course in public speaking should offer both practical advice and an understanding of why such advice works. We emphasize both the *how* and the *why* of public speaking—*how* so that beginners can achieve success as quickly as possible, and *why* so that they can manage their new skills wisely. Consistent with this philosophy, we base our practical advice on underlying principles of human communication. As we advise readers on structuring speeches, we show how various speech designs connect with basic psychological concepts of “good form,” explaining why some speeches succeed and others fail. We ground our advice on informative speaking in the principles of learning theory, and our suggestions on persuasive speaking on research from social psychology, philosophy, and the communication discipline. Our approach is eclectic: we draw from the past and present and from the social sciences and humanities to help students understand and manage their public speaking experiences.

The Roman educator Quintilian held forth the ideal of “the good person speaking well” as a goal of education. We join him in stressing the value of speech training in the development of the whole person. We also suggest that education in public speaking is excellent training for leadership. In addition, understanding the principles of public communication can make students more resistant to unethical speakers and more critical of the mass-mediated communication to which they are exposed. The class should help students become both better consumers as well as producers of public communication.

We have continued throughout the book to follow the metaphorical themes of the student as climber, builder, and weaver to represent the important dimensions of personal growth and development that the public speaking class makes possible. The student learns to climb barriers of personal and cultural interference that block authentic communication. The student also learns how to build ideas, mastering how and when to use different designs and forms of supporting materials. Finally, the student learns how to weave words into a clear, colorful fabric of communication and how to fashion a tapestry of argument out of evidence and proof. Mastering these central metaphors is the key not only to effective communication, but also to successful living.

Innovations in the New Edition

The seventh edition of *Public Speaking* is marked by seven significant changes: (1) the development of dual models of oral communication, (2) a separate new chapter on communication anxiety, (3) a separate new chapter on topic selection and evaluation, (4) a separate new chapter on research for public speaking, (5) an expanded development of narrative as a form of supporting material and as a design for structuring speeches, (6) substantial revision of the persuasion chapters, and (7) a number of important new themes and concepts woven into the fabric of the book.

Dual Models of Communication

We have long had the uneasy feeling that reducing oral communication to a single model that emphasizes the technical features of speaking is a mistake. Such a model can result in over-simplifying, if not misrepresenting, the subject. To counter this problem, we have developed dual, complementary models that provide together a more complete portrayal of the rich and complex process of communication that occurs in successful speaking.

The first of these models, the mechanical model, developed out of the study of electronic communication in the Bell Telephone Laboratory around the middle of the twentieth century. The mechanical model helps students understand the physical and technical constraints that shape communication. Such concepts as “interference” and “feedback” are gifts of this model.

The second model, the identification model, is based on the work of communication theorist Kenneth Burke. This model is helpful in pointing out the major ethical consequences of oral communication, especially the effects of transactional and transformational communication.

Together, these two models function more adequately to describe the “yin and the yang” of public speaking, the essential technical and ethical/spiritual features of the subject. They reflect a consciousness that communication is both a craft and an art. They justify two levels of awareness as the book develops: a recognition that speakers must master techniques, but also an admonition that their words shape—for better or worse—the human condition.

Separate New Chapter on Communication Anxiety

All of us are aware of the corrosive effect of fear on oral presentations. To help students handle this fear, we have changed what was an appendix in the sixth edition and moved it near the beginning of the book (Chapter 2). Our intent is to encourage students to confront and control the symptoms of anxiety early in the course so that the problem becomes manageable and not an impediment to their development as speakers.

We describe communication anxiety as a normal response to an abnormal situation. Our goal is to help students channel their anxious energy into constructive energy so that it plays a productive role in their communication experiences.

Separate New Chapter on Finding Your Topic

Getting off on the right foot by finding and focusing a speech topic that is appropriate to the speaker, the audience, and the assignment is vital to success in the course. For this reason, we have developed what was once part of a chapter into a separate chapter (Chapter 6). We offer a creative synthesis that integrates a number of techniques that are too often used in separate, willy-nilly approaches to the subject.

We divide topic selection into three phases: discovery, exploration, and refinement. During the discovery phase, the student applies the techniques of brainstorming, interest charts, and media prompts to uncover promising topic areas. To explore and narrow these areas into topic possibilities, we teach students how to apply the non-directive technique of mind-mapping and the directive technique of topic analysis.

During the refinement phase, we show students how to frame the general purpose, specific purpose, and the thesis statement of the topic they have selected. The process of refinement is like looking at a topic through lenses of a microscope so that it emerges in clearer and sharper form.

Separate New Chapter on Researching Your Topic

Central to our book is the idea that the ethical speaker must demonstrate *responsible knowledge* of the major facts and issues surrounding a subject. The business of developing such knowledge through research is now covered in a separate chapter (Chapter 7). We show students how to develop and follow a strategic research plan. The chapter is followed by a comprehensive list of Internet resources, categorized by

general topic areas. Of special interest is the new chapter's discussion of accessing and using the invisible (deep) web. Also valuable is its section on evaluating Internet research, which presents criteria for evaluating advocacy, information, and personal websites.

New Emphasis on Narrative

The ability to tell a story, whether it be one's personal story or some beloved cultural legend, can be vital to a speaker's success. In Chapter 8 we have expanded our discussion of narrative as a form of supporting material, incorporating the important work of Professor Walter Fisher of the University of Southern California. In Chapter 17 we have provided a discussion of narrative design, which differs from the linear, logical patterns typically used in public speeches. Speakers who use narrative design follow a dramatic pattern of development, in which they develop a prologue that foreshadows the story, a plot, and an epilogue.

Substantial Revision of the Persuasion Chapters

The uncertainties of our time demand a renewed insistence on the centrality of reasoned discourse in the work of persuasion. We offer a substantial revision of our persuasion chapters (Chapters 15 and 16) in response to this need. Changes in our model of the forms of proof especially reflect this new awareness. Personal, emotional, and cultural forms of proof remain important, but within a framework that assures the primacy of responsible reasoning. Additionally, we have developed the concept of argumentative persuasion to emphasize the ethical importance of reasoning in the formation of public policy.

Along with this change of emphasis, we give renewed attention to the thoughtful listener. Such a listener will ask certain questions of the persuader. Showing the speaker how to anticipate these questions and plan in response to them underlies the structure of our revised Chapter 16. In this chapter we introduce the Toulmin model of proofs to help students grasp how to make reasoning work productively in persuasive efforts. To make the discussion more precise, we have divided persuasive speaking into three types: fact, value, and policy. The result of these changes, we believe, is a clearer, better structured, and more ethically defensible discussion of persuasion.

New Themes and Elements

Longtime users will also recognize other changes in our book:

- Expanded, step-by-step tutorial at the end of Chapter 11 on how to prepare simple slides for presentations using PowerPoint. The chapter also includes cautions on how *not* to misuse this popular new technology.
- Renewed emphasis on the practical “how to” dimension of the text. Part of this new emphasis is the addition of “Discussion and Application” items at the end of each chapter.
- Expanded use of the Speaker's Notes, Ethics Alert!, and InterConnections features of the text. These popular innovations from previous editions are introduced as highlighted, boxed inserts in each chapter. They help focus the reader's learning experience, raise ethical considerations at vital moments, and offer opportunities for learning enrichment.
- Introduction of “Stairway to Speech Success” model in Chapter 3 to help students integrate and assimilate the advice on developing their first speeches.

- Expanded use of the “Ladder of Listening” model in Chapter 4 to reinforce the importance of critical and constructive listening within the communication experience.
- Development of the concept of *integrated communication* in Chapter 13 to emphasize how the convergence of presentation and content factors in a speech can create a compelling communication experience for all participants.
- A treasure trove of new examples from student and professional speeches, along with favorites from previous editions.

Distinctive Features of Our Book

A textbook is a rhetorical product: it must constantly adapt to the changing times and needs of its student audience. Nevertheless, some features have remained constant and distinctive across the many editions of our book.

- *Responsible knowledge as a standard for public speaking.* In order to develop a standard for the quality and depth of information that should be reflected in all speeches, we offer the concept of *responsible knowledge*. This concept is developed in detail in Chapter 7, in which we discuss the foundation of research that should support speeches.
- *Special preparation for the first speech.* As teachers we all realize the importance of the first speaking experience to a student’s ultimate success in the course. Yet much useful advice must be delayed until later chapters as the subject of public speaking develops systematically over a semester. Having experienced this frustration ourselves while teaching the course, we decided from the outset to include an overview of practical advice early in the book that previews later chapters and prepares students more effectively for their first speeches. This overview is provided in Chapter 3.
- *Communication ethics.* We have always discussed ethical issues as they arise in the context of topics, rather than confining the subject to a chapter on its own. *Ethics Alert!* helps us to highlight these concerns as they develop chapter-by-chapter within the situations to which they apply.
- *Internet research.* Recognizing that today’s student often turns to the Internet for information and opinions, we offer a variety of resources to enrich the research experience, provide standards for evaluating what students find there, and develop a plan to help them use such materials judiciously. Chapter 7 offers an extensive directory of websites, selected specifically for their relevance to student speakers. *InterConnections.LearnMore*, offered in most chapters, highlight online educational opportunities throughout the book.
- *Enriched treatment of listening.* Our discussion of listening is distinctive in three important ways. First, we introduce the concept of listener apprehension, which is presently receiving considerable attention in listening research. This new concept identifies an important challenge that both speakers and listeners must overcome. Second, we offer a model of the *ladder of listening* to help students understand the various kinds of listening and the relationships among them. Third, we enlarge the focus on listening in order to emphasize its constructive as well as critical dimensions.
- *The importance of narrative in public speaking.* We discuss narrative as an important form of supporting material and as a previously neglected design option. We also identify appeals to traditions, heroic symbols, and legends—all built upon

narrative—as an important emerging form of proof (*mythos*) in persuasive speaking.

- *Improving language skills.* We offer a cohesive approach to teaching language skills that emphasizes understanding the power of language, applying standards so that this power is not diminished, and learning special techniques that can magnify this power at important moments in speeches. Among the standards is learning how to avoid grammatical errors that make listeners cringe.
- *Enhanced understanding of ceremonial speaking.* The study of ceremonial speaking too often has been treated as a collection of “occasional speech” assignments, combined with little rationale into a chapter that sometimes seemed tagged on at the end of a book. We provide coherence and dignity for this subject by pointing out the importance of ceremonial speaking in society, and by indicating how two powerful concepts, one offered by Aristotle and the other by Kenneth Burke, can be combined to generate successful ceremonial speeches, especially speeches of tribute and inspiration.

Plan of the Book

Public Speaking is designed to help beginning students build knowledge and skills step by step. Positive initial speaking experiences are especially important. For this reason, Chapter 2 helps apprehensive students control communication anxiety as they stand to speak for the first time. Chapter 3 offers an overview of advice to help students design and present successful first speeches.

In the chapters that follow, students learn how to listen critically and constructively, analyze their audiences, select, refine, and research speech topics, develop supporting materials, arrange these materials in appropriate structures, outline their thinking, and create effective presentation aids. They also learn how to manage words and present their messages. Students become acquainted with the nature of information and how to present it, the process of persuasion and how to engage it, and the importance of ceremonial speaking in its various forms. Appendix A, “Communicating in Small Groups,” describes how to use public communication skills to participate effectively in small group interactions.

Teachers may adapt the sequence of chapters to any course plan, because each chapter covers a topic thoroughly and completely.

Detailed Plan of the Book

Part I, “The Foundations of Public Speaking,” provides basic information that students need for their first speaking and listening experiences. Chapter 1 defines public speaking as communication, highlights the personal, social, and cultural benefits of being able to speak effectively in public, and emphasizes the ethical responsibilities of speakers. Chapter 2 helps students come to terms with communication anxiety, so that they can control this problem early in the course. Chapter 3 offers practical advice for organizing, practicing, and presenting first speeches. Chapter 4 identifies common listening problems and ways to overcome them, helps students sharpen critical thinking skills, and presents criteria for the constructive evaluation of speeches.

Part II, “Preparation for Public Speaking,” introduces the basic skills needed to develop effective speeches. Chapter 5 emphasizes the importance of the audience, indicating how to adapt a message and how to adjust to factors in the speaking situation. Chapter 6 provides a systematic way to discover, evaluate, and refine speech topics. Chapter 7 shows how to research these topics, emphasizing the importance