



second edition

# A Speaker's Guidebook

text and reference

Dan O'Hair  
Rob Stewart  
Hannah Rubenstein

eng  
H019/H149

ND EDITION

# *A Speaker's Guidebook*

TEXT AND REFERENCE

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Dan O'Hair

*University of Oklahoma*

Rob Stewart

*Texas Tech University*

Hannah Rubenstein

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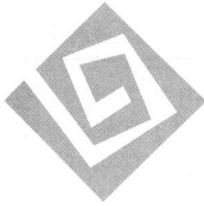
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# *A Speaker's Guidebook*

**TEXT AND REFERENCE**



## HOW TO USE THIS BOOK

*A Speaker's Guidebook: Text and Reference* has been carefully designed to help you easily and quickly access the information you need to prepare speeches and presentations not only in a public speaking course but also in other college courses, in your working life after college, and in whatever role you may eventually play in your community.

### THE MAIN MENU AND TABLE OF CONTENTS

The twelve tab dividers (discussed in more detail below) allow the book to flip open easily, and the book's binding lets it lie flat. In the beginning of the book, you will find tools that give you an overview and are designed to make *A Speaker's Guidebook* even easier to use. On the inside front cover you will find the **Main Menu** that offers a listing of the thirty chapters in the text and a visual link to help you find each one. For even more information or to find a specific topic, simply turn to the full **table of contents** on page xix.

<b>Getting Started with Confidence</b> 1 Becoming a Public Speaker 2 Giving It a Try: Preparing Your First Speech pages 1-30	<b>Organizing and Outlining</b> 11 Main Points, Supporting Points, and Transitions 12 Types of Organizational Arrangements 13 Types of Outline Formats pages 105-200	<b>Forms of Speeches</b> 23 The Informative Speech 24 The Persuasive Speech 25 Developing Arguments for the Persuasive Speech 26 Organizing the Persuasive Speech 27 Special Occasion Speeches pages 311-400	<b>Quick Access Menu</b> <i>Using A Speaker's Guidebook</i>  The menu to the left briefly displays the book's content. Each menu box corresponds to a tabbed divider in the text. The dividers contain more detailed menus for each section and are followed by "Speaker's Reference" pages that offer executive-like summaries of the subsequent chapters.  At the back of the book, you will find other reference aids: • the index • a list of feature boxes • a list of checklists  To learn more about how to use the book's reference aids, turn to "How to Use This Book" (p. vi), which includes tutorials that show you how to get quick answers to your questions.  <b>Companion Web Site at bedfordstmartins.com/speakersguide</b> This resource includes self-assessment quizzes for each chapter of the text; online exercises; speech topic research links; a how-to guide for using PowerPoint; sample speeches; a links library; and other useful tools for students and instructors.  <b>Note to instructors</b> A companion CD-ROM is available packaged free with this text. The software reinforces and extends the main text's pedagogy by offering full student speeches along with extensive author commentary and supporting materials plus a powerful visual presentation tutorial.
<b>Public Speaking Basics</b> 3 Listeners and Speakers 4 Ethical Public Speaking 5 Managing Speech Anxiety pages 31-77	<b>Introductions, Conclusions, and Language</b> 14 Developing the Introduction 15 Developing the Conclusion 16 Using Language to Style the Speech pages 201-239	<b>Speaking beyond the Speech Classroom</b> 28 Communicating in Groups 29 Business and Professional Presentations 30 Speaking in Other College Courses pages 411-485	
<b>Audience Analysis and Topic Selection</b> 6 Analyzing the Audience 7 Selecting a Topic and Purpose pages 79-116	<b>Vocal and Nonverbal Delivery</b> 17 Methods of Delivery 18 The Voice in Delivery 19 The Body in Delivery pages 241-272	<b>Sample Speeches</b> SAMPLE INFORMATIVE SPEECH SAMPLE PERSUASIVE SPEECH SAMPLE SPECIAL OCCASION SPEECH SAMPLE BUSINESS PRESENTATION pages 429-473	
<b>Supporting the Speech</b> 8 Developing Supporting Material 9 Locating Supporting Material 10 Using the Internet to Support Your Speech pages 117-163	<b>Presentation Aids</b> 20 Using Presentation Aids in the Speech 21 Designing Presentation Aids 22 Using Presentation Software pages 273-316	<b>Reference and Research Appendices</b> A. Q and A Sessions B. Mediated Communication C. Panels and Symposiums D. Mispronounced Words E-I. Documentation Styles: Chicago, APA, MLA, CBE, IEEE J. Glossary pages 475-503	

## THE TABS

A *Speaker's Guidebook* is divided into twelve tabbed sections. Each section opens with a tab divider. These tabs are arranged into three colorful banks—red, orange, and blue—and each tab is labeled to identify that section's coverage. To find specific information you want, look for the appropriate tab and open the book to it. On the front of the tab, you will find a list of the chapters in that tabbed section. On the back of the tab, you will find even more detailed information, including the chapter titles and the major topics in each chapter.

The back of each tab divider offers a table of contents for the chapters within that tabbed section. The **Speaker's Reference** pages for the chapters within the section follow each tab divider.

### *Speaking beyond the Speech Classroom*

#### ◆ SPEAKER'S REFERENCE 413

#### 28 *Communicating in Groups* 421

- Becoming an Effective Group Participant 421
- Leading a Group 424
  - CHECKLIST: Guidelines for Setting Group Goals 425
  - CHECKLIST: Techniques to Encourage Group Participation 425
- Making Decisions in Groups 426
- Making Presentations in Groups 427
  - CHECKLIST: Assigning Roles for the Group Presentation 428
  - CHECKLIST: Team Presentation Tips 428
- PUBLIC SPEAKING IN CULTURAL PERSPECTIVE: A Balancing Act 429

#### 29 *Business and Professional Presentations* 430

- Public versus Presentational Speaking 430
- Common Types of Business and Professional Presentations 431
  - CHECKLIST: Using Monroe's Motivated Sequence to Organize a Sales Presentation 432
  - CHECKLIST: Preparing a Proposal 434
  - CHECKLIST: Preparing a Staff Report 435
  - CHECKLIST: Preparing a Progress Report 435
- ETHICALLY SPEAKING: How Not to Deliver a Crisis-Response Presentation 437
- ESL SPEAKER'S NOTES: Steps to Counteract Problems in Being Understood 438
- ETHICALLY SPEAKING: Code of Ethics for Professional Communicators 438

#### 30 *Speaking in Other College Courses* 440

- Typical Presentation Formats 440
- Preparing to Address Audiences on the Job 440
  - CHECKLIST: Preparing an Oral Review of an Academic Article 441
  - CHECKLIST: Tips on Presenting to a Mixed Audience 442
- Speaking in Science and Mathematics Courses 442
  - CHECKLIST: Tips for Producing Effective Poster Sessions 444
  - CHECKLIST: Evaluating Your Original Research Presentation 445
  - CHECKLIST: Tips for Preparing Successful Scientific Presentations 447
- Speaking in Technical Courses 447
- Speaking in Social Science Courses 449
- Speaking in Arts and Humanities Courses 452
- Speaking in Education Courses 454



## SPEAKER'S REFERENCE SECTIONS

You may well find one of the most useful features of *A Speaker's Guidebook* to be its **Speaker's Reference** pages that immediately follow each tab divider. These pages provide executive-like summaries of the material covered within the subsequent chapters. A listing of key terms in the chapters appears at the end of the **Speaker's Reference** pages, just before the opening of the first chapter within that tabbed section.

Speaker's Reference pages offer a quick review of the most important information in subsequent chapters through summaries and key terms.

To refer to the full in-text coverage of a topic, simply flip to the page indicated in parentheses.

**SPEAKER'S REFERENCE**  
*Speaking beyond the Speech Classroom*

**28 COMMUNICATING IN GROUPS**

- ◆ **When Participating in a Group, Keep Your Focus on the Goal(s) You Are There to Meet**
  - Keep in mind that the purpose of your participation is to address a specific issue. (p. 421)
  - Critically evaluate the information in the light of the group's goals. (p. 421)  
*Create and follow an agenda.*
- ◆ **Center Disagreements around Issues Rather than Personalities**
  - Engage in issues-based versus personal-based conflict. (p. 423)
- ◆ **Don't Accept Information and Ideas Uncritically Merely to Get Along**
  - Resist groupthink. (p. 423)
  - Rigorously apply critical thinking skills to solve the problem at hand. (p. 424)  
*Engage in devil's advocacy and dialectical inquiry.*
- ◆ **When Leading a Group, Focus on Setting Goals and Identifying the Problem**
  - Map out a strategy. (p. 425)
  - Set a performance goal. (p. 425)
  - Identify the resources necessary to achieve the goal. (p. 425)
  - Recognize contingencies that may arise. (p. 425)
  - Obtain feedback. (p. 425)

**CHECKLIST: Guidelines for Setting Group Goals** (p. 425)

- ◆ **In Your Role as Leader, Encourage Active Participation among Group Members**
  - Directly ask members to contribute. (p. 425)
  - Redirect the discussion. (p. 425)

413

## THE GLOSSARY

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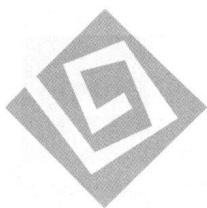
When you wish to verify the meaning of a key term (e.g., one that is boldfaced in the text), refer to the glossary that begins on page 504. There you will find explanations of the many terms associated with the fields of rhetoric and communication. These important terms are vital to your understanding of the book's content and are likely to appear on tests.

## LIST OF BOXES AND CHECKLISTS

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*A Speaker's Guidebook* offers special boxed features highlighting useful topics for students and trends in the study of public speaking. For a complete list of boxes, including "ESL Speaker's Notes," "Public Speaking in Cultural Perspective," "The Speaker on the Internet," and "Ethically Speaking," refer to the very last page of the book. Another hallmark of *A Speaker's Guidebook* are the useful checklists offering step-by-step directions, assessment checks, and content review checks. For a list of these, see the inside back cover.





## PREFACE

Not only is *A Speaker's Guidebook: Text and Reference* a new kind of public speaking text, it is the most successful new public speaking text in over a decade. Adopted at more than 300 schools since it was first published in 2001, the book grew out of the realization that public speaking courses are not ends in themselves. The principles and skills taught in this book are meant to be of lasting use to students, to help them beyond merely meeting the requirements of the course—in their other college courses, in their working lives after college, and in whatever roles they play in their communities. The book you hold in your hands is the first textbook created from the ground up to address this reality. It functions not only as a brief yet comprehensive classroom text but also as a unique and useful post-classroom reference—one that will prove an invaluable resource in any public speaking situation.

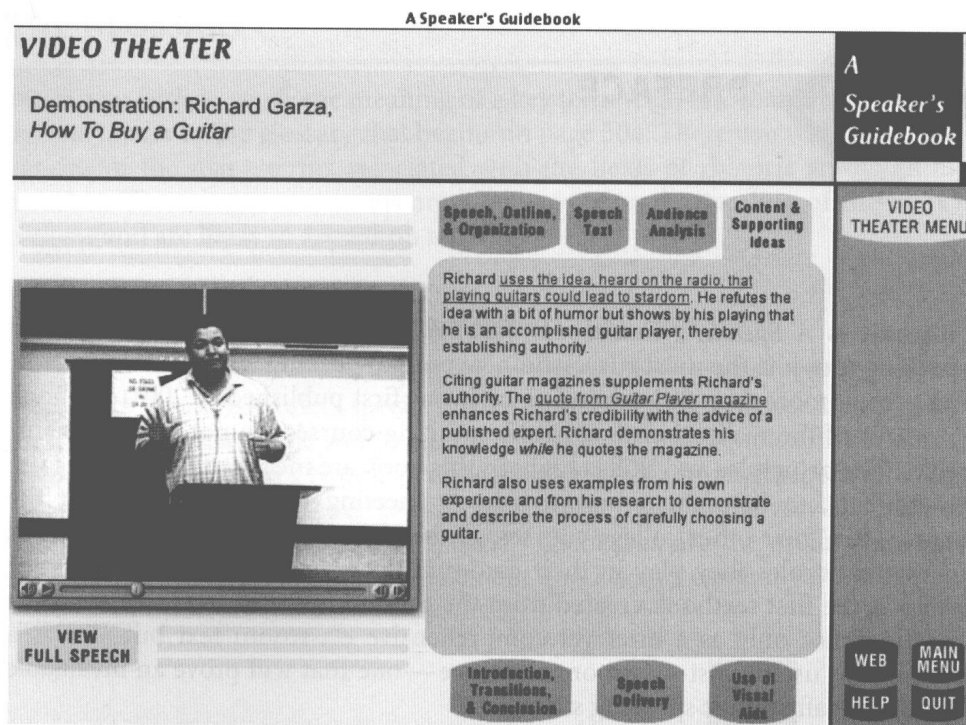
When it was time to revise this extremely successful text, we asked instructors from across the United States and from a wide range of schools to tell us what worked and what could be improved. We were thrilled when most instructors told us that we had gotten the book mostly right, and we valued the opportunity to make the specific improvements they suggested.

### NEW TO THIS EDITION

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Our goal with this revision has been to make this extremely successful text even better. To this end we have made the following changes and improvements:

**Powerful, Interactive CD-ROM Available Free.** We designed the student CD-ROM, available free with each copy of the book, to provide examples and tools that a text alone cannot. An innovative *Video Theater* offers five full student speeches—two informative speeches and one each of persuasive, special occasion, and demonstration. These speeches work not just as models but as powerful teaching tools. For each speech we offer a speech outline and text, and also much more. We analyze each speech in five areas—audience analysis; content and supporting ideas; introduction, transitions, and conclusion; delivery; and visual aids—and offer “hot-links” so that while reading about a specific example, students or instructors can click and see the point exemplified. The CD-ROM also offers a tutorial to help students use visual aids effectively. To order the book/CD-ROM package, use ISBN 0-312-41617-2.



A screen from the CD-ROM's *Video Theater*

**More on Delivering the First Speech.** “Giving It a Try: Preparing Your First Speech” has been moved up to Chapter 2 and has been expanded to include more on delivery and overcoming speech anxiety, thus helping students give an effective speech in the first weeks of class. The new placement and expanded coverage are meant to help students make an even better presentation early in the semester.

**More on Speaking beyond the Public Speaking Classroom.** The new tabbed section “Speaking beyond the Speech Classroom” has been greatly expanded and now offers more on this topic than any other text. Chapters 29 and 30 offer more coverage of communicating in groups, speaking in business meetings, and speaking to varied audiences. The unique Chapter 30, “Speaking in Other College Courses,” gives more detailed instructions on speaking in other classroom settings: the humanities, social sciences, and hard sciences.

**Updated Coverage of Researching Online.** We have completely updated Chapter 10, “Using the Internet to Research Your Speech,” to keep up with the changing technology of search tools such as Google. There is expanded coverage

of areas such as evaluating Web sites and conducting effective searches online. The research chapters (Chapters 8–10) include more on avoiding plagiarism while gathering sources online.

**More on Persuasion.** With the addition of the new Chapter 26, “Structuring the Persuasive Speech,” *A Speaker’s Guidebook* now offers three full chapters on persuasive speaking, more than any other text. This new chapter offers a clearer explanation of constructing arguments and includes expanded coverage of Monroe’s Motivated Sequence plus more on cause-effect, comparative-advantage, and refutative formats.

**Expanded Coverage of Theory.** To help students put theory into practice, we have added more references to current communication research throughout the book, more on individual theorists and their work, and a discussion of rhetorical proofs.

**New Sample Speeches.** Four new sample speeches organized within a new tabbed section—one speech of introduction, one informative speech, one persuasive speech, and one special occasion speech—give students more models to help them build their own speeches.

**Enhanced Design.** A revised design, including the new Main Menu on the inside front cover and more attractive checklists and other featured elements, make the book even easier to use, while new colored tabs make information more engaging and easier to find.

## ENDURING FEATURES

The following features have made *A Speaker’s Guidebook: Text and Reference* extremely successful in its first edition:

### A COMPREHENSIVE CLASSROOM TEXT

*A Speaker’s Guidebook* covers all the topics included in standard public speaking texts—and much more. Although we designed the coverage to be accessible, we didn’t lose sight of the need for comprehensiveness. *A Speaker’s Guidebook* covers all the traditional topics, including listening, speaking ethically, managing speech anxiety, analyzing the audience, selecting a topic and purpose, locating and using supporting material, organizing and outlining ideas, using language, creating presentation aids, delivering the speech, and constructing various speech types. But *A Speaker’s Guidebook* offers much more than traditional texts, including chapters on using the Internet to support the speech, using presentation software, preparing business and professional presentations, and speaking in other courses.

This text has been built around the assumption that students will incorporate the Internet and other technological tools into every step of the speechmaking process; thus we offer a special chapter on using the Internet as well as technology coverage integrated throughout. Widely praised by reviewers and expanded in this new edition, Chapter 10, "Using the Internet to Support Your Speech," teaches students how to research effectively on the Internet. Chapter 22, "Using Presentation Software," shows students how to use the latest hardware and software to produce powerful presentation aids and includes a tutorial on using Microsoft's PowerPoint. **The Speaker on the Internet** boxes throughout the text offer students guidance for effectively using the Internet at all stages of the speechmaking process.

*A Speaker's Guidebook* also offers readers a wealth of resources to help students adapt their speeches to the cultural requirements of the speech situation. Along with extensive coverage within chapters, **Public Speaking in Cultural Perspective** boxes feature such topics as comparing cultural values, vocal delivery and culture, and variations in nonverbal communication.

Special consideration has also been given to the non-native speaker. **ESL Speaker's Notes** address critical areas of concern to speakers whose first language is not English and offer practical ways to address those concerns. Sample features include "Steps to Counteract Problems Being Understood," "Avoiding the Pitfalls of Manuscript Delivery," and "Vocal Variety and the Non-Native Speaker."

Another characteristic that defines *A Speaker's Guidebook* is its strong focus on ethics. Chapter 3, "Ethical Public Speaking," is devoted to this topic and includes an in-depth consideration of the role that values play in the ethical quality of speeches. **Ethically Speaking** boxes appear throughout the text, continually reminding students that ethical conduct should apply to all aspects of the speechmaking process.

## AN INVALUABLE POST-CLASSROOM REFERENCE

*A Speaker's Guidebook* features a unique, user-friendly design, convenient and accessible reference features throughout, and extensive reference and research appendices.

The information in *A Speaker's Guidebook* is designed for quick and easy retrieval. Twelve tabbed dividers allow the book to flip open easily, and a spiral binding lets it lie flat. A **Main Menu** on the inside front cover listing all tabs and chapters, paired with a full table of contents beginning on p. xix, quickly directs students to the sections they need.

**Speaker's Reference** pages at the beginning of each tabbed section allow students to quickly access and review the most important information in each chapter; convenient cross-references enable readers to flip quickly to a full discussion of the material, should they so choose.

Every chapter in *A Speaker's Guidebook* contains **checklists**, offering step-by-step directions, assessment checks, and content review checks. Widely praised

by reviewers for their precision and conciseness, these checklists help students and professionals plan their speeches and assess their efforts.

A wealth of reference appendices—including “Commonly Mispronounced Words,” “Sample Speeches,” and a useful glossary of key terms—allows students to easily access practical information.

## A SUPERIOR RESOURCE IN ANY PUBLIC SPEAKING SITUATION

Along with providing students with an accessible, up-to-date classroom guide, *A Speaker's Guidebook* contains many features that will make it an invaluable resource *after* the public speaking course.

**Speaking in Other College Courses.** Chapter 30 provides guidance for creating the kinds of oral presentations students are likely to deliver in other college courses, from the social sciences and humanities to science and engineering. Separate sections describe sample presentations in technical, scientific and mathematical, arts and humanities, social science, and education courses.

**More about Public Speaking on the Job.** *A Speaker's Guidebook* gives students more in-depth preparation than any other text for the kinds of speaking situations they are likely to encounter on the job. Chapters 28 and 29 cover business and professional speeches, sales presentations, status reports, and staff reports.

**Extensive Help with the Research Process.** In addition to three full chapters dedicated to finding and developing supporting material (Chapters 8–10), *A Speaker's Guidebook* includes unique appendices showing students how to use Chicago, APA, MLA, CBE, and IEEE documentation styles.

**Microsoft PowerPoint Tutorial.** Generating presentation aids in a presentation software program has become one of the key challenges of the contemporary public speaker and presenter. Chapter 22, “Using Presentation Software,” includes a tutorial on using Microsoft's PowerPoint (updated for PowerPoint 2002), which teaches readers how to enter and edit text, insert objects into slides, and use PowerPoint's text animation and transition effects.

## RESOURCES FOR STUDENTS AND INSTRUCTORS

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### RESOURCES FOR STUDENTS

**Companion Web Site at <[bedfordstmartins.com/speakersguide](http://bedfordstmartins.com/speakersguide)>.** This Web site provides quick access to our extensive student aids for *A Speaker's Guidebook*, Second Edition. It includes self-assessment quizzes for each chapter, sample speeches, exercises for researching on the Internet and speaking in other classes, a PowerPoint tutorial, sample speech topics, and links to Bedford/St. Martin's research resources.

***Outlining and Organizing Your Speech*** (0-312-41352-1) by Merry Buchanan, Texas Christian University. This student workbook provides step-by-step guidance for preparing informative, persuasive, and professional presentations and provides students with the opportunity to practice the critical skills of conducting audience analysis, dealing with communication apprehension, selecting a speech topic and purpose, researching support materials, organizing and outlining, developing introductions and conclusions, enhancing language and delivery, and preparing and using presentation aids.

***Using Presentation Software in Public Speaking: A Guide for Students*** (0-312-41339-4) by Rob Patterson, James Madison University. This guide shows students how presentation software can be used to support, not overtake, their speeches. Sample screens and practical advice make this an indispensable aid for students preparing electronic visual aids.

***Media Career Guide: Preparing for Jobs in the 21st Century, Fourth Edition*** (0-312-40987-7), by James Seguin, Robert Morris College. Practical and student-friendly, this revised guide includes a comprehensive directory of media jobs, practical tips, and career guidance for students considering a major in communication studies and mass media.

***Online! A Reference Guide to Using Internet Sources, 2001 Update*** (0-312-40068-3), by Andrew Harnack and Eugene Kleppinger, Eastern Kentucky University. *Online!* is a pocket reference guide to using Internet sources, the first book to provide guidelines on choosing, evaluating, citing, and documenting Internet sources using all four styles: MLA, APA, CBE, and Chicago.

***Research and Documentation in the Electronic Age, Third Edition*** (0-312-25862-3), by Diana Hacker, Prince George's Community College, and Barbara Fister, Gustavus Adolphus College. This handy booklet covers everything students need for college research assignments at the library and on the Internet, including advice for finding and evaluating Internet sources.

## RESOURCES FOR INSTRUCTORS

***Instructor's Resource Manual*** (0-312-40971-0) by Elaine Wittenberg of University of Oklahoma and Melinda Morris Villagran, Southwest Texas State University. This comprehensive manual is a valuable resource for new and experienced instructors alike. It offers extensive advice on topics such as setting and achieving student learning goals; managing the classroom; facilitating group discussion; understanding culture and gender considerations; dealing with ESL students; evaluating speeches (for both instructors and students); and evaluating Internet resources. In addition, each chapter of the main text is broken down into chapter challenges, detailed outlines, suggestions for facilitating class dis-



cussion from topics covered in feature boxes, additional activities and exercises, and recommended supplementary resources.

***ESL Students in the Public Speaking Classroom: A Guide for Teachers*** (0-312-41338-6) by Robbin Crabtree and Robert Weissberg, New Mexico State University. As the United States increasingly becomes a nation of non-native speakers, instructors must find new pedagogical tools to aid students for whom English is a second language. This guide specifically addresses the needs of ESL students in the public speaking course and offers instructors valuable advice for helping students deal successfully with the challenges they face.

***Testing Program*** (Print: 0-312-40970-2; Electronic: 0-312-40973-7) by Tom Howard, University of Oklahoma and Merry Buchanan, Texas Christian University. *A Speaker's Guidebook* offers a complete testing program, available both in print and for Windows and Macintosh environments. Each chapter includes multiple-choice, true-false, and fill-in-the-blank exercises, as well as essay questions. Sample midterm and final examinations are also included in the testing program.

**Instructor's Materials at <[bedfordstmartins.com/speakersguide](http://bedfordstmartins.com/speakersguide)>.** The companion Web site to *A Speaker's Guidebook*, Second Edition, offers rich teaching resources for new and experienced instructors, including PowerPoint slides for each chapter in the text, speech assignment suggestions, discussion questions for sample speeches, an electronic gradebook for online quizzing, and links to WebCT and Blackboard course management tools.

**Microsoft PowerPoint Slides.** These slides provide visual support for the key concepts covered in each chapter and are available to be downloaded from the instructor's section of the book's companion Web site at <[bedfordstmartins.com/speakersguide](http://bedfordstmartins.com/speakersguide)>.

### ***Video Resources***

***Professional Speeches*** (0-312-19222-3). Volume XIII of the esteemed *Great Speeches* series offers dynamic contemporary speeches for today's classroom. The most recent in the series, this video features compelling speeches, including President Clinton's 1998 State of the Union Address, Madeleine Albright's first speech as secretary of state, Christopher Reeve's address to the 1996 Democratic National Convention, and a speech on spirituality by the Dalai Lama. Additional videos are available from the Bedford/St. Martin's Video Library.

***Student Speeches*** (0-312-39300-8). Three videotapes of student speeches provide students with attainable models for study, analysis, and inspiration. Included are a variety of speeches that fulfill the most common assignments in public speaking—informative and persuasive speeches—by students of varying ability from Texas Tech and the University of Oklahoma.



## ACKNOWLEDGMENTS

We are especially thankful for the contributions of several experts whose advice allowed us to make *A Speaker's Guidebook: Text and Reference*, Second Edition, better: Robbin Crabtree and Bob Weissberg of New Mexico State University, for their expertise in ESL issues; Deanna Dannels of North Carolina State for her help in creating Chapter 29, "Speaking in Other College Courses," and Robert Weiss of DePauw University, Michael Soroko of the University of San Diego, Michael Daly of Southwest Missouri State, Tamara Burk of Mt. Holyoke College, and Craig Feibel of Rutgers University, who kindly gave their thoughts on the chapter; Melinda Morris Villagran of Southwest Texas State University for the Microsoft PowerPoint presentation material and Ryan Burns of the University of Oklahoma for contributing material on using presentation software; Dr. Lauren Sewall Coulter of the University of Tennessee, for preparing the citation guidelines appendices and Joanne Diaz for updating it; Elaine Wittenberg of the University of Oklahoma and Melinda Morris Villagran of Southwest Texas State University for the *Instructor's Resource Manual*; and Tom Howard of the University of Oklahoma and Merry Buchanan of Texas Christian University for the Testing Program.

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