Mastering Fourth Edition

PUBLIC SPEAKING

George L. GRICE

John F. SKINNER

fourth edition

Mastering Public Speaking

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Boston London Toronto Sydney Tokyo Singapore

To Wrenn, Evelyn, Carol, and Leanne

To Suzanne, Drew, and Devin;
Gertrude and Beverley;
and the rowdy Skinner girls:
Meghan, Katy, Taylor, and Stevi

&

To the memory of Robert C. Jeffrey,
our teacher and friend

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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 on the basis of the spoken word. Ancient storytellers preserved their cultures' literature 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 radio, television, and computer networks, 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 are a part of 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 choose 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. We challenge you to develop speech topics creatively and 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 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 Steven C. Beering, former president of Purdue University, described so eloquently in a speech inaugurating his university's School of Education:

> 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.[1]

An Invitation

We are interested in hearing your feedback about this new edition of *Mastering Public Speaking*. Please contact us by e-mail at the following addresses:

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We look forward to hearing from you.

GEORGE L. GRICE and JOHN F. SKINNER

[1]Steven C. Beering, "The Liberally Educated Professional," *Vital Speeches of the Day* 15 April 1990: 400.

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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 with 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.

In support of 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 in our text the elements of sound critiques and providing a helpful model for discussing speeches.

In our view, little of consequence has changed in the discipline since that first edition. Although new media have altered our expectations of what a public speech can accomplish, and new research tools and visual arts media have sent us scrambling to ensure that we know as much about these emerging technologies as do most of our students, the fundamentals remain the same. Sensitive audience analysis, adequate research, clear organization, and forceful delivery remain the key ingredients for an effective speech. 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 listeners.

Changes in the Fourth Edition

Although our basic approach remains the same, we have made significant 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.

Two new features reinforce the text's basic instructional emphases:

- "Speaking with Confidence," a boxed feature that appears in most chapters, spotlights the words of students who used the third edition of *Mastering Public Speaking*. Students were invited to describe aspects of their course work that helped them develop increased confidence.
- Sidebar features citing Internet sources throughout the book direct students to Web sites that we consider especially interesting or useful.

We have revised one feature, collecting the Speaker's Journal entries that were highlighted in various chapters of the third edition and placing them after Daniel Sarvis's classroom speech in Appendix A.

You will notice far more Exercises at the ends of chapters than in previous editions, expanding your options for possible assignments.

We have replaced and updated many student and professional examples throughout the text, using authentic speakers for most of these examples,

as in previous editions. In addition to updating examples, the most significant changes are as follows:

- Chapter 2, "The Ethics of Public Speaking," continues to warn students of the seriousness of plagiarism, especially in these days of "cut-and-paste" Internet research. Significantly, the chapter expands the discussion of ethics by also explaining the fair use provision of copyright law. This section examines the conditions under which students may be able to use even copyrighted materials in their speeches without securing permission from the copyright holder.
- Chapter 3, "Speaking Confidently," now contains James McCroskey's "Personal Report of Public Speaking Anxiety," along with instructions for scoring and interpreting individual results on the questionnaire. The chapter now has a stronger theoretical emphasis with its discussion of cognitive restructuring and visualization.
- Chapter 4, "Responding to Speeches," the most thorough discussion of critiquing speeches in any textbook, contains an additional guideline, "Target a Few Key Areas for Improvement."
- Chapter 5, "Analyzing Your Audience," now introduces students to the VALS2 typology, developed at Stanford University, as another way of analyzing and conceptualizing members of a speech audience.
- Chapter 7, "Researching Your Topic," is expanded and updated to reflect the profound effects that the Internet is having on methods of research. No longer a limited alternative to traditional library work, online research is the first choice of many college students. The lists of Web sites and their URLs in Chapter 7 provide a ready reference for students logging onto the Internet.
- Both Chapter 7 and Chapter 8, "Supporting Your Speech," contain more thorough discussions of the importance of evaluating information provided by Internet sources. "Evaluating Electronic Information" in Chapter 8 provides an expanded checklist of questions to consider about Web and Internet sources.
- Chapters 9 and 10 provide new focus and insights for organizing a speech. Chapter 9, "Organizing the Body of Your Speech," now consolidates most of the methods of organizing informative and persuasive speeches, including problem–solution and need–plan patterns. Chapter 10, "Introducing and Concluding Your Speech," now includes an additional step of a speech conclusion, emphasizing the importance of activating an audience response.
- Chapter 11, "Outlining Your Speech," features a new extended example of the stages of outlining undertaken by one person developing a speech.
- Chapter 12, "Wording Your Speech," now discusses the importance of using inclusive, not just nonsexist, language and contains an expanded treatment of metaphor.
- Chapter 13, "Delivering Your Speech," is reorganized to emphasize the various methods of speech delivery and to stress the advantages of extemporaneous delivery. This chapter also incorporates recent research on the functions of gestures.
- Chapter 14's new title, "Using Presentational Aids," reflects a more contemporary approach to studying supplements to the spoken word. The chapter now also includes expanded guidelines for designing presentational aids.
- Chapter 15, "Speaking to Inform," now ends with Emelyn Carley's speech on quilts, a favorite of ours. In previous editions we have included that speech in an appendix or at the end of Chapter 10 to illustrate the principles of effective organization. At the end of Chapter 15, it provides an appropriate example of a well-organized, well-documented, informative speech that incorporated effective presentational aids.
- Chapter 16, "The Strategy of Persuasion," and Chapter 17, "The Structure of Persuasion," enhance an already extensive coverage of persuasion with expanded discussion of persuasion theory, additional fallacies of reasoning, and more detailed illustration of Monroe's motivated sequence. Chapter 17 now ends with a student speech, annotated to illustrate the steps of Monroe's popular organizational pattern.
- Chapter 19, "Speaking in and as a Group," now includes the work team as one type of task-oriented group and discusses an additional guideline for developing a group presentation.
- Appendix B includes four new sample speeches, retaining two from previous editions.

Supplements

For this edition, we have enlisted the help of a number of talented colleagues in revising existing supplements

and developing new ones. The following resources are available to help instructors plan and teach the public speaking course.

- The *Instructor's Manual/Test Bank* was prepared by a team of three professionals: Trudy Hanson, West Texas A&M University, and Jason Teven, NW Missouri State University, prepared the instructor's materials, and Tom Diamond, Montana State University, prepared the test questions. This comprehensive guide provides suggestions for constructing the course syllabus, assignments, sample exercises and activities, critiquing strategies, techniques for conducting in-class reviews, and detailed chapter outlines. Also included are more than 1200 test questions, including multiple choice, true/false, short answer, and essay questions, also available in a computerized version.
- *A Guide for New Public Speaking Teachers: Building Toward Success,* by Calvin L. Troup, Duquesne University, covers such topics as preparing for the term, planning and structuring your course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, dealing with challenges, and much more.
- The *Allyn & Bacon Communication Studies Digital Media Archive,* available on CD-ROM, offers more than 200 still images, video excerpts, and PowerPoint™ slides that can be used to enliven classroom presentations.
- *The PowerPoint™ Package,* prepared by Mary Kaye Krum, formerly of Florence Darlington Technical College, consists of a collection of lecture outlines and graphic images keyed to every chapter in the text and is available on the Web at www.abacon.com/ppt.
- The *Allyn & Bacon Public Speaking Transparency Package,* containing 100 public speaking transparencies created with PowerPoint™ software, is also available to provide visual support for classroom lectures and discussion on a full range of course topics. An expanded version is available at www.abacon.com/ppt.
- *Mastering Public Speaking Video: A Student Speech with Critiques, Fourth Edition,* prepared by Julie Benson-Rosston, Red Rocks Community College, is designed to provide a model for students and instructors to learn to provide effective speech critiques. Included are guidelines for effective speech critiques, an informative student speech, an interactive session offering student and instructor feedback on the speech, and the improved student speech.
- An array of other video materials is also available. The *Allyn & Bacon Student Speeches Video Library* includes three two-hour American Forensic Association videos of award-winning student speeches and one video with a range of student speeches delivered in the classroom. The *Allyn & Bacon Public Speaking Video* contains excerpts of classic and contemporary speeches as well as student speeches to illustrate the public speaking process. The *Allyn & Bacon Communication Video Library* contains a collection of communication videos produced by Film for the Humanities and Sciences.
- *Custom Solutions* is a special program offered by Allyn & Bacon that allows instructors to create a Web page specifically for their course combining information on Allyn & Bacon sites with their own course information.

In addition, there are many resources available to help students get the most out of their public speaking course. Several are presented as electronic resources.

- The *Interactive Companion Web Site,* prepared by Thomas E. Jewell of Marymount College and Elsa Peterson, offers materials for students to enrich their learning and study for exams. This electronic text companion includes Web links to hundreds of related Internet sites, video excerpts from student speeches to illustrate key points, audio clips that expand upon key information, and activities—many tied to the video and audio materials—designed to reinforce learning. The final section in each chapter expands on the Internet feature in the text by providing hot links to all the sites mentioned. Practice tests for each include answers and feedback. Students receive a PIN code and access to the Interactive Companion Web Site upon purchase of a new text.
- The *Companion Web Site with Online Practice Tests,* accessed at www.abacon.com/grice, was prepared by Linda Anthon, Valencia Community College. It provides a wealth of activities to help students practice their critiquing techniques by linking to archived speeches on the Internet and learn to identify effective evidence and support for their speeches by critically evaluating scholarly Web sites. Web links include sites with speeches in text, audio, and video formats. The site also contains online

learning objectives, practice tests, and interactive discussions.

- The *Allyn & Bacon Public Speaking Web Site,* prepared by Terrence Doyle, Northern Virginia Community College, is designed to help students use the Internet along with their public speaking textbook to learn about the process of public speaking and to prepare speeches. It can be accessed at *www.abacon.com/pubspeak.*
- Interactive Speechwriter, Version 1.1, by Martin R. Cox, is an interactive software package for student purchase providing supplemental material, including templates for writing speeches and sample speeches, and enhancing students' understanding of key concepts discussed in the text.

There are also many traditional print products (and one audio product) designed for student use.

- The *Study Guide,* prepared by Terry Perkins, Eastern Illinois University, contains a set of comprehensive review questions for each chapter in *Mastering Public Speaking.*
- *Speech Communication on the Net,* by Terrence Doyle, Northern Virginia Community College, includes the basics of using the Internet, conducting Web searches, and critically evaluating and documenting Internet sources. It also contains Internet activities and URLs specific to the discipline of speech communication.
- *Speech Preparation Workbook,* by Jennifer Dreyer and Gregory H. Patton, San Diego State University, takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides guidelines, tips, and easy-to-fill-in pages.
- *Preparing Visual Aids for Presentations,* Second Edition, by Dan Cavanaugh, is a 32-page booklet providing a host of ideas for using today's multimedia tools to improve presentations including suggestions for how to plan a presentation, guidelines for designing visual aids, storyboarding, and a walkthrough that shows how to prepare a visual display using PowerPoint™.
- *Public Speaking in the Multicultural Environment,* Second Edition, by Devorah A. Lieberman, includes activities and helps students think about the effects that the diverse backgrounds of audience members can have, not just on how speeches are prepared and delivered but also on how those speeches are perceived.

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 edition of *Mastering Public Speaking* is the product of more than just two coauthors. Though 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 manuscript, we are thankful.

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For the first time we have enlisted the help of several talented individuals to prepare the supplemental materials for *Mastering Public Speaking.* We would like especially to thank Trudy L. Hanson of West Texas A&M University, Jason Teven of NW Missouri State University, and Tom Diamond of Montana State University for preparing the *Instructor's Manual/Test Bank;* Terry Perkins of Eastern Illinois University, for preparing the printed study guide; Linda Anthon of Valencia Community College, for her work on the Companion Web Site; Thomas Jewell of Marymount College and Elsa Peterson for preparing the *Interactive Companion;* Julie Benson-Rosston of Red Rocks Community College, for her work on the *Mastering Public Speaking Video: A Student Speech with Critiques,* Fourth Edition; and Mary Kaye Krum, for her work on the PowerPoint™ Package.

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 have been unnecessary.

An Invitation

We are interested in hearing your feedback about this new edition of *Mastering Public Speaking*. Please contact us by e-mail at the following addresses:

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We look forward to hearing from you.

GEORGE L. GRICE and JOHN F. SKINNER

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