

EIGHTH EDITION

THE Speaker's HANDBOOK

JO SPRAGUE
DOUGLAS STUART

THE Speaker's HANDBOOK

Eighth Edition

Jo Sprague

San Jose State University

Douglas Stuart

VMware, Incorporated

THOMSON

WADSWORTH

Australia • Brazil • Canada • Mexico • Singapore
Spain • United Kingdom • United States

The Speaker's Handbook, Eighth Edition
Jo Sprague, Douglas Stuart

Publisher: Lyn Uhl
Acquisitions Editor: Jaime Perkins
Senior Development Editor: Renee Deljon
Assistant Editor: John Gahbauer
Editorial Assistant: Kimberly Gengler
Technology Project Manager: Lucinda Bingham
Marketing Manager: Erin Mitchell
Marketing Assistant: Kassie Tossiello
Marketing Communications Manager:
Jessica Perry
Project Manager, Editorial Production:
Catherine Morris, Kimberly Adams
Creative Director: Rob Hugel
Art Director: Maria Epes
Print Buyer: Rebecca Cross
Permissions Editor: Sarah D'Stair
Production Service: Newgen—Austin,
Jamie Armstrong

Text Designer: Patrick Devine Design
Photo Researcher: Kathleen Olson
Copy Editor: Debra Kirkby
Illustrator: Newgen—Austin
Cover Designer: Brittney Singletary
Cover Printer: Transcontinental Printing/
Interglobe
Compositor: Newgen
Printer: Transcontinental Printing/Interglobe
Part-opening images: p.1, David Lassman / Syracuse Newspapers / The Image Works; p.59, Ralf Gerard / Getty Images; p.127, J. David Andrews / Masterfile; p.191, Creatas / SuperStock; p.319, Royalty-Free / Corbis; p.395, Jon Feingersh / Masterfile (upper left), Bob Daemmerich / The Image Works (upper right), David Young-Wolff / PhotoEdit (lower left), Image Source / Getty-Images (lower right); p.435, Bettmann / Corbis; p.509, Royalty-Free / Corbis

© 2008, 2005 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in Canada
1 2 3 4 5 6 7 11 10 09 08 07

ExamView® and ExamView Pro® are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation and is used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

© 2008 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2006931951

ISBN-13: 978-0-495-09585-9
ISBN-10: 0-495-09585-0

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

For more information about our products, contact us at:

Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit a request online at

<http://www.thomsonrights.com>.

Any additional questions about permissions can be submitted by e-mail to thomsonrights@thomson.com.

PREFACE

As a flexible compendium of principles and examples that cover the entire process of preparing and delivering a speech, the eighth edition of *The Speaker's Handbook* is, like its earlier editions, both a reference guide for individual speakers and a textbook for use in public speaking courses. What distinguishes *The Speaker's Handbook* from other books on public speaking, though, is not just that it was the first handbook of public speaking but that it was originally conceived and written as one, too. From the start, each of its chapters was designed to stand by itself so that speakers may directly consult only those sections of the book that present the specific help they need. This text's origins are still evident, offering the greatest flexibility and ease of use for all kinds of public speakers.

WHY WE WROTE *THE SPEAKER'S HANDBOOK*

In a sense, a book about public speaking is a contradiction. Public speaking is a lived, performed, embodied event that draws its special qualities from the immediate context, the personality of a particular speaker, and the response of a certain audience. Is there really any useful general advice about so specific an act?

Apparently so. For as long as people have felt the need to speak in public, they have turned to others for advice on how to do so more effectively. Early evidence from Egyptian tombs shows that leaders gave serious thought to the choices they faced in speaking to their followers. The oral tradition captured in Homeric legend hints that the giving and taking of this advice predated the written word. The increasing supply of information about the ancient cultures of China, India, and the Americas shows that these peoples had culturally distinctive ways of speaking, which some analyzed and discussed. These observers then formulated advice for others in their culture. Such advice usually came in two forms: Those who had vast experience as speakers told stories about what worked for them; others looked beyond what worked and theorized about why it worked.

Both forms of guidance are still present. Leading platform speakers write books about their experiences. The popularity of such books year after year suggests that people find benefit in the personal and experiential approach. At the same time, university libraries continue to accumulate academic treatises on rhetoric and communication. Here, too, the vitality of these lines of research after thousands of years suggests that much is left to be said and investigated.

There is a third form of guidance, one that we differentiate from both those kinds of books and place within another venerable tradition that is over 2,000 years old. This form is neither a narrative account of personal success stories nor a scholarly theoretical tome. It is the *handbook*. The first written handbooks for speakers were probably produced by the Sophists in the Greece of 200 BCE. In any field, a

handbook represents a particular blending of theory and practice displayed in a concise format.

There are scouting handbooks, birding handbooks, management handbooks, and meditation handbooks. In all these cases, a handbook is a distillation of the experience and theory of many people and many eras.

The particular usefulness of handbooks can be found in their distinctive characteristics, and the value of this handbook can be found in its unique features.

HANDBOOKS ARE BRIEF

They fit in a person's hand. They are supposed to be as small as practicable to remove the impediment of size for easy carrying, storing, and referencing. *The Speaker's Handbook* is true to this basic characteristic. In it, we have tried to distill the most meaningful advice, provide the most useful examples, and avoid bulking out the book. However, sample speeches abound: This edition includes a new part (Part 7) that presents annotated sample speeches by both student speakers and public figures, and we've increased the number of speech videos with interactive activities available among the book's online resources. We call on these sample outlines, transcripts, manuscripts, and videos throughout the text in both examples and exercises. Interspersing sample speeches throughout the body of the book, as is usual in standard textbooks, would defeat the advantages offered by the handbook format. Cartoons and photographs would likewise have taken up too much space.

HANDBOOKS ARE REFERENCE BOOKS

The contents of a handbook are meant to be used in any order. The progression of this handbook's chapters, as we have arranged them, is not random, but a reader or teacher does not necessarily have to follow that order. We have written the chapters to be as self-contained as possible so that the book is adaptable to the differing needs of its various users. Long before the information superhighway or menu-driven computers or the invention of the term *random access*, people liked to learn things as they needed them.

Because of our particular backgrounds, *The Speaker's Handbook* proceeds from the premise that people like to focus first on the area of greatest concern and then design their own learning experience outward from that point. In her decades of teaching public speaking, visiting the classes of other teachers, and consulting, Jo Sprague has observed that there are many "right ways" to approach a course. Doug Stuart, in positions ranging from technical writer to head of a technical and marketing publications department to director of a creative development department, has learned how to take even the most complex material and make it clear and ac-

cessible to readers. It became evident to us that there was a need for a different kind of book on speaking, one based on what we knew about how adults learn.

Adult learners have their own way of designing their learning programs, whether they are setting up a computer or understanding a new job. Most people who buy a computer do not take a course on how to use it. They try a few things, glance at the manual, and work until they get into trouble. Then they look at the manual again, but only for the specific information they need to get beyond the current problem. In effect, they don't worry about the things they don't have to worry about, and they often don't know that a thing to worry about exists until it becomes a problem for them. Public speaking is like that. Until people start speaking, they cannot be sure of all the areas in which they may need improvement. Therefore, students and individual users should take what they need from this book in the order they need it. Likewise, teachers—who bring to the classroom different experience and an understanding of the values, needs, and capabilities of their specific students—may choose to assign chapters in any order that fits their perceptions of the best way to increase the skills of their students. There's some benefit for everyone in every chapter of this handbook, but we avoid dictating the order in which anyone finds it.

HANDBOOKS ARE HANDY

When people open the documentation that came with their computer, they want to find the section on changing printer types quickly, not read about the architecture of the system to find the bit that refers to communications between the computer and printer. A good user guide compartmentalizes related information and then tries to make that information as accessible as possible through a variety of pointers and references, using design tools to make things easy to find: the hallmark of handiness. We have included aids to help users get to where they want to be as quickly as possible, from elements such as the new QuickStart Guide on the inside front cover to the new color-coded parts, from the tabbed part openers that include directories of each part's content to the thumb tabs at the top of each page, from the checklists to the tables, figures, and straightforward cross-references provided throughout the book.

With this compartmentalization, users do not have to read everything at once. A student may be preparing to give an informative speech for a class and is thinking of including some humor. The student could jump ahead and read section 18a.4. It is not that long. A businessperson may be giving a presentation to the board on the adoption of new technology but may feel uncertain about whether he or she has covered everything and in the most effective order. That person could read chapter

9 on transforming ideas into speech points and chapters 21 and 22 on informative and persuasive strategies.

ABOUT THE EIGHTH EDITION

We have been gratified by the response to the first seven editions of *The Speaker's Handbook*, and we are pleased that the handbook format has worked for so many students and their instructors as well as for people who give presentations in their business or community. In this edition, we have once again responded to user suggestions on how to make the information even more timely and accessible.

- ▶ A new **full-color design** highlights new visual elements found throughout the text, including additional figures and tables, to engage users in the material more thoroughly and further improve the book's ease of use.
- ▶ A new **durable comb-binding** makes it easy for users to quickly locate the material they need, when they need it, yet still have a book that can withstand its time in a crowded backpack or briefcase and that will endure to be the lifelong resource it's intended to be.
- ▶ To better meet users' classroom and workplace needs, this edition features a new part covering **contexts of public speaking** (Part 6), including educational, workplace, social and ceremonial, and civic and political contexts. The part opens with a chapter on analyzing speech contexts and concludes with one on leadership across contexts.
- ▶ To provide even greater context, **more models**, and more opportunities for analysis, this edition includes a new Part 7, **Sample Speeches**, which presents a diverse collection of annotated outlines, transcripts, and manuscripts of speeches by both student speakers and public figures, making the book an even better resource for all speakers. Most of the student speeches include visual aids, and all of the speeches for which a video is available include video captures of the speakers with captions focusing on aspects of delivery. This edition also offers more speech videos with interactive activities, all available among the book's online resources.
- ▶ Substantial new coverage of the **theoretical foundations** of effective public speaking has been added to Chapter 1, and the handbook's coverage of key areas such as **research** and **presentation aids** has been thoroughly updated and expanded. Additionally, examples have been updated throughout the book, and we now provide **note references** at its end.
- ▶ New **Checklist** and **Key Point boxes** appear throughout the handbook. The Checklists help readers better understand—and apply—chapter concepts; the

Key Points note important information that might otherwise be overlooked and highlight information that will often benefit speakers.

- ▶ Those familiar with earlier editions will notice that this edition features **simplified chapter titles** and section headings. Similarly, to further improve the book's ease of use, many discussions have been streamlined.
- ▶ A new part (Part 8) that provides additional resources that speakers and users of the handbook will find practical and helpful: a **Guide to Common Pronunciation and Usage Errors** for native and nonnative speakers of English, and a **Glossary of Key Terms**.
- ▶ New **Speaker's Workshop** boxes appear throughout the handbook. These activities are updated and revised versions of the exercises that have been integrated throughout previous editions. Boxing the activities gives them greater visual appeal and also highlights the fact that many of them direct students to the book's interactive speech videos.
- ▶ This edition is further enhanced by a robust suite of online resources, including a fully interactive electronic version of the text and an integrated online study system that provides personalized learning plans designed to help students use their study time as efficiently and effectively as possible. You'll find more information about these and many other new online resources on pages xxvi–xxx.

HALLMARKS OF *THE SPEAKER'S HANDBOOK*

The great strength of oral communication is that its many dimensions offer people ways to seek out connections in the midst of difference; its immediacy allows for on-the-spot adjustments. The following features of the text have therefore been retained.

- ▶ **Communicative Approach.** Public speaking is consistently presented as a blend of communicative resources: writing, performance, and conversation.
- ▶ **Distinctive Coverage of Audience Analysis.** Not just audience members' traits and characteristics are analyzed but also the processes by which they make sense of messages (Chapter 7).
- ▶ **Extensive Coverage of Reasoning.** Reasoning (Chapter 16) is discussed through an examination of the links people draw between data and conclusions. The text discusses how people can "logically" reach opposite conclusions from the same evidence, emphasizing the need to spell out and justify the links in one's reasoning.
- ▶ **Emphasis on Language.** Language (Chapter 17) is presented as a primary communicative process and style as an essential communicative element

(rather than an adornment or frill) in order to emphasize the need for sensitive and appropriate use of words and symbols.

- ▮ **Full Chapter on Ethics.** “Speaking Ethics” (Chapter 3) draws together key points and provides guidelines for responsible speaking. The ethical decisions speakers make are treated as a series of careful compromises, not as clear-cut dos and don’ts.
- ▮ **Full Chapter on Practicing Speeches.** Chapter 24 provides detailed guidelines for practicing speech presentations, including concrete suggestions and timetables for this important dimension of speech preparation.
- ▮ **Consistent Attention Paid to Social and Cultural Diversity.** We strive to continue attuning the handbook to the diversity of contemporary life. In our treatment of language, reasoning, and vocal and physical delivery, we attempt to show how social forces shape—and are shaped by—speech. What is appropriate or clear or persuasive constantly changes as society changes, and we emphasize that effective speakers are open to the subtle cultural variations in speech situations. If there were no differences between people, communication would be unnecessary. If there were no similarities, it would be impossible.

RESOURCES FOR STUDENTS AND INSTRUCTORS

Accompanying this book is an integrated suite of resources to support both students and instructors. Many of the student resources are available free of charge when you order them (or access to them) for your students bundled with the text. Other users or students whose instructors do not order these resources as a package with the text may purchase them or access to them individually at www.thomsonedu.com.

INSTRUCTOR RESOURCES

Instructors who adopt this book may request a number of resources to support their teaching.

The ***Instructor’s Resource Manual***, written by Tina Lim of San Jose State University, offers guidelines for setting up your course, sample syllabi, chapter-by-chapter outlines of content, suggested topics for lectures and discussion, and a wealth of class-tested exercises and assignments. It also includes a test bank with questions marked according to varying levels of difficulty.



Instructor’s Web site. The password-protected instructor’s website includes electronic access to the Instructor’s Resource Manual, downloadable versions of the book’s PowerPoint slides, and a link to the Opposing Viewpoints Resource Center. To gain access to the website, simply request a course key by opening the site’s home page.



ExamView® Computerized Testing enables you to create, deliver, and customize tests and study guides (both print and online) in minutes using the test bank questions from the Instructor's Resource Manual. ExamView offers both a *Quick Test Wizard* and an *Online Test Wizard* that guide you step-by-step through the process of creating tests, while its “what you see is what you get” interface allows you to see the test you are creating on-screen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using the complete word processing capabilities of ExamView, you can even enter an unlimited number of new questions or edit existing ones.



ThomsonNOW! online study system. Using chapter-by-chapter diagnostic pretests that identify concepts students may not fully understand, this system creates a personalized study plan for each chapter. Each plan directs your students to specific resources designed to improve their understanding, including pages from the text in eBook format. Chapter post tests give them an opportunity to measure how much they've learned and let them know if they are ready for graded quizzes and exams. ThomsonNOW is also available for use through the WebCT® and Blackboard® interfaces.



JoinIn™ on TurningPoint® Thomson Wadsworth is now pleased to offer you JoinIn™ content for Response Systems tailored to *The Speaker's Handbook*, Eighth Edition, allowing you to transform your classroom and assess your students' progress with instant in-class quizzes and polls. TurningPoint® software lets you pose book-specific questions and display students' answers seamlessly within the Microsoft® PowerPoint® slides of your own lecture and in conjunction with the “clicker” hardware of your choice. Enhance how your students interact with you, your lecture, and each other.



Turn-It-In. This proven online plagiarism-prevention software promotes fairness in the classroom by helping students learn to correctly cite sources and allowing instructors to check for originality before reading and grading papers and speeches. **Turn-It-In** quickly checks student work against billions of pages of Internet content, millions of published works, and millions of student papers and speeches, generating a comprehensive originality report within seconds.

Thomson Wadsworth Communication Video and DVD Library. Thomson Wadsworth's video and DVD series for Speech Communication includes Communication Scenarios for Critique and Analysis (Volumes I–IV), Student Speeches for Critique and Analysis (Volumes I–VIII), and ABC News videos and DVDs for Human Communication, Public Speaking, Interpersonal Communication, and Mass Communication.

Election 2004: Speeches from the Campaign. This CD-ROM allows students to see the power and importance of public speaking and its relevance in our society; it includes both full and excerpted speeches from the 2004 United States presidential campaign. Students can view speeches from the Democratic and Republican conventions as well as a variety of other speeches delivered throughout the campaign. After students view these speeches, they have the option of evaluating them based on specific speech criteria.

The Teaching Assistant's Guide to the Basic Course is available to instructors who adopt this textbook. Katherine G. Hendrix, who is on the faculty at the University of Memphis, prepared this resource specifically for new instructors. Based on leading communication teacher training programs, this guide discusses some of the general issues that accompany a teaching role and offers specific strategies for managing the first week of classes, leading productive discussions, managing sensitive topics in the classroom, and grading students' written and oral work.

STUDENT RESOURCES

Students and other individuals have the option of utilizing a rich array of resources to enhance and extend their learning while using *The Speaker's Handbook*. These print and digital resources are available for individual sale to students through www.thomsonedu.com.



is an online study system designed to help students put their time to the best use. Please see the full description of this resource on page xxvii.

Interactive eBook for *The Speaker's Handbook*, Eighth Edition. This version of the handbook is a Flash-based, multimedia text in which students are able to read the book's content, listen to audio clips, watch videos of speeches by both students and public figures, link out to websites, and complete interactive activities and assessments. Offering ease of use and maximum flexibility for students and other users who truly want to create their own learning experience, the Interactive eBook for *The Speaker's Handbook* also includes advanced book tools such as an audio glossary, hypertext index, bookmarking, notetaking, and search capabilities. The notetaking feature allows students to make annotations right on the electronic page.



Speech Builder Express™. This online program coaches students through the entire process of preparing speeches and provides the additional support of built-in video speech models, a tutor feature for concept review, and direct links to InfoTrac College Edition and an online dictionary and thesaurus. Equipped with their speech type or purpose, a general topic, and preliminary research, students respond to the program's customized prompts to complete interactive activities that require critical thinking about all aspects of creating an effective speech.

Students are able to specify a specific speech purpose, identify an organizational pattern, write a thesis statement or central idea, establish main points, integrate support material, craft transitions, plan visual aids, compose their speech introduction and conclusion, and prepare their bibliography to complete formal speech outlines. Students are also able to stop and start work whenever they choose. They can complete, save online, export to Microsoft® Word®, or e-mail up to five outlines.



Interactive Speech Videos. Presented within Thomson's unique interactive user interface, the speech videos help students gain experience evaluating and critiquing introductory, informative, persuasive, and special occasion speeches, so that they can more effectively provide feedback to their peers and improve their own speeches and delivery. Features of this highly praised resource include the following:

- ▶ Transcripts for all speech videos
- ▶ Full-sentence and key word outlines, as well as notecards, for full-length student speech videos
- ▶ A scrolling function that students may choose to turn on or off for full-length speech videos. When the scroll feature is on, synchronized highlighting tracks each speaker's progress through his or her outline or transcript as the video of the speaker's delivery plays along side
- ▶ A "notes" function that lets students insert written comments while watching the video. At a student's command, the program pauses, enters a time-stamp that indicates where the video was paused, and offers the student prewritten notes to choose from or modify as well as the option of composing completely original notes.




eAudio Mobile Content for *The Speaker's Handbook*, Eighth Edition.

Prepared by Tasha Souza of Humboldt State University, this text's mobile content provides short chapter summaries to give students the opportunity to review chapter content in audio format. For each chapter of the text, students will have access to a 3-minute review consisting of a brief summary of the main points in the text and about six review questions. A passcode can be packaged with the text (or purchased individually) so that students can download these digital audio files to their computers or MP3 players.



InfoTrac College Edition with InfoMarks™. This online library provides access to more than 18 million reliable, full-length articles from over 5,000 academic and popular periodicals. Students also have access to InfoMarks—stable URLs that can be linked to articles, journals, and searches to save valuable time when doing research—and to the InfoWrite online resource center, where students can access grammar help, critical thinking guidelines, guides to writing research

papers, and much more. For more information about InfoTrac College Edition and the InfoMarks linking tool, visit <http://www.infotrac-college.com> and click on “User Demo.”

 vMentor gives your students access to virtual office hours: one-on-one, online tutoring help from a subject-area expert at no additional cost. In vMentor’s virtual classroom, students interact with the tutor and other students using two-way audio, an interactive whiteboard for illustrating the problem, and instant messaging. To ask a question, students simply click to raise a “hand.” With vMentor your students can connect to experts who will assist them in understanding the concepts covered in your course when you’re not available.

The Art and Strategy of Service-Learning Presentations, Second Edition, is available bundled with *The Speaker’s Handbook*. Authored by Rick Isaacson and Jeff Saperstein of San Francisco State University, this handbook provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations.

A Guide to the Basic Course for ESL Students is also available bundled with the book. Specifically for communicators whose first language is not English, it features FAQs, helpful URLs, and strategies for managing communication anxiety.

These resources are available to qualified adopters, and ordering options for student supplements are flexible. Please consult your local Thomson sales representative for more information, to evaluate examination copies of any of these instructor or student resources, or for product demonstrations. You may also contact the Thomson Wadsworth Academic Resource Center at 800-423-0563 or visit us at <http://www.thomsonedu.com>. Additional information is also available at <http://www.thomsonedu.com/communication/sprague>.

We think that these new resources add value to the book. We do not, however, think that the online supplements should function as an electronic leash. This is still *The Speaker’s Handbook*. You can still take it along as light reading on a seven-day bicycle tour or take it off your bookshelf seven years from now; you will find it to be the same complete resource for speaking that it has been through its previous seven editions.

ACKNOWLEDGMENTS

Many thanks to the team at Wadsworth who accommodated us, challenged us, and ultimately made us better—true synergy. Instrumental in the transition from seventh to eighth edition were Jaime Perkins, Acquisitions Editor for Communication Studies, and Renée Deljon, Senior Development Editor—enthusiasts for the hand-

book approach and invaluable partners in this project. Also invaluable are Wadsworth colleagues, immediate and extended, who brought their expertise to this edition: Kimberly Adams, Senior Content Production Manager; Barbara Armentrout; Lucinda Bingham, Associate Technology Project Manager; Eric Carlson, Collin County Community College; Erin Mitchell, Marketing Manager; and Catherine Morris, Content Production Manager. Jamie Armstrong at Newgen–Austin and copy editor Debra Kirkby provided expert production guidance. As always, we want to mention and thank Peter Dougherty, who initially approached us with the idea for *The Speaker's Handbook*. Likewise, we owe special thanks to the students who have granted us permission to use their speeches as examples. And to the students who have given us video of their speech performances we are especially thankful.

We are grateful to the reviewers and survey respondents who took the time to help us further improve this text:

Matt Abrahams, *De Anza College*

Christenia Alden-Kinne, *University of Southern Maine*

Dr. Joel L. Bailey, *Mountain Empire Community College*

Art Barnes, *Urbana University*

Kathy Berggren, *Cornell University*

Denise Besson Silvia, *Gavilan Community College*

Debbie Chasteen, *William Jewell College*

Deanna L. Fassett, *San Jose State University*

Renea Gernant, *Concordia University Nebraska*

Dr. Laura Hahn, *Humboldt State University*

Elizabeth S. Harris, *San Jose State University*

Lisa Hebert, *Louisiana State University*

Jan Hoffmann, *Georgia College & State University*

Lisa Kawamura, *California Polytechnic State University*

Karen Lada, *Delaware Community College*

Douglas Long, *DePaul University*

Colleen McMahon, *Gonzaga University*

Nicki L. Michalski, *Lamar University*

John D Olson, *Everett Community College*

Maurine Orwa, *University of Iowa*

Tushar R. Oza, *Oakland University & Macomb Community College*

Susan Poulsen, *Portland State University*

David Price, *Iowa Wesleyan College*

William Scott, *Green River Community College*

Neeley Silberman, *Saint Mary's College*

Beatriz Torres, *Keene State College*

Steven S. Vrooman, *Texas Lutheran University*

Clay Warren, *The George Washington University*

Richard J. Webb, *San Jose State University*

Dr. David Weinandy, *Aquinas College*

Fredel M. Wiant, *University of San Francisco*

We remain grateful to the reviewers of previous editions for their helpful comments and suggestions. We are indebted to the many loyal users of the *Handbook* who have generously shared their comments with us and who, along with our reviewers, give us an enhanced feel for the conditions “on the ground” and make it easier for us to embrace change for improvement and avoid change for change’s sake.

Family and friends provide the love and support that serve as the foundation of completing a writing project. That they have continued with that love and support through eight editions without “revision fatigue” leaves us thankful and appreciative.

Jo Sprague

Douglas Stuart

CONTENTS

PREFACE xxi

PART 1 FOUNDATION 1

INTRODUCTION The Value of Public Speaking Skills 3

1 UNDERSTANDING SPEAKING 6

1a Understand What It Means to Be a Public Speaker 6

1b Recognize the Theoretical Foundations of Effective Public Speaking 7

1 Oral Cultures 7

2 Classical Rhetoric 10

3 Communication Studies 11

4 Dialogic Perspectives 12

1c Approach Public Speaking as Meaning-Centered 13

1 Communication Is More Than Information Transmission and Reception 14

2 Communication Is the Joint Creation of Meaning 14

1d Draw on Three Familiar Communicative Resources 15

1 Draw on Your Conversation Skills 16

2 Draw on Your Writing Skills 16

3 Draw on Your Performance Skills 17

4 Combine and Balance These Communicative Resources 18

5 Avoid Relying Too Much on Any One of These Resources 19

1e Understand the Role of Consciousness in Skill Learning 20

1f Beware of Common Misconceptions 23

1 Misconception 1: Good Speakers Are Born, Not Made 23

2 Misconception 2: Good Speaking Should Be Easy Right Away 24

3 Misconception 3: Speaking Will Always Be as Difficult as It Is When You Are First Learning It 24

4 Misconception 4: There Are Simple Formulas for Effective Speaking 24

1g Follow Five Steps of Public Speaking 25

2 LISTENING 28

2a Recognize the Relationship between Effective Speaking and Listening 28

2b Prepare to Listen 29

1 Banish Distractions and Get Physically Set to Listen 29

2 Stop Talking 29

3 Decide on Your Purpose as a Listener 29

2c Be Both Curious and Critical 30

1 Show Respect for the Speaker 30

2 Be Open to the Speaker's Point of View 30

3 Consciously Follow the Structure of the Speech 31

4 Critically Assess the Speaker's Claims 31

5 At the Designated Time, Ask Questions 31

2d	Provide Constructive Feedback	31
1	Start with the Positive	32
2	Make Important Comments First	32
3	Be Specific	32
4	Give Suggestions, Not Orders	33
5	Be Realistic about the Amount and Kind of Feedback a Speaker Can Receive	33
6	Use the 90/10 Principle	33
2e	Listen to Optimize Your Learning	34
1	Paraphrase	34
2	Ask Follow-up Questions for Clarification	35
3	Take Notes	35
2f	Listen Holistically When Conducting Audience Analysis	35
1	Listen at Multiple Levels	35
2	Listen between the Lines	35
3	Listen to the Silences	36
2g	Avoid Common Listening Pitfalls	36
1	Daydreaming, Doodling, and Disengaging	36
2	Allowing Yourself to Be Distracted by Superficial Qualities of the Speaker	36
3	Uncritically Accepting a Message	36
4	Prematurely or Totally Rejecting a Message	37
5	Planning Your Response or Rebuttal to a Speech Instead of Listening to It	37
6	Failing to Monitor Your Nonverbal Behaviors as a Listener	37
3	SPEAKING ETHICS	38
3a	Be Aware of Ethical Implications of Your Choices	39
1	Recognize That Every Action Has an Ethical Dimension	39
2	Recognize That Ethical Decisions Are Rarely Clear-cut	39
3	Recognize That Ethical Decisions Vary with Context	40
3b	Respect the Integrity of Your Own Core Values	40
3c	Respect the Integrity of Your Audience	41
3d	Respect the Integrity of Ideas	41
1	Don't Plagiarize	41
2	Don't Lie	42
3	Don't Oversimplify	43
3e	Weigh the Complex Factors and Competing Goals in Ethical Decisions	44
1	Balance the Value of Using Language in a Lively and Forceful Manner against the Risk of Causing Pain and Offense	44
2	Balance the Importance of Appealing to Your Audience at an Emotional Level against the Risk of Abusing Emotional Appeals	44
3	Balance the Right to Use Compelling Persuasive Appeals against the Obligation to Avoid Simplistic Persuasive Techniques	45