

Osborn/Osborn

896
HESSTON COLLEGE
BOOKSTORE
D\$37.25

P U B L I C



S P E A K I N G

3 r d E d i t i o n

P U B L I C S P E A K I N G

3rd Edition

Michael Osborn

Memphis State University

Suzanne Osborn

Memphis State University

HOUGHTON MIFFLIN COMPANY ■ BOSTON ■ TORONTO
Geneva, Illinois ■ Palo Alto ■ Princeton, New Jersey

To Roy and Inez Parrish Osborn and Donald and Martha Larson Smith

Sponsoring Editor: Margaret Seawell
Basic Book Editor: Karla Paschkis
Senior Project Editor: Cathy Labresh Brooks
Production/Design Coordinator: Jill Haber
Marketing Manager: Karen Natale

Cover design by Karen Lehman.
Cover image by Dick Hannus.

Text and photo credits begin after page G8.



As part of Houghton Mifflin's ongoing commitment to the environment, this text has been printed on recycled paper.

Copyright © 1994 by Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Houghton Mifflin Company unless such copying is expressly permitted by federal copyright law. Address inquiries to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.
Library of Congress Catalogue Number: 93-78696
ISBN: 0-395-67578-2

3 4 5 6 7 8 9-DC-97 96 95

Preface

We are grateful to the many instructors and their thousands of students who have justified this new edition of *Public Speaking*. The opportunity to touch so many lives is exhilarating, but it is also quite sobering. Accordingly, we have approached this revision of our book with both excitement and caution.

Over the past three years we have spoken with many teachers and students and listened to their suggestions and reflections on their classroom experience with the text. This new revision is enriched by what we have learned from them, and records our own growth in the discipline. We especially have gained appreciation for the role of public speaking in a multicultural society. A sentence from the preface to our Second Edition is even more true than we realized then: "An effective public speech is like a bridge that joins people who otherwise would be quite separate." Moreover, we have strengthened our conviction that the ethical importance of speaking must never be absent from the communication enterprise. Finally, our appreciation for the vital, creative role of listening in public communication has intensified.

While this edition reflects this new consciousness, we have not changed the basic orientation that so many users have endorsed. We continue to honor a study that ancient educators thought belonged at the center of liberal education. What other discipline, they argued, requires students to think clearly, to organize their thoughts, to select and combine words judiciously, and to express themselves with power and conviction, all under the direct scrutiny of a live audience? In our own time, the study of public speaking should empower us as speakers and listeners in the many social, economic, and political situations that require open discussion. Not only our personal success but the fate of our communities may depend upon the outcomes of such discussions.

For these reasons we believe that a college or university course in public speaking should offer more than practical advice, as useful as such advice may be. The student must also understand why certain techniques work and don't work in certain situations or under certain conditions. Therefore we continue to 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 may add flexibility, understanding, and a sense of responsibility to their new skill.

The third edition of *Public Speaking* offers both practical instruction and an introduction to the principles underlying effective communication. Many

new examples and models of successful speaking help bring the material to life. The Roman educator, Quintilian, held forth the ideal of “the good person speaking well” as the goal of all such instruction. We follow in his path as we stress the value of speech training in the development of the whole person. We also emphasize that successful public speaking is leadership-in-action and that improving one’s speaking skills is excellent training for leadership roles. In addition, a solid understanding of the basics of public communication makes students more resistant to unethical speakers and more intelligently critical of daily communication. Our goal is to help students become both better producers and better consumers of public communication.

■ FEATURES OF THE TEXT

In pursuit of these objectives, we have developed a number of special features.

Step-by-Step Presentation

Our presentation of topics helps students build knowledge and skills step-by-step to achieve positive results. It is especially important for beginners to have a successful first speaking experience. For this reason, Chapter 2 offers an elementary overview of required skills so that students can develop good speeches introducing themselves or others. This overview helps students present introductory speeches that build a sense of classroom community and trust. In the chapters that follow, students learn how to listen critically and constructively, to analyze their audiences, to select, refine, and research speech topics, to develop supporting materials, to arrange these materials in appropriate structures, to outline their thinking in disciplined patterns, and to create effective visual aids. They also learn how to manage words and how to present their messages. They then learn about the major forms of public speaking, the nature of information and how to present it, the process of persuasion and how to engage it, and the importance of ceremonial speaking. Appendix A, “Group Communication,” offers concise practical advice on how to participate effectively in small groups. Individual instructors may rearrange this pattern to suit different syllabi and course strategies.

The How and the Why of Public Speaking

Consistent with our “how and why” philosophy, we base our practical advice on underlying principles of human communication. The book begins with a concept of public speaking as a dynamic circle that links speakers, listeners, language, the time and place of the speech, and the overall communication environment. As we offer advice on structuring speeches, we show how various structural designs can be explained by simple concepts of Gestalt psychology such as “good form.” In Chapter 10, when we tell students how to manage words, we also discuss the basic functions words per-

form. In Chapters 12 and 13, we ground our advice on informative speaking in learning theory, and our advice on persuasive speaking in a model adapted from social psychology. We show further, in Chapter 14, how evidence, proof, and argument function together as an integrated system that makes persuasion work. As we consider ceremonial speaking in Chapter 15, we show how two basic principles, one derived from classical and the other from contemporary theory, provide essential techniques for successful ceremonial speaking. We draw from the past and present, from the social sciences and the humanities, in our effort to provide the most useful coverage of the elements of public speaking for the beginning speaker.

Focus on Planning and Structuring Speeches

We give special attention to selecting worthwhile topics and to preparing and structuring speeches. Chapter 5 introduces a systematic method of topic selection that ties together personal and audience interests and the requirements of the assignment. The chapter leads the student step-by-step through the process of analyzing and refining the selected topic. Chapter 6 explains four major forms of supporting material and their strengths and limitations. Chapter 7 shows how to combine these materials into an effective structure by determining, arranging, and developing the main points of a speech. The concept of good form helps us explain why some speeches succeed while others fail. Because outlining is such an important part of planning a speech, Chapter 8 guides students through its processes, including preparation, formal, and key-word outlines.

Emphasis on Ethics

Public Speaking introduces students to the ethics of communication and the responsibilities of the speaker. Chapter 1 discusses the problem of plagiarism and challenges each class to develop a code of ethical conduct to be observed during the term. Chapter 5 introduces the concept of *responsible knowledge* as an ethical requirement for all public speakers. Throughout the text, we warn against abuses of supporting materials, evidence, proofs, arguments, and potent stylistic forms. We encourage students to respect cultural differences both in themselves and others, recognizing our national diversity. In addition, the book encourages thorough deliberation of critical public issues.

Learning Tools

The book provides models to guide students in their classroom speaking experiences. Sample annotated speeches and outlines illustrate the techniques appropriate to particular assignments; for example, the student speech at the end of Chapter 12 illustrates both informative speaking methods and the use of visual aids. In addition, the book abounds with contemporary examples

that help students see the application of communication techniques and principles to the world in which they live. The four-color design and the carefully selected photographs facilitate learning by making the book colorful and appealing.

We have designed each chapter to enhance knowledge. Learning objectives cue students to the content and prepare them for productive reading. The epigram and vignette that open each chapter point up its significance and motivate readers. Speaker's Notes such as "Developing a Formal Outline" and "Evaluating Examples" reinforce learning as the chapters develop. Model speeches throughout the text and additional speeches for analysis in Appendix B represent an interesting variety of speech topics, contexts, and speakers, and illustrate the major forms of self-introductory, informative, persuasive, and ceremonial speeches. Chapter summaries and Terms to Know remind the student of important points, and discussion and application exercises help put the knowledge to work. A glossary at the end of the book defines all the Terms to Know.

CHANGES IN THE THIRD EDITION

This new edition has given us the chance to refine and reinforce old themes and introduce new ideas.

Cultural Diversity

We believe that the public speaking class provides an ideal laboratory to explore and discover the different cultures that make up America. Students learn to tolerate and respect the many voices that make up what Lincoln once described as "the chorus of the Union." They also learn to accept and even cherish the many voices within themselves, for most of us have been fashioned by many cultures.

The representation of different cultures in most audiences also can present the speaker with a formidable practical problem in speech adaptation. How can we speak in a manner that invites these cultures to share a common understanding? Throughout the book, we return to this question.

For these reasons, the values of cultural diversity, strongly implicit in the first two editions, have become explicit in the Third Edition. We are convinced that respect for diversity and sensitivity to cultural differences are essential for effective, ethical speaking. We discuss these values directly and select our examples and model speeches in light of their importance. Chapter 1 discusses "cultural benefits" along with personal and social benefits. As the book proceeds, topics such as audience analysis in Chapter 4, the speaker's language, and the selection of supporting materials in Chapter 6 offer opportunities to emphasize the speaker's concern for cultural diversity. In particular, we add "cultural sensitivity" to our standards for effective language usage discussed in Chapter 10.

Balanced Approach to Listening

Recently we worked with the Kettering Foundation on a project to improve public communication. That experience, plus our reading of the recent literature, has led us to develop a more balanced approach to listening. In the past, textbooks including our own have focused on critical listening as a defensive skill for protection from exploitive or defective communication. While understandable, this emphasis neglects the creative, constructive dimension of listening that makes the audience a vital partner in communication. The balanced ideal of critical and constructive listening invites audiences to participate more fully in the co-creation of meaning. As we describe this ideal in Chapter 3, our goal is to offer a more healthy, holistic view of listening that will encourage better listening behavior and a more expansive view of public speaking as an important social force.

Highlights of Specific Changes

Throughout the Third Edition, the reader will encounter fresh writing, improved examples, and new sample speeches. Chief among these specific changes are the following:

- more attention to the pervasive importance of ethics. For example, Chapter 1 now highlights ethics as the most important criterion of speech evaluation.
- enriched discussion of communication apprehension in Chapter 2 so that the beginning student receives more support on this problem early in the course.
- change from “target audience” to “primary audience” to remove any suggestion that manipulation is an acceptable practice and to match our new emphasis on constructive listening.
- expanded and updated section in Chapter 5 on the use of “Electronic Data Bases” in library research.
- significant use of examples from award-winning student speeches in the 1991 Houghton Mifflin public speaking contest.
- greater emphasis in Chapter 8 on the process nature of outlining and on the role of audience in speech design.
- simplified, more accessible chapters on language and persuasion.
- added section on video presentations in Chapter 11 on “Presenting Your Speech.”
- enriched discussion of informative speaking in Chapter 12, including a new chart matching types of speeches with design options, model outlines for each design option, fresh examples, and incorporation of recent research.

PLAN OF THE BOOK

The plan of the book is both logical and flexible. We have found that the present sequence of topics works well in the classroom, beginning with an overview of the communication process and gradually building toward more complex skills and deeper understanding. Teachers who prefer a different sequence, however, will find the book easy to use because each chapter covers a topic thoroughly and completely.

Part One, "The Foundations of Public Speaking," provides basic information that students need for their first speaking and listening experiences. Chapter 1 highlights the personal, social, and cultural benefits of speaking effectively and explains the ethical responsibilities speakers must always bear in mind. We use a model to emphasize the dynamic interaction of speakers, listeners, ideas, the occasion and situation, and the overall communication environment. The chapter concludes with criteria for evaluating public speaking.

Chapter 2 offers students procedures for planning, outlining, practicing, and presenting their first speeches. The chapter helps them develop credibility for later speeches and cope with communication apprehension. It describes a speech assignment for introducing the self or others that can help break the ice and establish a constructive atmosphere in the class. An annotated student speech of self-introduction completes the chapter. Chapter 3, on critical and constructive listening, redefines the role of the audience in public communication. The chapter identifies common listening problems and explains ways to overcome these problems. The chapter concludes by developing the criteria introduced in Chapter 1 into a useful listener's guide for evaluating speeches.

Part Two, "Preparation for Public Speaking," provides in-depth coverage of the basic skills needed to prepare an effective speech: audience analysis, topic selection, research techniques, the development of supporting materials, and structuring and outlining. Chapter 4 emphasizes the importance of the audience one anticipates when preparing and developing a speech. We explain how to adapt to the speech occasion, to audience characteristics (including demographic information), and to audience dynamics. Chapter 5 provides systematic ways to select and refine topics so that the speech purpose is clearly framed. We also identify the library resources most useful for public speeches and offer suggestions for interviewing. Chapter 6 covers the types of supporting materials speakers must gather as they research their topics. The chapter discusses facts and figures, examples, and testimony. Responding to recent research, it introduces the narrative as another basic form of supporting material.

Chapter 7 shows students how to determine the main points in the body of the speech, how to make transitions from point to point, and how to prepare effective introductions and conclusions. *Extended examples guide stu-*

dents through the outlining process in Chapter 8, from developing an initial preparation outline to completing a formal outline and a key-word outline for use during presentation.

Part Three, "Developing Presentation Skills," covers the use of visual aids, language, voice, and body for an effective presentation. Chapter 9 explains the development and appropriate use of visual aids to augment the message of a speech; examples illustrate the strengths and weaknesses of each type of aid. This chapter's discussion of computer graphics and of the role of color in the visual communication of ideas is distinctive. Chapter 10 provides a comprehensive understanding of the powerful role language plays in communication and offers many practical suggestions for using language effectively. Chapter 11 helps students develop presentation skills, offering useful exercises to develop both voice and body language. The aim of this chapter is to help students build an extemporaneous style that is adaptable to most public speaking situations. The chapter concludes with a section devoted to video presentations.

Part Four, "Types of Public Speaking," discusses informative, persuasive, and major ceremonial types of public speaking. Chapter 12 covers the principles and practices of speeches designed to share information and increase understanding. The chapter explains the functions of informative speaking and presents designs suitable for structuring such speeches. We go beyond the mechanics to show how informative speaking serves listeners' basic desire to learn, and conclude the chapter with an annotated student speech.

Chapter 13 describes the principles underlying the persuasive process and the skills needed for persuasion. The chapter focuses on the types and challenges of persuasive speaking, covers designs that are appropriate to persuasive speeches, and offers an annotated student speech for analysis. This chapter demonstrates how persuasion operates in our daily lives. In Chapter 14 we explain the uses of evidence, proof, and argument and how to combine them in effective persuasion. The object is to show students how to form powerful arguments to support their positions on policies or proposals. The chapter concludes by identifying the major forms of fallacy that can discredit persuasion, so that students can avoid such errors in their own speeches and detect them in the messages of others.

Chapter 15 discusses speaking on ceremonial occasions. The chapter shows the relationship of such speaking to cultural values and centers on the important techniques of identification and magnification. We consider many types of ceremonial speeches, such as speeches of introduction, tribute, acceptance, inspiration, eulogy, and celebration, including the after-dinner speech. A special section shows the uses and possible dangers of humor in such speaking. The chapter includes annotated speech excerpts and an annotated after-dinner speech to illustrate the major techniques.

Appendix A, "Group Communication," introduces students to the problem-solving process and the responsibilities of group participants. This ap-

pendix also provides guidelines for managing informal and formal meetings, and introduces students to the basic concepts of parliamentary procedure. Appendix B contains sample speeches by professional and student speakers for classroom analysis and discussion.

SUPPLEMENTARY MATERIALS

The following are available to users of *Public Speaking*:

- The *Instructor's Resource Manual with Test Items* was written by Suzanne Osborn and Randall Parrish Osborn. In Part I, the manual includes sections on the purpose and philosophy of the course, preparing a syllabus, various sample syllabuses, an assortment of speech assignment options, a discussion of evaluating and grading speeches, a troubleshooting guide and teaching strategies for new instructors, and an extensive bibliography of resource readings. Part II of the manual offers a chapter-by-chapter guide to teaching *Public Speaking*, including learning objectives, suggestions for teaching, lecture/discussion outline, guidelines for using end-of-chapter items, additional activities, ancillary materials, transparency masters and handouts, and a bibliography of readings for enrichment. Part III offers test items for all chapters, and Part IV provides annotations for the speeches in Appendix B. The manual is the most comprehensive of its kind available, and can be used as a text for training teaching assistants.
- *Speech Designer*, a computer program designed to accompany the text, has been carefully revised for this edition. It offers students a self-directed, step-by-step electronic tour of outlining their speeches, and includes formats for each major speech design discussed in the text. This unique feature should improve the structure of student speeches, and should also result in better knowledge of speech design options.
- Transparencies may be used to enhance lectures and class discussions on such topics as the Dynamic Circle of Communication and the Step-by-Step Guide to Preparing a Self-Introductory Speech.
- Test-generating software is available.
- Teachers can arrange for an additional chapter, "Classical Origins of Public Speaking," to be included with the books they order. This chapter offers a summary and appreciation of the ideas developed by the early Greek theorists on the nature and importance of public speaking.

- Videotapes, two featuring student speeches, and one showing major public addresses on vital contemporary issues, are available to adopters. The special topic for the third edition's contemporary issues tape is "The Contentious Society." The tape offers controversial speeches by President Bill Clinton at the Vietnam Veterans Memorial, Barbara Bush and Hillary Rodham Clinton on the identity and values of women, Robert Redford on environmental problems, Elizabeth Glaser on the agony of AIDS, and Arthur Ashe and Michael Crichton on the quality and ethics of contemporary mass communication.

The videotapes are accompanied by a *Guide to the Video Program* prepared by the authors. The *Guide* contains the text of each student speech, an evaluation, suggested discussion questions, and a commentary. In addition, both the videotapes and the *Guide* continue a theme introduced in the supplementary materials for the previous edition, "Prominent Speakers on Contemporary Issues." The *Guide* introduces the background for each prominent speech, provides its text, develops a discussion guide, and offers critical commentary. Users should contact Houghton Mifflin representatives for details.

ACKNOWLEDGEMENTS

Many people have helped improve *Public Speaking* as it has passed through its revisions. The editors at Houghton Mifflin Company have been richly supportive in both professional and personal ways: Molly Faulkner made the success of the First Edition an obsession, and Ruth Gillies loved the book through several editions as our Basic Book Editor. Greg Tobin was a devoted, innovative counselor for the Second Edition. Jean Woy, Editor in Chief, and Margaret Seawell, Sponsoring Editor, have been immensely supportive of the present edition. Other editors who have left their wise marks upon the book include Beth Frankel, Project Editor for the first edition, Christina Horn, Project Editor for the second edition, and Susie Yanchus, who worked on the Speech Designer software for the second edition. For the present edition, we thank Karla Paschkis, Basic Book Editor, Cathy Brooks, Senior Project Editor, and Michele Casey, Editorial Assistant. Many of the marketing personnel for Houghton Mifflin have also encouraged us and offered advice. Finally, we would like to offer particular thanks to Nader Darehshori, the Chief Executive Officer and Chairman of the Board of Houghton Mifflin Company, who became our number one supporter and cheerleader many years ago. This book is a testament to Nader's faith.

We thank our colleagues listed below, whose thoughtful and helpful critical readings guided our revisions for the Third Edition.

Mike Allen
University of Wisconsin at Milwaukee

Scott Britten
Indiana University—South Bend

Donald R. Browne
University of Minnesota—Twin Cities Campus

Ann L. Darling
The University of Utah

David Evans
Navarro College

William David Fusfield
University of Pittsburgh at Pittsburgh

Susan A. Hellweg
San Diego State University at San Diego

Rachel L. Holloway
Virginia Polytechnic Institute and State University

Michele Horner Jackson
University of Minnesota—Twin Cities Campus

Joyce Jessa
Loyola Marymount University

Delton R. McGuire
Crowleys Ridge College

Stephen F. Nielsen
University of Nevada—Las Vegas

Mabry M. O'Donnell
Marietta College

Kenna J. Reeves
Emporia State University

Sandra Berkowitz Stafford
University of Minnesota—Twin Cities Campus

Ralph B. Thompson
Cornell University

Jay Pence
University of North Carolina at Chapel Hill

Janice Peterson
Santa Barbara City College

Judy Pier
Slippery Rock University

Nancy J. Wendt
Oregon State University

John L. Vohs
University of California—Davis

We again extend our gratitude to the reviewers of the First and Second Editions: Phillip Anderson, Kansas State University; James R. Andrews, Indiana University; John Bee, University of Akron; Cecile S. Blanche, Villanova University; Don M. Boileau, George Mason University; Barry Brummett, University of Wisconsin—Milwaukee; Carl Burghardt, Colorado State University; Francis E. Cheslik, Seton Hall University; Patrick J. Collins, John Jay College of Criminal Justice; Jo Ellen Cox, Northwest Mississippi Community College; James Darsey, Ohio State University; Jimmy T. Davis, Belmont College; Michael DeSousa, University of California—Davis; L. Patrick Devlin, University of Rhode Island; Robert J. Doolittle, University of Tulsa; Clyde Faries, Western Illinois University; Elizabeth Faries, Western Illinois University; Susan Fiechtner, Texas A & M University; Patricia Friel, University of Cincinnati—Clermont College; Darla Germeroth, University of Scranton; James Gibson, University of Missouri, Columbia; Ethel Glenn, University of North Carolina at Greensboro; Keith Griffin, BelSouth Services Incorporated; Clair O. Haugen, Concordia College; Susan A. Hellweg, San Diego State University; Judith S. Hoeffler, Ohio State University; Richard J. Jensen, University of New Mexico; Madeline M. Keaveney, California State University, Chico; Harold J. Kinzer, Utah State University; Robert S. Littlefield, North Dakota State University; Suzanne McCorkle, Boise State University; Patricia Palm McGillen, Mankato State University; Michael McGuire, University of Nevada—Las Vegas; Andrea Mitnick, Pennsylvania State University, Delaware Campus; Virginia Myers, West Texas State University; Donovan Ochs, University of Iowa; Mary F. O'Sullivan, Western Wisconsin Technical Institute; Charles J. Pecor, Macon Junior College; James W. Pence, Jr., University of North Carolina at Chapel Hill; James Phipps, Cedarville College; Ralph S. Pomeroy, University of California—Davis; Meredith Rouseau, Pennsylvania State University, York Campus; Thomas Seibert, College of Mount Saint Joseph; Aileen Sundstrom, Henry Ford Community College; Charles O. Tucker, Northern Illinois University; Beth M. Waggenspack, Virginia Polytechnic Institute and State University; Donald H. Wulff, University of Washington.

Special appreciation goes to the following: Phillip Anderson at Kansas State University, who brought Anna Aley's speech to our attention; Anna Aley, Bonnie Marshall, and Stephen Lee, who travelled to Memphis so that we could videotape their speeches; Roxanne Gee, Valerie Banes, and Tom Dean, colleagues at Memphis State, who expertly prepared videotapes of student speeches; Robert X. Browning, Director of the Public Affairs Video Archives of C-Span at Purdue University, who helped us select the speeches

for "Prominent Speakers on Contemporary Issues"; Pamela Palmer, Memphis State University librarian, who offered invaluable advice concerning resources of the reference room; Marshall Swanson, assistant director of Information Services, University of South Carolina, who helped us contact Bill Cosby; and Hal Phillips, film writer and novelist from Corinth, Mississippi, who went out of his way to help us. Thanks also to Richard Fiordo of Penn State University—Erie and Cynthia Smith of Keene State College. In addition, we want to acknowledge the generous support and advice of colleagues at Memphis State University, especially John Bakke, Keith Kennedy, and Richard Ranta.

M.O.

S.O.

Contents

PART ONE THE FOUNDATIONS OF PUBLIC SPEAKING	1
1 Public Speaking as Communication	3
Personal Benefits of Public Speaking	5
Social Benefits of Public Speaking	6
Cultural Benefits of Public Speaking	8
The Communication Process	9
<i>The Speaker as Source</i>	10
<i>Idea</i>	11
<i>Message</i>	11
<i>Medium</i>	12
<i>The Audience as Receiver</i>	13
<i>Response</i>	13
<i>The Communication Environment</i>	13
What Makes a Good Public Speech?	14
<i>Speaker Commitment</i>	14
<i>Well-Chosen Topic</i>	15
<i>Clear Sense of Purpose</i>	16
<i>Audience Involvement</i>	16
<i>Substance</i>	17
<i>Appropriate Structure</i>	17
<i>Skillful Language Use</i>	19
<i>Effective Presentation</i>	20
The Ethics of Public Speaking	21
<i>Respect for the Audience</i>	21
<i>Responsible Knowledge</i>	22
<i>Concern for Consequences</i>	23
<i>Responsibilities of Listeners</i>	24
In Summary	24 ■ Terms to Know
Application	26 ■ Discussion
	25 ■ Notes
	27

- **Speaker's Notes:** How to Create a Good Public Speech 15
- How to Avoid Plagiarism 23

2 Your First Speech

29

Understanding the Impressions You Make 31

Competence 31

Integrity 31

Likableness 33

Power 34

Introducing Yourself and Others 35

Developing the Introductory Speech 39

Designing Your Speech 40

Introduction 41

Body 42

Conclusion 43

Outlining the Introductory Speech 44

Presenting the Introductory Speech 45

Spotlight the Ideas 46

Sound Natural 46

Key-Word Outline 46

Practice Your Speech 47

Make Nervousness Work for You 48

In Summary 51 ■ Terms to Know 52 ■ Discussion 52 ■

Application 53 ■ Notes 55

- **Speaker's Notes:** Self-Awareness Inventory 39

Preparing Your First Speech 43

Ten Ways to Control Communication Apprehension 50

Sample Speech of Self-Introduction:

Sandra Baltz, "My Three Cultures" 56

3 Critical and Constructive Listening

59

Benefits of Critical and Constructive Listening 61

Overcoming Listening Problems 64

Personal Reactions 64

Attitudes 67

Bad Habits 69

Critical Thinking and Listening 72

The Importance of Critical Thinking to Listening 73