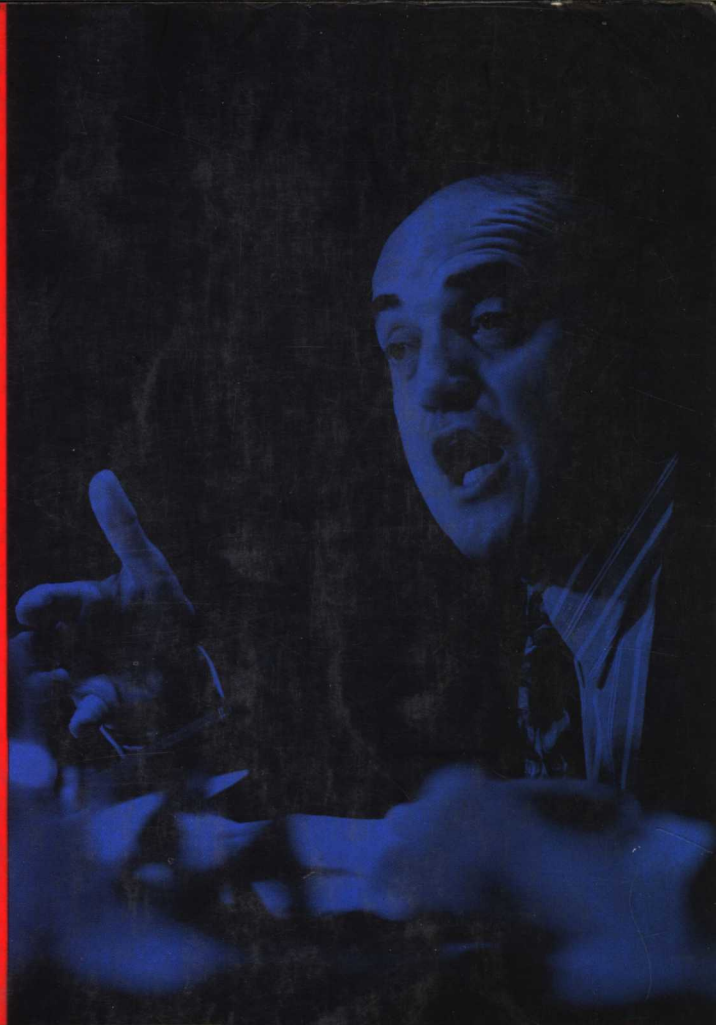


The Challenge of Effective Speaking

Rudolph F. Verderber

Ninth Edition



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Preface

I am pleased that through the years both students and faculty have found that *The Challenge of Effective Speaking* has met their expectations for a fundamentals-of-effective-speaking book.

Much of the success of the book over the years is its practical approach and logical organization applauded by professors and students alike. This edition retains the general framework of previous ones, with some improvements that I hope current users of the text will welcome. The book continues to be based on the assumption that effective speaking is a cognitive process that proceeds with a logical speech plan. The first three chapters lay a foundation for the study of public speaking and introduce students to the seven action steps of a speech plan as well as focus on the basic skills necessary to deliver a narrative “ice-breaker” speech within the first few class meetings. The next seven chapters present the seven steps of an effective speech plan in detail. Subsequent sections of the book build on this foundation by focusing on increasingly more complex and specific skills.

This edition continues to be a student-centered approach organized around a succinct set of speechmaking principles and associated steps of speech preparation. Within this framework, the text fosters students’ skill development through a structured four-step learning model. Because “skillfulness” has both cognitive and behavioral requirements, the four-step learning model begins with “skill learning.” During this first step students read the text to understand the theory of preparation and presentation. The second step of the learning model is practice. The practice exercises embedded in each chapter are specifically designed so that students can apply the skills particular to that chapter while continuing to develop competence in the use of previously learned skills. Practice with skills culminates in speech assignments that give the students an opportunity to show mastery of a group of skills in oral presentations. The third step is learning by observation. Accordingly, students are provided a sample speech for each assignment with marginal notes pointing out examples of skillful

cessful skill usage and making suggestions about where and how skills might have been better used. The fourth step in the learning model is providing critical feedback of students' speeches. Specific written and oral critiques of speeches show students how well they have met the specific assignments or how well they have mastered various skills necessary for accomplishing that assignment. Critiques are built into the chapter exercises and are facilitated by checklists that provide specific evaluative criteria for each type of speech.

Organization

Now let me explain the structure of *The Challenge of Effective Speaking* in greater detail. The text is organized in five major parts: Orientation, Fundamental Principles, Informative Speaking, Persuasive Speaking, and Adapting to other Occasions and Formats.

Part I is a three-chapter unit that acquaints the student with speaking as communication, discusses legal and ethical responsibilities of the speaker, introduces students to the seven steps of an effective speech plan, considers methods of coping with the nervousness that all speakers face, and discusses effective listening, a necessity for developing critical evaluation skills.

Part II is a cohesive seven-chapter unit structured around the seven steps of an effective speech plan. Although seven chapters may sound like a lot to assimilate before being ready to present a major speech, the unit is not only written to be a relatively "fast read," but also to be "an easy learn." Information needed to prepare and deliver speeches is presented in a clear step-by-step fashion, reinforced by focused exercises. As a result, when students have completed the 13 Speech Preparation Exercises in Chapters 4–10, they will be well-prepared to deliver a major speech. For instance, Exercise 1 in Chapter 4 guides students through the process of generating a list of suitable topics and selecting three for possible use for their first speeches; Exercise 4 guides students in the process of writing three well-worded speech goals for the topics they selected from their brainstorming sheets and selecting one of the three for their first speeches. The sequence of exercises culminates in Exercise 13 in Chapter 10, in which students write diaries of their speech practice sessions (the final stage before actual delivery of the speeches to an audience) to indicate how their analyses of each practice led to the improvement of their speeches.

Part III focuses on informative speaking. Because effective informative speaking involves a learning process on the part of the audience, Chapter 11, "Principles of Informative Speaking," is designed to help students move audiences through the three steps of learning: attending to information, understanding information, and remembering information. Chapter 12, "Practicing Informative Speaking Skills," focuses on the skills of demonstrating (explaining processes), describing, defining, and reporting. To give students a chance to

practice these skills, each of these sections features an assignment emphasizing use of those skills, a critique sheet that encourages critical listening for those skills, and a sample speech that exemplifies those particular skills.

Part IV focuses on persuasive speaking. The persuasive speaking principles are an extension of both fundamental and informative speaking principles. For instance, although a persuasive speech may be designed to motivate a person to act, the student may use skills of demonstration, description, definition, or reporting within the speech. In Chapter 14, "Principles of Persuasive Speaking," students are introduced to developing specific goals designed to change beliefs and move to action; to analyzing audience attitudes and making use of that analysis; to forming speech arguments that serve as the building blocks of the persuasive speech body; to organizing arguments to meet audience needs; to using language to gain emotional reaction to material; and to building credibility. Chapter 15, "Practicing Persuasive Speaking Skills," focuses on the persuasive speaking skills of reasoning, motivating, and refuting. As was true of the unit on informative speaking, in the persuasive speaking unit students have a chance to practice these skills. Each of the individual units features an assignment, critique sheet, and sample speech.

Part V includes a chapter on adapting to special occasions and one on speaking in problem-solving groups.

Preceding each of the major parts of the book, an introductory statement helps students to understand the goals of the part and why the information in that part is written and organized as it is. Moreover, each individual chapter begins with a preview of the points covered in the chapter.

Although few courses are long enough to allow students practice time with all of the informative and persuasive speaking skills individually, most courses include at least three speeches, one as a culmination of learning the fundamental principles, another as a separate informative speech, and a third as a persuasive speech. This book is written to give focus to these three assignments. In addition, the text provides opportunities for the instructor to make one or more additional assignments that emphasize individual informative and persuasive speaking skills, as well as special-occasion speaking and speaking in groups.

Regardless of what assignments are given, the instructor can approach each assignment with the knowledge that the students have developed an understanding of the skills necessary to complete that assignment. Moreover, by reading the assignment and then studying the sample outline, plan for adapting the speech, and the speech and its analysis, students can learn from others who met the challenge of the assignment in an effective manner.

Special Features and Changes in the Ninth Edition

In each of the preceding editions I have incorporated improvements, some of them very subtle, some of them less so, that have refined both the hierarchical

approach to content presentation and the learning model. With this ninth edition, I have undertaken a significant revision that I believe increases the soundness of the underlying pedagogy and thus the learning potential of your students.

In addition to the exercises, assignments, and annotated student speeches that continue to be an integral part of the text, a number of substantive and organizational changes improve the clarity and comprehensiveness of the text.

Part I, Orientation, is now a three-chapter introduction that gives students a solid base for making a first speech and listening to the speeches of their classmates. In Chapter 1, "Introduction to Public Speaking," in addition to giving greater emphasis to the importance of public speaking principles in both formal and informal speaking contexts, I have included an expanded section on ethics of public speaking. Chapter 2, "The First Speech: Coping with Nervousness," is a new chapter. Not only does the chapter preview the seven steps of an effective speech plan that are developed in detail in Part II, Fundamental Principles, but also it gives students enough of a taste of the method that each can present a narrative speech, one of the traditional "warm-up" speeches that instructors often assign during the first week of the course. Finally, it gives the student a much more complete analysis of coping with nervousness. It elaborates on the point that although most students feel various degrees of nervousness, seldom is that nervousness so debilitating that students are unable to give a reasonably effective speech if they prepare carefully and practice faithfully. Chapter 3, "Listening Critically to Speeches," has been revised. This chapter, previously the seventh chapter, has been moved to the end of the Introductory unit to give students a better understanding of the criteria to use in evaluating speeches.

Part II, Fundamental Principles, includes seven chapters that develop the seven steps of an effective speech plan. The major changes in this part are designed to provide a more complete and cohesive approach to preparing speeches that are adapted to specific audiences. Chapter 4, "Selecting Your Topic and Refining Your Goal," considers brainstorming for topics, analyzing the audience, analyzing the occasion, writing a speech goal, and writing a thesis statement. This chapter includes a much expanded section on audience analysis as well as a more detailed explanation of writing speech goals and thesis statements. In addition, it introduces the concept of "semantic mapping," a visual diagram of ideas that can be used in brainstorming for the thesis statement and in identifying main points and supporting ideas. Chapter 5, "Finding, Recording, and Using Information," covers sources and kinds of information that speakers need to build their speeches. Chapter 6, "Adapting to Audiences," is a new chapter that emphasizes adapting the speech plan to the needs and interests of a specific audience. Given a careful consideration of the nature of the audience, the speaker can determine effective strategies for getting and maintaining attention, creating understanding, increasing retention, and affecting

attitude toward both the speaker and the topic. Chapter 7, "Speech Organization," offers a variety of ways of organizing a speech depending on the nature of the information, the goal of the speech, and audience attitude toward the topic. Chapter 8, "Language," puts much greater emphasis on the means of achieving clarity, vividness, emphasis, and appropriateness of language. Chapter 9, "Using Visual Aids," helps the speaker consider whether visual aids will help in achieving the goal of the speech, what kinds of visual aids are likely to be most effective, and how to use them well. Chapter 10, "Practicing the Delivery," gives a sharper analysis of methods of practicing the speech.

Each of the chapters in Part III, Informative Speaking, has been rewritten to more clearly emphasize the skill-development process. Chapter 11, "Principles of Informative Speaking," now includes a more detailed definition of informative speaking as well as a greater emphasis on the means of getting attention, creating understanding, and increasing retention. Chapter 12, "Practicing Informative Speaking Skills," has been rewritten to integrate the four major informative skills of demonstrating, describing, defining, and reporting into one chapter. This integration of skills emphasizes how they fit together. Although the presentation of each of the skills contains a speech assignment and a sample speech and outline, the sections are written so that each skill can be made the focus of its own speech or can be used in combination with others in a single informative speech assignment.

Part IV, Persuasive Speaking, also has been rewritten to better emphasize skill development. Chapter 13, "Principles of Persuasive Speaking," has a new section on the definition of persuasive speaking and a much more complete section on the importance of audience analysis in determining speech goals and speech material. Chapter 14, "Practicing Persuasive Speaking Skills," has been rewritten to integrate the three major persuasive skills of reasoning, motivating, and refuting. The individual sections are written so that each skill can either be made the focus of a persuasive speech or be used in combination with others in a longer persuasive speech assignment.

Part V, Adapting to Other Occasions and Formats, has been minimally revised.

Also new to this edition are a series of 12 "Guest Speaker" sidebars that profile quite different individuals who use public speaking in a variety of ways, both professionally and vocationally.

Finally, this edition includes two new student speeches, "Improving Grades," in Chapter 10 and "Weightlifting," in Chapter 14. Although several of the speeches were delivered many years ago and, as a result, some of the supporting material and sources for that material are dated, you will find that the ideas in the speeches remain current. For instance, the speech "Television and Children," in Chapter 13 is still valid in both the description of the nature of the problem and the effectiveness of the proposed solution. To help when using

these speeches, for this edition you may obtain a videotape that contains simulations of six of the speeches.

Overall, this edition is designed to improve the teaching method that has made *Challenge* a leader in its field. I firmly believe that students who apply themselves to the learning of the material in this book will find themselves being able to give the very best speeches possible.

Acknowledgments

Although I am responsible for what appears in this book, the content reflects the thoughts of a great many people. I gratefully acknowledge the students who contributed speeches and outlines to this edition. I also thank the many instructors who offered feedback and insights gained through their use of the eighth edition: Eugenia Dye, UCLA; John English, Vanderbilt University; Alan Friedman, Bellville Area College; Lance Geiger, Northern Arizona University; Nancy Goulden, Kansas State University; Myra Gutin, Rider College; Ralph Hillman, Middle Tennessee State University; David Jones, Western Kentucky University; Molly Mayhead, Western Oregon State College; Donovan Ochs, University of Iowa; Robert Payne, East Central University; George Ray, Cleveland State University; Chris Sawyer, Tarrant County Junior college; Malcom Shaffer, Butler County Community College; Roger L. Smith, Harrisburg Area Community College; Sherwood Snyder, Chicago State University; and Loretta Walker, Salt Lake Community College. Thanks also to the professors who responded to our telephone survey.

I want to give special thanks to the entire Wadsworth team involved in the production of this book, with special thanks to John Bergez and Judith McKibben, who helped me realize how I could come closer to achieving my goals for creating this textbook in the first place. Thanks are also due to the guest speakers who shared their insights about public speaking: Vivian Altmann, Celeste Bernardo, Glinda Bridgforth, Steven Burrill, Roger Bush, Shirley Fong-Torres, Don Hunter, Carmen Lee, Joe Marshall, Katherine Mason, Syndi Seid, and Tom Torriglia.

Finally, I express my gratitude to my wife, Kathie, who continues to provide both valuable insight and inspiration, and to my daughter, Allison, who is learning by example that writing well is a long, sometimes frustrating, but always exhilarating process.

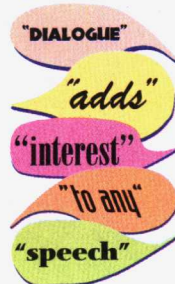
Effective Ways to Meet the “Challenge”

Your Guide to the Ninth Edition

Hundreds of thousands of students have developed their public speaking skills from previous editions of this successful book. *The Challenge of Effective Speaking* can help you enhance your personal and professional life too. These four pages will guide you through the learning features in this book. Apply these tips and you will gain full benefit from Verderber’s classic approach to learning the principles of public speaking and how to put them to work for you.

Focus on Key Points

The Verderber approach begins with clear, concise explanations of the fundamentals of effective speaking. You will find the key points summarized in highlighted boxes. You can use these “Action Steps of Speech Preparation” as well as the “Principles” boxes (found in chapters on speech types) to direct your attention to the most important points to remember when preparing and delivering your own speeches.



Gathering Material

ACTION STEP II

Gather and evaluate material for use in the speech.

For class speeches that you prepare, you will often draw material from your own experiences, observations, interviews, surveys, and research. For a first narrative, information can be drawn primarily from your own experience. For instance, Andy needed only to reconstruct the details of the gym experience. As you recall details of your experience, keep in mind the following ideas that relate specifically to narratives.

A narrative usually has a point to it, a climax to which the details build up. Think carefully about the point of your story.

A narrative is developed with supporting details that give background to and embellish the story so that the point has maximum effect. Try to select and develop details that heighten the impact.

A narrative often includes dialogue. A story is more enjoyable to an audience when it hears the story unfold through dialogue.

A narrative often is humorous. Although not all narratives are funny, most have elements of humor. If what happened can be made funny, the humor will hold attention and help establish a bond between speaker and audience.

Developing a Strategy

ACTION STEP III

Develop a strategy for adapting material to your specific speech audience.

Analyzing Your Audience

PRINCIPLE I

You are more likely to determine the most effective speech strategy when you understand your audience’s interest and knowledge levels and attitude toward your goal.

Because much of the success of a speech depends on determining how an audience is likely to react to the material, you must analyze audience data carefully to make reasonable assessments. As we established in Chapter 4, you can make reasonably accurate estimates of audience interest, knowledge, and retention of material based on demographic information. The more data you have about your audience and the more experience you have in analyzing audiences, the better are your chances of judging its attitudes with accuracy, although a precise differentiation of opinion is seldom necessary. Knowledge gained from your analysis then is processed in two ways: You assess your audience position and attitudes and then develop a strategy for adapting to that position.

Learn from Models

A speech outline, with marginal comments, provides a model you can use in speech preparation. It will help you learn how to organize and express your thoughts logically and vividly, ensuring that your own speeches are built on a firm foundation.

ANALYSIS

Main point III continues the topical relationship, is parallel to the other two in phrasing, and is a complete, substantive sentence.

Throughout the outline, notice that each statement is an explanation, definition, or development of the statement to which it is subordinate.

The heading Conclusion sets this section apart as a separate unit. The content of the conclusion is a form of summary tying the key ideas together. Although there are many types of conclusions, a summary is always acceptable for an informative speech.

In any speech where research has been done, a bibliography of sources should be included.

OUTLINE

III. Roquefort cheese is made from molds grown only in caves located in Roquefort-sur-Soulzon.

- A. The mold is grown in caves that were discovered four to six thousand years ago.
 1. The caves are 1¼-miles long and 300 yards deep.
 2. The caves are made up of blocks that resemble sugar cubes.
- B. The specific mold, *Penicillium roquefortii*, grows in cracks and fissures in these caves.
- C. The mold is cultivated in bread, ground, and injected into the cheese to give the distinctive color and flavor.

Conclusion

- I. We see then that Roquefort cheese is truly unique because it is trademarked, made from ewe's milk, and flavored with a mold grown in only one place in the world.
- II. The next time you ask for Roquefort on your salad, you'll have a better appreciation of what you are getting.

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- "Cheese," *Encyclopedia Americana* 6 (1983): 354-358.
Lecler, René. "Hommage à Fromage," *Saturday Review* (June 24, 1972): 77.
Marquis, Vivienne, and Patricia Haskell. *The Cheese Book*. New York: Simon & Schuster, 1985.
Wernick, Robert. "From Ewe's Milk and a Bit of Mold: A Fromage Fit for a Charlemagne," *Smithsonian* (February 1983): 57-63.

Annotated speeches help you recognize the elements contributing to a good speech that informs or persuades an audience. As you study these speeches with their insightful analyses you will learn how to read and listen critically—and how to apply the same principles to your own speeches.

Part of the reason why this is a good expository speech is that high-quality information is well organized. Moreover, even in this relatively short speech, the speaker includes enough supporting material to help us understand.

Again we see a good transition to the fourth topic, treatment.

This quotation puts the importance of continuous treatment into perspective.

A clear statement of the specifics of treatment, drugs, and education.

A good job of comparing the value of treatments. She shows that although there has been some success with drugs, the greater success has been with education.

Good short summary.

Excellent final point. It leaves the speech on an upbeat note.

A fourth symptom is reversal in speech well past infancy. For example, saying *aminal* instead of *animal*.

A fifth is serious difficulty in learning or remembering any kind of printed words or symbols. When confronted with the number 537, for instance, the dyslexic may not recognize it and, if he or she can recognize it, may quickly forget it.

A sixth problem is organizing simple patterns—a difficulty in following simple instructions. A dyslexic might not be able to respond correctly to "Walk to the first stoplight, turn right, and go to the third house."

Now that we have looked at the nature, suspected causes, and symptoms, let's move on to the treatment of dyslexia. According to Dr. C. Keith Conners of the Children's Hospital National Medical Center, and reported in *Newsweek*, dyslexia is like alcoholism: "It is never really cured." But, nearly every dyslexic can achieve a sixth-grade reading level, and dyslexics have finished college and gone on to graduate school.

Dyslexia is being treated by drugs and by education. Some researchers who are trying to deal with root causes are experimenting with drug therapy. For instance, Dr. Levinson is working with antihistamines to deal with what he believes are inner ear problems. Another treatment of dyslexia is with a drug called piracetam, which resembles a brain chemical. It has proved somewhat effective in treatment by aiding transmission between the two hemispheres of the brain. But to date the best treatment for dyslexia is education. Dyslexics can be helped to improve their condition by professionals who work on a one-to-one basis to help them do activities like tracing letters in the air or on paper until they become familiar with the letters. Another educational method is the use of spelling. By learning and repeating a letter time and time again, dyslexics become familiar with the way that letter is pronounced. The third form of treatment is through the use of phonics. They are taught to sound out letters rather than to memorize whole words.

By learning more about dyslexia—by understanding the causes, symptoms, and treatment—we can better understand this disorder that affects so many people. If Albert Einstein, Woodrow Wilson, and Nelson Rockefeller, who were dyslexics, were able to deal with their problems, we should certainly be able to hope for the best.

Develop Your Skills Through Practice

Checklists provide you with handy reference points for each step in the speech-making process. They will help you make the jump from reading about ideas to using them. These lists also serve as guidelines to help evaluate your own performance as you critique different types of speeches and prepare your own.

Skill development exercises give you opportunities for hands-on practice in applying principles and their associated skills.

CHECKLIST	Audience Analysis
DATA	
___	1. The audience education level is ___ high school, ___ college, ___ postcollege.
___	2. The age range is from ___ to ___. The average age is about ___.
___	3. The audience is approximately ___ percent males and ___ percent females.
___	4. My estimate of the income level of the audience is ___ below average, ___ average, ___ above average.
___	5. The audience is basically ___ the same race or ___ a mixture of races.
___	6. The audience is basically ___ the same religion or ___ a mixture of religions.
___	7. The audience is basically ___ the same nationality or ___ a mixture of nationalities.
___	8. The audience is basically of the same ___ state, ___ city, ___ neighborhood, or ___ other definable area.
PREDICTIONS	
___	9. Audience interest in this topic is likely to be ___ high, ___ moderate, ___ low.
___	10. Audience understanding of the topic will be ___ great, ___ moderate, ___ little.
___	11. Audience attitude about the topic will be ___ in favor, ___ neutral, ___ opposed.
___	12. Audience attitude toward the speaker is likely to be ___ positive, ___ neutral, ___ negative.

- C. Paula is decisive.
 VI. Paula's campaign is supported by a campus opinion leader.
 A. Paula is endorsed by an influential editorial writer for the student paper.

SKILL DEVELOPMENT EXERCISE	Evaluating Arguments
<p>For each of the following, write the claim that the speaker has drawn, write a warrant explaining the link between the data and the claim, and identify the reasoning process (example, analogy, causation, sign, definition, or authority). The first one is done as an example of how to proceed.</p> <p>I see that Ohio has stiffened its penalties for drunk driving and has begun applying them uniformly. I don't think there is any doubt that we are going to see instances of drunk driving dropping in Ohio.</p> <p>1. Claim: The number of instances of drunk driving in Ohio will drop.</p> <p>2. Warrant: Stiff penalties and uniform application will result in lower numbers of drunk drivers. (Causation)</p> <p>Now write the claim and warrant for each of the following:</p> <p>Attacks against teachers are becoming more severe. In New York a teacher required hospitalization after being beaten by a gang. In Chicago a teacher resigned after being terrorized by midnight phone calls and threats against his family.</p> <p>1. _____</p> <p>2. _____</p> <p>If you have been watching indicators lately, you'll notice that interest rates have been creeping upward again. During the past two years, interest rates were flat. For each of the past four months, however, we have seen increasingly higher interest rates. Also, according to an article in <i>Time</i>, people are keeping more of their money in savings accounts. I hate to say this, but it seems that we are heading for another recession.</p>	

Colorful photos and charts are designed to reinforce your understanding of the principles that underlie successful practice of public speaking.

AUDIENCE ATTITUDES		STRATEGY CHOICES
If audience members are . . .	then they may . . .	so that you can . . .
Highly in favor	■ be ready to act	■ provide practical suggestions ■ put emphasis on motivation rather than on information and reasoning
In favor	■ already share many of your beliefs	■ crystalize and reinforce existing beliefs and attitudes to lead them to a course of action
Mildly in favor	■ be inclined to accept your view, but with little commitment	■ strengthen positive beliefs by emphasizing supporting reasons
Neither in favor nor opposed	■ be uninformed ■ be neutral ■ be apathetic	■ emphasize information relevant to a belief or move to action ■ emphasize reasons relevant to belief or action ■ concentrate on motivating them to see the importance of the proposition or seriousness of the problem
Mildly opposed	■ have doubts about the wisdom of your position	■ give them reasons and evidence that will help them to consider your position
Opposed	■ have beliefs and attitudes contrary to yours	■ emphasize sound arguments ■ concentrate on shifting beliefs rather than on moving to action ■ be objective to avoid arousing hostility
Hostile	■ be totally unreceptive to your position	■ plant the "seeds of persuasion" ■ try to get them to understand your position

"Guest Speakers" discuss how they developed their public speaking skills, often overcoming "speech anxiety," and how the ability to speak effectively has helped them in their careers. These profiles offer valuable pointers you can use as you progress toward better, more effective speech-making.



On her way to her first public speaking engagement, **Glinda Bridgforth** prayed she'd get into a car accident, thinking that would be a decent excuse to miss the event. Since then she has mastered relaxation methods to combat her nervousness and even uses them in her presentations to quell her listeners' fears about her subject: matter—personal financial management.

"Money is taboo to talk about. It's very emotionally charged. Every time you mention money people tense up. So I use different techniques to keep people relaxed. I start out with something like 'How many people would rather talk about sex than money?' People usually laugh. Then I have people do a relaxation exercise of practicing breathing. I say, 'If money anxiety comes up for you I want you to remember to keep breathing'."

"I've found personal disclosure helps me connect with my audience."

speech on the criteria for evaluating the quality of diamonds. Without your prompting, the majority of the audience may not view diamond evaluation as a high priority. If, however, you can call to their attention that on some special occasion, such as a wedding, birthday, or anniversary, they may be considering the purchase of a diamond ring, earring, or necklace, your listeners are more likely to accept the timeliness of your information.

A second strategy for demonstrating personal impact is to stress the impact on the audience's personal space. You've heard speakers say, "Let me bring this closer to home by showing you . . ." That is a direct attempt to show spatial impact. The strategy works because information becomes important to people when they perceive it as affecting "their own back yard." If, for instance, you were giving a report on the difficulties that the EPA is having with its environmental cleanup campaigns, then you would want to discuss those difficulties with examples in the audience's community. Even if the specific information you have concerns a cleanup site that is geographically distant, it is still important to use information about hometown sites. If you don't have that kind of information, take time to find it. Often a well-placed telephone call to the local or regional EPA office or even to your local newspaper will get the information you need to make the connection.

A third strategy for demonstrating personal impact is to stress the seriousness of the personal impact. To create or build interest, you must demonstrate a serious *physical* impact (toxic waste affects the health of all of us), an *economic* impact (waste cleanup and disposal are expensive—they raise our taxes), or *psychological* impact (toxic waste erodes the quality of our life and the lives of our children). Think of how classroom attention picks up tremendously when the professor reveals that a particular piece of information is going to "be on the test." This economic impact (not paying attention can cost us a lowered grade) is often enough to jolt us into attention. Most of us just don't put our attention into high gear unless we see the personal impact of information.

By considering how the issues you raise will affect the immediate lives of

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