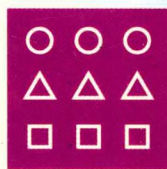


THE CHALLENGE OF

Effective



Speaking

Rudolph F. Verderber Kathleen S. Verderber
Deanna D. Sellnow

14

FOURTEENTH EDITION

USED BOOK

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THE CHALLENGE OF

Effective Speaking

Fourteenth Edition

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Preface

We are delighted to welcome Deanna Sellnow, Ph.D., as our new coauthor for *The Challenge of Effective Speaking*. Professor Sellnow is an accomplished teacher, scholar, and basic course director, as well as a well-respected textbook author. In addition, Dr. Sellnow's voice blends well with ours, as her writing has a delightful conversational quality that keeps the material interesting. We believe our collaboration on this revision has produced a text that you will agree continues to be the best in the market. What makes this collaboration especially noteworthy is the dedication all three of us have to the goal of making *Challenge* a text that is easy to learn from and a joy to teach from.

As with previous editions, we have worked hard to revise the text so that it reflects the speaking challenges today's students will encounter. We began by carefully analyzing feedback received from students and instructors across the country. We also reviewed scholarship and professional publications to see how theories, technology, and practice are evolving, and we updated the text to reflect new trends. In addition, we updated the text's examples and sample speeches so that they reflect current topics of interest, correspond to changes in theory and practice, and incorporate information about the changing technological realities of public discourse. Finally, we have continued to ensure that we are at the forefront of integrating computer-mediated resources into the text so that students are encouraged to be active learners, adept at using the many online resources available to help today's speakers prepare effective speeches.

We are thrilled to have heard both students and instructors confirm that what has become known as the Verderber method for speech preparation really works! This method provides a step-by-step process designed to guide you from topic selection to the rehearsal process to delivery. The six action steps in the book's speech planning process encourage students to complete a sequence of activities designed to help plan an effective speech. From both research and our experience as instructors, we know that speakers who are well prepared feel more confident about speaking, and they usually deliver great speeches. So we advocate that instructors assign the activities as part of the assessment of student speeches, and we encourage students to use the activities even when they are not assigned. Why? Because we know that they work and we want students who are reading our book to be successful. That's why we wrote it!

New to This Edition

Those instructors who have previously used *The Challenge of Effective Speaking* will be pleased with the new material and emphasis in this edition. We made a conscious decision to blend into *Challenge* several of the strengths of *Confident Public Speaking*, Dr. Sellnow's public speaking text. For example, you will notice that in discussions of the speech planning process throughout the book, we

have increased the discussion of how a speech can be tailored to a specific audience. Similarly, in this edition, you will notice that we suggest how speakers can adapt their material so that it meets the needs of a diverse audience. For example, we encourage speakers to choose supporting material that addresses multiple learning styles so that audience members who learn in different ways will be able to understand and retain information and arguments. Let's take a look at what's new in this edition.

Speech Snippet boxes throughout the book provide "snippets" of speeches by student speakers working through the myriad issues they must face when preparing a speech. For example, in the Chapter 5 discussions about adapting to an audience, the Speech Snippet boxes highlight how speakers demonstrated personal impact in a speech, addressed timeliness and acknowledged listener attitudes, demonstrated their direct expertise, and established their trustworthiness.

Critical thinking and reflection prompts have been added in the form of What's Ahead questions in the chapter openers and reflection questions in the Spotlight on Speakers boxes. These questions ask students to consider the skills described in the book in context and as they apply to students' own lives.

Chapter 1, "Introduction to Public Speaking," now begins with a brief discussion of general communication contexts that situates public speaking among intrapersonal, interpersonal, group, and mass communication. It introduces students to the concept of the speaking situation, which a speaker should analyze when preparing a speech. Finally, the discussion of speech effectiveness has been strengthened to present five hallmarks of an effective speech.

Chapter 2, "Developing Competence Through the Speech Planning Process," includes a discussion of the role of self-talk in the apprehension process, elaborates on the role of previous experience in creating apprehension, and includes a discussion of cognitive restructuring as a method for overcoming apprehension.

Chapter 3, "Effective Listening," begins by differentiating hearing from listening. New research on listening has been integrated throughout the chapter. The criteria for analyzing a speech critically have been reorganized so that they are grouped as criteria for content, structure, and delivery. The chapter concludes with a comprehensive discussion of how to critique a speech, including how to prepare feedback to the speaker.

Chapter 4, "Identifying an Audience-Centered Speech Goal," has been refocused so that consideration of the audience is central and integrative. A discussion of concept mapping has been added to the section on identifying topics. In the section on audience analysis, we not only discuss how to collect demographic data, but we now include a discussion of how to use demographic data when preparing a speech. Throughout the chapter, more attention is paid to the need to adapt a speech's topic and goal to the audience.

Chapter 5, "Adapting to Audiences," has been reorganized so that the issues a speaker encounters when adapting to an audience are presented in the order in which a speaker is likely to encounter them. In addition, a discussion of learning styles has been added to the section on information comprehension and retention.

Chapter 6, "Researching Information for Your Speech," has been organized so that the sources of information are categorized as personal knowledge, secondary research, or primary research. Discussions of each information source describe any caveats to consider. The chapter presents up-to-date information about conducting research online.

Chapter 7, "Organizing and Outlining the Speech Body," now includes a discussion of the narrative organizational pattern. In addition, we now discuss how to use signposts as well as transitions between main points.

Chapter 8, “Completing the Outline: Creating Introductions and Conclusions,” has been revised to emphasize the importance of making the introduction and conclusion audience centered by using listener relevance links in the introduction and a clincher in the conclusion.

Chapter 9, “Constructing and Using Presentational Aids,” features a new title that reflects its thorough revision. As we have moved into the media age, audiences have increased their expectations about the quality of audiovisual aids speakers use. In addition to discussing visual aids, the chapter now covers audio and audiovisual aids and provides extensive information on the effective use of computer-mediated presentation aids.

Chapter 10, “Practicing Speech Wording,” begins with a discussion of the characteristics of oral style and then describes how to speak accurately, clearly, vividly, and appropriately. In the discussion of vivid language, the coverage of figures of speech has been expanded to include additional types of figures and structures of speech.

Chapter 11, “Practicing Delivery,” has been reorganized so that it begins with a discussion of the characteristics of effective delivery before moving on to describe how to use voice and bodily movements to augment a verbal message. The chapter concludes with a discussion of how to adapt to your audience while you are giving the speech.

Chapter 12, “Informative Speaking,” includes a brief discussion of the nature of informative speaking and describes the importance of developing material that is suited to different learning styles. The chapter also includes new sample process and expository speeches.

Chapter 13, “Persuasive Speaking: Reasoning with Audiences,” begins by using the Elaboration Likelihood Model to explain how audience members process persuasive messages. Discussion of several additional reasoning fallacies has been included, and the refutative pattern has been added to the discussion of organizational patterns for speeches of reason.

Chapter 14, “Persuasive Speaking: Motivating the Audience,” now includes guidelines for appealing to emotions and demonstrating credibility. The problem-solution and the problem-cause-solution patterns have been added to the discussion of organizational patterns for speeches to actuate. This chapter also includes a new sample speech to actuate.

Chapter 15, “Ceremonial Speaking: Speeches for Special Occasions,” has been reorganized, and the discussion of each speech type simplified.

Chapter 16, “Developing and Delivering Group Presentations,” is a new chapter written specifically to help students as they work with others to develop group presentations; it replaces a more generic chapter on problem-solving groups. The chapter describes the responsibilities of group members as they prepare for a group presentation and the problem-solving process groups use to decide on and develop the content of presentations. The formats of symposium, panel discussion, and town hall meeting that groups use to deliver public presentations are explained. In addition, the chapter discusses how to evaluate the contributions of each group member as well as the effectiveness of the presentation itself. The chapter concludes with a group presentation assignment.

Revised Features

- ◆ **Speech Plan Action Steps** guide students through a step-by-step preparation process that results in significantly better speeches. These Action Step activities are supplemented by in-text and online examples of each activity prepared by other students.

- ◆ **Sample student speeches** in Chapters 1, 11, 12, 13, and 14 include adaptation plans, outlines, and transcripts with accompanying analyses. In addition, videos of these and other student speeches are featured in this book's online resources.
- ◆ **Spotlight on Speakers** boxes highlight the speaking accomplishments of people from a wide range of backgrounds. These boxes, several of which are new to this edition, complement topics related to concepts discussed in the chapter, helping students to understand and appreciate public speaking outside the classroom.
- ◆ **Reflect on Ethics** boxes are short case studies that appear in every chapter. These cases present ethical challenges and require students to think critically, sorting through a variety of ethical dilemmas faced by public speakers. In each case, the dilemma posed focuses on issues raised in the specific chapter.

In addition, the fourteenth edition includes the following new and updated technological features, all highlighted at the end of each chapter in the *Challenge* Online section:

- ◆ The ***Challenge of Effective Speaking* online textbook resources**, which provide students with one-stop access to all the integrated technology resources that accompany the book. These resources include the ThomsonNOW™ for *Challenge* online study system, chapter-by-chapter resources at the *Challenge* book companion website, the *Challenge* interactive video communication scenarios and speeches, InfoTrac® College Edition, and Speech Builder Express™. All of these resources are referenced in the text and highlighted with an icon. Integrated throughout the chapters—and expanded upon at the ends of chapters in the *Challenge* Online section—these references direct students to numerous online activities while reinforcing and enriching the concepts presented.
Note to faculty: If you want your students to have access to the online textbook resources, please be sure to order them for your course. The content in these resources can be bundled at no additional charge to your students with every new copy of the text. If you do not order them, your students will not have access to these online resources. *Contact your local Wadsworth sales representative for more details.*
- ◆ The **ThomsonNOW™ for *Challenge***, available to students when instructors order this online textbook resource packaged with the text. Using chapter-by-chapter diagnostic pretests that identify concepts students don't fully understand, this online system creates a personalized study plan for each chapter. Each plan directs students to specific resources designed to improve their understanding, including pages from the text in e-book format. Chapter posttests give them an opportunity to measure how much they've learned and let them know if they are ready for graded quizzes and exams. In addition, ThomsonNOW provides students with a multitude of text-specific learning aids, including interactive electronic versions of all the Speech Planning Action Steps. From this resource, students can download speech evaluation checklists as well as complete activities online, e-mail them to their instructors if requested, and compare their responses to activities with models provided by the authors. For instructors, ThomsonNOW is available on WebCT and Blackboard, allowing them to provide virtual office hours, post syllabi, set up threaded discussions, and track student progress.
- ◆ The revised ***Challenge* book companion website**, available to students at no additional charge when instructors order this online textbook resource packaged with the book. The website features study aids such as

chapter outlines, flash cards and other resources for mastering glossary terms, and chapter quizzes that help students check their understanding of key concepts.

- ◆ The **Challenge interactive video activities**, available to students at no additional charge when instructors order this online textbook resource packaged with the book. This resource features videos of all the sample student speeches featured in the text, as well as evaluation worksheets and critical thinking questions for each speech.
- ◆ **Web Resource web links**, available to students at no additional charge when instructors order this online textbook resource packaged with the book. These links have been integrated into the text to expand skills practice and learning online. Highlighted in the text with colored text and icons, they are easily accessed from the *Challenge* online textbook resources. All the web links are monitored to ensure that they remain active.
- ◆ Many of the Speech Planning Action Steps can be completed with the **Speech Builder Express organization and outlining program**, available to students at no additional charge when instructors order this online textbook resource packaged with the book. This interactive web-based tool coaches students through the speech organization and outlining process. By completing interactive sessions based on the in-text Speech Planning Action Steps, students can prepare and save their outlines—including a plan for visual aids and a works cited section—formatted according to the principles presented in the text. Both text and video models reinforce students' interactive practice.

Supplementary Materials

In addition to the *Challenge* online textbook resources just described, the fourteenth edition can be packaged with a suite of integrated resources for students and instructors.

Student Resources

- ◆ **eAudio Study Tool for *The Challenge of Effective Speaking***. This text's eAudio mobile content provides a fun and easy way for students to review chapter content whenever and wherever. For each chapter of the text, students will have access to a five- to seven-minute review consisting of a brief summary of the main points in the text and five to seven review questions. Students can purchase the eAudio for *Challenge* through iChapters (see below) and download files to their computers, iPods, or other MP3 players.
- ◆ **InfoTrac College Edition**. An easy-to-use online library, available to students for four months at no additional charge when instructors order this online textbook resource packaged with the book. This extensive, easy-to-use database of more than 18 million reliable, full-length articles (not abstracts) from 5,000 top academic journals and popular sources is ideal for helping students master online research and is especially useful when students are preparing speeches.
- ◆ **Student Workbook** by Kristen A. G. McIntyre, University of Arkansas at Little Rock, and J.J. McIntyre, University of Central Arkansas. The student workbook offers chapter-by-chapter skill-building exercises, vocabulary

lists, quizzes, and copies of the speech evaluation checklists featured in the text.

- ◆ **iChapters.com.** This online store provides students with exactly what they've been asking for: choice, convenience, and savings. A 2005 research study by the National Association of College Stores indicates that as many as 60 percent of students do not purchase all required course material; however, those who do are more likely to succeed. This research also tells us that students want the ability to purchase "à la carte" course material in the format that suits them best. Accordingly, iChapters.com is the only online store that offers eBooks at up to 50 percent off, eChapters for as low as \$1.99 each, and new textbooks at up to 25 percent off, plus up to 25 percent off print and digital supplements that can help improve student performance.
- ◆ **The Art and Strategy of Service-Learning Presentations** by Rick Isaacson and Jeff Saperstein, both of San Francisco State University. This handbook is an invaluable resource for students in a basic course that integrates or is planning to integrate a service learning component. The handbook provides guidelines for connecting service learning work with classroom concepts as well as advice for working effectively with agencies and organizations. The handbook also provides model forms and reports and a directory of online resources.
- ◆ **A Guide to the Basic Course for ESL Students** by Esther Yook, Mary Washington College. This guide assists the nonnative speaker. It features FAQs, helpful URLs, and strategies for accent management and overcoming speech apprehension.

Instructor Resources

- ◆ **Instructor's Resource Manual with Test Bank** by Brian L. Heisterkamp, California State University, San Bernardino. This indispensable manual features changes from the thirteenth edition to the fourteenth edition, sample syllabi, chapter-by-chapter outlines, summaries, vocabulary lists, suggested lecture and discussion topics, classroom exercises, assignments, and a comprehensive test bank with answer key and rejoinders.
- ◆ **Instructor's Resource CD-ROM** by Amber Finn, Texas Christian University. This CD-ROM contains an electronic version of the Instructor's Resource Manual, ExamView® Computerized Testing, and predesigned Microsoft® PowerPoint® presentations. The PowerPoint presentations contain text and images, and they can be used as is or customized to suit your course needs.
- ◆ **Student Speeches for Critique and Analysis.** This multivolume video series offers both imperfect and award-winning sample student speeches. The speeches presented in *Challenge* are available in this series.
- ◆ **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 and includes both full and excerpted speeches from the 2004 U.S. 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.
- ◆ **JoinIn™ on TurningPoint®.** JoinIn content for Response Systems is tailored to *Challenge*, allowing you to transform your classroom and assess your students' progress with instant in-class quizzes and polls. Turning-

Point software lets you pose book-specific questions and display students' answers seamlessly within the Microsoft PowerPoint slides of your own lecture, in conjunction with the "clicker" hardware of your choice. Enhance how your students interact with you, your lecture, and one another. The JoinIn content for each chapter includes two "conditional branching" scenarios that can be used as in-class group activities.

- ◆ **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 and within seconds generates a comprehensive originality report.
- ◆ **TLC Technology Training and Support.** Get trained, get connected, and get the support you need for seamless integration of technology resources into your course with Thomson Learning Connects (TLC). This unparalleled technology service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit www.thomsonedu.com/tlc to sign up for online seminars, first days of class services, technical support, or personalized, face-to-face training. Our online or on-site trainings are frequently led by one of our Lead Teachers, faculty members who are experts in using Thomson Learning technology and can provide best practices and teaching tips.
- ◆ **The Teaching Assistant's Guide to the Basic Course** by Katherine G. Hendrix, *University of Memphis*. Based on leading communication teacher training programs, this guide covers general teaching and course management topics as well as specific strategies for communication instruction—for example, providing effective feedback on performance, managing sensitive class discussions, and conducting mock interviews.

Acknowledgments

The book you are holding is the result of a team effort, and we have been privileged to work with the best. First, we want to acknowledge the wonderful students whose speeches appear in this book. We also want to thank our colleagues around the world who have used previous editions of the book and have graciously shared their experiences in teaching from the text with us. We would like to single out the following people who participated in the review process for this edition: Daniel Higgins, Heidelberg College; James Johnson, Canyon College; Frank P. Sesko, Webster University, Crystal Lake; Lori Seward, South Georgia College; Terri K. Sparks, Mesa Community College; Laura Umphrey, Northern Arizona University; Robert W. Wawee, University of Houston, Downtown; and Catherine Wright, George Mason University. As we prepared this revision, we worked with some familiar faces and welcomed several new editorial, marketing, and production team members. We have enjoyed working with our publisher, Lyn Uhl; executive editor, Monica Eckman; assistant editor, Kim Gengler; editorial assistant, Kim Apfelbaum; marketing manager, Erin Mitchell; marketing assistant, Mary Anne Payumo; technology project manager, Jessica Badiner; senior production manager, Michael Burggren; senior content project manager, Lauren Wheelock; photo researcher, Christina Micek; copyeditor, Frank Hubert; and production project manager, Bonnie Briggie. A special thank you to Greer Lleuad, our development editor: She is the consummate professional and always a joy to work with. During this revision,

sion, she was not only editor but also wise counsel. As far as we are concerned, she is the best in the business. We also thank Allison Verderber Herriott for helping us create a PowerPoint® presentation to accompany the speech on ethanol in Chapter 12.

Finally, we are indebted to our families, who put up with us when we are writing and not always available to attend to their needs. The Sellnow family supported Deanna as she worked on a crazy, expedited writing schedule while at the same time preparing for a cross-country move. During the writing of this edition, the Verderber family welcomed a new granddaughter, Louisa Christine Herriott. We also celebrated the sixty-fifth wedding anniversary of Kathleen's parents, Louise and John Sheldon, to whom we dedicate this edition.

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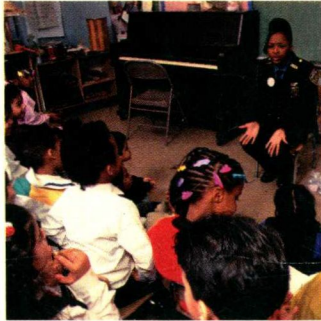
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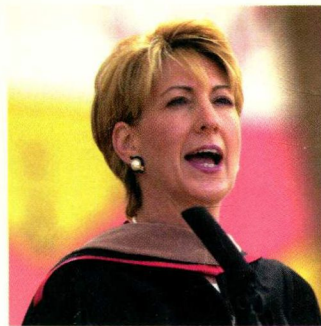
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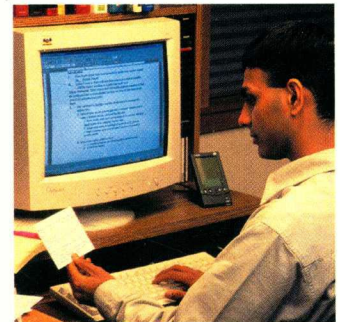
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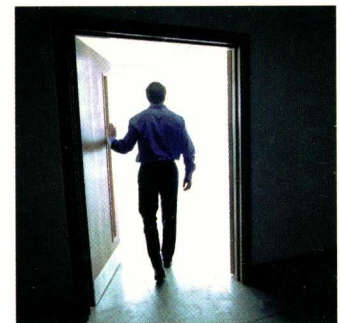
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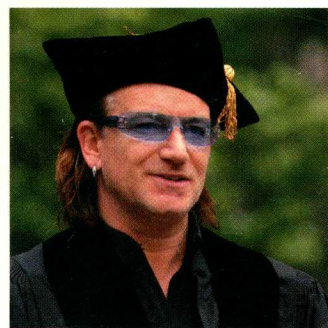
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