


PUBLIC SPEAKING

EIGHTH EDITION



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Eighth Edition

Public Speaking

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Why You Need This New Edition

Strengthened by the insights of a new author and by the enthusiastic support of a new publisher, we approached the eighth edition of *Public Speaking* with a sense of renewal and rededication to our central purpose: offering a quality book that helps today's student develop communication skills and sensitivities. The eighth edition is our latest attempt to seek answers to the core questions first posed by Aristotle and Plato: *What is the nature of the art of public speaking? How can one master this art? And, can one be an ethical speaker and still be effective?*

During the revision of this book, we have made some valuable discoveries and changes. These include:

Transformation of Chapter 1. Reconceptualizing and refocusing the introductory chapter has improved it as a "gateway" chapter into the rest of the book.

Sharper focus on the definition of public speaking. The idea of public speaking as "an interactive, dynamic process" has helped unify important concepts in the first chapter.

Greater simplicity and clarity. Clarity and simplicity are cardinal virtues of textbook writing. We have revised with our undergraduate readers constantly in mind.

Introduction of the narrative design early in the text. Discussing this innovative concept earlier in the book (Chapter 3) helps students benefit from its insights throughout the course.

Focused discussion of audience analysis. Chapter 5 now deals more precisely with issues speakers must confront in adapting to their listeners.

Simpler and more functional approach to informative speaking. Our discussion of the forms of informative speaking in Chapter 14 is now grounded in three basic human impulses: our desires to expand our awareness, enhance our abilities, and satisfy our curiosity.

More emphasis on the ethics of persuasive speaking. By reversing the order of arrangement in Chapters 15 and 16, we have made it easier for students to apply *argumentative persuasion* as an ethical standard in their decisions concerning persuasive strategy.

An abundance of particular improvements. We have enriched the fabric of our book in many specific ways. These detailed changes include new speeches, references to new research, improvements to particular sections and sub-sections, new vignettes, new examples and illustrations, and new pedagogical features. These materials make the book more informative, relevant and engaging.

You can learn more about these and other new features on pages x–xxii of the Preface.

We were also pleased to discover that adding a new author can add new insights. Dr. Randall Osborn brings to our writing team both a rich teaching background and a sense of family pride in the book's success. With practical teaching skills honed by teaching the basic course at the University of Arkansas, Dyersburg State Community College, University of Indiana, University of Indiana–South Bend, University of Memphis, and the University of Nevada Las Vegas, he has refreshed our knowledge of the contemporary classroom and of its pressures and needs. He has also brought us some wonderful new examples of student speaking.

Preface

From ancient times, educators have recognized that the study and practice of public speaking is the core of a liberal education. What other discipline requires students to think clearly, be attuned to the needs of listeners, organize their thoughts, select and combine words artfully and judiciously, and express themselves with power and conviction, all while under the direct scrutiny of an audience? The challenge to teach such a complex range of abilities has always been difficult, but today it is especially so, as people struggle to define what it means to be human against a backdrop of global inhumanity. This book represents our best effort to help teachers rise to this challenge. Another core objective of our book is to illuminate the role of public speaking in a diverse society. Adjusting to a diverse audience is a challenge ancient writers could not have anticipated. The increasing cultural diversity of our society adds to the importance of public speaking as a force that can counter division. Thus, cultural diversity is a theme that remains constant in our book.

We continue to believe that a major goal of the public speaking course is to make students more sensitive to the impact of speaking on the lives of others. Because of the pervasive importance of values and ethics, we discuss ethical considerations throughout the book. For example, we direct the attention of students to ethical concerns as we consider listening, audience analysis and adaptation, cultural variations, topic selection, research, ways of structuring speeches, presentation aids, use of language, and the consequences of informing and persuading others. Often we use an Ethics Alert!, to highlight these concerns.

Ethics Alert! 12.1

The Ethical Use of Powerful Language

To use the power of words in ethical ways, follow these guidelines:

1. Avoid depictions that distort reality: Let your words illuminate the subject, not blind the listener.
2. Use words to support sound reasoning, not substitute for it.
3. Use language to empower both traditions and visions.
4. Use images to renew appreciation of shared values.
5. Use language to strengthen the ties of community, not divide people.
6. Use language to overcome inertia and inspire listeners to action.
7. Be cautious about melodramatic language that reduces complex issues and the people in disputes into good versus evil.

The persuasion chapters develop an ethical concept, *argumentative persuasion*, that emphasizes the centrality of reasoned proofs. This concept is advanced as an antidote to that *manipulative persuasion* evident in much of contemporary communication. The development of argumentative persuasion extends a moral axiom that has characterized our book since its inception: the speaker's obligation to offer listeners *responsible knowledge*.

For all these reasons, we continue to believe that a college course in public speaking should offer both practical advice and an understanding of why such advice works. We 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 can manage their new skills wisely. Our approach is eclectic: we draw from the past and present and from the social sciences and humanities to help students understand and manage their public speaking experiences.

The Roman educator Quintilian held forth the ideal of “the good person speaking well” as a goal of education. Two thousand years later, we join him in stressing the value of speech training in the development of the whole person. In addition, understanding the principles of public communication can make students more resistant to unethical speakers and more critical of the mass-mediated communication to which they are exposed. The class should help students become both better consumers as well as producers of public communication.

What’s New in the Eighth Edition?

In the seventh edition of *Public Speaking*, we offered a number of innovations: new models and figures to clarify communication concepts; new chapters on controlling communication anxiety, selecting and evaluating topics, and researching these topics; substantial revision of the persuasion chapters, including development of a new theme, *argumentative persuasion*; development of the concept of narrative, including narrative design; and development of the concept of *integrated communication* to focus our chapter on presentation. This new edition offers a chance to consolidate, polish, and improve these innovations and to develop other improvements. These latest changes fall into two large categories: *macro changes* that required reconceiving and restructuring important sections of the book, and *micro changes* that involved refining and refreshing specific details.

Macro Changes

Revisions that reconceive and restructure significant sections of the book occur in Chapter 1 (“Public Speaking and You”), Chapter 14 (“Informative Speaking,” and the two persuasion chapters (Chapter 15, “Building Powerful Arguments,” and Chapter 16, “Persuasive Speaking”).

Changes in Chapter 1. We have revised Chapter 1 with the following objectives in mind: (A) We wanted a simpler, more welcoming introduction to the study of public speaking; (B) We wanted to clarify the logical connection between major concepts within the chapter; and (C) We wanted to emphasize major themes that develop throughout the book, underscoring its conceptual cohesiveness.

In pursuit of these objectives, we decided to restructure the chapter around two major headings: *What does this course offer you?* and *What does this course ask of you?* We next revised and renamed the models of communication so that they develop a single conception that defines our approach: *public speaking is an interactive, dynamic process*. Finally, we refocused our discussion of the rhetorical tradition in order to bring out major questions about the subject that have resonated through the ages: *What is the nature of the art of public speaking? How can it be practiced more successfully? And How can it be practiced more ethically?*

Changes in Chapter 14. We have developed a simpler, more functional approach to informative speaking grounding the major forms of such speaking in three basic impulses: (1) the impulse to expand our awareness of the world around us (speeches of description); (2) the impulse to develop practical or enjoyable skills (speeches of demonstration); and (3) the impulse that drives curiosity (speeches of explanation). This more functional approach allows us to focus more precisely on useful advice to the developing public speaker.

Changes in the Persuasion Chapters. Several reviewers pointed out that if we reversed the order of emphasis in Chapters 15 and 16, we might make it easier

for students to apply *argumentative persuasion* as an ethical standard when they decide on persuasive strategies in planning their speeches. This advice, consistent with our concern for ethical issues throughout the book, also proved useful in helping us rearrange the logical development of these chapters.

Other Changes. Additional macro improvements in the 8th edition include: (1) seeking closer, more cohesive connections between structuring (Chapter 9) and outlining (Chapter 10); (2) refocusing our discussion of audience analysis (Chapter 5) more precisely on the major concerns speakers must address in adapting to their listeners; and (3) revising the chapter on structure (Chapter 9) in order to achieve better balance, to reduce unnecessary theoretical materials, and to introduce the major speech designs. These changes should result in a more useful book for students.

Micro Changes

A wealth of specific changes has enriched our book. These changes include new speeches, references to new research, improvements to particular sections and sub-sections, new vignettes, new examples and illustrations, and new pedagogical features.

New Speeches. Two speeches in particular add color and interest to the new edition. John Bakke's ceremonial speech redefining Martin Luther King's concept of nonviolence, pointing up its relevance in a troubled world, is a rich source of illustration. Sabrina Karic's student speech, "A Little Chocolate," tells how she managed to survive the ethnic cleansing that took place in Bosnia and Herzegovina when she was a child. Her speech becomes a plea to help protect the lives and innocence of children from the world's ongoing inhumanity.

New Research. The new edition offered the opportunity to update and refine our advice to speakers in light of recent research discoveries. These discoveries concern, for example,

- the role of language intensity in persuasive efforts.
- the value of rehearsing before "live" audiences.
- the comparative value of statistical and narrative forms of evidence.
- the relationship of the use of colorful language to a speaker's ethos.
- the way one should address reluctant audiences.
- the importance of ethics in persuasion.
- how humor can advance or inhibit speech effectiveness.

Improvements to Particular Sections and Sub-sections. Much of the creative enjoyment of textbook writing comes from discovering that we can improve sections and sub-sections of chapters. The following improvements are among many that might illustrate the point:

- Developing succinct advice on how to cope with a diverse audience (Chapter 5).
- Rewriting and rearranging the mind-mapping technique of topic exploration (Chapter 6).
- Developing new material on information literacy (Chapter 7).
- Adding focus to the discussion of facts and statistics and enrichment to the explanation of narratives (Chapter 8).
- Offering more advice on the use of key-word outlines (Chapter 10).

- Rewriting and reordering sections on clarity and conciseness (so that they are more clear and concise!) (Chapter 12).
- Reorganizing and reordering discussion of video presentations (Chapter 13).
- Adding liveliness to the discussion of helping listeners learn (Chapter 14).
- Introducing a new ethical issue: the contamination of expert testimony by special interests (Chapter 15).

New Vignettes, Examples, and Illustrations. The book abounds with new and fresh illustrations. In particular, we point to

new and heavily revised introductory vignettes, as in Chapters 7, 9, 10, 11, and 16, which offer fresh and updated perspectives on the issues addressed within these chapters.

the new figures and visual examples that refresh Chapter 11's discussion of presentation aids.

the new examples that update the discussion of speech structure (Chapter 9) and that offer striking illustrations of language techniques (Chapter 12).

New Pedagogical Features. The new edition introduces two new pedagogical features:

1. a *running glossary*, which identifies and defines key terms at the bottom of pages in which they are introduced. This feature helps students focus their reading, and helps them prepare for examinations on the material.
2. "Explore and Apply the Ideas in this Chapter," provided after the summary of each chapter, encourages students to reflect on the relevance of the discussion to their lives and interests.

"We invite you to encourage your students to submit the texts of excellent speeches for possible use in later editions of *Public Speaking*. Send these materials to osbornso@gmail.com.

Distinctive Features of Our Book

A textbook is a rhetorical product: it must constantly adapt to the changing times and needs of its student audience. Nevertheless, some features have remained constant and distinctive across the many editions of our book.

- *Responsible knowledge as a standard for public speaking.* In order to develop a standard for the quality and depth of information that should be reflected in all speeches, we offer the concept of *responsible knowledge*. This concept is developed in detail in Chapter 7, in which we discuss the foundation of research that should support speeches.
- *Special preparation for the first speech.* As teachers we realize the importance of the first speaking experience to a student's ultimate success in the course. Yet much useful advice must be delayed until later chapters as the subject of public speaking develops systematically over a semester. Having experienced this

frustration ourselves while teaching the course, we decided to include an overview of practical advice early in the book that previews later chapters and prepares students more effectively for their first speeches. This overview is provided in Chapter 3.

3

Your First Speech: An Overview of Speech Preparation

This chapter will help you

- prepare and present your first speech
- manage the first impressions you make on others
- develop a speech in which you introduce yourself or a classmate

Outline

Planning Your First Speech

Step 1: Meet the Right Topic

Step 2: Focus Your Topic

Step 3: Find Material for Your Speech

Step 4: Design Your Speech

Step 5: Outline Your Speech

Step 6: Practice Your Presentation

Step 7: Step Up and Go to It!

Managing the Impressions You Make


Coherence

Integrity

Goodwill

Dynamics

Introducing Yourself or a Classmate: An Application



Without speech there would be no community. . . . Language, taken as a whole, becomes the gateway to a new world.

—Ernst Cassirer

Sabrina Karic worried about her first speech. Her instructor had assigned a speech of self-introduction, but Sabrina wondered how she might reach out to her University of Nevada–Las Vegas student audience. Her world and theirs seemed so far apart. She decided finally that she would share her experiences as a six-year-old child who had somehow survived ethnic cleansing in Bosnia and Herzegovina. She described having “to endure endless nights

- *Communication ethics.* We have always discussed ethical issues as they arise in the context of topics. The *Ethics Alert!* feature helps highlight these concerns as they develop chapter-by-chapter within the situations to which they apply.
- *Internet research.* We offer a comprehensive introduction to research on the Internet, including, for example, discussion of “the invisible Web.” We also emphasize standards to help students evaluate what they may find in such explorations, and help them develop a plan to use such material judiciously.
- *InterConnections.LearnMore,* offered in most chapters, highlight online learning opportunities throughout the book.
- *The importance of narrative in public speaking.* We discuss narrative as an important form of supporting material and as a previously neglected design option. We also identify appeals to traditions, heroic symbols, and legends—all built upon narrative—as an important emerging form of proof (*mythos*) in persuasive speaking.
- *Improving language skills.* We introduce students to the power of language, help them apply standards so that this power is not diminished, and demonstrate special techniques that can magnify this power at important moments in speeches. Among the standards is learning how to avoid grammatical errors that make listeners cringe.
- *Enhanced understanding of ceremonial speaking.* We provide coherence and respect for the study of ceremonial speaking by pointing out the importance of such speaking in society, and by indicating how two powerful concepts, one offered by Aristotle and the other by Kenneth Burke, can combine to generate successful ceremonial speeches, especially speeches of tribute and inspiration.

Plan of the Book

Public Speaking is designed to help beginning students build cumulative knowledge and skills. Positive initial speaking experiences are especially important. For this reason, Chapter 2 helps apprehensive students control communication anxiety as they stand to speak for the first time. Chapter 3 offers an overview of advice to help students design and present successful first speeches.

In the chapters that follow, students learn how to listen critically and constructively; analyze their audiences; select, refine, and research speech topics; develop supporting materials; arrange these materials in appropriate structures; and create effective presentation aids. They also learn how to manage words and present their messages. Students become acquainted with the nature of information and how to present it, the process of persuasion and how to engage it, and the importance of ceremonial speaking in its various forms. Appendix A, "Communicating in Small Groups," describes how to use public communication skills to participate effectively in small group interactions.

Teachers may adapt the sequence of chapters to any course plan, because each chapter covers a topic thoroughly and completely.

Detailed Plan of the Book

Part One, "The Foundations of Public Speaking," provides basic information that students need for their first speaking and listening experiences. Chapter 1 defines public speaking, highlights the personal, social, and cultural benefits of being able to speak effectively in public, and emphasizes the ethical responsibilities of speakers. Chapter 2 helps students come to terms with communication anxiety, so that they can control this problem early in the course. Chapter 3 offers practical advice for organizing, practicing, and presenting first speeches. Chapter 4 identifies common listening problems and ways to overcome them, helps students sharpen critical-thinking skills, and presents criteria for the constructive evaluation of speeches.

Part Two, "Preparation for Public Speaking," introduces the basic skills needed to develop effective speeches. Chapter 5 emphasizes the importance of the audience, indicating how to adapt a message and how to adjust to factors in the speaking situation. Chapter 6 provides a systematic way to discover, evaluate, and refine speech topics. Chapter 7 shows how to research these topics, emphasizing the importance of acquiring *responsible knowledge*. Chapter 8 identifies the major types of supporting materials gathered from such research, including facts and statistics, examples, testimony, and narratives. The chapter shows how to bring supporting materials to life through comparison, contrast, and analogy. Chapter 9 shows how to develop simple, balanced, and orderly speech designs; how to select and shape main points; how to use transitions; and how to prepare effective introductions and conclusions. Chapter 10 explains how to develop working outlines, refine them into formal outlines, and derive key-word outlines for use during presentation.

Part Three, "Developing Presentation Skills," brings the speaker to the point of presentation. Chapter 11 explains the preparation of presentation aids, including PowerPoint presentations. Chapter 12 provides an understanding of the role of language in communication and offers practical suggestions for using words effectively. Chapter 13 offers exercises for the improvement of voice and body language and helps students develop an extemporaneous style that is adaptable to most speaking situations.

Part Four, "Types of Public Speaking," discusses informative, persuasive, and ceremonial speaking. Chapter 14 covers speeches designed to share information and increase understanding. The chapter discusses the types of informative

speeches and presents the major designs that can structure them. In Chapter 15, we develop the concept of argumentative persuasion, helping students develop strong, reasoned cases to support their positions. The chapter also identifies the major forms of fallacies so that student speakers can avoid them and detect them in the messages of others. Chapter 16 describes the persuasive process, focusing on how to meet the many challenges of persuasive situations. Chapter 17 explains how to prepare effective ceremonial presentations, including speeches of tribute and inspiration, speeches introducing others, eulogies, after-dinner speeches, and speeches presenting and accepting awards. The chapter explains the narrative design, often used in ceremonial speeches.

Appendix A, "Communicating in Small Groups," introduces students to the problem-solving process and to the responsibilities of both group leaders and group participants. This appendix also provides guidelines for managing informal and formal meetings, and explains the basic concepts of parliamentary procedure. Appendix B provides a number of student and professional speeches for additional analysis.

Learning Tools

To help students master the material, we offer a number of special learning tools.

- We open each chapter with a table of contents and learning objectives that prepare students for efficient and productive reading.
- The epigrams and vignettes that start each chapter help point up the topic's significance and motivate readers.
- We use contemporary artwork and photographs to illustrate ideas, engage student interest, and add to the visual appeal of the book.
- Examples illustrate and apply the content in a clear, lively, and often entertaining way.
- Speaker's Notes, Ethics Alert!, and InterConnections.LearnMore features help students focus on the essentials, apply what they are learning to ethical issues, and pursue additional information using the Internet.

Speaker's Notes 13.1

Handling Questions and Answers

Strengthen your message during the question-and-answer time by observing the following guidelines:

1. Practice answering tough questions before an audience of friends.
2. Repeat or paraphrase the question you are asked.
3. Maintain eye contact with the audience as a whole as you answer.
4. Defuse hostile questions by rewording them in unemotional language.
5. Don't be afraid to say, "I don't know."
6. Keep answers short and to the point.
7. Handle nonquestions politely.
8. Bring the question-and-answer session to a close by reemphasizing your message.

Ethics Alert! 5.1

The Ethical Adaptation of Messages

Ask yourself, *Will I have any special ethical problems in adapting my message to my audience? To counter possible problems, keep in mind the following guidelines:*

1. Change your strategies, not your convictions.
2. Appeal to shared needs, values, and beliefs to help bridge cultural differences.
3. Respect individual differences among listeners.
4. Resist stereotypes that lead you to misjudge or derogate others.
5. Avoid using slang terms to refer to racial, gender, ethnic, or religious groups.
6. Suppress any impulse toward ethnocentrism.

InterConnections.

LearnMore 15.2

Fallacies

Fallacy Files

<http://fallacyfiles.org>

An interactive site containing an extensive collection of fallacies and bad argument, with definitions and examples; well organized and entertaining as well as educational (see especially "Stalking the Wild Fallacy"); developed by Gary N. Curtis.

Watch Out for these Common Fallacies

www.coping.org/write/percept/fallacies/content.htm

Offers good discussion and often striking examples of fallacies in everyday reasoning; developed by James J. Messina and Constance M. Messina.

Soyouwanna Avoid Common Logical Errors?

www.soyouwanna.com/site/syws/logic/logic.html

Discusses the logical rules that govern the making and evaluation of arguments from a philosophical perspective.

Fallacies Drawn from Aristotle's *Rhetoric*

www.cc.utah.edu/~sms5/wrtg3700/bgtxts/fallacies.htm#Appeals

*A discussion of common fallacies as they are developed in Aristotle's *Rhetoric*, one of the first books on public communication and perhaps the greatest.*

- A Running Glossary develops through the book, helping students focus on key terms as they are introduced.

- **Receiver (or audience):** listeners who receive the message—those for whom the message is intended and in anticipation of whom the message is shaped. We develop advice for analyzing your audience in Chapter 5.

source The originator of a message.
encoder The speaker's voice.

message The words, nonverbal cues, and presentation aids that convey the speaker's ideas, motives, and feelings toward a subject.

channel Air or medium through which the message flows.

receiver The audience; those for whom the message is intended and in anticipa-

- We end each chapter with In Summary and Explore and Apply the Ideas in This Chapter features that further reinforce learning.

In Summary

Many of us underrate our public speaking potential. As you prepare your first speech, you can develop basic skills in selecting and polishing speech topics, structuring and outlining your speech, and practicing for presentation. You can communicate favorable impressions of yourself, useful for later speeches. You can contribute to the transformation of the class into a learning community.

Preparing Your First Speech. Effective preparation requires that you take a number of steps toward speech success. First, select a topic that is appropriate to you, your listeners, the assignment, and the time limits assigned for your speech. Second, narrow and focus your topic until you have a clear idea of your message and of what you want to accomplish. Third, seek narratives, examples, testimony, and facts and statistics that will make your points interesting and credible. Fourth, design your speech so that your ideas fit together in a cohesive pattern. Often-used patterns for the first speech are the categorical design, the cause-effect design, and the narrative design. Develop an introduction, body, and conclusion so that your speech forms a satisfying whole. Provides transitions that link the various parts of your speech. Fifth, outline your speech so that you can check on the soundness of your design. Sixth, practice your presentation. Develop an extempo-

aneous presentation that avoids the faults of reading and memorization. Keep the spotlight on your ideas, and strive for a conversational presentation. Seventh, step up and do it!

Managing the Impressions You Make. Listeners acquire positive impressions of you on the basis of your ability to convey competence, integrity, goodwill, and dynamism. These qualities make up the ancient concept of ethos. You can build your perceived competence by citing examples from your own experience, by quoting authorities, and by organizing and presenting your message effectively. You can earn an image of integrity by being accurate and complete in your presentation of information. You can promote goodwill by being a warm and likeable person who invites identification from listeners. Dynamism arises from listeners' perceptions of you as a confident, enthusiastic, and decisive speaker.

Introducing Yourself or a Classmate. A speech of introduction helps establish you or the person you introduce as a unique person. Prompted by your self-awareness inventory, it may focus on cultural background, environmental influences, a person who inspired you, an experience that affected you, an activity that reveals your character, the work you do, your purpose in life, or some value you cherish.

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Explore and Apply the Ideas in This Chapter

1. Although we have defined ethos in terms of public speakers, other communicators also seek to create favorable impressions of competence, integrity, goodwill, and dynamism. Advertisers always try to create favorable ethos for their products. Bring to class print advertisements to demonstrate each of the four dimensions of ethos we have discussed. Explain how each ad uses ethos.
 - a. What kinds of positive and negative identities do the advertisements establish?
 - b. Which of the forms of supporting material (narratives, examples, testimony, facts and statistics) do they emphasize?
2. Select a prominent public speaker and analyze his or her ethos. On which dimensions is this speaker especially strong or weak? How do these dimensions affect the person's leadership ability? Present your analysis for class discussion.
3. Political advertisements often do the work of introducing candidates to the public and disparaging their opponents. Study the television or print advertisements in connection with a recent political campaign. Bring to class answers to the following questions:
 - a. Which of these advertisements are most and least effective in creating the desired ethos? Why?
 - d. Which of the self-awareness inventory questions discussed in this chapter might explain how the candidates are introduced?
4. As the introductory speeches are presented in your class, build a collection of "word portraits" of your classmates as they reveal themselves in their speeches. At the end of the assignment, analyze each of these "autobios" to see what you have learned about the class as a whole. What kinds of topics might your classmates prefer? Do you detect any strong political or social attitudes to which you might have to adjust? Submit a report of your analysis to your instructor, and keep a copy for your own use in preparing later speeches.
5. Summarize your own adventure of preparing for your first speech. Which of the steps identified in this chapter were most difficult for you? Why? What have you learned about speech preparation that might be useful for your next speech? Submit your report and analysis to your instructor.

- Sample classroom speeches found at the ends of many chapters illustrate important concepts. The annotated speech texts show how the concepts apply in actual speaking. Appendix B contains additional speeches for analysis that cover an interesting array of topics, contexts, and speakers.

Supplementary Materials

To learn more about our supplements and view sample materials, please visit www.mycoursetoolbox.com. Contact your Pearson representative for ordering information about all of these supplements (or for an access code to download materials).

The following materials are available to adopters of *Public Speaking*:

For Instructors

Print

- An *Instructor's Annotated Edition*, with annotations written by the authors, includes general and ESL teaching tips for every chapter.
- *Classroom Kit, Volumes I and II*. Our unparalleled Classroom Kit includes every instruction aid a public speaking professor needs to manage the classroom. We have made our resources even easier to use by placing all of our book-specific print supplements in two convenient volumes, and electronic copies of all of our resources on one CD-ROM, available separately.

Organized by chapter, each volume contains materials from the Instructor's Manual and Test Bank, as well as slides from the PowerPoint Presentation Package that accompanies this text. Electronic versions of the Instructor's Manual, Test Bank, PowerPoint, images from the text, and select video clips—all searchable by key words—are made easily accessible to instructors on the accompanying Classroom Kit CD-ROM.

- The *Instructor's Manual* material has been completely updated and revised by Randall Osborn of the University of Memphis. Part I of the manual includes sections on the purpose and philosophy of the course, preparing a syllabus, various sample syllabi, an assortment of speech assignment options, a discussion of evaluating and grading speeches, and a troubleshooting guide with teaching strategies for new instructors. Part II offers a chapter-by-chapter guide to teaching *Public Speaking*, including learning objectives, suggestions for teaching, lecture/discussion outlines, classroom activities, and transparency/handout masters. This comprehensive manual can be used as a text for training teaching assistants.
- The *Test Bank*, also prepared by Randall Osborn, contains multiple choice, true/false, and short answer questions. Answers are provided for each question.
- *Great Ideas for Teaching Speech (GIFTS)*, 3/e by Raymond Zeuschner. This instructional booklet provides descriptions of and guidelines for assignments successfully used by experienced public speaking instructors in their classrooms.
- *New Teachers Guide to Public Speaking*, 3/e by Calvin Troup, Duquesne University. This guide helps new teachers teach the public speaking course effectively. It covers topics such as preparing for the term, planning and structuring your course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, and much more.
- *Public Speaking Transparency Package, Version II*. One hundred full-color transparencies created with PowerPoint™ software provide visual support for classroom lectures and discussions.

Electronic

- *MySpeechLab*. Where students learn to speak with confidence! MySpeechLab is an interactive and instructive online solution for introductory public speaking. Designed to be used as a supplement to a traditional lecture course, or to completely administer an online course, MySpeechLab combines multimedia, video, speech preparation activities, research support, tests and quizzes to make teaching and learning fun! Students benefit from a wealth of video clips that include student and professional speeches with running commentary, questions to consider, and helpful tips—all geared to help students learn to speak with confidence. Visit www.myspeechlab.com (access code required).
- *Classroom Kit CD-ROM*. This exciting new supplement for instructors will bring together electronic copies of the Instructor's Manual, the Test Bank, the PowerPoint presentation, images from the text, and select video clips for easy instructor access. This CD-ROM is organized by chapter and is searchable by key term.
- *TestGen EQ: Computerized Test Bank*. The user-friendly interface enables instructors to view, edit, and add questions, transfer questions into tests, and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in preferred order. Available through our Instructor's Resource Center at www.ablongman.com/irc (access code required).

- *PowerPoint Presentation Package*, by Suzanne Osborn of University of Memphis. This text-specific package consists of a collection of lecture outlines and graphic images keyed to every chapter in the text. Select sample speech video clips are also included. Available on the Web at www.ablongman.com/irc (access code required).
- *Communication Digital Media Archive, Version 3.0*. The Digital Media Archive CD-ROM contains electronic images of charts, graphs, maps, tables, and figures, along with media elements such as video, audio clips, and related web links. These media assets are fully customizable to use with our pre-formatted PowerPoint™ outlines or to import into instructor's own lectures. Available in Windows and Mac formats.
- *Lecture Questions for Clickers* by William Keith, University of Wisconsin–Milwaukee. An assortment of questions and activities covering a multitude of topics in public speaking and speech delivery are presented in PowerPoint. These slides will help liven up your lectures and can be used along with the Personal Response System to get students more involved in the material. Available on the Web at www.ablongman.com/irc (access code required).
- *PowerPoint Presentation for Public Speaking*. This course-specific PowerPoint outline adds visual punch to public speaking lectures with colorful screen designs and clip art. Our expanded Public Speaking PowerPoint™ package now includes 125 slides and a brief User's Guide. A book-specific PowerPoint™ presentation also is available for this text. Available on the Web at www.ablongman.com/irc (access code required).
- *VideoWorkshop for Public Speaking Version 2.0*. Written by Tasha Van Horn of Citrus College and Marilyn Reineck of Concordia University, St. Paul, *VideoWorkshop for Public Speaking* is more than just video footage you can watch. It's a total learning system. Our complete program includes quality video footage on an easy-to-use dual platform CD-ROM plus a Student Learning Guide. The result? A program that brings textbook concepts to life with ease that helps your students understand, analyze, and apply the objectives of the course.
- *A&B Contemporary Classic Speeches DVD*. This exciting supplement includes over 120 minutes of video footage in an easy-to-use DVD format. Each speech is accompanied by a biographical and historical summary that helps students understand the context and motivation behind each speech. Speakers featured include Martin Luther King Jr., John F. Kennedy, Richard Nixon, the Dalai Lama and Christopher Reeve.
- *A&B Public Speaking Video Library*. Allyn & Bacon's Public Speaking Video Library contains a range of videos from which adopters can choose. The videos feature different types of speeches delivered on a multitude of different topics, allowing you to choose the speeches best suited for your students. Please contact your Pearson representative for details and a complete list of videos and their contents to choose which would be most useful in your class.

For Students

Print

- *The Classical Origins of Public Speaking*. Written by Michael Osborn of the University of Memphis, this supplement offers a concise overview of classical Greek theory on the nature and importance of public speaking.
- *The Speech Preparation Workbook* by Suzanne Osborn of the University of Memphis, contains forms to help students prepare a self-introductory speech,

analyze the audience, select a topic, conduct research, organize supporting materials and outline speeches.

- *Speech Preparation Workbook* by Jennifer Dreyer & Gregory H. Patton of San Diego State University. This workbook takes students through the stages of speech creation—from audience analysis to writing the speech—and includes guidelines, tips, and easy to fill-in pages.
- *The Speech Outline: Outlining to Plan, Organize, and Deliver a Speech: Activities and Exercises*, by Reeze L. Hanson & Sharon Condon of Haskell Indian Nations University. This brief workbook includes activities, exercises, and answers to help students develop and master the critical skill of outlining.
- *Study Card for Public Speaking*. Colorful, affordable, and packed with useful information, Pearson's Study Cards make studying easier, more efficient, and more enjoyable. Course information is distilled down to the basics, helping you quickly master the fundamentals, review a subject for understanding, or prepare for an exam. Because they're laminated for durability, you can keep these Study Cards for years to come and pull them out whenever you need a quick review.
- *Multicultural Activities Workbook*, by Marlene C. Cohen and Susan L. Richardson, both of Prince George's Community College, Maryland. This workbook is filled with hands-on activities that help broaden the content of speech classes to reflect the diverse cultural backgrounds of the class and society. The book includes checklists, surveys, and writing assignments that all help students succeed in speech communication by offering experiences that address a variety of learning styles.
- *Public Speaking in the Multicultural Environment, 2/e* by Devorah Lieberman of Portland State University. This two-chapter essay focuses on speaking and listening to a culturally diverse audience and emphasizes preparation, delivery, and how speeches are perceived.
- *Preparing Visual Aids for Presentations, 4/e* by Dan Cavanaugh. This brief booklet provides a host of ideas for using today's multimedia tools to improve presentations, including suggestions for how to plan a presentation, guidelines for designing visual aids and storyboarding, and a walkthrough that shows how to prepare a visual display using PowerPoint.
- *ResearchNavigator.com Guide: Speech Communication*. This updated booklet, by Steven L. Epstein of Suffolk County Community College, includes tips, resources, and URLs to aid students conducting research on Pearson Education's research website, www.researchnavigator.com. The guide contains a student access code for the Research Navigator database, offering students unlimited access to a collection of more than 25,000 discipline specific articles from top-tier academic publications and peer-reviewed journals, as well as the *New York Times* and popular news publications. The guide introduces students to the basics of the Internet and the World Wide Web, and includes tips for searching for articles on the site, and a list of journals useful for research in their discipline. Also included are hundreds of web resources for the discipline, as well as information on how to correctly cite research.

Electronic

- *MySpeechLab*. Where students learn to speak with confidence! MySpeechLab is an interactive and instructive online solution for introductory public

speaking. Designed to be used as a supplement to a traditional lecture course, or completely administer an online course, MySpeechLab combines multimedia, video, speech preparation activities, research support, tests and quizzes to make teaching and learning fun! Students benefit from a wealth of video clips that include student and professional speeches with running commentary, questions to consider, and helpful tips—all geared to help students learn to speak with confidence. Visit www.myspeechlab.com (access code required).

- *Public Speaking Website.* This open access website contains six modules students can use along with their public speaking text to learn about the process of public speaking and help prepare for speeches. Focuses on the five steps of speech preparation: Assess Your Speechmaking Situation, Analyze Your Audience, Research Your Topic, Organize and Write Your Speech, Deliver Your Presentation, and Discern Other Talks. Interactive activities aid in speech preparation. “Notes from the Instructor” provide additional details on selected topics. Visit www.ablongman.com/pubspeak.
- *Public Speaking Study Site.* This course-specific website features public speaking study materials for students, including flashcards and a complete set of practice tests for all major topics. Students also will find web links to sites with speeches in text, audio, and video formats, as well as links to other valuable sites. Visit www.abpublicspeaking.com.
- *News Resources for Speech Communication Access Code Card.* News Resources for Speech Communication with Research Navigator is one-stop access to keep you abreast of the latest news events and for all of your research needs. Highlighted by an hourly feed of the latest news in the discipline from the *New York Times*, students will stay on the forefront of currency throughout the semester. In addition, Pearson’s Research Navigator™ is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and four exclusive databases of credible and reliable source material including the EBSCO Academic Journal and Abstract Database, *New York Times* Search by Subject Archive, and *Financial Times* Article Archive and Company Financials, Research Navigator helps students quickly and efficiently make the most of their research time.
- *Speech Writer’s Workshop CD-ROM, Version 2.0.* This speechwriting software includes a Speech Handbook with tips for researching and preparing speeches, a Speech Workshop which guides students step-by-step through the speech writing process, a Topics Dictionary which gives students hundreds of ideas for speeches, and the Documentor citation database that helps them to format bibliographic entries in either MLA or APA style.
- *VideoLab CD-ROM.* This interactive study tool for students can be used independently or in class. It provides digital video of student speeches that can be viewed in conjunction with corresponding outlines, manuscripts, notecards, and instructor critiques. A series of drills to help students analyze content and delivery follows each speech.
- *VideoWorkshop for Public Speaking Version 2.0* by Tasha Van Horn of Citrus College and Marilyn Reineck of Concordia University, St. Paul. *VideoWorkshop for Public Speaking* is more than just video footage you can watch. It’s a total learning system. Our complete program includes quality video footage on an easy-to-use dual platform CD-ROM plus a Student Learning Guide. The result? A program that brings textbook concepts to life with ease that helps your students understand, analyze, and apply the objectives of the course.

To Our Students

As you prepare for the adventure of public speaking, we hope you will be an opportunistic reader of our book. Of course you will want to read the chapters in the order suggested by your instructor. But this is also the time to browse through the book so that you have some idea of the resources it offers you. You can then call upon these resources as you need them. For example,

- Suppose you are preparing your first speech following the guidelines in Chapter 3. You are trying to decide on an appropriate introduction for your speech. At this point you could jump ahead to Chapter 9, and survey the different options for introducing speeches.
- Or perhaps you are feeling uncomfortable about presenting your first speech. Chapter 2 offers sound advice on controlling your anxiety so that it generates positive energy to spark your speech.
- After your first speech, your instructor suggests that you should work on developing greater vocal variety. Chapter 13 can help guide your efforts.

As you travel along the way, you will also discover some boxed materials that offer special help or highlight major ideas.

- **SPEAKER'S NOTES** present concise summaries of important information. Many of them contain checklists to help ensure that you go through the necessary steps in your work.
- **ETHICS ALERT!** boxes remind you of the ethical importance and consequences of public communication. Understanding these principles can help you resist unethical speakers and develop a healthy skepticism for manipulative communication.
- **SAMPLE SPEECHES** show public speaking strategies in action. Throughout the book, excerpts from speeches illustrate the ideas discussed.
- **INTERCONNECTIONS.LEARNMORE** direct you to Internet materials that expand on the ideas in this book. Note: If a URL provided doesn't open for you, type the name of that website into a search engine to see if it has moved. Or, simply wait a while and try the URL again.
- **RUNNING GLOSSARY.** Each subject has its own vocabulary of technical terms. The key terms of public speaking are printed in boldface type throughout the text and defined at the bottom of the pages on which they occur.

We wish for you a successful adventure. Long ago, we entered our own public speaking class, slightly terrified by what was to come. Now many years later, we don't remember the speeches we made, but we do remember how it felt to finally taste some success in speaking. And, we do remember at least one speech given by a classmate, and how it opened our eyes. We also remember forming friendships that would last well beyond the class.

May you too savor such success and make such friends. Bon voyage!

We invite you to submit texts of successful speeches for possible inclusion in later editions of *Public Speaking*. Send these materials to osbornso@gmail.com