

BUILDING A SPEECH

THIRD EDITION

SHELDON METCALFE

SUGGESTED RETAIL PRICE \$21.50

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Sheldon Metcalfe

Catonsville Community College



Harcourt Brace College Publishers

Fort Worth Philadelphia San Diego New York Orlando Austin San Antonio
Toronto Montreal London Sydney Tokyo

Publisher *Christopher P. Klein*
Senior Acquisitions Editor *Carol Wada*
Project Editor *John Haakenson*
Production Manager *Serena Manning*
Art Director *Garry Harman*
Compositor *Publications Development Company of Texas*
Cover Image *Jim Hedrich* © *Hedrich-Blessing*

ISBN: 0-15-503697-1

Library of Congress Catalog Number: 97-70577

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Requests for permission to make copies of any part of the work should be mailed to: Permissions Department, Harcourt Brace & Company, 6277 Sea Harbor Drive, Orlando, FL 32887-6777.

Address for Editorial Correspondence: Harcourt Brace College Publishers, 301 Commerce Street, Suite 3700, Fort Worth, TX 76102.

Address for Orders: Harcourt Brace & Company, 6277 Sea Harbor Drive, Orlando, FL 32887-6777 1-800-782-4479, or 1-800-433-0001 (in Florida).

Printed in the United States of America

8 9 0 1 2 3 4 5 6 066 9 8 7 6 5 4 3

BUILDING
A
SPEECH

To my mother, who gave me the values,
and my father, who gave me the vision
to write this book

Preface

Public speaking is a building process, wherein students gradually acquire skills in speech research, organization, and delivery. Students learn these skills step-by-step from their own experiences, by observing the presentations of others, through peer criticism, and from the guidance of effective instructors. This book establishes a caring environment for this learning process through a conversational style that aims to both interest and motivate students, while conveying encouragement through topics such as apprehension and listening that will help students to realize that they are not alone in their struggles. It is grounded in the philosophy that students can master the steps of speech construction if provided with a caring environment, clear blueprints, and creative examples.

PLAN OF THE BOOK

The five units in this book organize skills in a sequence that is meaningful and understandable to students.

Unit One, "Surveying the Landscape," presents the classical origins of public speaking as well as the modern theories of communication. In addition, it considers audience analysis, listening, ethics, and apprehension; and it introduces students to their first speaking assignment.

Unit Two, "Preparing the Foundation," describes how to select topics, write purpose statements, conduct research, and choose supporting materials for speeches.

Unit Three, "Creating the Structure," discusses outlining and speech introductions and conclusions.

Unit Four, "Refining the Appearance," describes the refinements necessary to complete speech construction. It helps students build skills in delivery and language, and it explains the use of visual aids to support a topic.

Unit Five, "Considering Different Types of Structures," describes informative, descriptive, and demonstration speeches; persuasive speaking, with sample convincing and actuating speeches; presentations for special occasions, including the after-dinner speech; and speaking in group situations.

FEATURES OF THE THIRD EDITION

Building a Speech, Third Edition, retains all of the successful features of previous editions. It is written in a conversational style that appeals to

students, and it presents a flexible arrangement adaptable to a variety of instructional approaches. It continues to offer chapters and guidelines for major informative and persuasive speaking assignments, information about recent technologies in research and audiovisual aids, and provides interesting sample speeches. This edition also includes additional discussion of issues related to gender and cultural diversity, more group-related exercises, detailed cases and illustrations for classroom analysis, additional sample speeches, and updated examples throughout. It retains the early speaking chapter, the popular chapter on apprehension, the important chapter on ethics, and the helpful presentation of alternative introductions and conclusions. In addition, *Building a Speech* now includes some important new features.

New Sections on Gender and Cultural Diversity

Chapter 3, “Analyzing Your Audience,” retains discussions of gender differences and listener diversity from previous editions. Chapter 13, “Considering Language,” now includes two areas which discuss the implications of gender and culture upon language. The part titled, “Be Aware of Cultural Differences,” provides readers with examples of language differences that are influenced by culture and helps students to incorporate language that is more inclusive to diverse listeners. The section, “Recognize Differences Due to Gender,” discusses the language patterns of men and women and helps students to be more sensitive to differences that occur as a result of gender. Chapter 14, “Developing the Delivery,” also presents additional sections titled, “Culture and Nonverbal Delivery,” and “Gender and Nonverbal Delivery.” These areas stress the importance of using caution when making judgments and observations and present examples to help students develop an understanding of diverse cultures and appreciate the differences between the nonverbal behavior of women and men.

New Cases and Illustrations

The third edition includes detailed cases and illustrations to assist instructors in promoting classroom analysis and helping students to practically apply theoretical information contained in chapters. These detailed illustrations are presented as boxes within chapters to make classroom reference easy for both instructors and students. The following detailed illustrations are included: “A Semantic Problem” in Chapter 1; “Success in a Career Requires Effective Public Speaking Skills” in Chapter 5; “Surfing the Net” and “Airline Safety” in Chapter 8; “A Student Uses an LCD” in Chapter 12; “Developing a Controversial Issue” in Chapter 17; and “The Dysfunctional and Functional Group” in Chapter 20.

New Speeches

Five new speeches have been added to the third edition. Complementing existing speeches developed by students are two new student-prepared speeches. “The Tobacco Hearings” in Chapter 6 identifies an ethical issue, and “Out of Sight, Out of Mind” in Chapter 9 describes hearing loss due to excessive noise. In addition, three new professional speeches are included. “Remarks at the Memorial Service for President Richard Nixon,” by President William J. Clinton is annotated in Chapter 19. A speech on AIDS delivered to the 1992 Democratic National Convention by the late Elizabeth Glaser appears in Appendix A. And a speech titled, “America Is Strong When All of Us Take Care of All of Us,” by Christopher Reeve is also presented in the appendix. This edition retains speeches by Jesse Jackson, Garry Trudeau, and Mary Fisher. It also retains all of the informative and persuasive student speeches of the previous edition, including the popular “Computer Virus” informative speech with alternative introductions and conclusions, and the “Auto Repair” convincing speech with two sample organizational sequences.

Additional Group Exercises

Reviewers for the third edition suggested that more group exercises be added for instructors and students. To respond to this need, *Building a Speech* now includes more than twenty new group-related exercises at the ends of chapters throughout the book to help instructors facilitate classroom discussion and analysis.

Other Features

The third edition also contains other revisions and updates. Chapter 8, “Conducting Research” includes helpful suggestions on using the Internet. Chapter 11, “Selecting the Introduction and Conclusion” emphasizes the importance of establishing an opening link or connection to the audience by providing more descriptive detail about sample introductions. Chapter 12, “Using Audiovisual Aids” provides additional information about new technologies, such as the laser disc player, fax machine, and Liquid Crystal Display (LCD). Chapter 17, “Speaking to Persuade” describes how some defense and prosecuting attorneys have used professional jury consultants to assist in selecting and influencing jurors in high-profile cases such as the Menendez, Smith, and Simpson trials. This persuasive chapter also adds substantive information about *pathos* to help students identify, understand, and express the emotions in a speech. And although the readings have been eliminated at the end of each chapter, they have been included in the Instructor’s Manual to assist professors who wish to provide these helpful bibliographies to their students.

ANCILLARY PACKAGE

The ancillary package for *Building a Speech*, Third Edition, contains an instructor's manual complete with learning activities, a test bank, transparency masters, a computerized version of the test bank, a bibliography, and a videotape which includes both professional and student speeches.

Acknowledgments

A writing project of this scope cannot be accomplished without the assistance of many individuals. My thanks go to the reviewers whose comments helped in the preparation of the third edition: Marion Boyer, Kalamazoo Valley Community College; Marion Couvillion, Mississippi State University; Robert Dixon, St. Louis Community College; John Ellsworth, Nassau Community College; Mary Hoffman, Moorhead State University; Edward L. Gallagher, Santa Monica College; Maxine Minson, Tulsa Junior College–Northeast Campus; and Bonnie Satterfield, Pasco Hernando Community College.

I also wish to thank the Harcourt Brace team who provided advice and assistance for this new edition: Cathy Richard, developmental editor; Carol Wada, acquisitions editor; John Haakenson, project editor; Garry Harman, designer; Serena Manning, production manager; and Steve Lunetta, photo researcher.

Kathryn Allen, developmental editor for the first edition, continues to be a good friend and encourager. I am also indebted to many outstanding colleagues at Catonsville Community College, including a superb library staff who were important resources for numerous areas of the book. And my wonderful public speaking students deserve special praise for their continued help, creative examples, and energetic suggestions. Finally, Howard and Betty Metcalfe have continued to provide encouragement and support throughout this time-consuming process.

SHELDON METCALFE

Contents in Brief

PREFACE xxi

ACKNOWLEDGMENTS xxv

UNIT ONE *Surveying the Landscape*

- Chapter 1* INTRODUCING THE STUDY OF PUBLIC SPEAKING 3
Chapter 2 BUILDING YOUR FIRST SPEECH 23
Chapter 3 ANALYZING YOUR AUDIENCE 39
Chapter 4 IMPROVING YOUR LISTENING SKILLS 67
Chapter 5 UNDERSTANDING AND REDUCING YOUR APPREHENSION 89
Chapter 6 CONSIDERING THE ETHICS OF PUBLIC SPEAKING 107

UNIT TWO *Preparing the Foundation*

- Chapter 7* SELECTING THE TOPIC AND PURPOSE 133
Chapter 8 CONDUCTING RESEARCH 153
Chapter 9 CHOOSING SUPPORTING MATERIALS 181

UNIT THREE *Creating the Structure*

- Chapter 10* ORGANIZING THE BODY OF THE SPEECH 209
Chapter 11 SELECTING THE INTRODUCTION AND CONCLUSION 231

UNIT FOUR *Refining the Appearance*

- Chapter 12* USING AUDIOVISUAL AIDS 267
Chapter 13 CONSIDERING LANGUAGE 295
Chapter 14 DEVELOPING THE DELIVERY 321

UNIT FIVE *Considering Different Types of Structures*

- Chapter 15* SPEAKING TO INFORM 351
Chapter 16 SPEAKING TO INFORM: DEMONSTRATING PROCEDURES 379
Chapter 17 SPEAKING TO PERSUADE 395
Chapter 18 SPEAKING TO PERSUADE: MOTIVATING AUDIENCES 435
Chapter 19 SPEAKING FOR SPECIAL OCCASIONS 455
Chapter 20 SPEAKING IN GROUPS 475

APPENDIX 501

INDEX 531

PERMISSIONS AND ACKNOWLEDGMENTS 543

Contents

Preface xxi

Acknowledgments xxv

UNIT ONE *Surveying the Landscape*

Chapter 1 INTRODUCING THE STUDY OF PUBLIC SPEAKING 3

Communication in the Modern World 4

Classical Origins of Speaking 7

The Communication Process 9

 A Communication Model 10

 The Communication Model Applied to

 Public Speaking 15

A Semantic Problem 16

 Applying the Communication Model to

 Everyday Life 18

Designing a Plan 19

Summary 20

Skill Builders 20

Notes 21

Chapter 2 BUILDING YOUR FIRST SPEECH 23

Preliminary Surveying 25

Creating a Blueprint 25

 Guidelines to Speech Construction 26

Selecting a Style of Delivery 29

Thinking Critically about Speech Construction 31

 Be Willing to Test Information 32

 Be Organized 32

 View Ideas from Different Perspectives 32

 Think for Yourself 33

Summary 35

Skill Builders 35

Notes 36

Chapter 3 ANALYZING YOUR AUDIENCE 39

The Importance of Audience Analysis 40

 Audience Perception of the Speaker 42

 Audience Perception of the Topic 44

 Motivations of the Audience 45

 Impact of Social Groups on Listeners 48

 Impact of the Occasion on Listeners 58

Conducting an Audience Analysis	60
Collecting Demographic Data about the Audience	60
Processing the Data with a Computer	62
Evaluating the Audience Profile	63
Summary	63
Skill Builders	63
Notes	64
Chapter 4 IMPROVING YOUR LISTENING SKILLS	67
The Significance of Listening	68
Kinds of Listening	71
Discriminative Listening	71
Evaluative Listening	72
Appreciative Listening	72
Empathic Listening	72
Active and Passive Listening	73
Barriers to Listening	73
Yielding to Distractions	74
Blocking Out Communication	74
Failing to Concentrate	76
Piecemeal or Selective Fact Listening	76
Over-Criticizing the Speaker	77
Faking Attention	77
Avoiding Difficult Listening Situations	78
Becoming an Active Listener	78
Withhold Judgment about the Speech and the Speaker	79
Give the Speaker Honest, Attentive Feedback	80
Eliminate Distractions	81
Evaluate the Speech When It Is Finished	82
Summary	83
Skill Builders	84
Notes	86
Chapter 5 UNDERSTANDING AND REDUCING YOUR APPREHENSION	89
Speech Anxiety Is Common	91
Research into Stress and Communication Apprehension	92
<i>Success in a Career Requires Effective Public Speaking Skills</i>	94
Reducing Communication Apprehension	95
Accept Anxiety Honestly and Face It	95
Develop a Positive Attitude	97
Adopt Constructive Behaviors	98
Maintain a Healthy Body	98
Be Thoroughly Prepared	99

Reward Yourself 100
 Let Go of Mistakes 100
 Accept Constructive Criticism 101
 Taking Responsibility to Reduce Apprehension 102
 Summary 103
 Skill Builders 103
 Notes 104

Chapter 6 CONSIDERING THE ETHICS OF PUBLIC SPEAKING 107

The Need for Ethics in Society 108
 Evaluating a Speaker's Ethics 109
 Honesty and the Speaker 110
 The Reliability of the Speaker 112
 The Speaker's Motivations 114
 The Speaker's Policies 116
 Applying Ethical Standards 117
 Be Honest 117
 Advocate Ideas That Benefit Others 118
 Evaluate Your Motives for Speaking 119
 Develop a Speaking Code of Ethics 119
 Sample Speech: "The Right Way: A Matter of Principle" 120
 Sample Speech: "The Tobacco Hearings" 124
 Summary 126
 Skill Builders 126
 Notes 128

UNIT TWO *Preparing the Foundation*

Chapter 7 SELECTING THE TOPIC AND PURPOSE 133

Getting Ideas 134
 Your Own Knowledge and Experience 134
 The Dictionary and the Encyclopedia 135
 Brainstorming 136
 The *Readers' Guide* and the Vertical File 136
 Ask for Help 137
 Selecting the Topic 137
 It Should Be Sufficiently Narrow and Conform to the
 Time Limit 137
 It Should Interest You, the Speaker 138
 It Should Provide New Information 139
 It Should Be Appropriate 140
 It Should Conform to the General Purpose: To Inform,
 Persuade, or Entertain 140

Writing the Specific Purpose	142
Be Clear, Concise, and Unambiguous	142
Include Only One Major Idea	143
Phrase as a Declarative Sentence	144
Wording the Thesis Statement	145
Problems with the Thesis Statement	147
Putting It Together	148
Summary	150
Skill Builders	150
Notes	151
Chapter 8 CONDUCTING RESEARCH	153
Preparing for Research	154
Establishing Credibility	154
Primary and Secondary Sources	155
Using General References	156
The Catalog	157
Periodical Indexes	157
Accessing the Library by Computer	158
The Internet	160
<i>Surfing the Net</i>	160
Notes on the Internet	162
Researching Substantive Sources	162
Biographies	163
Directories and Handbooks	163
Dictionaries	164
Encyclopedias	164
Almanacs, Yearbooks, and Statistical Publications	165
Collections of Quotations	166
Books	166
Magazines, Journals, Newspapers	167
Legal Research	167
Audiovisual Aids	167
Interviews with Authorities	168
Legislative and Governmental Research	168
Institutional and Organizational Research	168
Specialized Libraries and Museums	169
Keeping Accurate Notes	169
The Interview	172
Preparing for the Interview	172
Conducting the Interview	172
Taking Notes During an Interview	173
<i>Putting It Together</i>	174
The Bibliography: How to Record an Entry	177
Summary	178

Skill Builders 178
 Notes 179

Chapter 9 CHOOSING SUPPORTING MATERIALS 181

Making the Appropriate Selection 182
 Statistics, Polls, and Surveys 183
 Using Statistics 184
 Examples, Illustrations, Case Studies, and Narratives 186
 Using Examples 186
 Quotations and Testimonies from Authorities 190
 Using Quotations and Testimonies 190
 Comparisons and Contrasts 192
 Using Comparisons and Contrasts 193
 Personal Experience and Observation 194
 Using Experience and Observation 195
 Humor and Anecdotes 196
 Using Humor and Anecdotes 197
 Role Playing 198
 Using Role-Playing Techniques 198
 Sample Speech: “Out of Sight, Out of Mind” 200
 Summary 204
 Skill Builders 204
 Notes 205

UNIT THREE *Creating the Structure*

Chapter 10 ORGANIZING THE BODY OF THE SPEECH 209

Approaching Organization Logically 210
 Building Blocks of Outlining 211
 Building Block One: The Body Should Contain between
 Two and Four Main Points 211
 Building Block Two: Main Points in the Body Should Be
 Structured in an Organizational Sequence Which Is
 Logical, Interesting, and Appropriate to the Topic 212
 Building Block Three: Roman Numerals, Letters, and
 Arabic Numbers Should Be Combined with Indentation
 to Identify Main and Subordinate Levels 216
 Building Block Four: The Outline Should Include
 Supporting Materials That Are Coordinated and
 Subordinated in a Logical Manner 217
 Building Block Five: Every Subdivision Must Contain at
 Least Two Items 220
 Building Block Six: Each Statement Should Include Only
 One Thought or Idea 221

Building Block Seven: Main Points and Supporting Items Should Be Mechanically Parallel	222
Building Block Eight: The Outline Should Be Expressed in Either Sentences or Topics	224
Building Block Nine: The Body of the Outline Should Identify the Sources for Major Supporting Materials	225
Building Block Ten: The Outline Should Include External Transitions between Main Headings	226
Summary	227
Skill Builders	227
Notes	229

Chapter 11 SELECTING THE INTRODUCTION
AND CONCLUSION 231

Planning the Introduction	232
Examples, Stories, and Illustrations	234
Shocking Statement or Situation	235
Statistics	237
Questions	238
Quotation	239
Suspense	241
Personal Reference, Compliment, or Reference to Occasion	242
Humor	244
The Flexible Introduction	244
Combination of Methods	245
Outlining the Introduction	246
Planning the Conclusion	247
Summary of Main Points	248
Quotation	249
Reference to Introduction	250
Challenge or Appeal	250
Humor	252
Question	252
Story, Illustration, and Example	253
Statistics	254
Outlining the Conclusion	255
Using Speaking Notes	255
Sample Outline	257
Summary	261
Skill Builders	261
Notes	262