

RUDOLPH F. VERDERBER



# The Challenge of Effective Speaking

TENTH EDITION

10

# Preface

I believe that both students and faculty who have found that *The Challenge of Effective Speaking* has met their expectations for a fundamentals-of-effective-speaking book will be especially pleased with this, the tenth edition.

Much of the success of the book over the years lies in its practical approach and logical organization, applauded by professors and students alike. This tenth edition retains the general framework of previous ones, with improvements that I hope current users of the text will welcome. The book continues to be based on the assumption that effective speaking is a cognitive process that proceeds with a logical speech plan. The basic model of the book is to have students (1) read the text to understand the theory of preparation and presentation; (2) practice exercises that are designed so that students can apply the skills particular to that chapter; (3) present speeches; and (4) receive feedback enabling them to identify strengths and weaknesses and learn ways of improving areas of weakness.

The first three chapters lay a foundation for the study of public speaking and introduce students to the seven action steps of a speech plan, focusing at this stage on the basic skills necessary to deliver a personal-experience “icebreaker” speech within the first few class meetings. The next seven chapters present the seven steps of an effective speech plan in detail. Subsequent sections of the book build on this foundation, focusing on increasingly more complex and specific skills.

## Organization

The text is organized in five major parts—Orientation, Fundamental Principles, Informative Speaking, Persuasive Speaking, and Adapting to Other Occasions and Formats—all built on the foundation of the action steps of speech preparation. The seven action steps are introduced in Part I; they are discussed in detail in Part II; they lay the foundation for the discussion of informative and persuasive speeches in Parts III and IV.

Part I is a three-chapter unit that acquaints the student with speaking as communication, discusses legal and ethical responsibilities of the speaker, introduces students to the seven steps of an effective

tive speech plan, considers methods of coping with the nervousness that all speakers face, and discusses effective listening, a necessity for developing critical evaluation skills.

Part II is a cohesive seven-chapter unit structured around the seven steps of speech preparation and thirteen preparation exercises based on the action steps. Information needed to prepare and deliver speeches is presented in a clear, step-by-step fashion. As a result, when students have completed the thirteen Speech Preparation Exercises in Chapters 4–10, they will be well prepared to deliver a major speech. For instance, Exercise 1 in Chapter 4 guides students through the process of generating a list of suitable topics and selecting three for possible use for their first speeches; Exercise 4 guides students in the process of writing well-worded speech goals for the topics they selected from their brainstorming sheets. The sequence of exercises culminates in Exercise 13 in Chapter 10, in which students write diaries of their speech practice sessions (the final stage before actual delivery of the speech to an audience) to indicate how their analysis of each practice led to improvement of the speech.

Part III focuses on informative speaking. Because effective informative speaking involves a learning process on the part of the audience, Chapter 11, “Principles of Informative Speaking,” is designed to help students move audiences through the three steps of learning: attending to information, understanding information, and remembering information. Chapter 12, “Practicing Informative-Speaking Skills,” focuses on the skills of demonstrating, describing, defining, and reporting. To give students a chance to practice these skills, each of these sections features an assignment emphasizing use of that skill, a critique sheet that encourages critical listening for that skill, and a sample speech that exemplifies that particular skill.

Part IV focuses on persuasive speaking. The persuasive-speaking principles are an extension of both fundamental and informative-speaking principles. In Chapter 13, “Principles of Persuasive Speaking,” students focus on writing persuasive speech goals, adapting to audience attitudes, finding and supporting good reasons, organizing to meet audience attitudes, using emotional appeal to motivate, and building credibility. Chapter 14, “Practicing Persuasive-Speaking Skills,” focuses on the skills of reasoning, motivating, and refuting. As in the informative-speaking part, each of the individual units features an assignment, critique sheet, and sample speech.

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

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

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

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

### **Special Features and Changes in the Tenth Edition**

In each of the preceding editions, I have made changes based on the needs of the students using the book. With this tenth edition, I have undertaken a significant revision that stresses pedagogical issues, with the goal of making *Challenge* an even more user-friendly, *practical* guide to speech improvement. The premise of this edition is, if students read the book and complete the additional new skill-building exercises, they should be able to prepare speeches that will meet the needs of their particular audiences and occasions.

One of the major changes in this edition is the increased emphasis on cultural differences, a major issue in effective communication today. When the speaker and the audience represent the same culture, adaptation is relatively easy. The problem comes when either the speaker *or* the audience represents a different culture. Since students are going to be speaking to diverse audiences, they need to understand how diversity may affect their procedure and their thinking.

Part I, Orientation, continues to be a three-chapter introduction that gives students a solid base for making a first speech and listening to the speeches of their classmates. Chapter 1 has been retitled “Public Speaking: An Important, Ethically Based, Learned Communication Event.” In addition to giving greater emphasis to the importance of public-speaking principles in both formal and informal speaking contexts, I have focused on the goal of the text—building public-speaking competence. Chapter 2, “Preparing Your First Speech and Coping with Nervousness,” has been revised to focus more sharply on the seven action steps of speech preparation that are developed in detail in Part II. In addition, it gives students even more information about coping with nervousness. Chapter 3, “Listening Critically to Speeches,” has been revised to change the focus. In addition to helping the reader become a better listener, the chapter now focuses on the importance to the speaker of understanding listening problems. For example, if speakers recognize that one of the major listening problems is not attending to the message, they can better understand the importance of devoting so much attention to creating and maintaining audience interest and attention.

Part II, Fundamental Principles, includes the seven chapters that develop the seven steps of effective speech preparation. The first major change in this part is designed to strengthen the relationship between the action steps and the exercises related to them. Based on market feedback, I am confident that, as a result of completing the new, revised exercises, students will give better-prepared and better-presented speeches. Chapter 4, “Determining Your Speech Goal,” focuses more directly on how topic selection, audience analysis, and analysis of setting and occasion all contribute to helping students determine reachable speech goals. Chapter 5, “Finding, Recording, and Using Information,” places much more emphasis on electronic databases. Chapter 6, “Adapting to Audiences,” has undergone major revision. The chapter now starts with a section on “Speaking Directly to the Audience.” The goal is to show students that audience adaptation occurs throughout the speech in a variety of ways, and that once students get the proper mind set—that a speech is for a specific audience—they will find it easier to select information and wording that will achieve this goal. Throughout the chapter, more emphasis is placed on how students use data from the audience analysis checklist to guide their procedure. Chapter 7, “Organizing Speech Material,” has been revised slightly to improve readability. “Creating Visual Aids,” formerly Chapter 9, is now Chapter 8. The rationale is that decisions about visual aids need to be made before students begin practicing

their speeches. Chapter 9, "Practicing Speech Wording," has undergone major revision. The premise is that arriving at effective wording is an evolving process that takes place during speech practice periods. The new opening section, "Developing an Oral Style to Communicate Meaning," sets the tone for the discussions of clarity, vividness, emphasis, and appropriateness. Chapter 10, "Practicing Speech Delivery," has also undergone major revision. The chapter now begins with a discussion of methods of delivery showing the advantages of the extemporaneous method. After a section on voice, articulation, and bodily action, the chapter moves on to "Characteristics of Delivery That Result in a Conversational Quality." The five characteristics of enthusiasm, vocal expressiveness, spontaneity, fluency, and directness (eye contact) are discussed in ways that show the student what to look for and how to improve during practice. The chapter concludes with a section on "Speech Rehearsal" that emphasizes the practice process itself.

Each of the chapters in Part III, Informative Speaking, has been slightly revised to emphasize skill development. Although there are no major changes in either Chapter 11, "Principles of Informative Speaking," or Chapter 12, "Practicing Informative-Speaking Skills," students should find both chapters easier to read.

On the other hand, chapters in Part IV, Persuasive Speaking, have been revised considerably. Chapter 13, "Principles of Persuasive Speaking," covers much of the same information, but with much more emphasis on skill development. Thus, even though the chapter looks much the same as last edition's, it reads much differently. The most significant change is the moving of information on refutation to Chapter 14. Chapter 14, "Practicing Persuasive-Speaking Skills," has been revised to make each of the three sections more manageable and easier to apply. In the section on "Reasoning with Audiences," students should be able to follow and apply the analysis of reasoning better than in the past; in the section on "Motivating Audiences," the focus is now on incentive theory, cognitive dissonance theory, and basic needs theory. Again, students should be able to follow the theory and apply it better than in the past. Finally, material on refutation from Chapter 13 has been united with material in this chapter to form a more cohesive unit.

In both Chapters 13 and 14, the speech checklists have been revised to differentiate skills that are necessary in all speeches from those skills that are relevant for the specific assignment. Thus, every checklist contains both "primary criteria" questions for the specific speech and "general criteria" questions that pertain to all speeches.

Part V, Adapting to Other Occasions and Formats, has undergone considerable revision. Chapter 15, "Adapting to Special Occasions," now has a section on "Other Ceremonial Occasions," including guidelines for commencement, keynote, and commemorative-occasion speaking; in addition, there are new sections on impromptu speaking and manuscript speaking. In Chapter 16, "Leading Problem-Solving Groups," the focus has been changed to emphasize the role of leadership and to clarify the relationship between group leadership and public speaking. The premise of the revision is that effective speakers become leaders, who then lead problem-solving groups.

This edition continues the series of Guest Speaker sidebars that profile quite different individuals who use public speaking in a variety of ways, both professionally and vocationally. This edition also includes two new speeches, "Home Schooling" in Chapter 10 and "Limiting Exposure to the Sun" in Chapter 13.

Overall, this edition is designed to improve on the basic principles that have made *Challenge* a leader in its field, a practical skill-building guide to effective speaking in an age of diversity. I firmly believe that students who apply themselves to learning the material in this book will find themselves able to give the very best speeches possible.

## Supplements to the Tenth Edition

**Multimedia Presentation/Lecture Tool.** This innovative computer package, available in both Windows and Macintosh formats, provides a colorful and interactive way to facilitate lecture and class discussion.

**Web Site.** The site (accessed via <http://www.thomson.com/wadsworth.html>) offers links to a variety of Web resources in speech communication, as well as discussion of current issues in speech, syllabi, and assignments from adopters of the text, interactive chapter quizzes, tips on studying and forming studying groups, and information on degrees and careers in communication. A separate section open only to instructors, provides a space for shared ideas on teaching the text, tips on using the Web to engage students, and selections from the Instructor's Manual. Continually updated, the Web site will be expanded to meet the needs of its users.

**Oral Critiques of Student Speeches Videocassette.** This 60-minute video trains instructors on the use of oral feedback on student

speeches. After an introduction in which the author provides an overview of his philosophy and strategy for using oral critiques, the rest of the video shows an actual class session. Four students are seen delivering short speeches (5 minutes each). Professor Verderber then offers a 30-minute oral critique of the speeches, using examples from each speech to make general comments of use to the class as a whole. Instructors watching the video—particularly those who are new to the public speaking curriculum—will gain valuable insight from this experienced professor's example.

**Successful Public Speaking Videocassette.** The first segment of this 35-minute videotape provides excerpts from ineffective speeches and examines the mistakes made by each speaker and how to improve upon them. In the next segment, a student delivers a very effective informative speech about the electoral college system; the strengths of this speech are then evaluated in detail. A third segment examines techniques for building speaker confidence and overcoming communication apprehension. The fourth segment provides detailed guidance in the creation and use of effective visual aids. Finally, the fifth segment shows another student delivering an effective persuasive speech about drinking and driving.

**Public Speaking: Knowing Your Audience Videocassette.** This videotape emphasizes the importance of adapting language, humor, style of presentation, and other variables when speaking before different audiences. Included are excerpts from the speeches of several prominent speakers, among them Martin Luther King, Jr., Michael Haney, Marian Wright Edelman, Lee Iacocca, and Samuel Betances.

**Effective Speeches Videocassette.** This video demonstrates several successful student speeches from the text. Each speech is preceded by a set of questions, alerting the viewer to watch for particular qualities of content and delivery in the speech. Through self-evaluations of their performances, the students also address the issue of communication apprehension.

**Instructor's Manual** by Nancy Rost Goulden and Rudolph F. Verderber. The first section of the Instructor's Manual provides an introduction to teaching public speaking, with general strategies for instruction and use of the text. The next section offers activities and exercises to illustrate the principles of each text chapter. Section 3 fea-



tures tips on establishing course policies and assigning speeches, and also provides sample syllabi. Section 4 offers guidance in evaluating speeches and a selection of chapter-by-chapter test questions. The appendix provides a discussion of helping students to overcome speech anxiety and a guide to using the videotapes available with the text.

**Transparency Acetates.** 35 two-color acetates are taken from illustrations, charts, and diagrams in the text.

**Computerized Test Bank.** Test items from the Instructor's Manual are available in Macintosh, DOS, and Windows formats.

## Acknowledgments

Although I am responsible for what appears in this book, the content reflects the thoughts of a great many people. I gratefully acknowledge the students who contributed speeches and outlines to this edition. I also thank the many instructors who shared their experiences using the ninth edition of *Challenge* and their course syllabi with me: Patricia Bently, Briarwood College; Carol L. Coeyman, Yorktowne Business Institute; James J. Floyd, Central Missouri State University; Alan Friedman, Belleville Area College; William Jameson, Porterville College; Diane Moskowitz, County College of Morris; Muriel Quinn, Sullivan County Community College; and Marilyn Scharine, Westminster College. And my special thanks goes to those who conducted detailed prerevision and postrevision reviews: Steve Brown, Parkland College; Bruce Bryski, SUNY at Buffalo; Nancy Rost Goulden, Kansas State University; and Ruby Johnson, Wallace State Community College.

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# Use These Tools to Master the "Challenge" of Speaking Well...

## A Quick Guide to Key Features of This Book—

On the next four pages are examples of the major features in this tenth edition of *The Challenge of Effective Speaking*. These elements have helped hundreds of thousands of students develop solid public speaking skills and also gain a greater appreciation of how these skills would empower them in their future professional and personal lives. As you review these features, you'll also see just how contemporary a time-tested classic can be.

**ACTION STEP**

**7**  
Practice delivery



Practice the speech until the delivery is enthusiastic, vocally expressive, fluent, spontaneous, and direct.

A. Use voice and bodily action to develop a conversational quality that shows enthusiasm, vocal expressiveness, fluency, spontaneity, and directness.

B. Rehearse the speech until you can deliver it extemporaneously within the time limits.

## A Focus on Key Points

### Action Steps:

Laying the foundation for students' preparation of speeches are seven *Action Steps*. These Action Steps are reflective of Verderber's steady, systematic approach in explaining the basics of effective speaking. (From Chapter 10: *Practicing Speech Delivery*)

## SPEECH PREPARATION EXERCISE

**13**

### Analyzing Your Speech Practice

The goal of this exercise is to help you analyze the effectiveness of your practice sessions.

1. Keep a log of your practice sessions for your first speech.
2. For your first speech practice, indicate how long you spoke. If the speech is too short, where should you develop your ideas more fully? If the speech is too long, where should you cut? What parts of the speech did you have most trouble with?
3. For each additional speech practice, indicate where in the speech you made changes to build interest, clarify points, and build positive attitude toward you and your topic. Also, indicate where you made changes to improve language, delivery, and use of visual aids.
4. How many times did you practice aloud for this speech? When did you feel you had a mastery of the ideas of the speech?

## Exercises that correspond to the Action Steps:

In this tenth edition, the 13 exercises are correlated closely to the book's *Action Steps*, thus guiding you more directly in the speech preparation process. These skill builders give you hands-on practice in applying the principles just covered. In the tenth edition, these exercises are introduced by a goal statement that iterates the purpose of the exercises. (From Chapter 10: *Practicing Speech Delivery*)

## Annotated Models

### Speech outlines:

Throughout the book, Verderber provides speech outlines you can use as models when preparing your speeches. These outlines will help you learn how to organize and express your thoughts logically, so you can start with a strong foundation when building your speech. (From Chapter 13: *Principles of Persuasive Speaking*)

### Complete, annotated speeches:

From reading the speeches included in this book, along with the insightful analyses in the margins, you'll be able to critique your own speeches with a more critical eye and take them to a higher level of informing or persuading. (From Chapter 13: *Principles of Persuasive Speaking*)

### Sample Speech: Limiting Exposure to the Sun<sup>7</sup>

#### Outline

*Specific Goal:* I want my audience to limit their exposure to the harmful rays of the sun.

#### Introduction

- I. How many of you have friends who spent spring break at the beach?
- II. They probably did not come back and tell you about the jump start they got on premature aging of their skin or getting a head start on skin cancer.
- III. You should limit your exposure to the sun because it causes premature aging and skin cancer, and because it is so easy to do.

*Thesis Statement:* Although exposure to the sun causes premature aging and skin cancer, it is easy to prevent premature aging and to lower the risk of skin cancer.

#### Body

- I. Exposure to the sun causes premature aging.
  - A. Sun damage occurs during your first 18 years.

#### Speech

How many of you have friends who spent spring break anywhere where it was fun in the sun on the beach? What did your friends come back and tell you the most about? What were they most excited about? Did they tell you about the jump start they got on premature aging of their skin? Or the head start on skin cancer? Probably not. My goal in this speech is to tell you three reasons why you should limit your exposure to the sun.

Let's start with the first reason. The most common effect of the sun is premature aging of the skin. All of us are young, and we think, "Uh, I'm only 19, 21, 24, I don't have to worry about premature aging. That happens later in life." Not so. According to *The American Journal of Public Health*, 78 percent of all premature aging happens before the age of 18. Now we've all seen people who lie out by the pool all day and we think, I'll never look like them. Well, I've got news for you. This damage happened steadily over a number of years starting with their childhood. Now when I read that statistic about 78 percent of all premature aging happening before the age of 18, that scared me. Because I remember as a little girl, my parents would send me off to summer camp every day without any sun protection. Not that they didn't care, but they really didn't know any better. So now, my sun damage clock is ticking every minute I'm out in the sun, adding another dose of aging to my skin. Many of my friends think that because they're African-American or have naturally dark skin that they're exempt from the problem. And I thought the same way. But the sun doesn't discriminate—I don't care what nationality you are, what race you are, every one of you [pointing to each person in class] can be a victim.

#### ANALYSIS

*Elizabeth uses a series of questions to get audience attention.*

*Here she previews her reasons.*

*Her first reason is stated as a complete sentence.*

*Good direct audience adaptation: "all of us" and "we think."*

*Good use of startling statistics to keep focus on relevance to this young audience.*

*Also notice use of personal pronouns.*

*Good use of experience that not only personalizes information but also begins to develop emotional appeal.*



CHECKLIST
Informative  
Speech

Check all items that were accomplished effectively.

**PRIMARY CRITERIA**

- ☐ 1. Was the specific goal designed to increase audience information?
- ☐ 2. Did the speaker show creativity in idea development?
- ☐ 3. Was the speaker effective in establishing his or her credibility on this topic?
- ☐ 4. Was the information intellectually stimulating?
- ☐ 5. Did the speaker show the relevance of the information?
- ☐ 6. Did the speaker emphasize the information?
- ☐ 7. Was the organizational pattern appropriate for the intent and content of the speech?

**GENERAL CRITERIA**

- ☐ 1. Was the specific goal clear?
- ☐ 2. Was the introduction effective?
- ☐ 3. Were main points clear?
- ☐ 4. Was the conclusion effective?
- ☐ 5. Was the language clear, vivid, emphatic, and appropriate?
- ☐ 6. Was the speech delivered enthusiastically, with vocal expressiveness, fluently, spontaneously, and directly?

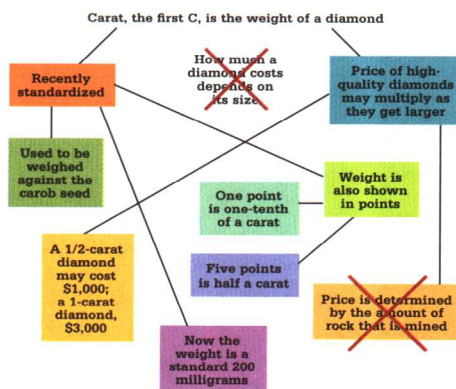
Evaluate the speech as (check one)  
☐ excellent   ☐ good   ☐ average   ☐ fair   ☐ poor.

Use the information from this checklist to support your evaluation.

## Hands-on Practice

### Helpful checklists:

In this tenth edition, speech checklists have been revised to put greater emphasis on specific criteria for each speech. Thus, for all but the first diagnostic speech, checklists feature primary criteria related to the specific assignment, in addition to general criteria related to all speeches. (From Chapter 11: *Principles of Informative Speaking*)



**Figure 7.3**  
Semantic mapping of supporting material.

### Figures that illustrate procedure:

Many figures have been revised in the tenth edition to provide you with a clearer explanation of procedure. (From Chapter 7: *Organizing Speech Material*)

## Contemporary Coverage

### Diversity issues addressed throughout the book:

The content of the tenth edition reflects the growing impact of diversity on our lives. Throughout, you'll find that various issues of diversity have been integrated into topic discussions, supported by plenty of practical guidelines and examples. (From Chapter 9: *Practicing Speech Wording*)

### An emphasis on leadership in the section on groups:

In the book's last chapter, you'll learn how to develop the leadership skills needed in problem-solving group situations. The section covers numerous leadership issues, from creating a productive atmosphere to giving participants equal time to speak. (From Chapter 16: *Leading Problem-Solving Groups*)

### Be Sensitive to Cultural Differences

Verbal communication rules and expectations about clarity of language vary from culture to culture. Much of the variation may be attributed to what E. T. Hall has described as low- and high-context communication.<sup>5</sup> According to Hall, a high-context communication message is one in which "most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted part of the message." In contrast, a low-context communication message is one in which "the mass of information is vested in the explicit code."<sup>6</sup> National cultures can be placed on a continuum between the two extremes. The culture of the United States is classified near the lower end, along with the cultures of Western Europe. Most Asian cultures fall toward the high-context end.<sup>7</sup>

### Task Responsibilities of the Leader

Group leadership carries two major responsibilities: task and maintenance. When we analyze a discussion, we look first to see how and whether the group solved the problem (task); second, we look to see how well the group members worked together and whether they liked, respected, and understood one another (maintenance). Task responsibilities, then, involve those activities that contribute to meeting the group's stated goal. In most groups, there are at least four major identifiable task responsibilities: planning the agenda, asking appropriate questions, keeping the group on the topic, and summarizing.

### Plan the Agenda

As leader, your first responsibility is to plan the agenda. An *agenda* is an outline of what needs to be accomplished during the meeting. In a problem-solving discussion, the agenda should include the question being considered, questions related to analysis of the problem, possible solutions, and finally, selection of a solution. You may prepare the agenda alone or in consultation with the group. When possible, the agenda should be in the hands of the group several days before the meeting. You cannot expect group members to prepare if they do not have an agenda beforehand. When a group proceeds without an agenda, discussion is often haphazard, frustrating, and unproductive.

Figure 16.2 shows a well-planned agenda for a group discussion on the question of equalizing opportunities for women on campus. Notice how the agenda is based on the outline presented in Figure 16.1.

### Ask Appropriate Questions

Perhaps one of the most effective leadership tools is asking appropriate questions. You need to know when to ask questions, and you need to know the kinds of questions to ask.

Try to refrain from asking yes-or-no questions. Whether a person answers yes or no, you must either ask another question to draw the person out or change the subject. Two effective types of questions are those that call for supporting information and open-ended questions that give members complete freedom of response. For instance, rather than asking John whether he has had any professors who were particularly good lecturers, you could ask, "John, what are some of the characteristics that made your favorite lecturers particularly effective?"

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## PART I

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