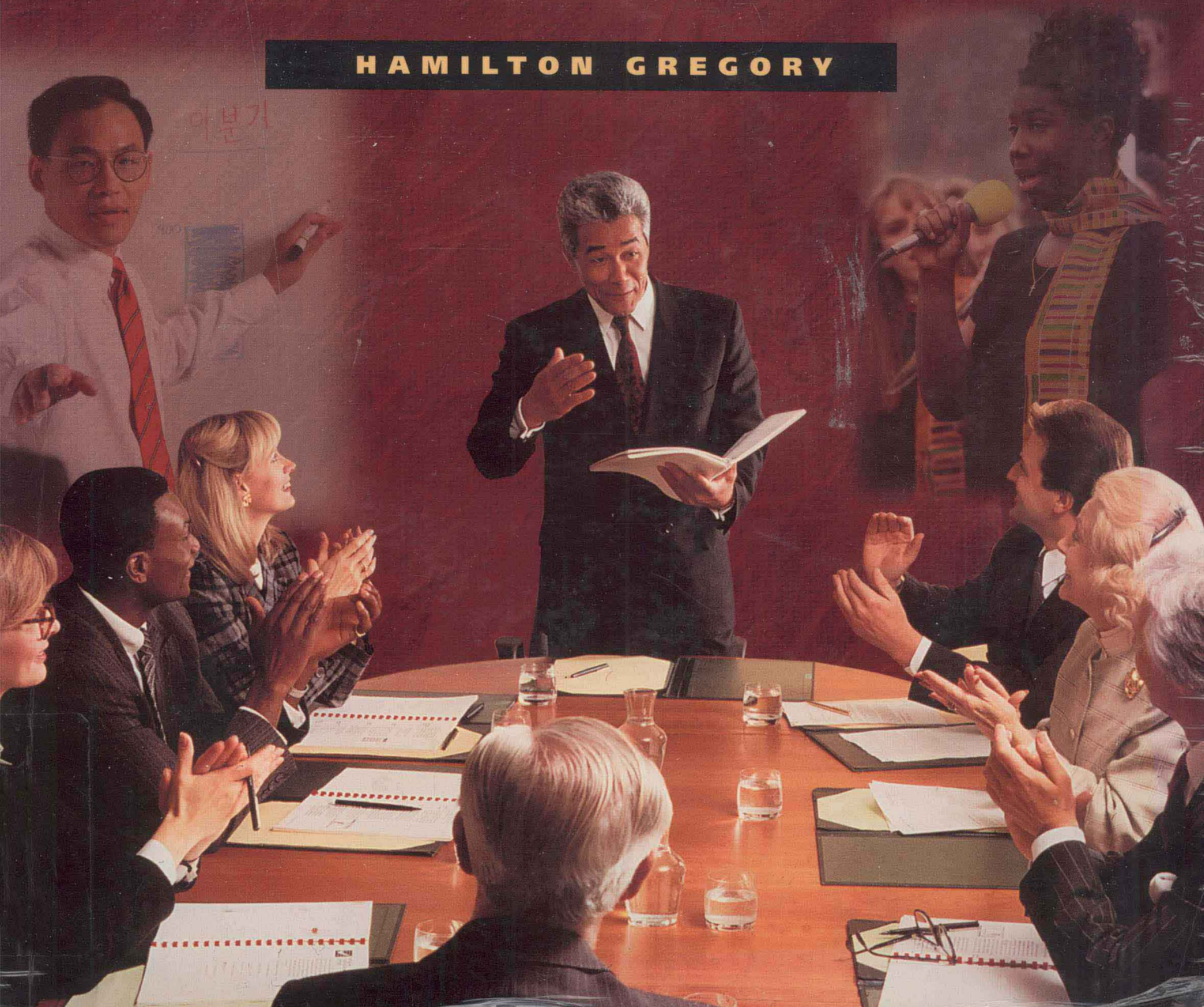


Fifth Edition

# Public Speaking

FOR COLLEGE AND CAREER

HAMILTON GREGORY



# Public Speaking for College and Career

Fifth Edition

Hamilton Gregory

Asheville-Buncombe Technical Community College



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## **PUBLIC SPEAKING FOR COLLEGE AND CAREER**

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# Public Speaking for College and Career

*To my mother*  
*Rachel Smith Gregory*

# Preface

**"T**he first purpose of education," the American essayist Norman Cousins once said, "is to enable a person to speak clearly and confidently."<sup>1</sup>

The goal of this book is to show students how to achieve clarity and confidence during the speeches they must give in the classroom, in their careers, and in their communities.

To reach this goal, I cover the basic principles of speech communication, drawn from contemporary research and from the accumulated wisdom of over 2,000 years of rhetorical theory. At the same time, I try to show students the real-life applicability of those principles by providing copious examples and models from both student and professional speeches.

Audience-centered communication is emphasized throughout the book: how to analyze listeners; how to be sensitive to their needs and interests; and how to talk *to* and *with* them, not *at* them. Students are encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of "giving a speech."

A rule of thumb in American seminaries is that ministers should spend an hour in the study for each minute in the pulpit. Since this ratio is a good one for any speaker, I devote 12 chapters to showing students how to go through the preliminary stages systematically—analyzing the audience, selecting a topic and specific purpose, devising a central idea, finding verbal and visual support material, organizing the material into a coherent outline, and practicing effectively.

A major concern for most speakers is how they can possess and project confidence in themselves and in their ideas. Chapter 2 provides a reassuring discussion of nervousness, and shows students how to turn their nervousness into an asset by using it as constructive energy. ■

## Major New Features

Because three educational issues related to public speaking are being discussed on campuses throughout the United States and Canada, I decided to address them by making major innovations in this new edition.

## Internet and Other Research

*Issue:* Librarians and instructors report that most students want to use the Internet—and nothing else—for research, but are unaware of how to use the Internet properly.<sup>2</sup>

*Response:* To address this issue, “Building Internet Skills” exercises have been added to the end of every chapter. Also, Chapter 6, “Finding Information,” has been significantly revised to give extensive coverage to using the Internet effectively. At the same time, the chapter describes the limitations of the Internet, and warns students that they are making a mistake if they ignore traditional library resources.

## Critical Thinking

*Issue:* Instructors and employers complain that students and employees often fail to apply critical-thinking skills in evaluating information, especially information from the Internet.<sup>3</sup>

*Response:* To help students sharpen these skills, I have created a new chapter, “Using Information Wisely and Ethically” (Chapter 7), which provides guidelines on how to separate good material from bad. Also, “Building Critical-Thinking Skills” exercises have been added at the end of each chapter. Throughout the book, when each stage of preparation and delivery is discussed, students are encouraged to engage in critical analysis of their topic, audience, and material.

## Diversity and Teamwork

*Issue:* Employers complain that many recent college graduates show weakness in two related skills: (1) communicating with people from diverse backgrounds and (2) participating in teams.<sup>4</sup>

*Response:* To strengthen this book’s emphasis on understanding and valuing diversity, I have inserted new tips, examples, and photos throughout the book. Chapter 1 confronts the problem of stereotyping. Chapter 4 has a detailed discussion of listeners from other countries and various ethnic groups, as well as tips regarding disabilities, gender, age, educational background, occupations, religious affiliation, and economic and social status. I have also placed special emphasis on how individuals can work effectively in teams. To add to the guidelines already contained in the chapter on small groups (Chapter 19), newly created exercises—“Building Teamwork Skills”—appear at the end of each chapter.

## Other New Features

In addition to the major changes, here are some of the other features of this edition:

- Believing that visual imagery can enhance learning, I have provided over 50 graphics, including drawings, tables, and sample presentation aids, most of which are new to this edition.



- Fresh examples have been inserted throughout the book.
- Chapter 1 includes two new sections—“Self-Introduction Speech,” which gives guidelines for a speech that many instructors assign at the beginning of the course, and “Quick Guide to Public Speaking,” which helps students with any major speeches they must give before they have had time to study this entire book. The section on the speech communication process has been revised to show two speaking situations—formal and informal.
- Since this book was first published, a popular chapter has been the one on controlling nervousness. At the suggestion of a number of instructors, it has been moved to a new location: It is now Chapter 2. One significant change has been made: Material in the previous edition on self-deprecating humor has been moved to Chapter 18 and merged with the Special Techniques feature on using humor.
- Chapter 3, “Listening,” includes a new section on evaluating speeches. The section on taking notes has been revised, and now features a graphic showing notetaking options.
- Chapter 5, “Selecting Topic, Purpose, and Central Idea,” includes a new section on finding topics by exploring the Internet. In the section on general purposes, I have inserted “to entertain” as one of three major general purposes.
- While retaining coverage of traditional research opportunities such as books and interviews, Chapter 6 now includes several innovations: (1) an illustrated tutorial on how to use the Internet to find materials (I field-tested the tutorial with several classes before adding it to the chapter); (2) a table showing how to cite sources in a bibliography; the examples follow the MLA (Modern Language Association) Style Sheet, as adapted by the University of California, Berkeley, Library; (3) a discussion of e-mail interviews.
- Chapter 7, “Using Information Wisely and Ethically,” was created to help students develop a healthy skepticism as consumers and interpreters of information.
- Chapter 8, “Supporting Your Ideas,” includes a new section on analogies.
- Almost all of the 15 illustrations in Chapter 9, “Visual Aids,” are new to this edition. A new section, “Electronic Presentations,” discusses multimedia programs that use presentation software such as Microsoft Powerpoint. One electronic technique—the “build”—is explained and illustrated.
- New features in Chapter 10, “The Body of the Speech,” include illustrations of three organizational patterns (chronological, spatial, and causal) that some students have trouble visualizing. A feature in the



previous edition on how to simplify the organizing of a speech has been moved to the end of the chapter in a new section, “Simplifying the Process.”

- Revisions for Chapter 11, “Introductions and Conclusions,” include several new examples and a new “Sample Introduction and Conclusion” from an eye-opening speech entitled “The Gestapo Is Alive and Well in America.”
- New sample outlines, along with transcripts of the speeches as delivered, have been placed at the end of Chapters 12, 15, and 16. Instructors who used previous editions will notice that introductions and conclusions are no longer displayed (in outlines) in unbroken text, but are subdivided; this change was requested by several instructors, who felt that the subdivisions would be more visually appealing.
- The appendices contain sample speeches by students and an introduction to Earl Spencer’s eulogy to his sister Princess Diana.
- In all chapters, definitions of key terms are placed in color boxes at the point where a term is introduced.

## Continuing Features

Of the many elements in previous editions that have been continued in the new edition, three are worth highlighting:

- “Tips for Your Career” appear in most chapters to give students useful advice for their professional development.
- “Special Techniques” give detailed explanations on such topics as “How to Use Humor.”
- An “Ethical issues” icon appears throughout the book in the margin next to passages that deal with issues of honesty and fairness.

## Resources for Instructors

Ancillary materials for instructors include the following:

- Several videotapes are available from the McGraw-Hill Video Library collection, including VHS tapes of speeches as delivered by students in a public speaking classroom.  
They can be used to evaluate and discuss both content and delivery.
- *Presentation Manager* is a CD-ROM of materials to use in classroom presentations; it includes videoclips of student speeches.

- *Building an Outline* is a new overhead transparency program that shows students how to organize their ideas in an outline. It is available in two formats: (1) a Powerpoint slide program and (2) transparency masters in the *Instructor's Manual*. Two outlines (one for an informative speech, the other for a persuasive speech) are constructed step by step so that students can see the process in action. Both outlines are new—they do not appear in the text.
- *Supplementary Readings and Worksheets* is a booklet that adopters of the text can use in one of two ways: (1) photocopy selections for classroom use or (2) have students purchase the booklet as a supplementary text. Included in the booklet are worksheets covering key concepts (such as how to write specific-purpose statements); sample outlines; lists of possible speech topics; a transcript of Martin Luther King's famous "I Have a Dream" speech, accompanied by a detailed commentary; brief hand-outs that crystallize what students need to know about job interviews, résumés, and letters of application; an article on speech phobia, which gives tips for self-therapy to those students whose fear goes far beyond the normal range discussed in Chapter 2 of the text; and articles that were popular in earlier editions: "How to Prepare a Speech Without Feeling Overwhelmed," "Speaking in Front of a Camera," "Oral Interpretation of Literature," "Voice Production," and "Public Speaking Tips for ESL Students."
- *The Instructor's Manual* provides dozens of ready-to-reproduce worksheets and forms for use in the classroom. Tips are given on how instructors can videotape student speeches. The manual has four ready-to-reproduce tests for each chapter: Form A has true-false questions, Forms B and C have multiple-choice questions, and Form D contains short-answer questions.
- A computerized test bank in Windows and Mac formats is available for all chapters.
- A supplementary booklet, *The McGraw-Hill Guide to Presentation Graphics*, is available.

Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability of the ancillary materials, as some restrictions may apply.

## Acknowledgements

More than 100 instructors have reviewed this book in its successive editions. Their advice has not only shown me how to improve the book but also helped me improve my own classroom teaching. I am deeply grateful to the reviewers for their insights, encouragement, and willingness to help a colleague.

Though space does not permit a listing of all reviewers of previous editions, I would like to name those who gave me valuable feedback for this edition: Claire B. Gordon, Lincoln Land Community College; Gary Grassinger, Community College of Allegheny County; Richard Harrison, Kilgore College; Karen M. Inouye, Santa Barbara City College; Brenda Johns, North Idaho College; Dolores Jones, Charleston Southern University; Linda Larson, Mesa Community College; and Sandra Cheowa Mokine, Pikes Peak Community College. Special thanks are also due to Melvin H. Berry, Nicholls State University; Elizabeth A. Roberts, Ohio Northern University; and Deborah Smith-Howell, University of Nebraska at Omaha, for their helpful comments.

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I am indebted to the hundreds of students in my public speaking classes over the years who have made teaching this course a pleasant and rewarding task. From them I have drawn most of the examples of classroom speeches.

And for their support and patience, special thanks to my wife Merrell and to our children, Jess, Jim, and June.

Hamilton Gregory

For updates and additional information, visit McGraw-Hill's Web site ([www.mhhe.com](http://www.mhhe.com)). At the site, follow links (Communications, Speech Communication, Public Speaking) to find the *Public Speaking for College and Career* Web page.



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