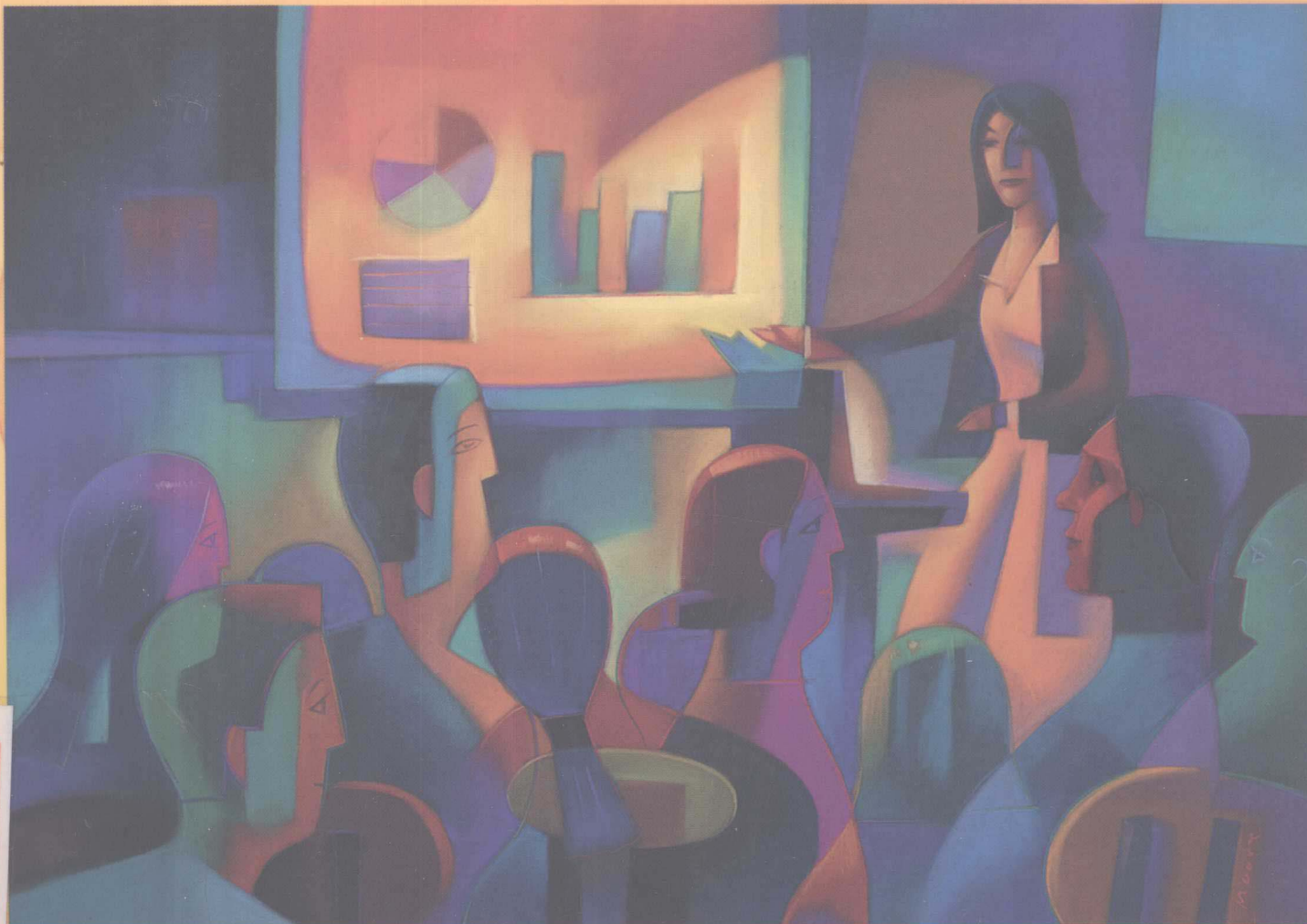


THE
Essential
ELEMENTS OF
PUBLIC SPEAKING



Joseph A. DeVito

Essential **The Elements of Public Speaking**

Joseph A. DeVito

*Hunter College of the
City University of New York*



Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

Senior Editor: Karon Bowers
Senior Development Editor: Ellen Darion
Associate Development Editor: Alyssa Pratt
Editorial Assistant: Jennifer Trebby
Marketing Manager: Mande Eckersley
Production Editor: Michael Granger
Editorial Production Service: Nesbitt Graphics, Inc.
Composition Buyer: Linda Cox
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles
Electronic Composition: Nesbitt Graphics, Inc.
Photo Research: Julie Tesser

For related titles and support materials, visit our online catalog at www.ablongman.com.

Copyright © 2003 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn & Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in unintended typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

DeVito, Joseph A.
The essential elements of public speaking / Joseph A. DeVito
p.cm
Includes bibliographical references (p.) and index.
ISBN 0-205-33800-3.
1. Public speaking. I. Title

PN4129.15 .D48 2003
808.5'1—dc21 2002019561

Photo credits appear on pages xix–xx, which constitute an extension of the copyright page.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 [RRD-OH] 07 06 04 03 02

Welcome to

Essential The Elements of Public Speaking

Public speaking is one of the most important courses you'll take in your entire college career. *The Essential Elements of Public Speaking* will guide you through this exciting and challenging course. It will help you master skills that enable you to give effective informative, persuasive, and special occasion speeches and to listen more critically to the speeches of others. But it also will help you to increase your personal and social communication abilities and enhance a wide variety of academic and professional skills such as organization, research, and language usage.

This text was designed to help you develop effective public speaking skills as efficiently as possible. Despite its relatively brief length, this book is a complete learning package and covers the entire range of topics in public speaking.

MAIN FEATURES OF THE ESSENTIAL ELEMENTS OF PUBLIC SPEAKING

Among the main features of this text are

1. an early, brief overview of the steps in public speaking
2. critical listening/thinking links
3. research links
4. ethics cases
5. using technology suggestions
6. strategy discussions

7. self-appraisal tests
8. an emphasis on the cultural dimensions of public speaking.

In addition, in each chapter there are summaries of the contents, vocabulary quizzes, and suggested exercises to help you learn and internalize the material presented throughout this text and your public speaking course.

Brief Overview of the Steps in Public Speaking

In the first chapter, the 10 steps for preparing a public speech are presented so that you can begin delivering speeches almost immediately. Here you'll learn to:

- ◆ select your topic and purpose
- ◆ analyze your audience
- ◆ research your topic
- ◆ develop your thesis and major propositions
- ◆ support your major propositions
- ◆ organize your speech materials
- ◆ word your speech
- ◆ construct your conclusion, introduction, and transitions
- ◆ rehearse your speech
- ◆ deliver your speech

The remaining chapters elaborate on these steps and will help you to gradually refine and perfect your public speaking skills.

Critical Listening/Thinking Links

40 CHAPTER 2 Listening and Criticism

<http://www.ablongman.com/devito>

CRITICAL LISTENING/THINKING LINK

Listening to Criticism

Listening to criticism is difficult. Here are some suggestions for making listening to criticism easier and more effective.

Accept the Critic's Viewpoint. Criticism is the listener's perception. Because of this, the critic is always right. If the critic says that he or she wasn't convinced by your evidence, it doesn't help to identify the 10 or 12 research sources that you used in your speech; this critic was simply not convinced. Instead, consider why your evidence was not convincing. Perhaps you didn't make clear how the evidence was connected to your thesis or perhaps you raced through it too quickly.

Listen Openly. Public speaking is highly personal and so it's tempting to block out criticism. If you do, however, you'll lose out on useful suggestions for improvement. So, listen openly to criticism and make the critic know that you're really listening to what they have to say. In this way

you'll encourage the critics to share their perceptions more freely; in the process you'll gain valuable insights into how you come across to an audience.

Separate Speech Criticism from Self-Criticism. Recognize that when some aspect of your speech is criticized, your personality or your worth as an individual isn't being criticized or attacked.

Seek Clarification. If you don't understand the criticism, ask for clarification. If you're told that your specific purpose was too broad, and it's unclear how you might improve it, ask the critic how you might narrow it.

Getting Critical. How would you describe the last time you received criticism? Did you follow the suggestions offered here? If not, how would the situation have changed if you did follow these simple suggestions?

Public speaking is a two-way process; not only is it important to learn to develop and deliver public speeches but it's also important to develop critical listening and critical thinking skills for your role as a receiver of public messages. Because of this, 19 Critical Listening/Thinking Links are presented throughout the text to highlight the skills for critically evaluating what you hear. A complete list of these Critical Listening/Thinking Links is presented in the Specialized Contents.

In addition, a 25-question guide to listening and criticism appears inside the covers. This will provide a ready reference to help you check your own speeches and also to help you formulate and express criticism of the speeches of others.

Research Links

RESEARCH LINK

News Sources

Often you'll want to read reports on accidents, political speeches, congressional actions, obituaries, financial news, international developments, United Nations actions, or any of a host of other topics. Or you may wish to locate the time of a particular event and learn something about what else was going on in the world at that particular time. For this type of information you may want to consult a reliable newspaper. Especially relevant are newspaper indexes, newspaper databases, newspaper and magazine websites, news wire services, and news networks on line.

(1) **Newspaper Indexes.** One way to start a newspaper search is to consult one of the newspaper indexes, for example, the *National Newspaper Index*, which covers 27 newspapers, including the *Christian Science Monitor*, the *New York Times*, the *Wall Street Journal*, the *Los Angeles Times*, and the *Washington Post*. Each of these newspapers also has its own index.

(2) **Electronic Newspaper Databases.** Many newspapers can be accessed online or through CD-ROM databases to which your college library probably subscribes. The *New York Times* database, for example, contains complete editorial content of the paper, one of the world's most comprehensive newspapers. All aspects of news, sports, editorials, columns, obituaries, New York and regional news, and The *New York Times Book Review* and The *New York Times Magazine* are included.

(3) **Newspaper and News Magazine Websites.** Most newspapers now maintain their own websites from which you can access current and past issues. (Here are a few to get you started: www.latimes.com/ [*Los Angeles Times*],

www.usatoday.com/ [*USA Today*], <http://journal.link.wsj.com/> [*The Wall Street Journal*], and www.nytimes.com/ [*The New York Times*]. The *Washington Post* (www.washingtonpost.com/) maintains an especially extensive website; the accompanying web page will give you an idea of the enormous amount of information it provides. Two particularly useful websites are <http://www.newslink.org/>, which provides access to a variety of online newspapers and magazines, and <http://www.hottlinks.com/>, which provides links to over 1,000 daily, over 400 weekly, and over 100 international newspapers (www.naa.org/hottlinks/index.asp).

(4) **News Wire Services.** Three wire services should prove helpful. The Associated Press can be accessed at <http://www.ap.com/>. Reuters at <http://www.reuters.com/>, and PR Newswire at <http://www.prnewswire.com/>. The advantage of getting your information from a news wire service is that it's more complete than you'd find in a newspaper which has to cut copy to fit space requirements and, in some cases, may put a politically or socially motivated spin on the news.

(5) **News Networks Online.** All of the television news stations maintain extremely useful websites. Here are some of the most useful: Access CNN at <http://www.cnn.com/>, ESPN at <http://www.espn.com/>, ABC News at <http://www.abcnews.com/>, newsflash, CBS News at <http://www.cbs.com/news/>, MSNBC News at <http://www.msnbc.com/news/>.

continued

Research is essential to an effective public speech and, of course, to your entire college and professional career. So, knowing how to conduct research

and how to evaluate it are crucial skills that are essential to, but not limited to, public speaking. Rather than appearing in a traditional dense chapter, discussions of research appear throughout the text in 26 Research Link boxes—about 2 per chapter. These Research Links are presented in a progression, from general research principles in early chapters to the more specialized ones in later chapters. In this way, you'll be better able to digest this material and gradually practice the research strategies. By the end of the course, you will have mastered a detailed arsenal of research techniques that will help you throughout your college courses and into your professional life. A complete list of these Research Links is presented in the Specialized Contents.

A Case of Ethics

206 CHAPTER 9 Informing Your Audience

<http://www.ablongman.com/devito>

A CASE OF ETHICS

Using Another's Work

In an economics course you took at another school, you received a handout that very clearly explains the relationship of interest rates to stock prices, the very topic about which you're going to give your speech. Would it be ethical to use this handout to support one of your propositions without saying where you got it and who prepared it and allow your audience to draw the conclusion that you prepared it yourself? If not, how might you use this handout effectively and ethically? Would you have to secure permission from the original author? More generally, what ethical guidelines should govern materials a speaker distributes to listeners?

Because public speaking is such a powerful medium and one that can have enormous consequences, it's essential to consider its moral implications. In this book, each chapter contains A Case of Ethics box that describes a situation that raises an ethical issue and asks how you would respond. By the end of the text, you should have formulated a clear and defensible ethical standard to govern your own public speaking. A list of these ethics boxes appears in the Specialized Contents.

Using Technology

politics, culture, age, gender, and so on. To gain an understanding of these characteristics, you'll gain insight into their attitudes, beliefs, and values and this in turn will enable you to better tailor your speech to these specific listeners. (You may find it helpful to examine the concepts of "audience attitudes, beliefs, and values" at www.ablongman.com/devito.)

To learn about your audience, analyze their demographic or sociological characteristics and then their psychographic or psychological make up. First, however, let's look at some general ways you can seek out audience information: observation, data collection, interviewing, and inference (Sprague & Stuart, 1996).

Observe. Think about your audience. What can you infer about, say, their economic status from their clothing and jewelry? Might their clothing reveal any conservative or liberal leanings? Might clothing provide clues to attitudes on economics or politics? What do they do in their free time? Where do they live? What do they talk about? Are different cultures represented? Does this give you any clue as to what their interests or concerns might be?

Collect Data Systematically. A useful means for securing information about your audience is to use a questionnaire. Let's say you took a course in web design and were thinking about giving an informative speech on ways to design effective web pages. One thing you'd need to know is how much your audience already knows. This will help you judge the level at which to approach the topic, information that you can assume, terms you need to define, and so on. You might also want to know how much experience the audience members have had with web pages, either as users or as designers. To help you answer these and other relevant questions you might compose a questionnaire.



Using Technology

Visit one of the major polling organizations' websites where you'll find a wide variety of information on all sorts of attitudes and opinions on economics, business, politics, lifestyle, buying habits, and more. The Cornell Institute for Social and Economic Research maintains a useful website linked to a wide variety of polls and surveys of www.cornell.edu/info/polls.html. Or visit one of the more established polls such as the Gallup Organization at <http://www.gallup.com>, the Roper Center for Public Opinion Research at <http://www.ropocenter.unc.edu>, or the National Opinion Research Center at www.norc.uchicago.edu. Can you find a poll that would have provided useful information for a speech presented in this case?

Because we're living in a time when technology dominates just about every aspect of our lives—and public speaking is no exception—technology is discussed throughout the text. In addition, several Using Technology suggestions appear in the margins of each chapter. These items ask you to use the Internet (for the most part) to discover more about the topic or to uncover a variety of specific information. By the end of the course, you should feel comfortable researching just about any topic, using the latest and most efficient research tools.

When using the Internet, keep two cautions in mind. First, the Internet is constantly changing. URLs that are popular today may be shut down when you go to access them. This is simply one of the problems with such a huge and volatile system. Part of the art of Internet research is to work around these problems and to locate the same or similar information on other websites. Second, information on the Internet varies from the most scientifically accurate to the downright wrong and purposely misleading. Throughout this text, we offer suggestions for evaluating Internet information to provide you with the tools necessary to distinguish what is and what is not reliable.

Developing Strategies

Analyzing Audience Sociology 103

Interview Members of Your Audience In a classroom situation, this is easily accomplished. But, if you're to speak to an audience of strangers, you might interview those who know the audience members better than you. For example, you might talk with the person who invited you to speak.

Use "Intelligent Inference and Empathy" Use your knowledge of human behavior and human motivation and try to adopt the perspective of the audience (Sprague & Stuart, 1996). For example, let's say you're addressing the entire teaching staff of your college on the need to eliminate (or expand) affirmative action. What might you infer about your audience? Are they likely to be in favor of affirmative action or be opposed to it? Can they be easily classified in terms of their liberal-conservative leanings? How informed are they likely to be about the topic, and about its advantages and disadvantages? How would you feel about affirmative action if you were teaching at your college?

DEVELOPING STRATEGIES

Javier is considering speaking on one of the following topics. He wonders, first, what attitudes the class members have on these topics and, second, how he can adjust his speech to this class on the basis of these (predicted) attitudes. What advice would you give Javier for any one of these topics?

- support the National Rifle Association in its efforts to fight gun control
- the values of cross cultural friendship and romantic relationships
- the need for the college to make condoms available to all students

ANALYZING AUDIENCE SOCIOLOGY

Let's look at five major sociological or demographic variables: (1) cultural factors, (2) age; (3) gender; (4) educational and intellectual levels; and (5) religion and religiousness. The accompanying website (www.abacon.com/pubspeak) click

Tools for Audience Analysis
(www.abacon.com)

Throughout the public speaking process, you'll be confronted with choice points where you have to make decisions as to what to say or how to say it. To help you in this essential process, several Developing Strategies items appear in the margins of each chapter. As you seek to weigh the various options and the evidence and argument bearing on each, you'll fine tune the skills you need for preparing and presenting effective speeches.

Test Yourself

MANAGING YOUR APPREHENSION

Apprehension in public speaking is normal. Everyone experiences some degree of fear in the relatively formal public speaking situation. After all, in public speaking you're the sole focus of attention and are usually being evaluated for your performance. Experiencing fear or anxiety isn't strange or unique.

Although you may at first view apprehension as harmful, it's not necessarily so. In fact, apprehension can work for you. Fear can energize you. It may motivate you to work a little harder to produce a speech that will be better than it might have been. Further, the audience cannot see the apprehension that you might be experiencing. Even though you may think that the audience can hear your heart beat faster and faster, they can't. They can't see your knees tremble. They can't sense your dry throat—at least not most of the time.

You may wish to pause here and take the accompanying apprehension test to measure your own level of fear of public speaking.

TEST YOURSELF

How Apprehensive Are You in Public Speaking?

This questionnaire consists of six statements concerning your feelings about public speaking. Indicate the degree to which each statement applies to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. There are no right or wrong answers. Don't be concerned that some of the statements are similar to others. Work quickly; just record your first impression.

- ____ 1. I have no fear of giving a speech.
- ____ 2. Certain parts of my body feel very tense and rigid while giving a speech.
- ____ 3. I feel relaxed while giving a speech.

Using Technology

Visit the Gallup Organization's web site at <http://www.gallup.com/> and look for information on common fears that people have. Where does public speaking rank?

Fifteen self-tests, called Test Yourself, are interspersed throughout the text; these tests will promote active learning and also personalize the material for you. They'll help you assess those qualities that will help you master speaking in public. For example, in these tests you'll be encouraged to explore your own level of communication apprehension (Chapter 1), your openness to intercultural communication (Chapter 5), your research competencies (Chapter 9), and your leadership qualities (Chapter 12).

Culture

The effectiveness of public speaking principles will vary from one culture to another. Not all cultures respond to speakers in the same way. For example, in some cultures, a speaker who is modest and appears unassuming will be responded to very positively; in other cultures this speaker will be seen as weak and lacking in confidence. A direct style will prove clear and persuasive in some cultures but may appear invasive and inappropriate in others. As a result of the tremendous variations from one culture to another in the way in which public speeches and speakers are responded to, cultural insights are integrated in each of the 12 chapters. Among the issues discussed are how members of different cultures give and respond to public criticism (Chapter 2), the cultural factors to consider in analyzing different audiences (Chapter 5), and the cultural differences in emotional and credibility appeals (Chapter 10).

Summary of Concepts and Skills

How did you do? The number of ways of handling each situation is a measure of your flexibility. The more ways you can think of, the more flexible you are.

What will you do? If possible, share your responses with others in small groups or with the class as a whole. You should find that the group is a lot more flexible than any one person, that is, the group as a whole will come up with more possibilities than would any one individual. Can you think of other situations where flexibility would come in handy?

Summary of Concepts and Skills

In this chapter we covered ways to organize the body of the speech: prepare the introduction, conclusion, and transitions and outline the speech.

In organizing the body of the speech:

- ◆ Select your propositions.
 - Select propositions that are most important to your thesis.
 - Combine those that have a common focus.
 - Select those that are most relevant to your audience.
 - Use few propositions (two, three, or four work best).
 - Phrase your propositions in parallel style.
 - Separate your propositions, avoiding any overlap.
- ◆ Organize your propositions.
 - In a temporal pattern your main ideas are arranged in a time sequence.
 - In a spatial pattern your main ideas are arranged in a space pattern—for example, left to right.
- ◆ In a topical pattern your main ideas (equal in value and importance) are itemized.
- ◆ In a problem-solution pattern your main ideas are divided into problems and solutions.
- ◆ In a cause-effect pattern your main ideas are arranged into causes and effects.
- ◆ In a motivated sequence pattern your main ideas are arranged into five steps: attention, need, satisfaction, visualization, and action.
- ◆ Additional patterns include: structure-function, comparison-and-contrast, pro-and-con (advantages and disadvantages), claim and proof, multiple definition, and Who? What? Why? Where? When?
- ◆ In selecting an organizational pattern take into consideration the cultural composition of your audience, especially the extent to which they are from low-context or high-context cultures.

Construct your introduction, conclusion, and transitions.

- ◆ Construct your introduction so that it

Public Speaking Exercises

might not get adopted if those to wait for someone of the same race—must be considered first. Adoption (regardless of race) is good for the child and therefore is a positive social process. Those opposed to interracial adoption argue that children need to be raised by those of the same race if the child is to develop self-

the sole criterion to promotion, police schools, etc. and that affirmative action is just reverse racism; one form of injustice cannot correct another form of injustice.

10.2 Analyzing a Speech

The Perils of Philanthropy Upendri Gunasekera

"Save the Children has touched the lives of millions of children and their families around the world with the help of caring people like you! You can help stop the suffering and give deserving children in need a better life today and hope for the future." Sponsor a child like this girl, Korotoumou Kone, a nine-year-old Malian, for \$20 a month, just 67 cents a day, to provide for some of her basic needs.

But what if I were to tell you that only three months after your sponsorship began, the girl died. In fact, *The Chronicle of Philanthropy*, March 26, 1998, reported that the *Chicago Tribune* journalist who sponsored this child through Save the Children, went to Mali to check up on the girl, and found she had died nearly two years earlier. Save the Children never bothered to inform the reporter that the intended recipient of her generosity was dead. Oops.

The Chronicle of Philanthropy goes on to state that as of January 14, 1999, 400,000 Americans were child supporters, donating \$400 million each year through these programs. Was the money they sent to those charities received by the hunger stricken children we see on TV? All too often, the answer is a resounding NO. The truth is that in the last year alone, the *Chicago Tribune* found 24 other children

What do you think of the opening "attention getter"? Did it gain your attention? Did it make you want to hear or read more?

Each chapter ends with a series of summary statements to help you fix in your mind the key concepts of the chapter. You may find it helpful to review these summary statements before reading the chapter to get a fairly detailed overview of what's covered in the chapter, then to read the chapter, and then re-read the summary.

Vocabulary Quiz

Persuasive speeches can be analyzed in terms of fact, value, and policy:

- ◆ Speeches of fact focus on what is or is not true.
- ◆ Speeches of value focus on what you consider good or bad, just or unjust.

Vocabulary Quiz

The Persuasive Speech

Match the terms dealing with the persuasive speech with their definitions. Record the number of the definition next to the appropriate term.

- _____ competence
- _____ motive
- _____ charisma
- _____ evidence
- _____ identification
- _____ character
- _____ argument
- _____ speaker credibility
- _____ hierarchy of needs

1. A persuasive strategy in which the speaker stresses his or her similarity with the audience.
2. Evidence plus a conclusion.
3. Reasons in support of a proposition or conclusion.
4. Needs or desires that lead people to act in ways that enable them to achieve these needs or desires.
5. A view of motives holding that certain motives are more basic than others and that only the most basic unfulfilled needs motivate behavior.
6. The persuasiveness of a person, apart from anything the person says or does.
7. The knowledge and expertise that an audience sees a speaker possessing.
8. The morality and good will that an audience feels a speaker possesses.
9. The speaker's personality or dynamism that an audience perceives.

Because knowing the specialized vocabulary of a discipline will help you think about and talk about the material more effectively, each chapter ends with a 10-item matching column of the chapter's vocabulary.

Each chapter ends with two or more exercises. The last exercise in each chapter is Analyzing a Speech, where a complete speech plus annotations and questions are presented. These speeches are presented as models of effectiveness and will show you what an excellent speech looks like. The annotations will help guide you through the essential elements of public speaking. The other exercises will help you work actively with the material covered in the text.

Emphasis on Technology

Throughout *The Essential Elements of Public Speaking*, you'll find an emphasis on using the latest technology, for example:

- ◆ Research Links, which cover research strategies and resources, emphasize using the latest technology, especially online sources. Thus, researching with online encyclopedias, almanacs, academic research articles, government publications, and museum collections is considered in detail. Similarly, researching through the World Wide Web, e-mail, listservs, newsgroups, and chat groups is thoroughly explored.
- ◆ Using Technology marginal notes offer suggestions for online research.
- ◆ A number of Critical Listening/Thinking Links focus on technological research, offering suggestions for evaluating materials found on the Internet where anyone can publish.

- ◆ PowerPoint technology is featured in Chapter 4. Here the values of computer assisted presentations in public speaking are discussed along with suggestions for preparing slides and presenting them to an audience. A complete slide show speech (prepared in PowerPoint) is presented as an example. In addition, samples of speaker's notes and handouts, prepared from the PowerPoint presentation, are provided.
- ◆ Sample web pages are presented throughout the text to visually stress the importance of Internet materials and also to highlight some of the best websites for research.

Technology Integration

One of the major and most interesting development in textbooks is the integration of the textbook with the technology. *The Essential Elements of Public Speaking* comes with extensive technology support that complements the material presented in this text and the typical introduction to public speaking course. As you'll see, this text's website and the accompanying CD-ROM provide robust content. It is not intended that every student would read the text, the website, and all of the contents accessed from the CD-ROM. Rather, the accompanying technology-based materials are designed to offer extra avenues for pursuing topics raised in the text. These topics interest a wide variety of students and address many course objectives.

ANCILLARIES/ SUPPLEMENTARY MATERIALS

Instructor Supplements

Print Supplements

- ◆ **Instructor's Manual/Test Bank** by James Benjamin of the University of Toledo, includes chapter overviews, objectives, a wealth of valuable classroom activities, and suggestions for further reading. The Test Bank contains hundreds of challenging multiple-choice, true-false, short answer, and essay questions along with an answer key. The questions closely follow the text chapters and are cross-referenced with corresponding page numbers.
- ◆ **Computerized Test Bank** The printed Test Bank is also available electronically through our computerized testing system, TestGen EQ. The fully networkable test generating software is now available on a multi-platform CD-ROM. The user-friendly interface enables instructors to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in a preferred order.
- ◆ **The ESL Guide for Public Speaking** by Debra Gonsher Vinik of Bronx Community College of the City University of New York. This guide provides strategies and resources for instructors teaching in a bilingual or multi-lingual classroom. It also includes suggestions for further reading and a list of related websites.
- ◆ **A Guide for New Public Speaking Teachers: Building Toward Success, Second Edition** by Calvin L. Troup, Duquesne University. This guide helps new instructors learn to effectively manage, organize, and teach the public speaking course.
- ◆ **Allyn & Bacon Public Speaking Transparency Package** This set, produced using PowerPoint, includes 100 full-color transparencies.
- ◆ **Great Ideas for Teaching Speech** by Raymond Zeuschner of California Polytechnic State University. This book provides descriptions of and guidelines for assignments successfully used by experienced public speaking instructors in their classrooms.

Electronic Supplements

- ◆ **Allyn & Bacon Digital Media Archive for Communication, Version 2.0** This CD-ROM offers still images, video excerpts, and assorted lecture resources that can be incorporated into multimedia presentations in the classroom.
- ◆ **PowerPoint Presentation Package for *The Essential Elements of Public Speaking*** (available on the Web: www.ablongman.com/ppt) by Dan Cavanaugh. This text-specific package consists of a collection of lecture outlines and images keyed to every chapter in the text.
- ◆ **Allyn & Bacon PowerPoint Presentation for Public Speaking** (available on the Web: www.ablongman.com/ppt). This PowerPoint presentation includes 125 slides and a brief User's Guide.

- ◆ **Allyn & Bacon Student Speeches Video Library** Instructors have their choice of one video from a collection of seven that includes three 2-hour American Forensic Association videos of award-winning student speeches and four videos with a range of student speeches delivered in the classroom. Some restrictions apply.
- ◆ **Allyn & Bacon Public Speaking Key Topics Video Library** This library contains three videos that address core topics covered in the classroom: Critiquing Student Speeches, Speaker Apprehension, and Addressing Your Audience. Some restrictions apply.
- ◆ **Allyn & Bacon Public Speaking Video** This video includes excerpts of classic and contemporary public speeches and student speeches to illustrate the public speaking process.
- ◆ **Allyn & Bacon Communication Video Library** A collection of communication videos produced by Film for the Humanities and Sciences. Contact your local Allyn & Bacon sales representative for ordering information. Some restrictions apply.
- ◆ **VideoWorkshop for Public Speaking Instructor's Learning Guide**, by Tasha Van Horn, Citrus College and Marilyn Reineck, Concordia University. This guide provides teaching suggestions and answers that will help instructors use the *Video Workshop for Public Speaking* CD-ROM in class. A correlation guide helps you relate the materials to your text, and the complete CD-ROM as well as pages from the Student Learning Guide are included. To learn more about VideoWorkshop, please visit www.ablongman.com/videoworkshop.
- ◆ **ContentSelect** Order access to ContentSelect for your students! This free research database, searchable by keyword, gives you immediate access to hundreds of scholarly journals and other popular publications. Visit www.ablongman.com/contentselect for more information.
- ◆ **Public Speaking in the Multicultural Environment, Second Edition** by Devorah A. Lieberman, Portland State University. This booklet helps students learn to analyze cultural diversity within their audiences and adapt their presentations accordingly.
- ◆ **Speech Preparation Workbook** by Jennifer Dreyer and Gregory H. Patton, San Diego State University. This workbook takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides supplementary assignments and tear-out forms.
- ◆ **Outlining Workbook** by Reeze L. Hanson and Sharon Condon, Haskell Indian Nations University. This workbook includes activities, exercises, and answers to help students develop and master the critical skill of outlining.
- ◆ **Brainstorms Booklet** by Joseph A. DeVito. A guide to thinking more creatively about communication or anything else; a perfect complement to the text's unique emphasis on critical thinking. Students will find nineteen practical, easy-to-use, creative thinking techniques along with insights into the creative thinking process.
- ◆ **Studying Communication** by Joseph A. DeVito. An introduction to the study of any of the forms of communication. This guide helps students learn how to conduct research and get the most out of the communication classroom—whether attending a lecture, taking notes, reading a textbook, taking a test, or writing the research paper.
- ◆ **ContentSelect: A Student's Guide for Speech Communication** This guidebook includes information on how to access and use ContentSelect, a research database, as well as tips for conducting searches and citing research materials in a paper.
- ◆ **iSearch: Speech Communication** This resource guide for the Internet covers the basics of using the Internet, conducting Web searches, and critically evaluating and documenting Internet sources. It also contains Internet activi-

Student Supplements

Print Supplements

- ◆ **Preparing Visual Aids for Presentations, Third Edition** by Dan Cavanaugh. This 32-page booklet provides ideas to improve presentations,

ties and URLs specific to the discipline of speech communication.

- ◆ **VideoWorkshop for Public Speaking Student Learning Guide** This combination *Video Workshop Student Learning Guide* and CD-ROM package contains all the materials students need to get started: CD-ROM containing specially selected video clips of student speeches and a tear-out page workbook with Learning Objectives, Web Links, Observation Questions, Next Step Questions, and a multiple choice quiz.

Electronic Supplements

- ◆ **Interactive Speechwriter Software, Version 1.1 (Windows and Macintosh)** by Martin R. Cox. This interactive software package for student purchase provides supplemental material, writing templates (for the informative, persuasive, and motivated sequence speeches, as well as for outlines), sample student speeches (text only), and more!
- ◆ **Speech Writer's Workshop CD-ROM 2.0** This interactive software will assist students with speech preparation and will enable them to write better speeches. The software includes four separate features: (1) a speech handbook with tips for researching and preparing speeches plus information about grammar, usage, and syntax, (2) a speech workshop which guides students through the speech-writing process and includes a series of questions at each stage, (3) a topics dictionary containing hundreds of speech ideas—all divided into sub-categories to help students with outlining and organization, and (4) a citation database that formats bibliographic entries in MLA or APA style.
- ◆ **Companion Website with Online Practice Tests** (<http://www.ablongman.com/devito>) by Elsa Peterson. The text-specific website includes an online study guide with practice tests and weblinks.
- ◆ **The Essential Elements of Public Speaking Resource CD-ROM** This CD-ROM includes self-tests, skill-building exercises, and extensions and elaborations on the text, all written by Joseph DeVito.
- ◆ **VideoWorkshop for Public Speaking CD-ROM** This CD-ROM, available only in the Student

Learning Guide or the Instructor's Teaching Guide for this VideoWorkshop, contains video clips from student speeches that have been specially chosen to illustrate the various steps in the public speaking process.

ACKNOWLEDGMENTS

Many people deserve credit for this book and it's my pleasure to acknowledge them. Editor Karon Bowers gave me the freedom to write the book I wanted and supported it with state of the art ancillaries. Her advice throughout the process was always valuable. Developmental editor Ellen Darrion offered many helpful suggestions throughout the process. I'm grateful to Michael Granger, production editor, Tom Conville, project editor for Nesbitt Graphics, and Alyssa Pratt, who handled supplements. I also thank Julie Tesser, photo researcher, for finding the great photos that appear here, and Jennifer Trebby, editorial assistant.

I also owe a great debt to the reviewers who carefully reviewed this manuscript at various stages and who gave freely of their insights. I incorporated many of their suggestions and the book is much improved for them. Thanks to Mary Helen Brown, Auburn University; James J. Floyd, Central Missouri State University; Reeze L. Hanson, Haskell Indian Nations University; Douglas B. Hoehn, Community College of Philadelphia; David Hudson, Golden West College; Teresa Minter, Ranger College; Patti A. Redmond, Sacramento City College; David Walker, Middle Tennessee State University; Karen Wilking, Rochester Community and Technical College; Kent L. Zimmerman, Sinclair Community College.

PHOTO CREDITS

Chapter 1

Page 1: Suzanne Dunn/Syracuse Newspapers/The Image Works; 3: Tom McCarthy/PhotoEdit; 17: Halebran/Liasion; 20: David J. Sams/Stock Boston

Chapter 2

Page 28: Michelle D. Bridwell/Photo Edit; 35: Bonni Kamin/PhotoEdit; 37: Charles Suzuki/The Picture Cube; 42: AP/Wide World Photos

Chapter 3

Page 50: Kindra Clineff/The Picture Cube; 54: The Everett Collection; 59: Susan Van Etten/PhotoEdit; 65: Reuters NewMedia Inc./Corbis

Chapter 4

Page 72: Bob Mahoney/The Image Works; 77: Robert Brenner/PhotoEdit; 82: Gazin/The Image Works; 93: Bob Mahoney/The Image Works

Chapter 5

Page 100: David Young-Wolff/PhotoEdit; 105: Reuters/Gary Hershorn/Archive Photos; 110: David Young-Wolff/PhotoEdit; 116: Gary Conner/PhotoEdit

Chapter 6

Page 123: David Young-Wolff/PhotoEdit; 134: Michael Newman/PhotoEdit; 139: Bob Daemmrich/Stock Boston; 142: Charles Gupton/Stock Boston

Chapter 7

Page 159: David Young-Wolff/PhotoEdit; 167: PhotoEdit; 169: T. Russell/Sygma; 174: Michael Newman/Photo Edit

Chapter 8

Page 183: Bob Daemmrich/Stock Boston; 185: Robert Harbison; 189: Mark Richards/PhotoEdit; 194: Consolidated/Archive Photos

Chapter 9

Page 204: Mark Richards/PhotoEdit; 207: Bary King/Gamma Liaison; 214: A. Ramey/PhotoEdit; 216: Mark Richards/PhotoEdit

Chapter 10

Page 223: James Marshall/The ImageWorks; 228: AFP/Corbis; 236: Randi Anglin/The Image Works; 241: © 2001 Warner Bros. All Rights Reserved

Chapter 11

Page 253: Matthew Cavanaugh/AP/Wide World Photos; 258: Kim D. Johnson/AP/Wide World; 262: Robert Mecea/Getty Images

Chapter 12

Page 274: Paula Lerner/The Picture; 279: Stone/Getty Images; 285: Ryanstock/FPG International/Getty Images; 288: The Everett Collection

Brief Contents

Detailed Contents v

Specialized Contents x

Welcome to *The Essential Elements of Public Speaking* xiii

- 1 Introducing Public Speaking 1
- 2 Listening and Criticism 28
- 3 Selecting Your Topic, Purpose, and Thesis 50
- 4 Using Supporting Materials and Visual Aids 72
- 5 Analyzing and Adapting to Your Audience 100
- 6 Organizing Your Speech 123
- 7 Wording Your Speech 159
- 8 Delivering Your Speech 183
- 9 Informing Your Audience 204
- 10 Persuading Your Audience 223
- 11 Developing Special Occasion Speeches 253
- 12 Speaking in Small Groups 274

References 293

Index 295

Detailed Contents

Specialized Contents x

Welcome to *The Essential Elements of Public Speaking* xiii

CHAPTER 1 Introducing Public Speaking

Studying Public Speaking 2

 The Benefits of Public Speaking 3

 The Essential Elements of Public Speaking 3

 Culture, Gender, and Public Speaking 8

Managing Your Apprehension 9

 Reduce Apprehension by Reversing the Factors
 That Cause Apprehension 10

 Reduce Apprehension with Performance
 Visualization 11

 Reduce Apprehension by Systematically
 Desensitizing Yourself 12

Preparing a Public Speech: In Brief 13

 Select Your Topic and Purpose 13

 Analyze Your Audience 14

 Research Your Topic 15

 Develop Your Thesis and Major Propositions 15

 Support Your Propositions 15

 Organize Your Speech Materials 17

 Word Your Speech 18

 Construct Your Introduction, Conclusion, and
 Transitions 19

 Rehearse Your Speech 20

 Deliver Your Speech 20

Summary of Concepts and Skills 20

Vocabulary Quiz: Introducing Public
 Speaking 21

Public Speaking Exercises 22

 1.1 Constructing a Speech 22

 1.2 Getting Started with the Speech of Self or
 Other Introduction 22

 1.3 Analyzing a Speech 24

CHAPTER 2 Listening and Criticism

Listening to Speeches 29

 What Is Listening? 30

 Culture and Listening 32

 Guidelines for Listening More Effectively 35

Criticizing Speeches 38

 What Is Criticism? 39

 Culture and Criticism 40

 Guidelines for Criticizing More Effectively 41

Summary of Concepts and Skills 46

Vocabulary Quiz: Listening and Criticism 46

Public Speaking Exercises 47

 2.1 Do You Really Remember What You
 Hear? 47

 2.2 Understanding Your Own Listening
 Barriers 47

 2.3 Analyzing a Speech 47

CHAPTER 3 Selecting Your Topic, Purpose, and Thesis

- Your Topic 51
 - Finding Topics 51
 - Limiting Topics 54
- Your Purpose 58
 - General Purposes 58
 - Specific Purposes 59
- Your Thesis 61
 - Use Your Thesis to Generate Main Ideas 64
 - Use Your Thesis to Suggest Organizational Patterns 65
 - Use Your Thesis to Focus Audience Attention 65
 - Summary of Concepts and Skills 66
 - Vocabulary Quiz: Topics, Purposes, and Theses 67
 - Public Speaking Exercises 67
 - 3.1 Brainstorming for Topics 67
 - 3.2 Limiting Topics 67
 - 3.3 Analyzing a Speech 67

CHAPTER 4 Using Supporting Materials and Visual Aids

- Examples 73
- Narration 74
- Testimony 76
- Statistics 77
- Presentation Aids 79
 - Types of Presentation Aids 79
 - The Media of Presentation Aids 83
 - Preparing Presentation Aids 85
 - Using Presentation Aids 86
 - Computer Assisted Presentations 87
 - Summary of Concepts and Skills 94
 - Vocabulary Quiz: Supporting Materials 95
 - Public Speaking Exercises 96
 - 4.1 Amplifying Statements 96
 - 4.2 Analyzing Presentation Aids 96
 - 4.3 Analyzing a Speech 96

CHAPTER 5 Analyzing and Adapting to Your Audience

- Approaching Audience Analysis and Adaptation 101
- Analyzing Audience Sociology 103
 - Cultural Factors 104
 - Age 105
 - Gender 106
 - Educational and Intellectual Levels 107
 - Religion and Religiousness 108
 - Other Audience Factors 110
 - Context Characteristics 111
- Analyzing Audience Psychology 111
 - How Willing Is Your Audience? 112
 - How Favorable Is Your Audience? 112
 - How Knowledgeable Is Your Audience? 114
 - Analysis and Adaptation during the Speech 115
 - Focus on Listeners as Message Senders 115
 - Ask "What If" Questions 116
 - Address Audience Responses Directly 117
 - Summary of Concepts and Skills 117
 - Vocabulary Quiz: Audience Analysis and Adaptation 118
 - Public Speaking Exercises 118
 - 5.1 Analyzing an Unknown Audience 118
 - 5.2 Predicting Listeners' Attitudes 118
 - 5.3 Analyzing a Speech 119

CHAPTER 6 Organizing Your Speech

- The Body of the Speech** 124
 - Select and Word Your Propositions 124
 - Organize Your Propositions 126
- Introductions, Conclusions, and Transitions** 136
 - Introductions 136
 - Conclusions 140
 - Transitions 143
- Outlining the Speech** 144
 - Constructing the Outline 145
 - Three Sample Outlines 147

- A Brief Note on Organization and Flexibility 152
- Summary of Concepts and Skills 153
- Vocabulary Quiz: Organizing the Speech** 154
- Public Speaking Exercises** 154
 - 6.1 Generating Major Propositions 154
 - 6.2 Constructing Introductions and Conclusions 155
 - 6.3 Analyzing a Speech 155

CHAPTER 7 Wording Your Speech

- How Language Works** 160
 - Language Varies in Directness 160
 - Language Varies in Abstraction 161
 - Language Varies in Objectivity 161
 - Language Varies in Orality 162
 - Language Varies in Accuracy 163
- Choosing Words** 166
 - Clarity 166
 - Vividness 170

- Appropriateness 172
- Personal Style 176
- Phrasing Sentences** 177
- Summary of Concepts and Skills 178
- Vocabulary Quiz: Style** 178
- Public Speaking Exercises** 179
 - 7.1 Making Concepts Specific 179
 - 7.2 Talking about Cultural Identities 179
 - 7.3 Analyzing a Speech 179

CHAPTER 8 Delivering Your Speech

- Methods of Delivery** 184
 - Speaking Impromptu 184
 - Speaking from Manuscript 184
 - Speaking from Memory 185
 - Speaking Extemporaneously 185
- Effective Vocal Delivery** 187
 - Volume 187
 - Rate 187
 - Pitch 187
 - Articulation and Pronunciation 190
 - Pauses 191
- Effective Bodily Action** 192
 - Eye Contact 192
 - Facial Expression 193
 - Posture 193
 - Gestures 193
 - Movement 193

- Proxemics 194
- Using Notes 194
- Rehearsal: Practicing and Improving Delivery** 197
 - Research the Speech as a Whole 197
 - Time the Speech 197
 - Approximate the Actual Speech Situation 198
 - See Yourself as a Speaker 198
 - Incorporate Changes and Delivery Notes 198
 - Rehearse Often 198
- Summary of Concepts and Skills 198
- Vocabulary Quiz: Delivery** 199
- Public Speaking Exercises** 199
 - 8.1 Developing the Impromptu Speech 199
 - 8.2 Communicating Vocally but Nonverbally 200
 - 8.3 Analyzing a Speech 200

CHAPTER 9 Informing Your Audience

Guidelines for Informative Speaking 205

- Limit the Amount of Information 205
- Adjust the Level of Complexity 205
- Stress Relevance and Usefulness 205
- Relate New Information to Old 206
- Vary the Levels of Abstraction 207

The Speech of Description 208

- Strategies for Describing 208
- Developing the Speech of Description 211

The Speech of Definition 211

- Strategies for Defining 213

Developing the Speech of

- Definition 215

The Speech of Demonstration 215

- Strategies for Demonstrating 216

Developing the Speech of

- Demonstration 217

Summary of Concepts and Skills 218

Vocabulary Quiz: The Informative Speech 219

Public Speaking Exercises 219

9.1 Defining Terms 219

9.2 Analyzing a Speech 219

CHAPTER 10 Persuading Your Audience

Guidelines for Persuasive Speaking 224

- Anticipate Selective Exposure 224
- Ask for Reasonable Amounts of Change 224
- Identify with Your Audience 225
- Use Logical Appeals 226
- Use Emotional Appeals 228
- Use Credibility Appeals 232

Persuasive Speeches on Questions of Fact, Value, and Policy 236

- Questions of Fact 237
- Questions of Value 238
- Questions of Policy 240

Persuasive Speeches to Strengthen or Change Attitudes, Beliefs, or Values 243

- Strategies for Strengthening or Changing Attitudes, Beliefs, or Values 243

Developing the Speech to Strengthen or Change

- Attitudes, Beliefs, or Values 245

Persuasive Speeches to Stimulate

Action 246

- Strategies for Stimulating Action 247

Developing the Speech to Stimulate

Action 247

Summary of Concepts and Skills 248

Vocabulary Quiz: The Persuasive Speech 248

Public Speaking Exercises 249

10.1 Developing Persuasive

- Strategies 249

10.2 Analyzing a Speech 249

CHAPTER 11 Developing Special Occasion Speeches

Special Occasion Speeches 254

- The Speech of Introduction 254
- The Speech of Presentation or Acceptance 256
- The Speech to Secure Goodwill 258
- The Speech of Dedication 262
- The Commencement Speech 263
- The Eulogy 263
- The Farewell Speech 265
- The Toast 267

The Special Occasion Speech in Cultural Perspective 268

Summary of Concepts and Skills 269

Vocabulary Quiz: The Special Occasion Speech 270

Public Speaking Exercises 270

11.1 Developing the Speech of Introduction 270

11.2 Developing the Speech of Presentation/Acceptance 270

11.3 Developing the Speech to Secure Goodwill 271

11.4 Analyzing a Speech 271

CHAPTER 12 Speaking in Small Groups

| | |
|--|-----|
| Small Groups | 275 |
| Culture, Gender, and the Small Group | 275 |
| Problem Solving in Groups | 276 |
| The Nominal Group | 276 |
| The Delphi Group | 278 |
| The Quality Circle Group | 279 |
| The Idea Generation Group | 279 |
| The Focus Group | 280 |
| Members and Leaders in Small Groups | 281 |
| Members in Small Groups | 281 |
| Leaders in Small Groups | 284 |
| Presenting the Group's Thinking | 286 |
| General Speaking Guidelines | 286 |
| Speaking in the Panel Group | 287 |
| Speaking in the Symposium and Team Presentations | 287 |
| The Symposium-Forum Presentation | 288 |
| Oral and Written Reports | 288 |
| Summary of Concepts and Skills | 289 |
| Vocabulary Quiz: Speaking in Small Groups | 290 |
| Public Speaking Exercises | 290 |
| 12.1 Solving Problems in Groups | 290 |
| 12.2 Analyzing a Speech | 291 |
| References | 293 |
| Index | 295 |