

The background of the book cover is an abstract, textured composition. It features a central vertical band of warm, golden-yellow and orange tones, which appears to be a light source or a focal point. This central band is flanked by darker, more muted colors, including deep reds, browns, and hints of green and blue. The overall texture is painterly and expressive, with visible brushstrokes and a sense of depth. The title and authors' names are overlaid on this background.

MASTERING

Public Speaking

FIFTH EDITION

George L. Grice John F. Skinner

Mastering Public Speaking

Fifth Edition

George L. Grice

Radford University

John F. Skinner

San Antonio College



Boston New York San Francisco

Mexico City Montreal Toronto London Madrid Munich Paris

Hong Kong Singapore Tokyo Cape Town Sydney

Executive Editor: Karon Bowers
Developmental Editor: Carol Alper
Marketing Manager: Mandee Eckersley
Editorial Assistant: Jennifer Trebby
Associate Editor: Shannon Morrow
Editorial-Production Administrator: Joe Sweeney
Editorial-Production Service: WordCrafters Editorial Services, Inc.
Composition Buyer: Linda Cox
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles
Text Designer: Glenna Collett
Photo Researcher: Sue C. Howard
Text Composition: Omegatype Typography, Inc.

Copyright © 2004, 2001, 1998, 1995, 1993 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 the written permission of the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and 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 typographical errors.

Library of Congress Cataloging-in-Publication Data

Grice, George L.
Mastering public speaking / George L. Grice, John F. Skinner.—5th ed.
p. cm.
Includes index.
ISBN 0-205-38882-5
1. Public speaking. I. Title.

PN4129.15.G75 2004
808.5'1—dc21

2003040379

Printed in the United States of America

10 9 8 7 6 5 4 3 2 VHP 06 05 04 03

Mastering Public Speaking

Preface to the Student

The word began as the spoken word. Long before anyone devised a way to record messages in writing, people told one another stories and taught each other lessons. Societies flourished and fell, battles were waged and won—all on the basis of the spoken word. Ancient storytellers preserved their cultures' literature and history by translating them orally to eager audiences. Crowds might wander away from unprepared, unskilled speakers, but the most competent, skilled storytellers received widespread attention and praise.

After the development of script and print, people continued to associate marks on the page with the human voice. Even today, linked as we are by television, computer, and radio networks, a speaker standing at the front of a hushed room makes a special claim on our attention and our imagination. As you develop and deliver speeches in class—and in future years as you deliver reports, sell products, present and accept awards, or campaign for candidates—you continue an ancient oral tradition. This book is about the contract that always exists between a speaker and an audience, and about the choices you make in your roles as speaker and listener.

We developed this book with two principles in mind. First, public speaking, like ancient storytelling, requires a level of competence that develops from skills handed down from patient teacher to interested student. Yet this is more than a skills course. Although a working knowledge of skills is fundamental to your mastery of public speaking, the master speaker is principled as well as skilled. We want to instruct you in how to make wise choices as you select topics and then research, organize, practice, and deliver your speeches. Just as important, we want to spur you at each point in the speech-making process to think about why you make the choices you do.

Our second guiding principle has been most economically stated by British journalist and author Gilbert K. Chesterton: "There are no uninteresting subjects, there are only uninterested people." This book is for those who believe, as we do, that the lessons we have to teach one another can enrich the lives of every listener. The student of art history can learn from the business major, just as the business student learns from the art historian. This course will give you the chance to investigate subjects that appeal to you, but it demands far more than telling what you already know. We admire the advice of the author who said recently, "Teachers of creative writing have got it all wrong when they say, 'Write about what you know.' You should write about what you don't know about what you know."¹ We challenge you to keep that advice in mind as

1. Letty Cottin Pogrebin, *The Diane Rehm Show*, 6 Dec. 2002, WAMU, NPR, 12 Dec. 2002
<http://www.wamu.org/dr/shows/drarc_021202.html>. Pogrebin was quoting author Grace Paley.

you research and develop speech topics creatively, and then to listen to one another's speeches expecting to learn.

Public speaking is an important part of communication, and communication is not only part of your education but also the way you gain and apply your learning. A liberating and lifelong education occurs only through communication, with ourselves and those around us. We wish each of you the kind of education Steve C. Beering, former president of Purdue University, described so eloquently in a speech inaugurating his university's School of Education:

Education is dreaming, and thinking and asking questions. It is reading, writing, speaking, and listening. Education is exploring the unknown, discovering new ideas, communicating with the world about us. Education is finding yourself, recognizing human needs, and communicating that recognition to others. Education is learning to solve problems. It is acquiring useful knowledge and skills in order to improve the quality of life. Education is an understanding of the meaning of the past, and an inkling of the potential of the future. Education represents self-discipline, assumption of responsibility and the maintenance of flexibility, and most of all, an open mind. Education is unfinishable. It is an attitude and a way of life. It makes every day a new beginning.²

An Invitation

We are interested in your feedback about this new edition of *Mastering Public Speaking*. Please contact us by e-mail at the following addresses:

ggrice@radford.edu

jskinner@accd.edu

We look forward to hearing from you.

George L. Grice and John F. Skinner

2. Steve C. Beering, "The Liberally Educated Professional," *Vital Speeches of the Day*, 15 April 1990: 400.

Preface to the Instructor

In 1993 we published the first edition of *Mastering Public Speaking* to show students both the “hows” and the “whys” of public speaking. Ours was the first major public speaking textbook to devote an entire chapter to speaker and listener ethics and another to managing speaker nervousness. We also introduced students to the 4 S’s, a practical mnemonic device for organizing each major idea in a speech.

The text’s instructional approach mirrored our view of the public speaking instructor as a “guide on the side” rather than a “sage on the stage.” Our goal is to empower students with responsibility for their own learning by challenging them to make all the decisions required of public speakers. By incorporating into our text many credible examples, both actual and hypothetical, we hoped to inspire and encourage students to achieve the full potential of public speech.

To support our goals, we also wanted to help instructors shape the public speaking classroom into a community of caring, careful thinkers. We sought to improve the quality of feedback in the classroom by analyzing in our text the elements of sound critiques and providing a helpful model for discussing speeches.

Though we certainly live in a changed world in the early 21st century, in our view little of consequence has changed in the discipline since that first edition. Although new media have altered our expectations of what a public speech can accomplish, and new research tools have sent us scrambling to ensure that we know as much about these emerging technologies as do most of our students, the fundamentals remain the same. Sensitive audience analysis, adequate research, clear organization, and forceful delivery remain the key ingredients for an effective speech. Therefore, our basic instructional approach in this text has also remained constant: We seek to engage students in the principles, practice, and ethics of public speaking—both as speakers and as listeners.

Changes in the Fifth Edition

Although our basic approach remains the same, we have made changes and improvements to strengthen it. Instructors who have taught from previous editions suggested some of these changes. We made others to help students navigate the technological advances that have broadened the menu of research and presentational aid options for public speakers.

We have attempted to shorten the book slightly in this fifth edition, not by cutting content but by focusing it. You may notice fewer end-of-chapter exercises in this

edition. Many of those items have been moved to the supplements. We have replaced and updated many student and professional examples throughout the text, using authentic speakers for most of these examples, as in previous editions. In addition to updating examples, the most significant changes are as follows:

- Chapter 4, “Responding to Speeches,” extends what is already the most thorough discussion of critiquing speeches in any textbook. This chapter now refers students to a sample critique of a classroom speech. Both the speech and its critique are in the Appendix, illustrating the guidelines for critiquing discussed in Chapter 4.
- Chapter 5, “Analyzing Your Audience,” contains a new section on how to construct and use questionnaires to analyze the audience and develop a speech.
- Chapter 7, “Researching Your Topic,” stresses the importance of sources often overlooked even by students adept at online research: databases, academic and rating search engines, and quality electronic reference works. We have provided additional examples of MLA and APA bibliographic forms for electronic sources in two popular figures near the end of this chapter.
- Chapter 8, “Supporting Your Speech,” includes a new section on how to cite sources during a speech. Figure 8.2, Information Needed for Oral Footnotes, provides a concise, easy-to-understand reference.
- Chapter 10, “Introducing and Concluding Your Speech,” now includes a clarified diagram illustrating how the various parts of a speech interrelate and support each other. Figure 10.1 distills a thorough discussion of speech organization developed in Chapters 9 and 10.
- Chapter 12, “Wording Your Speech,” contains an expanded discussion of the importance of using inclusive language.
- Chapter 14, “Using Presentational Aids,” now contains up-to-date information on finding, saving, and using electronic graphics within fair use guidelines.
- Chapter 18, “Speaking on Special Occasions,” and the Appendix, “Sample Speeches,” contain eight new speeches by students at two-year and four-year schools, as well as graduate students and professional speakers. The student speeches include informative and persuasive speeches delivered in the classroom as well as at college speech contests.
- Updated sidebar features throughout the book direct students to Internet sources that we consider especially interesting or useful.

Special Features

Strategies for Using Presentational Aids	
Before the Speech <ol style="list-style-type: none"> 1. Determine the information to be presented visually. 2. Select the type of aid best suited to your resources and speech. 3. Ensure easy viewing by all audience members. 4. Make sure that the aid communicates the information clearly. 5. Construct an aid that is professional in appearance. 6. Practice using your aid. 7. Arrange for safe transportation of your aids. 8. Carry backup supplies with you. 9. Properly position the aid. 10. Test your presentational aid. 	
During the Speech <ol style="list-style-type: none"> 1. Reveal the aid only when you are ready for it. 2. Talk to your audience—not to the aid. 3. Refer to the aid. 4. Keep your aid in view until the audience understands your point. 5. Conceal the aid after you have made your point. 6. Use handouts with caution. 	Key Points

An integral part of the learning materials in this book are the many special features that we've included to help students understand and learn public speaking concepts.

- “Key Points” boxes appear throughout the book to reinforce instruction and aid student review. They summarize important material or offer students helpful guidelines throughout the public speaking process.

- “Speaking with Confidence” boxes feature the voices of real students from public speaking classes throughout the country explaining how this text helped them to build their confidence in public speaking.
- “Ethical Decisions” boxes deepen students’ understanding of the difficult choices speakers and listeners can face. These boxes present mini-cases and ask students to choose between controversial courses of action. Thought-provoking questions follow each scenario, providing springboards for engaging classroom debates.
- Updated Web site features appear several times in each chapter to direct students to a wealth of useful Internet information that we consider especially interesting or useful.
- “Sample Speeches” appear in selected chapters and in the Appendix as models for students to learn from or criticize.
- “Practice Critique” activities at the ends of chapters give students an opportunity to learn how to provide helpful and thoughtful evaluations of others’ speeches. These activities correlate with student speeches that appear in the Appendix.

Supplements

For this edition, we have enlisted the help of a number of talented colleagues in revising existing supplements and developing new ones. The following resources are available to help instructors plan and teach the public speaking course.

Instructor Supplements

Print Resources

- The *Instructor's Manual and Test Bank* was prepared by a team of three professionals: Trudy Hanson and Jason Teven, West Texas A&M University, prepared the instructor's materials; and Cheryl Baugh, Fontbonne University, prepared the test questions. This comprehensive guide provides suggestions for constructing the course syllabus, assignments, sample exercises and activities, critiquing strategies, techniques for conducting in-class reviews, detailed chapter outlines, and a *new* Teaching Tool section that gives strategies, ideas, and examples of how to integrate the Companion Website Plus into your course. Also included are more than 1,200

Speaking with Confidence



Knowing that my speech had a solid introduction made me feel a lot more confident. I used the guidelines presented in this chapter as I constructed the introduction to my informative speech about anthrax. First, I asked how many people in my audience had heard about anthrax before September 11, 2001. The majority had not. Asking this direct question not only got the attention of the audience, but it also told the class and me that most of us had little knowledge on this topic. That gave me added confidence, knowing that my information would benefit my listeners. Next I told them that I would be discussing the history of anthrax and explaining how anthrax attacks a person's body. To reinforce the importance of this topic, I reminded the audience that anthrax was used as a terrorist weapon only a few months ago. I knew this would stir up some feelings and that added to my confidence that the audience was motivated to listen. By using the guidelines for an effective introduction, I was able to get the attention of my audience, introduce my topic, preview what I would discuss in the body of the speech, and keep them motivated to listen.

Jacquine Stenz, Montana State University

Politicians, especially national and state leaders, often do not write the speeches they deliver. Instead they rely on the words of speechwriters, sometimes called “ghostwriters.” Journalist Art Posner laments this tradition, observing, “If college or high school students relied on ghosts the way most public figures do, they’d be expelled on charges of plagiarism.”¹⁶ Is the practice of ghostwriting in politics ethical? What are the benefits and drawbacks of politicians’ relying on speechwriters? Is it ever ethical for these leaders to deliver speeches they did not write? If so, what principles of audience analysis should guide the use of these speeches?

Ethical Decisions

Government Documents

<http://thomas.loc.gov>
This Library of Congress Web site helps you obtain information from the U.S. Congress. You can download House and Senate committee reports, summaries of bills being considered and notes about their status, copies of laws enacted, and even remarks recorded in the *Congressional Record*. Especially helpful is the FAQ (frequently asked questions) feature that describes how to conduct a search in THOMAS, how to download a bill or committee report, how to contact your representative or senators, how to cite the documents you find, and other information that will enhance your research skills.

Annotated Sample Speech

Wesley Schawe delivered the following persuasive speech and placed second at the 1999 Interstate Oratorical Association National Speech Contest. As you read his speech, notice how he used Monroe’s motivated sequence to frame his problem-solution discussion of diploma mills.

Diploma Mills¹⁵

Wesley Schawe
Kansas State University

- 1 In one of the first college classes I ever took, the professor thought he was funny when I handed him my paper and he said, “Oh, B-.” There are some days when that would be just fine. But more often, it feels good to know that I’m actually earning my degree. Apparently not everyone feels that way. Hundreds of thousands of college students are taking part in one of the fastest growing trends in education—paying money to not get one.
- 2 The February 11, 1999, *Houston Chronicle* points out that diploma mills, or universities that offer degrees all over the country. These colleges sound legitimate—like Frederick Taylor University in California or the American International University in Alabama—but in truth have no campus, usually no faculty, and nothing close to legitimate accreditation. The “dean” of one of these colleges told the December 12, 1998, *20/20* that they really did weigh their papers to assign grades.
- 3 As the rest of us work to get our degrees the old-fashioned way, *20/20* tells us that just one of these diploma mills handed out over 30,000 degrees in six years. Considering that the March 12, 1999, *St. Louis Post Dispatch* points out that among them are firefighters, police officers, and building inspectors who we count on for protection on a daily basis, but who don’t even have a recognized degree in that area, these phony universities have managed to threaten our education and public safety at the same time. We need to

Attention
in his introduction (paragraphs 1–3), Wesley focuses his audience’s attention on the problem of diploma mills. He seeks to motivate their concern for this topic by asserting that these phony institutions “threaten our education and public safety.” He appeals to his listeners’ self-interest to protect the integrity of their academic degrees.

Practice Critique: Pairing Gestures and Movements with Words

Read the transcript of Melissa Janoske’s speech on Renaissance fairs in the Appendix. Focusing on Melissa’s use of language, suggest places in the speech where she might incorporate movement and gestures to enhance her delivery. Describe the types of gestures and movements you recommend. Also, using the markings discussed on page 278, note where Melissa could incorporate meaningful pauses to emphasize her ideas.

test questions, including multiple choice, true/false, short answer, and essay questions.

- ***A Guide for New Public Speaking Teachers: Building Toward Success***, second edition, by Calvin L. Troup, Duquesne University, covers such topics as preparing for the term, planning and structuring your course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, dealing with challenges, and much more.
- ***The ESL Guide to Public Speaking***, by Debra Gonsher Vinik of Bronx Community College of the City University of New York, provides strategies and resources for instructors teaching in a bilingual or multilingual classroom. It also includes suggestions for further reading and a listing of related Web sites.
- ***Great Ideas for Teaching Speech (GIFTS)***, third edition, by Raymond Zeuschner of California Polytechnic State University, contains descriptions of and guidelines for assignments used successfully by experienced public speaking instructors in their classrooms.

Electronic Resources

- ***Computerized Test Bank*** The printed test questions are also available electronically through our computerized testing system, TestGen EQ. The fully networkable test generating software is now available on a multiplatform 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.
- ***Allyn & Bacon's Great Speeches DVD*** Allyn & Bacon presents a collection of famous classic and contemporary speeches. The Great Speeches DVD includes over 120 minutes of video footage in an easy-to-use DVD format. Each speech is accompanied by a biographical and historical summary that helps students to understand the context and motivation behind each speech. This DVD is available free to professors and students when packaged with new copies of *Mastering Public Speaking*. Contact your A&B sales representative for additional details and ordering information.
- ***VideoWorkshop for Public Speaking*** by Tasha Van Horn of Citrus College and Marilyn Reineck of Concordia University-St. Paul, is a new way to bring video into your course for maximized learning! This total teaching and learning system includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide and an Instructor's Teaching Guide—both with textbook-specific Correlation Grids. The result? A program that brings textbook concepts to life with ease and that helps your students understand, analyze, and apply the objectives of the course. VideoWorkshop is available for your students as a value-pack option with this textbook.
- ***Mastering Public Speaking Video: A Student Speech with Critiques***, prepared by Julie Benson-Rosston, Red Rocks Community College, provides a model for students and instructors to learn to provide effective speech critiques. Included are guidelines for effective speech critiques, an informative student speech, an interactive session offering student and instructor feedback on the speech, and an improved student speech.

Mrizek, and Jolinda Ramsey. We are grateful to graduate students Thaddeus Herron, Daniel Mansson, and Dante Morelli for a host of services. Leonard Ziegler, Debra Coates, and Gary O. Smith of San Antonio College, many thanks for your help with photographs.

In addition, *Mastering Public Speaking* has been shaped and refined by the close readings and thoughtful suggestions of a number of reviewers in this and in previous editions:

Linda Anthon, Valencia Community College
Barbara L. Baker, Central Missouri State University
Elizabeth Bell, University of South Florida
Jim Benjamin, University of Toledo
Tim Borchers, Moorhead State University
Sue E. Brillhart, Southwest Missouri State University
Carl R. Burgchardt, Colorado State University
Sharon Cline, University of North Dakota
Pamela Cooper, Northwestern University
Thomas E. Diamond, Montana State University
Terrence Doyle, Northern Virginia Community College
John Fritch, Southwest Missouri State University
Robert W. Glenn, University of Tennessee
Trudy L. Hanson, West Texas A&M University
Dayle C. Hardy-Short, Northern Arizona University
Deborah Hatton, Sam Houston State University
Kimberly Batty Herbert, Clovis Community College
Leslie A. Klipper, Miramar College
Mary Kaye Krum, formerly of Florence-Darlington Technical College
Bruce Loebs, Idaho State University
Sean McDevitt, Lakeland College
Patricia Palm McGillen, Mankato State University
David B. McLennan, Peace College
Eileen Oswald, Valencia Community College
Rosemarie Rossetti, Ohio State University
Jim Roux, Horry-Georgetown Technical College
Edward H. Sewell, Virginia Tech University
Frances Swinny, professor emerita, Trinity University
Cory Tomasson, Illinois Valley Community College
Beth M. Waggenspack, Virginia Tech University
Doris Werkman, Portland State University
Dianna R. Wynn, Midland College

We enlisted the help of several talented individuals to prepare the supplemental materials for *Mastering Public Speaking*. We would like especially to thank Trudy Hanson and Jason Teven of West Texas A&M University, and Cheryl Baugh at Fontbonne

University for preparing the *Instructor's Manual and Test Bank*; James Benjamin of University of Toledo for preparing the printed study guide; Thomas Jewell of Bergen Community College for his work on the *Companion Website*; Julie Benson-Rosston of Red Rocks Community College for her work on the *Mastering Public Speaking Video: A Student Speech with Critiques*; Mary Kaye Krum for her work on the *PowerPoint™ Package*; and Edward Lee Lamoureux of Bradley University for designing the interactive *Mastering Public Speaking CD-ROM*.

Finally, we are indebted to all our public speaking students, who have crafted their messages, walked to the front of their classrooms, and informed, persuaded, entertained, and challenged us. Without their ideas and experiences, writing and revising this book would have been impossible, just as without tomorrow's students it would have been unnecessary.

An Invitation

We are interested in hearing your feedback about this new edition of *Mastering Public Speaking*. Please contact us by e-mail at the following addresses:

ggrice@radford.edu

jskinner@accd.edu

We look forward to hearing from you.

George L. Grice and John F. Skinner

Mastering Public Speaking



Speech is civilization itself. The word, even the most contradictory word, preserves contact—it is silence which isolates.

—Thomas Mann

Brief Contents

1	An Introduction to Public Speaking	1
2	The Ethics of Public Speaking	19
3	Speaking Confidently	37
4	Responding to Speeches	59
5	Analyzing Your Audience	83
6	Selecting Your Speech Topic	109
7	Researching Your Topic	131
8	Supporting Your Speech	159
9	Organizing the Body of Your Speech	185
10	Introducing and Concluding Your Speech	205
11	Outlining Your Speech	225
12	Wording Your Speech	247
13	Delivering Your Speech	269
14	Using Presentational Aids	291
15	Speaking to Inform	315
16	The Strategy of Persuasion	337
17	The Structure of Persuasion	361
18	Speaking on Special Occasions	393
19	Speaking in and as a Group	413
	Appendix: Sample Speeches	433

Contents

Preface to the Student	<i>xix</i>
Preface to the Instructor	<i>xxi</i>

1 An Introduction to Public Speaking 1

Why Study Public Speaking?	2
Personal Benefits	3
Professional Benefits	3
Public Benefits	4
Definitions of Communication	5
Levels of Communication	8
Intrapersonal Communication	8
Interpersonal Communication	8
Group Communication	9
Public Communication	9
Mass Communication	10
Elements of Communication	11
Speaker	11
Message	12
Listener	12
Feedback	12
Channel	12
Environment	13
Noise	13
The Public Speaker as Critical Thinker	14
Summary	16
Exercises	17

2 The Ethics of Public Speaking 19

Definition of Ethics	20
Principles of Ethics	21
Ethical Speaking	22
Speak Up about Topics You Consider Important	22
Choose Topics That Promote Positive Ethical Values	23

Speak to Benefit Your Listeners	24
Use Truthful Supporting Material and Valid Reasoning	24
Consider the Consequences of Your Words and Actions	25
Strive to Improve Your Public Speaking	25
Ethical Listening	26
Seek Exposure to Well-Informed Speakers	26
Avoid Prejudging Speakers or Their Ideas	26
Evaluate the Speaker's Logic and Credibility	27
Beware of the Consequences of Not Listening Carefully	27
Fair Use Guidelines	29
Plagiarism	30
Summary	33
Exercises	34

3 Speaking Confidently 37

Recognize That Speaker Nervousness Is Normal	38
Control Speaker Nervousness	39
Learn How to Build Speaker Confidence	42
Know How You React to Stress	42
Know Your Strengths and Weaknesses	43
Know Speech Principles	44
Know That It Always Looks Worse from the Inside	45
Know Your Speech	45
Believe in Your Topic	46
View Speech Making Positively	46
Visualize Success	47
Project Confidence	48
Test Your Message	48
Practice Your Delivery	48
Learn from Experience	49
Prepare Your First Speech	49
Understand the Assignment	50
Develop Your Speech Content	50
Organize Your Speech	52
Word Your Speech	53
Practice Your Speech	54
Deliver Your Speech	55
Evaluate Your Speech	56
Summary	57
Exercises	57

4 Responding to Speeches 59

The Importance of Listening	60
Listening vs. Hearing	61
Listening Is Intermittent	61
Listening Is a Learned Skill	61
Listening Is Active	62