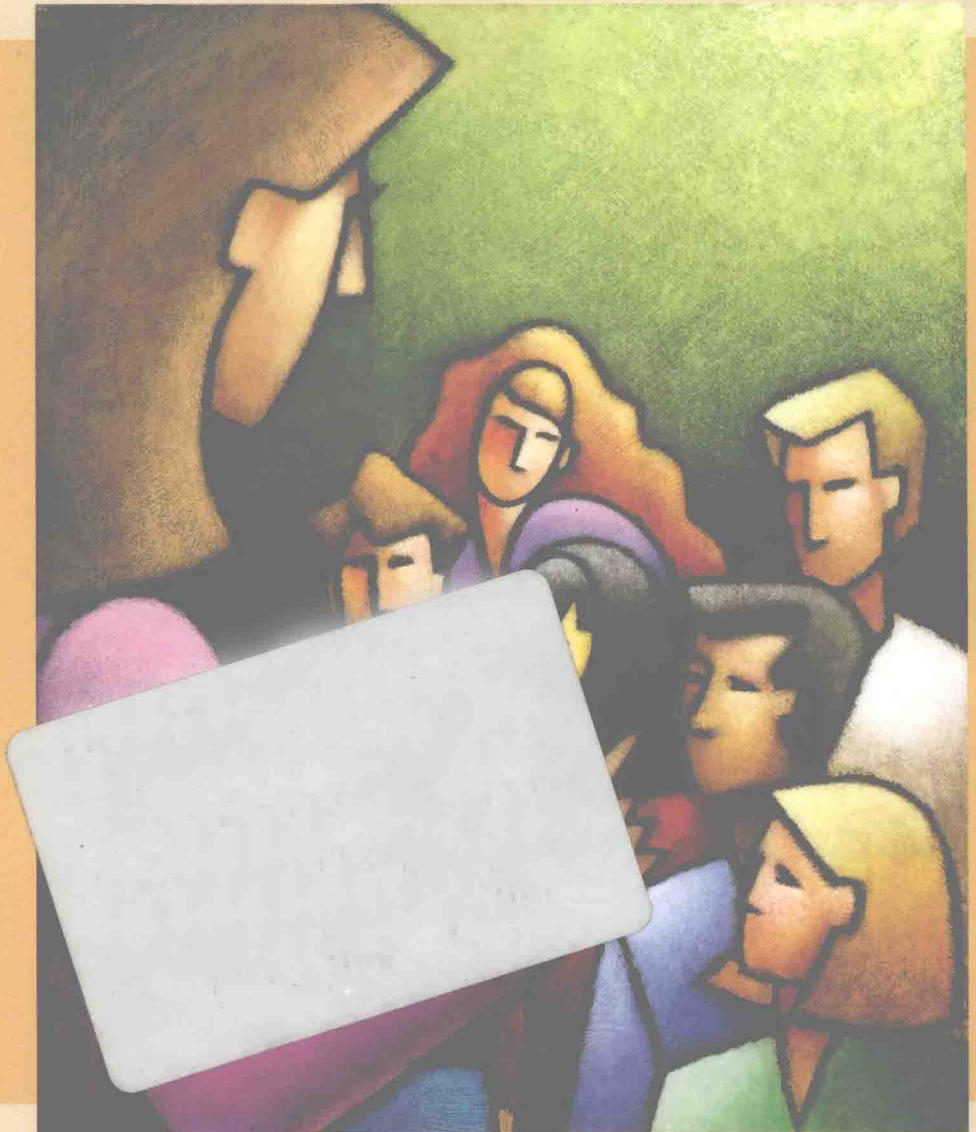


Public Speaking in a Diverse Society

Second Edition



Patricia Kearney • Timothy G. Plax

PUBLIC SPEAKING

in a Diverse Society

Second Edition

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McGraw-Hill Higher Education

A Division of The McGraw-Hill Companies

PUBLIC SPEAKING IN A DIVERSE SOCIETY

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This book is printed on acid-free paper.

4 5 6 7 8 9 0 DOC/DOC 9 8 7 6 5 4 3

ISBN 0-7674-0287-1

Sponsoring editor, Holly J. Allen; developmental editor, Kirstan Price; production editor, Julianna Scott Fein; manuscript editor, Thomas L. Briggs; design manager, Jean Mailander; text designer, Cloyce Wall; cover designer, Amy Evans McClure; cover art, Clem Bedwell; art editor, Amy Folden; illustrators, Lotus Art and Steph Bradshaw; photo researcher, Brian Pecko; manufacturing manager, Randy Hurst. The text was set in 10.5/12.5 Minion by G&S Typesetters, Inc., and printed on acid-free 45# Chromatone Matte, PMS 286, by R. R. Donnelley & Sons Company.

Acknowledgments and copyrights continue at the back of the book on pages 429–430, which constitute an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Kearney, Patricia

Public speaking in a diverse society / Patricia Kearney, Timothy G. Plax.—2nd ed.

p. cm.

Includes index.

ISBN 0-7674-0287-1

1. Public speaking. 2. Multiculturalism. I. Plax, Timothy G. II. Title.

PN4121.K3375 1999

808.5'1—dc21

98-22069

CIP

*In memory of Gail A. Sorensen—
special friend and colleague who happened to care about students
And for our parents and daughter, Kerry*



PREFACE

For even the most successful business executives, political leaders, and entertainers, the process of giving a speech can be a frightening and humbling experience. As speech communication teachers and researchers, we have spent our professional lives trying to understand the complexities involved in standing up before an audience and saying “a few words.” Over the years, we have worked with thousands of individuals, teaching them how to prepare and deliver a speech. We’ve also spent a great deal of effort researching and writing about this process. One of the most important observations we’ve made is that for speakers to be effective, they must learn how to manage their fears and anxieties about speaking. In this book, we tell students how to do that. We have also learned that speakers today must be able to adapt to culturally diverse audiences. Unless they can speak to people who are different from themselves, they are likely to be ineffective with contemporary audiences. More than anything else, these observations led us to develop our own approach to teaching public speaking.

Our approach is unique in the way it teaches students to be more inclusive in their public communication. We believe our approach is suited to the very real needs and concerns of our students

today. No other text, in our opinion, offers a fuller appreciation and understanding of the critical issues facing speakers in today’s culturally diverse society.

Our Major Goals

We had two main objectives in writing this book. Our first was to present the most important principles and skills of public speaking in a clear and readable manner. Our second was to frame this discussion of public speaking within a multicultural perspective. With these goals in mind, we hope to help students become more effective public speakers in a culturally diverse environment.

Goal 1: To Teach Principles and Skills of Public Speaking

To achieve our first goal, we present a practical, research-based discussion of the process of public speaking. We take the position that public speaking is a lot like normal conversation. Effective speakers are those who appear natural and spontaneous—even though public speaking is generally more formal, planned, and organized than other communication exchanges.

Good speakers also regard the audience as more than a remote collection of faces; instead, they are able to relate to audience members one-on-one, as unique individuals. Our discussion of public speaking is framed around our communication-based model of public speaking, which includes the source (speaker), message (speech), channel (face-to-face or via media), receivers (audience), feedback (audience response), and context (time, place, and occasion).

For each part of the speech process—from audience analysis to speech delivery—we provide students with the theoretical background they need to understand the basis for the practical strategies we advise. Building on this theoretical foundation, we include a wealth of strategies and exercises to help students develop their public speaking skills and become more effective and confident speakers. Skills-related information is found both in the text and in special highlighted boxes (see the section titled “Pedagogical Features and Learning Aids”).

Goal 2: To Teach Public Speaking from a Multicultural Perspective

Our second goal was more challenging. Giving serious consideration to cultural diversity in a public speaking text represents a new approach to the teaching of this subject. Although most residents of the United States participate in mainstream American culture, each of us brings a unique cultural background to our communication exchanges. These cultural divisions can create special challenges for public speakers who want to communicate accurately and effectively.

Many students of public speaking are taught that what works for a speaker or audience that is predominantly white and Anglo will be similarly effective for all speakers and audiences. We know from both our review of the intercultural research and our own experiences as speech communication teachers and researchers that this is not true. Speakers and audiences interact in dif-

ferent ways depending on their unique cultural backgrounds, and to assume that all speakers and audiences should act and respond in the same ways ignores our rich cultural mix. To ignore or give only token attention to the impact of cultural diversity on public speaking is to be ineffective as a public speaker.

The title of this book, *Public Speaking in a Diverse Society*, reflects our commitment to move beyond a generic approach to the teaching of public speaking to one that reflects the cultural diversity of the United States. This attention to cultural diversity has been an integral part of our approach from the start, and it pervades the entire text. Cultural diversity is also treated in a separate chapter (Chapter 3). We consider the impact of cultural diversity in each step of the speech preparation process, including the selection of speech topics, organizational structures, types of evidence, and logical or emotional appeals. We examine how cultural background affects the speaker’s level of communication apprehension, use of body language—including eye contact and gestures—and use of words and phrases, repetition, and other rhetorical devices that affect delivery. And we consider how audience expectations and responses may be tied to cultural affiliation.

In looking at the effects of cultural diversity on public speaking, we focus on co-cultural groups living in the United States; we do not deal with international communication. We limit our discussion of cultural diversity to the six largest ethnic co-cultures in the United States—Euroamerican, African American, Latino, Asian American, Native American, and Middle Eastern American. We also consider gender co-cultures—females and males—which are embedded in all other co-cultures. The communication styles of these eight co-cultures are described in detail in Chapter 3, and they provide a basis for much of the discussion and many of the examples in other chapters. When appropriate, and where relevant research is available, the im-

pact of other cultural affiliations on public speaking is also described, including those based on sexual orientation, age, and geographic region. Our discussion of the communication styles of co-cultural groups is based on research done on these groups and, where little research is available, on our own extension of studies on international communication patterns.

We would like to stress that *this book is intended first and foremost as a text on public speaking*. It is not a book about cultural pluralism, political correctness, ethnocentrism, or intercultural communication. That's not to say that we do not consider these important issues in our discussions of public speaking. But we do not intend to be sidetracked with personal, social, or political agendas. We want to teach students to recognize cultural diversity and respond or adapt appropriately and sensitively when preparing and delivering public presentations. Culture, then, becomes important to our teaching of public speaking when it makes a difference in how speakers speak and how audience members respond.

Changes to the Second Edition

Based on the feedback from many instructors who used the first edition, we have incorporated a number of changes into this edition that we believe strengthen the book.

- **Refined coverage of culture:** The cultural coverage (especially in Chapter 3) has been refined to teach students to recognize and adapt to cultural differences in communication without stereotyping.
- **Expanded coverage of persuasion:** The coverage of persuasive speaking has been significantly expanded with the addition of Chapter 13, "Generating Arguments." This new chapter includes material on deductive and inductive reasoning, the Toulmin model, common patterns of reasoning, and

strategies for evaluating the soundness of arguments.

- **Streamlined organization:** The first-edition chapters on speaker self-presentation and ethics are combined into a single chapter in this edition. Chapter 5, "Being a Credible and Ethical Speaker," includes coverage of the process of self-presentation, methods for establishing speaker credibility, and the ethical obligations of public speakers.
- **New coverage of the Internet:** Chapter 8, "Selecting and Researching Your Topic," now includes coverage of how to use the World Wide Web to research speech topics. Guidelines for how to evaluate information from the Internet are also presented.
- **New material on presentation software:** Chapter 17, "Using Visual Aids," has been expanded to include information on how to use computers and PowerPoint and other presentation software programs to create visual aids and enhance presentations.
- **New examples and speeches:** New examples and sample student speeches are included throughout this edition.

Content and Organization

Public Speaking in a Diverse Society is divided into five parts. The three chapters in Part I, "A Multicultural Approach to Public Speaking," lay the foundation for understanding the process of public speaking. In this part, we set forth our communication-based model of public speaking, which includes a focus on the impact of cultural diversity; we provide an overview of the steps involved in preparing a basic speech; and we conclude with a discussion of the influence of culture on public speaking.

Part II, "A Focus on the Speaker," contains two chapters designed to help students cope with communication apprehension and build confi-

dence as speakers, boost their credibility with audiences, and make informed decisions about their ethical obligations as speakers.

In Part III, “A Focus on the Audience,” we devote one chapter to analyzing and adapting to diverse audiences and another chapter to listening. The latter chapter focuses on those listening responsibilities that speakers and audience members share.

Part IV, “Preparing the Text of Your Speech,” discusses the nuts and bolts of selecting and researching a speech topic, organizing and outlining a speech, and crafting motivating introductions and conclusions. Separate chapters are devoted to the preparation of two common but important speech types: speeches to inform and speeches to persuade. For both speech types, we give serious attention to the rules and strategies that will increase audience learning and understanding, as well as effect attitude and/or behavior change. A new chapter extends this section by looking at how arguments and evidence can be used, strengthened, and evaluated.

In Part V, “A Focus on Speech Delivery,” we offer strategies to help students make every word and gesture in their speeches count. We encourage students to develop their own unique rhetorical style. We provide guidelines for using visual aids effectively. And, to conclude the text, we look at a variety of special occasion speeches and group presentations that students are likely to encounter during their personal and professional lives.

We don’t want to describe each chapter in detail here, but there are several we would like to highlight:

- Chapter 3, “The Influence of Culture on Public Speaking,” describes the ways in which culture influences communication in general and public speaking in particular. Eight unique co-cultural styles of speaking are discussed in detail. Students learn not only how culture influences communication but also why understanding these influences contributes to more effective public speaking.
- Chapter 4, “Developing Confidence: Coping with Your Fears About Public Speaking,” gives students a variety of strategies for dealing with public speaking anxiety. It describes how cultural background can affect communication apprehension and offers advice on how English as a second language (ESL) speakers can overcome their anxiety about speaking before a group.
- Chapter 5, “Being a Credible and Ethical Speaker,” provides students with a framework for establishing their credibility as speakers and for making ethical decisions about speaking publicly. It shows students how to communicate, both verbally and nonverbally, to be perceived as credible, ethical speakers.
- Chapter 9, “Organizing and Outlining Your Speech,” presents the more typical linear organizational speech patterns (topical, problem-solution, cause and effect, spatial, and chronological), but it also introduces configural ways of organizing a speech (web, narrative, multiple perspectives, and problem–no solution). Sample outlines and speech abstracts help students become familiar with both linear and configural structures.
- Chapter 13, “Generating Arguments,” includes coverage of deductive and inductive reasoning, the Toulmin model, and common patterns of reasoning (by example, by analogy, by cause, by sign, and by authority). Common errors in reasoning and strategies for evaluating the soundness of arguments are also discussed.
- Chapter 16, “Developing Your Own Rhetorical Style,” describes personal rhetorical styles suited to public speaking and encourages students to develop their own particular style of speaking. Masculine and feminine speaking styles are given special attention.

Pedagogical Features and Learning Aids

Public Speaking in a Diverse Society contains a variety of features designed to attract and hold students' attention and highlight important principles and skills. Four types of boxes are included:

- **Speaking Out** boxes showcase interviews with students and professionals. The interviewees talk about how they've dealt successfully with different public speaking challenges and offer advice to novice speakers. Many of the interviewees describe how their cultural background has affected their style of communication and their public speaking experiences.
- **Building Your Skills** boxes present practical tips and strategies that allow students to easily apply what they've learned in the text to their own speeches. Examples include strategies for reducing communication apprehension, adapting to different audiences, and increasing listening effectiveness.
- **Assessing Yourself** boxes help students evaluate their knowledge about effective public speaking, pinpoint their strengths and weaknesses as speakers and audience members, and gain insight into their individual styles of communicating. These activities include evaluating one's level of communication apprehension, assessing personal ethics and values, and determining whether one's style of communicating promotes verbal and nonverbal immediacy.
- **A Closer Look** boxes highlight examples and topics of special interest. These boxes examine such issues as plagiarism, leading questions, and patterns of faulty reasoning.

Additional features are designed to facilitate teaching and learning:

- **Learning objectives** open each chapter, providing students with a quick preview of the most important points.

- **Chapter summaries** provide students with a concise review and a way to make sure that they have grasped the most important concepts.
- **Questions for Critical Thinking and Review** give students the opportunity to develop their critical thinking skills and to delve more deeply into some of the issues raised in the chapter.

Resources for the Instructor

Available to qualified adopters of *Public Speaking in a Diverse Society* is a comprehensive package of supplementary materials that enhance teaching and learning. Included in the package are these items:

- **Instructor's Resource Manual:** This manual, written with the assistance of Jennifer Waldeck, contains a variety of teaching aids: sample syllabi, detailed chapter outlines, speech evaluation forms for a variety of different major and minor speech types, suggested readings, critiques of the sample speeches presented on the videotape and in the text, strategies for dealing with culturally sensitive issues in the classroom, and advice for the beginning teacher (from what to do on the first day of class to assigning grades and interpreting teacher evaluations).
- **Test bank:** The manual also contains more than 1,100 completely revised multiple-choice, true-false, and essay test items with page references. A computerized version of the test bank is available in both Macintosh and Windows formats.
- **Transparency masters:** A complete set of transparency masters is available in the instructor's manual for lecture and discussion purposes.
- **Video:** A three-part instructional videotape addresses key issues in successful public

speaking. The videotape begins with a focus group in which students discuss how their diverse co-cultural backgrounds influence the way they communicate. The second part of the video provides sample student speeches. The first two speakers present the same informative speech, but one speaker relies on a linear organization and the other uses a configural one. A third student speaker delivers a persuasive speech relying on Monroe's Motivated Sequence. The final part of the video presents a series of student speaker testimonials that answer the question, "What do you do to manage your fears about speaking before a group?" For more information about supplementary materials, contact your Mayfield representative or call 1-800-433-1279. You can also request materials through the Mayfield Web site (www.mayfieldpub.com).

Acknowledgments

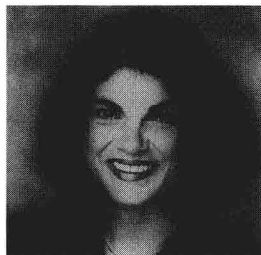
No one can write a quality book without the help of a lot of people. We take this opportunity to thank many of them formally. First, we acknowledge the help and support of the entire staff at Mayfield Publishing. We thank our Sponsoring Editor, Holly Allen, and our Developmental Editor, Kirstan Price, for their constant feedback, encouragement, and advice throughout the entire writing process. We thank Julianna Scott Fein, our Production Editor, and Michelle Rodgerson,

our Marketing Manager, who kept us informed and involved with production and with marketing. Dick Greenberg, President of Mayfield, deserves credit for his patience, encouragement, and faith in our ability to achieve.

We thank all the students who have taught us about their needs and concerns as beginning speakers, and we thank our former graduate students who helped us more directly, especially Steve and Betsy Mortenson, Jennifer Waldeck, Carolyn Shepard, and Victoria Orrego. We also thank those undergraduates who appear in our video and in the "Speaking Out" boxes in the text.

And we thank each of the reviewers for the second edition, who provided detailed feedback to help improve the content and approach of this book: Theresa A. Conroy, State University of New York at Brockport; Karla Kay Jensen, Texas Tech University; Jo Ann Lawlor, West Valley College; Albert Lewis, Central Michigan University; Jay G. Verlinden, Humboldt State University; James C. Lundy, Xavier University of Louisiana; David Oritz, Skagit Valley College; Karla Scott, St. Louis University; Linda A. Smith, Skagit Valley College; and Lee B. Winet, State University of New York at Oswego.

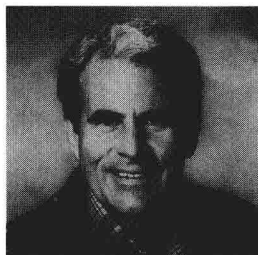
On a more personal level, we thank our friends and family for their unrelenting support and enthusiasm for this project, especially Luster and Audrey Hauth, Terre and Scott Allen, Shzon Downey, Mel and Peggy DeFleur, Charles Tucker, Phillip Howard, Mary Elizabeth, and Kerry Ritter.

Patricia Kearney

If anyone had told me 20 years ago that I would be researching, teaching, and writing a book on public speaking, I would have said, “No way! Not! No how!” I remember my first public speaking course in college: I was

so scared, so nervous, I don’t know how I managed to get through the course. And yet, because of my overwhelming fear, I wanted to learn more about how to manage communication apprehension. Over the years I’ve been able to successfully do that—and to teach others how to manage their fears about communicating as well. I wish I knew then what I know now. Because of my own early experiences with communication apprehension, I am probably more empathetic with beginning student speakers. No one need remain a victim of his or her fears. There is much an individual can do to become an effective, confident speaker.

Pat Kearney graduated with her doctorate (Ed.D.) from West Virginia University, having worked with Jim McCroskey. She has done considerable research in communication apprehension, but she is best known for her research on teacher power and student resistance in the classroom, and more recently, faculty/student mentoring. She has published over 50 research articles and 3 books and presented over 60 conference papers. Pat is currently Professor of Communication Studies at California State University, Long Beach, and Director of the Teaching Associates in that department. She teaches and directs over 1,000 students each semester in public speaking and interpersonal communication.

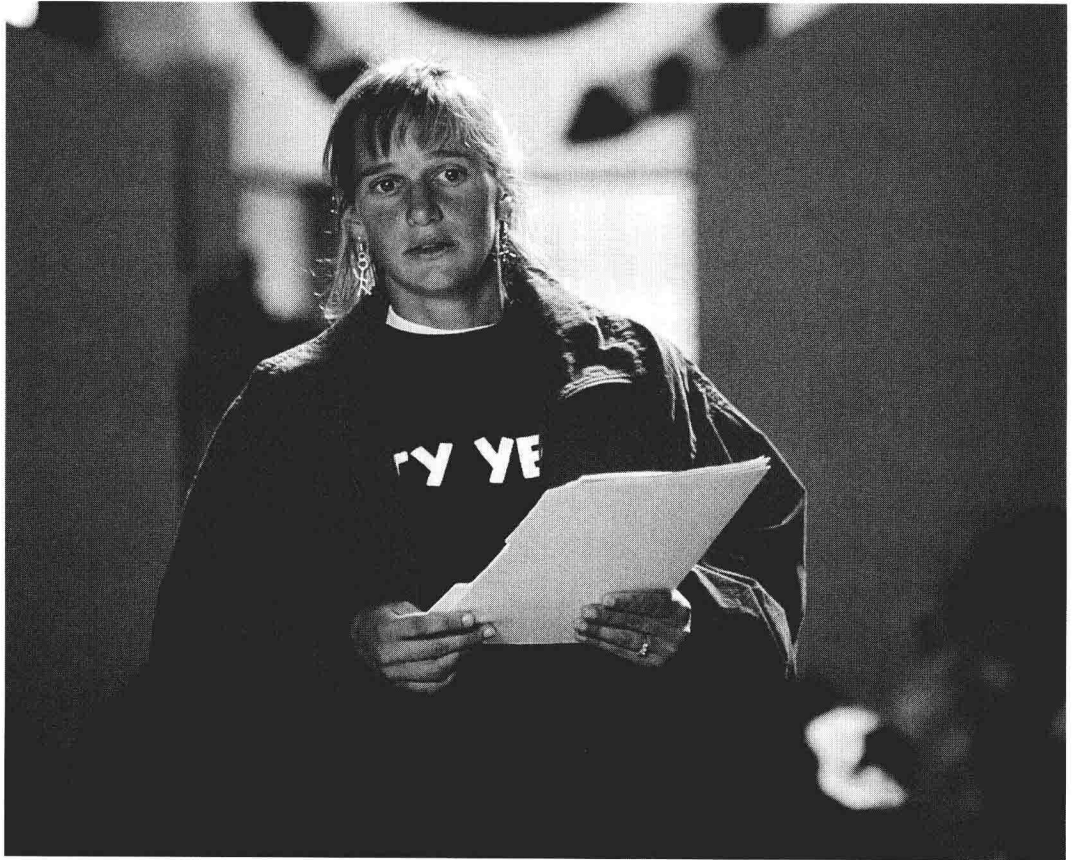
Timothy G. Plax

When I was 16, I worked part-time selling shoes. I discovered I was pretty good at it. Meeting people for the first time and carrying on extended conversations with them seemed very natural to me. A few years later, I

was asked to give my first speech in a required course at El Camino Community College. That experience didn’t seem quite so natural! Apparently, the formality of the public speaking situation changed the way I talked. I began to wonder why I could so easily communicate one-on-one, but found speaking more difficult in front of a large group. I didn’t realize it at the time, but eventually I discovered that this was a significant issue in the study of communication. After 25 years as a speech communication researcher, I have much to say about what those differences are. Public speaking is a highly complex activity; however, with effort, understanding, and a lot of practice, anyone can learn to appear “natural” when speaking before a large group.

Tim Plax graduated with a Ph.D. in Speech Communication from the University of Southern California, where he worked with Ken Sereno and Ed Bodaken. He has done extensive research in the areas of persuasion and organizational communication, but he is best known for his programmatic research in instructional communication. He has published over 70 research articles and 3 books and presented more than 90 conference papers. For six years Tim served as internal consultant for The Rockwell International Corporation. Currently, he is Professor of Communication Studies at California State University, Long Beach, and regularly teaches courses in persuasion, public speaking, and organizational communication.

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