



# PUBLIC SPEAKING

AN AUDIENCE-CENTERED APPROACH

SECOND EDITION

Steven A. Beebe • Susan J. Beebe



Second Edition

# Public Speaking

An Audience-Centered  
Approach

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*Dedicated to our parents,  
Russell and Muriel Beebe  
Herb and Jane Dye  
and to our sons,  
Mark and Matthew Beebe*



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# Preface

*Public Speaking: An Audience-Centered Approach* is intended to be the primary text for a college-level public speaking course. Its key purpose is to serve as a teaching tool to help students become skilled public speakers.

We are grateful to students and teachers for their warm and positive response to the first edition. We are also pleased to have the opportunity to expand, revise, and improve upon our earlier efforts. We have retained what adopters of the first edition liked best: the audience-centered focus, lively and interesting examples, comprehensive coverage of all aspects of public speaking, a colorful and visually appealing design, and a writing style that draws students into the material. With guidance from the many users of the first edition, we have endeavored to practice our audience-centered approach by incorporating into this edition new material that meets the needs of our audience.

While almost all public speaking texts include a chapter about analyzing the audience and adapting to listeners, our text centers on the audience throughout. Aristotle was right. The audience is the most important entity in the communication process.

Preparing and delivering a speech is both a series of steps and a process. Our audience-centered model captures both the step-by-step sequence of speech preparation and the continuing process of focusing on the speech goal: communicating well with an audience. Although we organize the chapters around the audience-centered model, each chapter is self-contained and may be used in any order the instructor wishes.

Our visual model of the components of the audience-centered process of public speaking is found throughout the text. The model has been revised to make it clearer and more useful. Viewing the model as a clock, the speaker starts at “12 o’clock” with “select and narrow topic” and moves around the model clock-wise to “deliver speech.” At each step, however, the speaker is reminded to consider the audience, and may need to revise a previous step before continuing.

Public speaking teachers would probably prefer to present the entire course to students before they give their first speech. This, of course, isn’t practical. The audience-centered model, reviewed in its entirety in Chapter 2, provides students with an early overview before they delve into the speech creation process. Visual learners appreciate having this clear, easy-to-understand panorama of the public

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## AN AUDIENCE- CENTERED APPROACH

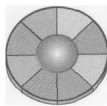
speaking process completely unfolded before their eyes. Students can see clearly how each element of the speech development and delivery process relates to the ultimate outcome: effective communication.

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## NEW FEATURES

Because of the overwhelming positive response to the first edition, we have kept the features both students and teachers applauded. We have also made many changes, in order to make this an even more valuable teaching tool. Our additions and revisions include the following:

**Annotated Speeches** Annotated student speeches included in Chapters 2, 14, and 16, and an annotated professional speech in Chapter 17 provide excellent examples of informative, persuasive, and special occasion speaking.



**Audience-Centered Icon** A miniature version of the audience-centered model appears periodically in the text margin, flagging audience-centered material.

**New Emphasis on Communicating with Culturally Diverse Audiences** In Chapter 4 we provide new suggestions for considering the cultural diversity of a speaker's audience. Culturally diverse examples are used throughout the book to help students appreciate and be sensitive to the multicultural nature of our society.

**New Emphasis on Critical Thinking and Listening** We provide explicit discussion in Chapter 3 about the role of critical thinking in public speaking. Our treatment of both informative and persuasive speaking also includes information about the link between critical thinking and speaking. The focus on critical thinking is continued throughout the book with new critical thinking questions highlighted at the end of every chapter. We also include new information in Chapter 3 about how to listen critically and evaluate the rhetoric of others.

**New Suggestions for Using Computers for Speech Preparation** We provide practical tips to help students navigate new computer-assisted research data bases, and review how to use computers to generate graphics when preparing visual aids for a speech. In addition, a new computer program available from Prentice Hall will help students during the preparation stage of speechmaking.

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## USEFUL SUPPLEMENTAL RESOURCES

A wealth of additional resources are available to help teach students the art of public speaking. The following are supplements to the second edition:

◇ An Annotated Instructor's Edition of the book is available from Prentice Hall. This valuable resource is a complete reprinting of the student text, with teaching tips, lecture and discussion ideas, suggested readings, and classroom activities printed in the margin.

◇ A comprehensive Instructor's Resource Manual includes additional teaching suggestions, course syllabi suggestions, speech evaluation and audience analysis forms, and guidelines for using the videos and other important parts of the teaching package.

◇ A new instructional video for students focuses on public speaking problems and gives suggestions for overcoming them.

◇ New videos of student speeches are available, including videotapes of some of the student speeches that are printed in the text.

◇ A new video designed for instructors will provide tips and techniques to help develop a positive classroom learning environment.

◇ A new workbook designed to help students develop clear, structured strategies for developing public speaking skills will be an invaluable tool, guiding the student through the audience-centered public speaking process.

◇ A new innovative computer program is specifically designed to guide students through the public speaking process.

◇ A completely revised and expanded Test Item File is available from Prentice Hall.

◇ Computerized versions of the Test Item File are also available from Prentice Hall.

◇ New overhead transparencies will be helpful in augmenting lectures and modeling how to use visual aids effectively.

◇ The ABC NEWS/PH VIDEO LIBRARY FOR PUBLIC SPEAKING provides videotapes of famous speeches.



THE NEW YORK TIMES and PRENTICE HALL are sponsoring THEMES OF THE TIMES: a program designed to enhance student access to current information of relevance in the classroom.

Through this program, the core subject matter provided in the text is supplemented by a collection of time-sensitive articles from one of the world's most distinguished newspapers, THE NEW YORK TIMES. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us.

To enjoy the wealth of information of THE NEW YORK TIMES daily, a reduced subscription rate is available. For information, call toll-free: 1-800-631-1222.

PRENTICE HALL and THE NEW YORK TIMES are proud to co-sponsor THEMES OF THE TIMES. We hope it will make the reading of both textbooks and newspapers a more dynamic, involving process.

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We wish to extend our thanks to the many people who have helped produce this volume. We are grateful to all of the authors and speakers we have quoted or referenced; their work and wisdom have added to our experience.

Our editors at Prentice Hall have done an outstanding job of offering information, motivation, support, and attention to detail. We are continually grateful for Steve Dalphin's support; he has been with us since the inception of this project. Our development editor, Leslie Carr, provided a wealth of ideas and suggestions, and Kari Callaghan Mazzola provided cheerful attention to details.

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We appreciate the support and ideas we have received from our colleagues and students at Southwest Texas State. Tom Willett at William Jewell College, Dan Curtis at Central Missouri State University, John Masterson at the University of Miami, and Thompson Biggers at Mercer University are long-time friends and exemplary teachers who have influenced our work. Sue Hall, Department of Speech

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Both of us have been blessed with gifted teachers who have helped us develop as educators. Mary Harper, former speech and drama teacher at Grain Valley High School, Grain Valley, Missouri, and Margaret Dent, retired speech teacher of Hannibal High School, Hannibal, Missouri, provided initial instruction in public speaking that remains with us today. We appreciate the patient encouragement we received from Robert Brewer, our first debate coach at Central Missouri State University. We both served as student teachers under the unforgettable guidance of the late Louis Banker at Fort Osage High School. We have also benefited from the skilled instruction of Mary Jeanett Smythe of the University of Missouri, Columbia. Loren Reid, also from the University of Missouri, Columbia, is another educator whom we wish to acknowledge; to us he is the quintessential speech teacher.

Finally, we appreciate the patience, endurance, and love of our sons, Mark and Matthew Beebe. They sacrificed time away from Mom and Dad so this book could be written.

*Steve Beebe*  
*Sue Beebe*



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