

PUBLIC SPEAKING

CONCEPTS AND SKILLS FOR A DIVERSE SOCIETY



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CLELLA JAFFE

PUBLIC SPEAKING

Concepts and Skills for a Diverse Society

Second Edition

Clella Jaffe

George Fox University



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PREFACE

The civilization of the dialogue is the only civilization worth having and the only civilization in which the whole world can unite. It is, therefore, the only civilization we can hope for, because the world must unite or be blown to bits.

ROBERT HUTCHINS, 1967

It is a pleasure to write a preface to the second edition of this text. I am grateful to all who used the first edition and contributed helpful suggestions to improve the book. You'll find substantial revisions in this edition, changes that I believe improve the text's overall readability and usefulness. This edition continues to be a culturally informed book that never loses sight of its fundamental purpose: to train students to be effective public speakers and listeners. It applies 2,500-year-old principles of public speaking in a way that is sensitive to our rapidly changing pluralistic society. The recognition of diversity doesn't detract from building basic public speaking skills; rather, it broadens the repertoire of skills taught.

If you are familiar with the first edition, you will notice a title change. The new title, *Public Speaking: Concepts and Skills for a Diverse Society*, more accurately reflects the purpose of this text. Within a framework of diversity, I stress concepts and skills, theory and application, as well as critical thinking. Throughout the book, the central focus is always on how to develop and enhance basic public speaking skills.

Public Speaking and Diversity

I wrote this text because I believe that public speaking and diversity are intertwined. Through public speaking, we express, reinforce, transmit, influence, and blend diverse cultures. In fact, the very human characteristics speakers aim to influence—beliefs, values, attitudes, and actions—are precisely the basic elements of diversity. In the classroom, cultural backgrounds influence students' perceptions of the role of public speaking, their perception of themselves as speakers, their perceptions of their audiences, and their perceptions of other speakers. Culture also influences topic selection, research methods and resources, and reasoning styles.

More than ever before, students need to understand diversity, because the world now features unprecedented interaction between individuals of widely varying backgrounds and experiences. Also, people from one cultural background increasingly find themselves speaking to audiences from other cultural backgrounds. As media and transportation technologies become ever more sophisticated, the pace of cross-cultural interaction will only quicken. All of us need to tune in to the different ways in which people from diverse backgrounds speak and listen.

In short, I believe that a book that teaches public speaking without strongly emphasizing diversity gives today's students an incomplete education. Consequently, this book continues the original text's emphasis on diversity while expanding coverage of basic public speaking skills. Throughout, I present public speaking and listening as a form of dialogue or public conversation in which speakers and listeners come to—or co-create—mutual meanings.

New Chapters

Much of the book has been reorganized, with additional information added to create the following new chapters.

First Speech Information to get students off to a fast start is provided in the new Chapter 2, “From Start to Finish, Your First Speech.”

Topic Selection In this edition, topic selection has been given its own chapter, “Selecting Your Topic and Purpose” (Chapter 6). Students will also find expanded topic suggestions in Chapter 15, “Informative Speaking” and in Chapter 17, “Persuasive Speaking.”

Introductions and Conclusions This edition devotes an entire chapter to introductions and conclusions. See Chapter 10, “Beginning and Ending Your Speech.”

Outlining Students will find a separate chapter on outlining both linear and alternative or organic organizational patterns for speeches. See Chapter 11, “Outlining Your Speech.”

Small Group Communication I've expanded the coverage of small group communication, including information on diversity in small groups, and set this material apart in Appendix A, “Speaking in Small Groups.”

Special Occasion Speeches Appendix B, “Speaking on Special Occasions” provides detailed information on special occasion speech development and delivery.

New Features

Technology This edition continues to update its coverage of technology. In addition to microphone delivery, students will find guidelines for speaking before a camera. I've added guidelines for using electronically stored resources, for

exploring the internet, and for critically evaluating materials available on-line. I've augmented coverage of ways to create and use computer-generated visuals.

Narrative It's difficult to overemphasize the importance of narrative (story-telling) to all cultures. Therefore, instead of isolating this material in a separate chapter, this edition integrates the discussion of narrative into many chapters. For example, a discussion of narrative patterns appear in Chapter 9, "Organizing Your Ideas," and narrative reasoning is covered in Chapter 16, "Methods of Reasoning and Persuasion." In addition, Chapter 15, "Informative Speaking," now includes a section on informative narratives.

Women's Perspectives The first edition introduced ground-breaking research on women's organizational patterns for speaking. This edition adds a discussion of invitational rhetoric, a form of reasoning often used by women. A new sample narrative speech by a student illustrates this form (see Chapter 16, "Methods of Reasoning and Persuasion").

Ethics in Practice Boxes I've retained an emphasis on dialogical ethics, and have added a new feature called Ethics in Practice, which appears in separate boxes throughout the book. This feature gives students opportunities to explore their responsibilities as ethical speakers and listeners.

Critical Thinking Boxes More than ever before, in the Information Age, students need strategies they can use to sift through the information and arguments that surround them. Besides the presentation of critical thinking principles throughout, I've added Critical Thinking boxes in many chapters to challenge students to analyze and evaluate arguments and information.

Skill Builders Boxes In addition to the clearer emphasis throughout the text on developing basic public speaking skills, new boxes called Skill Builders have been added. These exercises invite students to apply public speaking concepts to real-life situations and to explore in greater depth ideas presented in the text.

Looking at Diversity Boxes These boxes enhance the book's emphasis on diversity by presenting brief summaries of public speaking traditions from a range of perspectives. For example, one presents listening traditions in African-American and various Asian cultures. In another, an immigrant woman argues that people in the United States should be proud when they hear accented English. It symbolizes a country of immigrants, a country admired by people around the world!

Communication Apprehension To give earlier reassurance to students who are nervous at the prospect of speaking, I've shifted the material on speech anxiety into Chapter 2, "From Start to Finish: Your First Speech." There students will also find the *Personal Report of Public Speaking Anxiety* test (PRPSA) that will help them assess their level of apprehension.

Running Glossary To aid student learning, I've highlighted key terms in **boldface** and added marginal definitions on the pages where terms are first mentioned.

Sample Speeches You'll find a number of informative and persuasive speeches, organized in narrative as well as linear patterns, given by classroom and professional speakers of diverse backgrounds. Some have sample visual aids. Outlines for several of these speeches appear in the Student Resource Workbook.

Additional Features

This text has several additional features that acknowledge diversity. Where appropriate, I specifically address students whose first language is not English. Further, students will find specific guidelines for speaking through an interpreter, and the Student Resource Workbook contains an assignment for a speech using an interpreter. Finally, in recognition of individual diversity, I've continued my focus on a variety of learning styles featuring both linear and nonlinear ways of learning.

Organization

The text is organized into three sections with three appendices. The first section (Chapters 1–5) sets up basic principles of speaking and listening. The second (Chapters 6–14) develops principles found in the five canons of rhetoric. The third section (Chapters 15–17 and the appendices) discuss the applied contexts in which we speak publicly.

Each chapter begins with a preview of the chapter's goals, then pauses every few pages to provide opportunity to probe the concepts through Skill Builders, Ethics in Practice, Critical Thinking, and Looking at Diversity features. A number of new sample student speeches and speech outlines are located throughout the text and in the Student Resource Workbook.

Student Resource Workbook

Student Resource Workbook This workbook describes a number of assignments in detail and provides students with step-by-step guidelines for successful preparation and delivery of speeches. It includes outlines for a number of the sample speeches in the text.

Acknowledgments

Every book is in some ways a co-created product in which an author relies on the insights and encouragement of others. Victoria O'Donnell of Montana State University, Sean Patrick O'Rourke of Vanderbilt University, and Anne Zach Ferguson

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You can help make the next edition of this book even more useful. Please contact me through the Wadsworth internet website at <http://www.wadsworth.com> or send your comments, suggestions, and other thoughts to

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