

SIXTH EDITION



Hamilton Gregory

Public Speaking

for **College** and **Career**

Sixth Edition

Public Speaking for College and Career

Hamilton Gregory

Asheville-Buncombe Technical Community College



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto

McGraw-Hill Higher Education

A Division of The McGraw-Hill Companies

PUBLIC SPEAKING FOR COLLEGE AND CAREER

Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc. 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2002, 1999, 1996, 1993, 1990, 1987 by Hamilton Gregory. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

1 2 3 4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6 5 4 3 2 1

ISBN 0-07-240053-6

ISBN 0-07-247511-0 (annotated instructor's edition)

Editorial director: *Phillip A. Butcher*

Senior sponsoring editor: *Nanette Kauffman*

Senior developmental editor: *Rhona Robbin*

Editorial assistant: *Sara Brady*

Marketing manager: *Kelly M. May*

Project manager: *Karen J. Nelson*

Production supervisor: *Gina Hangos*

Cover illustrator: *Jane Sterrett*

Cover images: clockwise from top right.

1 *Walter Hodges/Stone* ©; 2 *Frank Siteman/Stock Boston/Picture Quest* ©;

3 *Bob Daemminich/The Image Works* ©; 4 *Bob Daemminich/The Image Works* ©;

5 *Bob Daemminich/Stock Boston* ©

Cover designer: *Keith J. McPherson*

Interior designer: *Michael Warrell, Design Solutions*

Photo research coordinator: *Judy Kausal*

Photo editor: *Corrine L. Johns, Inc.*

Supplement coordinator: *Betty Hadala*

Media producer: *Jessica Bodie*

Compositor: *GTS Graphics, Inc.*

Typeface: *10/12 New Aster*

Printer: *R. R. Donnelley & Sons Company*

Library of Congress Cataloging-in-Publication Data

Gregory, Hamilton

Public speaking for college and career/Hamilton Gregory.—6th ed.
p. cm.

Includes bibliographical references and index.

ISBN 0-07-240053-6 (alk. paper) — ISBN 0-07-247511-0 (alk. paper)

1. Public speaking. I. Title

PN4121 .G716 2002

808.5'1—dc21

2001030553

Preface

“The first purpose of education,” the American essayist Norman Cousins once said, “is to enable a person to speak clearly and confidently.”¹

The goal of this book is to show students how to achieve clarity and confidence during the speeches they must give in the classroom, in their careers, and in their communities.

To reach this goal, I cover the basic principles of speech communication, drawn from contemporary research and from the accumulated wisdom of over 2,000 years of rhetorical theory. At the same time, I try to show students the real-life applicability of those principles by providing many examples and models from both student and professional speeches.

■ Key Elements

This new edition highlights the same important concepts and principles that were featured in earlier editions.

Focusing on Audience

Audience-centered communication is emphasized throughout the book: how to analyze listeners; how to be sensitive to their needs and interests; and how to talk *to* and *with* them, not *at* them. Students are encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of “giving a speech.”

Planning and Organizing

A rule of thumb in American seminaries is that ministers should spend an hour in the study for each minute in the pulpit. Since this ratio is a good one for any speaker, I devote 11 chapters to showing students how to go through the preliminary stages systematically—analyzing the audience, selecting a topic and specific purpose, devising a central idea, finding verbal and visual support material, organizing the material into a coherent outline, and practicing effectively.

Building Confidence

A major concern for most beginning speakers is how they can develop and project confidence in themselves and in their ideas. Chapter 2 (“Controlling Nervousness”) provides a reassuring discussion on nervousness and shows students how to turn their speech anxiety into an asset by using it as constructive energy.

Speaking in Real-World Situations

Examples, stories, and photos throughout the book depict real people in real communication settings. “Tips for Your Career” appear in all chapters to give students useful advice for their professional development. “Special Techniques” give detailed explanations on such topics as “How to Use Humor.”

Developing Ethical Values

Ethical behavior and personal values are important matters for all communicators. Rather than restrict my discussion of ethics to an isolated chapter, I discuss ethical problems throughout the book at relevant points. These points are flagged by an “Ethical issues” icon in the margin of the text.

Incorporating Technology

Students receive updated information on using multimedia and the Internet. Special emphasis is given to using PowerPoint electronic presentations, and several sample speeches are illustrated by PowerPoint slides. At the same time, students are warned about the pitfalls of using PowerPoint incorrectly.

Conducting and Evaluating Research

Some librarians and instructors report that many students want to use the Internet—and nothing else—for research but are unaware of how to use the Internet properly. To address this issue, “Building Internet Skills” exercises are located at the end of every chapter. Chapter 6 (“Finding Information”) shows students how to use the Internet effectively, but it also describes the limitations of the Internet and warns students that they are making a mistake if they ignore traditional library resources.

Building Critical Thinking Skills

Many instructors and employers complain that students and employees often fail to apply critical-thinking skills in evaluating information, especially information from the Internet. To help students sharpen these skills, Chapter 7 (“Using Information Wisely and Ethically”) provides guidelines on how to separate credible from unreliable information and how to develop a healthy skepticism. At the end of each chapter are “Building Critical-Thinking Skills” exercises. Throughout the book, when each stage of preparation and delivery is discussed, students are encouraged to engage in critical analysis of their topic, audience, and material.

Exploring Diversity and Teamwork

Some employers complain that many recent college graduates show weakness in two related skills: (1) communicating with people from diverse backgrounds and (2) participating in teams. In response to these problems, this book emphasizes understanding and valuing diversity. In addition to tips and photos throughout the book, there are “Building Teamwork Skills” exercises at the end of each chapter. Chapter 1 confronts the problem of stereotyping and scapegoating. Chapter 4 has a detailed discussion of listeners from other countries and various ethnic groups, as well as tips regarding disabilities, gender, age, educational background, occupations, religious affiliation, and economic and social status. Chapter 19 provides guidelines on how individuals can work effectively in teams.

Using Visual Imagery

Believing that visual imagery can enhance learning, I have provided over 130 graphics, including photos, drawings, tables, and sample presentation aids. Most of these visuals are new to this edition.

■ Highlights of the Sixth Edition

This new edition includes a great deal of new and revised material, such as examples, explanations, exercises, and references. Here are some of the highlights.

SpeechMate CD-ROM

An integral part of this text is *SpeechMate*, a CD-ROM that is packaged free with every copy of the book and includes the following materials:

Video Clips. Icons throughout the book alert readers to video clips of speech excerpts and full speeches that illustrate the various parts of a speech and good presentation techniques.

Practice Tests. To prepare for classroom tests, students can take a practice test for each chapter, with 15 multiple-choice and 15 true-false questions. When students choose an incorrect answer, they are given an immediate explanation of their mistake. Then they are invited to try again.

Checklist for Preparing and Delivering a Speech. This handy list of steps not only helps speakers prepare their classroom speeches but also provides a valuable guide for speeches in their careers.

Topic Helper. For students who have trouble coming up with a topic for a speech, lists of hundreds of sample topics are provided.

Speech Critique. A software program enables both students and instructors to evaluate speeches, either on a computer or on a printed evaluation sheet. One valuable feature permits evaluators to edit the “comments” templates to suit individual preferences.

Outline Tutor. A computerized form for creating outlines helps students organize their material.

PowerPoint Tutor. Basic steps in creating a PowerPoint presentation are explained in this tutorial.

Bibliography Formats. To illustrate how to cite sources in an outline, I have given examples from two of the most popular style guidelines: Modern Language Association (MLA) and American Psychological Association (APA).

Glossary. All of the book's key terms and their definitions are included and can be accessed by chapter or through a master glossary. Electronic flash cards help students to master the book's key terms and concepts.

Link to Website. *SpeechMate* includes a link to the text's Online Learning Center Website.

Chapter-Opening Features

To create interest and highlight key points, each chapter opens with a photo and explanatory caption. On the opposite page is an outline and set of objectives for the chapter. The next page features an introductory story (illustrated by a photo or artwork) that shows how speakers in the real world actually use the principles discussed in the chapter.

Sample Speeches

Sample speeches, most of them new to this edition, provide models of how to effectively choose, organize, and develop materials. Most of these speeches include commentary to help students focus on the major elements.

Here are the key speeches:

Chapter 8 ("Supporting Your Ideas"): New to this edition is "Workplace Bullies," a persuasive speech (problem-solution pattern) that demonstrates how to use support materials such as examples and statistics. It includes a commentary.

Chapter 12 ("Outlining the Speech"): "Banning Jet Skis"—a new persuasive speech that uses the statement-of-reasons pattern—shows the student's outline accompanied by a commentary. Following the outline is a transcript of the speech as it was delivered. A PowerPoint slide and a sample of the speaker's notes are also shown.

Chapter 15 ("Speaking to Inform"): "How to Identify Poison Ivy" is a new process speech, accompanied by a PowerPoint slide.

Chapter 15 ("Speaking to Inform"): "The *Titanic*: Two Erroneous Beliefs" is a new informative speech with an outline (accompanied by commentary) and transcript. Two PowerPoint slides are shown.

Chapter 16 ("Speaking to Persuade"): A new persuasive speech—"A Wake-up Call for Drowsy Drivers"—uses the motivated sequence. The outline is presented with a commentary, followed by a transcript of the speech as delivered. Two PowerPoint slides are shown.

Chapter 18 (“Special Types of Speeches”): Brief samples illustrate the entertaining speech, the speech of tribute, and other special-occasion speeches.

Appendix: Sample speeches, four of which are new to this edition, include a speech of self-introduction, a process speech, an informative speech, a persuasive speech (problem–cause–solution pattern), and a speech of tribute.

Chapter Revisions

Major changes for individual chapters are as follows:

Chapter 1, “Introduction to Public Speaking,” includes new material on the joys and rewards of public speaking in both personal and professional situations. The section on the speech communication process has been revised to emphasize that the process is often a lively give-and-take of verbal and nonverbal communication. The discussion of stereotyping has been broadened to include the concept of scapegoating. The section on the self-introduction speech has been expanded.

Chapter 2, “Controlling Nervousness,” includes a new section on shifting one’s focus from self to audience, a revised discussion of how to react to sour faces in an audience, and an expanded Tip for Your Career, “Prepare for Memory Lapses.”

Chapter 3, “Listening,” includes a full-scale attack on electronic rudeness, such as using a cell phone or laptop computer during a presentation. The Tip for Your Career, “Learn How Listeners Show Respect in Different Cultures,” features several new examples.

Chapter 4, “Reaching the Audience,” uses the pre-speech techniques of NASA astronaut Joan Higginbotham to demonstrate what constitutes an audience-centered speaker. The section on surveys has been revised, with a new sample survey coupled with a detailed explanation of the types of questions used in the survey. The section on audience diversity has been updated with new information on respecting and understanding nonverbal signals and taboos in other cultures. A new Tip for Your Career gives guidelines on using Deaf and foreign-language interpreters. Two sections—“Listeners with Disabilities” and “Gender”—provide new guidelines.

Chapter 5, “Selecting Topic, Purpose, and Central Idea,” opens with a vignette about computer whiz Charles Long that exemplifies the importance of choosing a topic wisely and developing it carefully. The section on “Exploring the Internet” has been updated.

Chapter 6, “Finding Information,” has undergone major revisions to keep students up to date on Internet resources. A new feature explains the value of expert sites and discussion forums for getting answers to research questions. Two new tables—“Internet Search Tools” and “Where to Find Materials”—were field-tested with over 100 college students before being placed in the chapter. Another table, “How to Cite Sources,” now includes both MLA and APA style guidelines.

Chapter 7, “Using Information Wisely and Ethically,” was created for the preceding edition to show students how to find gold nuggets in mountains of garbage, especially on the Internet. The chapter proved to be popular with both students and instructors, and for this edition, two new sec-

tions have been added: “Beware of Groups with Misleading Names” and “Don’t Be Dazzled by High-Tech Design.” Also included is a new Tip for Your Career, “Be Willing to Challenge Reports in the Media.”

Chapter 8, “Supporting Your Ideas,” now includes a sample speech—“Workplace Bullies”—to show how support materials can be used. The chapter also has many new examples and a new Tip for Your Career, “Cite Experts Whom Your Audience Will Trust.”

Chapter 9, “Visual Aids,” has been revised extensively to provide fresh information on multimedia and the Internet—for example, how to download an image from a Website. A new table, “Free Multimedia Materials on the Internet,” lists options for finding downloadable images and videos. There is also new material on the importance of distinguishing between low and high resolution when deciding how to use images in a speech. Electronic presentations such as PowerPoint are recommended as valuable tools, but students are warned about widespread abuse (see a new Tip for Your Career, “Beware the Perils of PowerPoint”).

Chapter 10, “The Body of the Speech,” now has graphics illustrating all five organizational patterns discussed in the chapter: chronological, spatial, causal, problem–solution, and topical.

Chapter 11, “Introductions and Conclusions,” displays a new PowerPoint slide that demonstrates the effectiveness of opening a speech with an attention-grabbing question (“What is the most dangerous job in the U.S.?”).

Chapter 12, “Outlining the Speech,” features the new persuasive speech on jet skis (discussed above).

Chapter 13, “Wording the Speech,” includes new information on how to use the Internet to explore connotations of words.

Chapter 14, “Delivering the Speech,” places extra emphasis on the importance of dressing appropriately for a presentation.

Chapter 15, “Speaking to Inform,” contains the two new speeches mentioned above.

Chapter 16, “Speaking to Persuade,” includes the persuasive speech discussed above, as well as a new graphic showing a sample leave-behind. It also features a new Tip for Your Career, “View Persuasion as a Long-Term Process.”

Chapter 17, “Persuasive Strategies,” includes many new examples. Under the section “Fallacies in Reasoning,” I have subsumed an old category “sweeping generalization” under “hasty generalization” and I have added a new category, “red herring.”

Chapter 18, “Special Types of Speeches,” features a heart-warming story about a Harlem Globetrotters basketball player who gives speeches that are both entertaining and inspirational.

■ Resources for Instructors and Students

Ancillary materials are available for learning and extending the concepts of the book.

Digital and Video Resources

- *Online Learning Center Website* for this book (www.mhhe.com/gregory) contains an extensive variety of resources for instructors and students, including chapter quizzes, interactive exercises, key terms, chapter overviews, learning objectives, PowerPoint slides, and more. In addition, a new feature—WEBLINKS—enables readers to get quick updates for Internet addresses referred to in the text and any other information that has changed since publication of the book. To access this service, visit the site, click on WEBLINKS, and explore links for relevant pages in the text. For a password to access the instructor's materials, contact your McGraw-Hill representative.
- *Instructor's Resource CD* includes the contents of the instructor's manual, a test bank of all chapter tests, PowerPoint slides of chapter highlights, and PowerPoint slides of *Building an Outline*, a tutorial that shows students how to organize their ideas in an outline. Two outlines (one for an informative speech, the other for a persuasive speech) are constructed step by step so that students can see the process in action. *Building an Outline* is also available in the instructor's manual as a set of transparency masters.
- Several videotapes are available from the McGraw-Hill Video Library collection, including VHS tapes of speeches as delivered by students in a public speaking classroom. They can be used to evaluate and discuss both content and delivery. A new videotape of student speeches is available with this edition of the text.
- *McGraw-Hill Public Speaking Website* (www.mhhe.com/speaking) contains resources for both teachers and students, such as links to jokes, quotations, historical speeches, and Websites devoted to free speech.
- *PageOut* is designed for instructors just beginning to explore Web options. In less than an hour, even the novice computer user can create a course Website with a template provided by McGraw-Hill (no programming knowledge required). PageOut lets you offer your students instant access to your syllabus, lecture notes, and original material. Students can even check their grades online. And you can pull any of the McGraw-Hill content from the Gregory Online Learning Center into your Website. PageOut also offers a discussion board where you and your students can exchange questions and post announcements, as well as an area for students to build personal Web pages. To find out more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at (www.mhhe.com/pageout). All on-line content for this text is supported, not only by PageOut but also by WebCT, eCollege.com, and Blackboard.

- PowerWeb is a password-protected Website that is offered free with new copies of the text. It provides instructors and students with course-specific materials, and current, relevant, and validated Web content. Accessible from a link on the Online Learning Center Website for this text, PowerWeb helps students with online research by providing access to more than 6,000 high-quality academic sources.

Print Resources

- *Supplementary Readings and Worksheets* is a resource book that adopters of the text can use in one of two ways: (1) photocopy selections for classroom use or (2) have students purchase as a supplementary text. Included are worksheets covering key concepts (such as how to write specific-purpose statements); sample outlines; lists of speech topics; a transcript of Martin Luther King's famous "I Have a Dream" speech, accompanied by a detailed commentary; brief handouts that crystallize what students need to know about job interviews, résumés, and letters of application; an article on speech phobia, which gives tips for self-therapy to those students whose fear goes far beyond the normal range discussed in Chapter 2 of the text; and articles that cover special subjects: "How to Prepare a Speech without Feeling Overwhelmed," "Speaking in Front of a Camera," "Oral Interpretation of Literature," "Voice Production," and "Public Speaking Tips for ESL Students."
- *Annotated Instructor's Edition* has marginal notes that provide teaching ideas, quotations, examples, and suggestions for group activities and class discussions.
- *The Instructor's Manual* provides dozens of ready-to-reproduce worksheets and forms for use in the classroom. Tips are given on how instructors can videotape student speeches. The manual has four ready-to-reproduce tests for each chapter: Form A has true-false questions, Forms B and C have multiple-choice questions, and Form D contains short-answer questions. The test items also are available on a dual-platform CD-ROM for computerized test construction.

■ Acknowledgments

More than 120 instructors have reviewed this book in its successive editions. Their advice not only has shown me how to improve the book but also has helped me improve my own classroom teaching. I am deeply grateful to the reviewers for their insights, encouragement, and willingness to help a colleague.

Though space does not permit a listing of all reviewers of previous editions, I would like to name those who gave me valuable feedback for this edition: Bill Bass, York Technical College; Barbara Bolz, University of Detroit Mercy; Karen S. Braselton, Ivy Tech State College; Ferald Bryan, Northern Illinois University; Donna Cunningham, Northern Arizona University; Betty Farmer, Western Carolina University; Susan Halloran, Allen County Community College; Lisa Holderman, Arcadia University; Katherine Horowitz, Central Washington University; Loretta L. Kissell, Mesa Community College;

Mona Klinger, North Idaho College; Roy Schwartzman, Northwest Missouri State University; James Stewart, Tennessee Technological University; and Sam Zahran, Fayetteville Technical Community College.

For contributing the excellent speech-evaluation software ("Speech Critique") that is a component of the *SpeechMate* CD-ROM that accompanies this edition, I am indebted to Dick Stine, Robert Sindt, and Larry Reynolds of Johnson County Community College. For their encouragement, special thanks to Greg Cheek, St. Mary College in Kansas; Betty Dvorson, City College of San Francisco; and Jim McDiarmid, speech instructor on U.S. Navy ships under the PACE (Program of Afloat College Education) program.

For the second straight edition, I was fortunate to work with Rhona Robbin, an excellent developmental editor, whose flexibility, patience, and light touch made our collaboration enjoyable. She cared about the book as much as I did—an attribute that writers love to find in an editor. Her enthusiastic support for the book was matched by three other key executives at McGraw-Hill: Phil Butcher, editorial director, humanities; Nanette Kauffman, senior sponsoring editor for speech communication; and Kelly May, marketing manager. The physical beauty of this book is due to design director Keith McPherson, interior designer Michael Warrell, and cover illustrator Jane Sterrett. I also wish to acknowledge the valuable assistance of other McGraw-Hill staff members: Margaret Metz, Karen Nelson, Corrine Johns, Betsy Blumenthal, Sara Brady, Jessica Bodie, Jane Lightell, Betty Hadala, Judy Kausal, Gina Hangos, Lori DeShazo, Alyson DeMonte, and Claire Rehwinkel.

I am grateful to the following colleagues for ideas, inspiration, and support: Sue Barron, Bob Bowles, Jan Caldwell, Jim Cavener, Jason Chambers, Chrystal Cook, Rebecca Davis, Ren Decatur, Bill Findley, Lynne Gabai, Tom Gaffigan, Sandi Goodridge, Thomas Gore, Deborah L. Harmon, Tony Hodge, David Holcombe, Lisa Johnson, Alison Long, Deborah Lonon, Mary McClurkin, Shirley McLaughlin, Dr. Celia Miles, Susan Paterson, Maretta Pinson, Judith Robinson, Peggy Ryan, Clayton Satterfield, Lee Schleining, Chris Tibbetts, and Dr. Olin Wood (who saw my student handouts and urged me to write this book).

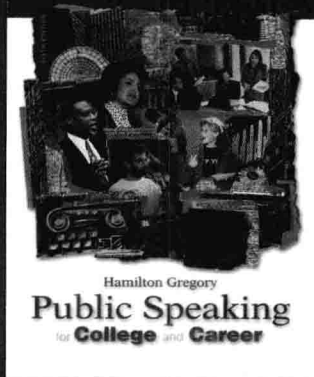
Thanks, also, to Karen Soule and Jim Olsen of Fort Jackson, South Carolina, for making it possible for me to take photos of military communicators; the media relations staff of the New York Mets for arranging the interview and photo of Mookie Wilson; Dr. William Anixter of Mountain Psychiatric Center, for providing me with information on speech phobia; and Larry Schnoor, executive director of the Interstate Oratorical Association, for giving permission to reprint speeches from *Winning Orations*.

I am indebted to the hundreds of students in my public speaking classes over the years who have made teaching this course a pleasant and rewarding task. From them I have drawn most of the examples of classroom speeches.

And for their support and patience, special thanks to my wife Merrell and to our children, Jess, Jim, and June.

Hamilton Gregory

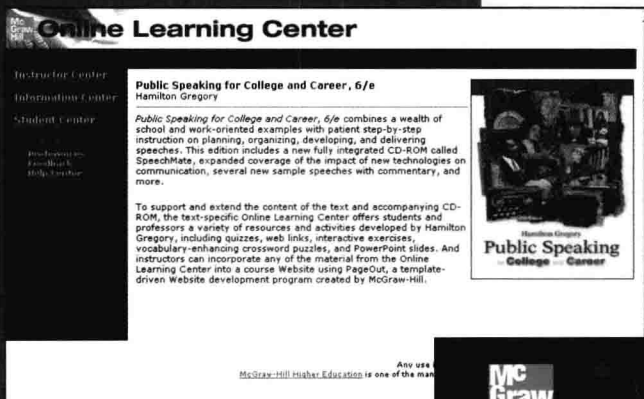
A Visual Preview of *Public Speaking for College and Career*, Sixth Edition



Public Speaking for College and Career offers a practical, accessible, and non-intimidating approach to public speaking. Combining a wealth of school- and work-oriented examples with patient step-by-step instructions, this new edition includes expanded coverage of the impact of new technologies on communication, new sample speeches with commentary, new learning aids, and more.

This edition introduces *SpeechMate*, a CD-ROM that is fully integrated with the text. Icons throughout the book alert readers to corresponding features on the CD-ROM. *SpeechMate* includes a variety of learning tools that can be used both in and outside of the classroom. For example, students can view video clips as well as full student speeches, and take practice tests. Other components include outlining software, a PowerPoint tutorial, glossary flashcards, speech evaluation software, and bibliography formats.

SpeechMate



To support and extend the content of the text, the Gregory *Online Learning Center*, a text-specific Website, offers students and instructors an array of resources such as chapter quizzes, Web links, interactive activities, vocabulary-enhancing crossword puzzles, and PowerPoint slides. www.mhhe.com/gregory.

PowerWeb, a password-protected, course-specific Website is also available. Accessible from a link on the *Gregory Online Learning Center*, *PowerWeb* helps students with online research by directing them to more than 6,000 high-quality academic sources.

McGraw Hill
POWERWEB

Using Technology to Help Students Prepare Speeches

SpeechMate



A robust, yet easy-to-use CD-ROM, *SpeechMate* provides a variety of learning tools to help students prepare, organize, and deliver speeches. Icons in the margins of the text alert readers to corresponding features on *SpeechMate*.



SpeechMate

To see a speaker who uses notes effectively, view Video Clip 14.4 on the CD.

Using Notes

For classroom speeches, your instructor will tell you whether to use notes. For speeches in your career, the note system that we recommend in Chapter 12 is highly recommended. It is a system that most speakers use. (Even speakers who talk without looking at notes use them as insurance—in case they lose their train of thought.) If you do take cards or sheets of paper to a lecture, use whatever way works best for you. Some speakers place their notes on a podium.

Actress Catherine Hickland uses notes when she gives speeches, but she merely glances at them occasionally. Most of the time she looks at her audience. Hickland tries to educate the public about anorexia by candidly talking about her own battle with the eating disorder.



Rebecca Ramirez lets her face show the pleasure she feels in sharing an anecdote about her grandparents.

Close

Video Clips

Twenty-seven video excerpts and complete speeches illustrate the various parts of a speech and presentation techniques.

Resources for Review and Skill Building



SpeechMate
For additional review, see CD for a practice test.

Summary

An outline is as important to a speechmaker as a blueprint is to a builder. The outline provides a detailed plan to help the speaker organize thoughts into a logical sequence and to make sure nothing important is left out.

Two popular types are the topic outline, which uses words and phrases for headings, and the complete-sentence outline, which uses entirely written-out headings. Some speakers use both forms: the topic outline for early drafts and the complete-sentence outline for refinements.

The parts of the outline include title, purposes, central idea, introduction, body, conclusion, transitions, bibliography, and visual aids.

After you complete your outline, you can use it to prepare speaking notes based on it. You can use note cards, a full sheet of paper, or a visual aid. If you choose, avoid writing too many words on your notes. Just enough words to jog your memory.

Through all these stages, continue to revise your outline and speaking notes whenever they need alterations. After you are satisfied with your outline, and revise for smooth, logical flow from one part to the next. Finally, make deletions if you are exceeding your time limit.

Periodically, a year-long silent can be thought of as a short because letters are not "moving" "loudly" that they are silent is away.

1. In the speech communication process, the pathway used to transmit a message is known as the
☐ a) path
☐ b) line
☐ c) transmitter
☒ d) channel

2. All of the following are listed in the book as ways that speakers can get feedback EXCEPT

- ☐ a) Ask listeners to raise their hands whenever they spot a mistake.
- ☐ b) Have a presentation videotaped.
- ☐ c) Ask friends or colleagues for a critique of the speech.
- ☐ d) Ask listeners to fill out evaluation forms after the speech.

3. The English author G. K. Chesterton said, "A year is a silent _____."

- ☐ a) silence
- ☐ b) noise
- ☐ c) about
- ☐ d) end

Practice Tests

Practice tests for each chapter feature 15 multiple-choice and 15 true-false questions, with immediate on-screen feedback.

model is that you can move it around. If you had a model airplane, for example, you could show principles of aerodynamics more easily than if you had only a drawing of a plane.

Yourself and Volunteers

Using yourself as a visual aid, you can demonstrate yoga positions, judo holds, karate chops, stretching exercises, relaxation techniques, ballet steps, and tennis strokes. You can don native attire, historical costumes, or scuba-diving equipment. One student came to class dressed and made up as a clown to give a speech on her part-time job as a clown for children's birthday parties. Figure 9.11 shows an example.



Figure 9.11

Using herself as a visual aid, an Italian violinist discusses 19th century Italian culture and music during a concert of classical music in the Italian pavilion at EPCOT World Showcase.

Volunteers can enhance

some speeches. You could use a friend, for example, to illustrate self-defense methods against an attacker. (For a classroom speech, be sure to get permission from your instructor before using a volunteer.)

Make sure you line up volunteers well in advance of speech day and, if necessary, practice with them to make sure they perform smoothly. Have substitutes lined up in case the scheduled volunteers fail to appear. Give instructions in advance so that volunteers know when to stand, when to sit, and so on. You don't want your volunteers to become a distraction by standing around when they are not needed.

Media for Visual Aids

The types of visual aids we have just discussed—charts, graphs, and so on—can be conveyed to the audience via a variety of different media. The most popular media are electronic presentations, boards, posters, flip charts, handouts, overhead transparencies, slides, television, and video projectors.

PowerPoint Tutor

Basic steps in creating and using PowerPoint® in a presentation are explained in this vivid tutorial.



SpeechMate

For guidance in creating and displaying PowerPoint presentations, see the PowerPoint Tutor on the CD.

Step 3: Deliver the Speech

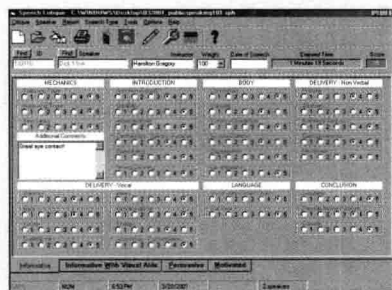
These are the speaker's actual words. Using her speaking notes to jog her memory, she presents the information in a natural, conversational manner.

Speaker's actual words

"Here is one of the best ways to fight insomnia and get some sleep: calm yourself down by counting your breaths. Count your inhaled as one, your exhaled as two, and so on—until you

Outline Tutor

A computerized template for creating outlines helps students to organize their material by creating, editing, and printing their speech outlines.

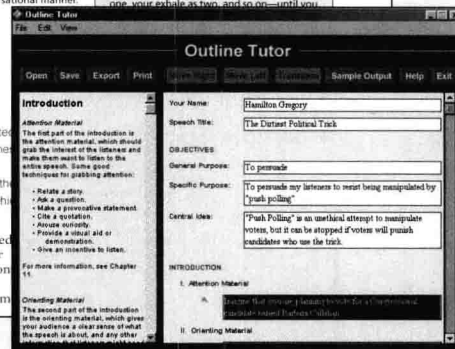


SpeechMate

For help in outlining your material, use the computerized Outline Template on the CD.

- C. Robbery
- D. Aggravated
- II. Property crimes
 - A. Burglary
 - B. Larceny-theft
 - C. Motor vehicle
 - D. Arson

If we wanted categories. For gories of weapon so on. Here are some



Speech Critique

This unique software program enables both students and instructors to evaluate speeches, either on a computer or on a printed evaluation sheet.



SpeechMate

See the CD for the Speech Critique software program that enables you to evaluate speeches, either on a computer or on a printed evaluation sheet.

Also on SpeechMate:

- Checklist for Preparing and Delivering a Speech
- Topic Helper
- Glossary Flashcards
- Bibliography Formats
- Glossary
- Link to Gregory Online Learning Center Website

Featuring Numerous School- and Work-Related Examples

When Charles Long was a student in my public speaking class, I was impressed by his accomplishments (during his first year in college, he had launched a successful computer and 3D animation business), and I encouraged him to speak on the subject he loved passionately—computers.

And yet I worried that Long would give the kind of speech that so many enthusiastic “techies” give: tedious, rambling, too technical, and too long. Fortunately, he avoided these pitfalls—by choosing and developing his topics wisely. For an informative speech, for example, he showed how a computer novice can create simple 3D animations. Using effective multimedia aids, he gave a speech that was interesting and understandable, and devoid of bewildering complexities.

To many listeners, Long’s presentation might have seemed easy to prepare—a piece of cake—because he knew the subject so well. But knowing a great deal creates a tough challenge: you must condense a wealth of information into a brief speech without losing clarity and fascination. In Long’s case, he had to work many hours to narrow and shape his material.

For your speeches, you can narrow and shape your material if you plan carefully. This chapter will show you how to plan the vital beginning steps—selecting a topic, a general purpose, a specific purpose, and a central idea.



Charles Long, who launched a successful computer and 3D animation company while still in college, took a public speaking course and avoided a mistake often made by computer whizzes.

Chapter-Opening Vignettes

Each chapter opens with an intriguing example or story to dramatize key principles and show how speakers in the real world actually use these principles.

190

Part 3 Preparing Content

Sample Speech

To see how support materials can be used, let’s look at a speech by student speaker Karen Miyamoto on bullies in the workplace.¹⁰ A commentary alongside the speech points out the types of support materials that are used.

Commentary

Karen Miyamoto opens with a *narrative* that is designed to capture the attention and interest of the audience.

The speaker gives a *definition* to make sure that the audience understands precisely what behavior she is talking about.

Workplace Bullies

Mark Montana, a 28-year-old chef at a catering service in Seattle, loved his job and made his supervisors happy—until a few years ago when a new boss made his life unbearable. The boss constantly belittled Montana in front of others, cursing him in a loud, angry voice, blaming him for any mistakes that he himself made; and threatening to ruin his reputation in the culinary field if he didn’t “shape up.” Montana says, “I began to feel bad about myself and I doubted my own competence. I developed severe headaches and had trouble sleeping.” Finally, after a few months of this abuse, he quit.

Mark Montana was the victim of a workplace bully. I’d like to show you that bullying in the workplace is a serious problem, but we don’t have to be passive victims. Let’s begin by looking at the scope of the problem.

Bullies are found throughout the workforce. “Workplace bullying” is defined as “deliberate, repeated, hurtful mistreatment of one person by another. It can be emotional or physical, but it’s usually emotional.” This definition

Sample Speeches

Twelve sample speeches, nine of them new to this edition, provide models of how to effectively choose, organize, and develop materials. Many of these speeches include commentary to help students focus on the major elements. There are also three sample speeches and 24 speech excerpts on video on the SpeechMate CD-ROM.

Tips for Your Career

Tip 1.2 Avoid the Five Biggest Mistakes Made by Speakers

In a survey by the author, 64 business and professional speakers were asked to cite the most common mistakes made by public speakers in the United States today. Here are the mistakes that were most often listed.

1. Failing to tailor one’s speech to the needs and interests of the audience.

A poor speaker bores listeners with information that is stale or useless. A good speaker sizes up the listeners in advance and gives them material that is interesting and useful.

2. Being poorly prepared.

A good speech does not just happen. The speaker must spend hours researching the topic, preparing

pounds of information in a one-pound bag.”

Covering too much material causes the listeners to suffer from “information overload.” They simply cannot absorb huge quantities of information in one sitting. A wiser approach is to give the listeners one big idea with a few main points to back it up.

4. Failing to maintain good eye contact.

Listeners tend to distrust speakers who don’t look them in the eye. Yet some speakers spend most of their time looking at their notes or at the floor or at the back wall.

Myers offers this advice: “Instead of addressing the room, talk for a few seconds to one person, then another, then another, then another.” This not only helps with eye

“Tips for Your Career”

“Tips for Your Career” sections appear in all chapters to give students useful advice for their professional development.

Offering Guidance on Conducting and Evaluating Research

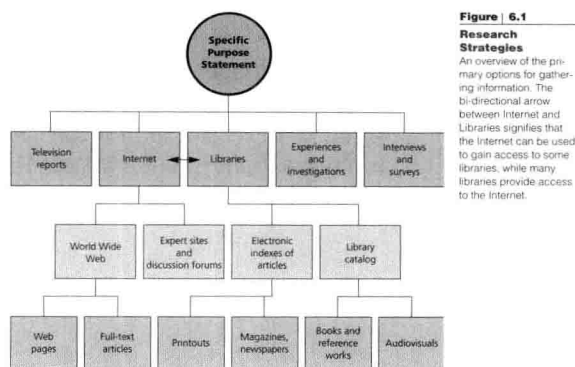


Figure | 6.1
Research Strategies
An overview of the primary options for gathering information. The bi-directional arrow between Internet and Libraries signifies that the Internet can be used to gain access to some libraries, while many libraries provide access to the Internet.

Finding Materials Efficiently

Many students fail to come up with good material for their speeches because they spend most of their time in unproductive research. Either they

Developing Research Strategies

Chapter 6, “Finding Information,” acquaints students with a variety of research options and provides a step-by-step guide to doing research on the Internet.

Table | 7.2 Evaluations of Websites

<p>Directories with Rated Sites These directories provide links to Websites that are ranked according to quality.</p> <p>Selective Directories These directories don't assign a rank, but all their links are to sites that are considered worth visiting.</p> <p>Misinformation Alerts These services try to expose scams, quackery, and phony news—not only in Websites, but in society at large.</p>	<ul style="list-style-type: none"> ■ Britannica (www.britannica.com) rates sites by using 1 to 5 stars. A 5-star rating means “Best of the Web.” ■ StudyWeb (www.studyweb.com) rates the richness of visual content by using 1 to 4 apples. A site with 4 apples has many graphics that can be printed or downloaded. ■ Librarians' Index to the Internet (www.lii.org) selects only reliable sites and then assigns a “Best of . . .” designation to the top sites. ■ New York Times Navigator (www.nytimes.com/library/tech/reference/cynavi.html) lists the top reference sites used by Times reporters. See “Collections for Journalists” and “Reference Desk.” ■ Internet Scout Report (scout.cs.wisc.edu/report/ir/) has a brief description of each site. ■ WWW Virtual Library (www.wvlb.org) lists high-quality academic sites. ■ Quackwatch (www.quackwatch.com) is edited by Stephen Barrett, M.D., former professor of health education at Pennsylvania State University. ■ The Skeptic's Dictionary (www.skeptic.com) is edited by Robert T. Carroll, professor of philosophy at Sacramento City College. ■ About (www.about.com) has many articles that can be retrieved by searching for “Net hoaxes” and/or “Scams.”
--	--

Note: Internet addresses and features sometimes change. For an update on these sites, visit the book's Website (www.ertongbook.com). Click on websites and look at notes for this page.

Evaluating Websites

Chapter 7, “Using Information Wisely and Ethically,” challenges students to think critically in evaluating information and judging source credibility, with a special focus on the Internet.



Building Internet Skills

1. On a search engine that uses plus and minus signs, enter these unmarked keywords for a search related to prisoners: *crime prison*. Note how many documents are listed. Next, add *+ juveniles*, search again, and note the number of hits. Finally, change the plus sign to a minus: *- juveniles*. Search and write down the number of hits. Which of the three options yielded the most hits and which gave the least?

Possible Strategy: Use AltaVista (www.altavista.com), a search engine that is especially powerful in advanced search capabilities.

2. Find and write down the names of three Filipino dishes.

Possible Strategy: Go to Yahoo! (www.yahoo.com), choose “Regional,” and then “Countries.” Click on “Philippines,” and then “Society and Culture.” Next, select “Food and Drink” and then visit at least one of the Websites listed.

Building Internet Skills

At the end of each chapter, “Building Internet Skills” exercises help students develop strategies for using the Web effectively.