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THIRD EDITION

Public Speaking

STRATEGIES FOR SUCCESS

David Zarefsky

Public Speaking
Strategies for Success
Third Edition

David Zarefsky

Northwestern University

Allyn and Bacon

Boston • London • Toronto • Sydney • Tokyo • Singapore

For My Students
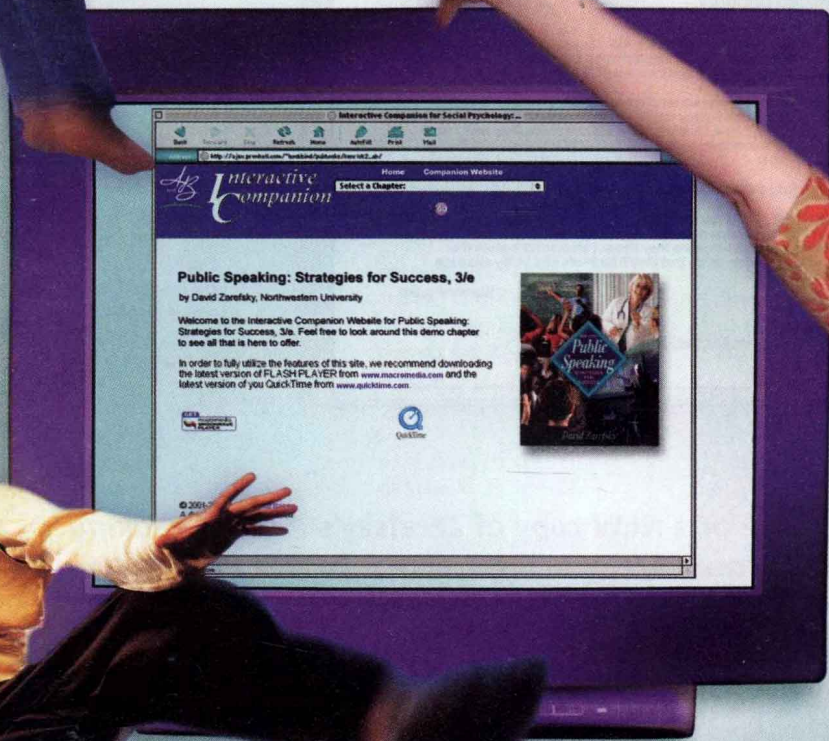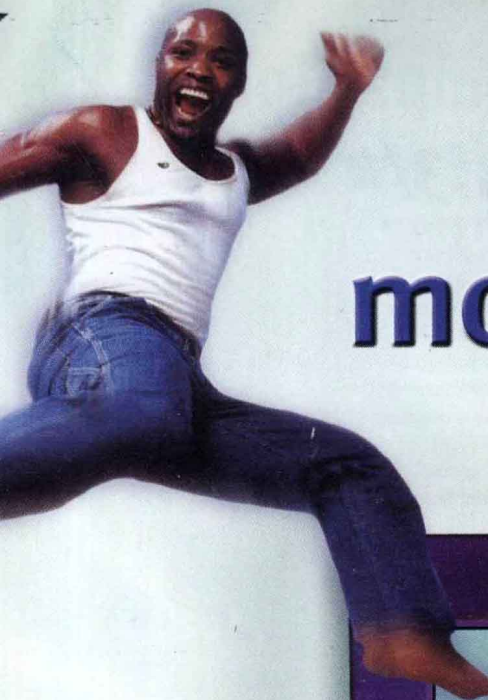
Introducing the Interactive Companion Web site for *Public Speaking, 3/e*

Interactive Companion: Interactive Companion ...

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Interactive Companion

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Chapter 3: Analyzing Your Audience

Chapter Guide
Practice Test
Web Links
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Contents

Introduction

Two students were presenting speeches to their classmates about the dangers of smoking. Both spent a great deal of time preparing, but they had strongly different attitudes about how to develop their speeches. The first student said:

> I had no idea there was so much research information about this topic. I had to cut short my explanations in order to fit everything in. If I talk faster than usual, I just might make it within the time limit. I want everyone to know that I prepared thoroughly and that I take the topic very seriously.

His classmate took a different approach:

> I don't think people want to hear about all the research. They need to know that the studies exist, but they really need to hear about how smoking has hurt someone they know. I want to tell a story that listeners can relate to, so that they'll be interested in my message.

(Zarefsky, p. 80)

Audio 3.1 Icebreaker 3.1: Thinking it over

Internet zone

Learning has reached a whole new level with the Interactive Companion Web site —
by encouraging you to apply what you've learned through audio and video clips, Web sites, activities and practice tests.

With the purchase of a NEW copy of Zarefsky's *Public Speaking: Strategies for Success, 3/e*, you'll get access to this PIN-code protected Web site FREE of charge. The Allyn & Bacon Interactive Companion Web site represents an exciting new study tool that uses the latest in multimedia to review, enrich, and expand upon key concepts presented in its companion textbook.

Using chapter highlights as its organizing structure, the Interactive Companion helps you apply what you've learned by presenting you with hundreds of links to audio and video clips, Web sites, activities, and practice tests. These links are annotated with brief descriptions that help you understand the value and purpose of each type of media in the context of the chapter.

Everything you need is right here at your fingertips!

ACTIVATE YOUR PIN.

# How will you benefit from using the Interactive Companion Web site?

✓ **Provides you with frequent feedback on your learning progress to perform better on tests.**

✓ **Offers highly interactive ways for you to engage with the textbook content.**

✓ **Adds variety to course materials and helps you study more effectively.**

✓ **Helps you to think critically about the information presented to you in the textbook and on the Web site.**

✓ **Gives you access to the latest information related to the textbook topics via the Web.**

"A major advantage of the Web site is that it allows students to connect with a wealth of learning support any time and any place. Professors can create a vast array of assignments and projects, knowing that all students — those in dorms and those commuting from home miles away, those with easy access to libraries and those who are more isolated — have the resources to complete the assignments and projects."
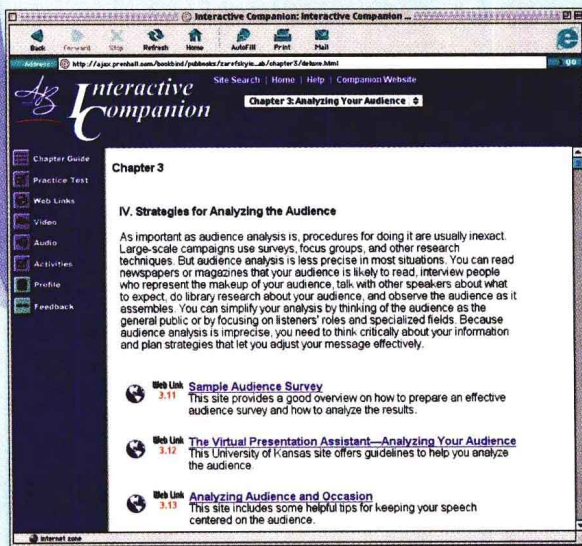
Anita Woolfolk
Educational Psychology Professor
The Ohio State University
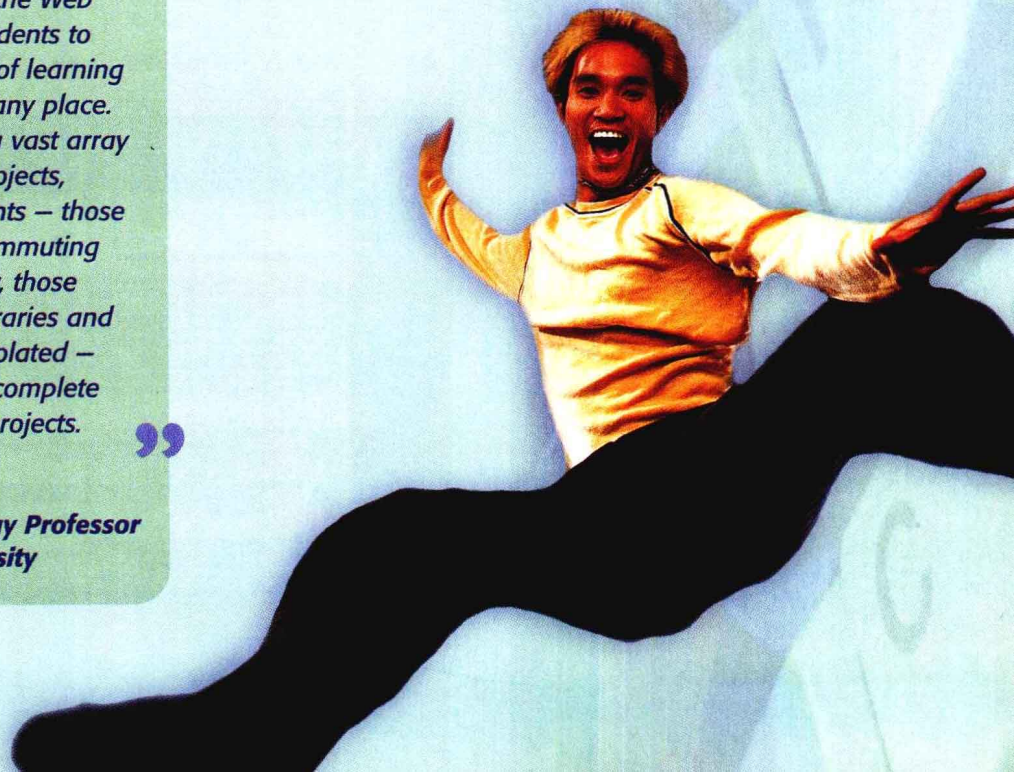
Easy navigation that lets you study the way you want!

Contents

Practice Test

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1. Each chapter begins with an attention-grabbing opener. **Click on the associated audio icon and you'll hear questions or issues framed around the chapter opener;** this allows you to hear as well as read about new concepts.

2. **Chapter learning objectives are linked to the various topic areas,** allowing you to go directly from what you need to learn in the chapter to the media assets that will help you learn this new information.

3. **Each topic area ends with an activity** that is a review of key terms. These are created as flash card exercises — allowing you to reinforce the information that you've learned from that section of the book.

4. **Every chapter ends with three items:**

   a. **Concept Check Activity** which asks you to match terms and concepts in the chapter with their definitions.

   b. **"Closing Thoughts"** in which you revisit the opening scenario and consider the situation in light of what you've learned in the chapter.

   c. **Practice Test,** which promotes self-regulation and self-monitoring, two key elements of successful learning.

Interactive Companion

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Chapter 3

IV. Strategies for Analyzing the Audience

As important as audience analysis is, procedures for doing it are usually inexact. Large-scale campaigns use surveys, focus groups, and other research techniques. But audience analysis is less precise in most situations. You can read newspapers or magazines that your audience is likely to read, interview people who represent the make-up of your audience, talk with other speakers about what to expect, do library research about your audience, and observe the audience as it assembles. You can simplify your analysis by thinking of the audience as the general public or by focusing on listeners' roles and specialized fields. Because audience analysis is imprecise, you need to think critically about your information and plan strategies that let you adjust your message effectively.

Web Link 3.11 Sample Audience Survey
This site provides a good overview on how to prepare an effective audience survey and how to analyze the results.

Web Link 3.12 The Virtual Presentation Assistant—Analyzing Your Audience
This University of Kansas site offers guidelines to help you analyze the audience.

Web Link 3.13 Analyzing Audience and Occasion
This site includes some helpful tips for keeping your speech centered on the audience.

Everything you need is right here at your fingertips!

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Interactive ways to prepare for that in-class exam and research paper!

Practice Test
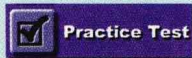
Click on a **"Practice Test"** icon and you'll be able to test your understanding of the chapter material by completing a self-scoring practice test. You'll receive immediate results and feedback from your test, allowing you to review your weak areas in preparation for the actual in-class exam.
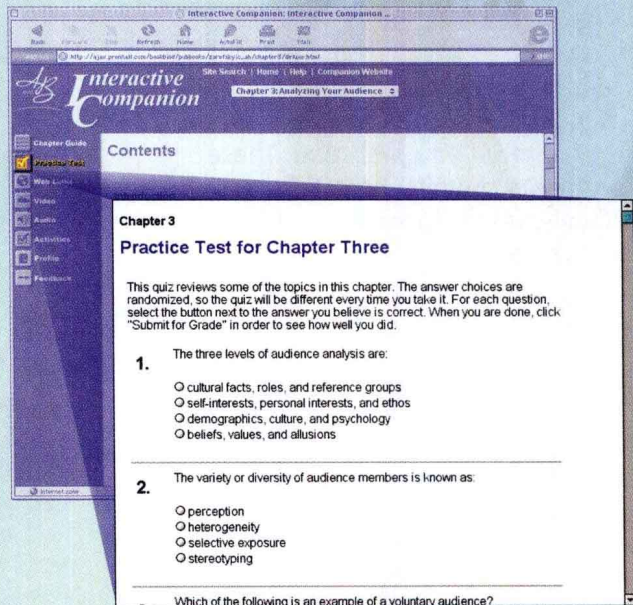
> *I think it's great. You can take practice tests so that when you really get tested, you already know what to expect. I think it really contributes to your learning.*
> **Gloria, age 27**

Web links

With the benefit of an Internet connection, by clicking on the **"Web links"** icon you'll jump to current Web sites that provide you with additional information about the specific topics you're studying. Web links are continuously monitored and updated by Allyn & Bacon, so you'll always have the most current sites to access. This is a great resource for you to utilize when writing a research paper!
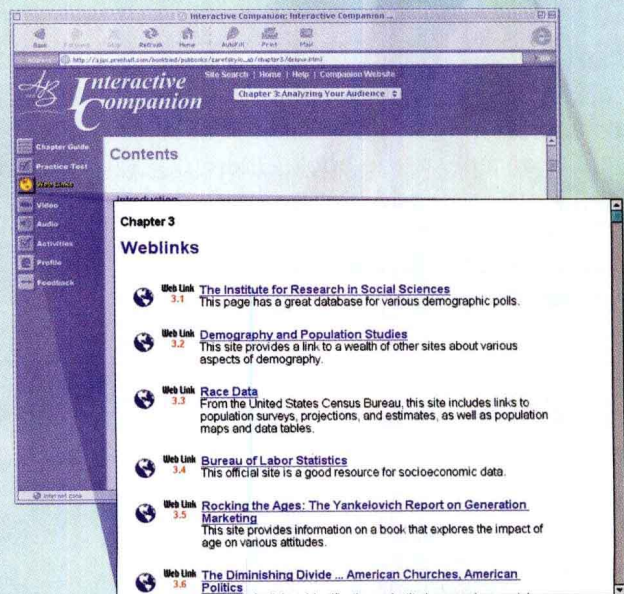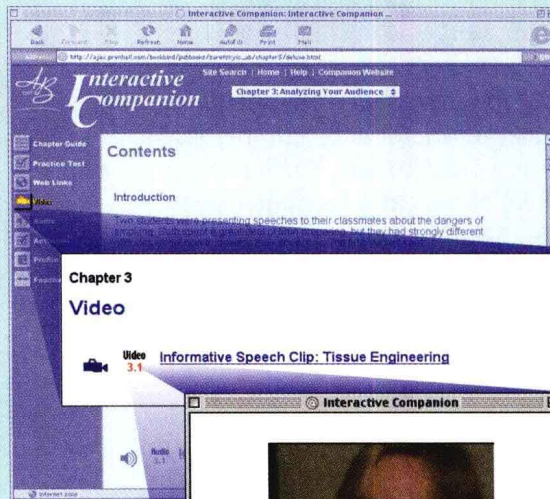
> *These Web links help me find quality internet resources for the types of assignments required for class.*
> **Debra, age 22**

Information comes alive when you see it and hear it!

Video

Click on a **"Video"** icon and you'll be captivated by the **sights and sounds of video segments directly related the material you just read.** These segments contain excerpts from actual student speeches to illustrate text concepts.
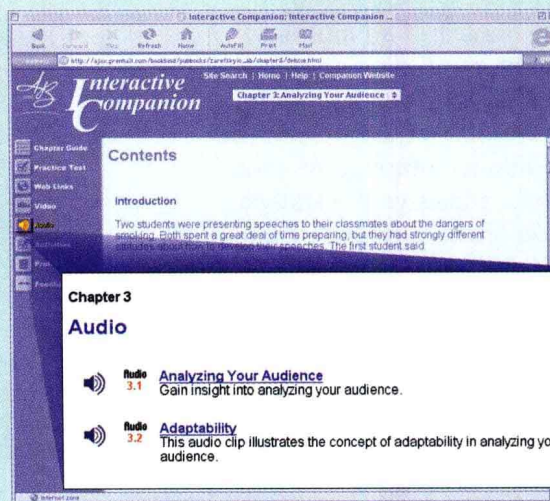
> " *The audio, feedback, and videos help me understand each chapter.* **Janel, age 40** "

Chapter 3

Video

Video 3.1   **Informative Speech Clip: Tissue Engineering**

[Close Window]

Audio

Click on an **"Audio"** icon and you'll hear a specialist in the field speaking directly about concepts in the book. Often **the "voice" will add background information or give examples – material that enhances and extends the chapter material.**

Chapter 3

Audio

Audio 3.1   **Analyzing Your Audience**
Gain insight into analyzing your audience.

Audio 3.2   **Adaptability**
This audio clip illustrates the concept of adaptability in analyzing your audience.

Everything you need is right here at your fingertips!
ACTIVATE YOUR PIN.

Activities give you more opportunities to test your level of understanding!

Activities

Click on an **"Activities"** icon and you can complete interesting activities directly related to the information presented in the textbook. **You'll be asked to research, discuss, think critically, and more!**

> *I enjoyed using the Web site! The matching games and the vocabulary terms helped me the most.*
> *Andy, age 18*

Chapter 3

Activities

- **Activity 3.1** Essay: Speaking to a Captive Audience
  Practice making a topic relevant to your audience.
- **Activity 3.2** Review of Key Terms
  Check your knowledge of the key terms in this section.
- **Activity 3.3** Fill-in-the-Blanks: Key Terms
  Quiz yourself on some of the key terms from this section.
- **Activity 3.4** Review of Key Terms
  Check your knowledge of key terms and concepts from this section.
- **Activity 3.5** Essay: Political Parties
  This exercise illustrates how politics can influence audience analysis.
- **Activity 3.6** Review of Key Terms
  Check your knowledge of key terms and concepts from this section.
- **Activity 3.7** Essay: Analyzing Attitudes Through Polling
 Using polling to gain insight into your audience.

Profile

By entering your profile on the site, you can avoid retyping it every time you need to submit homework. Once saved, the information will appear automatically whenever it's required.

Feedback

We are always looking to improve and expand upon the information and technology we offer you. If you have any suggestions, questions or technical difficulties, please contact us through the feedback feature on the site.
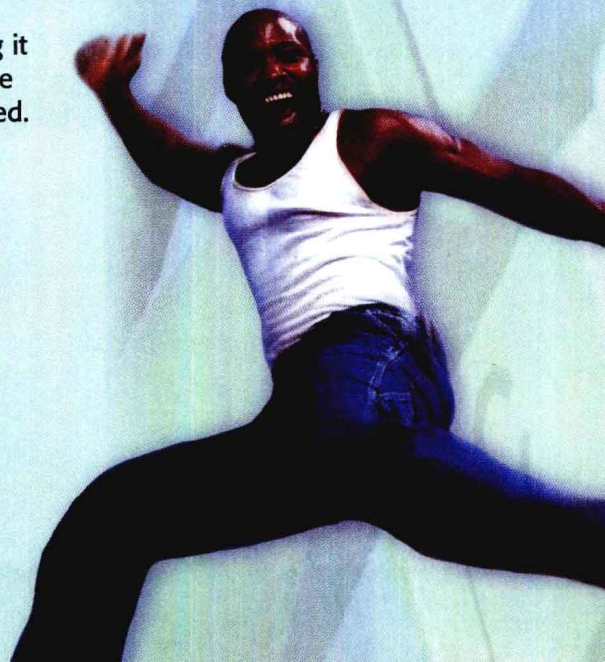
More online resources to help you get a better grade!

Public Speaking Web site

Allyn & Bacon's Public Speaking Web site — by Terrence Doyle, Northern Virginia Community College — helps you use the Internet to learn about the process of public speaking and prepare speeches. This Web site contains five modules that you can use along with your textbook:

Assess: Before you present your speech, take stock of your speechmaking situation.

Analyze: It's more than just observing the audience. We also make a self assessment of how we relate to our listeners.

Research: Visit research areas to learn how to use the Web and to search for evidence to use in your speech.

Organize: Use resources and exercises to organize your ideas and write the wording for your speech.

Deliver: Consider the different ways you can deliver your speech and the best way to put it together.

This site will not only give you additional resources to help you write your speech, but will prepare you to deliver it successfully!

Everything you need is right here at your fingertips!

ACTIVATE YOUR PIN.

To the Instructor

I wrote *Public Speaking: Strategies for Success* because I was convinced that no other book really focused on the premise that successful public speaking is *strategic*. By that I mean that it involves understanding the circumstances in which one speaks, making deliberate choices about how to deal with these circumstances, and planning for achieving one's goals. The key elements in a strategic approach to public speaking are *critical thinking* and *strategic planning,* and I emphasize these skills throughout this book.

A consequence of a strategic perspective is the recognition that public speaking is not a science with universally applicable principles or a set of formulas that can be applied mechanically or by rote. It is more complicated than that, involving subjective judgment and human choice. We do our students a disservice if we pretend otherwise.

To say that the subject matter is complex, though, is certainly not to say that the textbook must be dull, tedious, or unreadable. This edition especially reflects my desire to make the text readily accessible to students without compromising the integrity of the subject matter.

I am grateful for the positive reception that has been given to earlier editions. I hope that this third edition will refine the approach and incorporate new material while maintaining the clear perspective for which the book has become known.

NEW TO THIS EDITION

- **Several Restructured Chapters**   Chapter 14, "Persuading," has been thoroughly reorganized to improve the flow of the material and to relate strategies to goals. Chapters 5 and 6 have undergone extensive revision to emphasize how the strategic perspective applies to research and reasoning. Chapter 1 includes an expanded discussion of ethics and of plagiarism. Appendix A has been strengthened to make the concept of the public forum more applicable to students' experience. Every chapter has been revised to improve clarity.

- **Updated Material on Technology**   Far greater emphasis has been placed on the use of information technology in the public speaking course. This is most obvious in Chapter 5, in which electronic research sources are given detailed attention, and in Chapter 12, which contains an expanded section on computer-generated visual aids. Each of these chapters has been carefully updated. Every chapter includes revised *Using the Internet* activities so that technology can be incorporated throughout the course. Special attention has been paid to the

critical notion of evaluating material available on the Internet. While its use can be beneficial, students need to understand that the information must be evaluated carefully. Those of you teaching the course without access to advanced computer technology, however, will not be left behind, because the book still focuses on the art of rhetoric, with its traditions dating back to antiquity, long before the advent of the computer.

- **New and Updated Examples**   Throughout the book, examples of student and public speakers have been revised and updated to reflect more current issues and to illustrate theoretical principles more effectively. At the same time, the book retains a depth of historical examples so that students will see how speakers over the years responded to the challenges of public speaking.

RETAINED FROM EARLIER EDITIONS

Even with the changes described above, the principal elements that distinguished earlier editions have been maintained. These include a focus on strategies; integration of theory and practice; challenging examples and applications; stress on the skills of analysis, research, and reasoning; a holistic approach to the study of language and delivery; comprehensive treatment of visual aids and of occasions for public speaking; enriched emphasis on learning from others; and a rich presentation of audience analysis and the public forum.

Focus on Strategies

The primary focus of the book—strategic thinking and planning—clearly has been retained. Far too often, students leave a public speaking class with nothing more than a recipe for how to prepare and deliver a seven-minute speech in class. Certainly, being able to prepare and deliver that classroom speech well is a start. The goal of this book, however, is to help students learn how to apply the skills required for the seven-minute classroom speech to the range of public speaking situations they will encounter throughout their lives. Students should recognize how often they will find themselves participating in speaking situations, whether as a public speaker or as an audience member. They need to think through and about the public speaking process and to develop strategies to achieve their goals.

This edition includes *Choose a Strategy* boxes, which appear seven times throughout the book and present students with a case study situation requiring that they decide how the skills and concepts discussed in the chapter (and in previous chapters) could be adapted to a concrete rhetorical situation. These case studies are geared toward students' level of experience and they focus on public speaking situations that students typically might encounter. After applying what they've learned to the initial scenario, students are asked to decide what impact a change in topic, audience, purpose, or other variable might have on the choice of strategies. These scenarios offer students a chance to explore the variables and tradeoffs that inevitably apply to any strategic decision. There are usually no "correct" solutions for these open-ended *Choose a Strategy* situations. Rather, they are exercises in what we have described as applied rhetoric: sizing up a situation, understanding its opportunities and constraints, assessing ideas, and reasoning with an audience in mind.

These situations are realistic and encourage students to develop and refine their strategic thinking about the public speaking process.

Integration of Theory and Practice

An approach that views public speaking as a set of techniques or rules to be followed is of limited value. Few actual speaking situations will match exactly those for which the "rules" were written; students need instead to be able to adapt to the particular situations in which they find themselves. In order to do that, they must understand the theory behind the rules. Recognizing this fact, some books try to "import" theory, including all the latest specialized terms and jargon. This book instead integrates theory into the underlying discussions of practice, not by highlighting obscure writers or technical terms, but by explaining clearly what students should do and why. The book is solidly grounded in rhetorical theory, but no prior knowledge of that field is either required or assumed. Theory and practice are treated as a seamless fabric.

A Variety of Challenging Examples and Applications

Because public speaking is situation-specific, this book includes a large number of cases and examples. The examples have the following characteristics. First, they encompass a wide range of topics and issues, with some examples from actual speaking situations and some hypothetical examples to illustrate points in the text. Second, some examples compare speeches in the classroom with speeches in the field. Third, there are both brief examples and some extended examples that can be followed throughout an entire chapter. The examples throughout incorporate a diversity of cultural perspectives, partly to emphasize a need to analyze and respond to audiences as an integral part of the strategic thinking process.

Stress on the Skills of Analysis, Research, and Reasoning

This book, more than others, emphasizes practical applications of critical thinking skills that are so crucial to public speaking. These skills include active listening skills for mapping ideas and critical evaluation, and topic analysis to determine underlying issues. The investigation and research process is treated in considerable detail, with specific advice and guidance for analyzing a thesis to discover new subtopics and approaches. And there is a full chapter on reasoning in the context of the entire speaking situation (not limited to persuasive speeches), a subject often ignored or slighted in other public speaking texts. These practical skills and processes are summarized regularly for students in *Checklist* sections provided in every chapter.

A Holistic Approach to the Study of Language and Delivery

Public Speaking recognizes a fundamental irony about language and delivery. They are the features of a speech that are most immediately noticeable, and the aspects on which many beginning speakers wish to concentrate. Yet to focus intensively on the details of language and delivery may be the worst way to improve them; speakers may become so self-conscious that language and delivery are distracting mannerisms. This book, while quite specific in its treatment, focuses on language as a means to achieve a personal style and on delivery as a means to improve understanding of the message.

Comprehensive Treatment of Visual Aids and of Occasions for Public Speaking

The topics of visual aids and occasions for public speaking are common to public speaking books, but the treatment here is particularly comprehensive. A wide variety of visual aids are considered, including those that make use of contemporary computer technology. Although both deliberative and ceremonial occasions for public speaking are discussed, a much wider range of speaking occasions is presented —from everyday interchange to public forums to small groups.

A careful approach to the distinction between informing and persuading is noticeable in the later chapters. One of the most venerable traditions in public speaking instruction is to distinguish between speeches that inform and speeches that persuade. There is some value to that distinction, and yet we know that matters are not so simple. Most speeches are a blend of information and persuasion, sometimes so fine a blend that the elements cannot be separated. *Public Speaking* regards informing and persuading as headings for types of strategies speakers can use, and provides more specific coverage of speech purposes that may mix information and persuasion. Nevertheless, because of the time limitations of the classroom, instructors using this text can easily assign an informative speech and a persuasive speech without confusing students if they wish to do so. The realistic discussion of the blending and overlapping of informative and persuasive strategies is developed in Chapter 13 ("Informing") and Chapter 14 ("Persuading") in order to introduce students to the notion gradually.

Enriched Emphasis on Learning from Others

In every chapter, there is a boxed feature called *Applying Strategies* that features five real-life students from Robert Morris College and describes their development throughout their public speaking course. Included are excerpts from their assignments, speeches, and journals, as well as comments and critiques from their instructor, Dr. Michele Rees Edwards. These boxes encourage students to learn from and be encouraged by others who are their peers.

A Rich Presentation of Audience Analysis and the Public Forum

Analysis of the audience is basic to any speaking situation, yet many books offer an unrealistic presentation of what audience analysis involves. They focus primarily on quantitative demographic information that the speaker often is unable to obtain. *Public Speaking* treats three separate levels of audience analysis and draws on awareness of audience psychology and culture—including responsiveness to cultural diversity—as well as demographics.

Public Speaking grounds public speaking in a concept of the *public forum*. All too often, the *public* dimension is missing from books on public speaking. Speakers will not always speak about personal issues to an audience made up only of their friends. Rather than treating the classroom situation as representative, this book argues that it is a simulation of the public forum. Audiences are called upon to make judgments about matters on which they cannot possibly have all the relevant information. The task of the speaker is to help in guiding listeners to make sound judgments. From this premise follow ideas about the importance of the speaker's *ethos,* about the responsibilities one incurs when speaking and the ethical standards one should meet, and about the collaborative nature of the speaker–audience relationship. These topics are all explored in this book. In addition, Appendix A focuses

particularly on the public forum. It is intended to bridge the gap between the artificial speaking environment of the classroom and that of the "real world."

ORGANIZATION AND PEDAGOGY

Although unique perspectives and approaches are presented in almost every chapter, the structure of *Public Speaking* is relatively conventional, so that it might be adapted easily to public speaking classes at institutions of various types. An opening unit on the foundational skills of speaking and listening is followed by units that take up rhetorical invention, arrangement, style and delivery, and the contexts and occasions for speaking. Each chapter includes the following features:

- Learning objectives listed at chapter openings help readers anticipate key ideas they will need to keep in mind as the chapter develops.
- *Checklists* throughout every chapter provide students with a quick review and reinforcement of key guidelines as they read the chapter.
- Marginal glossaries remind students of key terms and concepts.
- End-of-chapter summaries encapsulate the highlights for easy review.
- *Using the Internet* activities at the end of each chapter offer students suggestions for exploring information on the Internet and learning about its use in the public speaking process. Through these activities, students can see the range of resources available while also learning the limitations of that material.
- End-of-chapter questions, projects, and case studies, as well as footnote references, show background materials that interested students can pursue.

Appendix B contains full-length speeches for classes interested in analyzing the effectiveness of speakers in more depth. In addition to the contemporary pieces—three by students—there are historical speeches that illustrate the power of applied rhetoric at key decision points in our national development. An introduction, providing context, key information, and guidelines for analysis, precedes each speech.

SUPPLEMENTS

A full array of supplements has been developed to help instructors and students get the maximum benefit from working with this text.

Instructor's Resources

Instructor's Resource Manual by Kenneth G. Sherwood of Los Angeles City College. This manual contains an array of materials to help the instructor enrich the course: objectives, outlines, activities, exercises, teaching ideas, and class projects, and more.

Test Bank by Robert Bookwalter of Marshall University. The test bank contains over 1400 multiple choice, true/false, fill-in, matching, short answer, and essay questions.

Computerized Testing Program An integrated suite of testing tools for Windows and Macintosh.

Teaching Tool for the Interactive Companion This booklet provides teaching tips, class activities, and test questions to help instructors get the most from the Interactive Companion.

A Guide for Public Speaking Teachers: Building Toward Success, 2nd Edition by Calvin L, Troup, Duquesne University. This instructor's guide is designed to help new teachers effectively teach the introductory public speaking course.

The Allyn & Bacon Digital Media Archive CD-ROM for Communication, Version 2 This CD-ROM offers still images, video excerpts, weblinks, and assorted lecture resources that can be incorporated into multimedia presentations for use in the classroom.

Allyn & Bacon Public Speaking Transparency Package This set, produced using PowerPoint, includes 100 full-color transparencies.

PowerPoint Presentation Package by Rebecca Roberts, The University of Wyoming. This text-specific package consists of a collection of lecture outlines and graphic images keyed to every chapter in the text. Available on the web at www.ablongman.com/ppt.

PowerPoint Presentation for Public Speaking (on web) Our expanded Public Speaking PowerPoint package now includes 125 slides and a brief User's Guide. It is available at the Allyn & Bacon Public Speaking Website at www.ablongman.com/ppt.

Instructional Video "Teaching Public Speaking Using a Strategies Approach" In this video, David Zarefsky outlines how using a strategic approach to the speechmaking process can help students become successful speakers.

The Allyn & Bacon Student Speeches Video Library This collection of six videos includes three 2-hour American Forensic Association videos of award-winning student speeches and three videos with a range of student speeches delivered in the classroom. Some restrictions apply.

The Allyn & Bacon Public Speaking Key Topics Video Library This library contains three videos that address core topics covered in the classroom: *Critiquing Student Speeches, Speaker Apprehension,* and *Addressing Your Audience.* Some restrictions apply.

Allyn & Bacon Public Speaking Video This video includes excerpts of classic and contemporary speeches as well as student speeches to illustrate the public speaking process.

Allyn & Bacon Communication Video Library This collection of communication videos was produced by Films for the Humanities and Sciences. Contact your local Allyn & Bacon sales representative for ordering information. Some restrictions apply.

ESL Guide for Public Speaking This guide provides strategies and resources for instructors teaching in a bilingual or multi-lingual classroom. It also includes suggestions for further reading and a listing of related websites.

CourseCompass CourseCompass, powered by Blackboard, is the most flexible online course management system on the market today. By using this powerful suite of online tools in conjunction with Allyn & Bacon's pre-loaded textbook and testing content, you can create an online presence for your course in under thirty minutes. Log on at www.coursecompass.com, and find out how you can get the most out of this dynamic teaching resource. *Available for Spring 2002!*