

PUBLIC SPEAKING

Theory into Practice

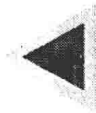
Third Edition

JOHN J. MAKAY



PUBLIC SPEAKING: THEORY INTO PRACTICE

THIRD EDITION



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KENDALL/HUNT PUBLISHING COMPANY
4050 Westmark Drive Dubuque, Iowa 52002

Cover image © 1998 PhotoDisc.

This book was previously published by Harcourt Brace College Publishers.

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ISBN 0-7872-3247-5

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Printed in the United States of America.

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PREFACE

I have enjoyed the opportunity to prepare a third edition of *Public Speaking: Theory into Practice*, and I am both pleased and grateful for the widespread use of the first two editions in colleges and universities across the United States and beyond our borders. In preparing this edition I examined the previous editions carefully to ascertain ways in which this edition could be strengthened without compromising the style of writing and my emphasis on putting *theory* into *practice*. I have also received valuable suggestions from teachers and students.

ABOUT THE THIRD EDITION

Complete and thorough coverage for the study and practice of public speaking, the Third Edition, continues to offer students complete and thorough coverage. It blends theory and practical skills, analyzing public speaking as an art form for transactional communication between speaker and audience. I have been asked on more than one occasion "what perspective or overall feature characterizes your book?" My perspective is presented from a solid *arts and sciences foundation* and the literature in communication that extends from this foundation. Most certainly my perspective has been shaped by my experiences teaching public speaking on a number of campuses and in corporations (as either a trainer or a speaker). Years ago, however, I was told by a seasoned editor from a major publishing company that "with public speaking there is little research to consult and we are looking for an author with personal knowledge and experience to write a text for us." Obviously I disagreed with him and did not sign on as an author. In fact, years later a group of teachers of public speaking reminded me that there was a rich literature in the study and practice of public speaking and we ought to draw on this material and identify it in our textbooks. We have learned a great deal about the study and practice of public speaking from historical, descriptive, critical, and quantitative research. Moreover, our knowledge is located in "trade books," news sources, and other places that let us know about *how* and *to what extent* public speaking functions in the life of our societies. While I refer to a variety of empirical, qualitative, and other current sources, the style of writing is crafted carefully to create and maintain a flow of ideas not interrupted by unnecessary references. *The perspective and character of this text presents public speaking as a liberal and practical activity in the arts and sciences and an important artistic skill in both our personal and our professional lives.* Furthermore I maintain that successful, as well as effective public speaking should reflect knowledge, skill, and *ethical responsibility* in the conduct of citizenship as an educated individual.

The *depth* of coverage in the text makes it distinctive. For example, in no other public speaking text will students find more useful and current information on use of the World Wide Web, computerized library research or on a practical library search strategy. Similarly, the coverage of statistics as a form of support is more extensive than in other textbooks. I have added important information on using computer graphics to prepare and display visual and audio support in speeches. As in previous editions, ethics for responsible speech is thoroughly covered early in the book and I continue to offer two chapters, rather than one, devoted to persuasive speaking. Chapter Two, "Preparing Your First Speech," recognizes that students must speak in class before completing the entire textbook.

This chapter gives students an overview of the process of public speaking and many of the ideas introduced here are developed fully in subsequent chapters. Chapter Two pays special attention to the concept of speaker as *spokesperson* and to help students channel *speech tension* into positive behavior. It concludes with an effective means for controlling speech tension or performance anxiety. The chapters to follow develop in detail the fundamental information introduced in the first two chapters of this book. There are models and photographs where illustrations are needed and each chapter includes practical tips (called *Speak Easy*), questions for study, and suggested activities. A thorough companion to this text, *Public Speaking: Theory Into Practice Workbook* has been prepared by Leigh Makay. She has permitted me to extract valuable assignments from her work and I have placed them at the end of each chapter.

The complete workbook, in concert with our instructor's manual, can offer extensive information ranging from instructional objectives and speech assignments, to homework, chapter questions, and student speeches for analysis. It includes sample syllabi, chapter outlines, plenty of activities, and a test bank for instructors to draw upon if they choose to use it. The workbook was carefully prepared and tested through extensive classroom use and it serves as a highly effective companion to *Public Speaking: Theory Into Practice*.

Because textbooks are often not among the most engaging books our students are invited (if not required) to read, I have genuinely made an effort to make this textbook interesting as well as readable for the majority of students who take our introductory public speaking courses today.

In addition to features mentioned above the book continues to feature *Focus on Research*. Public speaking is supported by extensive research. Many chapters contain a *Focus on Research* feature, which may examine either a qualitative or quantitative study of communication. Research findings, in traditional rhetorical studies and in modern social sciences, are blended within the text to introduce students to important concepts and techniques that may be useful to them as speakers.

A number of the chapters include additional practical guides that I refer to as *Speak Easy*. How should speakers handle audience questions? How do they avoid plagiarism? How do they make transparencies for overhead projectors? These questions are addressed in the *Speak Easy* feature that accompanies many chapters.

FOCUS ON PUBLIC SPEAKING ETHICS. With ethical concerns becoming prominent in government and business, audiences are often skeptical about the integrity of public speakers. In many cases, audiences do not believe what they hear, or they question the motives of the speaker. This is the first public speaking textbook to feature an entire chapter on the ethics of public address early in the textbook. Chapter Four, "The Ethics of Responsible Speech" includes a new discussion on Karl Wallace's four habits for promoting ethical communication. In addition, eleven unethical speech practices have been added. There are also new discussions of ethics in Chapters Fourteen and Fifteen on speaking ethically in informative and persuasive public speaking settings.

FOCUS ON THE "VOICE" OF EFFECTIVE SPEECHES. The third edition continues to include numerous excerpts from actual speeches in each chapter. Many were delivered by experienced speakers, while others are the products of students learning their craft. Students will begin to "hear" the "voice" of effective public address. By hearing the language and rhythm of effective speeches, they will be more attuned to the importance of language and its effective use.

There are now four complete speeches in the third edition. There is a speech given by the late Cesar Chavez in which he tries to persuade his audience to support the United Farm Workers and boycott California products. There is an annotated commencement speech given by Dr. John Kuo Wei Tchen, Associate Director of the Asian American Center at Queens College, City University of New York, on race and cultural democracy. There is also a student speech on suicide and an annotated student speech on environmental discrimination.

DISCUSSION QUESTIONS AND ACTIVITIES. Each chapter contains discussion questions and activities designed to reinforce chapter concepts and help students make practical application of these concepts. Furthermore, assignments have been added from a companion workbook by Leigh Makay, *Public Speaking: Theory Into Practice Workbook*, 3rd edition. The workbook includes far more extensive resource material, however, and the first and second editions of the workbook have been used effectively with the first and second editions of this text.

INSTRUCTOR'S MANUAL/TEST BANK. The instructor's manual with a test bank includes sample syllabi and objectives for either semester or quarter courses. The manual includes speaking assignments along with critique sheets, outlines, objectives, and activities for each textbook chapter. The test bank has both objective and essay type questions.

ACKNOWLEDGMENTS

As a communication educator and administrator my professional life is more complicated than other faculty in our School of Communication Studies and to help me meet deadlines and keep organized my Administrative Assistant Linda Glomski was always a few steps ahead of me to help get everything accomplished. Public speaking is grounded in the center of my professional life and it became a teaching responsibility as a graduate teaching assistant at Purdue University a long time ago. I directed a basic course in public speaking at Ohio State University for seventeen years and I have also taught public speaking at Bowling Green State University, The University of Maryland, Pontifical College Josephinum, and the State University of New York at Geneseo. Beyond the campus I have been a trainer or an invited speaker teaching presentational speaking for more than three dozen corporations. My studies, my experience with students, and my commitment to education in public speaking have provided the knowledge and motivation to write and revise this book.

This new edition would not be possible without the special assistance of key individuals who provided support and encouragement along the way. Dr. Leigh Makay supplied me with ideas and inspiration in the development of this edition and, as a teacher who used both the first and second editions, has offered insightful ideas about what works with students. Leigh prepared the instructor's manual to accompany this edition. I am grateful for the work of Julie Rabine, Bibliographer and Librarian at Bowling Green State University, who revised the material on using the library in Chapter Six, "Researching Your Speech." Dr. James Seward at St. John Fisher College provided the activity on using the Internet in Chapter Six.

ACKNOWLEDGMENTS

For permission to reprint copyrighted material, the publisher is grateful to the following:

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ABOUT THE AUTHOR



Dr. John J. Makay has taught public speaking at Purdue University, The University of Maryland, The Ohio State University, Pontifical College Josephinum, the State University of New York at Geneseo, and Bowling Green State University, where he currently serves as Director of the School of Communication Studies and is Professor of Interpersonal Communication.

Dr. Makay has authored, co-authored, edited, and co-edited nine books in communication and his research has appeared in national, regional, and state communication journals. He was Editor of *The Speech Communication Award*, published by the New York State Speech Communication, from 1988–1991. He has also served as Editor of the *Free Speech Yearbook*, published for The National Communication Association,

from 1995–1997. Dr. Makay serves on the Editorial Boards for the *Journal of the Association of Communication Administrators*, the *Basic Course Annual*, the *Free Speech Yearbook*, and *Communication Monographs*. He has presented his work also on panels at national, regional, and state communication conventions and conferences for more than three decades.

While on the faculty at the Ohio State University, Dr. Makay directed the basic course in public speaking for sixteen years and he received an award for outstanding teaching by the Student Council of the Colleges of Arts and Sciences. In addition to his teaching on campus, Dr. Makay has provided instruction in public and presentational speaking to more than three dozen corporations and he has been invited twice to address the International Platform Association National Convention to provide practical information for effective public speaking.

Dr. Makay received his B.A. at Adrian College, his M.A. at Kent State University and his Ph.D. at Purdue University.

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