

Osborn  
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# Public Speaking

Fifth  
Edition







# Public Speaking

FIFTH EDITION

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# Preface

By the end of the fifth edition of *Public Speaking*, over one million college and university students will have used the book in public speaking classes. It is gratifying to speculate how the book may have touched so many lives! On the other hand, this realization also placed a large burden of responsibility on us as we approached the challenge of revision.

Fortunately, we had a lot of help. The process of revising has carried us from the coastline of California to the hills of Tennessee and to many points in between. We would especially like to thank colleagues and/or students at the Hope College Institute for Faculty Development, Indiana–South Bend University, Luzerne County Community College, Northwest Mississippi Community College, the Two-Year College Association of NCTE, and the Universities of Kutztown, Memphis, New Mexico, Northern Illinois, Pennsylvania State, Pepperdine, Pittsburgh, and Vanderbilt. At these various places we conducted workshops, advised teaching assistants and/or taught undergraduates. With all these colleagues and students we also explored and tested ideas that made their way into this new edition.

The overall result is perhaps the best edition yet of our book. This is a text complete with new discoveries, updated research, fresh examples, new sample speeches, and streamlined writing. Hopefully, those who have come to think of *Public Speaking* as an innovative textbook will not be disappointed by this revision.

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## Major Changes in the Fifth Edition

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The revision themes for *Public Speaking*, Fifth Edition, are *enrichment* and *refinement*.

### Enrichment

We enriched this new edition of *Public Speaking* in at least five substantial ways.

1. We improved our discussion of listening in two important ways. First, we introduced the concept of listener apprehension, which is presently receiving considerable attention in listening research. This new concept identifies an important challenge that both speakers and listeners must overcome to achieve authentic communication. Second, we created the idea of the *ladder of listening* as a graphic device to help students understand the various kinds of listening and the relationships among them. These changes should augment our approach to listening as a constructive and critical process.

2. We changed our approach to motivation in Chapter 4. Previously, like many other texts, we offered generic discussions of motivation drawn from various psychological theories. To make the discussion more useful, we examined the actual use of motive appeals in more than a hundred student speeches. The resulting change in our treatment of motivation has a practical, empirical grounding that students should find useful.
3. We added a new section in Chapter 5 that offers guidelines for the evaluation of Internet research to help students assess the quality of what they encounter. In addition, we included a research plan in which the Internet might play a substantial role. We also provided a list of web sites for Internet research. These were carefully selected with the speaker's needs in mind. In addition, we expanded our discussion in Chapter 9 of how computer technology can assist in developing effective presentation aids.
4. We underscored our emphasis on ethics by adding a new section on the challenges of ethical persuasion. In addition, recognizing that students often have problems differentiating between persuasive and informative speaking, we expanded our discussion of the characteristics of persuasion in Chapter 13.
5. We added five new student speeches at the ends of Chapter 2, 12, and 15, illustrating exceptional use of the principles discussed in these chapters. Throughout the book, new student and professional speaker examples enliven the fifth edition.

## Refinement

The fifth edition of *Public Speaking* offers at least three major refinements.

1. The students we taught reminded us that they are under constant pressure to complete reading assignments in many courses in a limited amount of time. In response to this reality, we made a renewed effort to write more simply and economically in this edition. We also tried to present clearer definitions of major terms. For example, we redefined argument in Chapter 14 to bring that concept into sharper focus and to make our discussion of the interaction of evidence, proof, and argument more effective. We reduced the use of technical terms in Chapter 10's discussion of language, simplified the writing, and provided better examples for many of its concepts. While some repetition of ideas may be necessary and even desirable across chapters, we tried to reduce redundancy whenever possible.
2. We restructured several chapters to make the material more useful for a variety of teaching approaches. Chapter 2 continues to offer advice on how to present a successful first speech; but we also recognized that some teachers developed their own unique approaches to the first assignment. To accommodate such differences, we moved the discussion of the self-introductory speech to the end of the chapter, where it may be assigned at the teacher's discretion. We believe this change also improves the cohesiveness of the chapter. In Chapter 11, we moved the material on making video presentations to the end of the chapter as well, treating it as an enrichment application. We think this change improves the logical development of the chapter.

3. We made other specific refinements. In Chapter 9, we gave less emphasis to the “single big poster” approach to presentation aids and stressed instead the more flexible use of multiple, smaller aids and computer-generated materials that are more easily integrated into a speech. These revisions continue the transformation announced in our previous edition when we changed the traditional “Visual Aids” to “Presentation Aids.” Finally, in Chapter 15 we updated and revised our section on presenting toasts, and streamlined our section on introducing speakers.

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## Continuing Themes in Public Speaking

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Some themes have not changed in the new edition because they represent enduring values in the public speaking course. One such theme is the role of public speaking in a diverse society. The ancient writers on rhetoric never had to contend with the reality of such an audience. Growing cultural diversity in society increases the importance of public speaking as a force that can counter division. For this reason, the theme of cultural diversity remains embedded throughout the book. We have also renewed our emphasis on ethics: A diverse society heightens the importance of values that can join people of different backgrounds.

We continue to believe that a major ethical obligation of textbooks about public speaking is to make students sensitive to the potential impact of public speaking on the lives of others. Because of the pervasive importance of values and ethics, we applied ethical considerations throughout the book rather than confining the discussion to a single chapter. For example, we direct the attention of students to ethical concerns as we consider listening, audience analysis and adaptation, cultural variations, topic selection, research, ways of structuring speeches, presentation aids, use of language, and the consequences of informing and persuading others.

We continue to honor a study that ancient educators thought belonged at the center of liberal education. What other discipline, they argued, requires that students think clearly, organize their thoughts, select and combine words artfully and judiciously, and express themselves with power and conviction, all while under the direct scrutiny of listeners? The study of public speaking should empower students in social, economic, and political situations that require open discussion. Not only personal success but also the fate of communities may depend upon such discussions.

For these reasons we believe that a college or university course in public speaking should offer both practical advice and an understanding of why such advice works. We emphasize both the *how* and the *why* of public speaking—*how* so that beginners can achieve success as quickly as possible, and *why* so that they can manage their new skills wisely. Consistent with this philosophy, we based our practical advice on underlying principles of human communication. As we offer advice on structuring speeches, we show how various speech designs connect with basic concepts of “good form,” explaining why some speeches succeed and others fail. We grounded our advice on informative speaking in the principles of learning theory, and our suggestions on persuasive speaking on research from social psychology and the communica-

tion discipline. We illustrate how evidence, proof, and argument function together as an integrated system that makes persuasion work. As we consider ceremonial speaking, we show how two basic principles, identification and magnification, are essential for successful communication. We draw from the past and present from the social sciences and the humanities to help students understand and manage their public speaking experiences.

The Roman educator, Quintilian, held forth the ideal of “the good person speaking well” as a goal of education, and we join with him in stressing the value of speech training in the development of the whole person. We also emphasize that successful public speaking is excellent training for leadership. In addition, understanding the basics of public communication can make students more resistant to unethical speakers and more critical of the mass-mediated communication to which they are exposed. The class should help students become better producers and consumers of public communication.

We have continued and sharpened the focus on public speaking as a way to climb the barriers that separate speakers and their listeners. In the previous edition, we introduced the concept of “Interference Mountain” to dramatize these barriers and to demonstrate the power of public speaking to reduce them. In this edition we have continued to develop the metaphorical themes of the student as climber, builder, and weaver to show the important dimensions of personal growth and development that the public speaking class makes possible. The student learns to climb barriers of personal and cultural interference and grows in the process. The student also learns how to build ideas by mastering the arts of practical logic and organization, and determining how to utilize various forms of supporting materials. Finally, the student learns how to weave words into a clear, colorful fabric of communication and how to fashion a tapestry of argument using evidence and proof. Mastering these central metaphors is the key not only to effective communication, but also to successful living.

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## Plan of the Book

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### Overview of the Book

*Public Speaking* is designed to help students build knowledge and skills step by step. Positive initial speaking experiences are especially important. For this reason, Chapter 2 offers a basic overview to help students design and present successful first speeches. We included a detailed formula for developing speeches in which students introduce themselves or others. In our experience, these speeches can break the ice, build a sense of classroom community, and help students develop credibility for later speeches.

In the chapters that follow, students learn how to listen critically and constructively, analyze their audiences, select, refine, and research speech topics, develop supporting materials, arrange these materials in appropriate structures, outline their thinking, and create effective presentation aids. They also learn how to manage words and present their messages. Students become acquainted with the nature of information and how to present it, the process of



persuasion and how to engage it, and the importance of ceremonial speaking in its various forms. Appendix A, “Communicating in Small Groups,” provides concise practical advice on how to participate effectively in small groups. Teachers may adapt the sequence of chapters to any course plan, because each chapter covers a topic thoroughly and completely.

## Detailed Plan of the Book

Part One, “The Foundations of Public Speaking,” provides basic information that students need for their first speaking and listening experiences. Chapter 1 highlights the personal, social, and cultural benefits of being able to speak effectively in public, introduces public speaking as communication, and emphasizes the ethical responsibilities of speakers. Chapter 2 offers students procedures for inventing, organizing, practicing, and presenting their first speeches. The chapter also helps students handle communication apprehension. Chapter 3 identifies common listening problems and ways to overcome them, helps students sharpen critical thinking skills, and presents criteria for the constructive evaluation of speeches.

Part Two, “Preparation for Public Speaking,” covers the basic skills needed to develop effective speeches—audience analysis, topic selection, research, development of supporting materials, and structuring and outlining procedures. Chapter 4 emphasizes the importance of the audience as it considers how to adapt a message and how to adjust to factors in the speaking situation. Chapter 5 provides a systematic way to select, refine, and research speech topics. We emphasize the ethical and practical importance of having *responsible knowledge* based upon personal experience, library and computerized resources, and interviewing. Chapter 6 covers the major types of supporting materials including facts and statistics, examples, testimony, and narratives. This chapter shows students how to select the most appropriate supporting materials and bring them to life through comparison, contrast, and analogy. Chapter 7 shows students how to develop simple, balanced, and orderly speech designs, how to select and shape their main points, how to use transitions, and how to prepare effective introductions and conclusions. Chapter 8 explains how to develop working outlines, refine them into formal outlines, and derive a key-word outline to use during presentation. An extended example in Chapters 6, 7, and 8 illustrates how a speech on an environmental topic might develop from its initial conception through to its final presentation. Chapter 8 ends with the annotated text of this speech.

Part Three, “Developing Presentation Skills,” brings the speaker to the point of presentation. Chapter 9 explains the development of presentation aids including a discussion of how to use computers to produce aids and make multimedia presentations. Chapter 10 provides an understanding of the role of language in communication and offers practical suggestions for using words effectively. Chapter 11 offers exercises for the improvement of voice and body language and helps students develop an extemporaneous style that is adaptable to most speaking situations.

Part Four, “Types of Public Speaking,” discusses informative, persuasive, and ceremonial speaking. Chapter 12 covers speeches designed to share information and increase understanding. The chapter discusses the different types of informative speeches, and presents the major designs that can



be used. Chapter 13 describes the persuasive process, focusing on how to meet the many challenges of persuasion. The chapter also discusses designs that are appropriate for persuasive speeches. In Chapter 14 we explain the use of evidence, proof, and argument to help students develop strong, reasoned cases. The chapter also identifies the major forms of fallacies so students can avoid them in their speeches and detect them in the messages of others. Chapter 15 discusses the techniques of identification and magnification as it considers various forms of ceremonial speaking, emphasizing especially speeches of tribute and inspiration. The chapter features interesting annotated speech excerpts by and about Olympic track-and-field legends Jesse Owens and Wilma Rudolph, and concludes with two new, striking student speeches.

Appendix A, “Communicating in Small Groups,” introduces students to the problem-solving process and the responsibilities of group participants. This appendix also provides guidelines for managing informal and formal meetings, and explains the basic concepts of parliamentary procedure. Appendix B contains additional sample speeches by professional and student speakers for classroom analysis and discussion.

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## Learning Tools

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To help students master the material, we developed a number of special learning tools.

- We open each chapter with learning objectives that cue students to the content and prepare them for productive reading.
- The epigrams and vignettes that start each chapter help point out the topic’s significance and motivate readers. The epigrams especially remain a signature of our book.
- We use contemporary art work and photographs to illustrate ideas, engage student interest, and add to the visual appeal of the book.
- Examples illustrate and apply the content in a clear, lively, and often entertaining way.
- We provide Speaker’s Notes to help students remember the essentials. This innovation offers internal summaries as the chapters develop to reinforce the learning process.
- We end each chapter with In Summary and Terms to Know sections that further reinforce learning.
- Sample classroom speeches illustrate important concepts. The book contains many annotated speech texts so that students can see how the concepts apply in actual speeches. These speeches are found at the ends of chapters. Appendix B contains additional speeches for analysis. These speeches cover an interesting array of topics, contexts, and speakers. They illustrate the major functions of self-introductory, informative, persuasive, and ceremonial speeches.
- A glossary at the end of the book defines Terms to Know in an accessible format.

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## Supplementary Materials

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The following materials are available to adopters of *Public Speaking*:

### For Instructors

- An ***Instructor's Annotated Edition*** that includes general and ESL teaching tips for every chapter.
- The ***Instructor's Resource Manual*** written by Suzanne Osborn and Randall Parrish Osborn. Part I of the manual includes sections on the purpose and philosophy of the course, preparing a syllabus, various sample syllabi, an assortment of speech assignment options, a discussion of evaluating and grading speeches, a troubleshooting guide with teaching strategies for new instructors, and an extensive bibliography of resource readings. Part II offers a chapter-by-chapter guide to teaching *Public Speaking* including learning objectives, suggestions for teaching, lecture/discussion outlines, classroom activities, transparency/handout masters, and a bibliography of readings for enrichment. This comprehensive manual can be used as a text for training teaching assistants.
- A **Printed Test Bank** separate from the IRM to provide test security.
- A **Computerized Test Bank** including all the test items from the printed test bank. Available in PC and Mac formats.
- **Student Speeches Videos and Guides** including a compilation of student speeches accompanied by a guide that contains the text of each speech, an evaluation of the presentation, discussion items, and commentary.
- **Contemporary Great Speeches Videos**
- The **Using Presentation Aids Video** illustrating class lectures on presentation aids.
- **Speech Assessment Video and Guide** with training in speech evaluation.
- An **ESL Teaching Guide** available online.
- A **PowerPoint Presentation Program** on the Houghton Mifflin web site (<http://www.hmco.com/college>).
- A **companion web site** including links, research sites, exercises, and other ancillary material for both instructor and student use.

### For Students

- The ***Speech Designer*** computer software program that offers students a self-directed, step-by-step electronic process for outlining speeches and includes formats for each major speech design discussed in the text.
- The ***Speech Preparation Workbook*** that contains materials for activities mentioned in the text and skeleton outline formats for the major speech designs.
- ***Multicultural Activities Workbook for the Public Speaking Classroom***



- The *Overcoming Your Fear of Public Speaking* supplement written by Michael Motley that offers practical advice for controlling and making productive use of communication apprehension.
- The *Classical Origins of Public Speaking* supplement written by Michael Osborn that offers a concise overview of the ideas developed by early Greek theorists on the nature and importance of public speaking.

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## Acknowledgments

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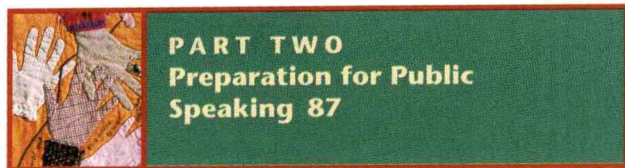
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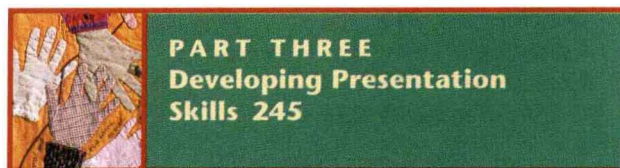
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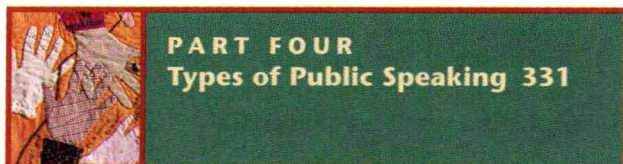
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