The background of the cover is a detailed illustration of a public speaking event. A man in a light-colored suit stands at a podium on a stage, facing a large, diverse crowd of people seated in a hall. The hall has high ceilings and large windows with shutters. The speaker is gesturing with his right hand. The audience is shown from behind, filling the room. The title 'The ART of PUBLIC SPEAKING' is superimposed over the top half of the illustration.

The ART of PUBLIC SPEAKING

Second Edition

A small, stylized logo consisting of a red border around a white shape, possibly a letter 'D' or a similar symbol, is located in the bottom left corner of the cover.

Stephen E. Lucas

THE ART OF PUBLIC SPEAKING

Second Edition

STEPHEN E. LUCAS

University of Wisconsin-Madison

RANDOM HOUSE



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Second Edition

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Cover: Illustration of the New York School Teacher's Association meeting, Steinway Hall, December 10, 1872, New York City. (The Bettmann Archive)

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PREFACE

The Art of Public Speaking is written for college students enrolled in public speaking classes. This second edition, like the first, seeks to be thorough without being tedious, clear without being mechanical, lively without being frivolous. It reflects my belief that a basic text can maintain the intellectual integrity of speechmaking while meeting the needs and abilities of undergraduate students.

In preparing the second edition, I have retained what professors and students have identified as the main strengths of the first edition. The book continues to be informed by classical and contemporary theories of rhetoric but does not present theory for its own sake. Keeping a steady eye on the practical skills of public speaking, it offers full coverage of all major aspects of speech preparation and presentation.

Throughout *The Art of Public Speaking* I have followed David Hume's advice that "He who would teach eloquence must do it chiefly by examples." Whenever possible I have tried to *show* the principles of public speaking in addition to telling about them. Thus you will find in the book a large number of narratives and extracts from speeches—set off from the text in a contrasting typeface. There are also many speech outlines and sample speeches. All these are provided so students can *see* how to formulate specific purpose statements, how to analyze and adapt to audiences, how to organize ideas and construct outlines, how to assess evidence and reasoning, how to use language effectively, and so forth.

Because the immediate task facing students is to present speeches in the classroom, I have relied heavily on examples that relate directly to students' classroom needs and experiences. At the same time, however, the classroom is a training ground where students develop skills that will serve them throughout life. Therefore, I have also included a variety of illustrations drawn from the kinds of speaking situations students will face after they graduate—in their careers and in their communities.

A book intended for students who want to speak more effectively should never lose sight of the fact that the most important part of speaking is thinking.

The ability to think critically is vital to a world in which personality and image too often substitute for thought and substance. While helping students become capable, responsible speakers, *The Art of Public Speaking* also aims at helping them become capable, responsible thinkers.

PLAN OF THE BOOK

One of the biggest challenges in writing a textbook is deciding what to include and in what order to present it. I have tried to structure *The Art of Public Speaking* so its coverage of the material and its sequence of chapters will fit the introductory public speaking class as it is offered at most colleges and universities. Still, only rarely does a textbook line up exactly with an instructor's established syllabus. For this reason I have made each chapter as self-contained as possible. Instructors should have little difficulty adapting the book to their own emphases and teaching methods.

Part I, "Speaking and Listening," introduces the basic principles of speech communication and the respective responsibilities of speakers and listeners. Chapter 1 explains the value of a course in public speaking, examines the basic elements of the speech communication process, and discusses the ethical obligations of public speakers. A major purpose of this chapter is to instill a positive orientation toward speechmaking and toward the speech class. To this end, the chapter confronts what is nearly always uppermost in students' minds at the beginning of the class—stage fright. It also compares public speaking with conversation, stressing the fact that students can build upon many of the skills they already use in everyday communication.

Chapter 2 deals with listening. It shows the importance of good listening, identifies the basic causes of poor listening, and suggests ways to become a better listener. A special feature of this chapter is its explanation of methods for effective note taking.

Part II, "Speech Preparation: Getting Started," takes up the initial steps of speech preparation. Chapter 3 sets forth criteria for workable speech topics. It offers several methods of finding a topic when one does not spring to mind—including a full discussion of brainstorming. Chapter 3 also uses a variety of examples to clarify how a speaker moves from choosing a topic to formulating a specific purpose and phrasing a sharp central idea.

Chapter 4 introduces the basic principles of audience analysis and explains how to adapt a speech to an audience. Two other features of this chapter are its emphasis on the classroom as an authentic speaking situation, and its explanation of how to use questionnaires as a method of audience analysis for classroom speeches.

Chapter 5 is devoted to gathering speech materials. Since many students do not know how to use the library efficiently, this chapter explains the basic resources and methods of library research. It also explains interviewing tech-

niques—and follows a sample research interview through the entire interview process. Of course, instructors can assign only as much of this chapter as is necessary to meet the needs of their students.

Chapter 6 explains the basic types of supporting materials and presents guidelines for using them effectively. A full student speech, accompanied by a running commentary, illustrates how to work supporting materials into a speech.

Part III, "Speech Preparation: Organization and Outlining," consists of three chapters. Chapter 7 shows students how to organize the body of a speech. The basic patterns of speech organization are illustrated by many examples, with special attention given to clarifying topical organization. The chapter also has a thorough section on transitions, internal previews, internal summaries, and signposts.

Chapter 8 is devoted to introductions and conclusions, again with many examples. Chapter 9 presents the principles of outlining and exemplifies them with a complete, annotated preparation outline. A sample speaking outline is also provided to show how a detailed preparation outline is transformed into a brief set of speaker's notes.

Part IV, "Presenting the Speech," focuses on language, delivery, and the use of visual aids. Chapter 10 discusses the importance of language and offers a number of practical guides for using language accurately, clearly, vividly, and appropriately. Chapter 11 deals with the basic methods of speech delivery, the use of the speaker's voice, and the role of nonverbal communication in speech-making. Chapter 12 explains the advantages of visual aids, the kinds of visual aids, and the ways to use visual aids most effectively.

Part V, "Varieties of Public Speaking," takes up different types of discourse. Chapter 13 focuses on speaking to inform. The first part of the chapter explains how to analyze and organize four basic kinds of informative speeches—speeches about objects, speeches about processes, speeches about events, and speeches about concepts. The second part of the chapter offers guidelines for constructing effective informative speeches. The chapter concludes with an annotated student speech.

In Chapter 14 the topic is persuasive speaking. Here I have tried to give students the information they most need to create effective persuasive speeches—without bogging them down in theoretical issues or excessive jargon. The first part of the chapter explains how to analyze and organize speeches on questions of fact, questions of value, and questions of policy. The second part deals with the special requirements of audience adaptation in persuasive speaking. The third part presents persuasive methods—building credibility, using evidence, reasoning, and appealing to emotions. A sample student speech with commentary shows how these methods work together. All in all, I believe you will find that this chapter offers an unusually clear and practical introduction to persuasive speaking.

Chapter 15 deals with speeches for special occasions; each section of the chapter includes at least one full sample speech. Chapter 16 is designed for instructors who include a unit on group discussion in their classes.

FEATURES OF THE SECOND EDITION

Despite rapidly accelerating changes in education and communication, at least one constant remains: Instructors continue to seek more effective methods of teaching public speaking. Responding to suggestions from readers of the first edition, I have made a number of improvements in this new edition of *The Art of Public Speaking*. These improvements include:

- Expanded treatment of ways to determine and phrase the central idea in Chapter 3
- Fuller consideration of audience analysis and adaptation in Chapter 4
- A new section on computer-assisted research in Chapter 5
- Improved explanation of supporting materials in Chapter 6
- A brief discussion of language and social reality, as well as more complete coverage of language appropriateness, in Chapter 10
- Thorough reworking of the material on persuasive speaking in Chapter 14. While keeping the same structure as in the first edition, this chapter now offers greater emphasis on the nature of persuasion; more detail about preparing speeches on questions of policy; a new section on problem-cause-solution organization; and added material on Monroe's motivated sequence, using evidence, and establishing credibility.

Besides these specific changes, I have tried in every chapter to make the research base of the book more apparent—in both the text and the footnotes—without compromising readability. This approach should help students understand that the principles of effective speech have been confirmed by a substantial body of scholarship as well as by centuries of practical application. Finally, whenever necessary, I have replaced examples to keep the material as clear, useful, and up to date as possible.

OTHER FEATURES

The Art of Public Speaking has a number of pedagogical aids to help students learn and apply the principles of effective speechmaking. As noted earlier, Chapters 6, 13, and 14 contain sample student speeches with commentary. Chapter 9 has a complete preparation outline and speaking outline, both with commentary. The Appendix consists of seven additional speeches for discussion and analysis. These Appendix speeches have been chosen to illustrate particular aspects of speechmaking, and all of them are dealt with in the chapter exercises.

Each chapter opens with an outline that previews the contents of the chapter. At the end of each chapter there is a summary, followed by a series of review questions. These features provide the kind of systematic review activity that should help students come to terms with the main ideas of the text.

A set of application exercises accompanies each chapter. The exercises are written assignments that students can complete, on their own, in conjunction with reading assignments. They can also be used as the basis for classroom activities and discussion. The wide range of exercises—in the text and in the *Instructor's Manual*—should give instructors maximum flexibility in choosing those best suited for their students.

The *Instructor's Manual* contains supplementary exercises, speeches, and classroom activities; offers suggested course outlines and speaking assignments; provides synopses of the Appendix speeches; and gives a bibliography of additional teaching and learning resources.

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One of the pleasures of finishing a book is thanking the people who contributed to it. In preparing this edition, I have profited greatly from the suggestions of the following reviewers: John C. Adams, Texas A&M University; John D. Bee, University of Akron; Dennis R. Bormann, University of Nebraska, Lincoln; Fred L. Brooks, Hinds Junior College; Randall Bytwerk, Calvin College; Carroll B. Ellis, David Lipscomb College; Jerry Feezel, Kent State University; Kathleen German, Miami University; Judy C. Hample, Emporia State University; Hazel Heiman, University of North Dakota; Lawrence W. Hugenberg, Youngstown State University; Susan L. Kline, University of Pittsburgh; Lawrence J. Rifkind, Georgia State University; Michael R. Schliessmann, South Dakota State University; Aileen L. Sundstrom, Henry Ford Community College; Joyce Crouch Whiting, Morehead State University; and Donald E. Williams, University of Florida, Gainesville.

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Stephen E. Lucas
Madison, Wisconsin

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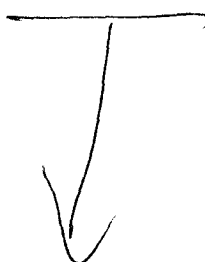
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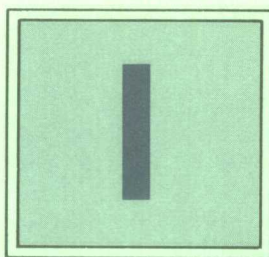
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