



Speech Communication

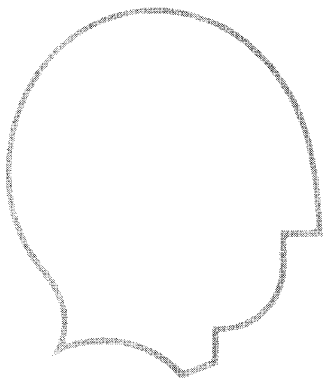
THE SPEECHMAKING
PROCESS

NINTH EDITION

Raymond S. Ross



NINTH EDITION



SPEECH COMMUNICATION

The Speechmaking
Process

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PREFACE

TO THE PROFESSOR

This edition has undergone a major overhaul. You will find it more *course directed, streamlined, and much less cluttered*.

Each previous edition prided itself on adding new and vital theory, research, and explanation. After eight editions, in which little was eliminated while compressing the “good stuff” to keep the book in one volume, it clearly was time for some cutting and reorganization.

The new organization of chapters (now reduced to 13) is designed to meet the typical beginning public speaking course as I found it in your course descriptions and syllabi.

A sharper focus on student speechmaking made eliminating some of my favorite topics less painful and, of course, helped eliminate the clutter that had developed over the course of so many editions.

The ninth edition is still eclectically informed mostly by the behavioral sciences and communication theory, but I have not forgotten my rhetorical roots. The pragmatic chapters covering speech purpose, gathering materials, organizing ideas, opening and closing a speech, outlining, and so forth have been strengthened. My favorite content chapters are leaner but still attempt to teach students something more than skills alone. If you’re among the blind reviewers who forced me to overhaul . . . thanks, I owe you one.

Raymond S. Ross

P.S. Please ask my publisher to provide you with the new *Instructor’s Manual*. It has all the usual ancillaries plus extensive pedagogical notes.

TO THE STUDENT

If you’ve read what I said to your professor in the paragraphs above, you know that even experienced writers and speakers sometimes take the communication process, listening habits, and audience analysis for granted. All three of these matters are discussed in the first three chapters. Read them first since they, together with language, set the frame in which the other chapters fit. If your

first assignment involves introducing a classmate, you may want to look at Chapter 12.

I hope you enjoy the book. I know you will enjoy the class. It's one of the few in which you get to really know your classmates.

Is the skill worth learning? Lee Iacocca, a fellow Michigander, thinks so—"The most important thing I learned in school was how to communicate."

Good luck,
Professor Ross

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1

PUBLIC SPEAKING AND THE COMMUNICATION PROCESS



CHAPTER OUTLINE

The Importance of Public Speaking in Society
The Speech Communication Process
Speaker Integrity
Speaking with Confidence
Summary
Learning Projects
Notes

THE IMPORTANCE OF PUBLIC SPEAKING IN SOCIETY

It has been estimated that there are over 3,000 speaking platforms on any given day in Los Angeles alone, 30,000 in Chicago, and 50,000 in New York. These include Rotary Clubs, universities, women's groups, church groups, and conventions. In today's golden age of the lecture business, Henry Kissinger earns about \$25,000 a speech, while Bob Hope gets \$30,000. Ralph Nader earns \$800,000 a year speaking. Who says talk is cheap?



Bob Hope \$30,000

THE BIG BUCKS¹

Looking for a keynote speaker? Here are some examples of the approximate going rate for popular speakers.

<i>Name</i>	<i>Famous for . . .</i>	<i>Approximate Fee</i>
Ronald Reagan	Former President	\$50,000
Alvin Toffler	Author/business guru	\$30,000
Paul Harvey	Folksy journalist	\$30,000
Henry Kissinger	Ex-Secretary of State	\$25,000
John Naisbitt	Futurist	\$25,000
Peter Drucker	Management expert	\$25,000
Tom Peters	Author/business leader	\$25,000
Harvey Mackay	Author/business guru	\$20,000
Lou Holtz	Coach, Notre Dame Football	\$20,000
Pat Riley	Ex-coach, L.A. Lakers	\$20,000
Robert MacFarlane	Ex-NSC member	\$15,000
John Tower	Ex-senator	\$15,000
Oliver North	Ex-presidential aide	\$15,000
Tommy Lasorda	Manager, L.A. Dodgers	\$12,500
Pat Shoat	Economist/futurist	\$10,000
Peter Vidmar	1984 Olympic gymnast	\$7,500

Public speaking for a fee is big business. Approximately 60,000 conventions or major meetings are held each year in hundreds of cities across America. Many of these gatherings include intelligent, entertaining, or humorous paid presentations. Add to this, unpaid speeches (for example, over 1,500 program participants at the yearly Speech Communication Association convention), and the numbers grow quickly. Do real people ever give speeches?

A survey of the speaking habits of 478 adults in the Albany-Schenectady-Troy (New York) area revealed that (1) between 55 percent and 63 percent of these adults gave at least one speech in the past two years to ten or more people, with 71 percent of these speakers giving at least four speeches during that time; (2) people are more likely to give job-related speeches, and these speeches are the informative and persuasive type; and (3) people with more education and income give speeches the most frequently.² Knowing this last connection, a person who wants a high-income job would be wise to get a good education and prepare to speak well. Obviously this is a skill you may need.

Still think it isn't important? In a Michigan poll 500 adults were asked: "What most influences your decisions about political candidates?" The respondents put party affiliation first, *speaking ability* second, appearance or good looks third, age fourth, race or ethnic background fifth, and the person's sex last. One would hope that honesty, issues, and intelligence might have been mentioned more often . . . but speaking ability is clearly critical.

We really are big talkers! A recent survey of college graduates indicated that they speak to an audience of ten or more people an average of fifty-two times in a two-year period.³

Are students any good at this important oral skill? Dr. David Adamany, a university president, thinks not:

It has become increasingly clear that students are significantly deficient in their ability to make oral presentations. Yet this skill has become steadily more important in a world which requires collaboration between specialists in widely varying fields and in which communications technology—by telephone, television and audiovisual tapes—implicates the ability to make effective oral presentations. Contrary to some journalistic assertions, a technological age heightens the need for human collaboration—and thus for effective oral communication—rather than diminishing it. . . . I ask the commission to consider how the university might improve the ability of students to make oral presentations, which is certainly one of the basic skills required of most educated persons. (David Adamany, President, Wayne State University)

What do business leaders think? Consider this statement from a human resources manager for 5,000 people at Unisys Corporation:

We have some of the most successful technical gurus who find it difficult to make oral presentations. (*Linda Huebscher, Unisys Corporation*⁴)

A national assessment of speaking skills suggests that the skills of 15 to 20 percent of our 21- to 25-year-olds may be described as inadequate.⁵

Modern technology often makes speech preparation and delivery unusually important. In one case reported by New York state occupational education czar Willard Daggert, a speech was in IBM hard copy transcripts within 90 seconds of its completion—and *simultaneously translated into four different languages*.⁶ By 1995, this technology is expected to be as common as fax machines.

Research shows that you can improve your speech skills significantly by taking a speech course.⁷ Moreover, testimonials by successful individuals have affirmed the value of speech training, and research has indicated its usefulness to you in better understanding your other university courses.

When asked to define communication, many people reply that it is the transfer of meaning from one mind to another. This definition implies that an idea is some kind of an object, but what does an idea look like?



Figure 1.1 What does an idea look like?

We can transfer an *object*—a brick, a chair, a dog bone—from one place to another, but don't *ideas* in some way already have to be at the destination?

Most speech teachers today believe that this transfer notion is not really true and that it may actually hinder the learning of more specific skills that must be acquired. Ideas and thoughts are energizers of a very complex human communication process within a still more complex social system.