

**The Art and Science of Public Speaking**

**Second Edition**

# Second Edition

# Michael D. Scott



# Between One and Many

The Art and Science of Public Speaking

Second Edition

Steven R. Brydon

Michael D. Scott

California State University, Chico



Mayfield Publishing Company  
Mountain View, California  
London ■ Toronto



0404174

midterm: Ch's  
1,2,5,7,8,10,12

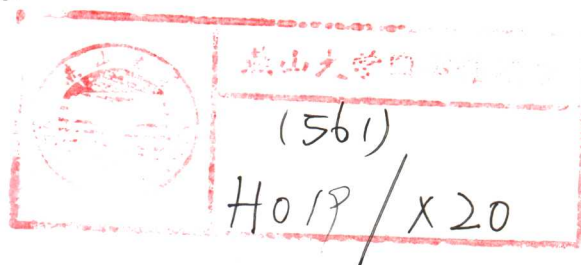
p. 16 graph

p. 35 Organization  
pattern

p. 244 Signpost

p. 289+ Nonverbal  
Stuff.

p. 312 Repeating



05

d

*To our students, who have taught us well*

Copyright © 1997, 1994 by Mayfield Publishing Company  
All rights reserved. No portion of this book may be reproduced in any form or  
by any means without written permission of the publisher.

**Library of Congress Cataloging-in-Publication Data**

Brydon, Steven R.

Between one and many : the art and science of public speaking / Steven R.

Brydon, Michael D. Scott.—2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN 1-55934-589-6

1. Public speaking. I. Scott, Michael D. II. Title.  
808.5'1—dc20

96-15053  
CIP

**International Standard Book Number information:**

Text only 1-55934-589-6

Text with videotape and video guide 1-55934-776-7

Videotape and video guide 1-55934-758-9

Manufactured in the United States of America

10 9 8 7 6 5 4 3 2

Mayfield Publishing Company

1280 Villa Street

Mountain View, CA 94041

Sponsoring editor, Holly J. Allen; developmental editors, Jane Townsend and Kathleen Engelberg; production editor, Julianna Scott Fein; manuscript editor, Margaret Moore; art director, Jeanne M. Schreiber; text and cover designer, Nancy Benedict; art manager, Jean Mailander; illustrator, Joan Carol; photo researcher, Brian Pecko; manufacturing manager, Amy Folden; cover art, Lauren Uram. The text was set in 9.5/12 Stone Serif by York Graphic Services and printed on acid-free 45# Mead Publisher's Matte by Quebecor Printing Book Group.

Acknowledgments and copyrights continue at the back of the book on page C-1, which constitutes an extension of the copyright page.

# Preface

Public speaking is a dynamic transaction between speaker and audience, one in which the meaning of the message emerges from the relationship between the one who is speaking and the many who are listening. Because of the transactional nature of public speaking, no speaker can succeed without knowing his or her audience, and no audience member can benefit by just passively receiving a message. Both speaker and audience—and the transaction between them—are essential to successful public speaking. As teachers and as authors, we emphasize the transactional nature of public speaking as a crucial characteristic of this complex undertaking.

We also emphasize the fact that public speaking is an art, a science, and a skill—one that can be learned, improved, and finely honed. We encourage students to think of public speaking as a learning process—they don't have to be perfect at the outset!—and we offer them the tools to become the speakers they want to be. Public speakers can draw from a vast body of information on this art and science, ranging from the rhetorical theories to empirical communication research. In this book, we emphasize both traditional topics, such as logos, ethos, and pathos, and current approaches, such as thinking of public speaking as an opportunity to become an opinion leader—an influential figure in the lives of audience members.

Today's students of public speaking will face many different rhetorical situations in their lives, and they will face audiences of increasing cultural, demographic, and individual diversity. Throughout this book, we focus on ways to adapt to audiences in order to have the best chance of being heard and understood. We stress the responsibilities and ethical issues involved in being a good public speaker. And we discuss how to be a good audience member: one who knows how to listen, to behave ethically, and to critically evaluate the message being presented.

In sum, we attempt to provide students with a broad understanding of the nature of public speaking as well as the specific skills they need to become successful, effective public speakers, both as college students and throughout their lives.

## FEATURES OF THE BOOK

*Integrated Text and Video* *Between One and Many* provides an integrated package of text and videotape for the students (and was the first book to do so in 1994). This twelve part videotape brings to life the theories and

skills discussed in the text. Rather than simply reading examples of speeches and perhaps seeing them in class, students can view and study speeches and delivery styles on their own time and at their own pace. Text and video are coordinated so that students see examples of the type of speech they are studying throughout the course, along with a commentary and critique. This technique allows us to reinforce our points through modeling, which research has shown to be an excellent way to learn skills like public speaking.

Instructors can, of course, use *Between One and Many* without adopting the videotape for student use. The concepts and skills required for effective public speaking are fully described and illustrated in the text. Annotated outlines and the full texts of student speeches are included to show students how to apply the principles discussed in the book to actual speech situations.

**Emphasis on Critical Thinking** Central to effective and ethical communication are the abilities to critically evaluate evidence, to present sound reasoning in one's speeches, and to detect fallacious reasoning in the speeches of others. *Between One and Many* has a strong critical thinking component, based on Toulmin's model of argument. Also included is an extensive discussion of the most common fallacies of reasoning.

**Help for Speech Anxiety** We recognize that most students come to a public speaking class with considerable trepidation. We devote a full chapter early in the text to speech anxiety, as well as a segment of the videotape. The text and video package offers many specific, concrete techniques that students can use to manage and even benefit from anxiety.

**Focus on Opinion Leadership** Beginning in the first chapter and continuing throughout the book, we focus on opinion leadership. We want students to understand the opportunities for leadership that will come to them in their personal, professional, and public lives if they become effective public speakers.

**Integrated Pedagogy** Throughout the text, boxes are used to focus attention on subjects of special interest. Four different types of boxes appear: profiles of individuals who have used public speaking to enrich their lives, self-assessment instruments, speech excerpts illustrating principles discussed in the chapter, and discussions of skills-related issues.

## HIGHLIGHTS OF THE SECOND EDITION

Based on the feedback from many instructors who used the first edition, we have incorporated a number of changes into this edition that we believe strengthen the book.

**Stronger Emphasis on Audience** This edition places a stronger emphasis on the audience. Each of the skills chapters now begins with an explicit discussion of how the skill presented can be guided by the speaker's analysis of the audience and the situation.

**Expanded Treatment of Audience Diversity** We give more attention to audience diversity in this edition. We base our discussion, in part, on Geert Hofstede's work on understanding cultural diversity. Using Hofstede's dimensions of collectivism and individualism, power and distance, uncertainty avoidance, masculinity and femininity, and long-term versus short-term orientation, we offer ideas on how to analyze and adapt to audience diversity.

**New Chapter on Ethics** This edition includes a full chapter on ethics. Working from basic ethical principles, we provide ethical guidelines for both public speakers and audience members.

**Streamlined Organization** For this edition we have streamlined the organization of the book. Students move more quickly through the necessary background material and get to the "nuts and bolts" of speechmaking earlier. Important topics have not been sacrificed; rather, we have consolidated material that was distributed among several different chapters in the first edition.

**Skills Lists** Throughout the book, speechmaking skills are highlighted in special Skills Lists. These lists make it easy for the student to apply practical suggestions to their own speeches.

**Use of Computer Technology** Extensive coverage of online library research is now included in the book. We discuss the use of both the Internet and the World Wide Web.

**Updated Material** Examples have been updated throughout the book, and new student speeches have been included both in the text and on the videotape.

## ORGANIZATION OF THE TEXT

*Between One and Many* is organized to allow students to get up and speak early in the semester. As they learn more about the art and science of public speaking, they are also preparing for more demanding speaking assignments. We hope that our organizational scheme will suit the needs of most instructors, but we also know that different instructors have different preferences for how material is sequenced. Therefore, we have designed each

chapter to stand alone. Instructors can assign them in the order that best matches their own course plan. Additionally, instructors may choose to use a segment of the videotape in lieu of assigning a chapter in the text. For example, the video segment on visual aids could be used early in the semester if visual aids were required for an early speech; the text chapter could be assigned later.

Part One deals with the foundations of the art and science of public speaking. In Chapter 1 we discuss the personal, professional, and public reasons for becoming a good public speaker. We also introduce basic theories of communication. The topic of opinion leadership is introduced in this chapter and continued in later ones. Chapter 2 provides an overview of the skills needed by public speakers and allows instructors to assign speeches early on without having to assign chapters out of order. Chapter 3 provides students with the tools they need to cope with the nearly universal experience of speech anxiety. Chapter 4 presents an expanded treatment of listening, a topic that we believe must be introduced early.

Part Two deals directly with adapting to the audience. We make explicit what was implicit in the first edition—that the key to success in public speaking is focusing on the audience. Chapter 5 weaves together topics that were distributed throughout several chapters in the first edition. We continue to use Bitzer's concept of the rhetorical situation as an organizing principle, but we now focus more on adapting to diverse audiences. We also introduce a new scheme for analyzing cultural diversity. Chapter 6 opens up the topic of ethical communication behavior, both by speakers and by audience members.

Part Three is about putting theory into practice. Chapter 7 covers invention; the chapter includes new sections on focusing on the audience and using the Internet. Chapter 8 treats organization from an audience-focused perspective. We include a variety of organizational patterns, including Monroe's Motivated Sequence, the Extended Narrative, and a Problem-Solution format based on a stock issues perspective. Chapter 9 addresses language use, with particular attention to adapting language to diverse audiences. We suggest ways to choose language that is inclusive rather than exclusive, nonsexist rather than sexist, and thoughtful rather than stereotypic. Chapter 10 deals with delivery skills, again focusing on audience adaptation. The chapter provides both a strong theoretical foundation based in nonverbal communication research and solid, practical advice for the public speaker. Chapter 11 presents a comprehensive discussion of visual, audio, and audiovisual materials that can be adapted to the audience and occasion to enhance most public speeches.

Part Four addresses the most common contexts for public speaking that students are likely to face in the classroom and in their lives after college. Chapter 12 treats informative speaking as an important part of the opinion leadership process. In this chapter we again stress audience adaptation, par-

ticularly in terms of diverse learning styles. Practical applications of learning principles are shown for speeches that explain, instruct, demonstrate, and describe. Chapter 13 introduces persuasive speaking with an audience focus. This chapter integrates the traditional Aristotelian principles of speaking with modern models of the persuasive process, such as the Elaboration Likelihood Model and Toulmin's model of reasoning. The principles of persuasion are illustrated with annotated texts of persuasive messages from both a student and a public figure. Chapter 14 provides a detailed treatment of critical thinking, with a special focus on recognizing and responding to fallacies of reasoning. Principles of critical thinking are illustrated by the annotated text of a persuasive message by a public figure. Chapters 13 and 14 are closely related; together, they provide students with a solid foundation in the use of sound reasoning in persuasion. Finally, Chapter 15 provides a discussion of speaking in everyday life. It includes helpful guidelines for impromptu speaking; speeches of acceptance, introduction, recognition, and commemoration; speeches to entertain; and speaking on television.

## TEACHING SUPPORT PACKAGE

The textbook is part of a comprehensive package designed to help you solve teaching problems in your public speaking course.

**Instructor's Manual** Written by the authors and updated with the assistance of Susan Christensen, an experienced college instructor, the instructor's manual includes suggested in-class teaching activities, sample semester and quarter syllabi, sample evaluation forms and numerous teaching suggestions based on the authors' collective four decades of experience. Many of the activities and materials in the manual have been class-tested with thousands of students enrolled in the basic public speaking course at California State University, Chico.

**Printed and Computerized Test Items** Approximately 750 test questions, including multiple choice, true-false, and essay questions, are printed in the instructor's manual. Computerized versions of these test questions for both IBM and Macintosh platforms are available at no charge from the publisher, subject to minimum adoption requirements. As with other items in the instructional packet, many of these test questions have been class-tested.

**Transparencies** Overhead color transparencies are available free of charge to adopting instructors. The transparencies illustrate and review major concepts from the text.



# Contents

Summary 22

Check Your Understanding: Exercises and Activities 22

Notes 23

## CHAPTER 2 Your First Speech 25

Analyzing the Situation 26

Deciding on a Purpose 27

Choosing a Topic 28

**PROFILE** Speaking with Passion: Jonathan Studebaker 29

Inventing Your Speech 31

Organizing Your Speech 33

Introduction 33

Body 34

Conclusion 36

Presenting Your Speech 38

Using Your Voice Effectively 38

**IN THEIR OWN WORDS** Sample Speech Outline: Dieting and Physical Activity,  
by Sally Garber 39

Using Your Face and Eyes Effectively 44

Using Your Body Effectively 45

Methods of Delivery 46

Summary 51

Check Your Understanding: Exercises and Activities 52

Notes 54

## CHAPTER 3 Coping with Speech Anxiety 57

Physiological Arousal and Speech Anxiety 58

Recognizing the Source of Your Anxieties 60

Pessimistic Attitude Toward Speaking 60

Inadequate Preparation and Practice 61

**SELF-ASSESSMENT** How Anxious Are You about Public Speaking? 62

Negative or Insufficient Experience 64

Unrealistic Goals 65

Inaccurate Perception of the Audience	65
Negative Self-Talk	66
Misdirected Concerns	67
Controlling the Sources of Your Speech Anxiety	68
Develop an Optimistic Attitude Toward Speaking	68
Don't Procrastinate Preparing Your Speech	68
<b>SELF-ASSESSMENT</b> What Are the Sources of Your Speech Anxiety?	69
Look for Opportunities to Gain Speaking Experience	70
Set Realistic Goals	70
Realize the Audience Wants You to Succeed	71
Practice Constructive Self-Talk	71
Direct Your Concerns at Important Issues	72
Techniques for Controlling Anxiety and Arousal	73
Using Visual Imagery and Practice to Enhance Performance	74
<b>PROFILE</b> Body Talk: Kristi Yamaguchi	75
Making Effective Use of Relaxation Techniques	77
Combining Techniques	78
Postpresentation Techniques	79
Summary	80
Check Your Understanding: Exercises and Activities	80
Notes	82

## **CHAPTER 4**      Listening    85

The Nature of Listening	88
Selective Attention	89
Sensorial Involvement	90
<b>SPEAKING OF . . .</b> Misheard Lyrics	91
Misconceptions about Listening	91
"It's Easy to Listen"	91
"I'm Smart, So I'm a Good Listener"	92
"There's No Need to Plan Ahead"	92
"I Can Read, So I Can Listen"	92
Obstacles to Listening	93
Physical Conditions	93
Cultural Differences	94

Personal Problems	95
Bias	96
Connotative Meanings	96
Anxiety	96
Types of Listening	97
Discriminative Listening	97
<b>SELF-ASSESSMENT</b> What Is Your Level of Receiver Apprehension?	98
Comprehensive Listening	100
Appreciative Listening	102
Therapeutic Listening	103
Critical Listening	104
Techniques to Improve Your Listening Skills	106
Setting Goals	106
Blocking Out Distracting Stimuli	106
Suspending Judgment	107
Focusing on Main Points	107
Recognizing Highlights and Signposts	107
Taking Effective Notes	108
Being Sensitive to Meta-Communication	109
Paraphrasing	111
Questioning	112
Summary	112
Check Your Understanding: Exercises and Activities	113
Notes	114

## PART TWO      Adapting to the Audience    115

### CHAPTER 5      Audience-Focused Speaking: Mastering the Rhetorical Situation    117

Our Rhetorical Heritage	119
Goals and the Motivation to Speak Out	120
Short-Term and Long-Term Goals	122
Incremental Goals	122
<b>PROFILE</b> Achieving Goals: Candy Lightner, Then and Now	123

Analyzing Your Audience	123
Audience Selection	124
Audience Diversity	126
<b>SELF-ASSESSMENT</b> How Collectivistic or Individualistic Are You?	130
<b>SPEAKING OF . . .</b> Rhetorical Sensitivity	135
Confronting Constraints	142
Facts Pertaining to the Situation	142
Legal Constraints	142
<b>SPEAKING OF . . .</b> Violating Audience Expectations	143
Ethical Constraints	144
Nature of the Occasion and Circumstances	144
Traditions	145
Time Factors	145
Resource Factors	145
Speech Purposes	146
Summary	149
Check Your Understanding: Exercises and Activities	151
Notes	151

## CHAPTER 6      Ethical Speaking    155

Basic Ethical Questions	157
Why Care about Ethics?	157
Is Everything Relative?	157
Are There Rules for Every Situation?	159
Does the Good of the Many Outweigh the Good of the Few?	160
<b>SELF-ASSESSMENT</b> When Is It Acceptable to Lie?	161
How Do Specific Situations Affect Ethical Principles?	162
Do the Ends Justify the Means?	163
Ethical Norms for Public Speakers	163
<b>SPEAKING OF . . .</b> Codes of Conduct for Public Speaking	164
Be Truthful	165
Show Respect for the Power of Words	166
Invoke Participatory Democracy	167
Demonstrate Tolerance for Cultural Diversity	168



Treat People as Ends, Not Means	169
Provide Good Reasons	169
Special Issues for Speakers	169
Plagiarism and Source Attribution	170
<b>SPEAKING OF . . . Plagiarism: Truth or Consequences</b>	171
Building Goodwill and Trustworthiness	173
Revealing or Concealing Intentions	174
Discussing Both Sides of a Controversial Issue	175
Ethical Norms for Listeners	175
Take Responsibility for Choices	176
Stay Informed	176
Speak Out	176
Be Aware of Biases	177
Ethical Obligations of Speakers and Listeners: A Summary	177
Summary	179
Check Your Understanding: Exercises and Activities	180
Notes	181

## **PART THREE**      Putting Theory into Practice    183

### **CHAPTER 7**      Inventing Your Message    185

Focusing on Your Audience	186
Choosing a Topic	187
Formulating a Specific Purpose	187
Supporting Your Speech	188
Examples	188
Facts	189
Statistics	190
Expert Opinion	192
Explanations	193
Descriptions	193
Narratives	194

Finding Support	196
Personal Experience and Knowledge	196
<b>SPEAKING OF . . .</b> Storytelling	197
Library Resources	198
Interviews	202
Nonprint Media	205
<b>PROFILE</b> The Importance of Interviewing: Professor Rick Rigsby	206
The Internet	207
Selecting Support for Your Speech	210
Preparing a Bibliography	211
Reading Your Sources: A Research Strategy	211
Recording Information	212
Summary	213
Check Your Understanding: Exercises and Activities	214
Guide to Source Citations	216
Books	216
Periodicals	217
Internet	218
Notes	219

## **CHAPTER 8**      Organizing Your Message      221

Focusing on Your Audience	223
Refining Your Specific Purpose	223
Focusing on Your Thesis Statement	224
Organizing the Body of the Speech	226
Main Points	226
Subpoints	229
Supporting Points	230
Patterns of Organization	230
Introducing Your Speech	237
Open with Impact	237
Focus on the Thesis Statement	239
Connect with Your Audience	239
<b>PROFILE</b> On Writing Comedy: Russ Woody	240

Concluding Your Speech	241
Summarize	242
Close with Impact	242
Using Previews and Signposts	244
Previews	244
Signposts	244
Preparing the Formal Outline	245
Preparing Speaker's Notes	247
<b>IN THEIR OWN WORDS</b> Sample Speech Outline	248
Summary	252
Check Your Understanding: Exercises and Activities	253
Notes	255

## **CHAPTER 9**      Language: Making Verbal Sense of Your Message    257

Language, Perception, and Experience	258
Language and Audience Diversity	260
Language and Cultural Diversity	261
Language and Demographic Diversity	262
Language and Individual Diversity	263
Using Language Effectively	263
Use Inclusive Language	264
<b>IN THEIR OWN WORDS</b> "We, the People": Barbara Jordan	265
Use Competence-Enhancing Language	266
Use Language to Its Fullest Potential	267
<b>SPEAKING OF . . .</b> Common Irritants Grate on the Ears	268
Use Visual, Kinesthetic, and Auditory Involvement	275
Using Language Appropriately	277
Avoid Stereotypes	277
Avoid Sexist Language	278
<b>PROFILE</b> Sexist Language: Dr. Madeline Keaveney	279
Summary	280

Check Your Understanding: Exercises and Activities	280
Notes	281

## **CHAPTER 10**      **Delivery: Engaging Your Audience Nonverbally**    **285**

Focusing Your Delivery on Your Audience	287
Choosing an Appropriate Method of Delivery	287
Delivering Speeches to Diverse Audiences	289
Adapting Delivery to the Speech Occasion	290
Characteristics of Nonverbal Behavior	290
The Continuous Nature of Nonverbal Behavior	291
The Simultaneous Use of Multiple Channels	291
The Spontaneous Nature of Nonverbal Behavior	291
The Nonverbal Communication System	292
The Environment	292
<b>SPEAKING OF . . . Seating Arrangements</b>	<b>296</b>
Appearance	296
The Face and Eyes	297
The Voice	300
Gestures and Movement	304
<b>SPEAKING OF . . . Tips for Improving Your Voice</b>	<b>305</b>
Posture	307
<b>SPEAKING OF . . . Handling the Q&amp;A</b>	<b>308</b>
Touch	309
Time	310
The Function of Nonverbal Behavior in Delivery	311
Complementing Your Message	312
Contradicting Your Message	312
Repeating Your Message	312
Substituting for a Verbal Cue	313
Increasing the Perception of Immediacy	313
Exciting the Audience	313
Delivering a Powerful Speech	314
Taking a Proactive Approach	314
Summary	316
Check Your Understanding: Exercises and Activities	317
Notes	317