DAVID ZAREFSKY

PUBLIC SPEAKING

STRATEGIES FOR SUCCESS

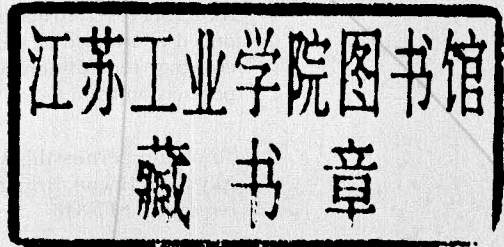*Fourth Edition*

Public Speaking
Strategies for Success

Fourth Edition

David Zarefsky
Northwestern University

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To the Instructor

I wrote *Public Speaking: Strategies for Success* because I was convinced that no other book really focused on the premise that successful public speaking is *strategic*. By that I mean that it involves understanding the circumstances in which one speaks, making deliberate choices about how to deal with these circumstances, and planning for achieving one's goals. The key elements in a strategic approach to public speaking are *critical thinking* and *strategic planning*, and I emphasize these skills throughout this book.

A consequence of a strategic perspective is the recognition that public speaking is not a science with universally applicable principles or a set of formulas that can be applied mechanically or by rote. It is more complicated than that, involving subjective judgment and human choice. We do our students a disservice if we pretend otherwise. Instead, by equipping them with necessary knowledge and skills, we should help to prepare them to make these choices skillfully and intelligently. That is a goal of this book.
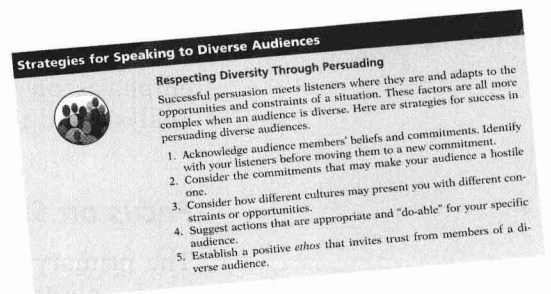
To say that the subject matter is complex, though, is certainly not to say that the textbook must be dull, tedious, or unreadable. This edition especially reflects my desire to make the text readily accessible to students without compromising the integrity of the subject matter.

I am grateful for the positive reception that has been given to earlier editions. I hope that this fourth edition will refine the approach and incorporate new material while maintaining the clear perspective for which the book has become known.

New To This Edition

Greater Focus on Diversity

Far from being a "buzzword" or an emblem of "political correctness," diversity of audiences on virtually every dimension is a fact with which speakers must be prepared to deal. It is not an issue that can be separated from other concerns but one that affects every aspect of public speaking. Accordingly, throughout the book it is incorporated in examples and precepts, and every chapter includes a new feature, *Strategies for Speaking to Diverse Audiences*, with tips on how that chapter can be applied in an increasingly diverse environment.

Strategies for Speaking to Diverse Audiences

Respecting Diversity Through Persuading

Successful persuasion meets listeners where they are and adapts to the opportunities and constraints of a situation. These factors are all more complex when an audience is diverse. Here are strategies for success in persuading diverse audiences.

1. Acknowledge audience members' beliefs and commitments. Identify with your listeners before moving them to a new commitment.
2. Consider the commitments that may make your audience a hostile one.
3. Consider how different cultures may present you with different constraints or opportunities.
4. Suggest actions that are appropriate and "do-able" for your specific audience.
5. Establish a positive *ethos* that invites trust from members of a diverse audience.

Expanded Material on Informing and Persuading

Chapters 13 and 14 have been revised to incorporate additional research findings and practical advice concerning strategies for informing and persuading. Appendix A has been more sharply focused to deal with the application of these strategies in the public forum.

Revised and Updated Examples

Throughout the book, examples of student and public speakers have been updated to reflect current issues, especially in the aftermath of the terrorist attacks of September 11, 2001. New examples also have been chosen to illustrate theoretical principles more effectively. At the same time, the book retains a depth of historical examples so that students will see how speakers over the years responded to the challenges of public speaking.

Updated Material on Technology

WWW. Using the Internet

Watch or Listen to Congress

While most speeches presented on the floor of the U.S. House of Representatives or the Senate deal with specific pieces of legislation, you may also observe speeches that have a ceremonial quality. Explore **FedNet** to find out the current issues being discussed on the Hill. You can watch or listen to floor debate or observe committee hearings.

Point your browser to **http://www.fednet.net**. Scroll to your right to find links for debates, hearings, press conferences, or special events to see or listen to RealVideo or RealAudio transmission. FedNet subscribers can also access the archive of past Congressional activities.

Information technology plays an increasing role in the public speaking course, both for research and in presentation. Accordingly, Chapters 5 and 12 have been carefully updated, as have the *Using the Internet* features in each chapter. Special attention has been paid to the critical notion of evaluating material available on the Internet. While its use can be beneficial, students need to understand that the information must be evaluated carefully. Those of you teaching the course without access to advanced computer technology, however, will not be left behind, because the book still focuses on the art of rhetoric, with its traditions dating back to antiquity, long before the advent of the computer. And Chapters 5 and 12 include discussion of "low tech" as well as "high tech" research sources and presentation materials.

Retained From Earlier Editions

Even with the changes described above, the principal elements that distinguished earlier editions have been maintained. These include a focus on strategies; integration of theory and practice; challenging examples and applications; stress on the skills of analysis, research, and reasoning; a holistic approach to the study of language and delivery; comprehensive treatment of visual aids and of occasions for public speaking; enriched emphasis on learning from others; and a rich presentation of audience analysis and the public forum.

Focus on Strategies

The primary focus of the book—strategic thinking and planning—clearly has been retained. Far too often, students leave a public speaking class with nothing more than a recipe for how to prepare and deliver a seven-minute
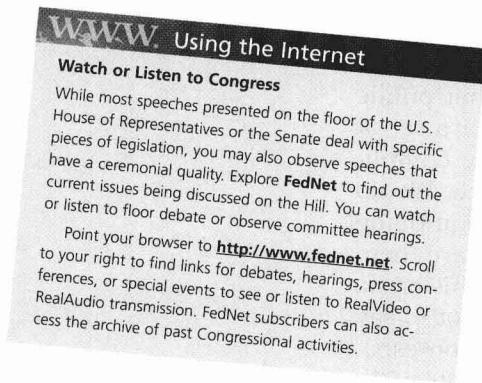
speech in class. Certainly, being able to prepare and deliver that classroom speech well is a start. The goal of this book, however, is to help students also to learn how to apply the skills required for the seven-minute classroom speech to the range of public speaking situations they will encounter throughout their lives. Students should recognize how often they will find themselves participating in speaking situations, whether as a public speaker or as an audience member. They need to think through and about the public speaking process and to develop strategies to achieve their goals.

This edition includes *Choose a Strategy* boxes, which appear throughout the book and present students with a case study situation requiring that they decide how the skills and concepts discussed in the chapter (and in previous chapters) could be adapted to a concrete rhetorical situation. These case studies are geared toward students' level of experience and they focus on public speaking situations that students typically might encounter. After applying what they've learned to the initial scenario, students are asked to decide what impact a change in topic, audience, purpose, or other variable might have on the choice of strategies. These scenarios offer students a chance to explore the variables and tradeoffs that inevitably apply to any strategic decision. There are usually no "correct" solutions for these open-ended *Choose a Strategy* situations. Rather, they are exercises in what we have described as applied rhetoric: sizing up a situation, understanding its opportunities and constraints, assessing ideas, and reasoning with an audience in mind. These situations are realistic and encourage students to develop and refine their strategic thinking about the public speaking process.

Integration of Theory and Practice

An approach that views public speaking as a set of formulas or rules to be followed is of limited value. Few actual speaking situations will match exactly those for which the "rules" were written; students need instead to be able to adapt to the particular situations in which they find themselves. In order to do that, they must understand the theory behind the rules. Recognizing this fact, some books try to "import" theory, including all the latest specialized terms and jargon. This book instead integrates theory into the underlying discussions of practice, not by highlighting obscure writers or technical terms, but by explaining clearly what students should do and why. The book is solidly grounded in rhetorical theory, but no prior knowledge of that field is either required or assumed. Theory and practice are treated as a seamless fabric.

A Variety of Challenging Examples and Applications

Because public speaking is situation-specific, this book includes a large number of cases and examples. The examples have the following charac-

teristics. First, they encompass a wide range of topics and issues, with some examples from actual speaking situations and some hypothetical examples to illustrate points in the text. Second, some examples compare speeches in the classroom with speeches in the field. Third, there are both brief examples and some extended examples that can be followed throughout an entire chapter. The examples emphasize a need to analyze and respond to audiences as an integral part of the strategic thinking process.

Stress on the Skills of Analysis, Research, and Reasoning

Checklist 3.1 How To Do Audience Analysis
1. **Formal methods**
   - Surveys
   - Focus groups
2. **Informal methods**
   - Prior knowledge of audience members
   - Interviewing
     The host or moderator
     People similar to the audience members
     Others who have spoken to similar audiences
   - Reading materials that the audience probably reads
   - Library research about the audience
   - Direct observation of audience members
3. **Simplifying devices**
   - Focus on the general public
   - Focus on specific audience roles or topic fields
4. **Critical appraisal**
   - What do you know? How reliable is the information?
   - What gaps remain? How important is it to fill them?
   - Are you relying on stereotypes or jumping to conclusions?
   - Would the speech satisfy a universal audience? Does it avoid pandering to a specific audience?

This book, more than others, emphasizes practical applications of critical thinking skills that are so crucial to public speaking. These skills include active listening skills for mapping ideas and critical evaluation, and topic analysis to determine underlying issues. The investigation and research process is treated in considerable detail, with specific advice and guidance for analyzing a thesis to discover new subtopics and approaches. And there is a full chapter on reasoning in the context of the entire speaking situation (not limited to persuasive speeches), a subject often ignored or slighted in other public speaking texts. These practical skills and processes are summarized regularly for students in *Checklist* sections provided in every chapter.
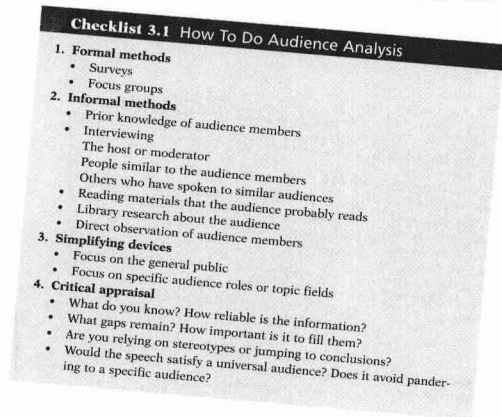
A Holistic Approach to the Study of Language and Delivery

Public Speaking recognizes a fundamental irony about language and delivery. They are the features of a speech that are most immediately noticeable, and the aspects on which many beginning speakers wish to concentrate. Yet to focus intensively on the details of language and delivery may be the worst way to improve them; speakers may become so self-conscious that language and delivery are distracting mannerisms. This book, while quite specific in its treatment, focuses on language as a means to achieve a personal style and on delivery as a means to improve understanding of the message.

Comprehensive Treatment of Visual Aids and of Occasions for Public Speaking

The topics of visual aids and occasions for public speaking are common to public speaking books, but the treatment here is particularly comprehensive. A wide variety of visual aids are considered, including those that make use of contemporary computer technology. Although both deliberative and ceremonial occasions for public speaking are discussed, a much wider range of speaking occasions is presented—from everyday interchange to public forums to small groups.

A careful approach to the distinction between informing and persuading is noticeable in the later chapters. One of the most venerable traditions in public speaking instruction is to distinguish between speeches that inform and speeches that persuade. There is some value to that distinction, and yet

we know that matters are not so simple. Most speeches are a blend of information and persuasion, sometimes so fine a blend that the elements cannot be separated. *Public Speaking* regards informing and persuading as headings for types of strategies speakers can use, and provides more specific coverage of speech purposes that may mix information and persuasion. Nevertheless, because of the time limitations of the classroom, instructors using this text can easily assign an informative speech and a persuasive speech without confusing students if they wish to do so. The realistic discussion of the blending and overlapping of informative and persuasive strategies is developed in Chapter 13 ("Informing") and Chapter 14 ("Persuading") in order to introduce students to the notion gradually.

Enriched Emphasis on Learning from Others

In many of the chapters, there is a boxed feature called *Applying Strategies* that highlights five real-life students from Texas Tech University and describes their development throughout their public speaking course. Included are excerpts from their assignments, speeches, and journals, as well as comments and critiques from their instructor, Dr. Tonya Blivens. These boxes encourage students to learn from and be encouraged by others who are their peers.

A Rich Presentation of Audience Analysis and the Public Forum

Analysis of the audience is basic to any speaking situation, yet many books offer an unrealistic presentation of what audience analysis involves. They focus primarily on quantitative demographic information that the speaker often is unable to obtain. *Public Speaking* treats three separate levels of audience analysis and draws on awareness of audience psychology and cultures—including responsiveness to cultural diversity—as well as demographics.

Public Speaking grounds public speaking in a concept of the *public forum*. All too often, the *public* dimension is missing from books on public speaking. Speakers will not always speak only about personal issues to an audience made up only of their friends. Rather than treating the classroom situation as an end in itself, this book argues that it is a simulation of the public forum. Audiences are called upon to make judgments about matters on which they cannot possibly have all the relevant information. The task of the speaker is to help in guiding listeners to make sound judgments. From this premise follow ideas about the importance of the speaker's *ethos*, about the responsibilities one incurs when speaking and the ethical standards one should meet, and about the collaborative nature of the speaker–audience relationship. These topics are all explored in this book. In addition, Appendix A focuses particularly on the public forum. It is intended to bridge the gap between the artificial speaking environment of the classroom and that of the "real world."

MSWord, TestGen, CourseCompass, Blackboard, WebCT, and more. Visit www.ablongman.com/suppscentral to register for your login and password today.

Print Resources

Instructor's Resource Manual with Teaching Tool for the Companion Website, prepared by Julie R. Mactaggart of St. Cloud State University. The manual provides the instructor with an assortment of teaching materials, including chapter-at-a-glance guide to the supplements package, learning objectives, chapter outlines, discussion topics, class projects, and student exercises. A new Teaching Tool section helps integrate the text's Companion Website into an instructor's course with teaching topics, class activities, and test questions.

Test Bank, by Robert Bookwalter of Marshall University, contains multiple choice, true/false, fill-in, short answer, and essay questions. Midterm and final exam handouts also are included.

A Guide for New Public Speaking Teachers: Building Toward Success, Third Edition, by Calvin L. Troup of Duquesne University, is designed to help new instructors teach the introductory public speaking course effectively by covering such topics as preparing for the term, planning and structuring the course, evaluating speeches, utilizing the textbook, and integrating technology into the classroom. The third edition includes a brief guide on teaching students for whom English is not the first language, teaching suggestions, and student activities designed to accompany The Allyn & Bacon Classic and Contemporary Speeches DVD.

Allyn & Bacon Public Speaking Transparency Package includes 100 full-color transparencies created with PowerPoint software to provide visual support for classroom lectures and discussions.

Great Ideas for Teaching Speech (GIFTS), Thirteenth Edition, by Raymond Zeuschner of California Polytechnic State University, includes descriptions and guidelines for assignments used successfully by experienced public speaking instructors in their classrooms.

ESL Guide for Public Speaking, by Debra Gonsher Vinik of Bronx Community College of the City University of New York, provides strategies and resources for instructors teaching in a bilingual or multilingual classroom. It also includes suggestions for further reading and a listing of related Websites.

Electronic Resources

MySpeechLab Where students learn to speak with confidence! MySpeechLab is an interactive and instructive online solution for introductory public speaking. Designed to be used as a supplement to a traditional lecture course, or to completely administer an online course, MySpeechLab combines multimedia, video, speech preparation activities, research support, tests, and quizzes to make teaching and learning fun! Students benefit from a wealth of video clips that include student and professional speeches with running commentary, questions to consider, and helpful tips—all geared to help students learn to speak with confidence. For complete details and ordering information, please visit www.myspeechlab.com or consult your local Allyn & Bacon representative.

TestGen EQ: Computerized Test Bank The user-friendly interface enables instructors to view, edit, add questions, transfer questions to tests,

and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in preferred order.

PowerPoint Presentation for Public Speaking, by Rebecca L. Roberts of The University of Wyoming, contains over 100 slides of text-specific lecture outlines and graphic images. Available on supplements central. Log on to www.ablongman.com/suppscentral to access the presentation.

Allyn & Bacon PowerPoint Presentation Package for Public Speaking Available at www.ablongman.com/suppscentral, this package includes 125 slides that provide visual and instructional support for the classroom including material on communication theory, visual aids, and tips for organizing and outlining speeches. A brief user's guide accompanies this package.

Allyn & Bacon Digital Media Archive CD-ROM for Communication, Version 2.0 contains electronic images of charts, graphs, maps, tables, and figures, along with media elements such as video, audio clips, and related web links. These media assets are fully customizable to use with our preformatted PowerPoint outlines or to import into instructor's own lectures (Windows and Mac).

VideoWorkshop for Public Speaking, Version 2.0, by Tasha Van Horn of Citrus College and Marilyn Reineck of Concordia University- St. Paul, includes quality video footage on an easy-to-use CD-ROM plus an Instructor's Teaching Guide with textbook-specific Correlation Grids. *VideoWorkshop* brings textbook concepts to life with ease and helps students understand, analyze, and apply the objectives of the course.

CourseCompass for Public Speaking, powered by Blackboard and hosted nationally, is the most flexible online course management system on the market today. By using this powerful suite of online tools in conjunction with Allyn & Bacon's preloaded textbook and testing content, you can create an online presence for your course in under thirty minutes. The Public Speaking course features preloaded content such as quiz questions, video clips, instructor's manuals, PowerPoint presentations, still images, course preparation, and instruction materials, *VideoWorkshop for Public Speaking,* weblinks, and much more! Log on to www.coursecompass.com to access this dynamic teaching resource. The content is also compatible with Blackboard and WebCT.

CourseCompass for Public Speaking, Professional Development Edition is a collection of helpful instructional materials that feature public speaking teaching strategies, resources, and video examples that you can access on the Internet using CourseCompass. For course coordinators working with adjuncts and/or teaching assistants, our *CourseCompass Public Speaking, Professional Development Edition* helps you to provide training materials to your instructors—whether they're on campus or not. You can access our preloaded instruction materials, add your own materials, and make the resulting combination available to other instructors for their own instructional development and for the continued benefit of their students. Log on at www.coursecompass.com for more information.

The Allyn & Bacon Classic and Contemporary Speeches DVD presents a collection of over 120 minutes of video footage in an easy-to-use DVD format. Each speech is accompanied by a biographical and historical summary that helps students understand the context and motivation behind each speech. This DVD is available free to professors and students when packaged with new copies of *Public Speaking*. Contact your Allyn & Bacon sales representative for additional details and ordering information.

The Allyn & Bacon Student Speeches Video Library has a collection of

student speeches videos that includes three 2-hour American Forensic Association videos of award-winning student speeches and four videos with a range of student speeches delivered in the classroom. Some restrictions apply.

The Allyn & Bacon Communication Video Library contains a collection of communication videos produced by Film for the Humanities and Sciences. Topics include: *Business Presentations, Great American Speeches,* and *Conflict Resolution.* Contact your local Allyn & Bacon sales representative for ordering information. Some restrictions apply.

The Allyn & Bacon Public Speaking Video includes excerpts of classic and contemporary speeches as well as student speeches to illustrate the public speaking process. One speech is delivered two times under different circumstances by the same person to illustrate the difference between effective and noneffective delivery based on appearance, nonverbal, and verbal style. Some restrictions apply.

The Allyn & Bacon Public Speaking Key Topics Video Library contains three videos that address core topics covered in the classroom: *Critiquing Student Speeches, Speaker Apprehension,* and *Addressing Your Audience.* Some restrictions apply.

Student Resources

Print Resources

Research Navigator Guide for Speech Communication, by Terrence Doyle of Northern Virginia Community College, is designed to teach students how to conduct high-quality online research and to document it properly. Pearson's new Research Navigator is the easiest way for students to start researching their speeches. Complete with extensive help on the research process and exclusive databases of credible and reliable source material, including EBSCO's ContentSelect Academic Journal Database and the *New York Times* Search by Subject Archive, Research Navigator helps students quickly and efficiently make the most of their research time. The guide is available on the web at www.researchnavigator.com or valuepacked with any of Allyn & Bacon's Public Speaking texts.

Preparing Visual Aids for Presentations, Third Edition, by Dan Cavanaugh, is a brief booklet that provides a host of ideas for using today's multimedia tools to improve presentations, including suggestions for how to plan a presentation, guidelines for designing visual aids and storyboarding, and a walkthrough that shows how to prepare a visual display using PowerPoint.

Speech Preparation Workbook, by Jennifer Dreyer and Gregory H. Patton of San Diego State University, takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides supplementary assignments and tear-out forms.

Public Speaking in the Multicultural Environment, Second Edition, by Devorah A. Lieberman of Portland State University, includes activities in a two-chapter essay that encourages students to analyze cultural diversity within their audiences and adapt their presentations accordingly.

Outlining Workbook, by Reeze L. Hanson and Sharon Condon of Haskell Indian Nations University, touches briefly on activities, exercises, and answers that help students develop and master the critical skill of outlining.

Electronic Resources

MySpeechLab Where students learn to speak with confidence! MySpeechLab is an interactive and instructive online solution for introduc-

tory public speaking. Designed to be used as a supplement to a traditional lecture course, or completely administer an online course, MySpeechLab combines multimedia, video, speech preparation activities, research support, tests, and quizzes to make learning fun! Students benefit from a wealth of video clips that include student and professional speeches with running commentary, questions to consider, and helpful tips—all geared to help students learn to speak with confidence. For complete details and ordering information, please visit www.myspeechlab.com.

VideoWorkshop for Public Speaking, Version 2.0, by Tasha Van Horn of Citrus College and Marilyn Reineck of Concordia University- St. Paul, includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide with textbook-specific Correlation Grids. *VideoWorkshop* brings textbook concepts to life with ease and helps students understand, analyze, and apply the objectives of the course.

Companion Website with Online Practice Tests, by Julie R. Mactaggart of St. Cloud State University, is easily accessed at www .ablongman.com/zarefsky4e. This site provides an assortment of activities to help students prepare speeches, including weblinks from the text's *Using the Internet* feature and additional examples of student work by the class featured in the text's *Applying Strategies* feature. The site also includes learning objectives, flashcards, and an online set of practice tests for each chapter.

Allyn & Bacon Public Speaking Website, by Nan Peck of Northern Virginia Community College, contains five modules students can use along with their text to learn about the process of public speaking and in preparation of their speeches. This site includes enrichment materials and interactive activities to enhance students' understanding of key concepts. Access this website at www.ablongman.com/pubspeak.

Interactive Speechwriter Software, Version 1.1, by Martin R. Cox, contains sample speeches, tutorials, self-test questions on key concepts, and templates for writing informative, persuasive, and motivated sequence speeches. This program enhances student's understanding of key concepts discussed in the text. This product is available for student purchase or FREE when valuepacked with any Allyn & Bacon public speaking text. Some restrictions apply.

The Speech Writer's Workshop CD-ROM, Version 2.0, assists students with speech preparation by including a *Speech Handbook* with tips for researching and preparing speeches; a *Speech Workshop* that guides students step-by-step through the speech writing process; a *Topics Dictionary* that gives students hundreds of ideas for speeches; and the *Documentor* citation database that helps them to format bibliographic entries in either MLA or APA style. Available FREE when packaged with any Allyn & Bacon public speaking text. Some restrictions apply.

Public Speaking Tutor, Tutor Center. (Access Code Required) www.aw .com/tutorcenter.   The Tutor Center provides students free, one-on-one interactive tutoring from qualified public speaking instructors on all material in the text. The Tutor Center offers students help with understanding major communication principles as well as methods for study. In addition, students have the option of submitting self-taped speeches for review and critique by Tutor Center instructors to help prepare for and improve their speech assignments. Tutoring assistance is offered by phone, fax, Internet, and e-mail during Tutor Center hours. For more details and ordering information, contact your Allyn & Bacon publisher's representative.

Acknowledgments

Reviewers of the Fourth Edition

Articulating this perspective on public speaking in a textbook that is accessible to students has been a stimulating challenge. All or part of the manuscript was read by:

Barbara Blackstone, Slippery Rock University; Robert Bookwalter, Marshall University; Kristina Bruss, University of Minnesota; Lisa Inzer Coleman, Southwest Tennesee Community College; Marilyn Cristiano, Paradise Valley Community College; Mark A. Gring, Texas Tech University; Douglas Kresse, Fullerton College; Craig Monroe, California State University, San Bernardino.

Reviewers of Previous Editions

Ellen Arden-Ogle, Consumnes River College; Susan Baack, Montana State University; Ernest Bartow, Bucks County Community College; John Bee, Ohio State University; Sandra Berkowitz, Wayne State University; Vincent Bloom, California State University–Fresno; Robert Bookwalter, Marshall University; Ferald J. Bryan, Northern Illinois University; Leah Ceccarelli, University of Washington; Faye Clark, DeKalb College; Marion Couvillon, Mississippi State University; Marilyn Cristiano, Paradise Valley Community College; Jim Dittus, Highland Community College; Michael Howard Eaves, Valdosta State University; Susan Redding Emel, Baker University; Patricia Faverty, Thomas More College; William Fusfeld, University of Pittsburgh; Kathleen Galvin, Northwestern University; John Giertz, Bakersfield State University; Joseph Giordana, University of Wisconsin–Eau Claire; William Goodbar, Old Dominion University; Rose Gruber, Gloucester County College; Richard Halley, Weber State University; Kelby K. Halone, Clemson University; Diane Hill, Providence College; Stephen K. Hunt, Illinois State University; Carol Jablonski, University of South Florida; Karla Kay Jensen, Texas Tech University; Richard Jensen, University of Nevada–Las Vegas; Jack Johnson, University of Wisconsin–Milwaukee; William Jordan, North Carolina State University; Elizabeth Lamoureux, Buena Vista University; Thomas A. Marshall II, Robert Morris College; Al Montanaro, SUNY Plattsburgh; John M. Murphy, University of Georgia; Stephen Neilson, University of Nevada–Las Vegas; Patrick O'Sullivan, Illinois State University; Cate Palczewski, University of Northern Iowa; Jay Pence, University of North Carolina–Chapel Hill; Lee Polk, Baylor University; Kenna J. Reeves, Emporia State University; Kurt Ritter, Texas A&M University; Kellie Roberts, University of Florida; Rebecca L. Roberts, University of Wyoming; Paul Sabelka, Iowa Wesleyan College; Noreen Schaefer-Faix, Kutztown University; Deanna Sellnow, North Dakota State University; Kenneth G. Sherwood, Los Angeles City College; Calvin Smith, Eastern Illinois University; Cynthia Duquette Smith, Indiana University, Bloomington; Jessica Stowell, Tulsa Junior College; Robert Terrill, Indiana University; Denise Vrchota, Iowa State University; Beth Waggenspack, Virginia Polytechnic Institute and State University; Rita Kirk Whillock, Southern Methodist University; Roy Wood, University of Denver.

The comments and suggestions of the reviewers listed above were quite helpful and often pointed the way for substantial improvement in the manuscript. The responsibility for what I have written, of course, remains with me.

My debt to Leah Ceccarelli, now on the faculty at the University of Washington, continues from the first edition. She helped in the development and selection of examples and end-of-chapter features and helped significantly to shape the tone of the book. I also appreciate the work of those who prepared supplementary materials for the first, second, and third editions: Victoria Gallagher, North Carolina State University; Glen Williams, University of Akron; Melissa Beall, University of Northern Iowa; Robert Brookey, Northern Illinois University; Robert Bookwalter, Marshall University; Calvin Troup, Duquesne University; Terry Doyle, Northern Virginia Community College; and Sherilyn Marrow, University of Northern Colorado.

I am grateful to those who assisted in the preparation of the fourth edition. Christine Gardner, a doctoral student at Northwestern University, worked with me on the revision and updating of examples, the *Strategies for Speaking to Diverse Audiences*, features, and the selection of speeches for Appendix B. Additionally, the following instructors prepared some of the key supplements for this fourth edition: Robert Bookwalter, Martin R. Cox, Julie R. Mactaggart, and Nan Peck.

My thanks also to Tonya Blivens and her students at Texas Tech University for their work in helping with the *Applying Strategies* feature for this edition.

At Allyn & Bacon, Steve Hull and Joe Opiela first persuaded me to undertake the task and Bill Barke placed his faith in my ability to complete the book in a reasonable period of time. I have benefited from the editing of Karon Bowers, Carol Alper, and Shannon Morrow. I also am grateful for the diligent efforts of all the production staff at Allyn and Bacon, often working against short deadlines.

The title of the book, *Public Speaking: Strategies for Success*, has a twofold meaning. The book offers a strategic perspective that should lead students to become more successful public speakers. Additionally, the art of public speaking provides many of the strategies for students to succeed in many different walks of life. My hope is that this book will help you to empower your students to achieve that goal.

David Zarefsky

To the Student

Public speaking may well be the single most important course in the entire curriculum. I make that bold statement with confidence because it has been true in my own life.

In the fall of 1961, as a sophomore in high school, I enrolled in my first course in public speaking. As the saying goes, it changed my life. I had taken the course to become more comfortable in speaking before a group and to learn how to use my voice effectively and how to control distracting mannerisms. I accomplished those goals and so much more. I learned how to think analytically, how to organize ideas, how to do research, how to assess an audience, how to inform and persuade. It was not long before I realized that these skills and habits were valuable not just in public speaking but in every other course and, indeed, in almost every aspect of life. If I were to identify one course that provided the tools I have used in my personal and professional life, without a doubt public speaking would be that course.

Thirty years later, my daughter had an almost identical experience. After taking a course in public speaking, she suddenly realized that it was easier for her to write essays and research papers and that the papers were better. She began to read more critically and to analyze what she read. She, too, had found patterns for working with ideas that have been useful well beyond the confines of the course. My son completed a public speaking course a few years later with many of the same results.

I hope that this book, and the course of which it is a part, will help you to have a similar experience. For over 2,500 years, men and women have studied the art of public speaking, both because it is valuable in its own right and because, in the best sense of the term, it is a liberal art—one that frees and empowers people. It does so by providing the knowledge, cultivating the skills, and modeling the habits of effective thought and expression that can be applied to any area of life.

The title of this book is *Public Speaking: Strategies for Success*. That title has a double meaning. First, this book is about strategies for success in public speaking. Second, the premise of the book is that public speaking will provide you with strategies for success in life. Certainly it does not promise fame or fortune, but it does offer a blend of reflective judgment

You will find *Applying Strategies* boxes throughout this text. These boxes allow you to get to know five students who attend Texas Tech University in Lubbock, Texas. Just as you are doing now, these students took a public speaking course and experienced the same questions, fears, and uncertainties that you might encounter throughout the term. The *Applying Strategies* boxes contain comments and insights from the students as well as excerpts and sample materials from their speeches that will provide you with tips and guidance. You will see how the necessary elements of a speech are implemented and how other students have used strategies discussed in this book. You will also hear from their instructor, Dr. Tonya Blivens, as she offers feedback on their outlines and speeches. From the experience of students who have "been there," you will see that speaking in public is a valuable art and skill that is not as intimidating as it might appear at first.
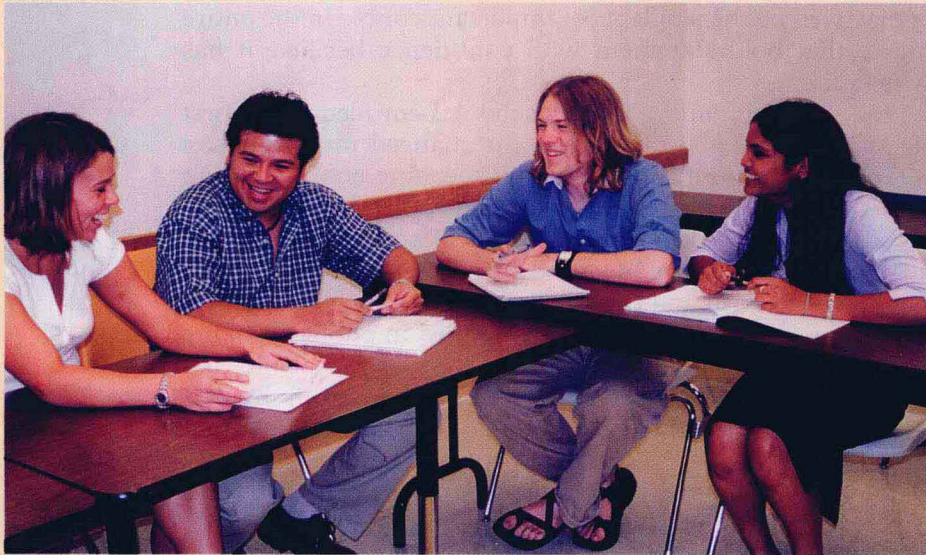
Tonya Blivens

Hello and welcome to the fourth edition of *Public Speaking: Strategies for Success* by David Zarefsky. My students have found Professor Zarefsky's textbook to be very informative and user-friendly as they navigate their way through the different strategies of effective public speaking. In this edition, you can enhance your learning of the materials by reading about the experiences of five of my students: John, Darbi, Priya, Tim, and Kyle. They have gone through some of the same things that you will go through in your class, so you will be able to relate to their experiences. You will read about their difficulties as well as their successes in public speaking. Their work,

and carefully chosen action that should enable you, whatever your experience, to enjoy a life well lived.

I have chosen the term *strategy* to emphasize that public speaking is about *choices*. It is an art and not a science. When you speak, you will be faced with situations that offer both opportunities and constraints. You will

along with some of my feedback, is featured in the *Applying Strategies* boxes located within many of the text's chapters. In these boxes, they share their perspectives on the topics covered in the text and offer suggestions to make your own experience go a little smoother. We hope that this personalized approach will help you reach your goals in this course and lead you to a lifetime of successful public speaking!

My name is John Hernandez, I am a 20-year-old junior at Texas Tech University. I am majoring in Food Technology. My goal is to receive my master's degree in this field and go on to work in the food industry as a quality control manager. I plan to work for Shepps Dairy when I have achieved my goals.

John Hernandez

I'm nineteen years old and my major is psychology, more specifically child psychology. My minor is English, at least for now just because I think it will be the most beneficial for my career. I picked psychology because I love learning about the human brain and the way people learn and react. Knowing about psychology is helpful in so many careers and also just in daily life.

Darbi Howard

Right now I am classified as a sophomore. My aspirations are to finish with a Ph.D. in psychology and eventu-

ally start my own practice working with children. When I graduate I hope to work at a school or a child studies center to gain some real hands-on work. I'm very excited about my future!

I am seventeen years old and a sophomore at the wonderful Texas Tech University. I decided to major in Civil Engineering because I admire the complexity of buildings and structures, and one day I would like to help with the construction of such buildings.

Priya Mydar

My name is Tim Ortiz and I'm a senior at Texas Tech. My major is Communication Studies and after graduation I plan to go into organizational communication. My goal is to work in the corporate setting.

Tim Ortiz

I'm an eighteen-year-old freshman and my current major is General Studies. I plan to go into business for myself full-time after college. Right now I have a small online business that I hope will continue to grow. My overall goal is to finish up college and then go into business.

Kyle Rogers

want to decide how to work within this situation to achieve your goals, and your plan for doing so is a strategy. And even as you make choices in response to a situation, the pattern of your choices actually helps to define what the situation is. It affects you, but you also affect it.

Thinking strategically about public speaking means abandoning the