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PUBLIC SPEAKING

AN AUDIENCE-CENTERED APPROACH

FOURTH EDITION

STEVEN A. BEEBE ■ SUSAN J. BEEBE

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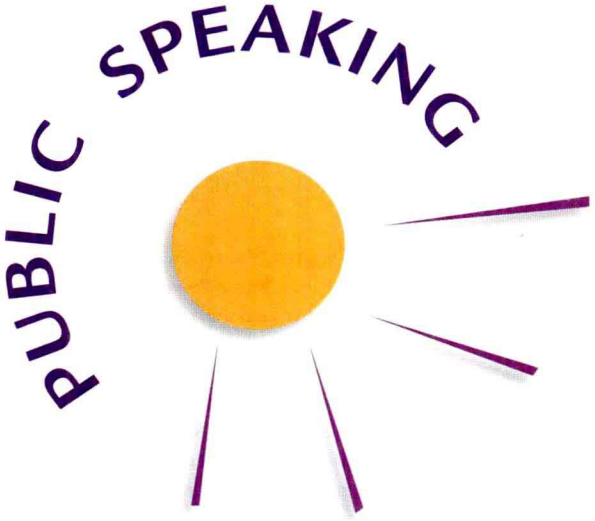

An Audience-Centered Approach

FOURTH EDITION

Steven A. Beebe
SOUTHWEST TEXAS STATE UNIVERSITY

Susan J. Beebe
SOUTHWEST TEXAS STATE UNIVERSITY

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Preface

The fourth edition of *Public Speaking: An Audience-Centered Approach* retains what students and teachers like best about the book—its audience-centered approach. Our approach is based upon the fundamental assumption that listeners determine whether communication is successful. Aristotle was right when he said, "For of the three elements in speechmaking—speaker, subject, and person addressed—it is the last one, the hearer, that determines the speech's end and object." Our "end and object" has been to write a book that our audience—students of public speaking—will find a practical, useful, and friendly guide to help them design and deliver speeches to others.

Public Speaking: An Audience-Centered Approach is intended to be the primary text for a college-level public speaking course. Its key purpose is to serve as a learning tool to help students become skilled public speakers.

After over a decade of working with this best-selling text, we continue to be grateful for the positive response both students and instructors have had to our work. With each edition we have done our best to respond to the feedback and suggestions of those who have used the book. We have kept those elements that users like best, such as the audience-centered focus, interesting and lively examples, an engaging and artfully crafted design, and a voice that speaks to students.

In response to suggestions from users and the ever-increasing importance of communication and technology in the 21st century, we have sought to strengthen the book in several important ways. We have significantly expanded our treatment of the public speaker's use of technology. Specifically, we have revised and expanded our discussion of using electronic searches and computer databases. We have added a new feature called *Speaker's Homepage* in which we have identified Internet links to sites and provided online exercises that add a different dimension to the text's instruction in public speaking. We have also added new and updated examples and new student speeches (that are also available on video tape).

AN AUDIENCE-CENTERED FOCUS

It is not unusual for a public speaking book to have a chapter that discusses the importance of analyzing audiences. What is unique about our audience-centered approach is that it reflects the reality that audience analysis is not something that you think about only during the early stages of speech preparation. Rather, considering your audience is an anchoring criteria for all decisions that you make as a speaker.

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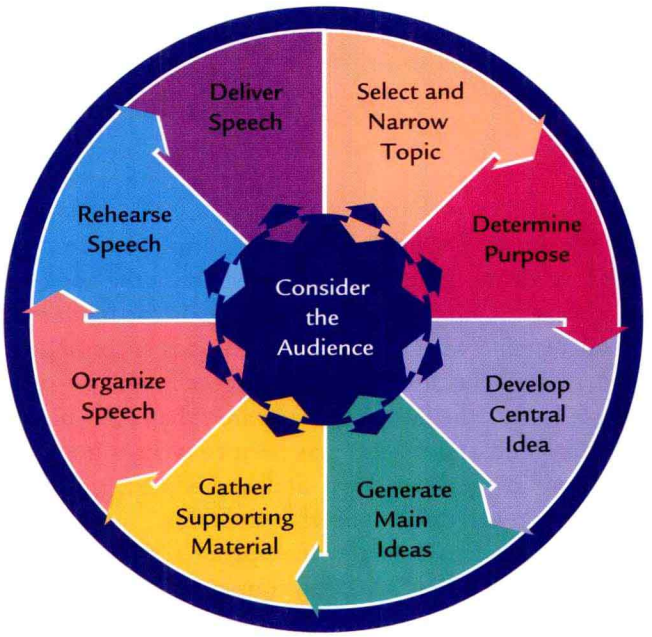
Of course preparing and delivering a speech involves a series of steps or stages. Our audience-centered model integrates this step-by-step sequence of speech preparation with the ongoing process of connecting your message to your audience.



Our model of the audience-centered process of public speaking, shown here, is introduced in Chapter 2 and reappears throughout the text to illustrate the linkage between various speech preparation and presentation tasks and consideration of the audience. Viewing the model as a clock, begin at the "12 o'clock" position with "Select and Narrow Topic" and follow around the model clock-wise to the task of "Deliver Speech." You will note that each step of the process touches the center portion of the model labeled "Consider the Audience." Arrows connect the center with each step of the process to illustrate how the audience influences each of the stages or steps involved in public speaking. Pointing in both directions, the arrows also acknowledge that a speaker may sometimes revise a previous step because of further information or thought about the audience. You may, for example, decide after you have generated the main ideas of the speech that you need to go back and revise your speech purpose. Visual learners will especially appreciate the panoramic overview of the entire public speaking process illustrated in this colorful, easy-to-understand model of the public speaking process.

Throughout the text when we emphasize the centrality and importance of considering your audience, we provide a visual reminder by using a miniature version of the model, like the icon shown here in the margin. When you see this icon, you will recognize that the material has special significance for considering your audience.

Another advantage of the audience-centered approach: To be audience-centered is to acknowledge and consider the diverse nature of audiences. Like audience

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analysis, diversity is covered in most current public speaking textbooks, usually in a separate chapter or section. But the concept of being audience-centered means that as a speaker you are constantly aware of and striving to adapt to the cultural, co-cultural, gender, and experiential diversity of the audience members to whom you are speaking. Adapting to diverse audiences is an integral part of the audience-centered process. Adapting to diverse audiences is reflected in the audience-centered model. And adapting to diverse audiences is emphasized throughout the text.

FEATURES NEW TO THE FOURTH EDITION

To build upon the success of our previous three editions, we have listened to those who have used the book in the past. We have retained those features of the earlier editions that have been applauded by both teachers and students. These include a clear, concise style and lively voice; relevant and interesting examples; the audience-centered approach and model; an early overview of the entire public speaking process; a chapter on ethical public speaking; and two chapters devoted to persuasive speaking. Also as with previous editions, you will find chapter-end questions and activities designed to prompt students to think critically about public speaking. And those who have liked and used the appendix on classical rhetoric will find it retained in the new edition.

But we have worked vigorously to make this fourth edition even better than its predecessors. We have done our best to respond to suggestions for additional information and for revisions in the presentation of some material. Specifically, we have significantly updated our discussion of technology and public speaking. We have added new strategies for managing speaker anxiety. We have included new student speeches and contemporary examples throughout the text. We have provided more information about and additional examples of speakers adapting to diverse audiences. And we have refined and revised our discussion of persuasion.

NEW CUTTING-EDGE INFORMATION ABOUT TECHNOLOGY AND PUBLIC SPEAKING

One of the most noticeable changes in this edition is our expanded coverage of the use of all aspects of technology in the public speaking process. Here's an overview of the additions and changes we've made:

- We have added a new *Speaker's Homepage* feature to each chapter that provides Internet links to interesting and useful Web sites that support our instruction about public speaking.
- Students and instructors can also access a new Website developed especially to accompany this text. It contains four modules: A Speaker's Homepage feature containing the links, activities, and updates to the corresponding boxed feature in the text; a Speachmaking Wheel feature where students can access tips and activities to help them consider the audience as they create speeches; a Virtual Classroom to connect with others taking the course, and an online Study Guide.

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- We have significantly revised and expanded our coverage in chapter 7 of electronic searches and data bases.
- We will discuss how to evaluate Web sites (including a "Speaker's Homepage" feature in chapter 7 devoted to helping students evaluate the quality of information they retrieve from the Internet).
- We have included new strategies to help students who may deliver a speech via TV, video, or visually over the Internet.
- We have added the latest research conclusions about using technology in small-group presentations in chapter 19.
- Dan Cavanaugh has done an outstanding job of revising and updating our appendix devoted to helping students use computer-generated graphics such as PowerPoint.

NEW MATERIAL ABOUT SPEAKER ANXIETY

For many students, the fear and anxiety they experience when speaking in public is the number one obstacle to being an effective speaker. Speaker anxiety has been well-documented as a major concern not only of public speaking students, but of the general population. We have added new material to chapter 2 to provide concrete suggestions to overcome speech anxiety. We have also reorganized chapter 2, placing the information about speaker anxiety at the beginning of the chapter. In considering the needs of our audience—students of public speaking—we find that speaker anxiety is a primary concern. Thus, we have throttled-up our coverage of speaker anxiety and addressed it early.

NEW STUDENT SPEECHES

Students learn best from positive models of effective speeches. We have added several new student speeches, both in the text and in the appendix. Some of these speeches are also available on videotape from Allyn and Bacon. Students can study, emulate, and evaluate the speech construction and delivery of these speeches.

NEW EXAMPLES AND ILLUSTRATIONS

Throughout the text, we have updated our examples to illustrate the principles of effective audience-centered public speaking. Our examples come from both student speeches and from speeches delivered by well-known people.

REFINED AND REVISED DISCUSSION OF PERSUASION

A key goal of almost every public speaking course is to teach students the principles and strategies of being effective persuasive speakers. Fundamental elements of a democratic society are the abilities to persuade and to critically evaluate the rhetoric of others. In this new edition, we have refined our discussion of the goals

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of persuasive speaking, added new information about persuading a target audience and new summary material about how to motivate listeners to respond to a persuasive message, and integrated the audience-centered model into our discussion of persuasion. These new pedagogical and content features are designed to help students better master the principles and strategies of persuasion.

OUR PARTNERSHIP WITH INSTRUCTORS AND STUDENTS: PRACTICAL SUPPLEMENTAL RESOURCES

Even the finest textbook can't by itself teach students to be articulate speakers. Students learn best in partnership with an experienced and skilled teacher who can instill confidence and present practical knowledge. To help the teacher focus on the teaching task and the student focus on the learning task, we offer a cornucopia of resources.

INSTRUCTOR'S SUPPLEMENTS

- Instructors' Resource Manual, by Charles Wise, El Paso Community College, and Diana Ivy, Texas A & M University at Corpus Christi. This manual provides resources for both new and experienced instructors, including a chapter-at-a-glance guide of the teaching package, chapter outlines, activities, assignments, and annotations keyed to the chapter outline.
- Test Bank, by Diana Ivy, Texas A & M University at Corpus Christi. Contains more than 1,000 questions including multiple choice, true/false, short answer, and in-depth essay questions.
- Computerized Testing Program. Available for Windows and Macintosh, this bank allows instructors to create exams by choosing from a databank of questions or by writing their own.
- *A Guide for New Public Speaking Teachers: Building Toward Success,* by Calvin L. Troup, Duquesne University. This guide helps new instructors learn to manage, organize, and teach the public speaking course effectively. A table of contents and sample chapter are available at www.abacon.com/troup.
- The Allyn & Bacon Communication Studies Digital Media Archive. This CD-ROM contains more than 200 still images, video excerpts, and assorted lecture resources that can be incorporated into multimedia presentations.
- Allyn & Bacon Public Speaking Transparency Package. Contains 100 full-color transparencies to provide visual support for classroom lectures and discussion.
- PowerPoint Presentation Package. Available at www.abacon.com/pubspeak, this package includes 125 slides and a brief user's guide.
- Custom Solutions. With Custom Solutions, you can create a Web page designed specifically for your course that combines information on our Websites with

your own course information and teaching materials. For more information contact your local representative, or visit our Website at www.abacon.com/solutions.

- Allyn & Bacon Student Speeches Video Library. Instructors can choose one video from the Allyn & Bacon Student Speeches Library with speeches covering a wide range of informative and persuasive speaking topics.
- Allyn & Bacon Communication Video Library. This collection of videos, produced by Films for the Humanities and Sciences, is available to qualified adopters. Ask your local representative for details.

STUDENT SUPPLEMENTS

- *Public Speaking: An Audience-Centered Approach* Website, by Tim Borchers, Moorhead State University. This Website expands on the text's "Speaker's Homepage" feature and includes additional Web activities, an online study guide, and an interactive chat group. www.abacon.com/beebe.
- *Allyn & Bacon Public Speaking Website*, by Terrence Doyle, Northern Virginia Community College. This Website contains five modules that students can use along with the text to learn about the process of public speaking and help prepare for speeches. www.abacon.com/pubspeak.
- *Allyn & Bacon Quick Guide to the Internet for Speech Communication, 2000 Edition*, by Terrence Doyle, Northern Virginia Community College. This guide contains material on the basics of using the Internet, conducting Web searches, and critically evaluating and documenting Internet sources.
- *Speech Preparation Workbook*, by Jennifer Dreyer and Gregory Patton, San Diego State University. This helpful workbook takes students through the various stages of speech creation and provides guidelines, tips, and fill-in pages.
- *Public Speaking in the Multicultural Environment, Second Edition*, by Devorah A. Lieberman, Portland State University. This essay helps students analyze the cultural diversities within their audience(s) and provides them with specific tools to adapt their presentations.
- Interactive Speechwriter, Version 1.1, by Martin Cox. This interactive software provides supplemental material and enhances students' understanding of key concepts discussed in the text.
- Simon & Schuster Audio SoundGuide ™ for Pubic Speaking. Complete with student speeches, vignettes, and self-quizzes, this audio study guide helps students understand and master public speaking.

ACKNOWLEDGEMENTS

We appreciate the help and support of many people who have helped produce this book. Although our two names are on the cover, this project is a team effort. We are thankful for our partnership with our students, colleagues, adopters,

friends, and editorial team at Allyn and Bacon. We are also grateful to all of the authors, scholars, and speakers we have quoted or referenced; their words and wisdom have added to our own understanding of public speaking.

Many reviewers helped us decide what information and features we should include in this edition. Their thorough reading of previous editions and the manuscript for the fourth edition have significantly enhanced this book. We thank the following outstanding public speaking instructors for sharing their expertise, advice and wisdom with us.

Reviewers of the 4th edition: Ernest W. Bartow, Bucks County Community College; Tim Borchers, Moorhead State University; Conrad E. Davidson, Minot State University; Terrence Doyle, Northern Virginia Community College; Gary W. Eckles, Thomas Nelson Community College; Thomas G. Endres, University of St. Thomas; Stephen K. Hunt, Illinois State University; Nanette Johnson-Curiskis, Gustavus Adolphus College; Jeré W. Littlejohn, Mississippi State University; Deborah F. Meltsner, Old Dominion University; Rebecca Mikesell, University of Scranton; Cheri J. Simonds, Illinois State University; Susan L. Sutton, Cloud County Community College; Jim Vickrey, Troy State University; David E. Walker, Middle Tennessee State University; Charles N. Wise, El Paso Community College.

Reviewers of previous editions: Melanie Anson of Citrus College; Richard Armstrong of Wichita State University; Nancy Arnett, Brevard Community College; David E. Axon, Johnson County Community College; John Bee, University of Akron; Jaima L. Bennett, Golden West College; Donald S. Birns, SUNY-Albany; Barry Brummett, University of Wisconsin, Milwaukee; John Buckley, University of Tennessee; Thomas R. Burkholder, Southwest Texas State University; Marilyn J. Cristiano, Paradise Valley Community College; Dan B. Curtis, Central Missouri State University; Ann L. Darling, University of Illinois, Urbana-Champaign; Thomas G. Endres, University of St. Thomas; Darla Germeroth, University of Scranton; Myra G. Gutin, Rider University; Phyllis Heberling, Tidewater Community College; James L. Heflin, Cameron University; Susan A. Hellweg, San Diego State University; Wayne E. Hensley, Virginia Polytechnic Institute and State University; Judith S. Hoeffler, Ohio State University; Paul A. Hutchins, Cooke County College; Cecil V. Kramer, Jr., Liberty University; Michael W. Kramer, University of Missouri; Ed Lamoureux, Bradley University; David Lawless, Tulsa Junior College; Robert S. Littlefield, North Dakota State University; Harold L. Make, Millersville University of Pennsylvania; Jim Mancuso, Mesa Community College; Maxine Minson, Tulsa Junior College; Rhonda Parker, University of San Francisco; Roxanne Parrott, University of Georgia; Carol L. Radetsky, Metropolitan State College; Mary Helen Richer, University of North Dakota; K. David Roach, Texas Tech University; Kellie W. Roberts, University of Florida; Val Safron, Washington University; Shane Simon, Central Texas College; Glenn D. Smith, University of Central Arkansas; David R. Sprague, Liberty University; Jessica Stowell, Tulsa Junior College; Edward J. Streb, Rowan College; Aileen Sundstrom, Henry Ford Community College; Denise Vrchota, Iowa State University; Beth M. Waggenspack, Virginia Polytechnic Institute and State University; Lynn Wells, Saddleback College; Nancy R. Wemm, Glenville State College; and Merle Ziegler, Liberty University.

We remain most grateful to our friend and colleague Tom Burkholder from University of Nevada–Las Vegas, who wrote the outstanding essay in Appendix A. It is one of the best distillations of the history of classical rhetoric that we have read. Dan Cavanaugh did another excellent job of authoring and revising "Preparing Visual Aids for Presentations" for this edition's Appendix C. We also want to thank Charles N. Wise and Diana Ivy for sharing their wealth of teaching strategies in the revised Instructor's Resource Manual. Diana Ivy did another outstanding job of revising the test bank for this book. We thank Tim Borchers for the excellent Website he developed to accompany this book. We are grateful to Nancy Critchfield-Jones who provided expert advice about improving speech dialect in chapter 13. Mark Beebe provided technical assistance in helping us check and double-check the accuracy of the Speaker's Homepage feature; we appreciate his help.

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We view our work as authors of a textbook as primarily a teaching enterprise. Both of us have been blessed with gifted teachers who have helped us develop as educators. Mary Harper, former speech, English, and drama teacher at Grain Valley High School, Grain Valley Missouri, and Margaret Dent, retired speech teacher from Hannibal High School, Hannibal, Missouri, provided initial instruction in public speaking that remains with us today. We also value the life lessons and mentorship received from Erma Doty, also a former teacher at Grain Valley High, who continues to cheer us on with her support. We appreciate the patience and encouragement we received from Robert Brewer, our first debate coach at Central Missouri State University, where we met each other thirty years ago. We both served as student teachers under the unforgettable guidance of the late Louis Banker at Fort Osage High School. We have benefited from the skilled instruction of Mary Jeanett Smythe of the University of Missouri, Columbia. We wish to express our appreciation to Loren Reid, also from the University of Missouri, Columbia; to us, he is the quintessential speech teacher.

Finally, we appreciate the patience, endurance, support, and love of our sons, Mark and Matthew Beebe. They remain our most important audience.

Steven A. Beebe
Susan J. Beebe
San Marcos, Texas

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