



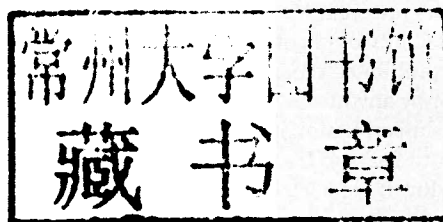
STEVE SCHWARZE

SPEAKING IN THE PUBLIC SPHERE

PENGUIN  ACADEMICS

Speaking in the Public Sphere

STEVE SCHWARZE
University of Montana



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Advance Praise

"Speaking in the Public Sphere is a unique way to engage students in public speaking by putting a focus on social responsibility and civic engagement."

—Jeffrey W. Fox, *Northern Kentucky University*

"An excellent new speech textbook . . . a must have for our public speaking courses!"

—Mark Frank, *Coffeyville Community College*

"This text offers a nice change of pace from other public speaking textbooks while still covering all of the basics of public communication."

—Armeda Celestine Reitzel, *Humboldt State University*

Preface

“The last thing the world needs is another public speaking textbook.” That line kept nagging me when I first considered writing this book. Public speaking has a broad range of excellent textbook options, each with its own distinctive approach. What could I add? Yet I often found myself agreeing with my students’ criticisms of textbooks: Many are too long and too simplistic. Students want a book that is readable and that gives them something more than just common sense advice.

In response, I wrote *Speaking in the Public Sphere* to offer students and instructors a sophisticated yet concise treatment of public speaking—one that teaches the fundamentals of public speaking in the context of encouraging students to engage significant public issues. Informed by traditional rhetorical principles as well as contemporary approaches to public discourse, the book highlights the canon of invention in the process of developing the rhetorical skills necessary for effective citizenship. Throughout the book, students are urged to think carefully and creatively about how their own public speaking can make a real contribution to the public sphere. Ultimately, *Speaking in the Public Sphere* seeks to enhance students’ capacity for meaningful participation in democratic decision making through effective and ethical public speaking.

Rather than a watered-down approach that tries to be all things to all people or an advanced approach that works only for a small niche of students, *Speaking in the Public Sphere* engages students where they are and shows them how public speaking can connect them to the public sphere.

The Public Sphere as a Learning Opportunity

Pedagogically, *Speaking in the Public Sphere* puts research skills and audience analysis in the foreground as important precursors to effective public speaking. Starting with the first chapter on public speaking and the public sphere, students are encouraged to see how the quality of their own public speaking will improve as they attend to the voices of other people in the public sphere. Through much greater attention to topic development and research than other books provide, the approach found here will enhance the quality of student speeches in the classroom and improve students’ ability to effectively engage in public issues outside the classroom.

The guiding principles of *Speaking in the Public Sphere* have emerged from nearly twenty years of teaching public speaking and its variants. Whether at a large research university or a small liberal arts college, I have found that students benefit most when a public speaking course focuses on a handful of central themes and reinforces those themes across contexts. In turn, *Speaking in the Public Sphere* develops key areas of focus that lend themselves to a rigorous and energetic approach to public speaking.

- **A focus on the “public” in public speaking.** Chapter 1 introduces students to the idea of the *public sphere* and offers models of the public speaking process that show how instances of public speaking are situated in the broader flow of public discourse. Coverage of standard topics in public speaking, such as listening, topic development, audience analysis, research, and speech organization, highlight *public significance* as a key consideration for students during the production of their speeches. *Speaking in the Public Sphere* shows how making strategic choices in stating the central idea, organizing the speech, and adapting to audience beliefs and attitudes can lead to speeches that enhance the quality of public deliberation and decision making.
- **A focus on invention.** Unique to introductory public speaking books, *Speaking in the Public Sphere* gives significant attention to the classical canon of invention. The book expands on the usual range of informative and persuasive purposes to give students more specific guidance in inventing speeches that address typical audience concerns in the public sphere. In addition, the book builds simple systems of invention across chapters to give students concrete and increasingly in-depth guidance for using topic research and audience research to develop ideas for speeches. The book gives special attention in early chapters to inventing topics of public significance.
- **A focus on research.** Because of the sheer quantity and divergent quality of source material available to students today, this book provides extensive coverage of the research process. Rather than merely giving students an overview of existing resources, the research chapter is grounded in the theme of building a research plan, which speaks directly to the challenges and obstacles students face in locating and evaluating credible sources. This approach is intended to help students think strategically about research so that they will feel less overwhelmed by the process, more efficient in their work, and more confident in their performances. In addition to standard coverage of conducting research, using sources effectively and ethically, and avoiding plagiarism, the book gives extra attention to the challenges of discerning the quality of sources in an online environment, selecting source material for use in speeches, and citing and explaining source material thoroughly.
- **A focus on language.** Expanding the emphasis on research skills, a chapter and an appendix offer students multiple ways of understanding the importance of language in public speaking and the public sphere more broadly. Intended to help students understand how public issues are rhetorically constructed, this coverage of language is distinctive in placing a discussion of language earlier than is done in other textbooks and connecting the rhetorical construction of public issues to one’s own language choices as a public speaker. Students who are interested in more advanced ideas about rhetorical strategies in political discourse will find a unique discussion in the Understanding Public Discourse appendix.

- **A focus on the connections between informative and persuasive speaking.** While the book follows a traditional format of taking up informative and persuasive speaking in separate chapters, it treats both modes of speaking as a process of engagement with audience obstacles and opportunities, and it contextualizes both in terms of their contribution to public deliberation and decision making. In addition to these theoretical linkages, students are encouraged to explore the linkages in practice. Examples throughout the latter half of the book show how students might begin with an informative speech on a topic of interest and then expand on that topic, using persuasive strategies in their later speeches. The book demonstrates how such an approach can enhance students' credibility as speakers and improve the quality and efficiency of their research.
- **A focus on ethics.** *Speaking in the Public Sphere* treats ethical action not only in terms of a speaker's personal choices, but also as a public achievement made possible through shared commitments to democratic participation, social justice, and sustainable natural and social systems. The "Ethical Dimension" boxes raise some of the most persistent ethical issues in public speaking and use rhetorical scholarship to help students think through those issues.

Features of *Speaking in the Public Sphere*

Important special features of this book can be used to enhance and enrich student learning while building on the guiding principles noted above.

CASE CONCLUSION

Sara's Speech: Developing a Topic

To develop her topic, Sara first thought about her rhetorical situation. She knew that her exigence needed to be defined so that it was directly connected to her listeners' everyday lives. She also knew that most of her acquaintances believed in fairness, so that was a constraint that she could turn into an opportunity; they might be open to a speech that illustrated some sort of global inequality. But she wasn't quite sure how her audience might see themselves as empowered to influence or change inequality.

Then one day on campus, Sara observed a group that had been demonstrating and distributing information about sweatshop labor. After browsing through some magazines and websites, she found out that sweatshop labor was a big issue on college campuses. She guessed that most of her classmates probably owned clothes that were made by companies targeted for sweatshop labor, so she thought that might be a good topic.

Here is her initial topic:

Sara's topic: Sweatshop labor in the clothing industry

After talking with several of her classmates, Sara came to the conclusion that her audience was mostly neutral about sweatshop labor. Other than a couple of people who were adamantly opposed to sweatshops, most of Sara's classmates did not know whether their own clothing was made in sweatshops. Nor did they seem ready to take action related to sweatshops. They had never really thought about whether they could influence the practice of sweatshop labor.

After assessing the rhetorical situation, identifying her topic, and thinking about her audience's disposition toward sweatshops, Sara generated the following purpose statements for possible speeches for her class:

Topic: Sweatshop labor in the clothing industry

General purpose: To inform

Specific purpose: To inform my audience how major U.S. clothing companies use sweatshop labor

General purpose: To persuade

Specific purpose: To persuade my audience to support a ban on the importation of sweatshop clothing in the United States.

Questions

1. What are the bases for the attitudes among Sara's audience?
2. If Sara had a choice, would you encourage her to give an informative speech or a persuasive speech to this audience? Why?
3. For an informative speech, how else might Sara adapt the specific purpose to her neutral audience?
4. If Sara were trying to persuade an oppositional audience—one that did not perceive a problem with sweatshop labor in the clothing industry—what might be an appropriate specific purpose statement?
5. What would be appropriate central ideas for speeches based on the specific purposes that Sara generated?

Case Studies

Each chapter provides a student speech scenario, posing a common challenge or opportunity that students typically face in a public speaking class. Then the chapter ends with a case conclusion describing how the student met the challenge using concepts and skills from the chapter. For some of these cases, you can see a student's outline as well as a video version of the speech.

CASE SCENARIO

Sara's Speech: Developing a Topic

Sara racked her brain trying to come up with a speech topic. Her own experiences traveling around the world led her to be interested in global issues. Human trafficking, the drug trade, and pandemics were just a few of the topics that fascinated her. She hoped to work or volunteer internationally after she finished college, too, so she looked for every possible opportunity to explore these topics.

But she also knew that most of her classmates had not been outside the United States and would not be interested in topics that did not have a direct impact on themselves. As a result, she struggled to identify a good topic. Should she pursue something that she thinks is important, regardless of what her audience cares about, or should she focus on things that her classmates talk about, even if those topics do not interest her or seem very significant?

Public Spotlight

Each chapter includes a box that spotlights how speakers have made an impact on the world through public speaking. Topics range from examples of college students working on publicly significant issues to prominent political leaders, authors, and activists. In addition, icons in these boxes spotlight social media outlets such as Facebook and YouTube that are providing new means for circulating information, mobilizing citizens, and organizing action.

The Ethical Dimension

Each chapter contains an Ethical Dimension box that poses a key ethical issue related to that chapter for anyone involved in public speaking. Traditional issues such as pandering, omitting premises in arguments, and “preaching to the choir” are covered in these boxes. In addition, several boxes ask students to explore contemporary cases of apparent ethical violations of norms of propriety related to public speaking. Each Ethical Dimension box concludes with discussion questions that can serve as springboards to class discussion, role-playing activities, or individual essays.

Content-Related Features

Several unique, content-related features provide helpful information to help students invent and deliver effective speeches.

- **Early attention to confidence and delivery.**

While *Speaking in the Public Sphere* emphasizes the aspects of constructing a speech, it also discusses delivery issues earlier than many introductory textbooks. Chapter 2 devotes fully half of its coverage to these issues as students prepare for their first formal speech. It gives special attention to how students can make the most of rehearsal sessions to build confidence and improve specific aspects of delivery before their actual speech performance in class.

- **Distinctive coverage of feedback.** Chapter 3 on listening and feedback not only provides standard coverage of obstacles to and strategies for attentive, comprehensive, and critical listening, it also shows students

PUBLIC SPOTLIGHT

Michael J. Fox

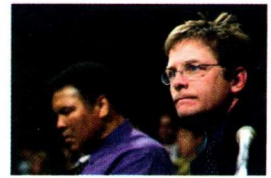
Michael J. Fox has been a prominent public advocate for research on Parkinson's disease. As someone who has the disease, Fox has used the power of public speaking to raise awareness and influence the broader public discussion about the disease and potential treatments. In 1998, Fox famously testified before Congress without taking medication, which gave public visibility to the physical symptoms of the disease. Since then, Fox has been especially active in writing about his life and in advocacy for stem cell research that could lead to cures for the disease (Fox, *Always Looking Up*).

Fox has become a prominent voice on this issue not only because of his personal situation, but also because of his ongoing research on the disease. As he learns about the disease from doctors and about potential cures from scientists, he brings that information into his speeches and books. Fox also has gained insight from others who are afflicted with Parkinson's disease. As he says in his memoir *Lucky Man*, “My greatest teachers now came from within the P.D. community itself. My coming out had an impact on their lives, as it turned out, but even before that, their stories, gleaned from what I read on P.D. web sites suddenly lit up with conversation, had at least as profound an impact on mine” (230).



Social Networking Spotlight

The Michael J. Fox Foundation for Parkinson's Research focuses on funding the scientific research



Michael J. Fox incorporates both research and firsthand experience in his public advocacy about Parkinson's disease.

that has the greatest potential for treating and curing Parkinson's disease. One way in which the foundation communicates with supporters and donors is through a monthly *FoxFlash* e-newsletter, which can be found along with other organization publications at http://www.michaeljfox.org/about_publications.cfm

Another organization, the Parkinson's Disease Foundation, takes advantage of Facebook to circulate educational information about the disease, promote fundraising activity, and engage in advocacy and activism: <http://www.facebook.com/parkinsonsdiseasefoundation>

THE ETHICAL DIMENSION

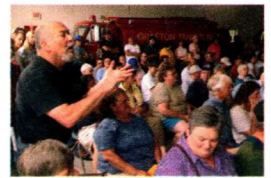
Listening as an Ethical Practice

The practices of listening and then giving feedback are rooted in broad ethical principles about the process of communication. In a 1994 speech, communication scholar Lana Rakow identified three ethical principles or ground rules for communication that show how even the acts of listening and feedback have ethical dimensions. These principles are inclusiveness, participation, and reciprocity.

Inclusiveness refers to an openness to diverse viewpoints and a willingness to listen to others regardless of their race, gender, socioeconomic status, religion, age, or sexual orientation. **Participation** refers to a right of all people to have the opportunity to voice their opinions, to be heard by others, and “to have their opinions count in public decision making.” Consequently, the principle of **reciprocity** is grounded in a sense of equality among participants, indicating everyone has the opportunity to speak and to listen in a particular communication situation.

These principles provide an ethical justification for why you should engage in the listening and feedback practices described in this chapter. Inclusiveness requires attentive listening to all speakers regardless of their point of view or the preconceptions that you might have about a particular speaker. Even if you disagree with a speaker's viewpoint on an issue, it is imperative to include that speaker's viewpoint in public discussion and that you as an audience member are at least willing to listen to what the speaker has to say. After all, if you were speaking, you would want your audience to listen attentively so that you would feel included in the community. The principle of inclusiveness, then, implies reciprocity or taking turns. Including and listening to all viewpoints require that we take turns in the role of speaker and listener. And by taking turns, we serve the overall purpose of promoting participation in the public sphere.

These principles help to explain why the practices of descriptive feedback are so important. Speaking only for yourself allows others to express their own



A well-functioning public sphere allows listeners to take their turn as speakers.

opinions in the discussion. Likewise, focusing on the speech rather than the speaker keeps feedback from getting personal or suggesting that the speaker as a person should not be involved in the discussion. Even if a speaker advances a questionable idea or a troubling position, that person still has a right to be included. Thus, inclusiveness and reciprocity reinforce the principle of participation.

WHAT DO YOU THINK?

1. What can you do in your public speaking class to ensure reciprocity?
2. Is it ever ethical to “heckle,” or interrupt, a speaker?
3. Examine the following YouTube clip from a town hall meeting about health care reform during the summer of 2009:

<http://www.youtube.com/watch?v=J-Bpshk5nX0&feature=fw>

Which principles apply to this situation? How would you evaluate the different kinds of listening and feedback by this audience?

how to promote effective public speaking by giving useful responses to other speakers. Rooted in the concept of *descriptive feedback*, this part of Chapter 3 facilitates student learning by providing simple guidelines for effective feedback and plenty of examples so that students can apply these ideas directly in the classroom.

- **Strategic approach to audience analysis.** Chapter 5's traditional coverage of audience demographics and opinions extends into a more strategic discussion of how to glean relevant information for invention of informative and persuasive speeches. In addition to showing how to construct good interview and survey questions, Chapter 5 devotes an entire section to how audience analysis can be used to refine one's purpose and constitute an audience.
- **Distinctive coverage of informative speaking.** Chapter 8 provides a more rhetorical treatment of informative speaking, as it emphasizes the audience obstacles to understanding information as a key consideration for invention. In turn, it offers audience-oriented and topic-oriented systems for invention that are relevant for all types of speaking. Chapter 9 includes explanations of comparative and key issues organizational patterns that are especially useful for certain kinds of informative speaking on public issues.
- **Thorough discussion of visual aids and visual rhetoric.** Chapter 12 clarifies similarities and differences between the use of traditional visual aids in public speaking and the emergence of predominantly visual forms of rhetoric that can influence the basic steps of inventing and organizing a speech. The chapter gives a thorough treatment of traditional principles of visual aid preparation and presentation while also applying those principles to the development of PowerPoint™ presentations. As a result, the chapter provides a wealth of concrete guidance no matter what kind of visuals students choose to use for their speeches.
- **Straightforward models of reasoning.** Chapter 14 displays several simple patterns of reasoning using Stephen Toulmin's well-known visual model as an alternative to formal patterns of logic. The chapter uses the model to help speakers understand specific patterns of reasoning, identify potential areas of audience disagreement, and avoid the typical problems of argument construction that lead to fallacies.

Pedagogical Tools

Each chapter contains a variety of learning tools to help students engage and grasp the key ideas in the chapter. The beginning of each chapter lists a set of learning objectives that help students to focus on the important issues they will encounter in that chapter. A summary, organized by major chapter headings, provides a brief review of the core principles and topics covered. Key

terms, which appear in boldface in the text as well as in a list at the end of the chapter, help students to understand essential information. For convenience, definitions for these terms also appear in a glossary at the end of the book. Comprehension questions can be used as an effective way to ensure that students have learned the key content. Application activities provide a venue for practicing the skills that are taught in the chapter.

This chapter is intended to help you:

- Understand some of the basic units of public discourse
- Use language that is concrete, familiar, and active in your speeches
- Incorporate figurative and rhythmic language in your speeches

Comprehension

1. What are some contemporary examples of ideographs?
2. Is a myth a false story? Why or why not?
3. What is the difference between connotative meaning and denotative meaning?
4. What is the difference between active voice and passive voice?
5. How does nominalization affect style? How should speakers change nominalization?
6. What is euphemism?

Application

1. Examine the website of your senator or representative or another prominent national political candidate. On what ideographs does this person rely to explain his or her positions on issues?
2. Examine a recent State of the Union address or speech of response from the opposing party. What myths are used in these speeches? How do they attempt to alter perception of issues?
3. Develop a one-minute speech that exhibits the characteristics of effective language described in the chapter. Your speech should attempt to describe one of the following:

A college football game
 Your college's student center
 A night at your favorite restaurant
 Your favorite season of the year

Summary

UNDERSTANDING PUBLIC DISCOURSE

- Effective public speakers need to be able to critically analyze the language that other people use to discuss public issues.
- Ideographs, myths, and characterizations are some of the key units of public discourse that shape perception of public issues.

USING EFFECTIVE LANGUAGE IN YOUR SPEECHES

- Effective style in public speaking requires adaptation of language to an oral context.
- Concrete, familiar, active, and figurative language can enhance effective style.

USING APPROPRIATE LANGUAGE IN YOUR SPEECHES

- Speeches should use wording and style that reflect contemporary usage patterns for naming groups and that are sensitive to situational differences.

Key Terms

ideograph, p. 170
 myth, p. 172
 characterization, p. 173
 connotative meaning, p. 174
 denotative meaning, p. 174
 style, p. 174
 concrete language, p. 175
 abstract language, p. 175
 boilerplate language, p. 176
 jargon, p. 176
 pretentious language, p. 177

clutter, p. 177
 active language (or active voice), p. 177
 nominalization, p. 179
 figurative language, p. 179
 metaphor, p. 179
 simile, p. 180
 euphemism, p. 182
 rhythmic language, p. 182
 alliteration, p. 182
 anaphora, p. 183
 antithesis, p. 183

Resources in Print and Online

Name of Supplement	Available	Instructor or Student Supplement	Description
Instructor's Manual and Test Bank (ISBN: 0205217524)	Online	Instructor Supplement	Prepared by Kristopher Willis, University of Florida, the Instructor's Manual offers a chapter-by-chapter guide to teaching <i>Speaking in the Public Sphere</i> , including chapter summaries, learning objectives, lecture outlines, discussion questions, and activities. The Test Bank , also prepared by Kristopher Willis, contains multiple choice, true/false, completion, and essay questions. Each question has a correct answer and is referenced by page and topic. Available for download on Pearson's Instructor's Resource Center at www.pearsonhighered.com/irc (access code required).
MyTest (ISBN: 0205217508)	Online	Instructor Supplement	This flexible, online test-generating software includes all questions found in the Test Bank allowing instructors to create their own personalized exams. Instructors can also edit any of the existing test questions and even add new questions. Other special features of this program include random generation of test questions, creation of alternative versions of the same test, scrambling of question sequence, and test preview before printing. Available at www.pearsonmytest.com (access code required).
PowerPoint™ Presentation Package (ISBN: 0205217494)	Online	Instructor Supplement	Prepared by Kristopher Willis, University of Florida this text-specific package provides a basis for your lecture with PowerPoint™ slides for each chapter of the book. These slides provide key concepts and selected art, along with some instructor notes. Available for download at www.pearsonhighered.com/irc (access code required).
Pearson's ClassPrep	Online	Instructor Supplement	ClassPrep makes lecture preparation simpler and less time-consuming. It collects the very best class presentation resources—art and figures from our texts, videos, lecture activities, audio clips, classroom activities, and much more—in one convenient online destination. You may search through ClassPrep's extensive database of tools by content topic (arranged by standard topics within the public speaking curriculum) or by content type (video, audio, activities, etc.). You will find ClassPrep in the Instructor's section of MySpeechLab (access code required).
Pearson's Contemporary Classic Speeches DVD (ISBN: 0205405525)	DVD	Instructor Supplement	This exciting supplement includes 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. Speakers featured include Martin Luther King, Jr.; John F. Kennedy; Barbara Jordan; the Dalai Lama; and Christopher Reeve. Please contact your Pearson representative for details; some restrictions apply.
Pearson's Public Speaking Video Library	DVD/VHS	Instructor Supplement	This series of videos contains a range of different types of speeches delivered on a multitude of different topics, allowing you to choose the speeches that are best suited for your students. Please contact your Pearson representative for details and a complete list of videos and their contents to choose which would be most useful in your class. Samples from most of our public speaking videos are available on www.mycoursetoolbox.com . Some restrictions apply.
<i>A Guide for New Public Speaking Teachers</i> , Fifth Edition (ISBN: 0205828108)	In Print Online	Instructor Supplement	Prepared by Calvin L. Troup, Duquesne University, with a new chapter on using MySpeechLab by Jennifer Fairchild, Eastern Kentucky University, this guide helps new teachers prepare for and teach the introductory public speaking course effectively. It covers such topics as preparing for the term, planning and structuring your course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, and much more. Available for download at www.pearsonhighered.com/irc (access code required).

Name of Supplement	Available	Instructor or Student Supplement	Description
<i>Public Speaking in the Multicultural Environment</i> , Second Edition (ISBN: 0205265111)	In Print	Student Supplement	Prepared by Devorah A. Lieberman, Portland State University, this booklet helps students learn to analyze cultural diversity within their audiences and adapt their presentations accordingly (available for purchase).
<i>The Speech Outline</i> (ISBN: 032108702X)	In Print	Student Supplement	Prepared by Reeze L. Hanson and Sharon Condon of Haskell Indian Nations University, this workbook includes activities, exercises, and answers to help students develop and master the critical skill of outlining (available for purchase).
<i>Multicultural Activities Workbook</i> (ISBN: 0205546528)	In Print	Student Supplement	By Marlene C. Cohen and Susan L. Richardson of Prince George's Community College, this workbook is filled with hands-on activities that help broaden the content of speech classes to reflect the diverse cultural backgrounds. The checklists, surveys, and writing assignments all help students succeed in speech communication by offering experiences that address a variety of learning styles (available for purchase).
<i>Speech Preparation Workbook</i> (ISBN: 013559569X)	In Print	Student Supplement	Prepared by Jennifer Dreyer and Gregory H. Patton of San Diego State University, this workbook takes students through the stages of speech creation—from audience analysis to writing the speech—and includes guidelines, tips, and easy-to-fill-in pages (available for purchase).
Study Card for Public Speaking (ISBN: 0205441262)	In Print	Student Supplement	Colorful, affordable, and packed with useful information, Pearson Study Cards make studying easier, more efficient, and more enjoyable. Course information is distilled down to the basics, helping students quickly master the fundamentals, review a subject for understanding, or prepare for an exam. Because they are laminated for durability, the cards can be kept for years to come and can be pulled out whenever students need a quick review (available for purchase).
Pearson's Public Speaking Study Site	Online	Student Supplement	This open-access student web resource features practice tests, learning objectives, and web links organized around the major topics that are typically covered in the Introduction to Public Speaking course and correlated to the table of contents for your book (available at www.pearsonpublicspeaking.com).
VideoLab CD-ROM (ISBN: 0205561616)	In Print	Student Supplement	This interactive study tool for students can be used independently or in class. It provides digital video of student speeches that can be viewed in conjunction with corresponding outlines, manuscripts, note cards, and instructor critiques. Following each speech, a series of drills helps students analyze content and delivery (available for purchase).
MySpeechLab	Online	Instructor and Student Supplement	MySpeechLab is a state-of-the-art interactive and instructive solution for public speaking courses. Designed to be used as a supplement to a traditional lecture course or to completely administer an online course, MySpeechLab combines a Pearson eText, MySearchLab™ Pearson's MediaShare, multimedia, video clips, activities, research support, and tests and quizzes to completely engage students. MySpeechLab can be packaged with your text and is available for purchase at www.myspeechlab.com (access code required). See next page for more details.

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Designed to amplify a traditional course in numerous ways or to administer a course online, **MySpeechLab®** combines pedagogy and assessment with an array of multimedia activities—videos, speech preparation tools, assessments, research support, multiple newsfeeds—to make learning more effective for all types of students. Now featuring more resources, including a video upload tool, this new release of **MySpeechLab®** is visually richer and even more interactive than the previous version—a leap forward in design with more tools and features to enrich learning and aid students in achieving classroom success.

Teaching and Learning Tools

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- ▶ **MyOutline:** MyOutline offers step-by-step guidance for writing an effective outline, along with tips and explanations to help students better understand the elements of an outline and how all the pieces fit together. Outlines that students create can be downloaded to their computer, emailed as an attachment, or saved in the tool for future editing. Instructors can select from several templates based on our texts, or they can create their own outline structure for students to use.
- ▶ **Topic Selector:** This interactive tool helps students get started generating ideas and then narrowing down topics. Our Topic Selector is question based, rather than drill-down, to help students really learn the process of selecting their topic. Once they have determined their topic, students are directed to credible online sources for guidance in the research process.
- ▶ **Self-Assessments:** Online self-assessments, including the PRCA-24 and the PRPSA, provide students with opportunities to assess and confirm their comfort level with speaking publicly. Instructors can use these tools to show learning over the duration of the course via MyPersonalityProfile, Pearson's online self-assessment library and analysis tool. MyPersonalityProfile enables instructors to assign self-assessments, such as the PRPSA, at the beginning and end of the course so that students can compare their results and see where they have improved.
- ▶ **Study Plan:** Pre-Tests and Post-Tests for each chapter test students on their knowledge of the material in the course. The tests generate a customized study plan for further assessment and focus students on areas in which they need to improve.

Speech Evaluation Tools

Instructors have access to a host of Speech Evaluation Tools to use in the classroom. An additional assortment of evaluation forms and guides for students and instructors offers further options and ideas for assessing presentations.

Building Speaking Confidence Center

In this special section of **MySpeechLab**®, students will find self-assessments, strategies, video, audio, and activities that provide additional guidance and tips for overcoming their speech apprehension—all in one convenient location.

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At the University of Montana, Steve directs the Introduction to Public Speaking course that serves more than 1,300 students each year. He also teaches courses in Persuasive Speaking and Criticism; Rhetorical Theory; Environmental Rhetoric; and Communication, Consumption and Climate. Steve's research focuses on the rhetorical construction of environmental issues, and he is increasingly interested in the public discourse surrounding climate change and sustainable consumption. He believes that it is vital for all students to get involved in these issues and includes several examples pertaining to sustainability throughout *Speaking in the Public Sphere*. You can contact Steve at steven.schwarze@umontana.edu.