

SPEAKING WITH A PURPOSE

ARTHUR KOCH AND
JASON SCHMITT

11th Edition



Speaking with a Purpose

Now in its 11th edition, *Speaking with a Purpose* is designed to help speakers develop the skills they need to prepare and deliver effective speeches.

Using a traditional step-by-step approach combined with up-to-date communication theory, this no-frills textbook allows students to prepare, practice, and present speeches. This new edition places greater emphasis on the skills needed to communicate effectively both online and offline. It analyses the similarities and differences between in-person speaking and online video conferencing and explores technical online attributes such as best Zoom protocols. This new edition also provides a deeper focus on the ethics and ethical implications associated with communicating in public and assesses issues such as trustworthiness, integrity, and respect for others.

A valuable resource in the traditional, online, or hybrid classroom, this is an essential textbook for general courses in public speaking and speech communication and composition.

Online resources for instructors include a fully updated test bank and an Instructor's Manual containing learning objectives and discussion questions. They are available online at <https://www.routledge.com/9781032502700>.

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Speaking with a Purpose

11th Edition

Arthur Koch and Jason Schmitt

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1 Speech Communication



Figure 1.1

What You Will Learn

- 1 Understand the communicative process and the associated history**
- 2 How to become an effective listener and reduce barriers to obtaining information**
- 3 The process of portraying confidence in speeches**

Speech communication involves the ability to understand and be understood. One of life's most important functions is the ability to communicate effectively with others. Communication gets you hired, makes your

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ideas more powerful, and allows you to change the world for the better. Becoming a better speaker involves learning to get your ideas across to others in an easy-to-understand, interesting way. *Speaking with a Purpose* is designed to assist you in learning to prepare, organize, and deliver well-received speeches and presentations. Good speakers are not born with the ability to speak effectively; they develop the ability to speak well as a result of commitment and hard work. The key to success in speaking is practice. The more speeches you prepare and present successfully, the more proficient, relaxed, and confident you will become.

The Communicative Act

Communication, at its core, is an amazing process. In a current view, communication is similar to Bluetooth wireless technology that links and passes content between digital tools. Your Bluetooth speaker knows to play the music communicated via Bluetooth by your iPhone to the speaker. Communication between the speaker and the receiver of a message for humans is very similar. The speaker can look at a beautiful blue flower, and through descriptive words (which act almost like computer binary), the image of the flower can be passed to the receiver—transferred through words, words that we don't often realize we are deciphering. The speaker may say: "The flower has a shape of a Daisy." "The flower has a middle circle of orange and connects to 12 flower pedals that are thin ovals and are deep navy blue." "The flower has a light green stem with two long, skinny leaves that are darker green." If the message is passed without any interference, the receiver can now imagine a fairly similar blue flower to the one that was described.

Becoming a more competent communicator will increase our ability to create more vivid images in the minds of our audiences, co-workers, or bosses. This skill has the opportunity to give us more clout, a stronger leadership ability, and invariably more power in life.

The study of communication and our speaking ability is not a new phenomenon. The early Greek and Roman empires, at the dawn of time, knew the components that are important to leadership. These societies taught the up-and-coming leaders math, science, and rhetoric (speech communication). The early foundations of society knew that it wasn't enough just to "know" the information. How we deliver the information is just as pivotal. In a global world coupled with a competitive job climate, our ability to communicate effectively is paramount.

Five elements are involved in the speech communication process: a speaker, a message, a channel (through which the message is sent), an audience, and a response. Each time a speaker communicates a message to

others, these elements are present. In speaking situations, these elements interact with each other. A simple speech situation can be summarized as follows:

- 1 A speaker wishes to communicate an idea. (*I want to sell you a Slap Chop food chopper.*)
- 2 The speaker encodes the idea in a message. (*I organize my thoughts on its attributes.*)
- 3 The message is sent through a channel to an audience. (*I present to you how great this item is.*)
- 4 The audience receives and decodes the message. (*You watch my demonstration and think it looks great.*)
- 5 The audience responds to the message. (*You go out and buy your very own Slap Chop food chopper.*)

As you can see, the communication process is complex. In order to understand it better, it might be helpful to consider each of the five elements in the process separately.

Speaker

In the previous model, the process of communication begins with a speaker who wishes to communicate an idea or some ideas. The image that the audience has of the speaker affects the message. Those in the audience who perceive a speaker as being competent or full of integrity will be more likely to believe what the speaker says.

Message

The second element in the communication process is the message. In order to ensure that the listener attends to the message and understands it, the speaker must encode it in a language that is both interesting and clear. Emphasis, variety, and descriptive language help make the material interesting. Words that are specific and familiar help to make a message clear.

Channel

The channel is the means through which a message is transmitted. In a modern view, the channels for messages to travel through are vast and continuously growing. Facebook, Skype, Snapchat, Twitter, and Reddit all allow messages to be passed from one individual to another as do sign language and ancient smoke signals. In a speaking situation, multiple channels can be involved. Messages can be transmitted through hearing, seeing,

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smelling, tasting, and touching channels. If you are talking about coffee beans and the smell of the Columbian beans fills the room, it isn't just the verbal message that is conveying the information.

Audience

Without an audience, communication does not take place. A person stranded on an island can put a note in a bottle or stand on the shore screaming for help. However, unless someone reads the note or hears the screams, nothing will have been accomplished. This emphasizes the fact that all communication by a speaker must be directed to an audience.

Response

The success or failure of a communication is determined by the audience response. The title of this book, *Speaking with a Purpose*, underlines the fact that in order to be successful when communicating, the speaker's purpose—to inform, to persuade, or to entertain—must be achieved. Therefore, the success or failure of a communication is measured by whether or not those in the audience responded in some way to the message.

Communication Models

These five speech communication components are derived from the original study of communication conducted in the 1940s by Claude Shannon who worked at Bell Telephone Company, and Warren Weaver, a mathematician. Together, Shannon and Weaver expressed the communication relationship through the following linear model (Figure 1.2).

Although Shannon and Weaver received praise for their theory, which seemed to represent how people talk over telephone, it didn't fit the complexities associated with people as they speak in person. Eventually in

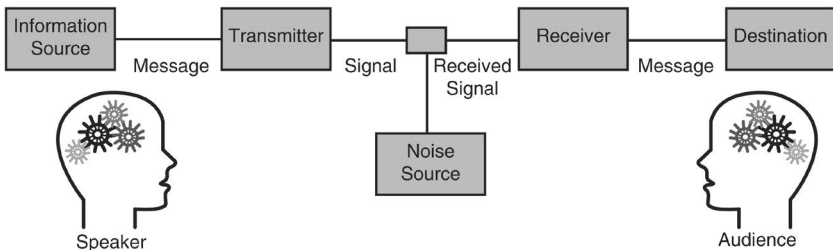


Figure 1.2 Communication Model (Linear)

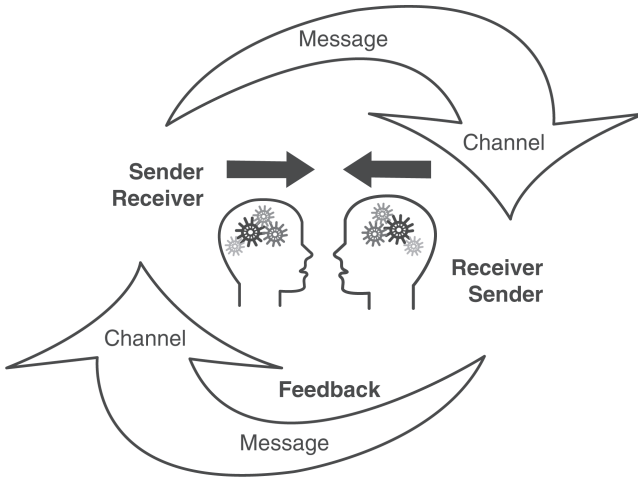


Figure 1.3 Communication Model (Circular)

the 1960s, the earlier linear model was changed to a cyclical process. By adding the concept of feedback, this new theory took into account that, even as you are speaking, your audience is giving messages right back to you (Figure 1.3). The messages that you receive back from your audience (feedback) allow you to adapt to better fit the current environment. The old adage “You cannot not communicate” seems to reference the addition of the feedback loop to the following modern communication model.

Communication Breakdowns

Communication breakdowns occur because of some failure in the communication process. If you invite a friend to your house for a Friday night dinner and they come Thursday night, the message you gave them was either inaccurate or misunderstood. If, because you were daydreaming, you fail to hear your instructor announce that the next class meeting has been called off, you might be the only class member present on that day. Communication breakdowns occur at some point during the speech situation. Perhaps the speaker has failed to correctly analyze the audience. Maybe the message has been encoded in technical terms that the audience cannot understand. Or it might be that the microphone the speaker is using significantly distorts the message. Any of these factors could result in a breakdown of communication.

Usually, communication breakdowns can be traced to one of the five elements in the speech communication process: the speaker, message,

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channel, audience, or response. Consider the following situations and determine where the breakdowns in communication occurred:

- 1 Some of the members of your audience fail to understand parts of your speech on the addictive nature of the video game *Call of Duty* because of the terminology you use. (Remember, you are most likely to talk to a general audience. What is clear to avid fans of the game might seem like gibberish to those who are not.)
- 2 What you are wearing draws attention to itself, interfering with your message. (The clothes you wear should not distract or detract from what you are saying. Dressing too casually can conflict with what you are saying.)
- 3 The computer is not recognizing your Google login. (A good rule when planning to use visual aids in a speech is “be prepared to do without them if need be.” An audience will admire the speaker who is able to do this.)
- 4 The room you are speaking in is large and it is difficult for those in the back to hear you. (If you haven’t checked this out beforehand, you can only ask those in the back to move forward or increase your volume.)
- 5 Some type of external noise interferes with your audience’s ability to hear you. (Remain silent until the noise stops. Unless your audience can hear you, communication is not taking place.)

Listening

For all intents and purposes, listening equates to being smart. Management studies continually identify that the number one trait for successful managers to embody is the ability to be a good listener. However, the ability to increase your listening strength is different from your ability to have strong biceps or hamstring muscles. When lifting weights or riding a Peloton bike, you see tangible reminders of your hard work. Increasing your listening ability takes similar repetitions and perseverance, but you don’t have the visual results of your hard effort—although you will see improvements across your learning, speaking, and working endeavors. As a student, you have many opportunities to sculpt your abilities. The end result of this process is becoming a better student, spending less time studying, being a more desirable employee, and being a better friend and family member.

In addition to good listening habits increasing our cognitive abilities, the process of deep listening and having compassion for someone else’s words and ideas leads to the concept of emphatic listening. Empathy at its core is the ability to understand and share the feelings of another

individual. In emphatic listening, you are engaging in a compassionate process where you are showing the speaker that you are absorbing the concepts and ideas presented and that you care about their thoughts, feelings, and well-being. The idea of emphatic listening creates a deep personal rapport with an individual and can be very useful in allowing relationships and trust to develop.

To be a successful emphatic listener, it is important to understand the following:

1 Be receptive to new ideas

Removing your preconceived notions frees the listener up to focus on the other person's perspectives and rationale. Attempting to understand an individual's views and the root idea of where those thoughts come from helps to relate more deeply. This emphatic process doesn't mean you need to agree with everything the person presents, but instead let them know you consider and respect their viewpoints.

2 Listen carefully

Understand the words being stated as well as the more broad components of the conversation. Notice the tone of voice, body language, and other clues that provide more context into the emotions of the speaker.

3 Give undivided attention

Focusing on the information and content delivered rather than becoming distracted with other internal/external noises helps to showcase undivided respect and true caring that is important for true empathy.

4 Silence is acceptable

Often a person just needs to know they are being heard or that you as a listener are there. Often pausing with silence says more about your thoughtfulness rather than constantly speaking.

5 Show that you are listening

Often your nonverbal messages such as eye contact, posture, and head nodding can show that you are listening, receiving, and respecting the information provided.

Barriers to Listening

External Noise

External noise includes noises both inside and outside the listening area. Talking, footsteps, whispering, coughing, cell phones on vibrate, and street noise are some of the things that make it difficult to pay attention to a speaker. As a listener, you can avoid some distractions by arriving early



Figure 1.4 Barriers to Listening

enough at a lecture to get a seat where you can see and hear easily. As a speaker, you can aid your audience by remaining silent until an emergency vehicle passes by or by talking loudly enough to overcome the hum of the fluorescent lights.

Internal Noise

Sometimes, inner distractions caused by personal problems or concerns can be so intense that it is extremely difficult to listen carefully. This internal “noise” aka—thinking about your grocery list, who to call after class, how to respond to an email, and so on—can often be massively distracting. The realization that you most likely won’t have the most profound thought in class while competing with the information being delivered and that you can most likely have the same thoughts directly after the class is finished help to focus the listening.

Bias Toward Speaker

If a speaker’s voice or appearance or mannerisms annoy you, listening carefully will become difficult. An instructor whose voice is raspy, who paces the floor, or who prefaces everything with “you know” can make a semester seem like an eternity. Work to overcome this listening barrier by concentrating on the content of the speech rather than the delivery.

Emotional Reaction

Sometimes a word or phrase can cause a negative response that can interfere with a listener's ability to concentrate. Loaded words like "honky" or "greaser" or the use of profanity can trigger emotional responses that interfere with a person's ability to listen effectively. Try to screen out emotional reactions by resolving to hear everything a speaker has to say before making a judgment.

Daydreaming

Who hasn't at one time or another drifted off into a pleasant daydream rather than paying attention? The tendency to daydream is influenced by two factors. First, a listener is able to think at a much faster rate than a speaker can speak. Consequently, while the speaker is talking at about 130 words per minute, the listener has roughly 800 words per minute of retention ability. So the listener has plenty of thinking time left over. Good listeners use the extra words per minute to reorganize what was said and figure out how they can use the information. Less savvy listeners often let their extra mental capacity take them for excursions down tropical beaches. Daydreaming can be a serious barrier to listening. Learning to listen actively can help you avoid the tendency to daydream.

Faking Attention

Faking attention is a technique that is usually learned in the first or second grade. There students learn to sit at their desks while leaning forward with hands propped under their chins and an interested expression on their faces. Whether we learned it in school or not, we have all at one time or another been guilty of faking attention. The problem with faking attention is that it can be a difficult habit to break.

Fatigue

Listening is an active process that requires the energy of the listener. If you are tired from too much studying or partying the night before, you will find it difficult to concentrate on what the speaker is saying. If you know that you will be attending an important speech or lecture, make sure that you are well rested.

Improper Note-Taking

Taking notes ineffectively is worse than not taking notes at all. Students who attempt to write down too much of what a speaker is saying often

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wind up missing the point the speaker is trying to make. The way to avoid this problem is to develop effective note-taking skills.

Ways to Improve Listening

Prepare to Listen

The first thing you do before attending a speech or lecture is to prepare yourself to listen. This means knowing something about the subject beforehand so that you can listen actively rather than passively. It is best to listen from a personally invested stance. Ask yourself what this information can do for you.

Avoid Distractions

As indicated previously, distractions can interfere with concentration and make it difficult to listen. Attempt to limit external distractions by your selection of good seating location for a speech. Internal distractions are harder to screen out. The fact that you are aware that you are being bothered by them should alert you to redouble your efforts to concentrate. You have the ability to not succumb to the distractions.

Identify the Central Idea

If the speech you are listening to has been well prepared, the central idea should be stated in the introduction. You might have already gotten a clue as to the central idea from the title. However, whether the speaker states the idea as a complete sentence or it is implicit in the message, as a listener you must be aware of what it is since the central idea is the main point of the speech.

Identify the Main Points

Most effective speeches involve a central idea supported by a number of main points. The listener's job is to sort out these main points from the supporting materials. This takes thinking and concentration. When identifying main points, listen for signals: "Some of the reasons that ..." or "In addition ..." Phrases like these tip you off to the fact that important ideas are forthcoming.

Think along with the Speaker

In order to listen actively, you must think along with the speaker. As you are listening, try to reconstruct the organizational pattern of the speech.

Determine whether the speaker is supporting each new idea with a variety of supporting materials. Relate what the speaker is saying to your own knowledge, interests, and life. Responding to the speech in this way will not only improve your active listening but will also provide insights that will aid you in developing your own speeches.

Take Effective Notes

Learning to take effective notes is an excellent way to improve your listening skills. Note-taking promotes active listening and concentration. Rather than just listening passively to a speaker, the note-taker must listen with the mind in order to identify the speaker's important ideas. It takes clear thinking and concentration to sort out main ideas from supporting details. Here are several note-taking tips:

- 1 *Write down only important ideas.* A good speech is planned around a central idea and several main points. The central idea is usually stated in the introduction of the speech. Sometimes a speaker will also list in the introduction the main points to be covered. Listen for signals that indicate that main ideas are forthcoming. Words like *specifically*, *further*, and *first* indicate that a speaker is moving from one point to another.
- 2 *Write legibly.* Sometimes note takers write so hurriedly that, when they have finished, they can't read their own notes. If your notes are illegible, you are probably writing down too much.
- 3 *Keep up.* If you find that you are falling behind in your note-taking, skip a few lines and begin again. Later, when you expand your notes, you can fill in the missing information.
- 4 *Use your own words.* One of the best ways to show that you understand something is to be able to explain it in your own words. When you translate the ideas of another into your own vocabulary, they will be easier to understand and remember.
- 5 *Be brief.* A common mistake among inexperienced note takers is the tendency to write down too much. Don't try to write down everything the speaker says. A set of notes should be a summary of a speaker's main ideas.
- 6 *Don't erase.* Rather than waste time erasing, draw a line through the mistake and continue. Remember, the notes you are taking are for your own use. If you want your notes to be neat, you can rewrite or type them later.
- 7 *Don't worry about spelling.* If you're not sure about how a word is spelled, write it phonetically. You can check the spelling later when you expand your notes.

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- 8 *Date your notes.* Whether you are taking notes by hand or by computer, you should get into the habit of dating them with the day, month, and year. This will enable you to pinpoint a missed lecture or the specific date of a speech.
- 9 *Expand your notes.* If the notes you are taking are for the purpose of helping you remember information or to aid you in studying for an exam, it is wise to expand them as soon after a lecture as possible.

Getting Started

If you are like most students, the thought of taking a speech course is far from exciting. You most likely have some anxiety about standing up in front of a group of classmates to deliver a speech. You might be unclear as to how to develop a clear and interesting message. Possibly, you are afraid you might forget what you planned to say in your speech, say the wrong thing, or say it ineffectively and be embarrassed. All these are legitimate concerns and this book and your course will allow you to overcome these fears. When all is said and done, you have much more on the line with a speaking-orientated class than just a grade. You have the opportunity to create a more powerful, meaningful existence.

In today's global society, the person who can't communicate effectively is operating under a distinct disadvantage. People who are successful at the corporate level are invariably required to speak both within and outside the organization. Business and industrial employees are often required to take courses at the company's expense in order to improve their speech skills. Make no mistake, the ability to communicate effectively can often mean the difference between success and failure in the workplace.

People tend to equate the ability to speak well with the ability to think well. To a great extent, this is due to the fact that effective speakers are able to get their ideas across to others in an easy-to-understand, interesting way. Remember, every time you speak, you are communicating something about who you are to others. If you want others to see you as an effective communicator, two broad guidelines can help to ensure success: (1) say something worthwhile, and (2) say it in a confident, natural way.

Say Something Worthwhile

When you prepare a speech, you are concerned with two things: what you want to say and how you want to say it. What you say is called the *content* of your speech, which includes your subject, main idea and supporting material, organization, and the way you word your speech. Whenever you can, you should choose a worthwhile subject from your own area of interest so that you are familiar with what you are talking about and have

some concern for your subject. Next, you must develop the subject with your audience in mind. An audience will pay attention to something that is either useful or interesting to them. If you can show your audience that your subject is useful to them, this will give them a reason to pay attention. Point out how your speech will be useful to your listeners in the introduction. If your subject is interesting to them, you can get their attention in the introduction and hold it throughout the speech.

If, however, your subject does not seem useful to your audience, or is not interesting in itself, yet you still want to choose it because you feel it is worthwhile, in order to hold their attention, you must make it interesting to them. Suggestions for getting and holding the attention of your audience are found in [Chapter 2](#). Keep in mind that the less interesting or useful a subject is, the more difficult it will be to hold the audience's attention. For example, unless you were in a class of art students, an informative speech on Salvador Dalí's contribution to modern art would take a lot more imagination and effort to make it interesting to a typical audience than a speech on the Taylor Swift's impact on popular music.

Similarly, your listeners would be more likely to see the usefulness of a speech on the effects of alcohol on the mind and body than on one demonstrating how to make a wooden arrow. Almost everyone knows an individual who occasionally drinks alcohol, perhaps taking more than he or she should. Knowing the positives and negatives of drinking alcohol would most likely seem useful to many, but knowing how to make an arrow would probably seem useful only to an avid archer.

This does not mean, however, that a speech demonstrating how to make an arrow could not be made interesting to a general audience. A number of years ago, one of my students, a Native American from a Wisconsin Chippewa tribe, delivered a speech on how to make an arrow. He brought in a modern apparatus for aligning the feathers and the arrowhead on the arrow shaft so that the arrow would be in perfect balance. He showed us a variety of modern arrows and bows. Then he showed us a number of bows and arrows that had been made by the members of his or other Ojibwa tribes over 150 years earlier. The arrowheads were flint, and the feathers had come from eagles or hawks. When he put the primitive arrows on the apparatus, they were way out of balance. The bows were obviously nowhere near as powerful as the ones made today. He explained that Native Americans wore moccasins and learned to walk without making a sound so that they could get close enough to hit whatever they were stalking with their primitive weapons. The speech was both interesting and informative. It cleared up some misconceptions the class had from watching old Western movies and gave the class a greater appreciation of the contributions and resourcefulness of Native Americans.