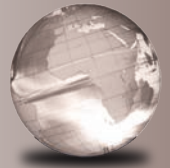


GLOBAL
EDITION



Public Speaking

Finding Your Voice

TENTH EDITION

Michael Osborn • Suzanne Osborn • Randall Osborn • Kathleen J. Turner



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Speaking

FINDING YOUR VOICE

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PUBLIC
Speaking

FINDING YOUR VOICE

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Authorized adaptation from the United States edition, entitled Public Speaking: Finding Your Voice, 10th edition, ISBN 978-0-205-93109-5, by Michael Osborn, Suzanne Osborn, Randall Osborn, and Kathleen J. Turner, published by Pearson Education © 2015.

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ISBN 10: 1-292-05998-2
ISBN 13: 978-1-292-05998-3 (Print)
ISBN 13: 978-1-292-07055-1 (PDF)

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

10 9 8 7 6 5 4 3 2 1
14 13 12 11

Typeset by Cenveo Publishing Services/Nesbitt in Giovanni Std 10 pt.

This edition is dedicated to our students, from whom we have learned so much.

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Preface

What's New in This Edition?

Each new edition offers the chance to improve our book, and the tenth edition takes full advantage of this opportunity. Those familiar with previous editions will recognize at least seven major changes:

- **New Coauthor.** We are proud to welcome a dedicated teacher, distinguished scholar, and officer of the National Communication Association to our writing team. Professor Kathleen J. Turner of Davidson College has assumed responsibility for updating, revising, and refreshing the chapter on the use of presentation aids (Chapter 10) and the chapter on presenting (Chapter 12), which gives greater emphasis to impromptu and extemporaneous presentations. The successful results of her work are self-evident in these significantly revised chapters.

After Reading This Chapter, You Should Be Able To Answer These Questions

- 1 What are the three levels of meaning involved in “finding your voice”?
- 2 What is ethnocentrism?
- 3 What are the three major forms of public speaking and the three main kinds of appeals named by Aristotle?

- **New Features.** We have developed a self-test, “After Reading This Chapter...,” at the end of each chapter to review and reinforce the major concepts introduced and developed. These reviews measure Learning Outcomes that relate to the Learning Objectives provided at the beginning of each chapter. In addition, “For Discussion and Further Exploration” questions

and projects at the end of each chapter encourage the extension and application of chapter content. In addition, the book offers new material on presentation media and cutting-edge technologies, such as presentation programs for tablets, as well as discussion of research resources from the library to the Internet to social media.

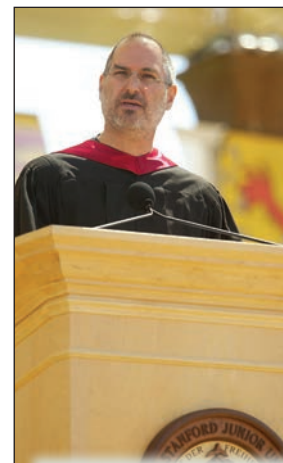
For Discussion and Further Exploration

- 1 Not everyone is a good listener. To become one, rigorous training and self-discipline are necessary. The regimen includes keeping oneself highly motivated to listen to everything carefully. Discuss with your friends the differences between hearing and listening.
- 2 Good listening habits are crucial for a successful professional life. Which aspects of professional life can be altered for good by nurturing good listening habits? Would you agree that poor listeners make poor speakers? Why are good listeners valued at the work place? Support your argument with examples.
- 3 Good listening skills help one recognize problems easily, and solve them. Listening is a voluntary process that goes beyond physical reactions to sound. There are three types of listening skills—comprehensive listening, critical listening, and empathetic listening. Describe these skills in detail and find suitable examples for each. There are many factors that affect good listening skills directly or indirectly. These factors are called barriers to listening. Are you aware of any such barriers? How can these barriers be removed? Support your arguments with examples. Nonverbal cues also play a vital role in the listening process. What are these cues and how can one recognize them in the course of a speech or conversation?

Reasoned persuasion concentrates on building a case that will justify taking some action or adopting some point of view with regard to a public controversy. The case rests upon arguments carefully constructed out of evidence and patterns of reasoning that make good sense when carefully examined. Reasoned persuasion invites rather than avoids careful inspection. It appeals to our judgment rather than to our impulses. It aims for long-range commitments that will endure in the face of counterattacks. It honors civilized deliberation over verbal mudslinging.

- **Expanded Horizons.** Expansion of the book’s horizons reflects the reach of public speaking beyond the classroom. A new case study of speaking and persuasive practices related to the nationally honored Wellness Program of Nabholz Construction Services company has been added to Chapters 14 and 16. Numerous new examples from the workplace, including motivational speakers such as Biz Stone, the founder of Twitter, and the late Steve Jobs, appear throughout. Examples from the courtroom have been added to Chapters 10 and 12.
- **More Compact and Student Friendly.** For many students, this has become the Age of Multi-Tasking, a time in which many demands are being made simultaneously on their time. Partly to help such students, and partly (we admit!) because shorter is usually better, we have sought to tighten the writing, and streamline and condense certain sections without sacrificing the quality many have come to associate with our book. Examples of this greater accessibility are the revised discussion of the “Historical Roots of Public Speaking” in Chapter 1 and the explanation of persuasion in Chapters 14 and 15.
- **Social Media Connections.** Connections between public speaking and social media have been added in the “Finding Your Voice” boxes and end-of-chapter activities, as well as thought-provoking questions and examples throughout. Students will find these applications particularly relevant to their daily lives and interactions.
- **Development of “Finding Your Voice” Theme.** The ninth edition of *Public Speaking* introduced a subtitle. “Finding Your Voice” focused on a theme that had been implicit from the first edition: that developing as a speaker can also help one develop a sense of purpose and mission. Finding your voice in the public speaking class means developing on at least three levels. On the first and most basic level of *competence*, the student learns how to analyze audiences, find good topics, conduct research, design messages, word them for maximum effect, and present them so that they achieve the desired communication goals. The second level of finding your voice involves *self-discovery*: helping students gain confidence so that they can communicate successfully and find those causes that most deserve their personal commitment. The third level begins the process of *finding your place in society*, helping students develop a sense of the communication roles that they might play in their communities or in the global workplace.

■ **Clearer Approach to Persuasion.** Development of a clearer conceptual approach to persuasion: Chapter 14 covers the nature of persuasion, and Chapter 15 focuses on the social role of persuasion in the resolution of controversy. New material emphasizes that reasoned persuasion is the ethical, enlightened alternative to manipulative persuasion.



Steve Jobs, speaking at Stanford graduation ceremonies, gave an inspiring commencement address that described how past career frustrations ultimately led to his current successes.

FINDING YOUR

voice

Persuasion in the Raw

The “Letters to the Editor” section of the Sunday newspaper is often a rich source for the study of persuasive material. Using a recent Sunday paper, analyze the persuasion attempted in these letters. You might also check blogs with which you’re familiar or that discuss a topic of interest to you. Do you find the ideas expressed in these persuasive? Why or why not? Do you evaluate these comments differently from letters to the editor or from other media sources? Which do you think are most and least effective, and why? How might these help you find your voice on a topic? Report your findings in class discussion.

“Give me the right word and the right accent, and I will move the world.”

—JOSEPH CONRAD

A legislator was asked how he felt about whiskey. He replied, “If, when you say whiskey, you mean the Devil’s brew, the poison scourge, the bloody monster that defiles innocence, dethrones reason, creates misery and poverty—yes, literally takes the bread from the mouths of little children; if you mean the drink that topples Christian man and woman from the pinnacle of righteous, gracious living into the bottomless pit of degradation, despair, shame and helplessness, then certainly I am against it with all my power.

“But if, when you say whiskey, you mean the oil of conversation, the philosophical wine, the ale that is consumed when good fellows get together, that puts a song in their hearts and the warm glow of contentment in their eyes; if you mean Christmas cheer; if you mean the stimulating drink that puts the spring in an old gentleman’s step on a frosty morning; if you mean that drink, the sale of which pours into our treasury untold millions of dollars which are used to provide tender care for our crippled children, our blind, our deaf, our dumb, pitiful, aged and infirm, to build highways, hospitals, and schools, then certainly I am in favor of it.

“That is my stand, and I will not compromise.”¹

The new edition develops, integrates, and refines this idea throughout the book. Each chapter begins with stories and examples that illustrate finding your voice and concludes with an expanded “Final Reflections” section that places in context the importance of what you have learned. As each chapter develops, the “Finding Your Voice” feature offers short exercises, questions, and applications that challenge students to think about and apply what they are learning, providing opportunities for class discussion and a stimulus to learning.

FINAL reflections

“And in Conclusion Let Us Say”

We began our book by encouraging your quest to find your voice. We hope that your quest has been successful and that you have benefited, are benefiting, and will continue to benefit from it. We end our book with our own speech of tribute, this time to you. Public speaking may not have always been easy for you. But it is our hope that you have grown as a person as you have grown as a speaker. Our special wishes, expressed in terms of the underlying vision of our book, are

- that you have learned to climb the barriers that people sometimes erect to separate themselves from each other and that too often prevent meaningful communication.
- that you have learned to weave words and evidence into eloquent thoughts and persuasive ideas.
- that you have learned to build and present speeches that enlighten others in responsible and ethical ways.
- above all, that you have found subjects and causes worthy of your voice.

Some Things Don’t Change; They Just Get Better

So it is, we think, with our book. For all the changes from one edition to another, core values remain. With each edition, we try to state them a little more clearly, a little more powerfully. Among these values are the following:

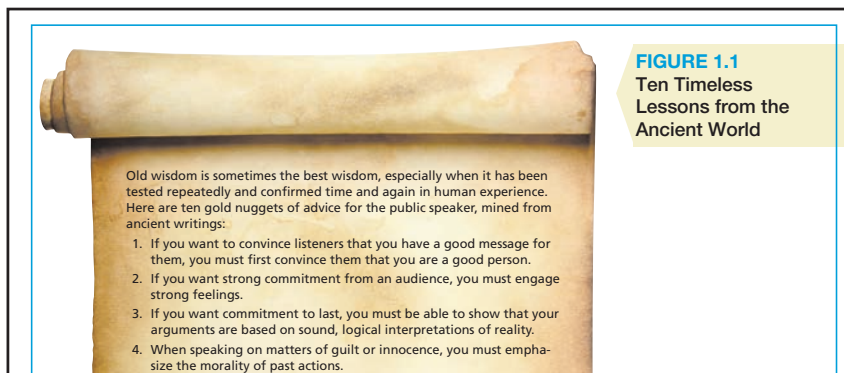
- From ancient times, educators have recognized that *the study and practice of public speaking belongs at the foundation of a liberal education*. What other discipline requires students to think clearly, be attuned to the needs of listeners, organize their thoughts, select and combine words artfully and judiciously, and express

themselves with power and conviction, all while under the direct scrutiny of an audience? The challenge to teach such a complex range of abilities has always been difficult, but it also suggests the potential value of the course to many students. This book represents our best effort to help teachers and students rise to this challenge.

- Another core objective of our book is to illuminate *the role of public speaking in a diverse society*. Adjusting to a diverse audience is a challenge ancient writers could not have anticipated. The increasing cultural diversity of our society adds to the importance of public speaking as a force that can express the richness of a diverse society, as well as counter the growing division and incivility that are the disease eating away at diversity. Our renewed emphasis on identification as the antidote to division, on the importance of shared stories that express universal values, and on the ethical importance of reasoned discourse as a preferred mode of public deliberation, all respond to the vital importance of diversity in our society. Thus, cultural diversity is a theme that remains constant in our book.
- We continue to believe that a major goal of the public speaking course is *to make students more sensitive to the ethical impact of speaking on the lives of others*. We discuss ethical considerations throughout the book. For example, we direct the attention of students to ethical concerns as we consider listening, audience analysis and adaptation, cultural variations, topic selection, research, ways of structuring speeches, presentation aids, uses of language, and the consequences of informing and persuading others. Often we use a “Finding Your Ethical Voice” feature to highlight these concerns.
- We continue to believe that *a college course in public speaking should offer both practical advice and an understanding of why such advice works*. We emphasize both the *how* and the *why* of public speaking—*how* so that beginners can achieve success as quickly as possible, and *why* so that they can manage their new skills wisely. Our approach is eclectic: we draw from the past and present and from the social sciences and humanities to help students understand and manage their public speaking experiences.
- The Roman educator Quintilian held forth the ideal of “the good person speaking well” as a goal of education. Two thousand years later, we join him in stressing *the value of speech training in the development of the whole person*. In addition, *understanding the principles of public communication can make students more resistant to unethical speakers and more critical of the mass-mediated communication to which they are exposed*. The class should help students become both better consumers and better producers of public communication.

In addition to these core values, we continue to offer features that have remained constant and distinctive across the many editions of our book.

- *Responsible knowledge as a standard for public speaking*. In order to develop a standard for the quality and depth of information that should be reflected



in all speeches, we offer the concept of *responsible knowledge*. This concept is developed in detail in Chapter 7, in which we discuss the foundation of research that should support speeches and provide an *updated* account of current research resources available to speakers, as well as a new system for recording information as the student conducts research and personal interviews to find supporting materials.

- *How to cope with communication anxiety.* A separate chapter early in the book addresses communication anxiety and how to control it. Many students come to our public speaking classes with anxiety that amounts sometimes to terror. Our book helps them to confront their feelings and to convert their fear into positive energy.
- *Special preparation for the first speech.* As teachers, we realize the importance of the first speaking experience to a student’s ultimate success in the course. Yet much useful advice must be delayed until later chapters as the subject of public speaking develops systematically over a semester. Having experienced this frustration ourselves while teaching the course, we include an overview of practical advice early in the book that previews later chapters and prepares students more effectively for their first speeches. This overview is provided in Chapter 3. The step-by-step approach to preparing the first speech offered in this chapter has been strengthened and restructured.

YOUR ethical VOICE Guidelines for the Ethical Use of Evidence

To use evidence ethically follow these guidelines:

<ol style="list-style-type: none"> 1. Provide evidence from credible sources. 2. Identify your sources of evidence. 3. Use evidence that can stand up under critical scrutiny. 4. Be sure evidence has not been tainted by self-interest. 5. Acknowledge disagreements among experts. 	<ol style="list-style-type: none"> 6. Do not withhold important evidence. 7. Use expert testimony to establish facts, prestige testimony to enhance credibility, and lay testimony to create identification. 8. Quote or paraphrase testimony accurately.
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- *Situational approach to communication ethics.* We have always discussed ethical issues as they arise in the context of topics. The “Finding Your Ethical Voice” feature helps highlight these concerns as they develop chapter by chapter.

- *The importance of narrative in public speaking.* We discuss narrative as an important form of supporting material and as a previously neglected design option. This material is initially presented in Chapter 3. We also identify appeals to traditions, heroic symbols, cultural identity, and legends—all built upon narrative—as an important, emerging form of proof in persuasive speaking.

SPEAKER'S notes Deciding What Presentation Media to Use

Let the following suggestions guide your selection of presentation media.

When you need to . . .	try using . . .
<ul style="list-style-type: none"> ■ adapt to audience feedback ■ display maps, charts, graphs, or textual graphics ■ present complex information or statistical data ■ display graphics or photos to a large audience ■ authenticate a point ■ make your presentation appear more professional 	<ul style="list-style-type: none"> ■ flip charts or chalk or marker boards ■ posters or computerized programs ■ handouts ■ slides or transparencies ■ audio and video resources ■ computerized programs

- *Speaker’s Notes as a major pedagogical tool.* When our first edition appeared some twenty-five years ago we introduced to the field a feature we called “Speaker’s Notes.” This feature serves as an internal summary that helps highlight and bring into focus important concepts as the student reads the text. In the new edition, this traditional feature works in collaboration with the new “Finding Your Voice” and “Finding Your Ethical Voice” features to encourage learning and enrich the student’s reading experience.

- *Improving language skills.* We introduce students to the power of language, help them apply standards so that this power is not diminished, and demonstrate special techniques that can magnify this power at important moments in speeches. Among the standards is learning how to avoid grammatical errors that make listeners cringe.
- *Enhanced understanding of ceremonial speaking.* We provide coherence and respect for the study of ceremonial speaking by pointing out the importance of such speaking in society, and by indicating how two powerful concepts, one offered by Aristotle and the other by Kenneth Burke, can combine to generate successful ceremonial speeches, especially speeches of tribute and inspiration.

Plan of the Book

Public Speaking: Finding Your Voice is designed to help beginning students build cumulative knowledge and skills. Positive initial speaking experiences are especially important. For this reason, Chapter 2 helps apprehensive students manage communication anxiety as they stand to speak for the first time. Chapter 3 offers an overview of advice to help students design and present successful first speeches.

In the chapters that follow, students learn how to listen critically and empathetically; analyze their audiences; select, refine, and research speech topics; develop supporting materials; arrange these materials in appropriate structures; and create effective presentation aids. They also learn how to use language effectively and present their messages well. Students become acquainted with the nature of information and how to present it, the process of persuasion and how to engage it, and the importance of ceremonial speaking in its various forms. Appendix A, “Communicating in Small Groups,” describes how to use public communication skills to participate effectively in small group interactions.

Teachers may adapt the sequence of chapters to any course plan, because each chapter covers a topic thoroughly and completely.

Detailed Plan of the Book

Part One, “The Foundations of Public Speaking,” provides basic information that students need for their first speaking and listening experiences. Chapter 1 defines public speaking and the significance of “finding your voice,” highlights the personal, social, and cultural benefits of being able to speak effectively in public, and emphasizes the ethical responsibilities of speakers. Chapter 2 helps students come to terms with communication anxiety, so that they can control this problem early in the course. Chapter 3 offers practical advice for organizing, practicing, and presenting first speeches. Chapter 4 identifies common listening problems and ways to overcome them, helps students sharpen critical listening skills, and presents criteria for the constructive evaluation of speeches.

Part Two, “Preparation for Public Speaking,” introduces the basic skills needed to develop effective speeches. Chapter 5 emphasizes the importance of the audience, indicating how to adapt a message and how to adjust to factors in the speaking situation. Chapter 6 provides a systematic way to discover, evaluate, and refine speech topics. Chapter 7 shows how to research these topics, emphasizing the importance of acquiring *responsible knowledge*. Chapter 8 identifies the major types of



Objectives
This chapter will help you

- 1 Understand how persuasive speaking differs from informative speaking.
- 2 Master the types of persuasive speaking
- 3 Grasp how the persuasive process works
- 4 Soften the opposition of reluctant listeners
- 5 Remove barriers that block commitment
- 6 Turn agreement into action
- 7 Select appropriate designs for your persuasive speeches

OUTLINE

- The Nature of Persuasive Speaking
- The Types of Persuasive Speaking
- The Persuasive Process
- The Challenges of Persuasive Speaking
- Designs for Persuasive Speeches
- Final Reflections The Case for Persuasion

14 Persuasive Speaking

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supporting materials fashioned from such research, including facts and statistics, examples, testimony, and narratives. Chapter 9 shows how to develop simple, balanced, and orderly speech designs, select and shape main points, use transitions, prepare effective introductions and conclusions, and develop outlines.

Part Three, “Developing Presentation Skills,” brings the speaker to the point of presentation. Chapter 10 explains the types, media, and preparation of presentation aids. Chapter 11 provides an understanding of the role of language in communication and offers practical suggestions for using words effectively. Chapter 12 offers concepts and exercises for the improvement of voice and body language to help students develop an extemporaneous style that is adaptable to most speaking situations.

Part Four, “Types of Public Speaking,” discusses informative, persuasive, and ceremonial speaking. Chapter 13 covers speeches designed to share information and increase understanding. The chapter discusses the types of informative speeches and presents the major designs that can structure them. Chapter 14 describes the persuasive process, focusing on how to meet the many challenges of persuasive situations. Chapter 15 examines the work of persuasion in controversy. The chapter encourages reasoned persuasion, helping students develop strong arguments to support their positions.

The chapter also identifies the major forms of fallacies so that student speakers can avoid them and detect them in the messages of others. Chapter 16 explains how to prepare effective ceremonial presentations, including speeches of tribute and inspiration, speeches introducing others, eulogies, after-dinner speeches, and speeches presenting and accepting awards. The chapter shows how to use narratives and narrative design, often found in ceremonial speeches.

Appendix A, “Communicating in Small Groups,” introduces students to the problem-solving process and to the responsibilities of both group leaders and group participants. This appendix also provides guidelines for managing meetings, including virtual meetings, and explains the basic concepts of parliamentary procedure. Appendix B provides a number of student and professional speeches for additional analysis.

Learning Tools

To help students master the material, we offer a number of special learning tools.

- We open each chapter with a chapter outline and learning objectives that prepare students for productive reading.
- The epigrams and vignettes that start each chapter help point out the topic’s significance and motivate readers to learn more.
- We conclude each chapter with a “Final Reflections” summary, a self-test to review key concepts and assess how the learning objectives were met, and questions and activities to explore chapter content in greater detail.

- We use contemporary artwork and photographs to illustrate ideas, engage student interest, and add to the visual appeal of the book.
- Examples illustrate the content in a clear, lively, and often entertaining way.
- Special embedded features help students read productively. “Speaker’s Notes” offer guidelines to help students focus on the essentials; “Finding Your Voice” offers exercises and applications that stimulate the learning process; and “Finding Your Ethical Voice” heightens ethical sensitivity.

FINDING YOUR

voice

Find the Fallacies

Look for examples of fallacies in the “Letters to the Editor” section of your local newspaper or in opinions expressed in blogs. Consider how these fallacies affect the credibility or character of the people who commit them. Did you ever commit such an error? Do you think this damaged your credibility? Might personal fallacies be an obstacle to finding your voice?

ples are not available or when their use would not be appropriate. While generally not as authoritative as their factual counterparts, hypothetical examples can still be very effective. They can be the fiction that reveals reality. Consider the following hypothetical example, which illustrates the growing problem of childhood obesity:

<p>▶ extended example A more detailed example that speakers use to illustrate or develop a point.</p>	<p>▶ factual example An example based on something that actually happened or really exists.</p>	<p>▶ hypothetical example An example offered not as real but as representative of actual people, situations, or events.</p>
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- A Glossary runs through the book at the bottom of each page, helping students focus on key terms as they are introduced. In addition, all the key terms and their definitions are gathered in a complete Glossary at the end of the book.

- Sample classroom speeches found at the end of many chapters illustrate important concepts. The annotated speech texts show how the concepts apply in actual speaking situations. Appendix B contains additional speeches that offer an interesting array of topics, contexts, and speakers.

SAMPLE CEREMONIAL SPEECH

Simone Mullinax presented this speech of tribute to her grandmother in a public speaking class at the University of Arkansas. The speech develops a master narrative based on an extended metaphor and paints an endearing portrait of a complex person who—like key lime pie—combines the qualities of sweetness and tartness.

Baked-In Traditions

SIMONE MULLINAX

Have you ever baked a pie? No, I don’t mean one you get from the freezer section at the grocery store—I’m talking about one you bake from scratch. I learned to bake a pie at an early age. And what I learned, early on, is that there are three things you have to master: the crust, the filler, and the topping. You can’t have a pie if you lack any of these.

So where do you start? You start of course in the kitchen, which is where I meet my grandmother every time we get together. I would like to tell you she’s that sweet, picturesque, grandmotherly grandmother you see on television, but she’s not. Rather, she’s that opinionated, bold, “her-way-or-the-highway” type that scares some people off. Her salvation is that she’s also insanely funny and you fall in love with her stories, her cooking, and her opinions, even when you don’t agree with all of them. Just when you’re ready to pack up and move on, she does or says something that makes you want to hang around.

◀ This brief opening does a great deal of work. Simone opens with a rhetorical question and a definition and establishes her personal ethos. She then hints of a clever categorical design that will follow the three main ingredients of a pie.

▶ This paragraph completes

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Instructor and Student Resources

Key instructor resources include an Instructor's Manual, Test Bank, and PowerPoint Presentation Package. These supplements are available at www.pearsonglobaleditions.com/Osborn (instructor login required).

For a complete list of the instructor and student resources available with the text, please visit www.pearsonglobaleditions.com/Osborn.

Acknowledgments

Many people have helped our book evolve and succeed over its twenty-five years of existence. Margaret Seawell and George Hoffman, communication editors at Houghton Mifflin, and Nader Dareshori, president of the company, were warm and helpful friends who enjoyed early good fortune with us.

More recently, for special assistance in the preparation of the tenth edition, we especially thank the following:

- Anne Osborn Tomasso, who offered creative, dedicated, and extended help in revising our chapter on research.
- Jayme Mayo, Chris Goldsby, and all the gang at Nabholz for their patience and enthusiasm in supporting our case study of persuasion at work in their workplace.
- David Horan, who helped us at the last minute enhance some photographs we really wanted to use in the book.
- Pat Baker, who constantly energizes her colleagues with her innovation and passion.
- And (most especially) Hilary Jackson, our brilliant development editor, who guided us, encouraged us, inspired us, and occasionally goaded us to complete this revision. Revising a book is not quite like going on the Lewis and Clark expedition, but to the extent that it is, Hilary has been our Sacagawea!
- We also thank our colleagues over all the years who have reviewed our book and helped us to make it better.

For the tenth edition, we are grateful to those listed below whose critical readings have inspired improvements:

Richard Armstrong, Wichita State University
Haley Draper, Odessa College
Sheryl Hurner, CSU Stanislaus
Nick Linardopoulos, Rutgers University
Mark May, Clayton State University
Crystal Rolison, Cisco College
David Testone, University of Bridgeport

Public Speaking: Finding Your Voice welcomes the following new student contributors to the pages of the tenth edition:

Lindsey Yoder, The University of Memphis

Nick Orobello, Davidson College

Maria Tomasso, Texas State University

Landon West, The University of Memphis

Olivia Jackson, Phillips Exeter Academy

Brandon Marshall, The University of Memphis

Jessica Floyd, The University of Memphis

Geron Johnson, The University of Memphis

Pearson would like to thank the following persons for their contribution to the Global Edition:

Contributor

Gatha Sharma, Shiv Nadar University

Reviewers

Urmishree Bedamatta, Ravenshaw University

Paromita Mitra Bhaumik, Belle Vue Clinic

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Objectives

This chapter will help you

- 1 Understand the personal benefits of the course
- 2 Understand the social benefits of the course
- 3 Understand the cultural benefits of the course
- 4 Appreciate the historical roots of public speaking
- 5 Understand the seven elements of interactive public speaking
- 6 Understand public speaking as a dynamic process
- 7 Appreciate the importance of public speaking ethics

OUTLINE

What Public Speaking Has to Offer You

Introduction to Communication

What Public Speaking Asks of You

Final Reflections A Quest That Deserves Commitment

1

Discovering Your Voice

“*I wanna be somebody that somebody listens to. I wanna be a voice.*”

—GERON JOHNSON

Carolyn didn't see why she needed to take a public speaking course. She was majoring in engineering and didn't plan on being active in politics. She wondered what this course would offer her. At the first class meeting, Carolyn saw twenty-five other students who looked like they weren't sure they wanted to be there either.

Her first assignment was a speech of self-introduction. As she prepared her speech, it dawned on her why a career in engineering was important to her. She had initially thought it was because jobs were readily available. But now she recognized that she found the subject fascinating and wanted to prove she could succeed in a nontraditional field for women. Her journey toward finding her voice had begun. As she spoke, she became more enthusiastic about her topic. This helped ease her nervousness.

After the course, Carolyn found many uses for the skills she had learned. Along with some other female students in the engineering courses, she took the lead in organizing a campus support group for females in nontraditional disciplines. She felt more at ease making oral presentations in other classes. When she interviewed for an internship, she was able to present her ideas clearly and concisely. She had found her voice.

What does finding your voice mean? Clearly, it goes beyond opening your mouth and making sounds. There are at least three different aspects of finding your voice: becoming a competent speaker, discovering your self-identity, and finding your place in society.

The first aspect involves learning to be a competent speaker. To “find your voice” you have to know how to make a speech. Despite popular beliefs, speakers are made, not born. They have to learn—through study, practice, and experience—the art and principles that go into speech-making. Every chapter in this book elaborates an important dimension of this knowledge.

The second level of meaning involves self-discovery: As you “find your voice,” you become more confident in yourself. You develop self-esteem and your own style as a speaker. You also develop an increased understanding of why you are speaking. As she spoke successfully, Carolyn not only found her voice but also developed a renewed appreciation for her career goals, which enhanced her sense of identity.

At a third level, “finding your voice” means finding your place in society, learning the value of the views and contributions of others, and discovering your ethical obligation to listeners. As you listen to others and as they respond to your words, you develop a sense of your mutual dependency. You learn, as the conservative intellectual Richard Weaver once noted, that “ideas [and the words that convey them] have consequences,” and that what you say (or don't say) can be important.¹ We

do live in a social world, and our speech or our silence can improve or degrade our surroundings.

“Finding your voice” is a quest that deserves your commitment. This chapter will explain further what this course has to offer and what it asks of you in return.

What Public Speaking Has to Offer You

The ability to communicate well in public settings will help establish your credentials as a competent, well-educated person. Learning to present yourself and your ideas effectively can help prepare you for some of the important moments in your life: times when you need to protect your interests, when your values are threatened, or when you need approval to undertake a project. The principles you will learn in this class should also make you a more astute consumer of public messages. They will help you sort through the information and misinformation that bombard us on a daily basis. Beyond these important considerations, the public speaking course also offers other personal, social, and cultural benefits. This chapter will introduce these and will help you understand the tradition and processes of public communication.

Personal Benefits

As you put together speeches on topics that you care about, you will explore your own interests and values, expand your base of knowledge, and develop your skills of creative expression. In short, you will be finding your own voice as a unique individual—a voice distinct from all others. As Roderick Hart has put the matter: “Communication is the ultimate people-making discipline. . . . To become eloquent is to activate one’s humanity, to apply the imagination, and to solve the practical problems of human living.”²

Your public speaking course should help you develop an array of basic communication skills, from managing your communication anxiety to expressing your ideas with power and conviction. These skills should help you succeed both in school and in your professional life. Each year, the National Association of Colleges and Employers (NACE) surveys hundreds of corporate recruiting specialists. According to this organization,

Employers responding to NACE’s survey named communication ability and integrity as a job seeker’s most important skills and qualities.

“Communication skills have topped the list for eight years.” NACE advises:

“Learn to speak clearly, confidently, and concisely.”³

In its *Job Outlook 2013* report, NACE confirms: “What sets two equally qualified job candidates apart can be as simple as who has the better communication skills.”⁴

Paul Baruda, an employment expert for the Monster.com jobs site, agrees that “articulating thoughts clearly and concisely will make a difference in both a job interview and subsequent job performance”:

The point is, you can be the best physicist in the world, but if you can’t tell people what you do or communicate it to your coworkers, what good is all of that knowledge? I can’t think of an occupation, short of living in a cave, where being able to say what you think cogently at some point in your life isn’t going to be important.⁵

So unless you plan to live in a cave, what you learn in this course can be vital to your future.

Social Benefits

The benefits of developing your public speaking skills also extend to your life as a responsible citizen. All of us feel compelled to “speak out” from time to time to defend our interests and values. As you speak out on topics of concern, you will be enacting the citizenship role envisioned for you by those who framed the Constitution of the United States:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the government for a redress of grievances. (Amendment I to the U.S. Constitution)

The political system of the United States is built on faith in open and robust public communication. Indeed, Thomas Jefferson emphasized the importance of allowing freedom of speech as basic to the health and survival of a democratic society. He reasoned that if citizens are the repositories of political power, then their understanding must be nourished by a full and free flow of information and exchange of opinions so that they can make good decisions on matters such as who should lead and which public policies should be adopted.

SPEAKER'S

notes

Personal Benefits of the Public Speaking Course

This course can

- help reveal you as a competent, well-educated person.
- help you develop basic communication skills.
- help you prepare for important communication situations.
- help you control communication anxiety.
- help you become a better communication consumer.
- help you succeed in college and career.

In your classes, you might speak for or against stronger immigration laws, government domestic surveillance policies, the rights of gay people to marry, or the staging of public rallies by “hate” groups such as the Ku Klux Klan. On campus, you might find yourself speaking out about attempts to alter your college’s affirmative admissions policy, to fire a popular but controversial professor, or to allow religious groups to stage protests and distribute literature on school grounds. In the community, you might find yourself wanting to speak at a school board meeting about a proposal to remove “controversial” books such as the Harry Potter series or *The Adventures of Huckleberry Finn* from reading lists or the school library. Or you may wish to speak at a city council meeting concerning attempts to rezone your neighborhood for commercial development.

Public speaking classes therefore become laboratories for the democratic process.⁶ Developing, presenting, and listening to speeches should help you develop your citizenship skills. Preparation for your role as citizen is a benefit that serves not just you but also the society in which you live.

Cultural Benefits

As you learn to adapt to diverse audiences, you will also develop a heightened sensitivity to the interests and needs of others—what one might call an “other-orientation.” The public speaking class teaches us to listen to one another, to savor what makes each of us unique, and to develop an appreciation for the different ways people live. Your experiences should bring you closer to meeting one of the major goals of higher education: “to expand the mind and heart beyond fear of the unknown, opening them to the whole range of human experience.”⁷

This is not only an ethical concern; it is also quite practical. In the world beyond the classroom, as you begin your career, you may well encounter diversity in the workplace. How well you can relate to others of different cultural backgrounds may well influence the speed and the extent of your success.

As you expand your cultural horizons, you will gain a richer and more sophisticated appreciation of the world around you. You will be encouraged to seek out and consider multiple perspectives on controversial issues before committing yourself. Public speaking classes are unique in that they make you an active participant in your own education. You don’t just sit in class, absorbing lectures. You communicate. And as you communicate, you help your class become a learning community. It is no accident that the words *communication* and *community* are closely connected.

Barriers to Cultural Growth. Today’s typical college public speaking class will expose you to a sampling of different races, religions, and cultural backgrounds from which you can learn. However, there are barriers that may stand in the way of your cultural growth.

One barrier might be **ethnocentrism**, our tendency to presume that our own cultural ways of seeing and doing things are proper and that other worldviews and behaviors are, at best, suspect and, at worst, inferior. There is nothing inherently wrong with being a proud American or a proud Native American or a proud Californian. But if we allow this pride to harden into arrogance, condescension, and hostility toward others, it becomes a formidable barrier to communication.



Public speaking is vital to the maintenance of a free society. The right to assemble and speak on public issues is guaranteed by the Bill of Rights.

FINDING YOUR

voice

The Story of Your Quest

Keep a diary in which you record your experiences as you navigate this class. As one of your first entries, consider what you think “finding your voice” might mean in your life and career. Formulate at least three personal-growth goals that you hope to reach during the course. Then for each of your speeches, keep a record of how you select your topic, develop your ideas, and prepare your presentation. What are your feelings as you plan and present your speech? Are you making progress toward your goals?

► **ethnocentrism** The tendency of any nation, race, religion, or group to believe that its way of looking at and doing things is right and that other perspectives are wrong.



Sensitivity toward and appreciation of cultural diversity will help you speak effectively to a wide range of audiences.

A few decades ago, you might have encountered the assumption that our country is a “melting pot” that fuses the cultures of immigrants into a superior alloy called “the American character.” The “ideal American” suggested by this phrase often had a white, male face. Historically, women and many minority groups were excluded from the public dialogue that shaped our values and policies. Moreover, the idea of a melting pot may not prepare us for the diversity of audiences we encounter both in classes and in later life. Elizabeth Lozano criticizes the melting pot image and proposes an alternative view of American culture:

The “melting pot” is not an adequate metaphor for a country which is comprised of a multiplicity of cultural backgrounds . . . [W]e might better think of the United States in terms of a “cultural bouillabaisse” in which all ingredients conserve their unique flavor, while also transforming and being transformed by the adjacent textures and scents.⁸

A public speaking class is an ideal place to savor this rich broth of cultures. As we hear others speak, we discover the many different flavors of the American experience. And as you examine your own identity and that of the people around you, you may discover that most of us are indeed “multicultural,” a blend of many voices and backgrounds. If you want to speak effectively before American audiences, sensitivity toward and appreciation of cultural diversity is truly necessary.

A second barrier can arise in the form of **stereotypes**, those generalizations that purport to represent the essential nature of races, genders, religious affiliations, sexual orientations, and so on. Before we get to know the individual members of our audience, we may use such stereotypes to anticipate how they might react to our words. Even positive stereotypes—Asian Americans are good at math, Mexican Americans have a strong devotion to family—can be hurtful if they block us from experiencing the unique humanity of someone different from us. So pack your stereotypes away as you experience the public speaking class.

One of our favorite ways of depicting the complex culture of the United States was introduced in the conclusion of Abraham Lincoln’s first inaugural address, as Lincoln sought to hold the nation together on the eve of the Civil War:

The mystic chords of memory, stretching from every battlefield, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.⁹

Lincoln’s image of America as a harmonious chorus implied that the individual voices of Americans will create a music together far more beautiful than any one voice alone. Lincoln’s vision holds forth a continuing dream of a society in which individualism and the common good not only will survive but also will enhance each other.

In your class and within this book, you will hear many voices: Native Americans and new Americans, women and men, conservatives and liberals, Americans of all different colors and lifestyles. Despite their many differences, all of them are a part of the vital chorus of our nation. Public speaking gives you the opportunity to hear these voices and add yours to them.

► **stereotypes** Generalized pictures of a race, gender, or group that supposedly represent its essential characteristics.

FINDING YOUR

voice

Ways of Thinking About the American Identity

Examine your personal tendencies toward ethnocentrism and stereotyping. Have these ever helped you communicate more effectively, or have they been a barrier? What can you do to change or manage these tendencies?

Introduction to Communication

Historical Roots of Public Speaking

The study of public speaking goes back thousands of years, perhaps to those moments when leaders, sitting around ancient campfires, learned that they could influence and convince others through the spoken word. Especially noteworthy in advancing our understanding were those who built—more than two thousand years ago—a civilization in Athens we still admire as the Golden Age of Greece.

These are the people who introduced democracy to Western civilization. They also left us a deep appreciation for the importance of public speaking, which served them as the major means of disseminating ideas and information. There were no professional lawyers in that era, and citizens were expected to speak for themselves in legal proceedings and to join in the deliberations that shaped public policy. One of their leaders, Pericles, concluded that the ability to speak and reason together was the key to their great civilization:

For we alone think that a man that does not take part in public affairs is good for nothing, while others only say that he is “minding his own business.” We are the ones who develop policy, or at least decide what is to be done, for we believe that what spoils action is not speeches, but going into action without first being instructed through speeches. In this too we excel over others: ours is the bravery of people who think through what they will take in hand, and discuss it thoroughly; with other men, ignorance makes them brave and thinking makes them cowards.¹⁰

We are heirs to this tradition of “participative democracy” enabled by “participative communication.”¹¹ When citizens gather today to discuss and debate the policies that may govern their lives, they are enacting Pericles’ dream of an empowered citizenship. As we explore ideas together, we often enrich our options, learn what causes are important to us, and shape our positions on vital issues. In essence, we are “finding our voices.”

Perhaps the most important contribution of the Greeks to the study of communication was Aristotle’s *On Rhetoric*, which taught the art of public speaking to the citizens of Athens. Aristotle brought system and order to the study of public speaking.



Greek philosopher Aristotle shaped the study and practice of public speaking with his influential work *On Rhetoric*.

He described three major forms of speeches: **deliberative**, used in law-making; **forensic**, used in the courts; and **ceremonial**, used during public ceremonies that celebrated great deeds and honored heroes. He also identified three major types of appeals: **logos**, appeals based on logic; **pathos**, appeals based on emotion; and **ethos**, appeals based on the character of the speaker. Aristotle also stressed the importance of using evidence, examples, and stories to support conclusions. He made it clear that “finding your voice” means not only finding yourself but also learning more about those with whom we communicate.

Another influential Greek, the philosopher Plato, wrote two dialogues that deal specifically with the power of the public oration. The first, *Gorgias*, offers Plato’s dark vision of the subject. (Read the *Gorgias* online.) He charged that the public speakers of his time pandered to the ignorance and prejudices of the masses instead of advancing the truth. Too often, these orators told their listeners what they *wanted* to hear rather than what they *needed* to hear. Sound familiar?

In a second dialogue, *Phaedrus*, Plato paints his ideal of the virtuous speaker whose words will help listeners become better citizens and people. (Read this classic online.) Such speakers can be both ethical and effective, even though, Plato observed wryly, this balance may be hard for many speakers to achieve. Plato’s vision of the ideal speaker would remain a challenge for the ages of communicators that would follow.

Throughout this book, we draw upon the classic tradition to help us understand both *how to communicate* and *how we ought to communicate*. The ancients can help us develop both the techniques and the ethics of speaking in public, whether face-to-face or in cyberspace (see a sampling of this wisdom in Figure 1.1).

Communication: Interactive and Dynamic

Contemporary scientists and philosophers continue to enrich our understanding of the communication process: how communication works as an interactive and dynamic force in shaping our lives.

Public Speaking as an Interactive Process. Our natural tendency is to think of a speech as words imposed by one person upon others. Actually, a speech is a complex interaction among seven elements: speaker, message, channel, interference, setting, audience, and feedback.

Speaker. The **speaker** initiates the communication process by framing an oral message for the consideration of others. Speakers should have a message of value that has been carefully prepared and that deserves serious attention from listeners in face-to-face communication situations. Because the fate of speeches depends on how listeners respond, effective speakers must be audience-centered, alert to the needs, interests, and capacities of their listeners. Ethical speakers believe their messages will improve the lives of listeners, helping their audiences think critically, creatively, and constructively about issues.

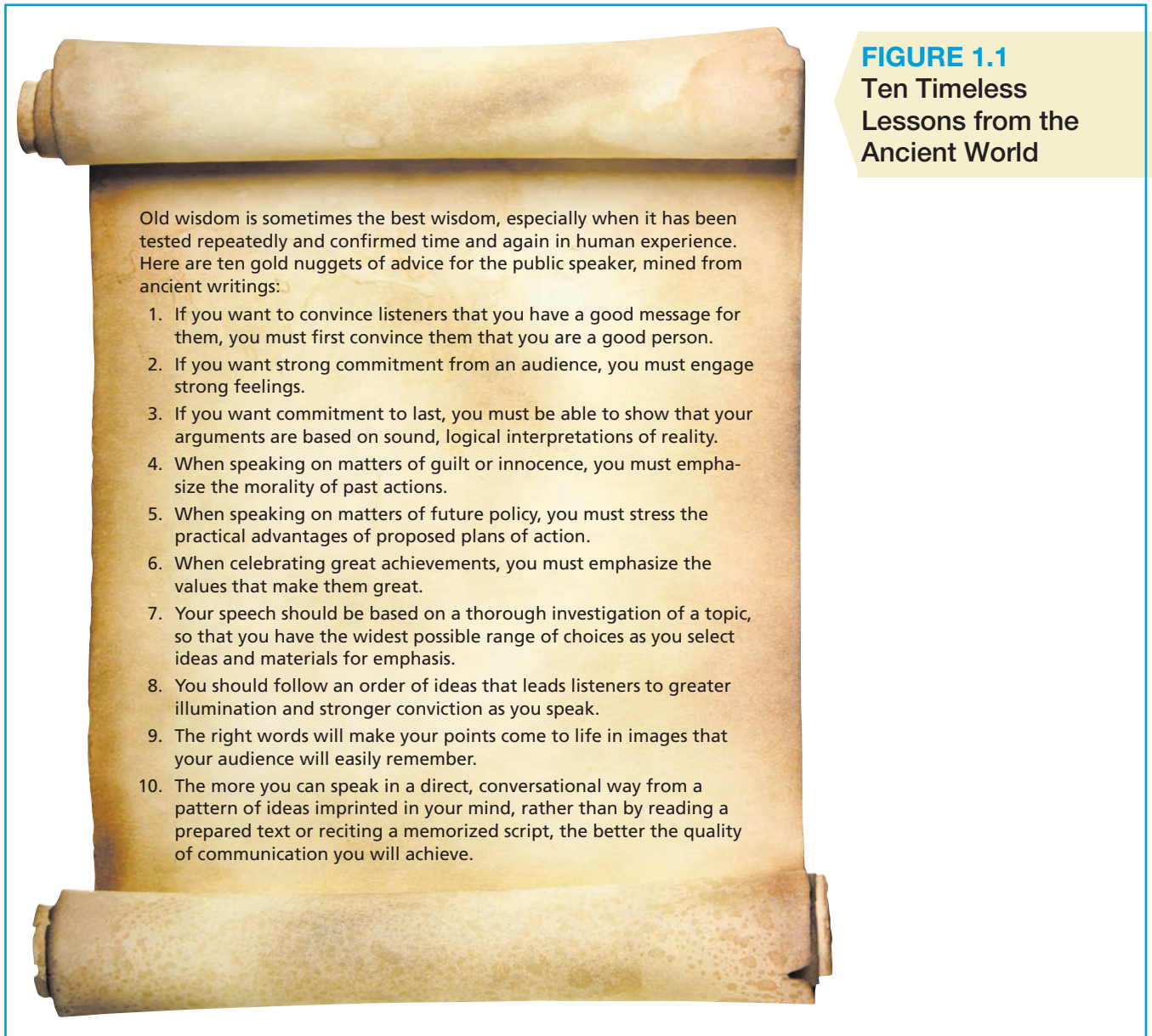
Whether listeners accept a speaker as credible is crucial to the interaction: If listeners think a speaker is competent, likable, and trustworthy and shares their

► **deliberative speeches** Used to propose, discuss, debate, and decide future policies and laws.

► **forensic speeches** Used to determine the rightness and wrongness of past actions, often in courts of law.

► **logos** Appeals based on logic and evidence.

► **ceremonial speeches** In ancient Greece, used to celebrate and commemorate heroic deeds, great events, and the honored dead.



interests and goals, they will be more likely to accept the message. We discuss establishing your credibility as a speaker in Chapter 3.

Message. A speaker must have a clear idea of what a speech is to accomplish—this is called its **message**. You should be able to state your specific purpose in one clear, simple sentence—the simpler, the better. To promote a message, your speech should follow a design and strategy appropriate to the subject and to the needs of listeners. To make the message clear and attractive, your speech must use words artfully and often may use presentation aids such as graphs, charts, or photographs projected on a large screen. To make the message credible, your speech should offer convincing evidence drawn from reputable sources and sound reasoning. To make your message

▶ **pathos** Appeals based on feelings.
▶ **ethos** Appeals based on the character, competence, and personality of the speaker.

▶ **speaker** Initiates the communication process by framing an oral message for the consideration of others.

▶ **message** What the speaker wishes to accomplish.

forceful and impressive, your speech will require presentational skills—your voice, body language, and platform presence.

In addition to their main messages, speeches also communicate secondary messages about the speaker, especially the speaker's attitudes and opinions about the particular topic. It is essential that these primary and secondary messages be harmonious and mutually supportive: "She cares passionately about this subject" or "She has really prepared this speech" or "She's really excited about speaking today" would be an example of a harmonious secondary message conveyed by a speech. On the other hand, if the audience concludes, "He couldn't really care less about this," or "He hasn't researched these ideas very carefully," the secondary message would subvert the intended message. Creating a positive relationship among the messages of a speech is vital to the art of public speaking.

Channel. The channel conveys your message to listeners. It may be radio, television, Facebook or YouTube, or it may be face-to-face. The channel is normally something we take for granted until something happens that blocks it or reveals its inadequacy.

This blockage indicates the close relationship between channel and interference. Competing sounds drift in through open doors and windows to distract listeners. Acoustical "dead spots" occur in auditoriums that garble the pattern of sound waves, making listening difficult, if not impossible. The sheer size of audiences may make it necessary to amplify and distort sound waves through microphones and loud speakers. We may have to learn new techniques to overcome these channel difficulties.

Fortunately, the channel in use in most public speaking classrooms, engaging small audiences in fairly confined spaces, normally presents few difficulties. The possible impact of other communication channels upon the messages that flow through them, however, can be very interesting. The channel of radio focuses great attention upon the voice, isolated from the appearance, facial expressions, and gestures of the speaker. Television features a kind of faux-familiarity, in which speakers can appear as though they were sitting in our living rooms, talking to us one-on-one (but without direct feedback). The television channel emphasizes facial expressiveness and physical attractiveness, especially of news announcers and commentators.

Some new social media may have also rearranged profoundly the channels of public communication. Twitter, for example, forces us to wrap messages in very small bundles, limiting communicators to messages with 140 characters, called "tweets." But communicators are apparently not discouraged by this limitation: In 2012, they exchanged some 340 million tweets daily!¹² Does such limitation force us to essentialize our thinking, or does it simply glorify the trivial? The jury remains out.

Interference. Occasionally, as we have noted, the flow of a message can be interrupted by distractions. These distractions function as **interference** that can disrupt the communication process. Outside the classroom, in cyberspace or in community meetings, interference in the form of relentless heckling and even verbal abuse has become an occasional but appalling feature of the communication practices of our time. Such lack of civility is an enemy of the free and open flow of communication that is essential to democratic forms of government.

Fortunately, you should experience little, if any, such willful interference in your classroom presentations. But what if you have just started your speech and you are drowned out by laughter in the hall? What if the classroom door opens and someone late for class walks up to a seat in the front row? Whatever happens, don't let such thoughtless interference disturb your composure. Usually, if you pause and smile, the distractions will fade. Often a little impromptu humor will disarm the situation and show that you are still in control. We discuss interference problems in greater detail in Chapters 4 and 5.

Setting. A speech is always presented in a **setting** that can affect profoundly how it is designed, presented, and received. The setting of a speech refers to the physical arrangements of the space in which the speech is presented. The setting also includes the psychological mindset of listeners, their knowledge and feelings about your subject and recent events relevant to it, and their expectations concerning you and the occasion.

The *physical setting* includes the actual place where the speech is presented, the time of day, and the size and arrangement of the audience. Usually, the speaker simply makes the best on-the-spot adjustments possible in light of such factors. At other times, arranging the physical setting for a speech can be artful and challenging.

One of your authors, while managing an election campaign, wanted to use the “free speech” platform on a nearby university campus as the dramatic setting for his candidate’s speech on education reform. To make this happen he had to (1) obtain permission from university officials for an “outsider” to use the platform, (2) arrange for sound equipment so that the candidate might be heard, (3) decorate the platform so that it would be visually appealing, (4) ask some colleagues to announce the event in their classes to assure a “live” audience, and (5) urge local media—especially television stations—to “cover” the event. The open and outdoor physical setting of the free speech platform called for a speech with a simple structure of ideas, vivid and concrete language, colorful examples that would catch and hold attention from passersby, and good sound amplifiers.

Similarly, but on a much grander scale, when Martin Luther King, Jr., described his “dream” of people of color participating fully in the promise of America, he spoke under the watchful eyes of Lincoln’s statue to a vast audience gathered at the Lincoln Memorial in Washington, D.C. The very setting of the speech affected how these listeners—hundreds of thousands of them in the actual audience and millions more listening on radio or watching on television—would respond.

The *psychological setting* for a speech can obviously be more complicated and often varies from one listener to another. Among the factors that can influence the psychological setting of your speech are these:

1. *Individual beliefs*—a conservative member of the “tea party” might bring a much different mindset to listen to your speech than a “Move On” liberal would.
2. *Listener awareness of recent events*—if you plan a speech for (or against) gun control, the psychological setting might change dramatically should there be mass murders in a public school on the eve of your presentation.
3. *Listener anticipations of your speaking performance*—these anticipations, based on your previous speaking efforts, can create a positive or negative climate of expectations for your speech that you either can take advantage of or must work to change.
4. *Listener expectations because of the occasion*—listeners gathered for a Memorial Day celebration may react quite negatively if a speaker decides, instead of honoring the dead, to present her views on tax reform.

We consider the setting of a speech in detail in Chapter 5.

Audience. The **audience** for a message includes potential listeners the speaker hopes to reach. We often equate the audience with listeners who are actually present for a speech, but questions about the audience can become rather complicated. In planning the free speech platform occasion, we had to arrange for a live audience as the excuse for giving the speech to begin with, providing a reason for television news stations to attend. But this apparent audience of a few students was not the actual target audience for the speech. Rather, the intended audience was the much larger

► **setting** Physical and psychological context in which a speech is presented.

► **audience** Includes potential listeners the speaker hopes to reach.

group of viewers who might catch a few “sound bites” on the evening news, giving us free exposure to a mass audience. We designed the message with this target audience in mind, developing brief, colorful statements that might invite inclusion in local news broadcasts as representing the message of the speech.

Similarly, “speakers” may broadcast overheated messages on YouTube, hoping to engage a portion of the global audience that congregates on the World Wide Web. They cast their speeches like nets into that vast undifferentiated sea of listeners and occasionally enjoy spectacular catches. Representative Alan Grayson (D-FL) reproduced on YouTube his congressional speech accusing Republicans of offering one health plan on the theme “Don’t get sick” and another plan for the sick: “Die quickly.” Ten thousand viewers offered a total of more than \$250,000 to his reelection campaign after that effort. According to *Time*, Representative Michele Bachmann (R-MN) wondered whether health reform “would allow a 13-year-old girl to use a school ‘sex clinic’ to get a referral for an abortion and ‘go home on the school bus that night.’” She raised the question of whether President Obama “may have anti-American views” and accused him of creating a “gangster government.” She received a cascade of contributions after these rhetorical efforts.¹³

Questions about what constitutes an audience can be interesting. All teachers know that students can sometimes feign listening, while absorbing little of what they are hearing. Are they an “audience” just because they are seated in front of the speaker? Occasionally, speakers may “perform” a speech, enjoying their own contrived gestures and artificial vocal patterns. They seem to care little about whether others might actually benefit from what they are saying. So do these speakers constitute their own audience?

Finding your voice as a speaker can also require that you discover your ears as an audience member. If you want others to give you encouragement and a fair hearing, you must be a good listener in return. What are others saying that you can use? How can you help them grow as a speaker by being a good listener? We shall say more about what constitutes a good audience later in this chapter and in Chapter 4.

Feedback. As you speak, you should be picking up cues from your audience that will help you adjust to the ongoing situation. These cues constitute **feedback** that helps you monitor the immediate effectiveness of your message.

The need for feedback is one reason why you should maintain eye contact with listeners and not be focusing on your notes or gazing out the window or up at the ceiling.

What if listeners are straining forward in their seats?

This suggests they may not be able to hear you. You may have to increase the loudness of your voice and raise the energy level of your presentation. What if they look puzzled? You may need to provide an example to clarify your point. What if they are frowning or shaking their heads? Offer additional evidence to convince them.

On the other hand, suppose they are smiling and nodding in agreement. You are on the right track! Sometimes you will sense that listeners are so caught up in what you are saying that you know you are getting through to them. That’s the moment when you know you are finding your voice! We discuss feedback further in Chapter 12.

These seven elements—speaker, message, channel, interference, setting, audience, and feedback—all interact in the adventure of public speaking. Figure 1.2, *Speech as an Interactive Process*, offers a visual model of the interplay of these elements.



This charismatic speaker seems dynamic and likable.

► **feedback** Speaker's perception of audience reactions to the message.

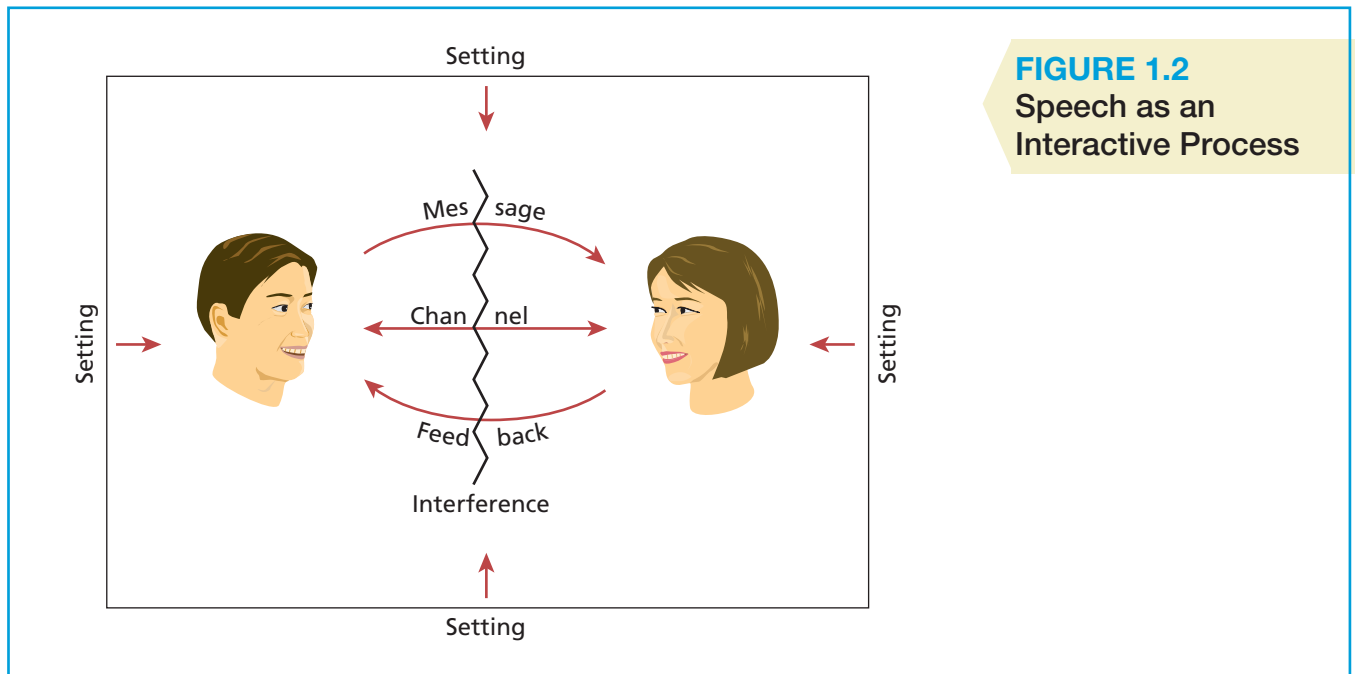


FIGURE 1.2
Speech as an
Interactive Process

Communication as a Dynamic Process. Communication is dynamic as well as interactive. That is, communication can *change* the people who interact in it—speakers, listeners, and the community they form.

The concept of communication as dynamic is largely ethical in its impact. It suggests that people can be enlarged and enhanced by communication that informs them, makes them wiser, touches their humanity, and thus appeals to what Lincoln called “the better angels of our nature.” Plato painted a classic vision of such communication in the *Phaedrus*. On the other hand, people can be diminished and degraded by communication that deceives them, arouses irrelevant passions, and reinforces a view once offered by Alexander Hamilton in an argument with Thomas Jefferson: “Your people, Sir, is nothing but a great beast.” Plato depicts such communication in

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Communication as Interaction

Attend a scheduled speaking event on campus, and observe the interaction of the seven elements discussed above and illustrated in the model. Was the speaker sensitive to the interplay of these elements? Did the message seem to come through without distortion? Did the speaker respond to feedback? Might the communication process have been improved? If so, how?

the *Gorgias*. Encouraging the one form of communication and discouraging the other is a major aim of this book.

Kenneth Burke, one of the leading communication theorists of our time, introduced a concept that may help explain how communication can be dynamic, either for good or for evil. Burke's **identification** occurs when speakers create a sense of shared oneness, purpose, or identity through communication. The idea suggests that speakers create a vision of their listeners as belonging together to one community.¹⁴ The speaker then urges them to *become* that community, to recognize their common interests and goals and realize what they can accomplish together. The speaker invites them to bring the vision into reality for the sake of change or improvement.

This idea helps explain the power of the appeal offered in Anna Aley's speech protesting slum housing in her campus town of Manhattan, Kansas:

What can one student do to change the practices of numerous Manhattan landlords? Nothing, if that student is alone. But just think of what we could accomplish if we got all 13,600 off-campus students involved in this issue! Think what we could accomplish if we got even a fraction of those students involved!

Anna, a Kansas State University student, helped her listeners realize that they were *victims* of slum housing. In other words, she pointed out their *identity*. And she offered a new, dynamic vision of themselves acting together to correct these abuses. (See Anna Aley's complete speech in Appendix B.)

Identification also helps explain the power of public speaking on the wider stage of public affairs. When Martin Luther King, Jr., strove to change racial practices in America, he offered a redress for the legacy of humiliation and segregation that continued to divide Americans. In his celebrated speech, "I Have a Dream," King offered a vision of brotherhood and sisterhood to bring the nation together.¹⁵ As his leadership emerged, King's own image seemed to grow and expand. His followers also became heroic figures as they marched through one ordeal after another. These transformations indicate how people can grow and enlarge when they interact in ethical communication that inspires and encourages them.

What Public Speaking Asks of You

A course that offers so much requires a great deal in return. It asks that you make a serious commitment of time and dedication to finding your voice as a speaker. It asks also that you respect **public speaking ethics**, standards that determine the rightness or wrongness of public communication behaviors, in both your speaking and your listening. The National Communication Association in its "Credo for Ethical Communication" offers a list of principles that may guide you (see Figure 1.3).

Moral issues can arise in every phase of speech-making, from selecting the topic to making the actual presentation. For this reason, you will encounter situation-grounded discussions and "Your Ethical Voice" features throughout this text. In this final section, we discuss two major considerations that underlie ethical public speaking: respect for the integrity of ideas and information and a genuine concern for consequences.

► **identification** The feeling of closeness between speakers and listeners that may overcome personal and cultural differences.

► **public speaking ethics** Standards for judging the rightness or wrongness of public speaking behaviors.

Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication.

- We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
- We strive to understand and respect other communicators before evaluating and responding to their messages.
- We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of families, communities, and society.
- We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence and through the expression of intolerance and hatred.
- We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.¹⁶

FIGURE 1.3 Credo for Ethical Communication

Respect for the Integrity of Ideas and Information

In an age when misinformation and outright lies often circulate unchallenged on the Internet, when passion and prejudice—loudly asserted—too often take the place of sound reasoning, and when people may “tweet” more than they think, it is good to remind ourselves that respect for the integrity of ideas and information is a basic principle of ethical communication. This respect requires that you speak from responsible knowledge, use communication techniques carefully, and avoid academic dishonesty.

Speaking from Responsible Knowledge No one expects you to become an expert on the topics you speak about in class. You will, however, be expected to

speak from **responsible knowledge**. As we discuss in detail in Chapter 7, responsible knowledge of topics includes

- knowing main points of concern about your topic.
- understanding what experts say about it.
- acknowledging differing points of view on controversial topics and giving these due respect.
- being aware of recent events or discoveries concerning your topic.
- realizing how what you say might affect the lives of listeners.

In short, responsible knowledge is an advanced state of awareness concerning a topic. It is the goal of sound speech preparation.

Consider how student Stephen Huff acquired responsible knowledge for an informative speech. Stephen knew little about earthquakes before his speech, but he knew that Memphis was located on the New Madrid fault and that this could mean trouble. He also knew that there was an earthquake research center on campus.

Stephen arranged for an interview with the center's director. During the interview, he asked a series of well-planned questions: Where was the New Madrid fault, and what was the history of its activity? What was the probability of a major quake in the near future? How prepared was Memphis for a major quake? What kind of damage could result? How could listeners prepare for it? What readings would the expert recommend?

All these questions were designed to gain knowledge that would interest and benefit his listeners. Armed with what he had learned, Stephen went online and then to the library, where he found other valuable sources of information. He was well on his way to speaking from responsible knowledge.

Using Communication Techniques Carefully. Unethical speakers can misuse valuable techniques for communicating ideas and information in order to confuse listeners or to hide a private agenda. Consider, for instance, **quoting out of context**. In Chapter 8, we encourage you to cite experts and respected authorities to support important and controversial assertions. However, this technique is corrupted when speakers twist the meanings of such statements to support their own views and to endorse positions these respected persons would never have accepted.

Speakers sometimes invoke Martin Luther King's "dream" of a color-blind society to roll back reforms that he helped to inspire. In his "I Have a Dream" speech, for example, King offered his vision of a world in which we would judge people by their character and not by their color. A governor used King's dream to explain why he was appointing only white men to the board running the university system in his state. A theater critic in New York invoked the vision to condemn the formation of black theatrical companies.¹⁷ These people applied King's words out of the context of his speech, if not of his life, to defeat his actual purpose.

Throughout this text, we warn you in specific situations how evidence, reasoning, language, humor, visual aids, and other powerful communication techniques can be abused to deceive audiences and undermine constructive communication.

Avoiding Academic Dishonesty. In the public speaking classroom, the most disheartening form of academic dishonesty is **plagiarism**, presenting the ideas or

► **responsible knowledge** An advanced state of awareness concerning a topic, understanding its major features, issues, latest developments, and local applications.

► **quoting out of context** An unethical use of a quotation that changes or distorts its original meaning.

► **plagiarism** Presenting the ideas and words of others as though they were your own.

words of others as though they were your own.¹⁸ Plagiarism mutates into specific forms of intellectual abuse, such as “parroting” an article or speech from a newspaper, magazine, or Internet site without crediting the source in your speech. In effect, you offer the work as though it were your own creation. Another corrupt form is “patchwork plagiarism,” cutting passages from multiple sources and splicing them together as though they were one speech, *your* speech. Then there is a kind of “social plagiarism,” in which students collude to produce one speech, which is then presented in different sections of the public speaking course.

There are many good reasons for you to avoid such behaviors. Most colleges and universities regard plagiarism as *a threat to the integrity of higher education* and stipulate penalties ranging from a major grade reduction to suspension or even expulsion from the university. You can probably find your university’s policy in your student handbook or on your college website. Your communication department or instructor may have additional rules regarding academic dishonesty.

Another reason to avoid plagiarism in its various forms is the good possibility that *you will get caught*. Instructors are better at spotting academic dishonesty than students may think. Many departments keep files of speeches and speech outlines, instructors do talk to each other, and there are online resources that instructors can use for looking up “stock” speeches that have been lifted from the Internet. Professional associations are constantly updating speech instructors on how to detect plagiarism.¹⁹

An even better reason for avoiding plagiarism is that it is an *intellectual crime*, the theft and/or abuse of other people’s ideas. Just as you would not steal the physical property of others, you should not steal the creative products of their minds. If you credit the thinking of others in your speech by citing your sources honestly, you honor them and at the same time build your credibility. If you plagiarize, you abuse them and convict yourself of a deep character flaw.

YOUR ethical VOICE Avoiding Plagiarism

Avoiding plagiarism is a matter of faith among you, your instructor, and your classmates. Be especially alert to the following:

1. Don’t present or summarize someone else’s speech, article, or essay as though it were your own.
2. Draw information and ideas from a variety of sources; then interpret them to create your own point of view.
3. Don’t parrot other people’s language and ideas as though they were your own.
4. Always provide oral citations for direct quotations, paraphrased material, or especially striking language, letting listeners know who said the words, where, and when.
5. Credit those who originate ideas as you introduce their statements in your speech: “Studs Terkel has said that a book about work ‘is, by its very nature, about violence—to the spirit as well as the body.’”
6. Allow yourself enough time to research and prepare your presentation responsibly.
7. Take careful notes as you do your research so that you don’t later confuse your own thoughts and words with those of others.

The most compelling reason for avoiding plagiarism is that *you are cheating yourself*. The plagiarized voice is a fraud. When you plagiarize, you give up your search for your authentic voice and prevent yourself from growing into the communicator you might have become. When you do not prepare your own work, you likely will not speak very well anyway. You end up compromising all the benefits we have described.

So don't plagiarize!

A Genuine Concern for Consequences

Finding your voice also means developing concern for those who listen to you. You become more aware of how your words can impact the lives of your audience.

We have at present a crisis of civility in public communication. Robust and spirited debate of ideas is an ideal of democracy, but negative practices such as the verbal abuse of opponents and heckling that drowns out other voices are democracy's nightmare. In such an age, we personally need to set a high standard of honorable communication practices. In a world of increasing incivility, we must preserve and protect the goal of informed and rational decision making made possible only by open, tolerant, and respectful discussion of ideas.²⁰

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Becoming a Critic of Public Speaking

"Finding Your Voice: The Story of Your Quest" (p. 31) suggests that you keep a diary in which you describe your experiences as you find your voice. Add speech evaluation to your diary by commenting on effective and ineffective, ethical and unethical speeches as you hear them both in and out of class, whether through local and national media, on YouTube, or from other sources. As you listen to speeches, ask yourself these questions:

1. Was the speaker credible?
2. Was the speech well adapted to listeners' needs and interests?
3. Did the speech take into account the cultural makeup of its audience?
4. Was the message clear and well structured?
5. Were the language and presentation effective?
6. How did listeners respond, both during and after the speech?
7. Did the setting have any impact on the message?
8. Did the speech have to overcome any interference problems?
9. Did the speech promote identification between speaker and listeners?
10. Did the speaker demonstrate responsible knowledge and an ethical use of communication techniques?
11. Did the audience members meet their responsibilities as listeners?

FINAL reflections

A Quest That Deserves Commitment

Paleontologists tell us that a dramatic moment in the story of human evolution occurred several hundred thousand years ago when our early ancestors developed the capacity for speech. It is interesting to consider that each of us—as we discover our voices through preparation, practice, and ultimate success in presentation—replicates in miniature the experience of our species as humans discovered their voices and the incredible power of communication.

In some of us, this experience can be quite dramatic. In his biography of President Lyndon Johnson, Robert Caro tells the story of Johnson's mother, who taught communication skills to isolated Hill Country children, and of Johnson's cousin, Ava, who studied public speaking with her. When Mrs. Johnson began assigning speech topics, Ava recalls,

I said "I just can't do it, Aunt Rebekah." And she said, "Oh, yes, you can. There's nothing impossible if you put the mind to it. I know you have the ability to deliver a speech." And I cried, and I said, "I just can't do it!" Aunt Rebekah said, "Oh, yes, you can." And she never let up, never let up. Never. Boosting me along, telling me I could do it. She taught me speaking and elocution, and I went to the state championships with it, and I won a medal, a gold medal, in competitions involving the whole state. I owe her a debt that I can never repay. She made me know that I could do what I never thought I could do.²¹

Our hope for you is that you win your own gold medal, whatever form it may take, as you find your voice as a public speaker.

After Reading This Chapter, You Should Be Able To Answer These Questions

- 1 What are the three levels of meaning involved in "finding your voice"?
- 2 What is ethnocentrism?
- 3 What are the three major forms of public speaking and the three main kinds of appeals named by Aristotle?
- 4 What seven elements are central to the nature of public speaking as an interactive process?
- 5 How are identification and community related?
- 6 How can a speaker meet the challenge of responsible knowledge?
- 7 What is plagiarism, and why should it be avoided?

For Discussion and Further Exploration

- 1 Speaking is thinking aloud. Expressing your ideas in front of an audience can be a revelation. You may become conscious of ideas that you may never have thought about before. Discuss how public speaking can be a life-long learning experience.

- 2 Speaking at a public forum is different from everyday conversation. At first, one's own voice surprises oneself. How does increased exposure to public speaking make one discover one's own style of speech?
- 3 Public speaking is a medium to discover the value of the spoken word as well as of silence. Public speaking also makes one realize one's values. What is the connection between these two apparently distinct ideas?
- 4 Learning the nitty-gritty of public speaking—what goes into making an effective speech? what is added or deleted to make an impact on the audience?—is an enlightening experience. Do you think training in public speaking can lead to an understanding of the difference between information and misinformation?
- 5 Communication is a circular and interactive process. What are the seven elements that make effective communication? Does the removal of one of these elements affect the quality of communication? In your opinion, which is the most important element?
- 6 Explain in detail how empathizing with one's listeners not only brings new insights to one's speech but also increases the impact of one's discourse.
- 7 Public speaking is a responsible activity. Researching well, paying attention to different schools of thought, and including the latest discoveries or events in one's speech are the hallmark of good public speaking. How can one's speech affect the lives of one's listeners?
- 8 Plagiarism is a kind of exploitation, as well as a crime. In spite of constant warnings issued by various organizations, plagiarism continues unabated. What good practices should a public speaker follow to avoid plagiarism? If someone close to you indulges in plagiarism, what would be your course of action? The most compelling reason to avoid plagiarism might be that you are deceiving yourself as well as preventing yourself from accumulating knowledge. Do you think such idealistic thoughts stand true in the real world? Does plagiarizing mean the person lacks creativity?
- 9 People in ancient societies realized the true worth of the spoken word and gave it much importance. Speech can influence another person's choices. An important aspect of effective speaking is listening. Good listening skills make us good human beings. Generally we only hear others; we don't listen. Explain how listening:
 - forces us to be imaginative.
 - introduces us to novel ways of using diction and syntax.
 - helps us become affectionate, kind, loveable, and humane in our personal life.
 - broadens one's worldview.
 - helps us understand different cultures and others' points of view.
 - makes us, along with good public speakers, professionally precise, clear, and tactful.



2

Understanding and Managing Your Fear of Speaking

Objectives

This chapter will help you

- 1 Understand more about your communication anxiety
- 2 Manage communication anxiety through reality testing
- 3 Master selective relaxation to counter communication anxiety
- 4 Adjust your attitudes to diminish communication anxiety
- 5 Develop the techniques of cognitive restructuring

OUTLINE

Understanding Communication Anxiety

Managing Your Communication Anxiety

Final Reflections Climbing Fear Mountain