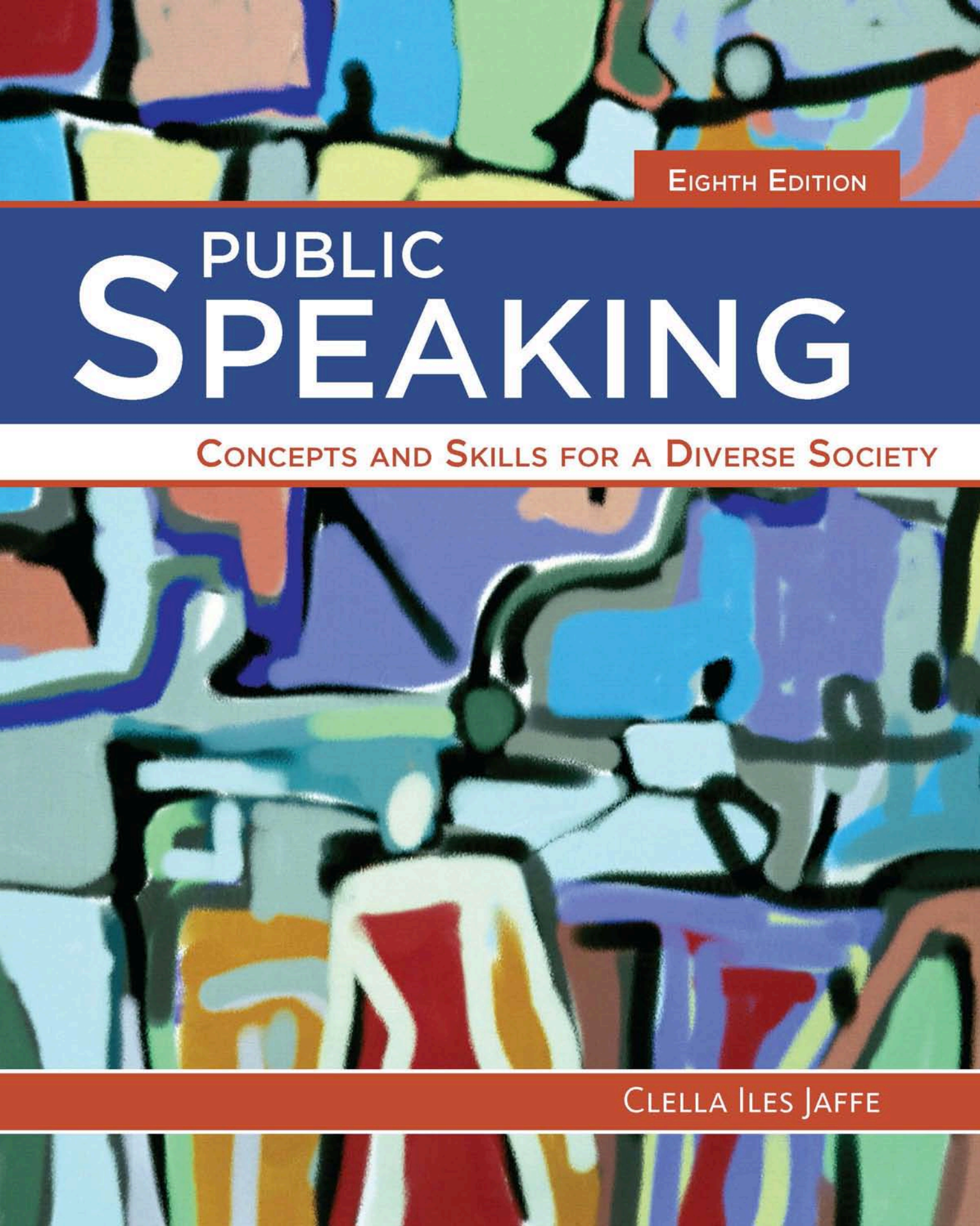
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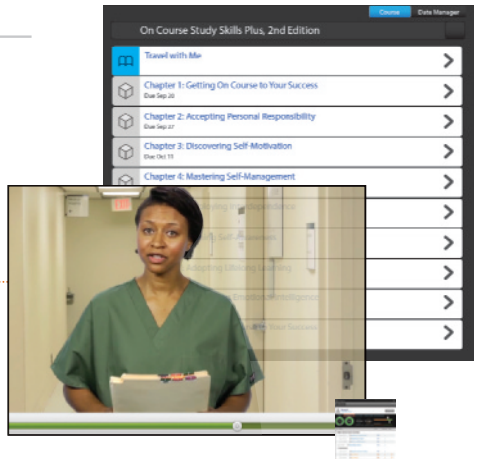

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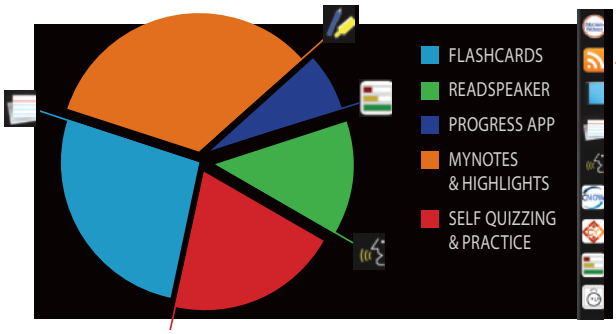

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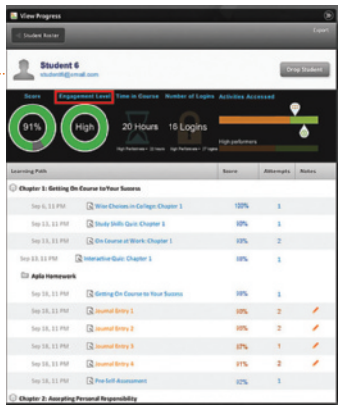

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PREFACE

> Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.
>
> Winston Churchill

THE EIGHTH EDITION of *Public Speaking: Concepts and Skills for a Diverse Society* continues to be a culturally informed text that maintains its fundamental purpose—to train students to be effective public speakers and listeners in an ever-changing world.

I originally wrote this text to emphasize the intertwined relationships between public speaking and culture because public speaking and listening combine to reinforce, transmit, change, and blend cultures. In fact, the very characteristics speakers aim to influence—beliefs, values, attitudes, and actions—are the basic elements of diversity. In addition, our cultural backgrounds influence our perceptions of our roles as public speakers and listeners. Culture also affects topic selection, research methods and resources, and reasoning styles. Consequently, this text combines 2,500-year-old principles from Western traditions with up-to-date research in a way that is sensitive to our pluralistic society.

The years between the first edition and this, the eighth edition, have seen monumental social, cultural, and technological changes, both in the United States and across the globe. Each new edition provides an opportunity to integrate developing trends into the text as well as to update research findings and pedagogical trends in the field of public speaking. I am grateful to all who have used the first seven editions and to the many professors and students who have given helpful suggestions to keep the text practical and current.

New to This Edition

I'm proud to say that this was the first public speaking textbook to focus on diversity, include an interpreted speech (given in Spanish and translated into English and now available in the online resources), describe invitational rhetoric, discuss receiver apprehension, and show alternative patterns of speech organization. Each edition has maintained several proven emphases:

- Cultural influences on public speaking and public speakers' influence on culture
- Gender, ethnic, and global diversity
- Civility and ethics in speaking and listening
- Emphasis on dialogical public speaking and listening
- Technological advances and public speaking
- Traditions dating back to classical rhetoric
- Nontraditional organizational patterns

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This edition retains these features and includes a number of important changes in response to reviewer feedback. Here are some highlights of what's new or revised:

- **Information about online courses**. A Google search for "online public speaking course" resulted in thousands of links, indicating that nontraditional courses have an increasingly important presence nowadays. Consequently, this edition includes research about online courses (Chapter 1), some information about audiences in online courses (Chapter 6), and tips for videotaping speeches (Chapter 14).
- **New and updated information**. A new section on listening competencies incorporates up-to-date cognitive science research regarding basic skills (surface processing) versus advanced skills (deep processing) for listening. Chapter 7 includes new material about legacy journalism and native digital news outlets in the rapidly changing world of journalism; in the same chapter is a new strategy, (MAPit) for evaluating online materials. Chapter 12 includes a new section on powerful (versus powerless) language forms.
- **Revised chapters**. Many reviewers requested a shorter book, so I edited out some nonessential material to make a more concise text. Gone is the narrative chapter with its explanation of narrative theory, but the exemplum pattern for narratives is retained in a new Chapter 18 that now incorporates the guidelines for special occasion speeches that were in Appendix B in earlier editions.
- **Additional figures that summarize information**. Both student and faculty reviewers noted the helpfulness of visuals, such as Figure 2.1 that summarizes the five canons of rhetoric, so I added several such features throughout the text.
- **Updated references to social events**. Keeping a text current requires frequent updating to include accurate and relevant information. For example, between every edition, current issues—nationally and internationally—change. References in one edition become outdated in the next.
- **Enhanced online materials**. To meet reviewers' requests for a shorter book, sample speeches, the Stop and Check boxes, and the Build Your Speech features are now mostly in interactive online format. For more information about the speech videos for this book, see the Resources for Students section.

Proven Chapter-by-Chapter Features

In addition to chapter-opening lists of learning objectives, key term definitions in the margins of each chapter, and chapter-ending summaries, each chapter includes several acclaimed pedagogical features that improve student learning and performance.

- **Diversity in Practice boxes**. These boxes enhance the book's emphasis on diversity by presenting brief summaries of public speaking traditions from a range of perspectives. Examples include ancient cultures (Chapter 1), global groups (Chapters 7, 9, and 18), ethnic groups (Chapters 10 and 15), gender (Chapters 2 and 16), and co-cultures (Chapter 12).
- **Ethics in Practice boxes**. This text has always emphasized ethical speaking and listening. This edition includes an ethics box in most chapters. These boxes present short examples or cases that invite students to contemplate the ethical implications of chapter concepts, using probing questions that are appropriate for class discussions.
- **Critical Thinking Exercises and Application Exercises**. These end-of-chapter questions help students better understand and critically evaluate the chapter content and further apply the skills they've learned. Critical Thinking Exercises are designed for individual reflection on chapter concepts. Application Exercises are designed for group assignments and for in-class discussions.

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- **Sample speeches**. Many chapters include excerpts from student outlines or speeches. Appendix B also includes speeches and outlines that provide models showing how other students fulfilled a typical assignment. Chapter 17 provides a cautionary, negative model. Appendix B also features speeches by professional speakers. Most of these speeches and many others are available in online supporting materials. For more information about this book's speech resources, see the Resources for Students section.

Accompanying Resources: An Exclusive Teaching and Learning Package

Public Speaking: Concepts and Skills for a Diverse Society, Eighth Edition, offers a comprehensive array of supplements to assist in helping students succeed and in making the public speaking course as meaningful and enjoyable as possible for both students and instructors.

Resources for Students

These student resources are available when instructors order them bundled with the text (or when they order access to these resources). Students can also purchase these resources at **cengagebrain.com**.

- MindTap Speech for *Public Speaking: Concepts and Skills for a Diverse Society* is a fully online, highly personalized learning experience that enhances learner engagement and improves outcomes while reducing instructor workload. By combining readings, multimedia, activities, and assessments into a singular Learning Path, MindTap guides students through their course with ease and engagement. Videos are available in the Speech Video Library so that students can better comprehend the key concepts of each chapter. *Activities, powered by MindApps developed specifically for this discipline, guide students through the process of analyzing sample speeches, creating topics, building outlines, and practicing and presenting their speech*. Instructors personalize the Learning Path by customizing Cengage Learning resources and adding their own content via apps that integrate into the MindTap framework seamlessly with any Learning Management System.
- ***A Guide to the Basic Course for ESL Students*** is also available bundled with the book. Specifically for communicators whose first language is not English, it features FAQs, helpful URLs, and strategies for managing communication anxiety.
- **The Art and Strategy of Service Learning Presentations, Second Edition**. Available bundled with *Public Speaking: Concepts and Skills for a Diverse Society*. Authored by Rick Isaacson and Jeff Saperstein of San Francisco State University, this handbook provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations.

Resources for Instructors

Public Speaking: Concepts and Skills for a Diverse Society, Eighth Edition, also features a full suite of resources for instructors. The following class preparation, classroom presentation, assessment, and course management resources are available:

- **Instructor's Website**. This website is an all-in-one resource for class preparation, presentation, and testing for instructors. Accessible through Cengage.com/login with your faculty account, you will find an Instructor's Manual, Chapter-by-Chapter

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Powerpoint presentations, and Cengage Learning Testing files, powered by Cognero®).

- **Instructor's Resource Manual**. The Instructor's Resource Manual (available for download at the Instructor Companion site) provides a comprehensive teaching guide. Written by the author and updated by Miri Pardo, St. John Fisher College, this manual features sample syllabi, as well as suggested speaking assignments and criteria for evaluation. Each text chapter has the following resources: chapter goals, a chapter outline, suggestions correlating supplements and online resources, supplementary research notes, and suggested discussion questions.
- **Cengage Learning Testing, powered by Cognero®** Prepared by <instructor name> of <institution> and accessible through Cengage.com/login with your faculty account, this test bank contains <multiple-choice, true/false and essay questions for each chapter>. Cognero® is a flexible, online system that allows you to author, edit, and manage test bank content. Create multiple test versions instantly and deliver through your LMS from your classroom, or wherever you may be, with no special installs or downloads required. The following format types are available for download from Instructor Companion Site: Blackboard, Angel, Moodle, Canvas, Desire2Learn. You can import these files directly into your LMS to edit, manage questions, and create tests.
- ***The Teaching Assistant's Guide to the Basic Course*.** Katherine G. Hendrix, who is on the faculty at the University of Memphis, prepared this resource specifically for new instructors. Based on leading communication teacher training programs, this guide discusses some of the general issues that accompany a teaching role and offers specific strategies for managing the first week of classes, leading productive discussions, managing sensitive topics in the classroom, and grading students' written and oral work.

These resources are available to qualified adopters, and ordering options for student supplements are flexible. Please consult your local Wadsworth Cengage Learning sales representative for more information, to evaluate examination copies of any of these instructor or student resources, or for product demonstrations. You may also contact the Cengage Learning Academic Resource Center at 800-423-0563 or visit us at **cengagebrain.com**.

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Clella Iles Jaffe, Ph.D.

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Public Speaking 8e

Concepts and Skills for a Diverse Society

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CHAPTER 1

THIS CHAPTER WILL HELP YOU

- Define public speaking
- Define culture in the context of public speaking
- Give reasons for studying public speaking from a cultural perspective
- Identify ways that culture affects public speaking
- Explain how public speaking influences culture
- Explain the value of public speaking for individuals
- Identify elements of the transactional model of communication

Diana Ong/SuperStock

Introduction to Public Speaking and Culture

MindTap™ ***Review*** *the chapter Learning Objectives and* ***Start*** *with a quick warm-up activity.*

IN THE FINAL WEEK of his senior year, Josh presented the results of his honors thesis to professors and other physics majors. During her internship, Whitney helped organize a large fund-raising event, which required her to make regular reports to her supervisors. Mary worked with student volunteers, who spent their Friday nights interacting with homeless people in her city; she often gave public announcements about upcoming events. These students drew on concepts and skills they sharpened in their public speaking course.

In many languages and dialects and in formal and informal settings, speakers such as these inform, persuade, entertain, and reinforce community values. Public speaking is vital in a culture where each person has the constitutional

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public speaking a person delivers a presentation to a group that listens, generally without interrupting the speaker's flow of ideas

right to express ideas freely. By definition, **public speaking** occurs when one person prepares and delivers a talk for a group that listens, generally without interrupting the speaker's flow of ideas. This very idea fills some people with dread, but over the coming weeks this course will help you assess your current abilities, identify areas for improvement, and work out ways to deal with the challenges of speaking and listening in a free society. As you create first one speech and then another, you will add competencies and refine those you already have.[1]

Although this text includes the word *speaking*, speech-*making* is only one element of the course. More often than not, you will be in the audience, listening to speeches in an increasingly diverse culture and world. Consequently, learning to better understand and evaluate the messages you hear daily is another major course goal. The competencies needed for these two roles—speaker and listener—are the focus of this text.

Diverse society is also part of the book's title because you will better understand our nation and our world if you understand how cultural diversity affects communication. To meet this goal, this text presents the most common public speaking norms in the United States, while introducing a variety of speaking traditions from other cultural groups.

MindTap™

***Read,** highlight, and take notes online.*

Culture and Public Speaking

culture an integrated system of learned beliefs, values, behaviors, and norms that include visible (clothing, food) and underlying (core beliefs, worldview) characteristics of a society

A **culture** is an integrated system of learned beliefs, values, attitudes, and behaviors that a group accepts and passes along from older to newer members. Don Smith,[2] founder of Daystar University in Kenya, compares cultures to onions with outer layers (clothing, art, food, language, and so on) and embedded cores that filter how we view the world (ideologies, folk beliefs, attitudes, values, and the like).[3] In other words, cultures exist at both visible and conscious levels and at invisible and subconscious levels; they have relatively stable elements, but they can and do change.

Cultures are somewhat like onions because of their many integrated layers that surround an inner core of beliefs, values, and attitudes.

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Although members of a society share many commonalities, there is no single "U.S. culture"; instead, this nation consists of many **co-cultures**[4]–groups that share many aspects of the dominant culture, but diverge in some way. The TV show *Modern Family* illustrates co-cultural diversity. Phil and Jay are white heterosexual males; Mitch and Cam are gay; their daughter Lily is Asian American; Gloria is Colombian; and so on. The family members work together to create a humorously supportive family system.

co-cultures subgroups of culture, characterized by mild or profound cultural differences that coexist within the larger culture

Public speaking is essential within cultures. Professor Charles Conrad explains that

> cultures are communicative creations. They emerge through communication, are maintained through communication, and change through the communicative acts of their members. Simultaneously communication is a cultural creation. Persons' perceptions of the cultures in which they live…form the situations that guide and constrain their communication.[5]

Public Speaking in Ancient Cultures

Public speaking has its place in every society. For example, fragments of an ancient manuscript, *The Precepts of Ke'gemni and Ptah-hotep* (ca. 2100 bce), provided young Egyptians with guidelines for speaking, including (1) do not pervert the truth and (2) avoid speech subjects about which you know nothing.[6]

The medieval Arab scholar Muhammad ibn 'Abd al-Rahman al-Qzawini (d. 1338) classified the science of eloquence into three parts: (1) *'ilm al-ma' ānī* (the science of meanings), (2) *'ilm al-bayān* (the science of clarity), and (3) *'ilm al-badī* (the science of ornamentation).[7]

The ancient Chinese scholar Lao-Tzu advised, "[a] virtuous person does not speak with high-sounding words; one who speaks with high-sounding words is not a virtuous person."[8]

You can see the practicality of the advice and analysis, both then and now.

A cultural perspective will enable you to communicate more competently. Identifying audience expectations regarding the specific setting and determining what is most appropriate in it will make you a more **rhetorically sensitive** person who "can adapt to diverse social situations and perform reasonably well in most of them."[9] In other words, each audience has expectations for a presentation regarding the length, appropriate delivery, and so on. You will be more effective if you understand and adapt to these cultural expectations.

rhetorically sensitive the ability to adapt fairly successfully to a variety of social situations

Culture Affects Public Speaking

Cultures influence speaking by providing core resources, communication technology, and cultural expectations for speakers and listeners.

Cultures Provide Core Resources

Each culture offers a pool of **core cultural resources**—systems of intertwined beliefs, attitudes, and values (BAV) that underlie our behaviors in every area of life, including public speaking.[10] (See Figure 1.1.)

core cultural resources beliefs, attitudes, and values (BAV) along with behaviors that provide a logical basis for a culture to define what is necessary, right, doubtful, or forbidden

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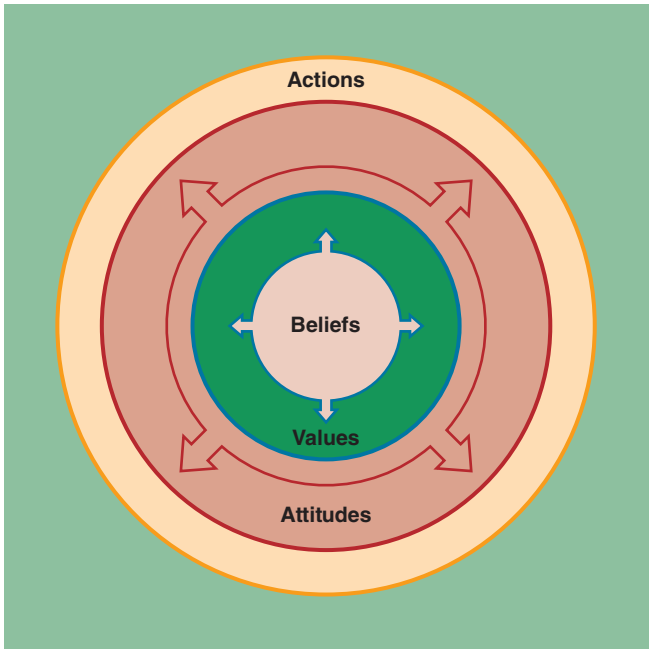

Figure 1.1
Intertwined beliefs, values, attitudes, and actions comprise our core cultural resources.

Beliefs are the ideas we mentally accept as true or reject as false. Attitudes are our predispositions to evaluate—either negatively or positively—persons, objects, symbols, and the like. Values are our underlying evaluations of what is important, significant, moral, or right. Finally, behaviors are the actions we consider appropriate or normal. (Chapters 6 and 17 provide more detail about this.) Some foundational cultural resources that affect public speaking in the United States include:

- A *belief* that we can change society by speaking out and creating public policies instead of giving in to fate.
- Positive *attitudes* toward open forums and negative *attitudes* about suppressing dissent.
- A *value* on individuality over conformity.
- Standards for predictable speaking and listening *behaviors* that vary according to context.

As you can see, these core resources underscore the importance of free public expression in the United States.

Cultures Provide Technological Aids

oral culture culture with no writing and no technology for recording messages apart from face-to-face interactions

The technology available to a culture greatly affects how its members create and exchange messages. A strictly **oral culture** has no way to record, store, or transmit ideas, so speakers and audiences *must* meet face-to-face. Because everything they know must be memorized, oral groups rely on poems, chants, proverbs, and stories that help them learn and remember their values, beliefs, and traditions.[11]

In contrast, most cultures today provide at least some access to literacy and to electronic devices that allow people to record their ideas and convey them to audiences separated by both distance and time. You can access an overwhelming amount of available resources for speech materials, including printed materials, digitally stored databases, the Internet, audiovisual resources, and so on. Additionally, microphones, cameras, sophisticated projectors, and resources such as YouTube enable you to record and present your ideas to a wide audience.

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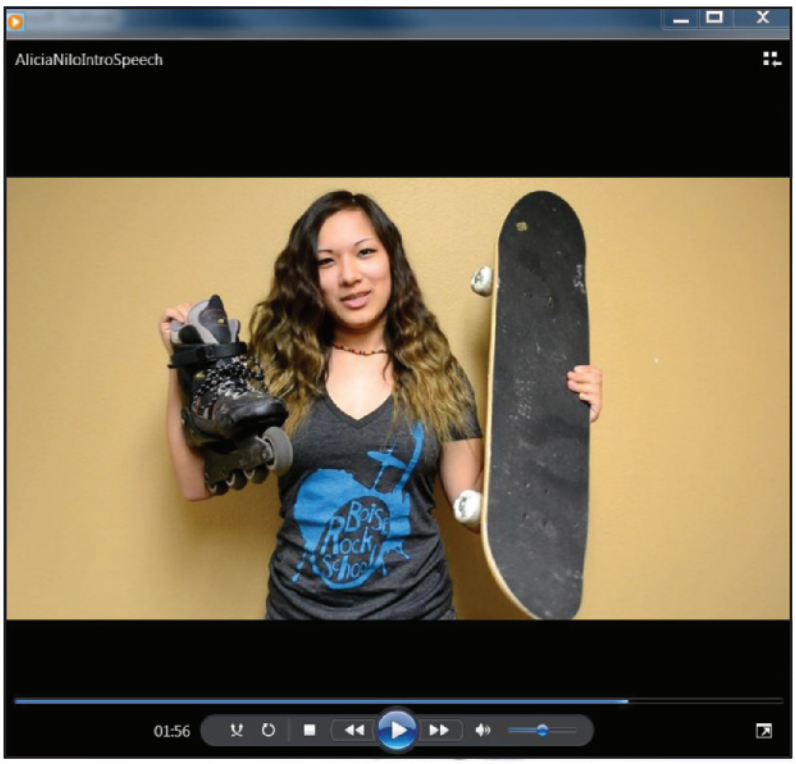

Alicia Nilo

Today's technology allows students to take speaking courses online where they create videos of their speeches and post them online for classmates to see and critique.

The amount and types of available electronic resources allow students to take public speaking courses in hybrid (partly online and partly face-to-face) or in entirely online formats. Students who choose these courses like the flexibility of learning on their own schedule. Of course, they need access to a computer, the Internet, and in entirely online courses, some form of recording equipment. Research shows the outcomes to be very similar between online and traditional courses, although the percentage of students who complete the face-to-face course is higher than those who take it online. Key factors for online success include the ability to work well independently and the match between the online mode and the student's learning style.[12]

Cultures Provide Expectations about Speaking and Listening

According to the Dutch theorist Geert Hofstede,[13] national cultures vary along an individualistic-collectivist dimension. People in **individualistic cultures** depend more on themselves and their immediate families. They're judged on the basis of individual achievement and merits, and they learn to speak up to solve problems. The United States, Australia, and Western European countries score highest on individualism. Members of **collectivist cultures**, in contrast, are born into strong, cohesive in-groups that protect them and to whom they are loyal. They may feel uncomfortable if they, and not the group, are singled out for an honor, and they try to avoid shaming others. Many Latin American and Asian countries score highest on collectivism.[14] Compare their pronouns: People from individualistic cultures use comparatively more "I" and "my" words than do people from collectivist cultures who prefer "we" and "our" pronouns. (Have you ever noticed that English is the only language that capitalizes the word for "I" and not the word for "you"?)[15]

individualistic cultures
members of these cultures depend mainly on themselves and are judged on personal merits

collectivist cultures
members of these cultures are integrated into an in-group that protects them throughout their lives

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nonexpressive cultures cultures that value privacy and encourage members to keep their emotions and ideas to themselves rather than to express them publicly

expressive cultures cultures that encourage members to give their opinions, speak their minds, and let their feelings show

Cultures range in the amount and kinds of information they encourage members to express. **Nonexpressive cultures** expect people to guard their emotions and ideas rather than express them indiscriminately. Japanese, Chinese,[16] Finnish,[17] and many Native American groups are comparatively nonexpressive. As you might guess, someone from these cultures could be overwhelmed at the thought of speaking in public.[18] In contrast, **expressive cultures** encourage people to give their opinions, speak their minds, and let their feelings show. Koreans, Puerto Ricans,[19] African Americans, and many African cultures[20] are more verbal and confident in speaking out. President Obama is just one example of the many African Americans considered to be a highly skilled speaker.

Cultures also influence "who" speaks—and "to whom." Some cultures allow only older adult men who are considered wisest or most knowledgeable to speak, leaving children, young people, nonexperts, and women without a voice in public arenas.[21] Sometimes ridicule, misunderstanding, or punishment await the poor, members of minority groups, or people with divergent political views who try to speak out.[22] In addition, access to specific venues is commonly limited. For example, could a minimum-wage worker at a local motel chain enter corporate headquarters and ask for a better retirement plan? Not likely. Can just anyone testify before Congress? No, only those who are invited.[23] On the other hand, sites such as Vimeo, CNN's iReport, and YouTube open up possibilities for young and old alike to participate in **digital oratory**—an emerging form of public address housed online in new media platforms.[24]

digital oratory an emerging form of public address housed online in new media platforms such as YouTube, Vimeo, or iReport

In addition, cultures develop a preferred **communication style**[25]—underlying ideas for how to speak most appropriately within the culture. The dominant style in the United States includes the following:

communication style a culture's preferred ways of communicating, given its core assumptions and norms

- *Problem orientation*. We assume that the world is rational and that we can create solutions to problems by acting on them.
- *Directness*. We expect ideas to be logically organized and go straight to the point.
- *Explicitness*. We prefer clear, concise, and precise language instead of indirect or vague statements.
- *Informality*. Cultural values of equality and individuality lead to conversational delivery.
- *Personal involvement*. Speakers commonly share personal experiences that establish common ground with their audiences.

taboo topics a culture considers inappropriate

Cultures also influence topics. The Polynesian word *tabu* or **taboo** (inappropriate topics) contrasts with *noa* (discussable topics). Each culture designates some topics as discussable and some as taboo. General topics such as current events are typical of *noa* topics, acceptable in many cultures.[26] However, issues related to human sexuality,[27] one's personal religion, death,[28] or criticism of the government—these topics can be taboo or confined to an "appropriate" time and place.

Cultural factors such as these can affect how comfortable you feel in a public speaking classroom that teaches Euro-American cultural norms. Appropriate speaking and listening in classrooms or workplace settings may be quite different from your cultural traditions. If so, you can become **bicultural**, knowing how to speak in the dominant culture while appreciating and participating in your own ethnic speech community. In the following example, a Nigerian woman living in the United States explains how she accomplishes this:

bicultural knowing and applying different rules for competent behaviors in two cultures

> At work,…I raise my voice as loud as necessary to be heard in meetings. At conferences where I present papers on "Women from the Third World," I make serious arguments about the need for international intervention in countries where women are deprived of all rights.…Yet as easily as I switch from speaking English to Ibo (her Nigerian language),…I never confuse my two selves.

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> Hundreds of thousands of women from the Third World and other traditional societies share my experience. We straddle two cultures, cultures that are often in opposition. Mainstream America, the culture we embrace in our professional lives, dictates that we be assertive and independent—like men. Our traditional culture, dictated by religion and years of socialization, demands that we be docile and content in our roles as mothers and wives—careers or not.[29]

In summary, our cultures provide a range of appropriate communication behaviors. Consequently, students from many traditions bring contrasting expectations of "how to" speak into the college classroom. If you judge other traditions by your own culture's standards, misunderstandings and negative evaluations can result.

David J. & Janice L. Frent Collection/Historical/CORBIS

Many cultural transformations have come about because people willingly argued for change. Women's suffrage was a major theme one hundred years ago; today, the themes are different, but reformers still speak out to create a more just, equitable, and safe society.

Public Speaking Affects Culture

New technology, new leaders, and new ideas can and do change cultures. Often changes come through skillful public speakers who transmit, reinforce, repair, or transform their cultures.[30]

- Speakers who *transmit* cultural resources teach cultural beliefs, values, and behaviors. For example, English-language professors teach foreign students how to navigate this culture. Religious leaders teach their beliefs to youth and to converts.
- Those who *reinforce* or support existing cultural elements encourage listeners to persist in positive behaviors or beliefs. Examples include politicians who urge people to keep on voting or inspirational speakers who stress the importance of teamwork.
- Speakers who *restore* matters to a healthy state step in when events threaten to tear apart a community. For instance after a community tragedy, officials provide information essential for reestablishing order and a sense of security.
- Those who *transform* societies become instruments for social change. Health insurance reform, gay rights legislation, environmental protection—skilled speakers argued for all these changes. Even relatively well-functioning societies can be improved, and people currently argue for hundreds of changes including reforms in sports and media.

Whether the goal is to transmit, reinforce, repair, or transform culture, we depend on communicators who are willing and competent enough to speak out and perpetuate positive cultural characteristics or, when necessary, who will resist and change cultural elements that need improvement.

MindTap™

Public Speaking Affects Individuals

Most universities not only offer public speaking courses, they require them for at least two good reasons: they emphasize critical thinking, and they focus on skills that are important in professional, civic, and personal contexts.

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ETHICS IN PRACTICE

Vir Bonum, Dicendi Peritus

Every culture has sayings that capture cultural ideals in short, pithy statements. The Latin phrase *Vir bonum, dicendi peritus*—"The good person, skilled in speaking"—is a slogan that Quintilian, a Roman speech teacher who lived during the chaotic rule of the notorious Emperor Nero, instilled into his students. He knew that persuasive words have power to move people; therefore, they have ethical implications. Put simply, speakers can urge others to act out horrors or to make the world better. Today, "good people, communicating skillfully" are more important than ever in a world where technology opens the possibilities for millions of people to get a wide hearing.

Questions

1. Make a list of individuals, skilled in speaking, but who were not "good" persons. (Hitler tops many people's list.)
2. Add to this list some Internet sites you think promote negative values or behaviors. (For example, you can find pro-anorexia websites or uploaded videos that demean a specific religion.)
3. How might the principles in the slogan mentioned above apply to the Internet and YouTube generation?
4. Identify situations, real or hypothetical, in which good people want to do something to better their world but lack the skills to present their ideas to those who could support their efforts.

Critical Thinking Skills

critical thinking the ability to think analytically about ideas

rhetoric the study of persuasion in its various forms; this helps develop critical thinking skills

The California State Senate defined **critical thinking** as "the ability to engage in reasoned discourse with intellectual standards such as clarity, accuracy, precision, and logic, and to use analytic skills with a fundamental value orientation that emphasizes intellectual humility, intellectual integrity, and fair-mindedness."[31] For centuries, critical thinking has been linked with the study of **rhetoric**, or "the strategic use of communication, oral or written, to achieve specifiable goals."[32] In fact, rhetoric is one of the original seven liberal arts, developed by the Greeks and Romans and continued into today's universities, where researchers study effective and ineffective communication.

However valuable rhetoric may be, people today often view the word negatively. For instance, you may hear someone say, "That's just rhetoric!" or "We want action, not rhetoric!" But is rhetoric just words? Or is it a way to sharpen critical thinking skills? Here are four additional definitions:[33]

- The faculty of discovering in any particular case all of the available means of persuasion (Aristotle)
- The study of misunderstandings and their remedies (I. A. Richards)
- The use of words by human agents to form attitudes or to induce actions in other human agents (Kenneth Burke)
- The use of reason and evidence by both sides, who express their opinions on matters and issues, expose their opponent's weak points, and finally achieve a correct viewpoint and mutual understanding (*Modern Chinese Dictionary* definition of the Chinese word *bian*)[34]

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As you can see, most definitions associate rhetoric with some form of persuasion. Because persuasion surrounds you in speeches, ads, films—to name just a few—this text describes rhetorical principles that will help you develop competencies you can use every day to think critically about information, sort through persuasive appeals, discriminate faulty arguments from valid reasoning, and follow ideas to logical conclusions.[35]

Professional, Civic, and Personal Skills

Employers look for more than just "technical skills" or a particular major when they evaluate job candidates. In a recent national survey of business and nonprofit leaders, 93 percent marked critical thinking, clear communication, and the ability to solve complex problems as vitally important skills.[36] They want new hires who can listen effectively, think ethically, work in diverse situations, and understand global realities.[37] Public speaking competencies are used daily in occupations as diverse as law, medicine, engineering,[38] and accounting.[39]

Skills from this course also enable you to participate more effectively in society. Stop and think for a moment. What social issues concern you? Human trafficking? The environment? Something else? Instead of remaining silent about significant problems, you can take part in **civic engagement** by contributing your ideas and working with others to seek resolutions to issues of public concern.[40] On blogs, social network pages, news sites,[41] and other discussion forums, you can share your well-thought-out ideas about issues as varied as sport controversies to movies to politics. The most skillful communicators influence thinking and actions about local, national, and international issues.

civic engagement working with others to help solve issues of public concern

Finally, a course in public speaking can help you personally in two ways. This text gives guidelines on how to create speeches for a variety of social situations; for example, you may be asked to give a wedding toast or funeral eulogy, a tribute, or an inspirational talk. In addition, many—even most—students enter this course with some anxiety;[42] they dread even the thought of giving a speech. If you're one of them, there's good news. Most people feel both more competent and more confident after they complete the course.[43]

In short, studying public speaking adds to your communication abilities within a culture that values them. You can develop critical thinking skills and presentational skills that will serve you well in almost any profession, while you sharpen your ability to engage in the broader cultural conversation that makes a difference in the world. On top of these benefits, you can gain confidence as you face your fears and meet the challenge of preparing and giving speeches.

A Model of Communication

The word *communication* is so common that you may not think much about what actually happens when people communicate. However, scholars study the interrelationships among speakers, messages, listeners, and situations. The **transactional model**,[44] shown in Figure 1.2, is one of many ways to think about what happens during communication, and it is the most common. It includes the following components, described by showing how they interact when you give a speech.

transactional model of communication represents communication as a process in which speakers and listeners work together to create mutual meanings

- As a *sender-receiver* (or source), you originate or *encode* a message by selecting words (a verbal code) to represent your ideas. As you prepare, you consider your audience, reflecting on what you know about them and their knowledge of and interest in your topic.
- Your *message* has a purpose. For this course, your instructor might assign a speech to inform or persuade. In other settings, you might give a report, honor another

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