



ELEVENTH EDITION

Public Speaking

FOR COLLEGE & CAREER

Hamilton Gregory



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Education**



Public Speaking

for College & Career
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Hamilton Gregory

Asheville-Buncombe Technical Community College





PUBLIC SPEAKING FOR COLLEGE & CAREER, ELEVENTH EDITION

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Dedicated to the memory of Merrell,
my beloved wife and best friend

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Preface

McGraw-Hill Connect: An Overview

McGraw-Hill Connect offers full-semester access to comprehensive, reliable content and Learning Resources for the Public Speaking course. Connect's deep integration with most learning management systems (LMS), including Blackboard and Desire2Learn (D2L), offers single sign-on and deep gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific gradebooks, if required.

The following tools and services are available as part of Connect for the Public Speaking course:

Tool	Instructional Context	Description
SmartBook	<ul style="list-style-type: none">• SmartBook is an engaging and interactive reading experience for mastering fundamental Public Speaking content.• The metacognitive component confirms learners' understanding of the material.• Instructors can actively connect SmartBook assignments and results to higher-order classroom work and one-on-one student conferences.• Learners can track their own understanding and mastery of course concepts and identify gaps in their knowledge.	<ul style="list-style-type: none">• SmartBook is an adaptive reading experience designed to change the way learners read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time.• SmartBook creates personalized learning plans based on student responses to content question probes and confidence scales, identifying the topics learners are struggling with and providing Learning Resources to create personalized learning moments.• SmartBook includes a variety of Learning Resources tied directly to key content areas to provide students with additional instruction and context. This includes video and media clips, interactive slide content, mini lectures, and image analyses.• SmartBook Reports provide instructors with data to quantify success and identify problem areas that require addressing in and out of the classroom.• Learners can access their own progress and concept mastery reports.
Connect Insight for Instructors	<ul style="list-style-type: none">• Connect Insight for Instructors is an analytics resource that produces quick feedback related to learner performance and learner engagement.• It is designed as a dashboard for both quick check-ins and detailed performance and engagement views.	<ul style="list-style-type: none">• Connect Insight for Instructors offers a series of visual data displays that provide analysis on five key insights:<ul style="list-style-type: none">• How are my students doing?• How is this one student doing?• How is my section doing?• How is this assignment doing?• How are my assignments doing?

Tool	Instructional Context	Description
Connect Insight for Students	<ul style="list-style-type: none"> Connect Insight for Students is a powerful data analytics tool that provides at-a-glance visualizations to help learners understand their performance on Connect assignments. 	<ul style="list-style-type: none"> Connect Insight for Students offers details on each Connect assignment to learners. When possible, it offers suggestions for the learners on how they can improve scores. This data can help guide learners to behaviors that will lead to better scores in the future.
Speech Assignment/ Video Submission Assignment	<ul style="list-style-type: none"> Speech Assignment (Video Submission Assignment in student view) provides instructors with a comprehensive and efficient way of managing in-class and online speech assignments, including student self-reviews, peer reviews, and instructor grading. 	<ul style="list-style-type: none"> The Speech Assignment tool allows instructors to easily and efficiently set up speech assignments for their course that can easily be shared and repurposed, as needed, throughout their use of Connect. Customizable rubrics and settings can be saved and shared, saving time and streamlining the speech assignment process from creation to assessment. Speech Assignment allows users, both students and instructors, to view videos during the assessment process. Feedback can be left within a customized rubric or as time-stamped comments within the video-playback itself.
Speech Preparation Tools	<ul style="list-style-type: none"> Speech Preparation Tools provide learners with additional support and include Topic Helper, Outline Tool, and access to third-party Internet sites like EasyBib (for formatting citations) and Survey Monkey (to create audience-analysis questionnaires and surveys). 	<ul style="list-style-type: none"> Speech Preparation Tools provide learners with additional resources to help with the preparation and outlining of speeches, as well as with audience-analysis surveys. Instructors have the ability to make tools either available or unavailable to learners.
Instructor Reports	<ul style="list-style-type: none"> Instructor Reports provide data that may be useful for assessing programs or courses as part of the accreditation process. 	<ul style="list-style-type: none"> Connect generates a number of powerful reports and charts that allow instructors to quickly review the performance of a given learner or an entire section. Instructors can run reports that span multiple sections and instructors, making it an ideal solution for individual professors, course coordinators, and department chairs.
Student Reports	<ul style="list-style-type: none"> Student Reports allow learners to review their performance for specific assignments or for the course. 	<ul style="list-style-type: none"> Learners can keep track of their performance and identify areas with which they struggle.
Pre- & Post-Tests	<ul style="list-style-type: none"> Instructors can generate their own pre- and post-tests from the test bank. Pre- and post-tests demonstrate what learners already know before class begins and what they have learned by the end. 	<ul style="list-style-type: none"> Instructors have access to two sets of pre- and post-tests (at two levels). Instructors can use these tests to create a diagnostic and post-diagnostic exam via Connect.

Tool	Instructional Context	Description
Tegrity	<ul style="list-style-type: none"> • Tegrity allows instructors to capture course material or lectures on video. • Students can watch videos recorded by their instructor and learn course material at their own pace. 	<ul style="list-style-type: none"> • Instructors can keep track of which learners have watched the videos they post. • Learners can watch and review lectures by their instructor. • Learners can search each lecture for specific bites of information.
Simple LMS Integration	<ul style="list-style-type: none"> • Connect seamlessly integrates with every learning management system. 	<ul style="list-style-type: none"> • Learners have automatic single sign-on. • Connect assignment results sync to the LMS's gradebook.

Instructor's Guide to Connect for *Public Speaking for College & Career*

When you assign Connect you can be confident—and have data to demonstrate—that the learners in your course, however diverse, are acquiring the skills, principles, and critical processes that constitute effective public speaking. This leaves you to focus on your highest course expectations.

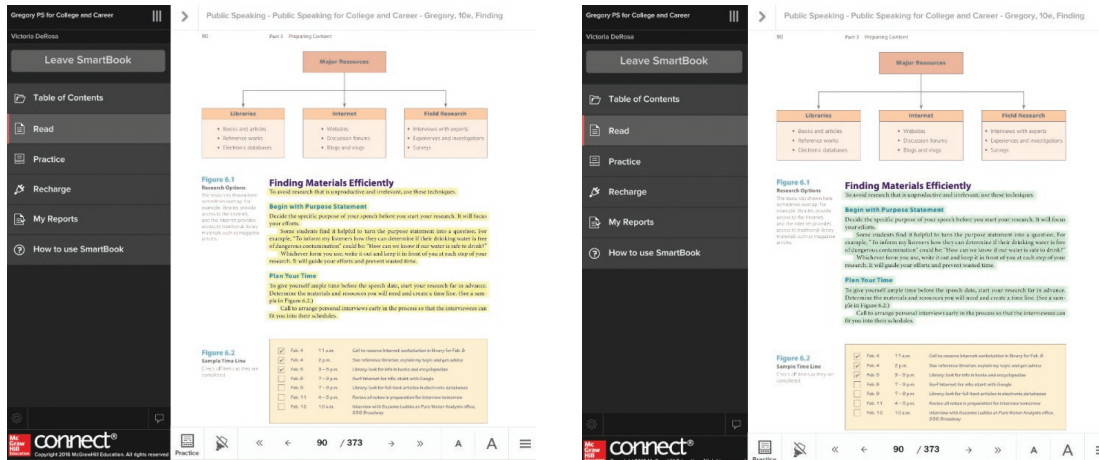
TAILORED TO YOU. Connect offers on-demand, single sign-on access to learners—wherever they are and whenever they have time. With a single, one-time registration, learners receive access to McGraw-Hill's trusted content. Learners also have a courtesy trial period during registration.

EASY TO USE. Connect seamlessly supports all major learning management systems with content, assignments, performance data, and LearnSmart, the leading adaptive learning system. With these tools you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk learners—as you need to and when you need to.

Public Speaking for College & Career SmartBook

A PERSONALIZED AND ADAPTIVE LEARNING EXPERIENCE WITH SMARTBOOK. Boost learner success with McGraw-Hill's adaptive reading and study experience. The *Public Speaking for College & Career SmartBook* highlights the most impactful public speaking concepts the student needs to learn at that moment in time. The learning path continuously adapts and, based on what the individual learner knows and does not know, provides focused help through targeted question probes and Learning Resources.

ENHANCED FOR THE NEW EDITION! With a suite of new Learning Resources and question probes, as well as highlights of key chapter concepts, SmartBook's intuitive technology optimizes learner study time by creating a personalized learning path for improved course performance and overall learner success.



SmartBook highlights the key concepts of every chapter, offering the learner a high-impact learning experience. Here, highlighted text and an illustration together explain the researching process (left). Highlights change color (right) when a student has demonstrated his or her understanding of the concept.

HUNDREDS OF INTERACTIVE LEARNING RESOURCES. Presented in a range of interactive styles, *Public Speaking for College & Career* Learning Resources support learners who may be struggling to master, or simply wish to review, the most important public speaking concepts. Designed to reinforce the most important chapter concepts—from topic selection and research skills to the outlining and delivery of presentations—every Learning Resource is presented at the precise moment of need. Whether video, audio clip, or interactive mini-lesson, each of the 200-plus Learning Resources was created for the new edition and was designed to give learners a lifelong foundation in strong public speaking skills.

MORE THAN 1,000 TARGETED QUESTION PROBES. Class-tested at colleges and universities nationwide, a treasury of engaging question probes—new and revised, more than 1,000 in all—gives learners the information on public speaking they need to know, at every stage of the learning process, in order to thrive in the course. Designed to gauge learners' comprehension of the most important *Public Speaking for College & Career* chapter concepts, and presented in a variety of

interactive styles to facilitate student engagement, targeted question probes give learners immediate feedback on their understanding of the material. Each question probe identifies a learner’s familiarity with the instruction and points to areas where additional remediation is needed.

To analyze your listeners before your speech, you can

Check **all** that apply.

interview some audience members by phone.

read about the audience on the Internet.

check out a book on audience analysis.

send a questionnaire to audience members.

Do you know the answer? [Read about this](#)

I know it
Think so
Unsure
No idea

INFORMED BY THE LATEST RESEARCH. The best insights from today’s leading public speaking scholars infuse every lesson and are integrated throughout *Public Speaking for College & Career*.

FRESH EXAMPLES ANCHORED IN THE REAL WORLD. Every chapter of *Public Speaking for College & Career* opens with a vignette exploring both public speaking challenges and successes. Dozens of additional examples appear throughout the new edition, each demonstrating an essential element of the public speaking process. Whether learners are reading a chapter, responding to a question probe, or reviewing key concepts in a Learning Resource, their every instructional moment is rooted in the real world. McGraw-Hill research shows that high-quality examples reinforce academic theory throughout the course. Relevant examples and practical scenarios—reflecting interactions in school, the workplace, and beyond—demonstrate how effective public speaking informs and enhances students’ lives and careers.

FEATURES. Critical-thinking skills are vital in the classroom, on the job, and in the community. Students who build these skills will be better speakers, listeners, and citizens as they strive to understand and evaluate what they see, hear, and read. The new edition of *Public Speaking for College & Career* includes a variety of boxed and end-of-chapter features to support student learning and enhance critical-thinking skills.

- **“Examining Your Ethics”** exercises provide real-world scenarios that pose ethical dilemmas and ask students to make a choice. Students can check their answers at the end of the chapter.



Examining Your Ethics

Suppose that a classmate is rude and inattentive when you are giving a speech. When he gives his speech, which of the following is the best approach for listening to him?

- As he speaks, show him how awful distractions are for a speaker by staring him down with a disapproving facial expression.
- Ask him unfriendly and difficult questions during the question-and-answer period.
- Listen to his speech attentively and politely.

For the answer, see the last page of this chapter.

Tips for Your Career

Express Appreciation to a Speaker

Whenever you find a speech enjoyable or profitable, let the speaker know. No matter how busy or important he or she is, genuine feedback will be greatly appreciated.

After giving a speech, some speakers are physically and emotionally exhausted, and they sit down with a nagging doubt: Did it go okay? A word of thanks or a compliment from a listener is refreshing and gratifying. (If you can't express your appreciation in person right after the speech, write the speaker a brief note or send an e-mail or text message.)

Be sure to say something positive and specific about the content of the speech. A corporation president told me of a commencement address he had delivered to a college several years before. "I sweated blood for a whole month putting that speech together and then rehearsing it dozens of times—it was my first commencement speech," he said. "When I delivered the speech, I tried to speak straight from my heart. I thought I did a good job, and I thought my speech had some real nuggets of wisdom. But afterwards, only two people came by to thank me. And you know what? They both paid me the same compliment: they said they were grateful that I had kept the speech short! They said not one word about the ideas in my speech. Not one word about whether they enjoyed the speech itself. It's depressing to think that the only thing noteworthy about my speech was its brevity."

Sad to say, there were probably dozens of people in the audience whose hearts and minds were touched by the eloquent wisdom of the speaker—but they never told him.

TIP 4

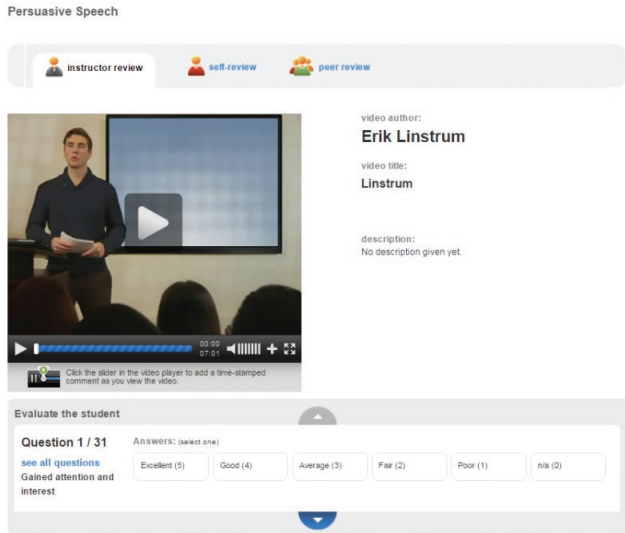
Building Critical-Thinking Skills

1. When a person is truly and deeply listening to you, what behaviors do you detect in his or her tone of voice, facial expression, eyes, and overall body language?
2. Science writer Judith Stone wrote, "There are two ways to approach a subject that frightens you and makes you

- “**Tips for Your Career**” boxes in every chapter give students insight about the types of things they will need to think about as presenters in their professional lives.
- “**Building Critical-Thinking Skills**” features at the end of each chapter give students practice in this valuable skill.

Speech Assignment/Video Submission Assignment

Designed for use in face-to-face, real-time classrooms, as well as online courses, Speech Assignment (Video Submission Assignment in student view) allows you to evaluate your learners’ speeches using fully customizable rubrics. You can also create and manage peer review assignments and upload videos on behalf of learners for optimal flexibility.



Learners can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech from their hard drive or use Connect’s built-in video recorder. Learners can even attach and upload additional files or documents, such as a works cited page or a PowerPoint presentation.

PEER REVIEW. Peer review assignments are easier than ever. Create and manage peer review assignments and customize privacy settings.

SPEECH ASSESSMENT. Speech Assignments let you customize the assignments, including self-reviews and peer reviews. It also saves your frequently used comments, simplifying your efforts to provide feedback.

SELF-REFLECTION. The self-review feature allows learners to revisit their own presentations and compare their progress over time.

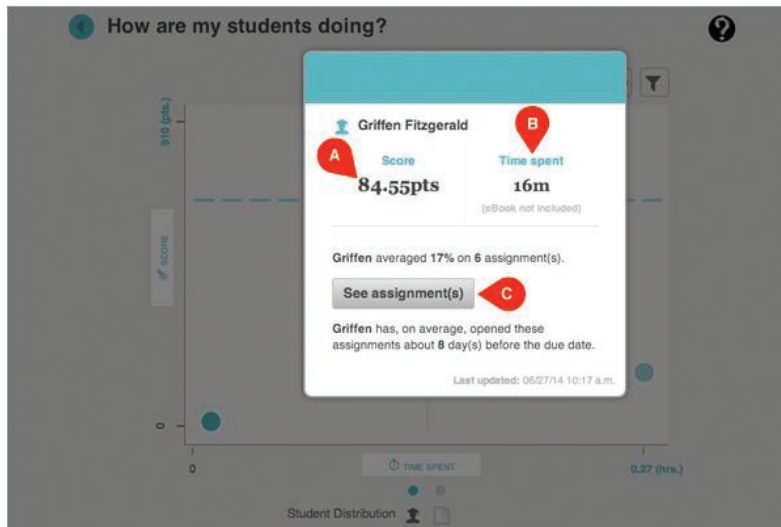
Data Analytics

Connect Insight provides at-a-glance analysis on five key insights, available at a moment’s notice from your tablet device. The first and only analytics tool of its kind, Insight will tell you, in real time, how individual students or sections are doing (or how well your assignments have been received) so that you can take action early and keep struggling students from falling behind.



Instructors can see how many learners have completed an assignment, how long they spent on the task, and how they scored.





Instructors can see, at a glance, individual learner performance: analytics showing learner investment in assignments, and success at completing them, help instructors identify and aid those who are at risk.

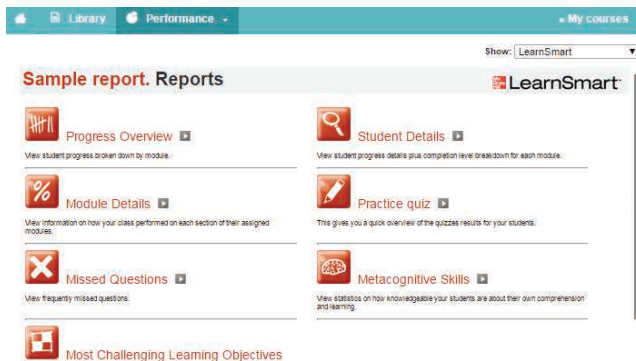
Connect Reports

Instructor Reports allow instructors to quickly monitor learner activity, making it easy to identify which learners are struggling and to provide immediate help to ensure those learners stay enrolled in the course and improve their performance. The Instructor Reports also highlight the concepts and learning objectives that

the class as a whole is having difficulty grasping. This essential information lets you know exactly which areas to target for review during your limited class time.

Some key reports include:

Progress Overview report—View learner progress for all modules, including how long learners have spent working in the module, which modules they have used outside any that were assigned, and individual learner progress.



Missed Questions report—Identify specific probes, organized by chapter, that are problematic for learners.

Most Challenging Learning Objectives report—Identify the specific topic areas that are challenging for your learners; these reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional remediation and practice.

Metacognitive Skills report—View statistics showing how knowledgeable your learners are about their own comprehension and learning.

Classroom Preparation Tools

Whether before, during, or after class, there is a suite of Gregory products designed to help instructors plan their lessons and to keep learners building upon the foundations of the course.

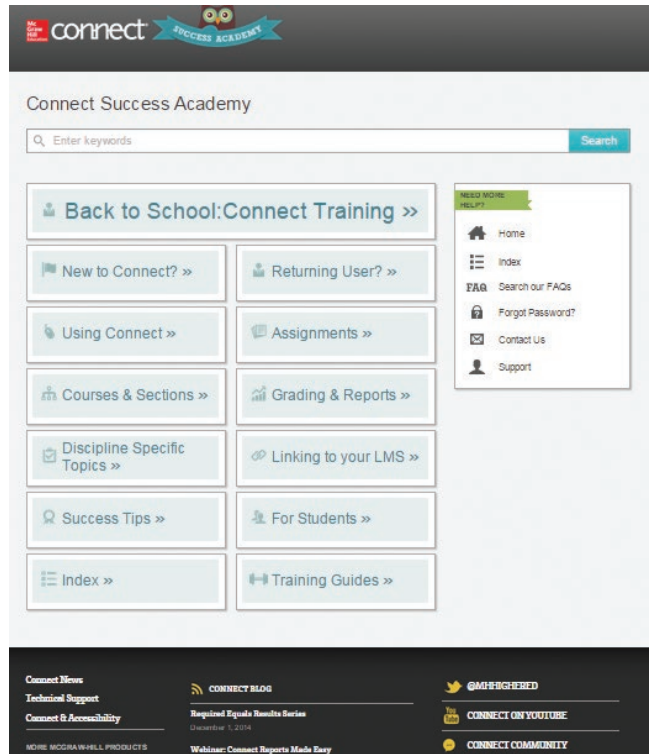
ANNOTATED INSTRUCTOR'S EDITION. The Annotated Instructor's Edition provides a wealth of teaching aids for each chapter in *Public Speaking for College & Career*. It is also cross-referenced with SmartBook, Connect, and other supplements that accompany *Public Speaking for College & Career*.

POWERPOINT SLIDES. The PowerPoint presentations for *Public Speaking for College & Career* provide chapter highlights that help instructors create focused yet individualized lesson plans.

TEST BANK. The Test Bank is a treasury of more than 1,000 examination questions based on the most important public speaking concepts explored in *Public Speaking for College & Career*; more than 100 of the questions are new or revised for this edition.

Support to Ensure Success

- **Digital Success Academy**—The Digital Success Academy on Connect offers a wealth of training and course creation guidance for instructors and learners alike. Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular Connect how-to videos, step-by-step Click through Guides, and First Day of Class materials that explain how to use both the Connect platform and its course-specific tools and features. <http://createwp.customer.mheducation.com/wordpress-mu/success-academy/>
- **Digital Success Team**—The Digital Success Team is a group of specialists dedicated to working online with instructors—one-on-one—to demonstrate how the Connect platform works and to help incorporate Connect into a customer’s specific course design and syllabus. Contact your digital learning consultant to learn more.
- **Digital Learning Consultants**—Digital Learning Consultants are local resources who work closely with your McGraw-Hill learning technology consultants. They can provide face-to-face faculty support and training. <http://shop.mheducation.com/store/paris/user/findltr.html>
- **Digital Faculty Consultants**—Digital Faculty Consultants are experienced instructors who use Connect in their classrooms. These instructors are available to offer suggestions, advice, and training about how best to use Connect in your class. To request a Digital Faculty Consultant to speak with, please e-mail your McGraw-Hill learning technology consultant. <http://connect.customer.mheducation.com/dfc/>
- **National Training Webinars**—McGraw-Hill offers an ongoing series of webinars for instructors to learn and master the Connect platform, as well as its course-specific tools and features. We hope you will refer to our online schedule of national training webinars and sign up to learn more about Connect! <http://webinars.mhhe.com/>



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Chapter-by-Chapter Changes to the New Edition: Highlights

New and updated material in this edition of *Public Speaking for College & Career* reflects the latest research in the field and the current available technology. Chapter 14 now includes a new section on how to speak in front of a camera, which provides guidance for being filmed for interviews or speeches, as well as for personally conducting online video interviews and filming speech assignments.

Chapter 1 Introduction to Public Speaking: New sample self-introduction speech, sample speech introducing a classmate, and chapter opening vignette

Chapter 2 Managing Nervousness: Updated coverage of public figures who experience speech anxiety; new chapter opening vignette

Chapter 3 Listening: Updated images and examples

Chapter 4 Reaching the Audience: Revised sections on audience diversity; new Tips for Your Career box about being sensitive to audience discomfort; new chapter opening vignette

Chapter 5 Selecting Topic, Purpose, and Central Idea: Updated figure; revised section on selecting a topic; new chapter opening vignette

Chapter 6 Locating Information: Updated graph on research options; expanded coverage on library resources, research misconceptions, and searching electronically; revised examples and MLA formatting in Table 1; updated Tips for Your Career box on filing important ideas; new chapter opening vignette

Chapter 7 Evaluating Information and Avoiding Plagiarism: Updated coverage on recognizing dubious claims, being wary of groups with misleading names, and analyzing Internet sites; revised Tips for Your Career box on being willing to challenge reports in the media

Chapter 8 Supporting Your Ideas: Revised sections on definition, vivid images, and statistics; revised Tips for Your Career box on giving listeners bonus material; new chapter opening vignette

Chapter 9 Presentation Aids: Updated examples of visual aids; expanded coverage of linear versus non-linear presentation software; revised coverage of using colors carefully; placement of PowerPoint slide problems and their solutions from an appendix to within the chapter; new Examining Your Ethics box on presenting appropriate visual aids; new chapter opening vignette

Chapter 10 The Body of the Speech: Updated section on devising main points; new Examining Your Ethics box on organizing a speech; revised Tips for Your Career box on testing and verifying material; new chapter opening vignette

Chapter 11 Introductions and Conclusions: Updated images and examples

Chapter 12 Outlining the Speech: Revised Tips for Your Career box on speech time limits, including new information on TED talks; new Examining Your Ethics box on devising an appropriate speech title; revised section on using a full sheet of paper for notes

Chapter 13 Wording the Speech: Revised sections on using words accurately and achieving clarity; updated examples; new chapter opening vignette

Chapter 14 Delivering the Speech: New section on speaking in front of a camera; revised Tips for Your Career box on dealing with distractions while giving a speech; new chapter opening vignette

Chapter 15 Speaking to Inform: Revised sections on definition speeches and on making information interesting; new sample process speech

Chapter 16 Speaking to Persuade: Revised section of speeches to motivate action; new section, “After the Persuasive Speech,” with tips on creating “leave behinds” for an audience; new example of the motivated sequence; new chapter opening vignette

Chapter 17 Persuasive Strategies: Revised sections on knowing your audience, providing evidence, and using sound reasoning; new examples of choosing evidence from credible sources and arousing emotions during a persuasive speech; new chapter opening vignette

Chapter 18 Speaking on Special Occasions: New sample entertainment speech; expanded coverage of using humor; new chapter opening vignette

Chapter 19 Speaking in Groups: New Tips for Your Career box on essential public speaking advice; revised chapter opening vignette

Speeches Online

To view 24 videos of full-length sample student speeches and dozens of video speech clips, visit the media bank in the Gregory Connect site. Included in the media bank are all the major speeches presented in this text, plus many more, including thirteen videos that are brand new to this edition. See below for a list of many of the full-length speeches available in Connect:

- Animal Helpers (Needs Improvement Version)
- Animal Helpers (Improved Version)
- The Deadliest Natural Disaster
- Do You Need Detox? (Improved Version)
- Failed to Get the Job? (Needs Improvement)
- Failed to Get the Job? (Improved Version)
- The Four-Day Work Week—Pros and Cons
- Gold Fever
- House Arrest
- How to Hide Valuables
- Humanoid Robots
- Inmates and Tomatoes
- Not as Healthy as They Sound
- One Slip—and You’re Dead
- Scars and Bruises
- Sleep Deficiency
- Wedding Crashers
- Would You Vote for Aardvark?
- Your Body Needs Detoxification (Needs Improvement)

Acknowledgments

Over 200 instructors have reviewed this book in its successive editions. Their advice has not only shown me how to improve the book but has also helped me to improve my own classroom teaching. I am grateful to the reviewers for their insights, encouragement, and willingness to help a colleague.

For this edition, reviewers include Ferald J. Bryan, Northern Illinois University; Michele Daniels, Kilgore College; Jill Dietze, Northeast Texas Community College; Brandon Gainer, De Anza College; Carla J. Harrell, Old Dominion University; Dr. Pamela D. Hopkins, East Carolina University; Carolyn Jones, Medgar Evers College; Linda Levitt, Stephen F. Austin State University; William Maze, Northwest Mississippi Community College; Brad Nason, Ph.D., Pennsylvania College of Technology; Andrea Patterson-Masuka, Ph.D., Winston-Salem State University; Lawrence J. Timko, Frederick Community College; Michael L. Tress, New Jersey Institute of Technology; Dr. Mary Tripp, Wisconsin Indianhead Technical College; and Carolyn Weber, Minnesota West Community and Technical College.

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For this edition, I profited from working with Victoria DeRosa, a sagacious editor who helped me adapt the book to the needs and interests of today's college students. I also benefitted from the support and vision of Nancy Huebner, Brand Manager; Lisa Pinto, Lead Product Developer; Laura Kennedy, Marketing Manager; Meghan Campbell, Director of Product Development; Sally Constable, Market Development Manager; and Michael O'Loughlin, Product Developer. I also appreciate the wholehearted backing I have received from McGraw-Hill executives David Patterson, Managing Director, and Michael Ryan, Vice President and General Manager of Products & Markets.

Program Manager Jennifer Shekleton displayed admirable skill and care (and patience with me!) in guiding the book through the production stages, aided by Samantha Donisi-Hamm, Content Project Manager; Debra Kubiak, Design Manager; Jessica Serd, Designer; Janet Byrne Smith, Digital Product Analyst; Shawntel Schmitt and DeAnna Dausener, Content Licensing Specialists; Deb DeBord, proofreader; and Christopher Greene, copyeditor.

Special thanks go out to the team behind the scenes who built and continue to maintain speech assignment functionality on Connect: Irina Blokh-Reznik, Vijay Kapu, Swathi Malathi, Rishi Mehta, Bob Myers, Bhumi Patel, Dan Roenstch, Ayesha Shaik, Kapil Shrivastava, and Udaya Teegavarapu.

A new section in Chapter 14, "Speaking in Front of a Camera," was derived from the ideas and insights of three communication instructors: Stephanie O'Brien, a member of the Director's Guild of America who worked in Los Angeles on award-winning television series and motion pictures for 17 years as an assistant director and currently teaches communication and media studies courses at Asheville-Buncombe Technical Community College; Jan Caldwell, a communication instructor at the same college; and Melody Hays, Continuing Education Planner at Mountain Area Health Education Center in Asheville, North Carolina.

I wish to thank the following colleagues for ideas, inspiration, and support: Kenet Adamson, Jennifer Browning, Jan Caldwell, Angela Calhoun, Jim Cavener, Patricia Cutspec, Rebecca Davis, Michael Flynn, Lynne Gabai, Deborah L. Harmon, Cris Harshman, Melody Hays, Peggy Higgins, Patrizia Hoffman, David Holcombe, Rusty Holmes, Lisa Johnson, Dennis King, Erika Lytle, Deb Maddox, Mary McClurkin, Celia Miles, Stephanie O'Brien, Jim Olsen, Rolfe Olsen, Susan Paterson, Ellen Perry, Heidi Smathers, Beth Stewart, Mary Sugeir, and Heather Vaughn.

I am indebted to the hundreds of students in my public speaking classes over the years who have made teaching this course a pleasant and rewarding task. From them I have drawn most of the examples of classroom speeches.

And for their support and patience, special thanks to my late wife Merrell and to our children, Jess, Jim, and June.

— *Hamilton Gregory*

Introduction to Public Speaking

OUTLINE

Benefits of a Public Speaking Course

The Speech Communication Process

The Speaker's Responsibilities

Speech Introducing Yourself or a Classmate

Quick Guide to Public Speaking

OBJECTIVES

After studying this chapter, you should be able to

1. Explain five benefits of a public speaking course.
2. Identify and explain the seven elements of the speech communication process.
3. Describe the main responsibilities that speakers have toward their listeners.
4. Prepare a speech introducing yourself or a classmate.

UPSET WHEN THEY DISCOVERED that African-American students were being barred from joining sororities on their campus, two University of Alabama students—Khortlan Patterson of Houston, Texas, and Yardena Wolf of Corvallis, Oregon—felt compelled to speak out. They led a march of 400 students and professors to the steps of the administration building, where they both gave speeches calling for an end to the segregated system.

Their message was heard loud and clear. University president Judy Bonner quickly proclaimed that “the University of Alabama will not tolerate discrimination of any kind,” and a few days later, she announced that traditionally white sororities had invited 11 African-American students to join.¹

Both Patterson and Wolf had taken a public speaking course, so they knew how to plan a speech and manage their nerves. Patterson says she calmed herself by



focusing on “the message [she] wanted to convey.”² Wolf used positive thoughts: “I realized that it wasn’t really about me, rather about the bigger picture, and that not speaking wasn’t an option.”³

Patterson and Wolf not only displayed courage by speaking out, but they also demonstrated that public speakers can touch lives and make contributions to society.

University of Alabama students Khortlan Patterson, left, and Yardena Wolf speak out against the university’s segregated sorority system.

© Dave Martin/AP Images

Benefits of a Public Speaking Course

Many college graduates say that of all the courses they took, public speaking proved to be one of the most valuable.⁴ Here are some of the reasons:

1. **You learn how to speak to an audience.** Being able to stand up and give a talk to a group of people is a rewarding skill you can use throughout your life. Imagine yourself in these public speaking scenarios:
 - In one of your college classes, you must give a 30-minute presentation on a research project.
 - To 50 colleagues at work, you give a brief speech appealing for contributions to the United Way charity drive.
 - In court, you explain to a jury why a traffic accident was not your fault.
2. **You learn skills that apply to one-on-one communication.** Although the emphasis of this course is on speaking to groups, the principles that you learn also apply to communication with individuals.⁵ Throughout your lifetime you will be obliged to talk in situations such as these:
 - In a job interview, a human resources manager says, “We’ve got 50 well-qualified applicants for this job. Why should we hire you?” If you know how to give a reply that is brief, interesting, and convincing, you obviously improve your chances of getting the job. In a public speaking course, you learn how to organize and present persuasive messages.
 - You sit down with a bank executive to ask for a loan so that you can buy a new car. The skills of nonverbal communication (such as eye contact and facial expression) that you learn in a public speaking course should help you convey to the banker that you are a trustworthy and reliable person who will repay the loan.

After taking a public speaking course, many students report that their new skills help them as much in talking to one person as in addressing a large audience.

3. **You develop the oral communication skills that are prized in the job market.** When you go to a job interview, which of the following is most likely to influence the employer when he or she decides whether to hire you?
 - The reputation of your school
 - Your grade-point average
 - Letters of reference
 - Technical knowledge in your field
 - Oral communication skills—speaking and listening
 - Written communication skills—reading and writing

Research shows that “oral communication skills” is the correct answer—a finding that surprises many students.⁶ Surely “technical knowledge in your field” is the most important factor for jobs in science and technology, isn’t it? Not according to employers. You can be brilliant in your field, says one executive, but if you can’t communicate successfully with co-workers and the public, your brilliance is of little value.⁷

Once you have a job, being a good communicator can help you win advancement. Michael Wolfe, CEO of Pipewise, Inc., describes the qualities of those who win promotions: “Being a good communicator. Being visible. Being helpful. Building relationships. You can’t be a leader without doing those things.”⁸

- 4. You learn in an ideal environment for gaining experience and building confidence.** The classroom is a perfect place to practice and develop your skills. No one will deny you a job or a loan on the basis of your classroom speeches. Your audience is friendly and sympathetic—all your classmates are going through the same experience.

The critiques given by your instructor and by fellow students are valuable parts of the course. If, for example, you say “um” or “uh” so often that it distracts your listeners, you are probably unaware of this unconscious habit. Being told of the problem is the first step toward correcting it.

If you are like most students, your public speaking class will help you gain self-confidence. You will enjoy the pride that comes from meeting a challenge and handling it successfully.

- 5. You can make a contribution to the lives of other people.** While attending a funeral service for a beloved aunt, my former student Karen Walker heard the minister give a brief eulogy and then say, “Would anyone like to say a few words?”

A few people went to the microphone and shared some memories, but most audience members were silent. “I wanted to pay tribute to my aunt, but I was too scared,” said Walker. “I felt really bad because there were a lot of important things about my aunt and her life that were never said.” A few years later, Walker took a public speaking class, and a year or so afterward, she attended another funeral—for her grandfather. “This time I vowed that I would not pass up the opportunity to honor a wonderful person. I asked to be part of the service, and I spoke about my childhood memories of my grandfather.”



Victor Ulloa, a star player for the Major League Soccer club FC Dallas, demonstrates how public speaking allows a person to contribute positively to the lives of others. He gives talks to students at Dallas-area middle schools and high schools about the importance of staying in school and receiving a quality education.

The eulogy, said Walker, was appreciated by her family members, who told her that she had expressed beautifully what they would have said if they had possessed the courage and the skills to stand up and speak. “It gave me a good feeling to know that I could represent the family in this way,” she said.

Being able to speak in public—offering a toast, sharing information, providing encouragement, attempting persuasion—can bring pleasure and joy to yourself and to others. Walker said that her success was possible because of what she had learned in her public speaking class.

The Speech Communication Process

When a speaker gives a speech, does communication take place?

Sometimes yes, sometimes no—because *speaking and communicating are not the same thing*. You can speak to a listener, but if the listener does not understand your message in the way you meant it to be understood, you have failed to communicate it.

For example, at a business dinner at a restaurant in Atlantic City, New Jersey, Joe Lentini told the server that he knew little about wine and asked her to “recommend something decent.” She suggested a bottle of cabernet sauvignon sold under the name Screaming Eagle, and she said the price was “thirty-seven fifty.” Lentini thought she meant \$37.50, and he approved. But when the bill arrived at the end of the meal, he was astonished and dazed to see that the cost was \$3,750.⁹

This incident illustrates that speaking and communicating are not synonymous. As a slogan of the Hitachi Corporation puts it: “Communication is not simply sending a message. It is creating true understanding—swiftly, clearly, and precisely.”

To help you send messages that truly communicate, it is helpful to understand the process of speech communication. As we discuss the process, use Figure 1 as a visual reference.

Elements of the Process

The speech communication process has seven distinct components.

Speaker

When you are a **speaker**, you are the source of a message that is transmitted to a listener. Whether you are speaking to a dozen people or 500, you bear a great responsibility for the success of the communication. The key question that you must constantly ask yourself is not “Am I giving out good information?” or “Am I performing well?” but, rather, “Am I getting through to my listeners?”

Listener

The **listener** is the recipient of the message sent by the speaker. The true test of communication is not whether a message is delivered by the speaker but whether it is accurately received by the listener. “A speech,” says management consultant David W. Richardson of Westport, Connecticut, “takes place in the minds of the audience.”¹⁰

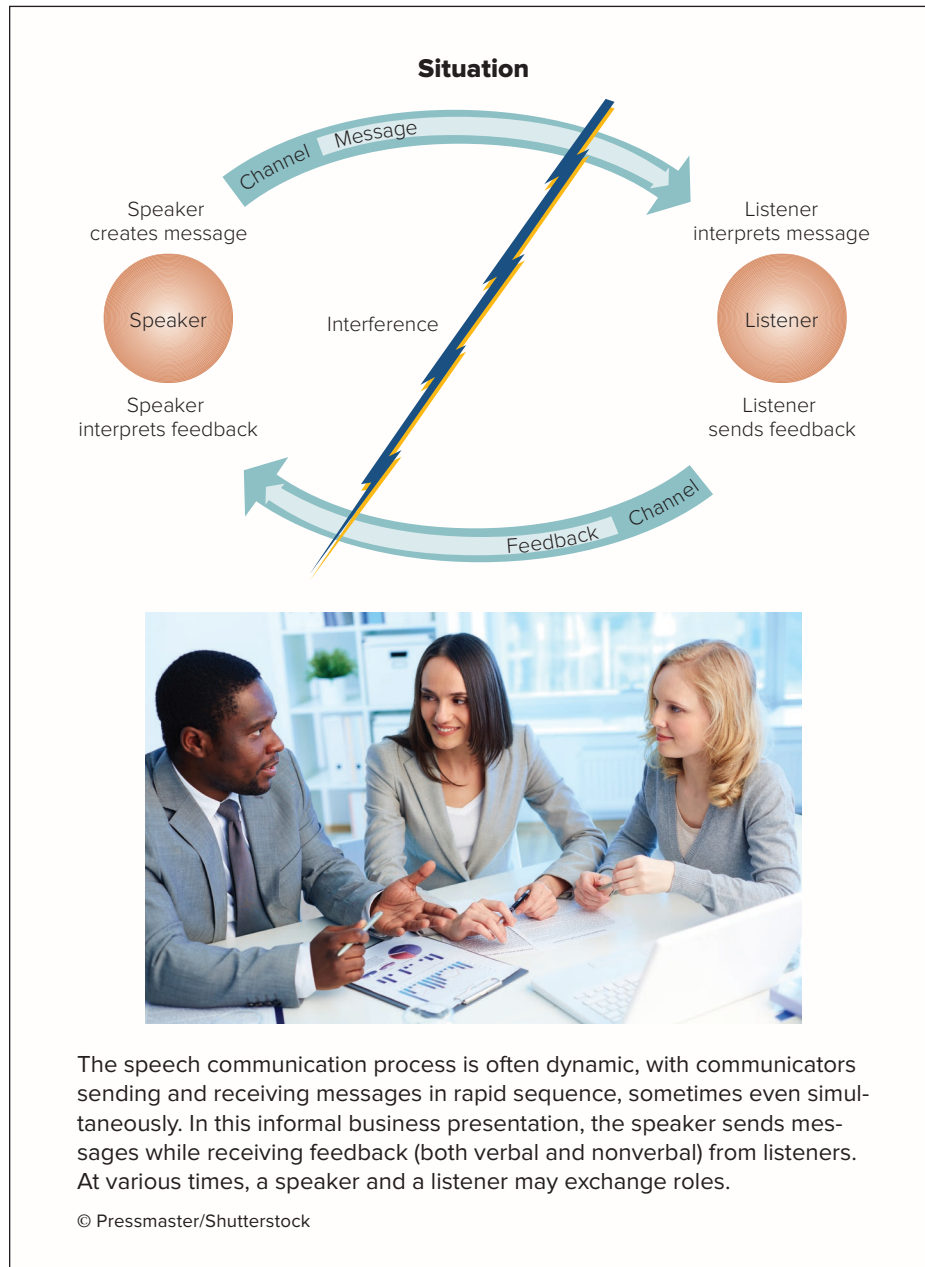
If communication fails, who is to blame—the speaker or the listener? It could be either, or both. Although speakers share part of the responsibility for communication, listeners also must bear some of the burden. They must focus on the speaker, not day-dream or text a friend. They must listen with open minds, avoiding the tendency to prejudge the speaker or discount a speaker’s views without a fair hearing.

speaker

the originator of a message sent to a listener.

listener

the receiver of the speaker’s message.

**Figure 1****The Speech Communication Process**

In this model of the speech communication process, a **speaker** creates a **message** and sends it via a **channel** to the **listener**, who interprets it and sends **feedback** via a channel to the speaker. **Interference** is whatever impedes accurate communication. The **situation** refers to the time and place in which communication occurs.

Message

The **message** is whatever the speaker communicates to the listeners. The message is sent in the form of *symbols*—either *verbal* or *nonverbal*.

Verbal symbols are words. It's important for you to recognize that words are not things; they are *symbols* of things. If you give me an apple, you transfer a solid object from your hand to mine. But if you make a speech and you mention the word “apple,” you do not transfer a concrete thing. You transfer a verbal symbol.

message

whatever is communicated verbally and nonverbally to the listener.

Nonverbal symbols are what you convey with your tone of voice, eyes, facial expression, gestures, posture, and appearance.

So far, the process sounds simple, but now we enter a danger zone. As a speaker transmits verbal and nonverbal symbols, the listeners must receive and interpret them. Unfortunately, listeners may end up with a variety of interpretations, some of them quite different from what the speaker intended. Consider our simple word *apple*. One listener may think of a small green fruit, while another conjures an image of a big red fruit. One listener may think of crisp tartness, while another thinks of juicy sweetness.

If such a simple word can evoke a variety of mental pictures, imagine the confusion and misunderstanding that can arise when abstract words such as *imperialism*, *patriotism*, and *censorship* are used. The term *censorship* may mean “stamping out filth” to some listeners, but it may mean “total government control of the news media” to others.

As a speaker, use symbols that are clear and specific. Don’t say, “Smoking may cause you a lot of trouble.” The phrase “a lot of trouble” is vague and might be interpreted by some listeners to mean “coughing,” by others to mean “stained teeth,” or by still others to mean “cancer.” Be specific: “Smoking is the leading cause of lung cancer.”

Sometimes a speaker’s verbal symbols contradict his or her nonverbal symbols. If you say to an audience at the end of a speech, “Now I would like to hear your views on this subject,” but your expression is tense and your voice sounds irritated, the listeners are getting a mixed message. Which will they believe, your words or your nonverbal behavior? Listeners usually accept the nonverbal behavior as the true message. In this case, they will conclude that you do *not* welcome comments.

Make sure the nonverbal part of your message reinforces, rather than contradicts, the verbal part. In other words, smile and use a friendly tone of voice when you ask for audience participation.

Channel

channel

the pathway used to transmit a message.

The **channel** is the medium used to communicate the message. In everyday life, you receive messages via televisions, phones, the Internet, and direct voice communication. For public speaking, your main channels are auditory (your voice) and visual (gestures, facial expressions, visual aids). You can also use other channels—taste, smell, touch, and physical activity—which will be discussed in the chapter on presentation aids.

Feedback

feedback

verbal and nonverbal responses made by a listener to a speaker.

Feedback is the response that the listener gives the speaker. Sometimes it is *verbal*, as when a listener asks questions or makes comments. In most public speeches, and certainly in the ones you will give in the classroom, listeners wait to give verbal feedback until the question-and-answer period.

Listeners also give *nonverbal* feedback. If they are smiling and nodding their heads, they are obviously in agreement with your remarks. If they are frowning and sitting with their arms folded, they more than likely disagree with what you are saying. If they are yawning, they are probably bored or weary. “A yawn,” wrote English author G. K. Chesterton, “is a silent shout.”¹¹

If you receive negative feedback, try to help your listeners. If, for example, you are explaining a concept, but some of your listeners are shaking their heads and giving you looks that seem to say, “I don’t understand,” try again, using different words, to make your ideas clear.

Tips for Your Career

Seek Feedback

Some speakers develop unconscious habits when they speak, such as smoothing their hair or straightening their clothes. The best way to discover and discard these quirks is to get feedback from your listeners in the form of an evaluation. Although feedback is valuable for pinpointing delivery problems, it is even more important as a way to assess the *content* of your speech: are your remarks enlightening or confusing to the listeners?

You don't need an evaluation of every speech in your career, but you should seek feedback occasionally. Strive to get both positive input and constructive suggestions so that you can keep the good and eliminate the bad. Here are four good methods:

1. **Ask several friends or colleagues to critique your speech.** Don't make an imprecise request like "Tell me how I do on this" because your evaluators will probably say at the end of your speech, "You did fine—good speech," regardless of what they thought of it, to avoid hurting your feelings. Instead give them a specific assignment: "Please make a note of at least three things that you like about the speech and my delivery, and at least three things that you feel need improvement." Now your listeners know exactly what you need. As a result, you are likely to get helpful feedback.
2. **Use an evaluation form.** Distribute sheets to all listeners, asking for responses to a series of questions about your delivery and the content of your speech. To protect anonymity, you can have someone collect the forms.
3. **Ask a small group of listeners to sit down with you after a meeting to share their reactions.** This is especially useful in finding out whether the listeners understood and accepted your message. Try to listen and learn without becoming argumentative or defensive.
4. **Record your presentation on video.** Invite colleagues to watch the video with you and help you evaluate it. Because many people are *never* pleased with either themselves or their speeches on video, colleagues often can provide objectivity. For example, an introduction that now seems dull to you might strike your colleagues as interesting and captivating.

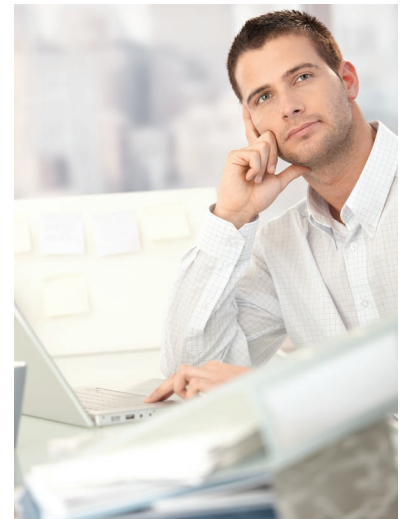
Interference

Interference is anything that blocks or hinders the accurate communication of a message. There are three types:

- *External* interference comes from outside the listener: someone coughing, people talking on their smartphones, or broken air-conditioning that leaves the listeners hot and sticky.
- *Internal* interference comes from within the listener. Some listeners might be hungry or tired or sick, or they might be daydreaming or worrying about a personal problem. As a speaker, you can help such listeners by making your speech so engaging that the audience wants to listen to you.
- *Speaker-generated* interference can occur if you distract your listeners with unfamiliar words, confusing concepts, or bizarre clothing.

Sometimes listeners will try to overcome interference—for example, straining to hear the speaker's words over the noise of other people talking. But too often, listeners will fail to make the extra effort.

When you are a speaker, stay alert for signs of interference and respond immediately. For example, if a plane roars overhead, you can either speak louder or pause while it passes.



Interference can be caused by a daydreaming listener.

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