

DK



DK Guide to Public Speaking

2nd Edition

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PS

LISA A. FORD-BROWN

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Columbia College



DK Guide to Public Speaking

2nd Edition

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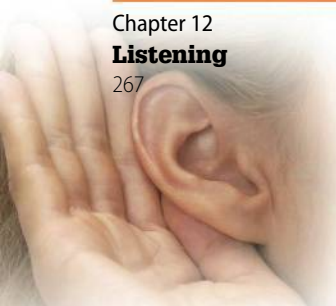
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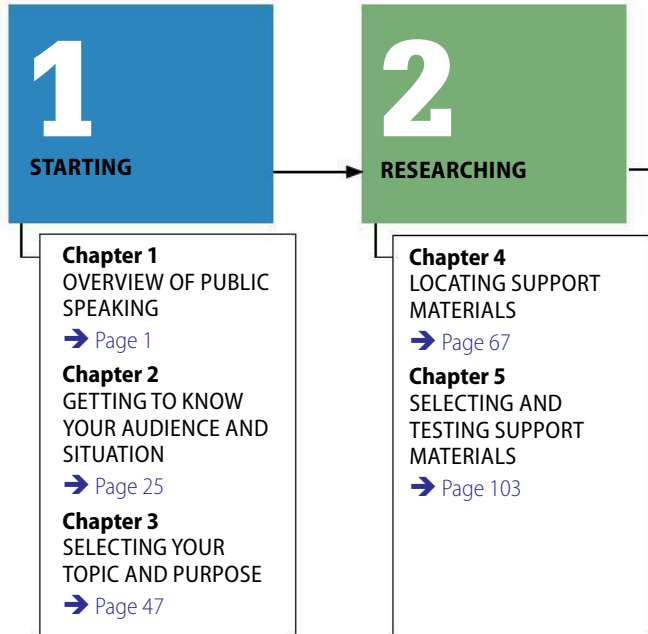
How to Use This Book

This book contains nine tabs. **Tabs 1–5** explain the creative process for public speaking, and **Tabs 6–9** discuss the basic types of speaking. The chart to the right gives a quick overview.

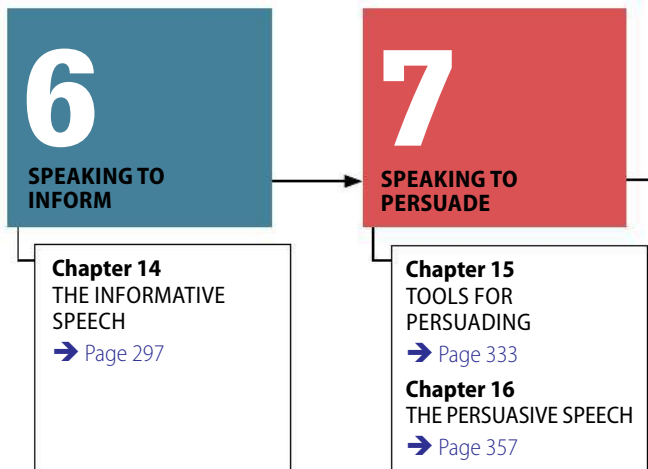
Within the chapters, headings are in question-and-answer format—to ask common questions that beginning speakers have and to provide clear answers. Each chapter-opening contents section also serves as a list of **learning objectives** for that chapter. Every chapter ends with a **Chapter Review** section that reinforces these learning objectives by reviewing them one more time.

See pages 20–21 for more tips on using this book to study and to create a speech.

THE CREATIVE PROCESS FOR PUBLIC SPEAKING



TYPES OF SPEAKING



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SPEECH

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**SPEAKING IN
PROFESSIONAL
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What's New in This Edition

1

Increased emphasis on learning objectives and outcomes: A new section on “Learning with This Book” in Chapter 1 and new Chapter Reviews reinforce the learning objectives.



2

Enhanced digital experience in MyCommunicationLab: Greater visual, digital integration between the eText and



the tools in MyCommunicationLab provides a more interactive experience for students as they create their speeches and learn the concepts behind public speaking.

3

The Overview chapter is now Chapter 1: Emphasizing the importance of this foundational material, the shift also helps with overall navigation within the text.



4

Expanded coverage of speech anxiety: New information on symptoms of anxiety as well as techniques for managing anxiety will help students boost their confidence.

How Can You Overcome a Fear of Public Speaking?



1 Understand What Is Happening

Overcoming a speech anxiety is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your anxiety, the more you can control it. You can overcome your anxiety by understanding it.

When you face something that makes you feel uncomfortable, you can choose to avoid it, or you can face it. If you choose to face it, you can learn to control it. You can overcome your anxiety by understanding it.

COMMON ANXIETY SYMPTOMS

- Dry mouth
- Shaky hands or legs
- Nausea
- Sweating
- Pain or pressure in the chest
- Rapid heartbeat
- Rapid breathing
- Dizziness
- Trembling
- Rapid eye movement
- A feeling of being disconnected from the audience
- Memory lapses or inability to concentrate
- Overreacting to things
- A sense of being disconnected from the audience
- A sense of being disconnected from the audience

2 Face Your Fear Head On

- **Don't avoid your fear.** If you avoid it, you will never learn to control it.
- **Face your fear head on.** You can control your anxiety by facing it.
- **Practice, practice, practice.** The more you practice, the more you will control your anxiety.
- **Remember that your anxiety is just a feeling.** It is not a threat to your health.
- **Remember that your anxiety is just a feeling.** It is not a threat to your health.
- **Remember that your anxiety is just a feeling.** It is not a threat to your health.

TIP: Speech Anxiety

Remember to breathe, breathe, breathe. Remember to breathe, breathe, breathe. Remember to breathe, breathe, breathe.

10 CHAPTER 1 OVERCOMING PUBLIC SPEAKING

HOW CAN YOU OVERCOME A FEAR OF PUBLIC SPEAKING? 11

5

Updated discussion of ethics: This coverage incorporates new material on understanding ethics and an expanded section on avoiding plagiarism.

How Can You Be an Ethical Public Speaker?



1 Understand Ethics

Understanding ethics is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your ethics, the more you can control it. You can overcome your anxiety by understanding it.

2 Support and Endorse Freedom of Expression

Supporting and endorsing freedom of expression is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your freedom of expression, the more you can control it. You can overcome your anxiety by understanding it.

4 Be Sensitive to the Power of Language

Being sensitive to the power of language is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your language, the more you can control it. You can overcome your anxiety by understanding it.

PRACTICE ETHICS

- Read and understand the text.
- Read and understand the text.
- Read and understand the text.
- Read and understand the text.
- Read and understand the text.

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HOW CAN YOU BE AN ETHICAL PUBLIC SPEAKER? 15

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Coverage of new topics: New areas include mediated presentations, Prezi presentation software, audience learning styles, researching persuasive propositions, and more.

How Do You Prepare for a Mediated Presentation?



Preparing for a mediated presentation is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your mediated presentation, the more you can control it. You can overcome your anxiety by understanding it.

Understanding mediated presentations is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your mediated presentations, the more you can control it. You can overcome your anxiety by understanding it.

TIP: Creating a Mediated Speech

Remember to breathe, breathe, breathe. Remember to breathe, breathe, breathe. Remember to breathe, breathe, breathe.

TIP: Mediated Engagement/Visual Presentation

Mediated engagement is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your mediated engagement, the more you can control it. You can overcome your anxiety by understanding it.

TIP: Researching Persuasive Propositions

Researching persuasive propositions is a process that begins when you start engaging in an experiential experience with your fear. The more you understand about your persuasive propositions, the more you can control it. You can overcome your anxiety by understanding it.

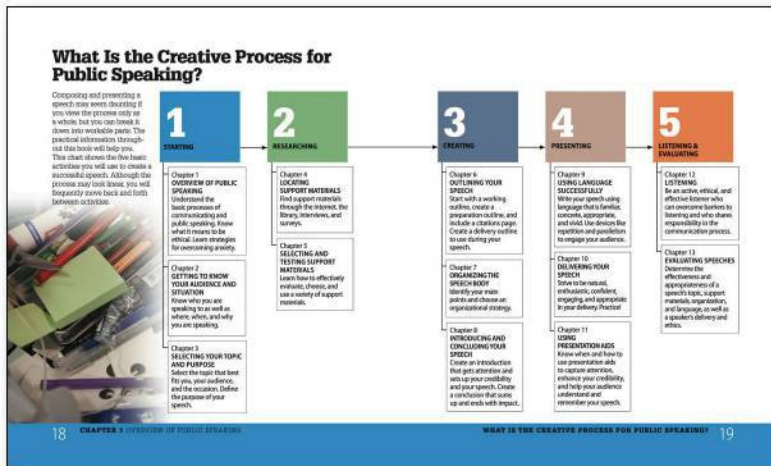
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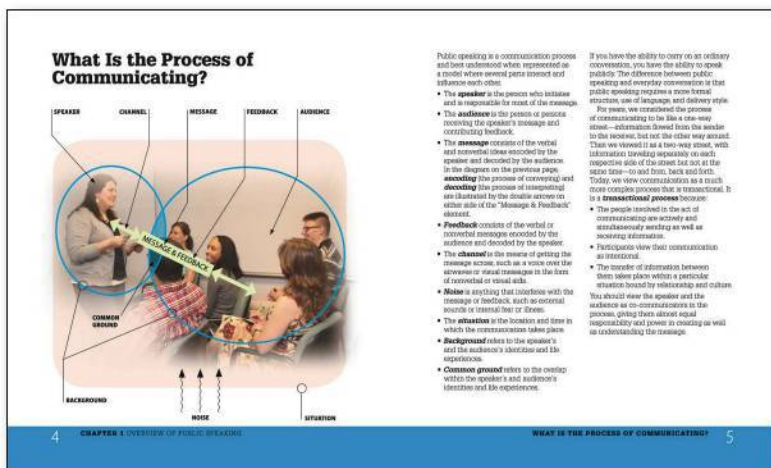
Features

A powerfully visual DK design and comprehensive coverage combine for an easy-to-navigate resource that equips students with the tools to be effective public speakers. Based on extensive research and usability studies, this full-color, tabbed, spiral-bound guidebook gives students the practical information they seek, supported by the concepts and theories instructors want.

1
Designed for easy use and navigation: Tabs and process charts help students quickly find answers to questions on any part of the speech process. Blue cross-references guide students to related sections.



2
Presents concepts visually, supported by text: The pairing of visuals and detailed explanations allows students to get an overview at a glance and read on for specifics.



Introduction

Suppose your friend Molly is a runner, buys a special brand of running shoes, and you feel persuaded to buy the same brand because of her choice. Or, what if you see a commercial for a new sports drink, and you decide to give it a try? According to some definitions of persuasion, both of these scenarios could describe persuasive acts. However, some communication scholars would not call your shoe purchase—based on Molly's brand choice—a result of persuasion, while they might call the sports-drink commercial persuasive. This chapter will explain why.

Chapter 15 introduces you to what constitutes persuasion, what techniques you use to persuade, and how to construct an argument. Chapter 16 will help you create and evaluate your arguments and your persuasive speech as a whole.

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6

Highlights a learning objective in each chapter heading: Chapter headings are in question-and-answer format—to ask common questions that beginning speakers have and to provide clear answers. Each chapter-opening contents section also serves as a list of learning objectives for that chapter.

7

Correlates with NCA learning outcomes: Learning objectives are based on the outcomes described in Part One of “Speaking and Listening Competencies for College Students” by the National Communication Association. A guide in the back of the book points to where each outcome is addressed in the text.

Speaking Competencies: Basic Skills

In order to be a **competent speaker**, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement on pages 460–465.

Determine the purpose of oral discourse.

ABILITIES

- Identify the various purposes of discourse.
- Identify the similarities and differences among various purposes.
- Understand that different contexts require differing purposes.
- Generate a specific purpose relevant to the context when given a general purpose.

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460 NCA STUDENT OUTCOMES FOR SPEAKING AND LISTENING

8

Based on how students do research: The research chapters in Tab 2 are designed around the astounding array of resources available to students today. Coverage emphasizes how to evaluate sources and how to cite them orally and in written form.

How Do You Cite Sources Orally?

1 Collect the Necessary Content
2 Create and Deliver Oral Citations

You have seen how when you write papers you need to cite your sources. When you write and give a speech, you also need to cite citations. Citations on the oral and written media for the original sources of the information research you are using.

As a researcher in a class, you will need to use both oral and written citations—read during the speech and written notes on the side of the paper. Chapter 8 will help you with written citations, and writing notes on the side of the paper. Citations on how to write notes on the side of the paper are covered with the oral citations. Doing a speech, the information you use must always be incorporated so that the audience clearly hears them. Because balance do not have the outline or notes page. Citations to a written paper, however, your oral citations to not be detailed. Your list citations of a source will be the most detailed, and any reference to the same source needs to be through citations to connect it back to the original.

For example, Mac is doing a presentation on how to attract transportation to your business. She created a list of sources listed in the notes appear to "Mac's" from an article in an issue of *State and Science*. She can cite them.

An example citation is in the June/July 2011 issue and there are "Mac's" from an issue of *State and Science*. She can cite them.

This could be Mac's first oral citation for the source being her speech.

The table below suggests the potential content of your first oral citation for different sources. Use it to help you collect the necessary information for your oral citations.

You can create oral citations through collaboration on oral papers such as group, and so that an audience member could know the name being cited if it is not obvious to an.

CONTENTS OF ORAL CITATIONS

TYPE OF SOURCE	WHAT TO INCLUDE IN YOUR ORAL CITATION
Web site	Identify it as a Web site, give the title of Web page, the address, and either the date of publication, the author, or when you accessed it. May include website title.
Magazine or journal	Identify it as an article, give name of magazine or journal, author and coauthors, and date of publication. May include title of article.
Book	Identify it as an article, give name of journal, author and coauthors, and date of publication. May include title of article.
Book	Identify that it is a book, give title, author or publisher, and date of publication.
Government document	Identify that it is a document of government publication, its date and date of publication.
Brochure or pamphlet	Identify it as a brochure or pamphlet, give title, who published it, and date of publication.
Reference works	Title and date of publication.
Video, DVD, or CD	Title of tape or disk and date.
Television or radio	Title of the show, channel or network, and date of broadcast.
Interview conducted by you	Identify yourself as the interviewer, give name and identity of the person interviewed and date of interview.

HOW DO YOU CITE SOURCES ORALLY?

9

Includes checklists and tip boxes for practical application: Extensive use of checklists gives students practical tools to help them create and evaluate their speeches at each stage of the process. Tip boxes provide useful information and advice along the way.

CHECKLIST for Evaluating Working Main Points

- Does each main point cover only one key idea?
- Are my main points similarly constructed (are they parallel)?
- Am I roughly balancing the time spent on each point?
- Do my main points relate back to the central idea?

TIP: Judging Topics

Be careful not to judge a topic too quickly. Some topics may appear to be a waste of time but can be used creatively. For example, making bubble tools and soap solutions may seem unworthy for a college class. However, if your audience consists of parents or elementary education majors, or if it is close to finals week, you might be giving your audience information they can use to involve their children or students in the creative process or of a great activity to alleviate the stress of studying.

10

Covers presentation aids in a truly visual way: Chapter 11, "Using Presentation Aids," takes full advantage of the cutting-edge and visual nature of the text to explain and showcase the variety of aids available to students today—and the best ways to maximize their use.

How Do You Craft an Effective Aid?

1 Follow Good Design Principles
2 Give Yourself Enough Time to Be Creative

In this chapter, you will learn the art and science of creating effective presentation aids. You will learn how to design aids that are visually appealing, easy to use, and effective in supporting your message. You will also learn how to use aids to enhance your presentation and to make your message more memorable.

Design principles relate to the arrangement and placement of visual elements. Color, text, line, images, space, and the contrast effect. When you create your presentation aids, you should think about the arrangement and placement of visual elements on the page, poster, slide, or screen. Likewise, when you think about the arrangement of all of your aids within a presentation, you need to consider arrangement and placement. To allow the aids to support your verbal message. There are five design principles you should consider.

TIP: Plan Your Time
 Plan your time carefully. You are better off starting early and having time to make adjustments than to rush to make and feel confident about one presentation—then discovering at the last minute and needing your presentation aids.

UNITY

The principle of unity recognizes the need for the elements you use to relate to each other. If you use multiple aids, they should be related in a unified manner to support your speech. The elements here are more similar to a speech about Greece.

Imagine Greece

Color unity
 The colors used together and a complementary color in the aid, such as the red and white, are noticeable features of the aid, as shown here.

Color harmony
 The colors used together in the aid, such as the red and white, are noticeable features of the aid, as shown here.

Image unity
 Images that relate to the aid, such as the red and white, are noticeable features of the aid, as shown here.

PATTERN

The pattern principle recognizes that you create a design layout and can consistently. Teaching patterns will help your audience quickly digest the material because the layout is familiar and uncluttered. Note your pattern design.

Greece's People

Backgrounds
 Use consistent colors, textures, or images for backgrounds.

Text
 Use the same type, color, and size for text with related content. For example, all of the text in the image is in the same font and color.

Content
 Try to feature similar content for each main point if possible.

Symbols
 Use consistent symbols, shapes, checkmarks, or icons to establish related patterns.

HOW DO YOU CRAFT AN EFFECTIVE AID?

Supplements

INSTRUCTOR'S MANUAL

Prepared by Christa Tess Kalk, Minneapolis Community & Technical College, this comprehensive, peer-reviewed resource offers a chapter-by-chapter guide to teaching with this innovative book! Each chapter features learning outcomes, a detailed lecture outline, discussion questions, activities, and content quizzes. There also are many suggestions for incorporating visual elements from the book and multimedia resources from MyCommunicationLab in your lectures and assignments.

Available at www.pearsonhighered.com/irc
(instructor login required); ISBN 0-205-94465-9

POWERPOINT™ PRESENTATION PACKAGE

Prepared by Erin E. Baird, University of Oklahoma, this text-specific package provides a basis for your lecture with visually enhanced PowerPoint™ slides for each chapter of the book. In addition to providing key concepts and select art from the book, these presentations bring the book's exciting visual presentation to life with pedagogically valuable animations as well as detailed instructor notes. A separate set of art slides includes figures, tables, and checklists from the book so you can easily tailor a presentation to your needs.

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A GUIDE FOR NEW PUBLIC SPEAKING TEACHERS

This handy guide helps new teachers prepare for and teach the introductory public speaking course more effectively. It covers such topics as preparing for the term, planning and structuring a course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, and much more!

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For a current, complete list of accompanying student and instructor supplements, visit www.pearsonhighered.com/communication. Select instructor supplements are available at www.pearsonhighered.com/irc (instructor login required).

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- The **Pearson eText** lets students access their textbook anytime, anywhere, and any way they want—including listening online or accessing on a smartphone or tablet device.
- **Videos and Video Quizzes:** Sample student and professional speeches offer students models of the types of speeches they are learning to design and deliver. Many interactive videos include short, assignable quizzes that report to the instructor's gradebook.
- **PersonalityProfile:** Pearson's online library for self-assessment and analysis provides students with opportunities to evaluate their own and others' communication styles. Instructors can use these tools to show learning and growth over the duration of the course.
- **MediaShare:** A comprehensive file upload tool that allows students to post speeches, outlines, visual aids, video assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel. Structured much like a social networking site, MediaShare helps promote a sense of community among students. Uploaded files are available for viewing, commenting, and grading by instructors and class members in face-to-face and online course settings. Integrated video capture functionality allows students to record video directly from a webcam to their assignments, and allows instructors to record videos via webcam, in class or in a lab, and attach them directly to a specific student and/or assignment. In addition, instructors can upload files as assignments for students to view and respond to directly in MediaShare. Grades can be imported into most learning management systems, and robust privacy settings ensure a secure learning environment for instructors and students. Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store; search for Pearson MediaShare.
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1

OVERVIEW OF PUBLIC SPEAKING



Introduction

When Jenna and Sergei enrolled in a public speaking class, both saw it as a waste of time and dreaded it more than anything. Jenna worried that she wouldn't find anything interesting to say. Sergei was nervous and thought he would never want or need to use public speaking skills beyond class.

Before their class ended, Sergei and Jenna felt differently. Jenna realized that a speech about Ramen noodles could be interesting if she used dynamic language and delivery as well as unique support materials. She discovered that this popular college snack helped fight hunger in Japan after World War II. Jenna developed confidence in speaking and went on to own a consulting firm inspiring small business owners.

Sergei learned that his nervousness could be an asset and that he could give a good speech. He still got nervous but knew how to positively channel his anxiety. Sergei joined the Mock Trial Club—something he would have passed up before the class. Even more astounding, he found he enjoyed it and changed his major to pre-law.

You may not yet see the benefit of learning to speak effectively, either. The extraordinary events in our lives requiring us to step to the lectern are hard to predict. But no matter what career you pursue, the influence that effective speaking will have on your life is significant. You will find yourself needing to defend a decision, promote your business, protect your family, or take a stance. These events require that you move beyond everyday skills and develop competent public speaking skills. This book will help you step up to those challenges.

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When Will You Use the Skills Offered in This Book?

1 In Your Public Life

2 In Your Professional Life

3 In Your Personal Life

1

In Your Public Life

Taking the time now to understand the public speaking process will help you:

- Improve your ability to speak out about issues in your community and larger society.
- Become more culturally sensitive.
- Become a better consumer of public communication from others through the development of your critical thinking skills.

Engaging in public speaking is empowerment at its purest. We live in a country that honors its people with the freedom of speech, and as citizens, we can use that freedom to improve our lives and those of future generations. Someday, you may find yourself the president of a local community project to keep children drug-free. You may find yourself appointed the neighborhood spokesperson when a large corporation wants to purchase land in your neighborhood for a new construction project. When family members struggle to pay their medical bills, you may find yourself speaking out for medical reform. You will encounter numerous times throughout your life when you will need to have the courage to speak out publicly on issues that concern you and those you care about.

PRACTICING ETHICS

When evaluating and responding to the communication of a speaker, strive to understand his or her point of view, needs, and behavior. Create a caring and mutual learning environment when responding to a message. For example, when you may disagree with someone's message, listen carefully to the entire message as an option before you judge it.



2

In Your Professional Life

Individuals who develop effective communication skills get better grades, more promotions, and higher pay, and they have more overall success in their educational and professional careers. No matter what major you select or what profession you end up working in, you will need to be an effective speaker.

Learning how to outline or cite sources is as important in a science research class as it is in a speech class, and learning how to listen will help you in all your classes, as well as in your professional relationships. Today, most two-year and four-year college courses in any field have an oral presentation requirement. When looking for a job, you will find that most employers place a high emphasis on good written and oral communication skills when hiring and evaluating their employees. The basic job interview is quite possibly the most difficult persuasive communication most of you will undertake.

3

In Your Personal Life

Personal benefits relate to your self-development and self-esteem. When you engage in public speaking, you learn more about yourself and others, as well as how to be a better listener and overall person.

For example, think about the beliefs you hold related to topics like abortion or gay marriage. Can you articulate why you hold these beliefs and support them? What can you learn about yourself when you publicly articulate your feelings related to these topics? How can you learn from listening to others who agree or disagree with your feelings?

The self-esteem benefit may be the most important at this point in your public speaking mission. Most beginning speakers have some fear or stage fright related to giving a speech. Ironically, the single best way to beat the stage-fright monster is to give many speeches. Once you realize that you can give a speech and that most audiences are more forgiving than you think, you will find confidence in yourself that you didn't know existed.

If I had to go back to college again — knowing what I know today — I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively.¹

PRESIDENT GERALD R. FORD