



# PUBLIC SPEAKING

## THE EVOLVING ART

STEPHANIE J. COOPMAN  
JAMES LULL

FOURTH EDITION

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## The Evolving Art



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**FOURTH EDITION**

**Stephanie J. Coopman**

San José State University

**James Lull**

San José State University



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Content Project Manager: Dan Saabye

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*This bonus chapter can be accessed through MindTap Communication. For more information about MindTap go to page xiv*

## **Mediated Public Speaking**

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## Bonus Chapter

*This bonus chapter can be accessed through MindTap Communication. For more information about MindTap go to page xiv.*

### Mediated Public Speaking

# Preface

*Public Speaking: The Evolving Art* deftly links time-honored, classic public speaking instruction with today's emerging technologies. Students develop the confidence and skills essential for effective public speaking across a range of contexts in our fast-changing, digitally oriented world. Taking a practical, audience-centered, culturally up-to-date approach, *Public Speaking: The Evolving Art* and MindTap for *Public Speaking: The Evolving Art* address the ways in which the latest technologies, social transitions, and cultural shifts have affected students and the communication discipline.

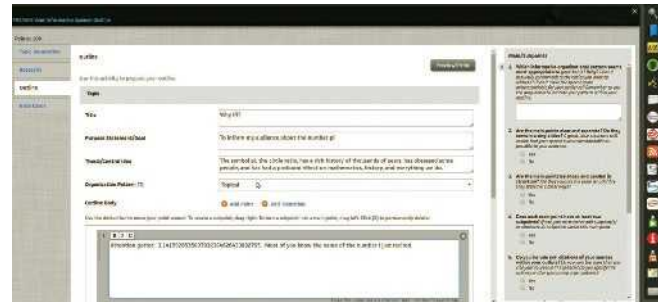
## Public Speaking Is an Evolving Art

Although the foundations of effective public speaking have endured since classical times, the Internet and other new media have influenced every aspect of public speaking—from the initial stages of topic selection and research to the final stages of practicing and delivering a speech. Consider these current trends:

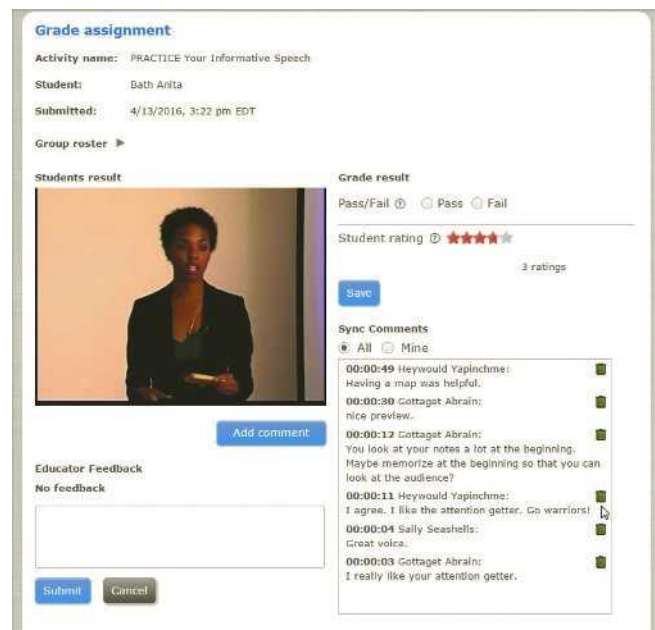
- Unprecedented access to digitized content is exceptionally easy to appropriate, making the ethics of public speaking increasingly complex.
- Communication technologies—including smartphones, Internet telephony (such as Skype), social media (such as YouTube and Snapchat)—make connecting with others, both locally and globally, faster and easier than ever, and give speakers numerous speech-delivery options, such as podcasting, webcasting, and presentation software.
- Globalization and increased cultural awareness require that communicators consistently demonstrate a high degree of multicultural and intercultural knowledge and sensitivity.
- Audiences often expect a friendly, conversational delivery style, the correct use of presentation media, and messages targeted to their interests.

Embracing the multiplatform realities of today's textbooks, *Public Speaking: The Evolving Art* meets the needs of in-person, hybrid (or blended), and online classes. The book includes a wealth of resources in MindTap Communication—an online, highly personalized learning experience integrated with *Public Speaking: The Evolving Art*. MindTap combines student learning tools—readings,

multimedia, and assessments—into a Learning Path for each chapter that guides students through course material. Instructors customize the learning experience with their own and Cengage Learning content and tools that integrate into the MindTap framework. MindTap public speaking apps include the following:



- Outline Builder guides students step by step through the speech preparation process—from topic generation, to research aggregation and source citation, to outline and note card preparation.



- Practice and Present with YouSeeU is a synchronous and asynchronous speech video delivery, recording, and grading system with robust tools, including rubrics, to facilitate comprehensive instructor and peer evaluation.





- Available to instructors to add to the Learning Path, the Speech Video Library provides current, realistic examples students can model to improve their speaking skills and gain confidence. Critical thinking questions, a transcript, an outline, and note cards accompany each speech video.

The MindTap experience begins with a chapter-specific Learning Path ready for you to use as is or customize for your class. Design the Learning Path to match your syllabus exactly—hide, rearrange, change, add, and insert campus- or course-specific resources, such as handbooks, school catalogs, web links, your favorite videos, activities, current events materials, or any resource you can upload to the Internet. Some specific resources *Public Speaking: The Evolving Art's* Learning Path include:



- **Getting Started.** A polling activity where students can view how their responses to chapter-related topics compare with their peers' responses.
- **Read It in the MindTap Reader.** The MindTap Reader is more than a digital version of a textbook. Videos bring the book concepts to life. The robust functionality of the MindTap Reader allows learners to make notes, highlight text, and even find a definition right from the page. After completing the reading, students can review vocabulary with the flashcards and check their comprehension with assignable chapter quizzes.
- **Watch It.** Addressing topics like building confidence, avoiding plagiarism, selecting the best supporting materials, and managing physical delivery, videos and animations of peer mentors

offer first-hand strategies and tips for student success in the public speaking course.

MindTap can be bundled with every new copy of the text or ordered separately. Students whose instructors do not order these resources as a package with the text may purchase access to them at **cengagebrain.com**. Contact your local Cengage Learning sales representative for more details.



Look for the MindTap icon in the pages of *Public Speaking: The Evolving Art* to find MindTap resources related to the text.

“*Public Speaking: The Evolving Art* is an excellent Public Speaking text! The information in it is current, relevant, and extremely accessible for the average college student. The Mindtap program associated with it makes it even better. There are a wealth of resources available to students, including an Outline builder to make constructing outlines effortless!”

—Christopher Wood, University of Idaho

## Clear and Thorough Examination of the Speech Development Process

Regardless of where on the digital-immersion spectrum your students fall, *Public Speaking: The Evolving Art* is committed to enriching their learning experience, helping them maximize their effectiveness, and greatly enhancing the quality and impact of their public communication.

*Public Speaking: The Evolving Art* also provides a sound pedagogical approach in sync with how today's students learn: **Read It, Watch It, Analyze It, Apply It, Review It.** Each chapter's material, both in the book and via MindTap, engages students with a user-friendly text, content-rich videos, opportunities to analyze student and professional speeches, and an unparalleled array of study and self-assessment resources.

Touted by instructors for its accessible, conversational writing style, *Public Speaking: The Evolving Art* offers cutting-edge content and coverage of all the essential topics instructors and students need to succeed in an introductory public speaking course. Some unique highlights instructors praise include:

- **Chapter 1, The Evolving Art of Public Speaking,** offers **strong grounding in the classical history** of public speaking that **traces the historical evolution of public speaking** so that students see its place in human development.

- **Chapter 5, Adapting to Your Audience**, provides comprehensive coverage of audience analysis and **using audience research questionnaires**, defines **psychographics** and introduces **speaker credibility**.
- **Chapter 6, Researching Your Topic**, delivers a thorough overview of **research databases** and **current research options**.
- **Chapter 7, Supporting Your Ideas**, includes **five types of supporting material** and differentiates between **types of stories and testimony**.
- **Chapter 12, Delivering Your Speech**, includes specific information for **speakers with dis/abilities** and reinforces an **audience-centered approach**.
- **Chapter 14, Persuasive Speaking**, offers coverage on **persuading different types of audience**—hostile, sympathetic, apathetic, uninformed, divided—to help students design persuasive strategies in order to reach these audiences. New to this edition, this chapter also differentiates between **practical persuasive speaking** (e.g., give blood, register to vote) and **issue-based persuasive speaking** (e.g., death penalty, withdraw from the Middle East).

- **Chapter Quizzes** available on MindTap let students test their understanding of chapter concepts. These multiple choice style quizzes are auto-graded and give instructors quick and easy insight into the progress and success of their students.

“Very comprehensive, informative, and well written text that is user-friendly, with excellent online supplements.”

—Diane DeRosier, Eastern University

## Contemporary and Relatable Examples Appeal to Today’s Diverse Students

With a distinct 21st-century, student-centered approach, *Public Speaking: The Evolving Art* and its companion resources were developed with an abundance of culturally relevant examples, models, figures, and tables to help students gain the practical public speaking skills they need to reach their full potential as public speakers and to contribute positively to society as confident, accomplished communicators.

To help students retain chapter concepts, Review It features the following:

- **Reflecting On questions** encourage students to review key chapter topics on their own or discuss them in groups.

**REVIEW IT**

| Key Terms                |                         |                 |
|--------------------------|-------------------------|-----------------|
| communication climate 45 | external noise 50       | mindfulness 51  |
| cultural norms 48        | information overload 42 | mindlessness 50 |
| dialogue 44              | internal noise 50       | monologue 44    |
| ethnocentrism 49         | listening anxiety 53    | noise 50        |

**Reflecting on Listening**

1. Complete the Willingness to Listen questionnaire that appears in the “Listening to Promote Dialogue” section. What was your score? How accurately do you think it reflects on your willingness to listen? What did completing this questionnaire tell you about your own listening habits? In what areas do you think you could improve on your listening? How will you make those improvements?
2. For one day, keep a diary of your communication time. How much time do you spend listening, speaking, writing, and reading? How closely does that breakdown match the percentages in Figure 3.1? What did you learn about your communication by keeping this communication diary?
3. Review the Speaking of... box titled “Exercises to Save Your Listening.” Try out at least one of the exercises. How effective do you think the exercise is in improving your listening? Would you recommend the exercise to your friends or classmates? Why or why not?
4. Recall a recent experience in which you were a critical listener. How well did you listen with empathy and appreciation? How well did you listen for content? How did you evaluate what the speaker said? What did you learn from listening critically?

**MindTap Flashcards**

**MindTap**  
Answer these critical thinking questions and complete a chapter quiz.

Chapter 3 Listening 57

**ANALYZE IT**

Katherine Heigl, Tribute to Shirley MaLaine

Actor Katherine Heigl spoke at the American Film Institute's tribute to Shirley MaLaine. In this short speech, Heigl honors MaLaine's work and notes how she has served as a role model for other female actors. At the start of the speech, Heigl tells her audience about her fear of public speaking. Read the transcript here to find out how Heigl managed her speech anxiety.

It's such an honor for me to be here tonight to celebrate the wonderfully talented exceptional Shirley MaLaine. I'm kind of petrified of speaking in public. I know it seems ridiculous. But when they first asked me my first thought was fear and my second thought was, but it's Shirley MaLaine. And as I've been sitting here and getting more and more nervous I've also been getting really excited to tell you how significant and important and inspirational you have been to me for a very long time.

I was 12 when I first fell in love with you. It was when I first saw “Steel Magnolias” and “Terms of Endearment,” and “Postcards from the Edge” for the first of many, many, many times. I was too young to understand what made you so special and unique. I just knew that you were my 12-year-old heart's favorite actress and I have spent the last 21 years trying to perfect your zingers from “Steel Magnolias.” Like, “I'm not crazy M'Lynn, I'm just been in a very bad mood for 40 years.” Which is really fun to say to people for no reason.

Shirley you taught me how important, how significant a movie could be in a person's life to help them not feel so alone and isolated in their grief and their loss. And that laughter and tears could be delivered in the same breath. And that strong take-no-prisoners women could be vulnerable and fragile, too. My love for you has grown with each of these astounding performances and my respect for you has deepened when I realized you're more than just an actor. You're a woman who isn't afraid to speak your truth and to laugh at yourself and take a stand. You gave me a woman in Hollywood to look up to. And you've taught me this exceptional lesson to hold my freakin' own and to honor the 12-year-old that's still in me. Can I get your autograph?

Chapter 2 Building Your Confidence 37

**MindTap**

Chapter 2: Building Your Confidence  
Public Speaking: The Evolving Art

**Analyze It: Katherine Heigl, Tribute to Shirley MaLaine**

Actor Katherine Heigl spoke at the American Film Institute's tribute to Shirley MaLaine. In this short speech, Heigl honors MaLaine's work and notes how she has served as a role model for other female actors. At the start of the speech, Heigl tells her audience about her fear of public speaking. Read the transcript here to find out how Heigl managed her speech anxiety.

4:04 / 9:30

- **Key Terms** coupled with marginal definitions throughout the chapter assist students with learning public speaking vocabulary. Flashcards available on MindTap help students study basic concepts and terminology.

- **Analyze It.** A diverse collection of sample student and professional speeches at the end of Chapters 2 to 16 coupled with video of live delivery of the speech on MindTap allow students to consider chapter concepts in the context of real speeches. Each speech is accompanied by a brief overview of the speech's context and questions for discussion. Read and watch Katherine Heigl's Tribute to Shirley MacLaine (Chapter 2) or a student's persuasive speech on cyberbullying (Chapter 15).



- **Apply It in the Workplace and in Your Community.** These features encourage students to apply their public speaking skills in professional and local organizational settings. The activities demonstrate the ways in which public speaking skills can foster greater social awareness, civility, personal responsibility, service learning, and active learning.

Katherine Heigl, Tribute to Shirley MacLaine

Amanda Wagemann, Winning Speech for the South Dakota Department of Agriculture, 2012 Resource Conservation Speech Contest

Chris, Impressionistic Painting

Katie, Why Pi?

Emily, About ALS

Malkia Cyril, Keynote at the Computers, Freedom and Privacy Conference, October 13, 2015

Alicia, How Guinea Pigs Help Autistic Children

Nathaneal, The 54th Massachusetts

Sierra, The Role of Spots in Society

Dr. Michael Marx, Getting Off Oil

Chase Roberts, First Place Speech at the 2015 Houston 19th Annual Gardere Martin Luther King, Jr., Oratory Competition  
Lishan, Chinese Valentine's Day  
Carly, Eat Healthier in College  
Alicia, Sexual Assault on University Campuses  
Adam, Together, We Can Stop Cyberbullying  
Tara, My Grandfather, John Flanagan Sr.

"I continue to be impressed with how the authors are using a more modern, student centered set of references and examples."

—John Reffue, Hillsborough Community College

"A visually engaging, comprehensive look at public communication with an abundance of helpful examples and models for students."

—Brian Zager, Merrimack College

## New to This Edition

Global revisions to the include:

- Chapter openings that emphasize the continuity and change over time in public speaking styles, approaches, and perspectives.
- Updated and expanded research to provide students with the most relevant and current information related to public speaking.
- Updated photographs, examples, charts, and tables that reflect the evolving art of public speaking.
- Learning outcomes added at the beginning of every chapter and reflection questions that match those learning outcomes.

Chapter revisions to the text include:

- **Chapter 1, The Evolving Art of Public Speaking:** Intensified focus on audience-centered public speaking as conversational and interactive.
- **Chapter 2, Building Your Confidence:** In-depth discussion of relaxation techniques for managing anxiety, inclusion of the Communication Anxiety Regulation Scale, added attention to building confidence for giving online speeches.
- **Chapter 3, Listening:** Completely redesigned with a single focus on listening, the chapter provides a feedback form for classroom speeches, detailed discussion of barriers to effective listening, specific exercises to improve listening. Discussions of ethics and public speaking now are distributed throughout the text.

- **Chapter 4, Developing Your Purpose and Topic:** Highlights the presence of Malala Yousafzi, Neil deGrasse Tyson, Mark Zuckerberg, and Ayaan Hirsi Ali as global public speakers with a well-defined purpose.
- **Chapter 5, Adapting to Your Audience:** Links fundamental principle of evolutionary adaptation to public speaking; integrates current research on audience diversity.
- **Chapter 6, Researching Your Topic:** Updated online resources for searches, such as DuckDuckGo, Google Scholar, Artcyclopedia, and FindSounds; streamlined discussion of information interviews; expanded discussion of evaluating research materials; detailed coverage of plagiarism and strategies for avoiding it that demonstrates integrating research in to a speech.
- **Chapter 7, Supporting Your Ideas:** Facts and statistics discussed as two separate types of supporting materials; clear distinctions drawn among facts, inferences, and opinions.
- **Chapter 8, Organizing and Outlining Your Speech:** Integrated description and comparison of working, complete-sentence, and speaking outlines.
- **Chapter 9, Beginning and Ending Your Speech:** Clearer discussion of primacy and recency effects student speech for analysis.
- **Chapter 10, Using Language Effectively:** Comprehensive discussions of gender-fair and inclusive language.
- **Chapter 11, Integrating Presentation Media:** Up-to-date discussion of latest presentation media; improved examples of digital slides; new section on citing digital slides in speeches; transcript and new video example that demonstrate how to use digital slides in a speech.
- **Chapter 12, Delivering Your Speech:** Expanded discussion of gender and delivery; added section on effective breathing techniques for reducing anxiety.
- **Chapter 13, Informative Speaking:** New culturally relevant informative speech topic examples that spark student interest; new material to help students differentiate between informative and persuasive speech topics.
- **Chapter 14, Persuasive Speaking:** Practical and issue-based topics treated separately; innovative

new section on practical persuasion speech topics and patterns of organization.

- **Chapter 15, Understanding Argument:** New approach to argumentation linked to development of personal leadership skills.
- **Chapter 16, Special Occasion, Distance, and Group Speaking:** Major new section with guidelines on videoconferences, online graphical presentations, and telephone meetings as distance speaking events.

## Instructor Resources

Instructors who adopt this book may request the following resources to support their teaching.

- **Instructor Companion Website.** The password-protected Instructor Companion Website includes:
  - Computerized test bank via Cengage®
  - Ready-to-use PowerPoint® slides (with text and images that can also be customized to suit your course needs)
  - Instructor's Resource Manual presents its own Prepare It, Teach It, Assess It, Adapt It framework to parallel the student text's Read It, Watch It, Analyze It, Apply It, Review It pedagogy. This manual offers guidelines for setting up your course, sample syllabi, chapter outlines, suggested topics for lectures and discussion, and activities and assignments for individuals and groups. It also includes a test bank with diverse types of questions and varying levels of difficulty.

Visit the Instructor Companion Website by accessing <http://login.cengage.com> or by contacting your local sales representative.

- **Digital Course Support.** Get trained, get connected, and get the support you need for the seamless integration of digital resources into your course. This unparalleled technology service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit [cengage.com/dcs](http://cengage.com/dcs) to sign up for online seminars, first days of class services, technical support, or personalized, face-to-face training. Our online and onsite training sessions frequently are led by our Lead Teachers, faculty members who are experts in using Cengage Learning technology and can provide best practices and teaching tips.



## Acknowledgments

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# About the Authors



Fred M. Coopman

**Stephanie J. Coopman** (Ph.D., University of Kentucky) is Professor of Communication Studies at San José State University. She served as department chair for five years and chair of the SJSU University Council of Chairs and Directors for three years. In addition to teaching public speaking since the start of her career, she has conducted numerous training sessions on public speaking and communication pedagogy. Professor Coopman has published her research in a variety of scholarly outlets, including *First Monday*, *Communication Education*, *Western Journal of Communication*, *Communication Yearbook*, *American Communication Journal*, *Journal of Business Communication*, and *Management Communication Quarterly*. She contributes 20 percent of her royalties from the sale of *Public Speaking: The Evolving Art* to the Robert R. Zimmermann “Dr. Bob” Scholarship fund for students and the Dr. Robert R. “Dr. Bob” Zimmermann Endowed Teaching Chair Award for faculty at Delta College in University Center, Michigan.



East Side Books

**James Lull** (Ph.D., University of Wisconsin–Madison) is Professor Emeritus of Communication Studies at San José State University. Winner of the National Communication Association’s Golden Anniversary Monograph Award, he has taught public speaking for more than twenty-five years. An internationally recognized leader in media studies, cultural analysis, and evolutionary communication, Professor Lull is author or editor of twelve books with translations into many languages as well as articles published in the top journals in the field. Dr. Lull holds honorary doctorates and professorships from several universities in Europe and Latin America where he regularly gives plenary addresses and seminars.

# A Brief Guide to Successful Public Speaking

Use this guide as you prepare for your first speech and as a checklist for all the speeches you give in your public speaking class. The guide also serves as a handy reference for speeches you give after college.

Presenting a speech involves six basic stages:

1. Determining your purpose and topic (Chapter 4)
2. Adapting to your audience (Chapter 5)
3. Researching your topic (Chapter 6)
4. Organizing your ideas and outlining your speech (Chapter 8)
5. Practicing your speech (Chapter 12)
6. Delivering your speech (Chapter 12)

These stages blend together—they're integrated parts of a whole, not discrete units. For example,

- As you're analyzing your audience (stage 2), you revise your topic focus (stage 1).
- What you find out about your audience (stage 2) will influence how you research your topic (stage 3).
- When practicing your speech (stage 5), you may decide that the flow of your ideas won't work for your audience (stage 2), so you go back and modify the organization of your ideas (stage 4).

Although public speaking may seem to be all about presenting, most of a successful speaker's work takes place behind the scenes, well before the speaking event. Let's go through each activity in the speechmaking process.

## 1. Determine Your Purpose and Topic

- a. **Decide on your overall goal**, or the general purpose of your speech.
  - First speeches in a public speaking class usually aim to inform or enhance listeners' knowledge of a topic. *Example:* In introducing a classmate, you'd want your audience to learn a few key bits of information about the person.
  - Some first speeches seek to entertain listeners by sharing anecdotes and using humor. *Example:* In introducing yourself, you might tell your audience a funny story about your summer vacation.
  - Speeches to persuade focus on influencing people's behaviors, values, or attitudes. *Example:* Trying to convince audience members to exercise regularly involves persuasion.

- b. After you've identified the speech's general purpose, **choose your topic**.
  - Sometimes your instructor will assign a topic for your first speech, such as introducing yourself to the class.
  - In other cases, your assignment may be more broad, like informing the audience about an important campus issue.
  - Pick something of interest to you that you think will appeal to your audience too.

## 2. Adapt to Your Audience

- a. In choosing a topic, **keep your audience in mind** so your speech will interest them.
  - In-depth research allows you to design a speech tailored to your audience.
  - You probably won't be able to do in-depth research for your first speech, but just looking around the classroom gives you some clues about your audience. Demographic characteristics such as ethnic background, age, sex, and educational level tell you a lot. *Example:* If you wanted to give a speech about affordable housing in your community, you'd probably want to approach the issue from the point of view of renters, not landlords, because your student audience is far more likely to rent than to own their own home.
- b. Adapting your speech to your audience means that you **apply the information you've gathered about them** when designing your speech.
  - Target your message to *this* particular audience at *this* particular time and place.
  - Use audience-centered communication that engages your listeners and helps you achieve your goal for the speech.
  - You want your audience to feel as if you're speaking directly to them.

## 3. Research Your Topic

- a. **You have many sources of information** for your speech topics.
  - Common sources are websites, books, magazines, newspapers, government publications, and interviews with individuals.
  - But begin with yourself and what you already know about the topic.

- b. Once you've identified your knowledge base, **seek out additional sources of information.**
  - You've probably already searched the Internet for information about a wide range of topics. However, finding what you need for a speech is another matter. Locating relevant information online requires determining the right key terms associated with your topic. *Example:* If you're introducing a classmate who enjoys surfing, you may want to find out more about this activity. Typing in "surfing" on Google produces about 33 million webpages, ranging from Internet surfing, to the surfing lawyer, to mind surfing—not exactly relevant to your speech. However, adding key terms to "surfing," such as "sport," "ocean," and "surfboard," refines your search.
  - All campus libraries include extensive electronic databases that serve as gateways to academic journals, newspapers, legal opinions, trade publications, and numerous other sources.
  - A trip to the library and a brief conference with the reference librarian help locate any additional information on paper that you might need.
- However you organize your ideas, the pattern must be clear to your audience.
- d. In your conclusion, you'll summarize the main points and let your audience know you're finished.
  - *Example:* Signal that you're finishing your speech by saying something like, "Let's review what I've covered today ..." or "To summarize, the most important aspects of ...."
  - End with a memorable statement. *Example:* "Now you've met Bailey—political science major, entrepreneur, and future mayor of this city."
- e. With an outline, you develop a numbered list of your main points and all the points supporting them.
  - Outlining your speech shows how you've arranged your ideas.
  - Successful public speaking requires creating and using three different kinds of outlines for different stages in the development of your speech: working, complete-sentence, and presentation.
  - The following table "Types of Outlines" provides an overview of each type of outline, including what it's used for (function), what it includes (key features), and in which chapter of this text you'll find it covered.

#### 4. Organize Your Ideas

- a. Organizing your ideas involves identifying the main points you want to cover in your speech and putting them in a logical order: introduction, body, and conclusion.
- b. With your introduction, you **gain your audience's attention and preview your main points.**
  - Encourage listeners to focus on your ideas by gaining their attention with startling statistics, engaging quotes, rhetorical questions, brief anecdotes, or vivid visual materials that are relevant to your topic.
  - Preview your main points in your thesis statement or in a separate preview statement. *Example:* "The two campus services I'll cover today are the university credit union and the computer recycling program."
- c. Once you've introduced your speech, you've **set the stage for the body of your speech.**
  - The body of your speech includes all your main points organized in some logical way. *Example:* If you were describing a stadium, you might begin with the outside, then take the audience through the gates, then into the first level, and on through the arena using a spatial organizational pattern.

#### 5. Practice Your Speech via Practice and Present in MindTap

- a. **Begin rehearsing your speech** by running through your outline and editing it as needed.
  - Go through your complete-sentence outline, talking out loud, listening for how your ideas flow and fit together.
  - Then give your speech aloud again, checking that you're within the time limit.
  - Based on how well you meet the time limit and how your ideas work together, edit and revise for clarity and ease of understanding.
- b. Create your presentation outline via Speech Builder Express in MindTap
  - Transfer keywords from your complete-sentence outline to note cards, including only those words that trigger your memory. What you write on your note cards will become your presentation outline—the outline you'll use when you give your speech to the audience.
  - Holding your note cards in one hand, stand up and say your speech, just as you would if your audience were there.



- If you plan to use presentation media like digital slides or posters in your speech, practice incorporating them into your presentation at this point too.
  - Because you're using your notes only as a reminder, you'll need to glance at them only briefly and infrequently.
- c. Strive to give an excellent version of your speech rather than a perfect speech.
- As you're practicing, your speech will sound a little different each time.
  - Aim for a conversational presentation that you adapt to your audience as you're speaking.
- 6. Present Your Speech via Practice and Present in MindTap**
- a. When you present your speech, **manage your voice and your body**. Dress for the setting, audience, and topic.
- It's perfectly normal to feel a little nervous before and during your presentation. Think of any anxiety you feel as energy, then rechannel that energy into enthusiasm for your topic and audience.
  - Maintain good eye contact with your audience, glancing at your note cards only to remind you of what you plan to say.
- Speak loudly so your audience can easily hear you.
  - Move with purpose and spontaneity, using gestures that appear natural and comfortable.
- b. For your first speech, you probably won't have slides, videos, or other presentation media. For longer speeches, **manage your presentation media**, arriving early on the day of your speech and checking the equipment you're going to use.
- c. It will help you **manage your audience** as you present your speech if you analyze audience members beforehand.
- What you know about your listeners gives you clues about their possible reactions to your speech.
  - Maintaining good eye contact gives you a sense of how they're responding to what you say.
- d. **Monitor your time and adjust your speech as needed** if you find you're going to go on too long or fall short of the time limit.
- Effective public speaking means having the flexibility to adjust your presentation as you go along.
  - Having a good grasp of the content of your speech will give you the confidence to make whatever adjustments you deem necessary during your presentation.

## Types of Outlines

| Type of Outline   | Functions   | Key features   | Chapter                                 |
|-------------------|---|--|---|
| Working           | Assists in initial topic development; guides research   | Includes main points and possible subpoints; revised during research process   | 4: Developing Your Purpose and Topic    |
| Complete-sentence | Clearly identifies all the pieces of information for the speech; puts ideas in order; forms the basis for developing the presentation outline | Uses complete sentences; lists all sections of speech and all references; revised during preparation process                           | 8: Organizing and Outlining Your Speech |
| Presentation      | Assists you in practicing and giving your speech  | Uses keywords; revised as you practice your speech; often transferred to note cards for use during practice and the final presentation | 12: Delivering Your Speech              |

# 1

# The Evolving Art of Public Speaking

## READ IT

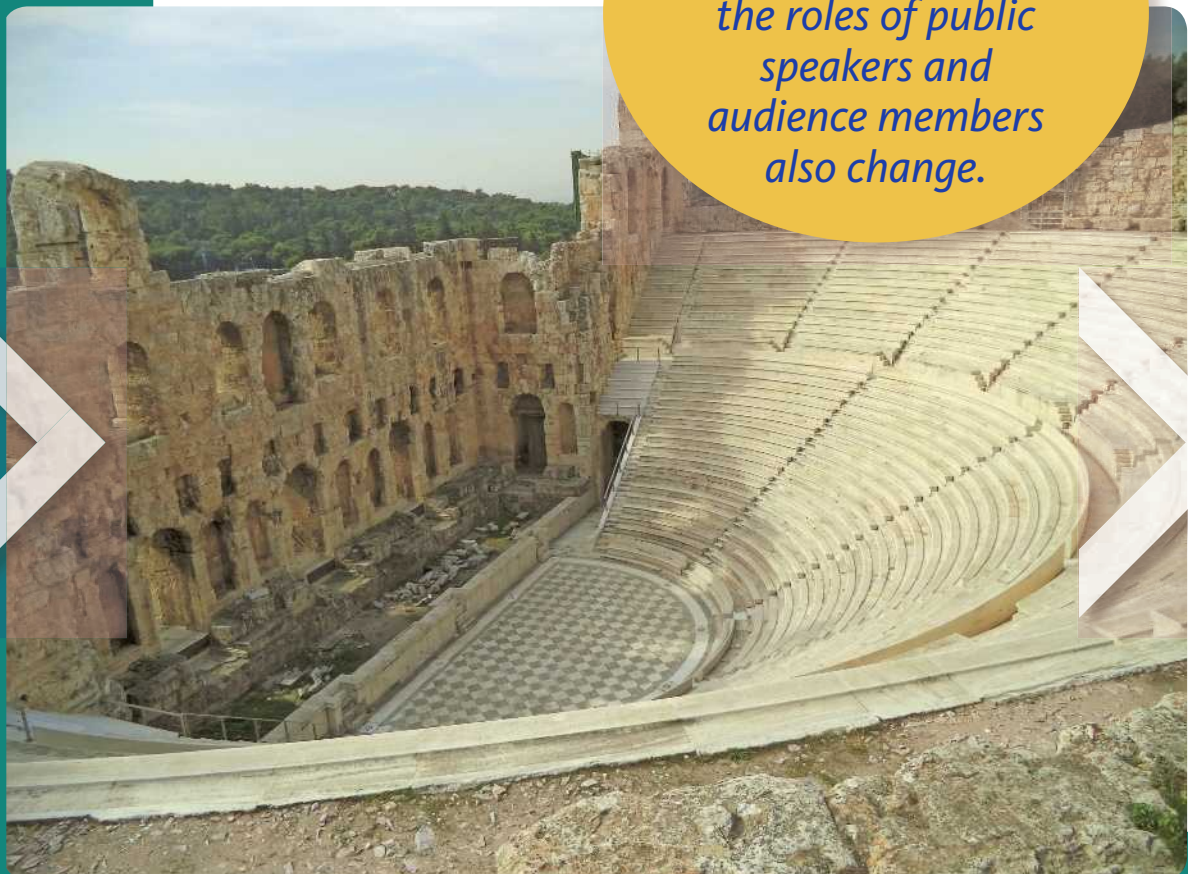
*After successfully completing this chapter, you will be able to:*

- ▶ Explain why public speaking is considered to be an audience-centered “evolving” art.
- ▶ Describe how the foundations of public speaking were formed.
- ▶ Discuss specific ways public speaking helps you develop life skills.
- ▶ Summarize how public speaking ability can be used outside the classroom.
- ▶ Describe the elements of the public speaking model.

### MindTap®

Start with a quick warm-up activity and review the chapter's learning outcomes.

*As societies evolve and new technologies are introduced, the roles of public speakers and audience members also change.*



EyeEm/Getty Images

The essential skills of face-to-face public speaking were established centuries ago and have an impressive track record. You'll learn how to develop and use those time-tested skills in this course. But as societies evolve and new technologies are introduced, the roles of public speakers and audience members also change. The skills you'll learn in this class will prepare you to adapt successfully to whatever traditional and nontraditional speaking opportunities you may have in the future.

Communications technology has evolved rapidly in recent years and provides you with tremendous resources to help you prepare and deliver your speeches. For instance, you can search the Internet and online databases when researching and organizing a speech topic. You can administer an audience survey online.

When you deliver your speech, you have the option of using presentation software such as PowerPoint or Keynote to enhance your message. You may even have future opportunities to give presentations by means of a video conference or webcast.

You'll learn how to be an effective public speaker during the weeks ahead, but you already have a head start. You use basic public speaking skills every day, although not in the way most people associate with speaking in public. You answer questions in class, talk with colleagues at work, tell classmates about a concert you attended, and persuade friends to go to a restaurant you like. What you'll learn in your public speaking course builds on face-to-face experiences like these and helps you improve the communication skills you already have.



Maskot/Getty Images

## MindTap®

Read, highlight, and take notes online.

### public speaking

When an individual speaks to a group of people, assuming responsibility for speaking for a defined length of time.

### optimized speaker

A public speaker who consciously selects relevant topics, adapts to the audience, speaks personally and conversationally, and uses technology when appropriate.

### audience centered

Acknowledging an audience's expectations and situations before, during, and after a speech.

It's no wonder that so many college graduates say **public speaking** was one of the most beneficial classes they took in school. Here's what Naomi, a blogger, posted on an educational review blog: "Everyone's scared of public speaking, and they still wind up finding out that this is one of the most valuable classes you can take in college. No matter what you do with your life, you're going to need to communicate with others verbally, and this class is one of the best ways to help you get over your fears and learn."<sup>1</sup>

Your goal for the public speaking class is not just to "get by" or "pass the course." You have an opportunity to become an excellent speaker, so why not take advantage? You do that by becoming an **optimized speaker**. This means you consciously pay full attention to all the factors that contribute to effective public speaking. You engage your audience by selecting topics that are relevant to them, connecting with them personally during your speech, establishing a conversational mood, adapting your message and delivery to fit the audience and situation, and using technology to enhance and extend your message when appropriate.

The basic foundations of effective public speaking don't change over time. You'll learn how to develop and use those time-tested skills in this course. But successful public speakers today also take advantage of the great opportunities that modern communications technology provides. That's why this book refers to public speaking as "the evolving art."

## It's All About the Audience

Public speaking is **audience centered**, which means speakers have to understand their audience's expectations and situations before they speak in order to connect with them during the presentation. Audiences demand that what they hear is relevant to them or they will tune the speaker out. With good information about *who* the speaker will be addressing, audience-centered speechmaking strategies can be applied to capture and keep the audience's attention.

## Make a Personal Connection

Despite all the benefits provided by modern technologies, face-to-face communication will always remain an essential and necessary form of human interaction. Even though it's often less convenient, young people prefer communicating face-to-face with their friends more than texting, tweeting, or interacting with them on social media. They say they enjoy face-to-face interaction more and can better understand what people mean when they express themselves.<sup>2</sup> Meaningful and direct human communication even improves people's overall sense of personal well-being.<sup>3</sup> So how can you make that personal connection with your audience?

## Don't Just Speak, Converse!

Audiences respond favorably to speakers who take a conversational approach in their presentations.<sup>4</sup> Think of public speaking as "entering into a conversation with friends." Conversations are relaxed, familiar, and enjoyable. Most important, conversations are not just one-way. When you converse with friends you really try to help them understand what you are trying to explain. You respect the fact they may not agree with you on a controversial topic. You set a friendly and respectful tone that encourages your audience to respond to you as if they were participating with you in a conversation.

Why is a personal, face-to-face connection so powerful? Because unmediated communication helps fulfill basic human needs at the biological, psychological, social,



and cultural levels, regardless of the technological resources available.<sup>5</sup> Conversing with friends is good for your health! That's the feeling you'll want to create when you speak this term. You want to become a good public speaker by being a good conversationalist—a speaker that openly invites the audience to listen and respond by welcoming them into the experience.

## Earliest Origins of Human Communication

Because speech leaves no fossil trace, it is impossible to know precisely when humans first began to talk. However, some of the conditions that led to the development of modern communication *have* been discovered. For instance, it is certain that our hominid ancestors were physically able to utter sounds more than 3 million years ago.<sup>6</sup> To coordinate hunting, care for offspring, and create communities, the original human populations that began to migrate out of Africa more than 50,000 years ago must have already developed a prototype of language.<sup>7</sup> Since then, the ability to use complex language has developed over thousands of years.

Early humans used rudimentary speech to convey their thoughts, experiences, and instructions to others. This instinctive cooperative behavior forms the foundation of public communication.<sup>8</sup> Gradually, the ability to speak well became a valuable social skill that formed the basis for the various languages and cultures we see around the world today. The entire history of Western civilization is rooted in the ability to communicate in public effectively. Starting with the Classical Era, the developing forms of human communication began to evolve more rapidly and become increasingly complex, as **Figure 1.1** shows.

## Influences on Public Speaking Today

Successful speakers today understand that communications technology impacts all of public life. For example, they know that our political, cultural, and social worlds have become profoundly interactive, blurring traditional distinctions between the senders and receivers of messages—in our case, between the public speaker and audience. Overall, most Americans benefit tremendously from the dynamic changes brought by today's communications technology. But that is *not* the case for everyone, especially at the global level. Even with the exciting advantages that technology provides people here in the United States, today's communications technology also creates new challenges for public speakers.

**Interactivity** The way we get information, participate in politics, converse with each other, and experience culture is shaped by our interactive involvement with mass media, the culture industries, and the Internet. For example, when the president addresses Congress in the annual State of the Union speech, millions of people can watch the speech on national and international television or view it online. People everywhere can also watch the presidential debates every four years, even on mobile devices. Viewers can react by commenting on social media.

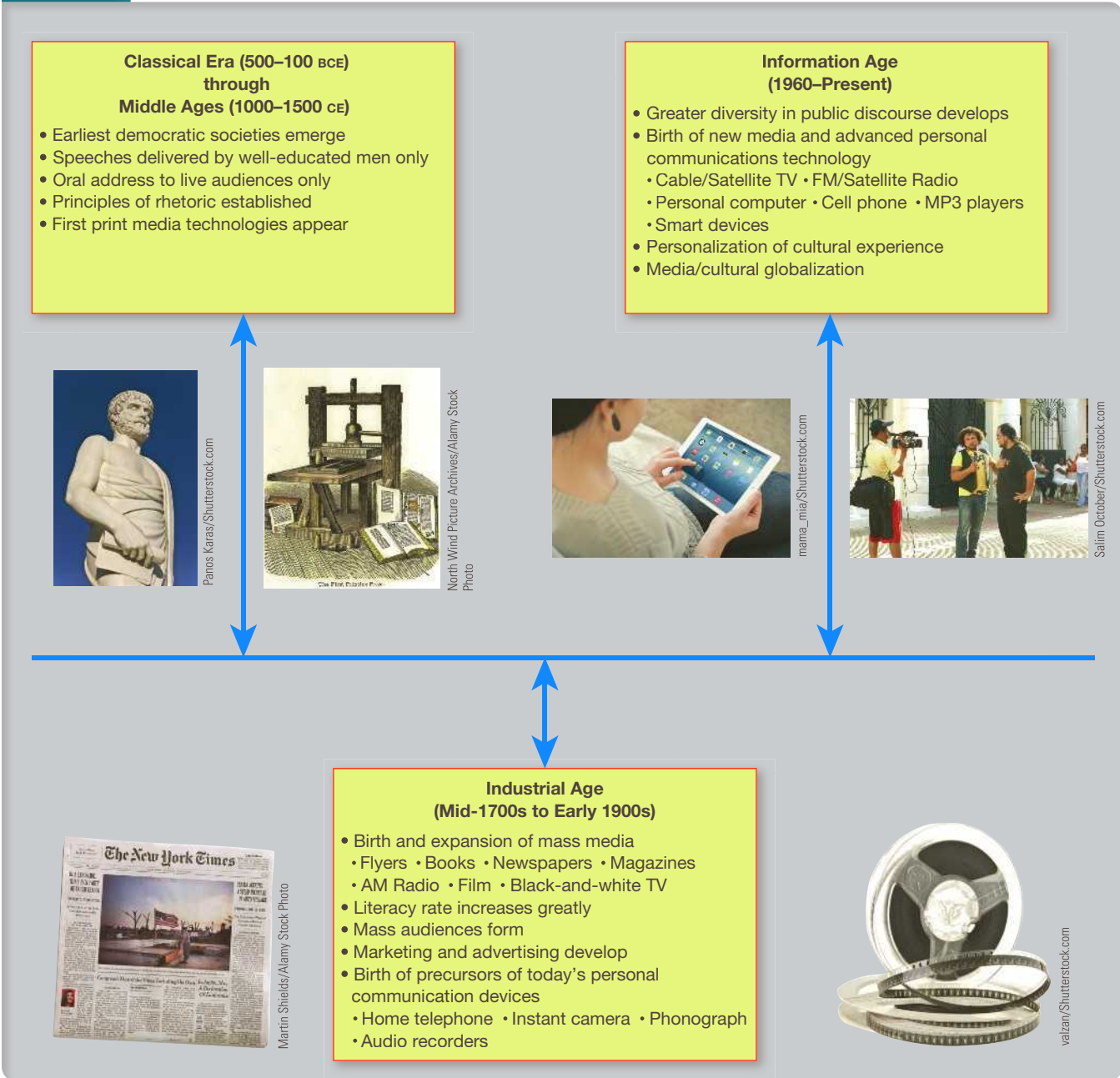
At the same time, popular culture collides with communications technology to form a big part of everyday life. For instance, an appearance on *The Late Show with Stephen Colbert* or *Saturday Night Live* can stoke interest in a new indie band or singer. Then consumers can download the artist's songs onto their MP3 players or smartphones. Twitter feeds from celebrities influence their followers' opinions on every imaginable issue.



John Lund/Sam Diephuis/Blend Images/Jupiter Images

Public speaking has global reach. Today, many speeches are uploaded to the Internet for anyone in the world to read or watch at any time. Or speakers can talk in real time to audiences that are thousands of miles away.

**Figure 1.1** The Evolution of Human Communication from the Classical Era to the Information Age



Many of us have become culture producers, too. Digital technology, software, and Internet access have given us the resources we need to create personal works of art and distribute them worldwide. Even creatively shooting, selecting, editing, and posting photos on social media is a small-scale, but meaningful, cultural production.

Speakers today in America and other developed countries know that most people in their audiences are skilled users of media and communications technology. People born in the 1990s and 2000s—the Millennials and Generation Y—are especially technologically literate. They use smartphones, cell phones, all kinds of computers, e-book readers, television, MP3 players, digital cameras, and other electronic devices in combination more than 11 hours a day.<sup>9</sup> More than 87 percent of all Americans and more than 97 percent of American young adults are online.<sup>10</sup> Communications

technology has become so ubiquitous that it defines cultural identity and experience—we expect instant access to information and other people.

**The Digital Divide** On the other hand, today’s speakers must realize that the technological and social advantages most of us take for granted in modern Western societies aren’t distributed evenly to everyone around the world.

Right here in our own country a **digital divide** reveals differences among the 13 percent of Americans who don’t use the Internet. Elderly, poor, less educated, and rural people are less likely than the rest of American society to be online.<sup>11</sup> Therefore, even today, speakers can’t assume that everyone in their audience is fully up to speed in online technology and culture. Knowing to what extent your listeners are immersed in technology is part of being audience centered.

**Technology: Use with Caution** As our communication landscape continues to evolve, speakers and audiences will face new challenges. For example, independent blogs and social media like Facebook, Twitter, Instagram, Snapchat, Pinterest, Vine, and LinkedIn have become major parts of everyday life, but how do they fit into speechmaking? Can you trust the authenticity of the digital images you grab off the Internet? Can you use a clip from YouTube, Netflix, Vimeo, Metacafe, or Yahoo! Screen without permission? Is Wikipedia a reliable source of information? These are among the many important questions today’s public speakers must consider.

**Information literacy** involves not only the ability to access, select, evaluate, and use information effectively, but to do so responsibly.<sup>12</sup> Knowing how to sort through less useful or questionable information is a fundamental public speaking skill. Personal responsibility is key. Speakers must ask themselves tough questions when evaluating sources such as “Where did this information come from?” and “Is the source credible?”

This text and its accompanying electronic materials have been designed to provide an up-to-date guide for navigating both the foundations of public speaking and what we need to know to be successful *and* responsible public speakers.

**digital divide**

The gap between groups that have a high level of access to and use of digital communications technology and groups that have a low level of access and use.

**information literacy**

The ability to access, select, evaluate, and use information effectively and responsibly.

**MindTap**

Watch It: View a video on the craft of public speaking.

## ▶ Foundations of Public Speaking

Public speaking in the Western tradition begins with the Sophists (500–300 BCE)—teachers in ancient Greece. As they traveled from place to place, the Sophists lectured students on how to communicate well in a young democratic society. They considered the manner of presenting ideas—delivery—to be the hallmark of an eloquent speaker.

But effective public speaking is by no means limited to delivery techniques. The Greek philosopher Socrates (c. 470–399 BCE) and his student Plato (428–348 BCE) identified logic, evidence, and reasoning as the foundation of true knowledge and the basis for effective public speaking.<sup>13</sup> Aristotle (384–322 BCE), a student of Plato, focused on argument and audiences. Aristotle’s ideas about oratory were so influential that he became a key figure in the development of communication as an academic discipline many centuries later. Roman philosophers built upon the established Greek tradition by identifying the “five arts of public speaking.”

### Aristotle’s *Rhetoric*

Aristotle developed a systemic approach to studying **rhetoric**, as public speaking was then called.<sup>14</sup> In Aristotle’s major work, *Rhetoric*, he emphasized the importance of adapting speeches to specific audiences and situations. Today we call this approach *audience-centered communication*. Adapting to audiences and building your credibility as a speaker with the specific groups you are addressing form major parts of the audience-centered approach. If, for example, you’re attempting to convince your fellow

**rhetoric**

Aristotle’s term for public speaking.

students to get more involved in the local community, you might stress the benefits of listing volunteer work on a résumé. In discussing the same topic with parents of young children, you could focus instead on how volunteer activities help make the community a place where their kids can be safe and thrive.

Aristotle also described various approaches—or *proofs*—a speaker can use to appeal to a specific audience on a particular occasion. He identified three types of proofs: logos, pathos, and ethos. A fourth proof not identified by Aristotle, *mythos*, was added later.

**Logos** The term *logos* refers to rational appeals based on logic, verifiable facts, and objective analysis. Traditional examples of logos include the deployment of scientific evidence and the kinds of arguments prosecutors and defense attorneys use in courts of law when they attempt to establish the true facts of a case. But presenting a detailed set of recommendations at a committee meeting or praising a friend’s accomplishments when you nominate him or her for a leadership position is also an appeal based on logos.

**Pathos** Successful speaking usually requires more than logic. Aristotle’s second proof, *pathos*, refers to a speaker’s appeals to our emotions. Speakers might use pathos to arouse the audience’s feelings, such as when they display poignant photos to convince us to contribute to charitable organizations. Public speakers who endeavor to persuade their audiences about sensitive topics often use the power of emotion to support their argument.

**Ethos** Appeals based on *ethos*, the third proof, rest on the speaker’s personal character and credibility. When you speak at a campus meeting or offer comments in class, the listeners, even subconsciously, evaluate your trustworthiness and believability—key components of good character and credibility.

**Mythos** A fourth type of appeal to the audience, *mythos*, focuses on values and beliefs embedded in cultural narratives or stories.<sup>15</sup> Contemporary communication scholars added this concept to Aristotle’s original proofs because stories represent important cultural values that can also appeal to an audience. For instance, American audiences are likely to respond positively to appeals concerning individual freedom, equality of opportunity, or the right to privacy. Chapter 15 further explains all four types of appeals—logos, pathos, ethos, and *mythos*—and provides detailed guidance about how to use them to support your message.

## The Five Arts of Public Speaking

Roman philosophers and scholars later categorized the elements of public communication into five “arts of public speaking” that still apply today.<sup>16</sup> They argued that these five arts—*invention*, *arrangement*, *style*, *memory*, and *delivery*—form the broad foundation of public speaking.

### **invention**

Discovering what you want to say in a speech, such as by choosing a topic and developing good arguments.

### **arrangement**

The way ideas presented in a speech are organized.

### **style**

The language or words used in a speech.

1. **Invention** focuses on what you want to say. As the first art, invention refers to the moment when you find an idea, line of thought, or argument you might use in a speech. Choosing a topic (Chapter 4) and developing good arguments (Chapter 15) are both part of invention.
2. **Arrangement**, the second art, refers to how you organize your ideas. This art accounts for the basic parts of a speech (introduction, body, and conclusion) as well as the order in which points are presented (Chapter 8). Good organization helps maintain the audience’s attention and keeps them focused on the ideas the speaker presents.<sup>17</sup> For example, sometimes a speaker tells the end of a story first because the audience will then be curious about how the ending came about. At other times, the speaker tells a story in the order in which events happened, leading to a surprise ending.
3. The third art, **style**, involves the imagery you use to bring a speech’s content to life (Chapter 10). Consider the differences between saying, “My trip last summer was fun”



and “My adventures last summer included a strenuous but thrilling trek through the Rocky Mountains.” Both statements reflect the same idea, but the second one grabs the audience’s attention so they want to know what made the trek so thrilling.

4. **Memory**, the fourth art, refers to using your knowledge and abilities as a communicator to give an effective speech. Memory goes beyond simple memorization, referring instead to the importance of using the totality of your public speaking skills comprehensively (Chapter 12).<sup>18</sup> In other words, when you present a speech, you rely on everything you’ve learned about public speaking, your topic, the audience, and the occasion.
5. As the fifth art, **delivery** reflects the moment when a speech goes public—when it is presented to an audience. Delivery involves how you use your voice, gestures, and body movement when giving a speech. Chapter 12 covers how to achieve the natural, conversational delivery style today’s audiences expect and prefer. Today’s speakers often incorporate presentation media like PowerPoint seamlessly into their speeches, and there is an art to doing that, too (see Chapter 11).

## Storytelling

Most people love to hear stories. Stories not only entertain but also help people understand their worlds. Beyond just making your words clear to your audience, as a speaker you want to achieve understanding. It makes good sense to take advantage of the natural attraction humans have to stories to accomplish this goal. In this key regard, stories form an essential part of the foundation of public speaking.

Storytelling’s appeal is embedded deep in our DNA.<sup>20</sup> Long before our forebears had media to inform them of the news, people told stories to warn each other about threatening things that were happening around them. Listeners depended on the information they got from stories so they could respond in ways that assured their survival.

Consequently, we’ve been conditioned since childhood to use our instinct for narrative thinking and develop it as a social skill. **Narrative** thinking relies on the power of stories to connect our sense of self with the world, envision what could be, apply logic to identify patterns and causal connections, and structure events in a logical order.<sup>21</sup> Stories stimulate the imagination in ways that bridge cultural differences between people.<sup>22</sup> They often touch our emotions, helping to bind the storyteller to the audience. Because storytelling is so basic to human nature, today’s audiences welcome narratives in speeches like their ancestors did long ago.

Telling a story will probably amuse your audience, but the story itself does not make for a great or even good speech. To influence audiences most effectively, stories must be used in conjunction with other aspects of good speechmaking. Being able to combine the magnetism of storytelling with well-supported arguments and inclusive language is a communication skill that can benefit you in countless academic, professional, and social situations.

## SPEAKING OF ...

### Buddhist Preaching and the Five Arts

The five arts of public speaking come from the Western cultural tradition, but other cultures also emphasize these core ideas. For example, Buddhist preaching in Japan follows similar principles. Established guidelines specify what topics preachers can discuss (invention), the way ideas are organized (arrangement), the type of language used (style), what information requires memorization (memory), and how the voice and body should be used when preaching (delivery). Many of these guidelines are highly detailed, such as those for using a specific organizational pattern for a sermon: recite a verse from a written text, explain the verse’s central theme, tell a relevant fictional story, tell a true story, and make concluding comments. Although not all Buddhist preachers rely on this way of organizing their sermons, many still use this traditional organizational pattern.<sup>19</sup>

#### memory

Using the ability to recall information about all aspects of public speaking to give an effective speech.

#### delivery

The presentation of a speech to an audience.

#### narrative

A story used in a speech or other form of communication.

## Public Speaking Is a Life Skill

When you think about public speaking, you probably conjure up an image of yourself or someone else in the act of delivering a speech. But that’s only the final step in the speechmaking process. No doubt your public speaking course will help prepare you to