ESSENTIAL ELEMENTS OF
Public Speaking

SIXTH EDITION

Joseph A. DeVito

ESSENTIAL ELEMENTS OF PUBLIC SPEAKING

This page intentionally left blank

ESSENTIAL ELEMENTS OF PUBLIC SPEAKING

Sixth Edition

Joseph A. DeVito

Hunter College of the City University of New York

Brief Contents

This page intentionally left blank

Contents

Part Three   Types of Speeches

Specialized Contents

Welcome to *Essential Elements of Public Speaking,* Sixth Edition

I t's an enormous pleasure to write an introduction to this sixth edition of *Essential Elements of Public Speaking.* This book and this course will guide you through one of the most important courses you'll take in your entire college career. I know you've heard that before, but this time it's true. Public speaking is a course that will prove exciting, challenging, and immensely practical. It is also a course that is likely to create some anxiety and apprehension; this is normal. Fortunately, the anxiety and apprehension can be managed, and we'll deal with that challenge right at the beginning (in Chapter 1).

This text and this course will help you master the skills you'll need to give effective informative, persuasive, and special occasion speeches and to speak more effectively in and for a group. It will also teach you to listen more critically to the speeches of others and to offer constructive criticism. It will help you increase your personal and professional communication abilities and will enhance a wide variety of academic and career skills such as organization, research, and language usage.

This book is purposely short but not simplified or "dumbed down." An "essentials" book is not an elementary book; it's an *efficient* book. And that's what this book aims to be—an efficient tool that will help you learn the essential skills for preparing and presenting effective informative, persuasive, and special occasion speeches to an audience and to apply these skills in small group settings.

What's New in the Sixth Edition

Revel™

Educational technology designed for the way today's students **read, think,** and **learn**

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content.

Revel enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Learn more about Revel
http://www.pearsonhighered.com/revel/

Rather than simply offering opportunities to read about and study communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about public speaking, students are presented with a Personal Report of Public Speaking Anxiety (PRPSA). The results of the assessment prompt students to examine their level of apprehension and consider how

they could reduce their nervousness in public speaking situations. By providing opportunities to read about and practice communication in tandem, Revel engages students directly and immediately, which leads to a greater mastery of course material.

A wealth of student and instructor resources and interactive materials can be found within Revel, such as:

- **Audio Speech Examples and Annotations** In-line audio examples of effective and ineffective speaking approaches are enhanced with audio demonstrations, adding dimension and reinforcing learning in a way that a printed text cannot. In the Public Speaking Sample Assistants, outlines and full speeches are annotated by the author to highlight how the concepts in the text have been effectively applied.

Public Speaking Sample Assistant

Preparation Outline with Annotations (Topical Organization)

Self-Disclosure	
General purpose:	To inform Annotation ◀))
Specific purpose:	To inform my audience of the advantages and disadvantages of self-disclosing
Thesis:	Self-disclosure has advantages and disadvantages. Annotation ◀))

Introduction

I. We've all heard them: Annotation ◀))
    A. I'm in love with my nephew.
    B. My husband is not my baby's father.
    C. I'm really a woman.
II. We've all disclosed. Annotation ◀))
    A. Sometimes it was positive, sometimes negative, but always significant.
    B. Knowing the potential consequences will help us make better decisions.
III. We look at this important form of communication in three parts: Annotation ◀))
    A. First, we look at the nature of self-disclosure.

- **Videos and Video Quizzes** A variety of videos are interspersed throughout the narrative. Sketchnote videos walk students through important core concepts, while clips of expert advice and speech examples boost mastery of those concepts. Many videos are bundled with correlating self-checks, enabling students to test their knowledge. In the Appendix, three of the five full-length speeches are available with accompanying video.

Watch: **Finding and Selecting a Topic**

ANALYZING YOUR AUDIENCE

AUDIENCE CONNECTION

CONNECTION?

SUPPORTING POINTS?

AUDIENCE ANALYSIS

ATTIT

00:00 / 03:54
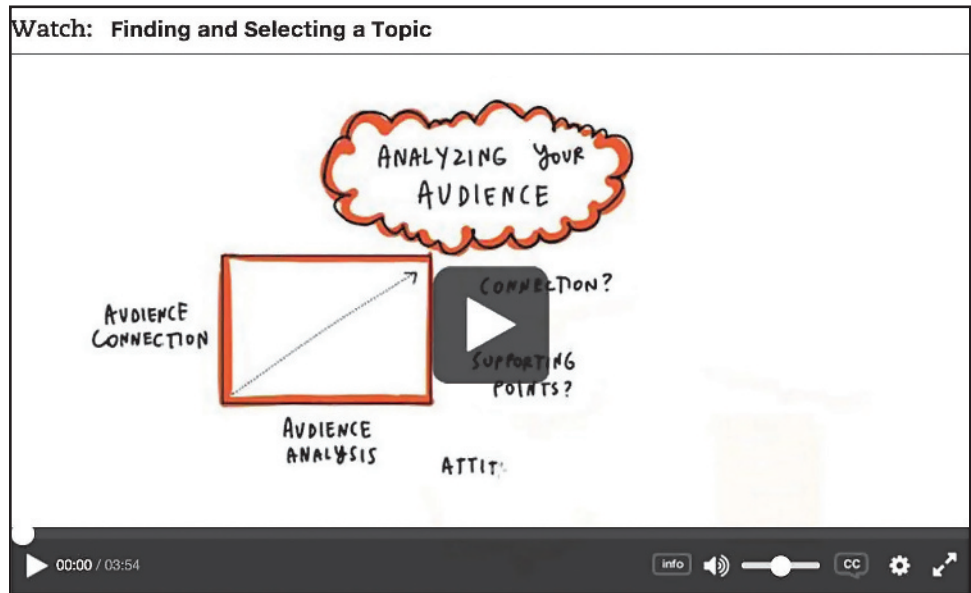
- **New and Interactive Figures** Interactive figures (such as Figure 1.1: A Model of the Essential Elements of Public Speaking and Figure 1.2: The Steps in Public Speaking Preparation and Delivery) give students a hands-on experience, increasing their ability to grasp difficult concepts. By allowing students to examine specific parts of a model and offering accompanying real-life examples, broad and theoretical concepts suddenly become easier to understand.

Figure 1.1 A Model of the Essential Elements of Public Speaking

Interactive

Click " Next" to re-create the figure. Use the +/- buttons to manipulate the size of the image, and use your cursor or finger to move the figure around the screen.

Contexts

Audiences

Speaker

Noise

Messages

Channels

Reset   Previous   Next
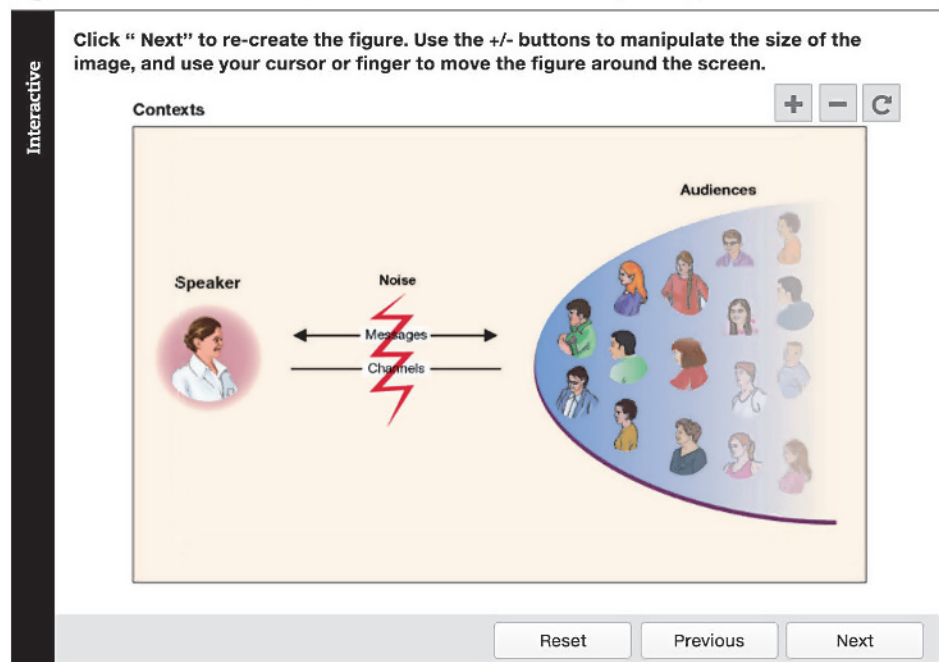
- **Integrated Writing Opportunities** To help students connect chapter content with their own personal and social lives, each chapter offers two varieties of writing prompts: Journal: Public Speaking Choice Point questions provide opportunities for free-form, topic-specific responses (one per module) while the Shared Writing prompt at the end of every chapter offers an opportunity for focused, brief responses that students can share with each other.

JOURNAL 2.1 PUBLIC SPEAKING CHOICE POINT

Self-Identification

Claire is planning to give a speech in favor of gay marriage. Claire herself is heterosexual, and she wonders if she should identify her affectional orientation in the speech. *If Claire were giving her speech to your class, what would you see as the advantages and disadvantages of including reference to her own affectional orientation? Would the advantages and disadvantages you identified be different if Claire were a lesbian? What would you advise Claire to do to help her keep her audience listening openly and fairly?*

To access your own Revel account and get more information about the tools and resources in Revel, go to www.pearsonhighered.com/revel.

This new sixth edition of *Essential Elements of Public Speaking* also contains major structural and content changes. All of these changes were made to make the text narrative flow more freely and to give greater emphasis where needed. These changes should make the book easier to read, more easily adaptable to different teaching/learning styles, and more in line with today's public speaking.

Structural Change

There are two major structural changes in this edition.

- The previous edition's Chapter 3 (Preparing and Presenting a Public Speech: Steps 1–10, in Brief) has been condensed and made a part of Chapter 1. This was done to avoid redundancy and to position this brief guide where it will do the most good—right at the beginning of the text in Chapter 1. Another reason for this move was to enable you to see the entire process before going into the individual parts in detail.
- The material from the previous edition's Chapter 6 (Collect Supporting Materials and Presentation Aids) has been expanded and divided into two chapters: Chapter 5 now deals with supporting materials, and Chapter 6 focuses on presentation aids. This was done to give greater coverage to both of these topics.

Updated Coverage

Among the major content changes are these:

- **Chapter 1** (Introducing Public Speaking) contains a new model of public speaking, the 10 steps in public speaking in brief, and a discussion of power priming. Speaker apprehension continues to be included in this first chapter and now includes the complete 34-item Personal Report of Public Speaking Anxiety with scoring instructions.
- **Chapter 2** (Listening and Criticism) has been reorganized, contains a new figure that summarizes the characteristics of effective criticism (Figure 2.3), and a new section on listening critically.
- **Chapter 3** (Select Your Topic, Purposes, and Thesis [Step 1]) now contains coverage on starting early and a new discussion of limiting the topic by subdivision.
- **Chapter 4** (Analyze Your Audience and Research Your Speech [Steps 2 and 3]) contains a revised audience questionnaire, updated examples, and a new exercise on research.
- **Chapter 5** (Collect Supporting Materials [Step 4]) is now devoted entirely to supporting materials (examples, analogies, definitions, testimony, and numerical data as well as quotations, comparison and contrast, series of facts, and repetition and restatement). This change allowed for an expansion of the existing topics, especially numerical data, and more examples.

- **Chapter 6** (Using Presentation Aids [Step 4]) is now entirely devoted to the selection, preparation, and use of presentation aids of all sorts. This change was made in response to the technological advancements in presenting audio and visual materials that are now an essential part of today's public speaking.

- **Chapter 7** (Organize Your Speech [Steps 5, 6, and 7]) now contains all 12 patterns of organization in the text narrative—in previous editions, some organizational patterns appeared in a table. The discussion of the motivated sequence has been moved to Chapter 10 (Persuading Your Audience).

- **Chapter 8** (Word, Rehearse, and Present Your Speech [Steps 8, 9, and 10]) now includes a substantial discussion of cultural sensitivity in language.

- **Chapter 9** (Informing Your Audience) contains a variety of new examples and a new excellent informative speech in the Appendix.

- **Chapter 10** (Persuading Your Audience) now contains the full discussion of the motivated sequence and two new excellent persuasive speeches in the Appendix. The chapter has been streamlined into three major parts: Principles of Persuasive Speaking," "Three Persuasive Proofs," and "Persuasive Speeches of Fact, Value, and Policy."

- **Chapter 11** (Speaking on Special Occasions) contains four new speeches: speeches of apology, dedication, farewell, and a eulogy to provide students with a more diverse range of examples. The classic speeches by Lou Gehrig and Nikki Giovanni remain.

- **Chapter 12** (Speaking in Groups) has been refocused to concentrate on two group speaking tasks: speaking **in** the group and speaking **for** the group.

Text Features

In addition to the interactive enhancements of Revel, this new edition fully integrates the latest research as well as updated examples and photos to keep the text current and pedagogically effective. Throughout the book, readers will find the following features.

- *Ten Steps to Public Speaking* **guide you in the preparation and presentation of a public speech.** The 10-step system makes the preparation and presentation of a public speech more efficient by breaking the process into discrete, manageable steps that are addressed in detail throughout the book. A major section of Chapter 1 presents the 10 steps in brief. Here you'll learn to accomplish everything from selecting a topic to organizing your materials, rehearsing, and presenting your speech. The remaining chapters parallel the steps outlined in this section and elaborate on each step—helping you to gradually refine and perfect your public speaking skills.

- **Learning Objectives** Learning objectives appear at the beginning of the chapter, at the beginning of each major section or module, and in the summary at the end of the chapter. These objectives highlight the major concepts of the chapter and identify what the student should be able to do after reading the text.

- **Ethics** Because public speaking is a powerful medium that can have enormous consequences, it has important ethical or moral implications. In this book, ethics is introduced in Chapter 1 as an essential element of public speaking; in addition, each chapter contains an **Ethical Choice Point** box describing a situation that raises an ethical issue and asks you to identify the choices you have available and what you would do. By the end of the text, you should have

formulated a clear and defensible ethical standard to govern your own public speaking.

- **Culture** The effectiveness of public speaking principles varies from one culture to another. Depending on cultural factors, different audiences may respond to speakers in different ways. For example, in some cultures an audience will respond positively to a speaker who appears modest and unassuming; in other cultures, the audience may see this speaker as weak and lacking in confidence. A direct style will prove clear and persuasive in some cultures but may appear invasive and inappropriate in others.

  As a result of the tremendous cultural variations in the ways in which people respond to speakers and speeches and the fact that we are all now living in a multicultural world, cultural insights are integrated into each of the 12 chapters. Among the issues discussed are how members of different cultures give and respond to public criticism (Chapter 2), the cultural factors a speaker should consider when analyzing different audiences (Chapter 4), and the cultural differences in audience responses to emotional and credibility appeals (Chapter 10).

- *The Appendix of Sample Speeches* **provides models that show the public speaking concepts in action.** Five annotated speeches are provided to illustrate the various elements and strategies of public speaking. Two speeches (an informative speech on biases and a persuasive speech on prenups) were purposely written to illustrate what *not* to do. These speeches include annotations that focus on the common problems students may encounter as well as suggested correctives to improve the speeches. All of the other speeches and outlines are models of effectiveness and will show you what good speeches look like. In Revel, the three positive speeches are accompanied by videos of their student authors presenting their work. The annotations will help further guide you through the essential steps of public speaking.

- **Public Speaking Exercises** appear at the end of every chapter and ask students to work actively with the concepts discussed in the text and cover a wide variety of essential communication skills. Completing these experiences will help readers apply the material in the chapter to specific situations and thereby increase and perfect their own communication skills. In Revel, the Experiences are often interactive or short-answer writing opportunities.

- **New summary tables and bulleted lists** throughout the text summarize major sections, making it easier for students to review section content and fix it more firmly in memory. In Revel, the summaries are often interactive drag-and-drop quizzing features.

- **Photo captions,** called **Viewpoints,** ask readers to consider a variety of public speaking issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture.

Instructor and Student Resources

Key instructor resources include an Instructor's Manual (ISBN 0-13-440675-3), TestBank, (ISBN 0-13-430152-8), and PowerPoint Presentation Package (ISBN 0-13-430151-X). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (ISBN 0-13-440676-1) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearsonhighered.com/communication.
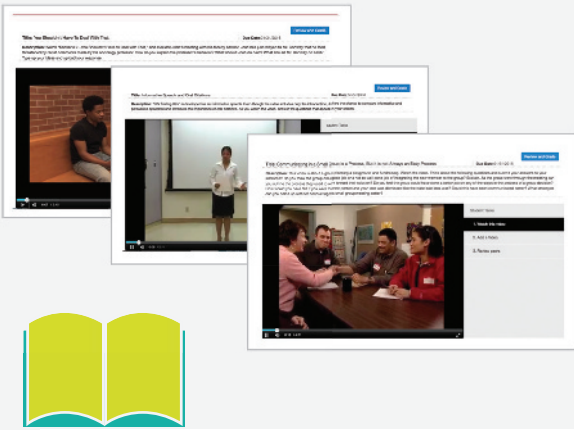
MediaShare is a learning application for sharing, discussing, and assessing multimedia. Instructors easily can assign instructional videos to students, create quiz questions, and ask students to comment and reflect on the videos to facilitate collaborative discussion. MediaShare also allows students to record or upload their own videos and other multimedia projects, which they can submit to an instructor and peers for both evaluation via rubrics and review via comments at time-stamped intervals. Additionally, MediaShare allows students working in a group to submit a single artifact for evaluation on behalf of the group.

← MediaShare offers a robust library of pre-created assignments, all of which can be customized, to give instructors flexibility.

Pearson

➜ Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.

● Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.

● Grade in real time during in-class presentations or review recordings and assess later.

● Set up learning objectives tied to specific assignments, rubrics, or quiz questions to track student progress.

● Sync slides to media submissions for more robust presentation options.
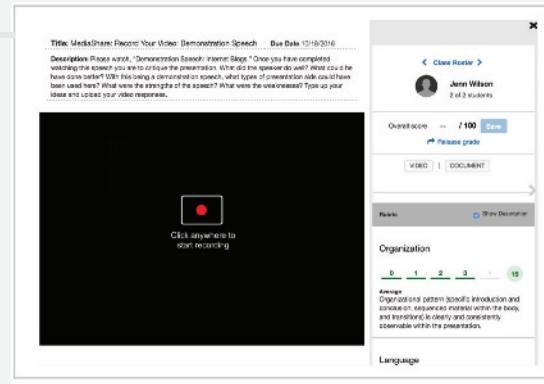
● Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.

● Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel.

← Time-stamped comments provide contextualized feedback that is easy to consume and learn from.
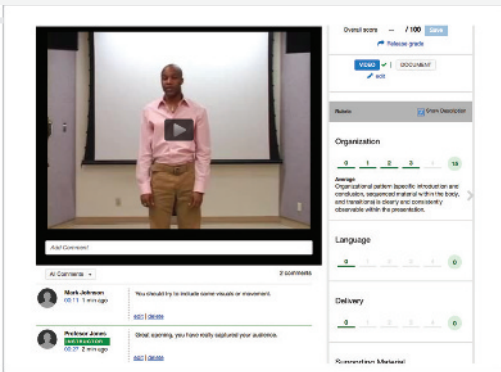
➜ Create quiz questions for video assignments to ensure students master concepts and interact and engage with the media.

● Embed video from YouTube via assignments to incorporate current events into the classroom experience.

● Ensure a secure learning environment for instructors and students through robust privacy settings.

● Upload videos, comment on submissions, and grade directly from our MediaShare app, available free from the iTunes store and GooglePlay. To download, search for "Pearson MediaShare."

Acknowledgments

<div align="right">

Joseph A. DeVito
jadevito@earthlink.net
tcbdevito.blogspot.com

</div>

This page intentionally left blank

INTRODUCING PUBLIC SPEAKING

**The first step may be difficult,
but it's the only way to get to the top.**

CHAPTER TOPICS

The Benefits of Studying Public Speaking

The Essential Elements of Public Speaking

Managing Your Communication Apprehension

Preparing and Presenting a Speech: The 10 Steps in Brief

LEARNING OBJECTIVES

1.1 Identify three benefits of studying public speaking.

1.2 Define *public speaking* and its essential elements.

1.3 Explain the nature of communication apprehension and suggest ways of managing your fear of public speaking.

1.4 Identify the 10 steps necessary for preparing and presenting a public speech.

public speaking

Communication in which a speaker presents a relatively continuous message to a relatively large audience in a unique context.

Public speaking—presenting a prepared speech to an audience—is one of the essential skills you'll need to function effectively in today's society. The higher up you go in the world's hierarchy—say, from intern, to junior analyst, to manager, to CEO—the more important public speaking becomes. This text explains the essential skills and strategies that you'll need to prepare and present effective public speeches. And, as you'll see throughout this text, these skills will also prove useful to you in a variety of other communication situations as well.

Although public speaking principles were probably developed soon after our species began to talk, it was in ancient Greece and Rome that our tradition of public speaking got its start. This Greco–Roman tradition has been enriched by the experiments, surveys, field studies, and historical studies that have been done since classical times and that continue to be done today.

Contemporary public speaking—the kind discussed in this text—builds on this classical heritage with its emphasis on substance, ethical responsibilities of the speaker, and strategies of organization but also incorporates insights from the humanities, the social and behavioral sciences, and computer science and information technology. Likewise, perspectives from different cultures are being integrated into our present study of public speaking.

This introductory chapter discusses the benefits you'll derive from studying public speaking, the essential elements of every speech, how to manage the very normal fear of speaking in public, and the 10 steps involved in preparing and presenting a speech.

The Benefits of Studying Public Speaking

1.1   Identify three benefits of studying public speaking.

Fair questions to ask of any course or textbook are "What will I get out of this?" and "How will the effort and time I put into this class and this textbook benefit me?" Here are just three of the benefits you'll derive from this text and from your course work in public speaking.

Public Speaking Abilities

At the most obvious level, you'll become a more accomplished and more effective public speaker. Speakers aren't born; they're made. Through instruction, exposure to different speeches, experience with diverse audiences, feedback on your own speeches, and individual learning experiences, you can and will become a more effective speaker. Regardless of your present level of competence, you'll improve your effectiveness in preparing and presenting public speeches through proper training—hence, this course and this book.

At the end of this course you'll be a more competent, confident, and effective public speaker. You'll also be a more effective listener—more open yet more critical; more empathic yet more discriminating. And you'll emerge a more competent and discerning critic of public communication. You'll learn to organize and explain complex concepts and processes clearly and effectively to a wide variety of listeners. You'll learn to support arguments with all the available means of persuasion and to present persuasive appeals to audiences of varied types.

As a leader (and in many ways you can look at this course as training in leadership skills), you'll need the skills of effective communication to help preserve a free and open society. As a speaker who wants your message understood and accepted, as a listener who needs to evaluate and critically analyze ideas and arguments before making decisions, and as a critic who needs to evaluate and judge the thousands of public communications you hear every day, you will draw on the skills you'll learn in this course.

Personal and Social Competencies

In your study of public speaking you'll also learn a variety of personal and social competencies. Perhaps one of the most important is to manage your fear of communication situations in general and of public speaking in particular. You may not eliminate your fear entirely, but you'll be able to manage it so it works for you rather than against you.

You'll also develop greater self-confidence in presenting yourself and your ideas to others—competencies that are consistently ranked high in lists of what employers look for in hiring and promoting (Morealle & Pearson, 2008).

As you master the skills of public speaking, you'll grow in power; you'll become more effective in influencing the thinking and behavior of others. At the same time, power enables you to empower others, whether as organizational manager, political leader, blogger, older sibling, or member of any of hundreds of groups.

Academic and Career Skills

As you learn public speaking, you'll also learn a wide variety of academic and career skills, many of which are largely communication skills (as you can tell from reading the employment ads, especially for middle-management positions in just about any field you can name). For example, you will learn to:

- develop an effective and comfortable communication style (whether for conversation or for that important job interview)
- use verbal and nonverbal messages with greater clarity and persuasiveness
- conduct research efficiently and effectively, using the latest and the best techniques available
- critically analyze and evaluate arguments and evidence from any and all sources
- understand human motivation and make effective use of your insights in persuasive encounters
- communicate your competence, character, and charisma so as to make yourself believable
- give and respond appropriately to criticism, increase your insight into your own strengths and weaknesses, and provide useful and constructive feedback to others

VIEWPOINTS

Career Applications

How might the skills of public speaking benefit you in your own professional life?

Given that these benefits will permeate all aspects of your personal and professional lives, make a commitment to put a major effort into this course. This public speaking course is quite different from all your other courses—it aims to provide you not only with knowledge and understanding of the topics of public speaking (ethics, persuasion, strategic argument, critical analysis, and more) but also with the skills for success that will make a difference every day of your life.

Here are a few suggestions for getting the most out of this unique experience. Although each class has somewhat different norms for what is, and what is not, appropriate or polite, there are certain rules that are a customary part of the public speaking course experience. Add to these those that are specific to your particular class.

- **Give your speeches as assigned,** whether face to face or online. Lateness puts added pressure on the instructor, other students, and the class as a whole, often necessitating a rearrangement of the schedule—something no one enjoys. So, do whatever is within your power to follow the schedule.
- **Respect time limits.** Most public speaking syllabi are tight—speeches are scheduled so that everyone gets the same opportunities. But that's only possible if everyone respects the time limits. So, when you rehearse your speech, give attention to time and, when necessary, revise the speech so it fits into the time allotted.
- **Listen supportively to others.** Getting up and giving a speech to a class or sending a video or podcast online are not easy tasks. But in a face-to-face class, if the audience acts positively toward the speaker, it can help put the speaker at ease. Supportiveness in an online environment will make it easier for the speaker's next efforts.
- **Give listening cues.** Make eye contact with the speaker and allow your positive feelings to be expressed in your facial expressions, posture, and head movements. Let the speaker see that you're listening. This too will help the speaker feel comfortable. In an online environment, participate as appropriate to the norms established for the class.
- **Avoid entering the room during a student presentation.** This is likely to increase the nervousness of the speaker. It also takes attention away from the speaker.
- **Give your full attention to the speaker.** Avoid playing games on your smartphone, texting, or surfing online during class and especially during a student's speech. Turn off your cell phone, or at least put it on vibrate.
- **Offer constructive criticism.** The norm of most public speaking classrooms (whether on- or offline) is that criticism is expected; it's a useful learning device for the speaker, the critic, and, in fact, for everyone in the course.
- **Come to class regularly.** Although class attendance is important in all courses, it's doubly important in the public speaking course. The reason is simply that speakers need audiences, audience feedback and criticism, and the interaction that an audience can best provide. In addition, you'll learn a great deal from observing the efforts of others.

JOURNAL 1.1   PUBLIC SPEAKING CHOICE POINT

The Importance of Public Speaking

Robert is teaching a course in public speaking and wants to explain the importance of public speaking. *Assuming he was teaching your specific class, what are some of the things Robert might say to convince your class of the significance and value of public speaking skills?*

The Essential Elements of Public Speaking

1.2   Define *public speaking* and its essential elements.

Figure 1.1 presents a model of public speaking to illustrate some of the important concepts and processes.

Speaker

In public speaking, the **speaker** delivers a talk and usually is not interrupted, unlike conversation, in which the speaking turns are short and there are frequent interruptions. As the public speaker, you're the center of the transaction: You and your speech are the reason for the gathering. But notice that you, as the speaker, are still receiving messages—from hearing or reading your own material as well as from the audience's reactions. Consequently, Figure 1.1 uses a two-headed arrow to illustrate that messages go both ways.

In this course, your role as speaker is a bit different than it will be later in life. Here you're in a learning environment where you're expected to make mistakes as well as to profit from feedback from others (and to give constructive feedback to others). Outside of the classroom, your role as public speaker will be largely to inform others about something (as a teacher, a health-care provider, or an engineer, for example) and to influence others (as a lawyer arguing for a client, as a parent addressing the PTA, or as a sales representative closing the deal, for example).

speaker
The one who presents the speech.

Audiences

An **audience** is a group of people listening to or reading a message or speech. The audience in public speaking is relatively large, ranging from groups of perhaps 10 or 12 to hundreds of thousands, even millions.

As illustrated in Figure 1.1, the audience is represented as a gradient of color to illustrate that there are a variety of audiences. There is the **immediate audience** who, say, hear the speech in a face-to-face setting. But there is also an audience we might call the **remote audience** that hears the speech from other sources. Perhaps these audience members read about it on a blog, see it on television, or get opinions from Twitter or Facebook. The audience is also illustrated as a parabola to represent the fact that the audience is potentially infinite.

audience
A group of people listening to or reading a speech.

immediate audience
The audience that hears the speech as it is presented.

remote audience
The audience that receives the speech from those who heard/read it or heard/read about it.

Figure 1.1 A Model of the Essential Elements of Public Speaking

Contexts
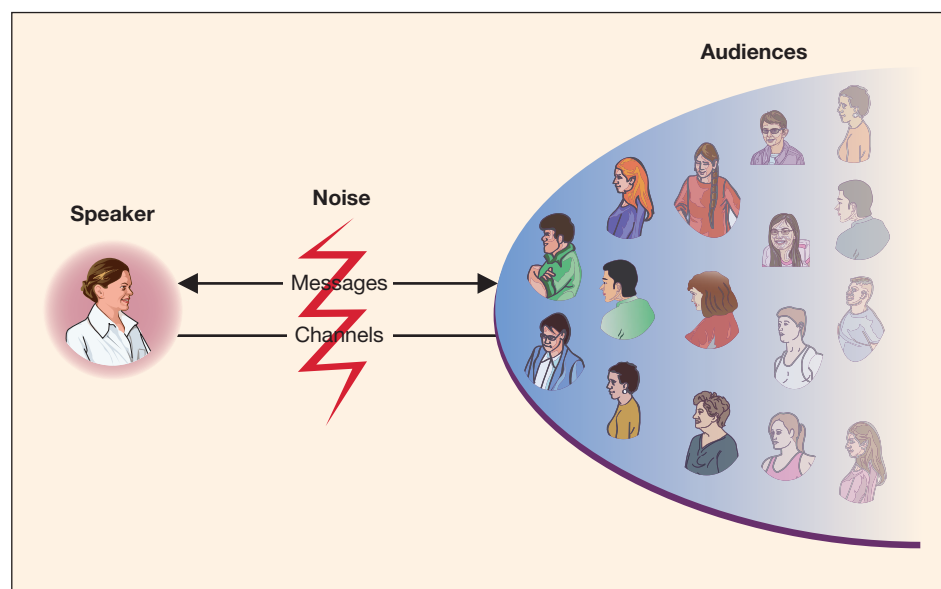
Recognizing that both immediate and remote audiences exist is crucial to understanding the influence of public speaking throughout history as well as in any specific public speaking situation you might name. Abraham Lincoln's Gettysburg Address was presented to a relatively small audience, but it had influence far beyond that audience and that specific time. Martin Luther King Jr.'s "I Have a Dream" speech was presented to thousands but influenced millions. The same is true, though on a smaller scale, with all speeches, including those you'll present in this class. When you address 20 or 30 students in class, that's 20 or 30 people who might relay your message or arguments to others, and these people may continue the process. With social media, remote audiences are becoming significantly larger and more important. As you grow in influence and in public speaking competence, so will your influence on both immediate and remote audiences.

It's important to note that as a message passes from one audience member to another, it becomes more distorted, more unlike what the speaker intended. This is well illustrated in the game of "telephone" where a message is spoken to one person who then relays it to another and that person relays it to another, and so on. With each relay, the message becomes more and more distorted. By the time the message is repeated for the sixth or seventh time, it hardly resembles the original.

Public speaking also incorporates active involvement by the listeners. Listeners/readers are speakers (senders of messages) in the same way that the public speaker is also in part an audience member. In some public speaking situations, during the speech, listeners will tweet comments to which the speaker may want to respond. Similarly, audience members see these messages and may offer additional comments to the speaker and to each other. In other situations, listeners send messages back to the speaker through their nonverbal behavior indicating rapt attention, boredom, or agreement, for example. In online situations, the reactions may be immediate or delayed, sent privately or publicly.

JOURNAL 1.2 PUBLIC SPEAKING CHOICE POINT

Cultural Insensitivity

Ted is giving a speech critical of bullfighting, something he sees as animal cruelty. A significant number of audience members, however, celebrate this as a part of their culture. *What options does Ted have for remaining true to his convictions and yet not insulting audience members?*

Messages and Channels

message

Any signal or combination of signals transmitted to a receiver.

channel

The vehicle or medium through which signals are sent.

Messages conveyed in public speaking include both verbal and nonverbal signals to inform or persuade. Public speaking messages can be sent through a variety of channels. A **channel**, in public speaking, is simply the medium through which messages are sent; for example, face to face, social media, and newspapers would all be channels. In some cases the message is long, though generally not longer than 60 minutes. In other cases, the speech is extremely short, as in Twitter messages (which are, essentially, public speeches).

Traditionally, public speaking involved a speaker standing before an audience—and that is still the basis of all public speaking—but it has grown. Both auditory and visual channels are still significant in public speaking. Through the auditory channel you send spoken messages—your words and your sentences. Through the visual channel—eye contact (or the lack of it), body movement, hand and facial gestures, and clothing—you send visual messages.

Increasingly, public speaking is mediated; public speeches are frequently delivered in a television studio and heard by millions in their own living rooms or caught on camera and shared through social media. Similarly, speeches may be digitally

recorded and made available day and night to millions of Internet users. Politicians and business leaders currently post their speeches on websites, blogs, and newsgroups. As video and sound capabilities become more universal, the use of mediated channels is sure to increase in frequency. Advances in technology seem to move computer-mediated communication in the direction of duplicating as many of the elements of face-to-face interaction as possible.

Noise

Noise is anything that distorts the message and prevents the listeners from receiving your message as you intended it to be received. Noise may be physical (others talking loudly, cars honking, illegible handwriting, "restricted access" to an article), physiological (hearing or visual impairment, articulation disorders), psychological (preconceived ideas, wandering thoughts), or semantic (misunderstood meanings, ambiguous language).

Public speaking involves visual as well as spoken messages, so it's important to realize that noise also may be visual. Sunglasses that conceal the nonverbal messages from your eyes would be considered noise, as would dark print on a dark background in your PowerPoint or Prezi slides.

All public speaking situations involve noise. You won't be able to totally eliminate noise, but you can try to reduce its effects. Making your language more precise, organizing your thoughts more logically, and reinforcing your ideas with presentation aids are some ways to combat the influence of noise.

noise
Anything that interferes with a person receiving a message as the source intended the message to be received. Noise is present in a communication system to the extent that the message received is not the message sent.

Contexts

As illustrated in Figure 1.1, the public speaker and the audiences operate in a **context**—a physical, socio-psychological, temporal, and cultural context. The context will influence the speaker, and it will also influence the audience.

context
The physical, social-psychological, temporal, and cultural setting in which communication takes place.

- The **physical context** is the actual place in which you give your speech (the room, hallway, park, or auditorium and whether face to face or computer mediated). A presentation in a small intimate room needs to be very different from an address in a sports arena.

physical context
The tangible environment in which communication takes place.

VIEWPOINTS
Classroom Contexts

How would you describe your class in terms of the four dimensions of context discussed here?

social-psychological context

The status relationships among speakers, the formality of the situation, the norms of a group or organization; you don't talk the same way in the cafeteria as you would at a formal dinner at your boss's house.

temporal context

A message's position within a sequence of events; the time in history in which the communication takes place.

cultural context

The cultural beliefs and customs of those communicating.

ethics

The rightness or wrongness of actions; the branch of philosophy that studies moral values.

- The **socio-psychological context** includes, for example, the relationship between speaker and audience: Is a supervisor speaking to workers or a worker speaking to supervisors? Is a principal addressing teachers, or is a parent addressing a principal? This socio-psychological context also includes the audience's attitudes toward and knowledge of you and your subject.

- The **temporal context** includes factors such as the time of day and where your speech fits into the sequence of events. For example, does your speech follow another presentation that has taken an opposing position? Is your speech the sixth in a series exploring the same topic?

- The **cultural context** has to do with the beliefs, lifestyles, values, and behaviors that the speaker and audience members bring with them and that bear on the topic and purpose of the speech. Gender can be considered a cultural variable— largely because cultures teach boys and girls different attitudes, beliefs, values, and ways of communicating and relating to one another.

Ethics

Because your speech will have an effect on your audience, you have an obligation to consider **ethics**—issues of right and wrong, or the moral implication of your message. When you develop your topic, present your research, create persuasive appeals, and do any of the other tasks related to public speaking, there are ethical issues to be considered (Bok, 1978; Jaksa & Pritchard, 1994; Johannesen, 1996; Neher & Sandin, 2007; Tompkins, 2011).

In thinking about the ethics of public speaking and about the many ethical issues raised throughout this text, you can take the position that ethics is objective or that it's subjective. In an objective view you'd claim that the morality of an act—say, a communication message—is absolute and exists apart from the values or beliefs of any individual or culture. This objective view holds that there are standards that apply to all people in all situations at all times. If lying, advertising falsely, using illegally obtained evidence, and revealing secrets, for example, are considered unethical, then they'll be considered unethical regardless of the circumstances surrounding them or of the values and beliefs of the culture in which they occur.

In a subjective view you'd claim that the morality of an act depends on the culture's values and beliefs as well as on the particular circumstances. Thus, from a subjective position you would claim that the end might justify the means—a good result can justify the use of unethical means to achieve that result. For example, you might argue that lying is wrong to win votes or sell cigarettes but that lying can be ethical if the end result is positive (such as trying to make someone who is unattractive feel better by telling them they look great or telling critically ill patients that they'll feel better soon).

Because of the central importance of ethics in public speaking, each chapter contains an Ethical Choice Point box in which a brief scenario of an ethical dilemma is presented and you're asked to consider your ethical options. In addition, a survey of ethical beliefs appears at the end of this chapter.

ETHICAL CHOICE POINT

Speaking of Religion

A member of your class is going to give a speech on religious beliefs that many members of the class vehemently oppose and plan to boycott the speech. A representative of this group approaches you and asks your support for the boycott. You too oppose these beliefs and yet you strongly believe in free speech. *What are some of your options in this case for being true to both your religious and your free speech beliefs?*

Managing Your Communication Apprehension

1.3 Explain the nature of communication apprehension and suggest ways of managing your fear of public speaking.

Most people would agree that public speaking can be a scary experience. After all, you're the center of attention of 20 or 30 people and you're being evaluated. Your fear is normal. Fortunately, this fear is also something that can be managed and made to work for you rather than against you. So, let's deal with this fear of public speaking, what is called **communication apprehension**, and explain what it is and how you can manage it.

communication apprehension
Fear or anxiety over communicating.

The Nature of Communication Apprehension

Communication apprehension can exist as a trait or a state and can vary from mild to severe. Let's look at each of these characteristics.

TRAIT AND STATE APPREHENSION

Some people have a general communication apprehension that shows itself in all communication situations. These people suffer from **trait apprehension**—a general fear of communication, regardless of the specific situation. Their fear appears in conversations, small group settings, and public speaking situations. Not surprisingly, if you have high trait apprehension, you're also more likely to experience embarrassment in a variety of social situations (Withers & Vernon, 2006). Similarly, high apprehensives are likely to have problems in the work environment; for example, they may perform badly in employment interviews and may contribute fewer ideas in group meetings (Butler, 2005).

trait apprehension
A general fear of communication, regardless of the specific situation. Opposed to *state apprehension.*

Other people experience communication apprehension in only certain communication situations. These people suffer from **state apprehension**—a fear that is specific to a given communication situation. For example, a speaker may fear public speaking but have no difficulty in talking with two or three other people. Or a speaker may fear job interviews but have no fear of public speaking. State apprehension is extremely common. Most people experience it for some situations; not surprisingly, it is public speaking that most people fear.

state apprehension
A fear that is specific to a given communication situation. Opposed to *trait apprehension.*

APPREHENSION EXISTS ON A CONTINUUM

Communication apprehension can vary from mild to severe; it exists on a continuum. Some people are so apprehensive that they're unable to function effectively in any communication situation and will try to avoid communication as much as possible. Other people are so mildly apprehensive that they appear to experience no fear at all; they're the ones who actively seek out communication opportunities. Most of us are between these extremes.

Contrary to popular belief, apprehension is not necessarily harmful. In fact, apprehension can work for you. Fear can energize you. It may motivate you to work a little harder—to produce a speech that will be better than it might have been had you not been fearful. Further, the audience cannot see the apprehension that you may be experiencing. Even though you may think that audience members can hear your heart beat faster, they can't. They can't see your knees tremble. They can't sense your dry throat—at least not most of the time. And there is some evidence to shows that nervousness in public speaking is not necessarily evaluated negatively by the audience (Cuddy, 2015).

You may wish to pause here and consider your own apprehension about speaking in public by taking the accompanying test (McCroskey, 1970).