

TENTH EDITION

# PUBLIC SPEAKING

AN AUDIENCE-CENTERED APPROACH



STEVEN A. BEEBE • SUSAN J. BEEBE

# **Public Speaking**

## **An Audience-Centered Approach**

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# Public Speaking

## An Audience-Centered Approach

Tenth Edition

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*Dedicated to our parents, Russell and Muriel Beebe and Herb and Jane Dye  
And to our children, Mark, Amanda, and Matthew Beebe*

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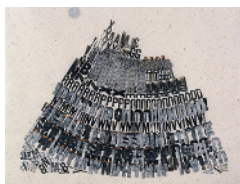
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# Preface

The tenth edition of *Public Speaking: An Audience-Centered Approach* is written to be the primary text in a course intended to help students become better public speakers. We are delighted that since the first edition of the book was published more than two decades ago, educators and students of public speaking have found our book a distinctively useful resource to enhance public-speaking skills. We've worked to make our latest edition a preeminent resource for helping students enhance their speaking skills by adding new features and retaining the most successful elements of previous editions.

## New to the Tenth Edition

We've refined and updated this text to create a powerful and contemporary resource for helping speakers connect to their audience. We've added several new features and revised features that both instructors and students have praised. Like the previous edition, the tenth edition is also available in Revel, but this revision has enabled us to refine and improve our learning design and user experience, building on market feedback from current users and reviewers.

### 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/>

**SPECIAL FEATURES FOR PUBLIC SPEAKING STUDENTS** Revel is a dynamic learning experience that offers students a way to study the content and topics relevant to communication in a whole new way. Rather than simply offering opportunities to read about and study public speaking, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, in Chapter 2, students are presented with the authors' hallmark audience-centered model as an interactive figure diagramming the various tasks involved in the speechmaking process. This figure is used throughout the text to emphasize the importance of being audience-centered. Throughout chapters in Revel students can interact with this figure to learn more about each stage of the process, and in the Chapter 13 Study Guide they can take a self-checking, drag-and-drop assessment to put the stages of the model in order. In addition, students




are presented with video examples throughout the book on topics such as improving listening skills, audience analysis, primary sources, speech delivery, using presentation aids, informative speeches, outlines, intercultural listening, and the fear of public speaking. As part of our commitment to boosting students' communication confidence, our first discussion of improving your confidence in Chapter 1 features the Personal Report of Public Speaking Anxiety in Revel. Students can take this assessment right there in the context of our chapter, get their score, and continue reading about how to improve their own level of confidence. By providing opportunities to read about and practice public speaking in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites include the following:

- **Audio Excerpts** Throughout the text, audio excerpts highlight effective speech examples. Students can listen to audio clips while they read, bringing examples to life in a way that a printed text cannot. These audio examples reinforce learning and add dimension to the printed text.
- **Videos and Video Self-Checks** Video clips appear throughout the narrative to boost mastery, and many videos are bundled with correlating self-checks, enabling students to test their knowledge.
- **Interactive Figures** Interactive figures help students understand hard-to-grasp concepts through interactive visualizations.
- **Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: the Journal prompt, which elicits free-form, topic-specific responses addressing content at the module level, and the Shared Writing prompt, which encourages students to share and respond to each other's brief responses to high-interest topics in the chapter.

For more information about all the tools and resources in Revel and access to your own Revel account for *Public Speaking: An Audience-Centered Approach*, Tenth Edition go to [www.pearsonhighered.com/revel](http://www.pearsonhighered.com/revel).

**DEVELOPING YOUR SPEECH STEP BY STEP**



**CONSIDER YOUR AUDIENCE**

A Chinese proverb says that a journey of a thousand miles begins with a single step. Developing and delivering a speech may seem like a daunting journey. But if you take it one step at a time and keep your focus on your audience, you'll be rewarded with a well-crafted and well-delivered message.

To help you see how the audience-centered public speaking process unfolds step by step, we will explore how one student prepared and delivered a successful speech. Matthew, an undergraduate student at Texas State University, developed the informative presentation titled "Public-Speaking Anxiety," which is outlined in Chapter 8.<sup>10</sup> In the chapters ahead, we will walk you through the process Matthew followed to develop his speech.

Matthew thought about his audience even before selecting his topic. Realizing that his listeners would be student peers, he knew he had to find a topic of interest and relevance to them. And he knew he could discuss complex issues, using a fairly advanced vocabulary.

The *Developing Your Speech Step by Step* feature in the chapters ahead will provide a window through which you can watch Matthew at work on each step of the audience-centered public speaking process.

**Remarks to the U.S. Congress<sup>3</sup>**

**by Pope Francis, September 24, 2015**

I am most grateful for your invitation to address this joint session of Congress in "the land of the free and the home of the brave." I would like to think that the reason for this is that I, too, am a son of this great continent, from which we have all received so much and toward which we share a common responsibility.

Each son or daughter of a given country has a mission, a personal and social responsibility. Your own responsibility as members of Congress is to enable this country, by your legislative activity, to grow as a nation. You are the face of its people, their representatives. You are called to defend and preserve the dignity of your fellow citizens in the tireless and demanding pursuit of the common good, for this is the chief aim of all politics. A political society endures when it seeks, as a vocation, to satisfy common needs by stimulating the growth of all its members, especially those in situations of greater vulnerability or risk. Legislative activity is always based on care for the

## New and Updated Features

In addition to the abundance of in-chapter interactive and media materials you'll find in Revel, we've refined and updated the text to create a powerful and contemporary resource for helping speakers connect to their audience.

**NEW SPEECHES** We've added new speech examples throughout the text. In addition, two speeches in our revised Appendix B are new, selected to provide readers with a variety of positive models of effective speeches.

**NEW EXAMPLES AND ILLUSTRATIONS** New examples and illustrations provide both classic and contemporary models to help students master the art of public speaking. As in previous editions, we draw on both student speeches and speeches delivered by well-known people.

**NEW MATERIAL IN EVERY CHAPTER** In addition to these new and expanded features, each chapter has been revised with new examples, illustrations,

and references to the latest research conclusions. Here's a summary of the changes and revisions we've made:

### **Chapter 1: Speaking with Confidence**

To capture student interest, the chapter now begins with a new example about the annual Technology, Education, and Design (TED) Conference. The section on the rich heritage of public speaking has been moved before coverage of the communication process. In addition, updated research reinforces advice on the importance of developing public speaking skills.

### **Chapter 2: Presenting Your First Speech**

This chapter provides an overview of the audience-centered speaking process, jump-starting the speechmaking process for students who are assigned to present speeches early in the term. To better streamline the chapter and reduce repetitive topics, we've reduced the number of sections from nine to two. Additional coverage has been added on considering the culturally diverse backgrounds of your audience. New research on the importance of speech rehearsal has also been included.

### **Chapter 3: Speaking Freely and Ethically**

To highlight the balance between the right to speak freely and the responsibility to speak ethically, the chapter begins with a new, real-world example on racial tension at the University of Missouri–Columbia. Coverage of free speech in the twenty-first century has been updated to include the Arab Spring and the terrorist attacks at the French humor magazine, *Charlie Hebdo*. We have also included new research on the consequences of plagiarism.

### **Chapter 4: Listening to Speeches**

The chapter has been streamlined by removing topics already covered in other chapters. The discussion on prejudice has been updated. Research has been added on listening skills, including the influence of technology.

### **Chapter 5: Analyzing Your Audience**

The discussion of sex, gender, and sexual orientation has been updated with new research and examples. This chapter introduces the first of the updated *Developing Your Speech Step by Step* boxes, which provide students with an extended example of how to implement audience-centered speechmaking concepts. The definition of race has also been revised.

### **Chapter 6: Developing Your Speech**

This chapter includes a number of new figures, illustrating topics such as brainstorming, using Web directories, narrowing a broad topic, preparing a specific purpose statement, and wording the central idea. A new example on guidelines for selecting a topic has also been added. Discussions on using Web directories and writing a specific purpose have been streamlined and updated.

### **Chapter 7: Gathering and Using Supporting Material**

Coverage of the Internet has been revised to provide more updated information on locating resources online. New figures have also been added to this chapter, including an illustration highlighting the limitations and advantages of *Wikipedia*. The section on interviewing has also been streamlined and revised.

### **Chapter 8: Organizing and Outlining Your Speech**

This chapter now includes new examples of purpose statements, central ideas, and main ideas. In addition, new figures illustrate how to organize supporting material and how to use your preparation outline as a guide to analyzing and revising your speech. A new *Sample Preparation Outline* gives students a complete model of the best practices in organization and outlining.

### **Chapter 9: Introducing and Concluding Your Speech**

New examples on humor, inspirational appeals, and references to the occasion have been added to the chapter. Coverage of illustrations and anecdotes has been updated

and revised. Content throughout the chapter has been streamlined to reduce repetitive topics.

***Chapter 10: Using Words Well: Speaker Language and Style***

The chapter features three new tables: Table 10.1 provides explanations and examples of different types of figurative language; Table 10.2 offers four strategies for creating drama in speeches; and Table 10.3 summarizes ways to create cadence by using stylistic devices. A new figure illustrating three key guidelines for using memorable word structures effectively has also been added.

***Chapter 11: Delivering Your Speech***

Instead of seven sections, this chapter now has six. Selected content from former Section 11.4 (Audience Diversity and Delivery) has been distributed throughout the chapter where appropriate. Discussions on how to develop your message effectively and use gestures effectively have also been updated.

***Chapter 12: Using Presentation Aids***

This chapter has been reorganized so it now has a greater focus on computer-generated presentation aids. Additional content on visual rhetoric has been added. New Table 12.1 highlights the value of presentation aids, along with visual examples of each aid. The chapter also features updated figures, including examples of bar, pie, line and picture graphs.

***Chapter 13: Speaking to Inform***

Developing an Audience-Centered Informative Speech, the final section in this chapter, has been streamlined to reduce repetitive topics. Discussions on speeches about procedures and speeches about events have been revised.

***Chapter 14: Understanding Principles of Persuasive Speaking***

Additional content has been added about changing and/or reinforcing audience values. The discussion of fear appeal has also been updated.

***Chapter 15: Using Persuasive Strategies***

This chapter has been streamlined to eliminate repetitive topics. Discussions on how credibility evolves over time and improving your credibility have been updated and revised. We have also added suggestions for telling stories with an emotional message.

***Chapter 16: Speaking for Special Occasions and Purposes***

The chapter features a new discussion on mediated workplace presentations. New examples throughout the chapter demonstrate models of speeches for ceremonial occasions including acceptance speeches and commencement addresses. There is also a new table on formats for sharing group reports and recommendations with an audience. A new figure illustrating suggestions for enhancing teamwork has also been added to the chapter.

## Successful Features Retained in This Edition

The goal of the tenth edition of *Public Speaking: An Audience-Centered Approach* remains the same as that of the previous nine editions: to be a practical and user-friendly guide to help speakers connect their hearts and minds with those of their listeners. While adding powerful new features and content to help students become skilled public speakers, we have also endeavored to keep what students and instructors liked best. Specifically, we retained five areas of focus that have proven successful in previous editions: our audience-centered approach; our focus on overcoming communication apprehension; our focus on ethics; our focus on diversity; and our focus on skill development. We also continue our partnership with instructors and students by offering a wide array of print and electronic supplements to support teaching and learning.

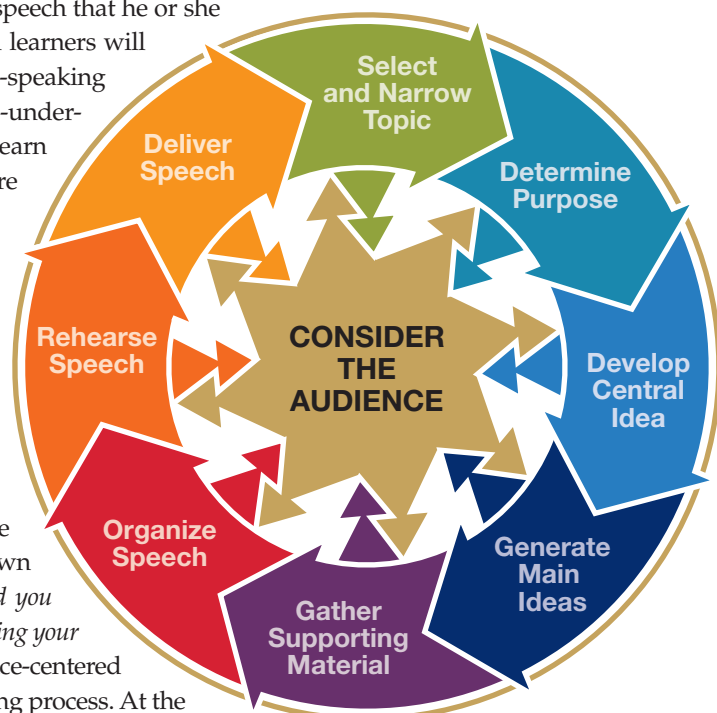
## Our Audience-Centered Approach

The distinguishing focus of the book is our audience-centered approach. More than 2,300 years ago, Aristotle said, “For of the three elements in speechmaking—speaker, subject, and person addressed—it is the last one, the hearer, that determines the speaker’s end and object.” We think Aristotle was right. A good speech centers on the needs, values, and hopes of the audience, who should be foremost in the speaker’s mind during every step of the speech development and delivery process. Thus, in a very real sense, the audience writes the speech. Effective and ethical public speaking does not simply tell listeners only what they want to hear—that would be a manipulative, speaker-centered approach. Rather, the audience-centered speaker is ethically responsive to audience interests without abandoning the speaker’s end and object.

It is not unusual or distinctive for a public-speaking book to discuss audience analysis. What *is* unique about our audience-centered approach is that our discussion of audience analysis and adaptation is not confined to a single chapter; rather, we emphasize the importance of considering the audience throughout our entire discussion of the speech preparation and delivery process. From the overview early in the text of the public-speaking process until the final chapter, we illuminate the positive power of helping students relate to their audience by keeping their listeners foremost in mind.

Preparing and delivering a speech also involves a sequence of steps. Our audience-centered model integrates the step-by-step process of speech preparation and delivery with the ongoing process of considering the audience. Our audience-centered model of public speaking, shown here and introduced in Chapter 2, reappears throughout the text to remind students of the steps involved in speech preparation and delivery, while simultaneously emphasizing the importance of considering the audience. Viewing the model as a clock, the speaker begins the process at the 12 o’clock position with “Select and Narrow Topic” and moves around the model clockwise to “Deliver Speech.” Each step of the speech preparation and delivery process touches the center portion of the model, labeled “Consider the Audience.” Arrows connecting the center with each step of the process illustrate how the audience influences each of the steps involved in designing and presenting a speech. Arrows pointing in both directions around the central process of “Consider the Audience” represent how a speaker may sometimes revise a previous step because of further information or thought about the audience. A speaker may, for example, decide after having gathered supporting material for a speech that he or she needs to go back and revise the speech purpose. Visual learners will especially appreciate the illustration of the entire public-speaking process provided by the model. The colorful, easy-to-understand synopsis will also be appreciated by people who learn best by having an overview of the entire process before beginning the first step of speech preparation.

After introducing the model early in the book, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book. A highlighted version of the model appears in several chapters as a visual reminder of the place the chapter’s topic occupies in the audience-centered speechmaking process. Similarly, highlighted versions appear in *Developing Your Speech Step by Step* boxes. Another visual reminder comes in the form of a miniature version of the model, the icon shown here in the margin. *When you see this icon, it will remind you that the material presented has special significance for considering your audience.* In Revel, students can interact with this audience-centered model to learn more about each stage of the speechmaking process. At the





end of Chapter 13, they can also test their knowledge using a drag-and-drop assessment to put the stages of the model in order.

## Our Focus on Communication Apprehension

One of the biggest barriers that keeps a speaker, especially a novice public speaker, from connecting to his or her audience is apprehension. Fear of failure, forgetting, or fumbling words is a major distraction. In our text, we help students to overcome their apprehension of speaking to others by focusing on their listeners rather than on their fear. Our discussion of communication apprehension is covered in Chapter 1. We have continued to add the most contemporary research conclusions we can find to help students overcome the

anxiety that many people experience when speaking publicly. To help students integrate confidence-boosting strategies through their study of public speaking, we offer students powerful pointers for managing anxiety in the *Confidently Connecting with Your Audience* features found in each chapter. For example, in Chapter 1 of the Revel course, students can complete the Personal Report of Public Speaking Anxiety and immediately get their

### CONFIDENTLY CONNECTING WITH YOUR AUDIENCE

#### Begin with the End in Mind

One of the habits cited by the late Stephen Covey in his influential book *The 7 Habits of Highly Successful People* is “Begin with the end in mind.”<sup>51</sup> From the moment you begin thinking about preparing and presenting your speech, picture yourself being confident and successful. If you find your anxiety level rising at any point in the speech-preparation process, change your mental picture of yourself and imagine that you’ve completed your speech and the audience has given you a rousing round of applause. Begin imagining success rather than focusing on your fear. Using the principles, skills, and strategies we discuss in this text will help you develop the habit of speech success.

score. In addition, as students read through the narrative in Revel, they will find videos, “Explore the Concept” activities, and assessment questions to engage their interest, enliven the content, and increase their confidence.

## Our Focus on Ethics

Being audience-centered does not mean that a speaker tells an audience only what they want to hear; if you are not true to your own values, you will have become a manipulative, unethical communicator rather than an audience-centered one. Audience-centered speakers articulate truthful messages that give audience members free choice in responding to a message, while they also use effective means of ensuring message clarity and credibility.

From the first chapter onward, we link being an audience-centered speaker with being an ethical speaker. Our principles and strategies for being rhetorically skilled are anchored in ethical principles that assist speakers in articulating a message that connects with their audience. We not only devote an entire chapter (Chapter 3) to being an ethical speaker, but we also offer reminders, tips, and strategies for making ethical speaking and listening an integral part of human communication. As part of the *Study Guide* at the end of each chapter, students and instructors will find questions to spark discussion about and raise awareness of ethical issues in effective speechmaking. For example, in Revel, students can watch a short video on the ethics of decision and complete a video self-check to evaluate their knowledge on the topic.

## Our Focus on Diversity

Just as the topic of audience analysis is covered in most public-speaking textbooks, so is diversity. Sometimes diversity is discussed in a separate section; sometimes it is presented in “diversity boxes” sprinkled throughout a book. We choose to address diversity not as an add-on to the main discussion but rather as an integral part of being an audience-centered speaker. To be audience-centered is to acknowledge the various ethnic and cultural backgrounds, attitudes, beliefs, values, and other differences present when people assemble to hear a speech. We suggest that inherent in the process of being audience-centered is a focus on the diverse nature of listeners in contemporary audiences. The topic of adapting to diverse audiences is therefore not a boxed afterthought but is integrated into every step of our audience-centered approach.

## Our Focus on Skill Development

We are grateful for our ongoing collaboration with public-speaking teachers, many of whom have used our audience-centered approach for more than two decades. We have retained those skill development features of previous editions that both teachers and students have applauded. What instructors tell us most often is “You write like I teach” or “Your book echoes the same kind of advice and skill development suggestions that I give my students.” We are gratified by the continued popularity of *Public Speaking: An Audience-Centered Approach*.

**CLEAR AND INTERESTING WRITING STYLE** Readers have especially valued our polished prose, concise style, and engaging, lively voice. Students tell us that reading our book is like having a conversation with their instructor.

**OUTSTANDING EXAMPLES** Students need to be not only *told* how to speak effectively, but also *shown* how to speak well. Our powerful and interesting examples, both classic and contemporary and drawn from both student speakers and famous orators, continue to resonate with student speakers.

**BUILT-IN LEARNING RESOURCES** We’ve retained the following built-in pedagogical features of previous editions:

- *Learning Objectives* appear at the start of each chapter to provide students with strategies and key points for approaching the chapter. Objectives reappear at key points in the chapter to help students gauge their progress and monitor their learning.
- An updated *Study Guide* at the end of each chapter reviews the learning objectives and key terms, and guides students to think critically about chapter concepts and related ethical issues.
- *Recap* boxes and tables help students check their understanding and review for exams.
- An extended speech example appears in the *Developing Your Speech Step by Step* boxes, which appear throughout the book.

In the tenth edition, we have also added new tables and illustrations to help summarize content. In Revel, students can reinforce content from the text by completing “Explore the Concept” activities, watching videos, interacting with figures, listening to speech examples, and taking quizzes at the end of each section and chapter.

## Instructor and Student Resources

Public-speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on support from textbook publishers. To support instructors and students who use *Public Speaking: An Audience-Centered Approach*, Pearson provides an array of supplementary materials for students and instructors. Key instructor resources include an Instructor’s Manual (ISBN 0-13-440158-1), Test Bank (ISBN 0-13-440151-4), and PowerPoint™ Presentation Package (ISBN 0-13-440160-3). These supplements are available at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc) (instructor login required). MyTest online test-generating software (ISBN 0-13-440153-0) is available at [www.pearsonmytest.com](http://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](http://www.pearsonhighered.com/communication).

### STUDY GUIDE: REVIEW, APPLY, AND ASSESS

#### The Power of Speech Delivery

**11.1** Identify three reasons why delivery is important to a public speaker.

**REVIEW:** Nonverbal communication conveys the majority of the meaning of your speech and nearly all of your emotions to an audience. Nonverbal expectancy theory suggests that your credibility as a speaker depends on meeting your audience’s expectations about nonverbal

**ASSESS:** How can you determine when you have rehearsed long enough so that you can extemporaneously deliver your key ideas to your listeners, but not so long that you are giving a memorized presentation?

#### Characteristics of Effective Delivery

**11.3** Identify and illustrate the characteristics of effective delivery.

### RECAP

#### GATHER SUPPORTING MATERIAL

Use your own knowledge and research to find supporting materials that accomplish the following:

- *Tell a Story.* Most audiences enjoy stories.
- *Appeal to the Senses.* Help the audience hear, see, touch, and experience what you describe.
- *Use Research Skills.* Find new, interesting material that the audience has not heard before.

# MediaShare A one-stop media-sharing tool that facilitates interactive learning

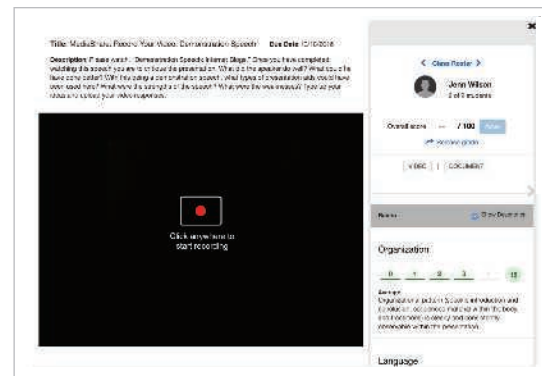
**MediaShare** is a learning application for sharing, discussing, and assessing multimedia. Instructors easily can assign instructional videos to students, create quiz questions, and ask students to comment and reflect on the videos to facilitate collaborative discussion. MediaShare also allows students 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.



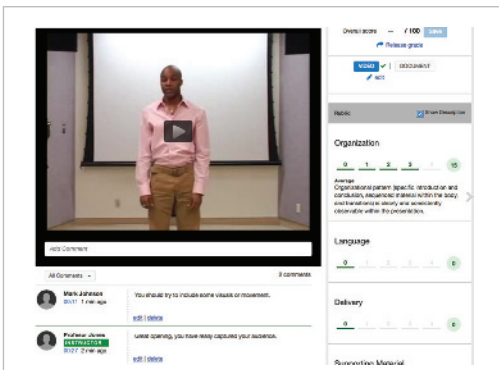
→ Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.

- 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.



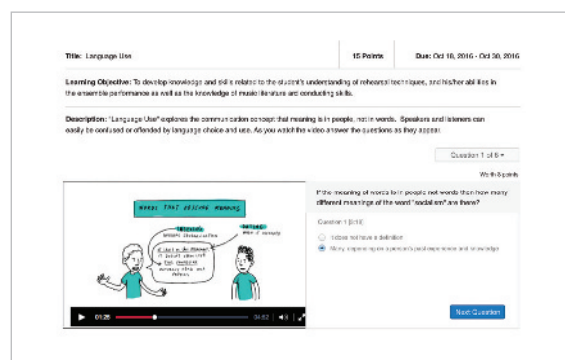
- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.
- Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role 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

Writing a book is a partnership not only with each other as co-authors but also with many people who have offered us the benefit of their experience and advice about how to make this the best possible teaching and learning resource. We appreciate all of the authors and speakers we have quoted or referenced; their words and wisdom have added resonance to our knowledge and richness to our advice. We are grateful for our students, colleagues, adopters, friends, and the skilled editorial team at Pearson.

Many talented reviewers have helped us shape the content and features of this edition. These talented public-speaking teachers have supplemented our experience to help us make decisions about how to present and organize the content of this book. We express our sincere appreciation to the following reviewers who have shared their advice, wisdom, and expertise:

### **Reviewers of the tenth edition:**

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We have enjoyed strong support and mentorship from a number of teachers, friends, and colleagues who have influenced our work over the years. Our colleagues at Texas State University continue to be supportive of our efforts. Tom Willett, retired professor from William Jewell College; Dan Curtis, emeritus professor at the University of Central Missouri; John Masterson, emeritus professor at Texas Lutheran University; and Thompson Biggers, professor at Mercer University, are longtime friends and exemplary teachers who continue to influence our work and our lives. Sue Hall, Department of Communication Studies senior administrative assistant at Texas State, again provided exceptional support and assistance to keep our work on schedule.

We view our work as authors of a textbook as primarily a teaching process. Both of us have been blessed with gifted teachers whose dedication and mentorship continue to inspire and encourage us. Mary Harper, former speech, English, and drama teacher at Steve's high school alma mater, Grain Valley High School, Grain Valley, Missouri; and Sue's speech teacher, the late Margaret Dent, who taught at Hannibal High School, Hannibal, Missouri, provided initial instruction in public speaking that remains with us today. We also value the life lessons and friendship we received from the late Erma Doty, another former teacher at Grain Valley High. We appreciate the patience and encouragement we received from Robert Brewer, our first debate coach at the University of Central Missouri, where we met each other more than forty-five years ago and where the ideas for this book were first discussed. We both served as student teachers under the unforgettable, energetic guidance of the late Louis Banker at Fort Osage High School, near Buckner, Missouri. Likewise, we have both benefited from the skilled instruction

of Mary Jeanette Smythe, now retired from the University of Missouri–Columbia. We wish to express our appreciation to the late Loren Reid, emeritus professor from the University of Missouri–Columbia, one of the first people in the nation to earn a Ph.D. in speech, who lived to the age of 109; to us, he was the quintessential speech teacher.

Finally, we value the patience, encouragement, proud support, and love of our sons and daughter-in-law, Mark and Amanda Beebe and Matthew Beebe. They offer many inspiring lessons in overcoming life challenges and infusing life with joy and music. They continue to be our most important audience.

*Steven A. Beebe*

*Susan J. Beebe*

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# Speaking with Confidence

## 1



*There are two kinds of speakers:  
those that are nervous and  
those that are liars.*

—Mark Twain

Jean Jaures (1859-1914), *Speaking at the Tribune of the Chamber of Deputies*, 1903 (oil on canvas). Photo: The Bridgeman Art Library/Getty Images.

## OBJECTIVES

After studying this chapter, you should be able to do the following:

- 1.1** Compare and contrast public speaking and conversation.
- 1.2** Explain why it is important to study public speaking.
- 1.3** Discuss in brief the history of public speaking.
- 1.4** Sketch and explain a model that illustrates the components and the process of communication.
- 1.5** Use several techniques to become a more confident speaker.

It's a hot ticket. Even at \$8,500, the annual four-day event always sells out. Some 3 million additional people watch and listen online every day.<sup>1</sup> But the performers are not, as you might guess, legendary singers or classic rock bands. They are, in fact, not performers at all. They are public speakers.

The live event is the annual Technology, Education, and Design (TED) Conference. And you are probably among the billions who have seen a TED video. Public speaking, whether presented to a live audience, via broadcast video, or online, remains a powerful and popular form of communication.

As you begin reading this text, chances are that you are also beginning a course in public speaking. You're in good company; nearly a half million college students

take a public-speaking class each year.<sup>2</sup> If you haven't had much previous experience speaking in public, you're also in good company. Sixty-six percent of students beginning a public-speaking course reported having had little or no public-speaking experience.<sup>3</sup>

The good news is that this text will provide you with the knowledge and experience needed to become a competent public speaker—an active participant in what TED curator Chris Anderson calls “as important a task as humanity has.”<sup>4</sup>

## What Is Public Speaking?

### 1.1 Compare and contrast public speaking and conversation.

#### public speaking

The process of presenting a spoken message to an audience

**Public speaking** is the process of presenting a spoken message to an audience, small or large. You hear speeches almost every day. Each day when you attend class, an instructor lectures. When watching a newscast on TV or via the Internet, you get a “sound bite” of some politician delivering a speech. When you hear a comedian delivering a monologue on a late-night talk show or the Comedy Channel, you're hearing a speech designed to entertain you.

The skill of public speaking builds on your normal, everyday interactions with others. In fact, as you begin to study and practice public speaking, you will discover that it has much in common with conversation, a form of communication in which you engage in every day. Like conversation, public speaking requires you to focus and verbalize your thoughts.

When you have a conversation, you also have to make decisions “on your feet.” If your friends look puzzled or interrupt with questions, you may need to explain your idea a

second time. If they look bored, you insert a funny story or talk more animatedly. As a public speaker, you will learn to make similar adaptations based on your knowledge of your listeners, their expectations for your speech, and their reactions to what you are saying. In fact, because we believe that the ability to adapt to your audience is so vital, this text focuses on public speaking as an audience-centered activity.

Although there are some similarities, public speaking is not exactly like talking with a friend or an acquaintance. Let's take a look at some of the ways in which public speaking differs from conversation.

- *Public speaking requires more preparation than conversation.* Although you may sometimes be asked to speak on the spur of the moment, you will usually know in advance whether you will be expected to give a talk on a specific occasion. A public speaker might spend hours or even days planning and practicing his or her speech.
- *Public speaking is more formal than conversation.* The slang or casual language we often use in conversation is usually not appropriate for most public speaking. Audiences expect speakers to use standard English grammar and vocabulary. A public speaker's delivery is also more formal than the way most people engage in ordinary conversation.



Public speakers take more time to prepare their remarks than conversationalists do. Public speaking is also more formal than conversation, with defined roles for speaker and audience. *Photo: val lawless/Shutterstock.*

- *Public speaking involves more clearly defined roles for speaker and audience than conversation.* During a conversation, there is typically interaction between speaker and listener. But in public speaking, the roles of speaker and audience are more clearly defined and remain stable. A public speaker presents a more structured and less interactive message. Although in some cultures a call-and-response speaker-audience interaction occurs (such as saying “That’s right” or “Amen” when responding to a preacher’s sermon), in the majority of the United States, audience members rarely interrupt or talk back to speakers.

## Why Study Public Speaking?

### 1.2 Explain why it is important to study public speaking.

Although you’ve heard countless speeches during your lifetime, you may still have questions about why it’s important for *you* to study public speaking. Here are two reasons: By studying public speaking you will gain long-term advantages related to *empowerment* and *employment*.

### Empowerment

You will undoubtedly be called on to speak in public at various times in your life: as a student participating in a seminar class; as a businessperson presenting to a potential client; as a concerned citizen addressing the city council’s zoning board. In each of these situations, the ability to speak with competence and confidence will provide **empowerment**. To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal. Being a skilled public speaker will give you an edge that less skilled communicators lack—even those who may have superior ideas, education, or experience. It will position you for greater things by enhancing your overall communication skill.<sup>5</sup> Former presidential speechwriter James Humes, who labels public speaking “the language of leadership,” says, “Every time you have to speak—whether it’s in an auditorium, in a company conference room, or even at your own desk—you are auditioning for leadership.”<sup>6</sup>

One of the empowering resources that you develop by studying public speaking is **critical thinking**. To think critically is to be able to listen and analyze information you hear so that you can judge its accuracy and relevance. While you are learning how to improve your speaking in this course, you are also learning the critical thinking skills to sort good ideas from bad ideas. Being a critical thinker and an effective communicator is a powerful and empowering combination.

Yet, like most people, you may experience fear and anxiety about speaking in public. As you start your journey of becoming an effective public speaker, you may have questions about how to bolster your confidence and manage your apprehension. Before you finish this chapter, you’ll have read about more than a dozen strategies to help you feel both more empowered and confident. Being both a confident and an empowered public speaker is within your grasp. And being an empowered speaker can open up leadership and career opportunities for you.

### Employment

If you can speak well, you possess a skill that others value highly. In fact, industrialist Charles M. Schwab once said, “I’ll pay more for a person’s ability to speak and express himself than for any other quality he might possess.”<sup>7</sup> Billionaire stock investor Warren Buffet agrees. In an interview with CNN reporter Christiane Amanpour,

#### empowerment

Having resources, information, and attitudes that lead to action to achieve a desired goal

#### critical thinking

Analyzing information to judge its accuracy and relevance

**RECAP****WHY STUDY PUBLIC SPEAKING?**

- Empowerment: You will gain confidence and skill in communicating with others.
- Employment: You will enhance your career and leadership opportunities.

extolling the virtues of his public-speaking course, he said, “If you improve your communication skills I guarantee you that you will earn 50 percent more money over your lifetime.”<sup>8</sup>

Whether you’re currently employed in an entry-level position or aspire to the highest rung of the corporate leadership ladder, being able to communicate effectively with others is key to success in any line of work.<sup>9</sup> The skills you learn in a public-speaking course, such as how to ethically adapt information to listeners, organize your ideas, persuade others, and hold listeners’ attention, are among the skills most sought after by any employer. In a nationwide survey, prospective employers of college graduates said they seek candidates with “public-speaking and presentation ability.”<sup>10</sup> Other surveys of personnel managers, both in the United States and internationally, have confirmed that they consider communication skills *the top factor* in helping graduating college students obtain employment.<sup>11</sup> So by enhancing your speaking skill you are developing the number-one competency that employers seek.

## The Rich Heritage of Public Speaking

### 1.3 Discuss in brief the history of public speaking.

By studying public speaking you are doing more than empowering yourself and enhancing your opportunities for employment. You are participating in a centuries-old tradition of developing your rhetorical skills that enhances your ability to both present ideas to others and analyze the speeches you hear. Long before many people could read, they listened to public speakers. **Rhetoric** is the strategic use of words and symbols to achieve a goal. Although rhetoric is often defined as the art of speaking or writing aimed at persuading others (changing or reinforcing attitudes, beliefs, values, or behavior), whether you’re informing, persuading, or even entertaining listeners, you are using rhetoric because you are trying to achieve a goal.

#### rhetoric

The strategic use of words and symbols to achieve a goal

## The Golden Age of Public Speaking

The fourth century B.C.E. is called the golden age of rhetoric in the Greek Republic because it was during this time that the philosopher Aristotle formulated guidelines for speakers that we still follow today. In later chapters in this text, you will be learning principles and practices of public speaking that were first summarized by Aristotle in his classic book *The Art of Rhetoric*, written in 333 B.C.E.

Roman orators continued the Greek rhetorical tradition by identifying five classical *canons*, or elements of preparing and presenting a speech:

- *Invention*: the creative process of developing your ideas
- *Arrangement*: how the speech is organized
- *Style*: your choice of words
- *Memory*: the extent to which you use notes or rely on your memory to share your ideas
- *Delivery*: the nonverbal expression of your message

These five classic elements of public speaking are embedded in the principles and practices that we present in this text.

The Roman orator Cicero was known not only for being an excellent public speaker but also for his writings on how to be an effective speaker. Marcus Fabius

Quintilianus, who was known as Quintilian and born in what is today Spain, also sought to teach others how to be effective speakers. As politicians and poets attracted large followings in ancient Rome, Cicero and Quintilian sought to define the qualities of the “true” orator. Quintilian famously wrote that the ideal orator should be “a good person speaking well.” On a lighter note, it is said that Roman orators invented the necktie. Fearing laryngitis, they wore “chin cloths” to protect their throats.<sup>12</sup>

Centuries later, in medieval Europe, the clergy were the most polished public speakers in society. People gathered eagerly to hear Martin Luther expound his Articles of Faith. In the eighteenth century, British subjects in the colonies listened to the town criers and impassioned patriots of what would one day become the United States.

## Nineteenth- and Twentieth-Century Age of Political Oratory

Vast nineteenth-century audiences heard speakers such as Henry Clay and Daniel Webster debate states’ rights; they listened to Frederick Douglass, Angelina Grimke, and Sojourner Truth argue for the abolition of slavery and to Lucretia Mott plead for women’s suffrage; they gathered for an evening’s entertainment to hear Mark Twain as he traveled the lecture circuits of the frontier.

Yet students of nineteenth-century public speaking spent little time developing their own speeches. Instead, they practiced the art of **declamation**—the delivery of an already famous address. Favorite subjects for declamation included speeches by such Americans as Patrick Henry and William Jennings Bryan and by the British orator Edmund Burke. Collections of speeches, such as Bryan’s own ten-volume set of *The World’s Famous Orations*, published in 1906, were extremely popular.

Hand in hand with declamation went the study and practice of **elocution**, the expression of emotion through posture, movement, gesture, facial expression, and voice. From the mid-nineteenth century to the early twentieth century, elocution manuals—providing elaborate and specific prescriptions for effective delivery—were standard references not only in schools but also in nearly every middle-class home in the United States.<sup>13</sup>

### declamation

The delivery of an already famous speech

### elocution

The expression of emotion through posture, movement, gesture, facial expression, and voice

## The Technological Age of Public Speaking

In the first half of the twentieth century, radio made it possible for people around the world to hear Franklin Delano Roosevelt decry December 7, 1941, as “a date which will live in infamy” following the attack on Pearl Harbor in Hawaii. In the last half of the century, television provided the medium through which audiences saw and heard the most stirring speeches:

- Martin Luther King Jr. proclaiming his dream of equality
- Ronald Reagan beseeching Mikhail Gorbachev to “tear down this wall”
- Holocaust survivor Elie Wiesel looking beyond the end of one millennium toward the next with “profound fear and extraordinary hope”

With the twenty-first century dawned a new era of speechmaking. It was to be an era that would draw



Civil rights leader and human rights activist Dr. Martin Luther King Jr. delivered one of the great speeches of history as the keynote of the August 1963 civil rights march on Washington, D.C.  
Photo: The LIFE Picture Collection/Getty.



**RECAP****THE RICH HERITAGE OF PUBLIC SPEAKING**

Period	Event
Fourth to first centuries B.C.E.	Greek rhetoric flourishes in the Age of Aristotle. Roman orators continue the tradition.
Fifteenth century	European clergy are the primary practitioners of public speaking.
Eighteenth century	American patriots make impassioned public pleas for independence.
Nineteenth century	Abolitionists and suffragists speak out for change; frontier lecture circuits flourish.
Twentieth century	Electronic media make possible vast audiences.
Twenty-first century	A new era of speechmaking uses rapidly evolving technology and media while drawing on a rich heritage of public speaking.

on age-old public-speaking traditions. But it was also an era in which U.S. soldiers serving in Iraq and Afghanistan would watch their children's commencement addresses live via streaming video. And it was to be an era that would summon public speakers to meet some of the most difficult challenges in history—an era in which President Barack Obama would empathize with the grief felt by the community of Newtown, Connecticut, after twenty young children and six adults were shot to death at Sandy Hook Elementary School. He assured his listeners that "...you're not alone in your grief; that our world too has been torn apart; that all across this land of ours, we have wept with you, we've pulled our children tight."<sup>14</sup> Speakers of the future will continue to draw on a long and rich heritage, in addition to forging new frontiers in public speaking.

You may be more likely to hear a speech today presented as a pre-recorded TED Talk, YouTube video, or a podcast and delivered on your smartphone or other digital device than you are a live-and-in person presentation. In fact, you may be taking this course online and may present your speeches to your classmates and instructor as video recordings. Although the electronic context of the message influences both how the message may be prepared and received, the primary process of developing and presenting your speech is the same as it has been for centuries. Whether you are presenting your message in person or via video there are core processes of public speaking that will serve you well.

Another unchanging truth of public speaking is that the core of all you do in public speaking is a focus on your audience. Your audience will ultimately determine if your message has achieved your objective. For this reason, we suggest that you keep your audience foremost in your mind from the first moments of thinking about your speech topic to the time when you utter the concluding sentence of your speech.

## The Communication Process

### 1.4 Sketch and explain a model that illustrates the components and the process of communication.

Even the earliest communication theorists recognized that communication is a process. The models they formulated were linear, suggesting a simple transfer of meaning from a sender to a receiver, as shown in Figure 1.1. More recently, theorists have created models that better demonstrate the complexity of the communication process. Let's explore what some of those models can teach us about what happens when we communicate.

## Communication as Action

Although they were simplistic, the earliest linear models of communication as action identified most of the elements of the communication process. We will explain each element as it relates to public speaking.

**SOURCE** A public speaker is a **source** of information and ideas for an audience. The job of the source or speaker is to **encode**, or translate, the ideas and images in his or her mind into verbal or nonverbal symbols (a **code**) that an audience can recognize. The speaker may encode into words (for example, "The fabric should be 2 inches square") or into gestures (showing the size with his or her hands).

### source

The public speaker

### encode

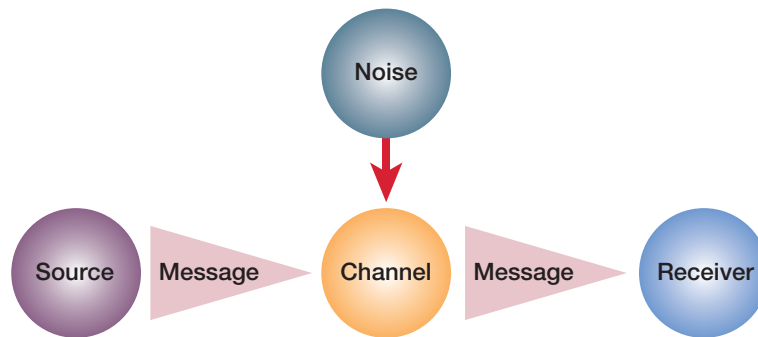
To translate ideas and images into verbal or nonverbal symbols

### code

A verbal or nonverbal symbol for an idea or image

**Figure 1.1** The earliest models viewed communication as the action of transferring meaning from source to receiver.

**SOURCE:** Copyrighted by Pearson Education, Hoboken, NJ.



**MESSAGE** The **message** in public speaking is the speech itself—both what is said and how it is said. If a speaker has trouble finding words to convey his or her ideas or sends contradictory nonverbal symbols, listeners may not be able to **decode** the speaker’s verbal and nonverbal symbols back into a message.

**CHANNELS** A message is usually transmitted from sender to receiver via two **channels**: *visual* and *auditory*. Audience members see the speaker and decode his or her nonverbal symbols—eye contact (or lack of it), facial expressions, posture, gestures, and dress. If the speaker uses any visual aids, such as graphs or models, these too are transmitted along the visual channel. The auditory channel is evident as the speaker speaks. Then the audience members hear words and recognize vocal cues such as inflection, rate, and voice quality.

**RECEIVER** The **receiver** of the message is the individual audience member, whose decoding of the message will depend on his or her own particular blend of past experiences, attitudes, beliefs, and values. As already emphasized, an effective public speaker should be receiver- or audience-centered.

**NOISE** Anything that interferes with the communication of a message is called *noise*. Noise may be physical and external. If your 8 A.M. public-speaking class is frequently interrupted by the roar of a lawn mower running back and forth under the window, it may be difficult to concentrate on what your instructor is saying. A noisy air conditioner, a crying baby, or incessant coughing is an example of **external noise** that may make it difficult for audience members to hear or concentrate on a speech.

Noise may also be internal. **Internal noise** may stem from either *physiological* or *psychological* causes and may directly affect either the source or the receiver. A bad cold (physiological noise) may cloud a speaker’s memory or subdue his or her delivery. An audience member worrying about an upcoming exam (psychological noise) is unlikely to remember much of what the speaker says. Regardless of whether it is internal or external, physiological or psychological, or whether it originates in the sender or the receiver, noise interferes with the transmission of a message.

### message

The content of a speech and the mode of its delivery

### decode

To translate verbal or nonverbal symbols into ideas and images

### channels

The visual and auditory means by which a message is transmitted from sender to receiver

### receiver

A listener or an audience member

### external noise

Physical sounds that interfere with communication

### internal noise

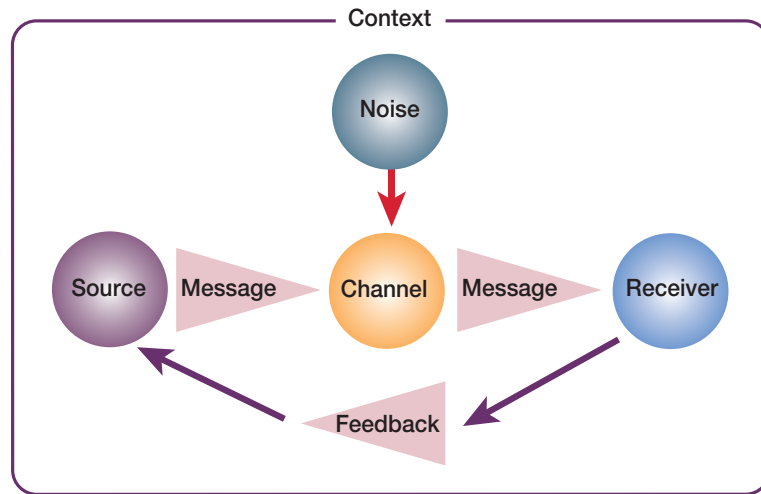
Physiological or psychological interference with communication

## Communication as Interaction

Realizing that linear models were overly simplistic, later communication theorists designed models that depicted communication as a more complex process (see Figure 1.2). These models were circular, or interactive, and added two important new elements: feedback and context.

**Figure 1.2** Interactive models of communication add the element of feedback to the previous action models. They also take into consideration the communication context.

**SOURCE:** Copyrighted by Pearson Education, Hoboken, NJ.



### feedback

Verbal and nonverbal responses provided by an audience to a speaker

### context

The environment or situation in which a speech occurs

**FEEDBACK** As we've noted, one way in which public speaking differs from casual conversation is that the public speaker does most or all of the talking. But public speaking is still interactive. Without an audience to hear and provide **feedback**, public speaking serves little purpose. Skillful public speakers are audience-centered. They depend on the nods, facial expressions, and murmurs of the audience to adjust their rate of speaking, volume, vocabulary, type and amount of supporting material, and other variables to communicate their message successfully.

**CONTEXT** The **context** of a public-speaking experience is the environment or situation in which the speech occurs. It includes such elements as the time, the place, and the speaker's and audience's cultural traditions and expectations. To rephrase John Donne, no *speech* is an island. No speech occurs in a vacuum. Rather, each speech is a blend of circumstances that can never be replicated exactly.

The person whose job it is to deliver an identical message to a number of different audiences at different times and in different places can attest to the uniqueness of each speaking context. If the room is hot, crowded, or poorly lit, these conditions affect both speaker and audience. The audience that hears a speaker at 10 A.M. is likely to be fresher and more receptive than a 4:30 P.M. audience. A speaker who fought rush-hour traffic for 90 minutes to arrive at his or her destination may find it difficult to muster much enthusiasm for delivering the speech.

Many of the skills that you will learn from this text relate not only to the preparation of effective speeches (messages) but also to the elements of feedback and context in the communication process. Our audience-centered approach focuses on "reading" your listeners' responses and adjusting to them as you speak.

## Communication as Transaction

The most recent communication models do not label individual components. Instead, transactive models focus on communication as a simultaneous, transactive process. As Figure 1.3 suggests, we send and receive messages concurrently. In a two-person communication transaction, both individuals are sending and receiving *at the same time*. When you are listening, you are simultaneously expressing your thoughts and feelings nonverbally.

**Figure 1.3** A transactive model of communication focuses on the simultaneous encoding and decoding that happens between source and receiver. Both source and receiver send and receive messages with ongoing feedback within a communication channel.

**SOURCE:** Copyrighted by Pearson Education, Hoboken, NJ.



An effective public speaker should not only be focused on the message he or she is expressing but should also be tuned in to how the audience is responding to the message. A good public speaker shouldn't wait until the speech is over to gauge the effectiveness of a speech. Instead, because of the transactive nature of communication, a speaker should be scanning the audience during the speech for nonverbal clues to assess the audience's reaction, just as you do when having a conversation with someone.

Although communication models have been developed only recently, the elements of these models have long been recognized as the keys to successful public speaking. As you study public speaking, you will continue a tradition that goes back to the beginnings of Western civilization.

## Improving Your Confidence as a Speaker

**1.5** Use several techniques to become a more confident speaker.

Actor and celebrated emcee George Jessel once wryly observed, "The human brain starts working the moment you are born and never stops...until you stand up to speak in public." Perhaps public speaking is a required class for you, but, because of the anxiety you feel when you deliver a speech, you've put it off for as long as possible.

The first bit of comfort we offer is this: It's *normal* to be nervous. In a classic survey seeking to identify people's phobias, public speaking ranked as the most anxiety-producing experience most people face. Forty-one percent of all respondents reported public speaking as their most significant fear: Fear of death ranked only sixth!<sup>15</sup> Even comedian Jerry Seinfeld has said, "Given a choice, at a funeral most of us would rather be the one in the coffin than the one giving the eulogy." New research continues to confirm that most people are apprehensive about giving a speech.<sup>16</sup> Other studies have found that more than 80 percent of the population feels anxious when they speak to an audience.<sup>17</sup> Some people find public speaking quite frightening: Studies suggest that about 20 percent of all college students are highly apprehensive about speaking in front of others.<sup>18</sup>

Even if your anxiety is not overwhelming, you can benefit from learning some positive approaches that allow your nervousness to work *for you*.<sup>19</sup> First, we will help you understand why you become nervous. Then we will offer specific strategies to help you speak with greater comfort and less anxiety.

### RECAP

#### THE COMMUNICATION PROCESS

Audience and speaker send messages simultaneously. Elements of the process include:

- **Source:** The originator of the message
- **Message:** The content of what is expressed both verbally and nonverbally
- **Channel:** The means by which a message is expressed from sender to receiver
- **Receiver:** The listener or audience member who sees and hears the message
- **Feedback:** Responses provided by an audience to a speaker
- **Context:** The situation and environment in which the speech occurs