Public Speaking Handbook

SIXTH EDITION

Pearson

Steven A. Beebe
Susan J. Beebe

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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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Contents

Preface

The *Public Speaking Handbook*, Sixth Edition, is an adaptation of the successful tenth edition of *Public Speaking: An Audience-Centered Approach*. The distinguishing focus of the book remains our audience-centered approach. As in the development of the previous editions, we have listened to students and instructors to make the sixth edition an even more useful tool to help students improve their public speaking abilities. The goal of this edition of the *Public Speaking Handbook* is to be a practical and friendly resource to help students of public speaking connect their hearts and minds with those of listeners. Available both in Revel as well as in its traditional spiral-bound format, this new edition of the *Public Speaking Handbook* is audience-centered in its own right: it encourages students to become more involved in their own learning process.

Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

www.pearson.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 3, 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

Figure 5.2 Audience-Centered Speaking Evaluation Questions

Source: Copyrighted by Pearson Education, Hoboken, NJ.

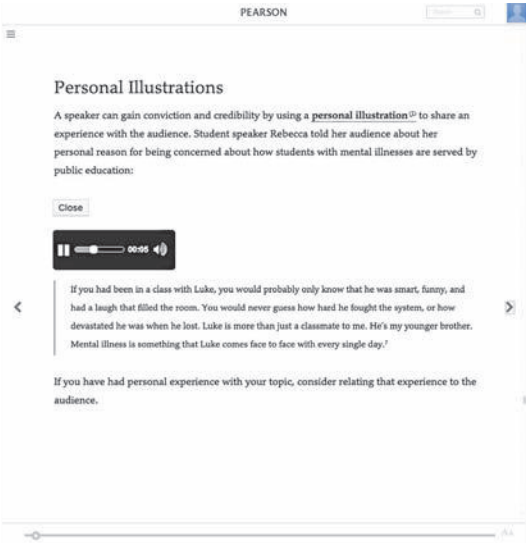
of being audience-centered. Throughout chapters in Revel students can interact with this figure to learn more about each stage of the process. In the Chapter 15 Study Guide they can take a self-checking, drag-and-drop assessment to put the stages of the model in order. In addition, students are presented 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 2 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 Speech Excerpts and Annotations**

  Throughout the text, audio excerpts highlight effective speech examples. Students can listen to audio clips while they read, adding dimension and reinforcing learning in a way that a printed text cannot. Complete outlines and speeches in Chapters 3, 9, 15, and 17 feature print and audio annotations that highlight correct outline formatting or explain decisions made by a speaker.

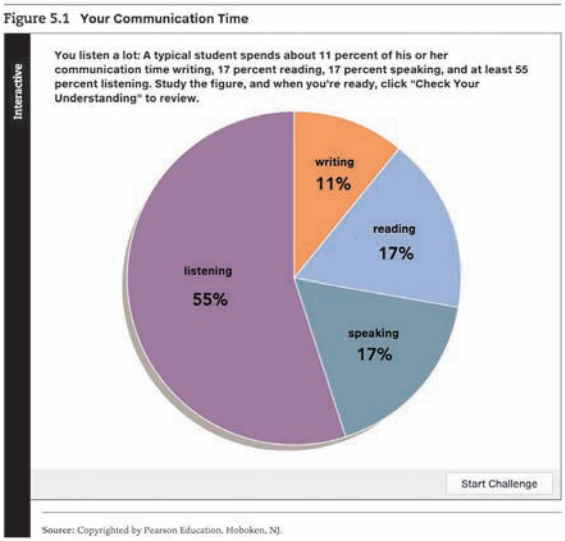
- **Videos and Video Self-Checks**

  More than ninety video clips appear throughout this edition to boost mastery, and approximately half of the videos are bundled with correlating self-checks, enabling students to test their knowledge.



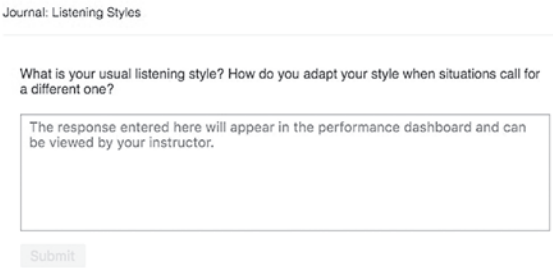
- **Interactive Figures**

  More than thirty interactive figures help students understand hard-to-grasp concepts through interactive visualizations. In addition to the authors' audience-centered model mentioned above, students can interact with graphics of communication models, presentation aids, Maslow's hierarchy of needs, and more.



- **Integrated Writing Opportunities**

  To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: Journal prompts elicit free-form, topic-specific responses (one per module) and an end-of-chapter Shared Writing prompt encourages students to share and reply to each other's brief responses to high-interest topics.



For more information about all the tools and resources in Revel and access to your own Revel account for *Public Speaking Handbook*, Sixth Edition, go to www.pearson.com/revel.

New to the Sixth Edition

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, three speeches in our revised Appendix B are new—John F. Kennedy's Inaugural Address, Pope Francis's Remarks to the U.S. Congress, and a student speech on the need for minority bone marrow donors—selected to provide readers with a variety of positive models of effective speeches. In Revel, many of these items are accompanied by audio or video.

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. Revel incorporates numerous audio and video examples and allows for interactivity with many illustrations.

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: Introduction to Public Speaking

- To capture student interest, the chapter now begins with a new example about the annual Technology, Education, and Design (TED) Conference.
- Discussion on the technological age of public speaking has been revised, and updated research reinforces advice on the importance of developing public speaking skills.
- Revel includes revised interactive figures for the models of communication as action, interaction, and transaction.

Chapter 2: Speaking with Confidence

- New research and examples help students understand the sources and nature of public-speaking anxiety. In Revel, a new video on dealing with speaking anxiety offers additional tips for students.
- Discussion on the pattern of feeling apprehension has been revised, and updated research reinforces advice for overcoming speaking anxiety and building confidence.

Chapter 3: Presenting Your First Speech

- To better streamline the chapter and reduce repetitive topics, the authors have reduced the number of sections from nine to two.
- The chapter includes revised and updated discussions on gathering supporting material and organizing a speech, plus a new example for developing a central idea.

Chapter 4: Speaking Freely and Ethically

- The chapter begins with a new, real-world example on racial tension at the University of Missouri–Columbia in order to highlight the balance between the right to speak freely and the responsibility to speak ethically.
- 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.*
- The authors have also included new research on the consequences of plagiarism.
- Two new videos in Revel look at the ethics of deception and compare political convention speeches by Melania Trump and Michelle Obama.

Chapter 5: Listening to Speeches

- The discussion on prejudice has been revised.
- Research has been added on listening skills, including the influence of technology.
- In Revel, figures and tables have been made interactive, and new videos include Barack Obama's Second Inaugural Address and a critique of an after-dinner speech.

Chapter 6: Analyzing Your Audience

- A revised discussion of sex, gender, and sexual orientation has been updated with new research and examples.
- The definitions of ethnicity and race have been revised.
- Table 6.2 on generational characteristics has been updated to include generation Z, and Table 6.3 on cultural values has been expanded to include high-indulgence and low-indulgence cultures.

Chapter 7: Developing Your Speech

- A new figure is included to illustrate brainstorming. In Revel, students can interact with the graphic.
- New examples are featured in discussions on speaking to persuade and on guidelines for selecting a topic.
- Discussions on using web directories and writing a specific purpose have been updated.

Chapter 8: Gathering and Using Supporting Material

- Revised coverage of the Internet provides more updated information on locating resources online.
- New examples are provided for brief illustration, extended illustration, personal illustration,

explaining why, and using figurative analogies. They are accompanied by audio excerpts in Revel.

- The sections on interviewing and statistics have been streamlined and revised. New figures illustrate strategies for interviewing and guidelines for using statistics. The Revel edition features interactive versions of the figures.

Chapter 9: Organizing and Outlining Your Speech

- New examples of purpose statements, central ideas, and main ideas are included.
- New figures illustrate how to organize supporting material (interactive in Revel) and how to develop your speaking notes.
- A new Sample Preparation Outline gives students a complete model of the best practices in organization and outlining. Revel includes annotation audio and a video of the speech.

Chapter 10: Introducing Your Speech

- New examples are provided for humor, references to the occasion, and illustrations, which are accompanied by audio excerpts in Revel.
- A video on effective introductions has been added to the Revel version.

Chapter 11: Concluding Your Speech

- New examples are included for motivating an audience to respond, referencing the introduction, and using an inspirational appeal.
- Revel includes a new video of Barack Obama's 2008 victory speech.

Chapter 12: Using Words Well: Speaker Language and Style

- New Table 12.1 provides explanations and examples of different types of figurative language.
- New Table 12.2 offers four strategies for creating drama in speeches.
- New Table 12.3 summarizes ways to create cadence by using stylistic devices.
- In Revel, the ladder of abstraction figure is now interactive.

Chapter 13: Delivering Your Speech

- This chapter has been streamlined from seven sections to six. Selected content from the former section "Audience Diversity and Delivery" has been distributed throughout the chapter where appropriate.
- Discussions on how to use gestures, movement, and facial expressions effectively have been updated, and research relating to personal appearance has been added.
- Revel includes several new videos, giving an overview of delivery and covering topics such as eye contact, modes of delivery, and gestures.

Chapter 14: Using Presentation Aids

- This reorganized chapter now has a greater focus on computer-generated presentation aids.
- Content on visual rhetoric has been added.
- The chapter also features updated figures, including examples of bar, pie, line, and picture graphs.
- Revel includes a new student speech video.

Chapter 15: Speaking to Inform

- This chapter offers streamlined discussion on informative speech topics.
- "Developing an Audience-Centered Informative Speech," the final section in the chapter, has been revised to reduce repetitive topics.
- Revel includes a new student speech video, paired with a video self-check.

Chapter 16: Understanding Principles of Persuasive Speaking

- Material on changing or reinforcing audience values has been revised.
- The discussion of fear appeal has been updated.
- In Revel, the figure showing audience attitudes, beliefs, and values is now interactive.

Chapter 17: Using Persuasive Strategies

- Discussions on how credibility evolves over time and improving your credibility have been revised.
- The authors have added suggestions for telling stories with an emotional message.
- Revel includes a new clip from a student speech video.

Chapter 18: Speaking for Special Occasions and Purposes

- A new discussion on mediated workplace presentations is featured.
- A new figure illustrating suggestions for enhancing teamwork has been added and is interactive in Revel.
- New examples from commencement addresses are included. Revel offers a new video of a commencement speech by cartoonist Garry Trudeau.
- Video of a student's speech of tribute has also been added in Revel.

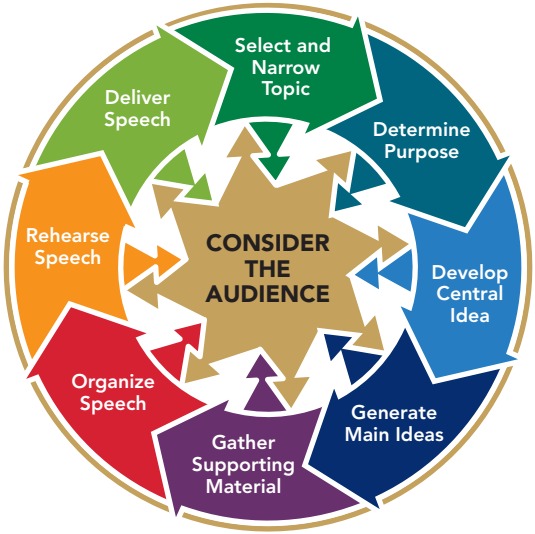
Successful Features Retained in This Edition

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 supplements to support teaching and learning.

Our Audience-Centered Approach

Over 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.

Our audience-centered model integrates the step-by-step process of speech preparation and delivery with the ongoing process of considering the audience. After introducing the model, as we discuss presenting your first speech, in Chapter 3, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book.



Here's how to use the model:

- **Start at the top.** 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."

- **Consider the audience.** Each step of the speech construction process touches the center portion of the model, labeled "Consider the Audience." Arrows connect the center with each step of the process to emphasize that the audience influences each of the steps involved in designing and presenting a speech.
- **Revise to improve your speech.** Arrows point in both directions around the central process of "Consider the Audience" to remind you that a speaker may sometimes revise a previous step to incorporate further information or additional thoughts about the audience.

Our Focus on Reducing Communication Apprehension

To help students to overcome their apprehension of speaking to others, we have devoted an entire chapter (Chapter 2) to a discussion of how to manage communication apprehension. We've updated our discussion in this edition, adding the most contemporary research conclusions we can find to help students overcome the anxiety that many people experience when speaking publicly.

Our Focus on Ethics

Being audience-centered does not mean that a speaker tells an audience only what they want to hear. 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. We not only devote an entire chapter (Chapter 4) 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.

Our Focus on Diversity

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. The topic of adapting to diverse audiences 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 nearly 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 the *Public Speaking Handbook*.

- **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** Not only do students need to be told how to speak effectively, they need to be 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** Chapter outlines on the opening pages of chapters provide immediate previews. Learning objectives help students set goals and gauge their progress.

Other helpful resources include Quick Check boxes after nearly every major section of the text and a consolidated Study Guide at the end of each chapter.

Our Partnership with Instructors and Students

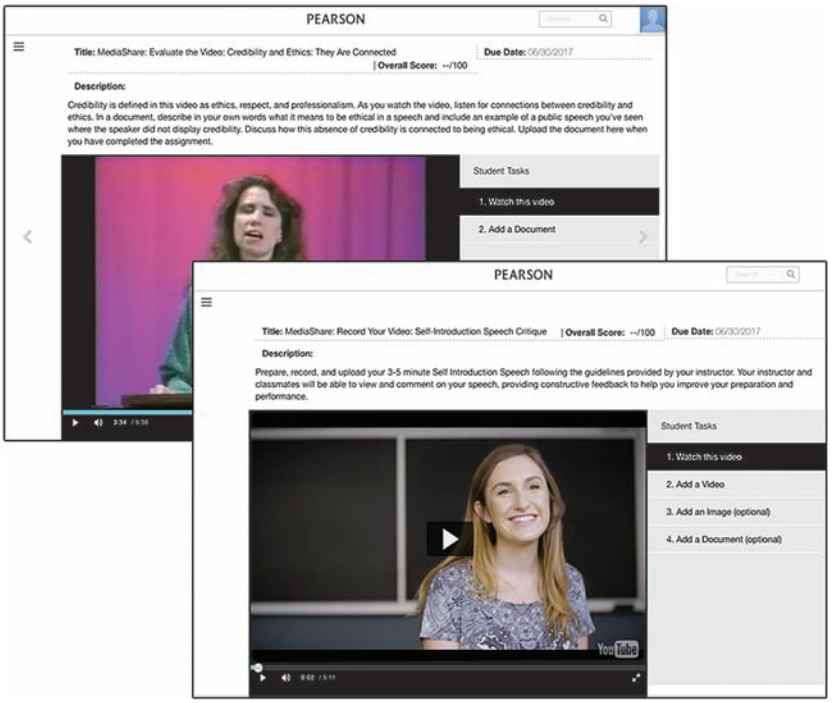
Public speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on some support from textbook publishers. To support instructors and students who use the *Public Speaking Handbook*, Pearson offers various supplements, previewed below with more detailed descriptions available online and from your Pearson representative.

Instructor and Student Resources

Key instructor resources include an Instructor's Manual (ISBN 0-13-462398-3), TestBank, (ISBN 0-13-462397-5), and PowerPoint Presentation Package (ISBN 0-13-462399-1). These supplements are available on the catalog page for this text on Pearson .com/us (instructor login required). MyTest online test-generating software (ISBN 0-13-462395-9) 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 .pearson.com/communication.

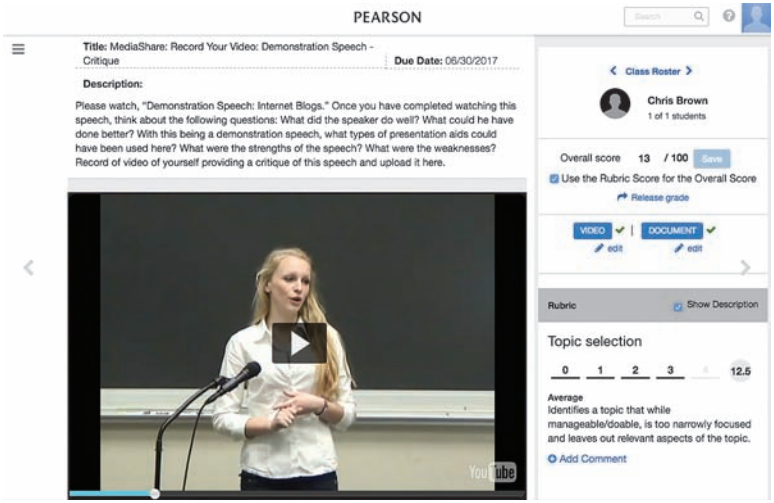
Pearson MediaShare

Pearson's comprehensive media upload tool allows students to post videos, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and

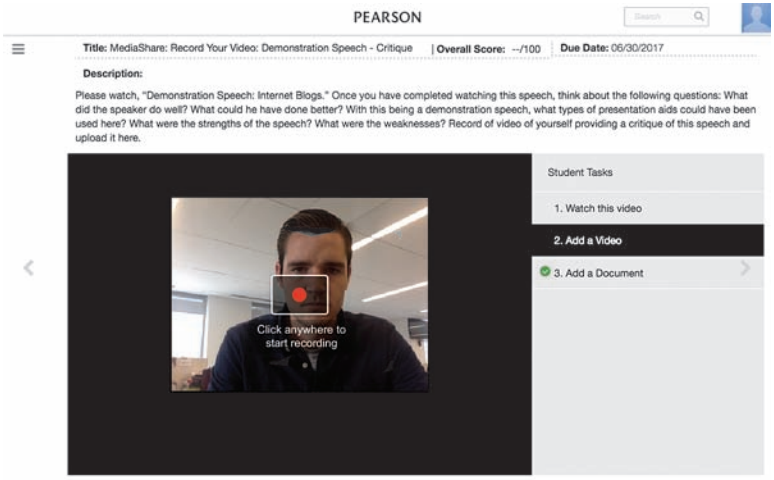


professors to interact and engage with speeches, presentation aids, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.

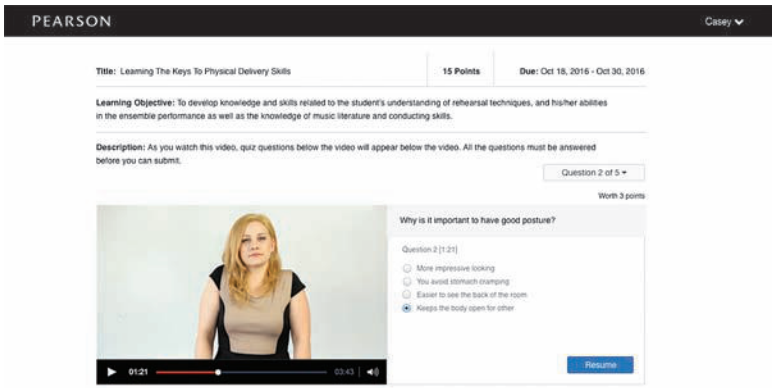
The best of MediaShare functionality, including student video submissions with grading and video quizzes, is now available to use and assign ***within Revel***, making Revel an even more complete solution for Communication courses. By placing these key components of MediaShare within Revel, students have one all-inclusive space to practice and have their performance assessed while actively learning through interactive course content. Revel with MediaShare is an unparalleled immersive learning experience for the Communication curriculum.



- Use MediaShare to assign or view speeches, video-based assignments, role plays, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.



- Set up assignments for students with options for full-class viewing and commenting or private comments between you and the student.
- Record video directly from a tablet, phone, or other webcam.
- Embed video from YouTube via assignments to incorporate current events into the classroom experience.
- Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.



Acknowledgments

Writing a book is a partnership not only between 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 editorial team at Pearson.

Many reviewers have helped us shape the content and features of this text since it was first published. 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 as we prepared this new edition:

Shae Adkins, Lone Star College; Annette Joseph, Pace University; Tracey Larson, Slippery Rock University; Hannah Long, University of New Mexico; Scott McAfee, College of the Canyons; Rita Rahoi-Gilchrest; Suzanne Scholz; Rachel Stephens, Cape Fear Community College; Bonnye Stuart, Winthrop University.

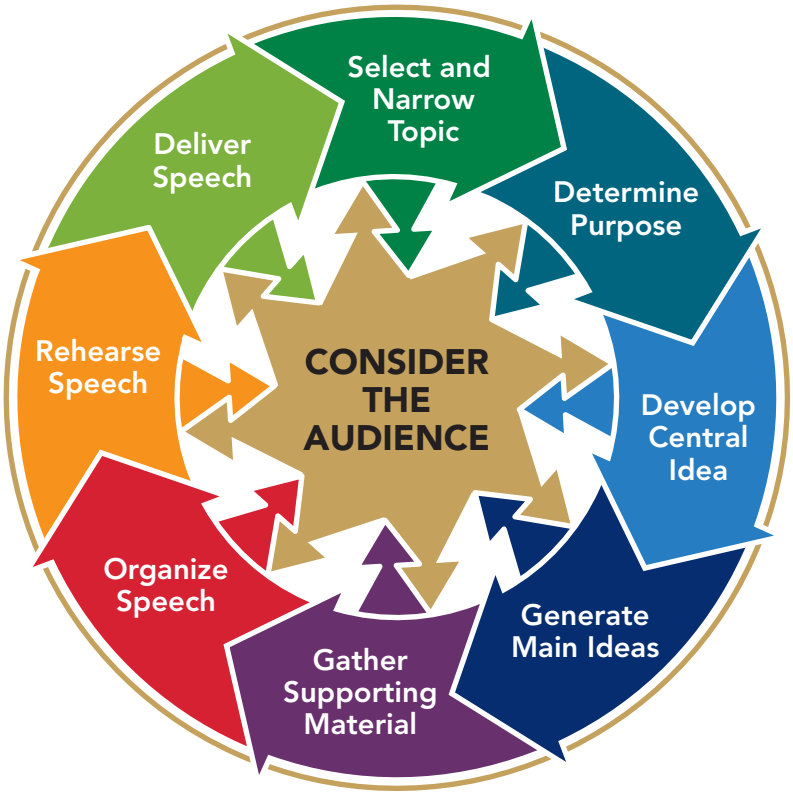
Our editorial support team at Pearson has done another outstanding job of offering skilled advice to make this a better book.

Finally, we value the patience, encouragement, proud support, and love of our sons and daughter-in-law, Mark, Matthew, and Amanda Beebe. They continue to be our most important audience.

Steven A. Beebe

Susan J. Beebe

Part 1
Introduction



Discuss with classmates or write your answers to these questions as you study this section.

CHAPTER 1 Introduction to Public Speaking

1. In your own words, list and explain the two major benefits of studying public speaking.
2. Why are you taking this course in public speaking? What do you hope to gain from this course?

CHAPTER 2 Speaking with Confidence

1. What is one negative thought you have about public speaking? What positive self-talk can you think of to replace it?
2. What advice from this chapter do you believe will be most helpful to you when you give speeches in class?

CHAPTER 3 Presenting Your First Speech

1. What are four characteristics of effective supporting material?
2. Write a specific-purpose statement for a speech you could give at some point during this course.

CHAPTER 4 Speaking Freely and Ethically

1. List the five characteristics of an ethical speaker.
2. How can social networks such as Facebook, Instagram, and Twitter best develop policies that protect free speech, given their widely diverse audiences that include international users, commercial users, and political dissidents?

Introduction to Public Speaking

1

"I'll pay more for a person's ability to speak and express himself than for any other quality he might possess."[1]

—Charles M. Schwab

LEARNING OBJECTIVES

1.1 Compare and contrast public speaking and conversation.

1.2 Explain why it is important to study public speaking.

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

1.4 Discuss in brief the history of public speaking.

OUTLINE

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.[2] 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.[3] Sixty-six percent of students beginning a public-speaking course reported having had little or no public-speaking experience.[4]

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."[5]

1.1 What Is Public Speaking?

1.1 Compare and contrast public speaking and conversation.

Public speaking is the process of presenting a spoken message to an audience, small or large. You hear speeches almost every day when watching the news, listening to an instructor's lecture, or viewing a late-night comedian.

The skill of public speaking builds upon the same communication processes you use in your normal, everyday conversations. Speaking in public, however, requires you to sharpen existing communication skills and to learn and apply new ones. There are three key differences between conversation and public speaking:

- *Public speaking is more prepared than conversation.* Although there may be times when you are asked to speak on the spur of the moment, you will usually know in advance if you will be expected to give a talk on a

specific occasion. A public speaker may spend hours or even days planning and practicing his or her speech.

- *Public speaking is more formal than conversation.* The slang or casual language that we often use in conversation is 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 speaking involves more clearly defined roles for the 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" in response to a preacher's sermon), in the majority of the United States, audience members rarely interrupt or talk back to speakers.

1.2 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

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 other, 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. 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."[6]

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. Being a critical thinker and an effective communicator is a powerful and empowering combination that can also open 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."[7] Billionaire stock investor Warren Buffet agrees. In an interview with CNN reporter Christiane Amanpour, 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."[8]

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.[9] 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."[10] 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.[11] So by enhancing your speaking skill you are developing the number one competency that employers seek.

QUICK CHECK

Why Study Public Speaking?

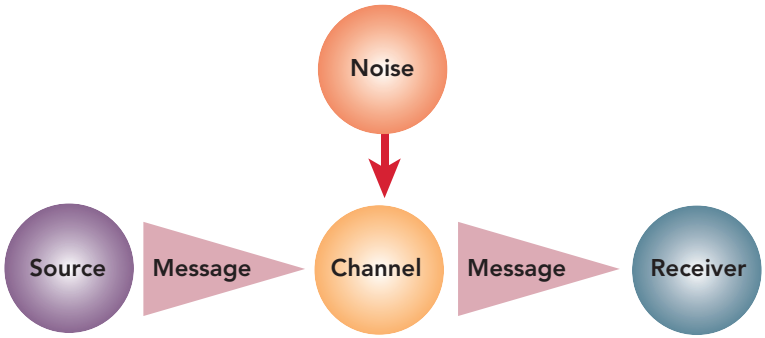
1. Empowerment: You will gain confidence and skill in communicating with others.
2. Employment: You will enhance your career and leadership opportunities.

1.3 The Communication Process

1.3 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.

Figure 1.1 A Model of Communication as Action



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, saying, "The fabric should be 2 inches square") or into gestures (showing the size with his or her hands).

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 might 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. 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.

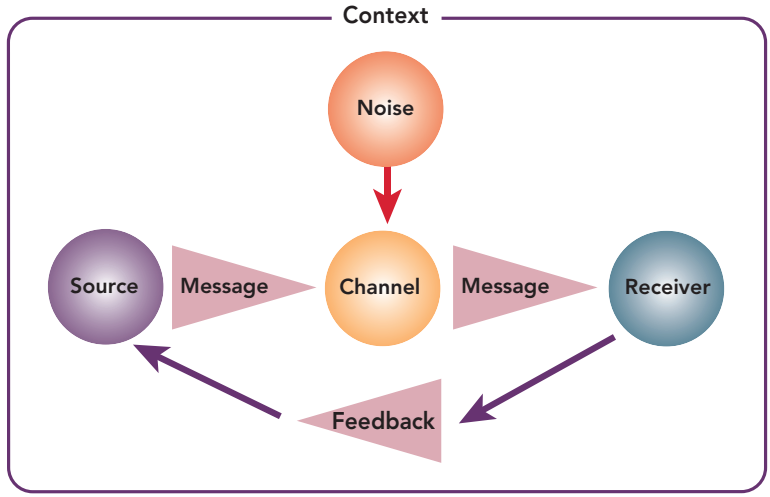
Noise may also be internal. **Internal noise** may stem from either *physiological* or *psychological* causes and may directly affect either the source or the receiver. A bad cold (physiological noise) may cloud a speaker's memory or subdue his or her delivery. An audience member worrying about an upcoming 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.

Communication as Interaction

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

Feedback 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 murmurings of the audience to signal them to

Figure 1.2 An Interactive Model of Communication



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 paraphrase 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 again.

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 book 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 also expressing your thoughts and feelings nonverbally.

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.

Figure 1.3 A Transactive Model of Communication

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 very beginnings of Western civilization.

QUICK CHECK

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
- Noise: Anything that interferes with the communication of a message
- Feedback: Responses provided by an audience to a speaker
- Context: The situation and environment in which the speech occurs

1.4 The Rich Heritage of Public Speaking

1.4 Discuss in brief the history of public speaking.

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.

The Golden Age of Public Speaking

The fourth century B.C.E. was a golden age for rhetoric in the Greek Republic, because it was during this time that the philosopher Aristotle formulated guidelines for speakers that we still follow today. Roman orators continued the Greek rhetorical tradition. Two famous Romans, Cicero and Quintilian, both 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.[12]

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 very 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 Americans such as Patrick Henry and William Jennings Bryan and British orator Edmund Burke.

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.[13]

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 was 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 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 20 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

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: Francis Miller/The LIFE Picture Collection/Getty Images.

land of ours, we have wept with you, we've pulled our children tight."[14] 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.

QUICK CHECK

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.
Sixteenth 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 first make possible vast audiences.
Twenty-first century	Speakers adapt centuries-old traditions of public speaking to rapidly evolving technology and media.

STUDY GUIDE: REVIEW AND APPLY

Meet Your Objectives

1.1 Compare and contrast public speaking and conversation.

Public speaking—presenting a message to an audience—is similar to conversation in that it requires focus, expression, and adapting to an audience. However, public speaking is more planned, more formal, and has more defined roles for speakers than conversation.

Key Term

public speaking

1.2 Explain why it is important to study public speaking.

Because you are highly likely to be called on to speak in public, skill in public speaking can empower you. It can also help you secure employment or advance your career.

Key Terms

empowerment
critical thinking

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

Like other forms of communication, public speaking is a process. Different theorists have explained the communication process as (1) action, by which a source transmits a message through a channel to a receiver; (2) an interaction, in which the receiver's feedback and the context of the communication add to the action; and (3) a transaction in which source and receiver simultaneously send messages and build a shared meaning.

Key Terms

source
encode
code
message
decode
channels
receiver
external noise
internal noise
feedback
context

1.4 Discuss in brief the history of public speaking.

As you develop your own public-speaking skills, your study will be guided by experience and knowledge gained over centuries of making and studying speeches, since the golden age of ancient Greece to today, when you are likely to watch video of speeches rather than hear them in person.

Key Terms

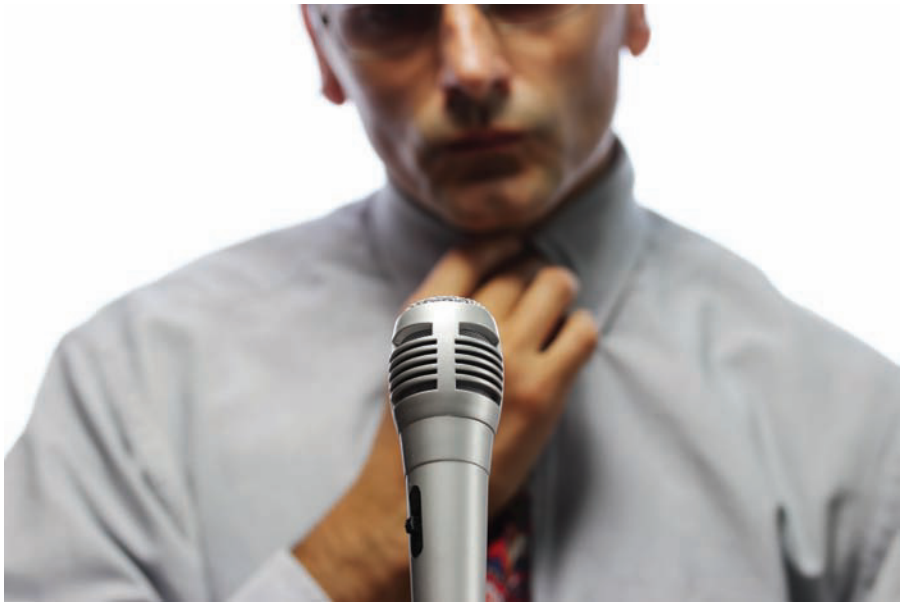
rhetoric
elocution
declamation

Think about These Questions

- How do you think this course in public speaking can help you with your career goals? With your personal life?
- Give an example of internal noise that is affecting you as you read this question.
- Declamation is defined as "the delivery of an already famous address." Is it ethical to deliver a speech that was written and/or already delivered by someone else? Explain your answer.

Speaking with Confidence

2



"The mind is a wonderful thing. It starts working the minute you're born and never stops . . . until you stand up to speak in public."
—George Jessel

LEARNING OBJECTIVES

2.1 Explain the reasons for and processes involved in nervousness about public speaking.

2.2 Describe effective strategies for building public-speaking confidence.

OUTLINE

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 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![1] 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.[2] Other studies have found that more than 80 percent of the population feels anxious when they speak to an audience.[3] 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.[4]

You may also find comfort in knowing you are not alone in experiencing speech anxiety. President John F. Kennedy was noted for his superb public-speaking skills. When he spoke, he seemed perfectly at ease. Former British Prime Minister Winston Churchill was also hailed as one of the twentieth century's great orators. Amazingly, both Kennedy and Churchill were extremely fearful of speaking in public. The list of famous people who admit to feeling nervous before they speak may surprise you: singers Barbra Streisand, Andrea Bocelli, Mariah Carey, Adele, and Carly Simon; actors Julia Roberts and Jim Carrey; comedians Conan O'Brien and Jay Leno; weather forecaster Al Roker, and media magnate Oprah Winfrey have all reported feeling anxious and jittery before speaking in public.[5] *Almost everyone experiences some anxiety when speaking*. It is unrealistic to try to eliminate speech anxiety. Instead, your goal should be to manage your nervousness so that it does not create so much internal noise that it keeps you from speaking effectively.

Even if your anxiety is not overwhelming, you can benefit from learning some positive approaches that allow your nervousness to work *for you*.[6] First, we will help you to understand why you become nervous. Then we will offer specific strategies to help you speak with greater comfort and less anxiety.

2.1 Understand Your Nervousness

2.1 Explain the reasons for and processes involved in nervousness about public speaking.

What makes you feel nervous about speaking in public? Why do your hands sometimes shake, your knees quiver, your stomach flutter, and your voice seem to go up an octave? What is happening to you?[7]

Researchers have found that public-speaking anxiety is both a *trait* (a characteristic or general tendency that you may have) and a *state* (anxiety triggered by the specific incidence of giving a speech to an audience).[8] A study by two communication researchers found that among the causes of public-speaking anxiety were fear of humiliation, concern about not being prepared, worry about one's looks, pressure to perform, personal insecurity, concern that the audience wouldn't be interested in oneself or the speech, lack of experience, fear of making mistakes, and an overall fear of failure.[9] Another study found that men are likely to experience more anxiety than women when speaking to people from a culture different from their own.[10] There is also evidence that being a perfectionist may be linked to increased apprehension when speaking to others.[11] As you read the list of possible speaking-anxiety causes, you'll probably find a reason that resonates with you because most people feel some nervousness when they speak before others. You're not alone if you are apprehensive about giving a speech.[12] Understanding why you and many others may experience apprehension can give you insights into how to better address your anxiety.[13]

Your Biology Affects Your Psychology

Increasingly, researchers are concluding that communication apprehension may have a genetic or biological basis: Some people may inherit a tendency to feel anxious about speaking in public.[14] You may wonder, "So if I have a biological tendency to feel nervous, is there anything I can do to help manage my fear?" The answer is *yes*. Even if you are predisposed to feeling nervous because of your genetic makeup, there are strategies you can use to help manage your apprehension.[15] Perhaps you've heard that the secret to serenity is to focus on the things you can change, rather than on the things you can't, and to have the wisdom to know the difference between what is changeable and what isn't. For increased serenity when speaking in public, we suggest you focus on behaviors that you can change, such as enhancing your speaking skills, rather than on your biologically based speaking apprehension, which is much more difficult to change. A better understanding of the biological reasons you feel apprehensive is a good starting point on the journey to speaking with greater confidence and serenity.[16]

HOW TO Make Your Understanding of Anxiety Work for You

Don't let your initial anxiety convince you that you cannot speak effectively. Use what you now know to manage your fear and anxiety by keeping in mind the following observations:

1. *You are going to feel more nervous than you look.* Many students are surprised when classmates reveal that they felt shaky while giving their speeches. If you worry that you are going to appear nervous to others, you may, in fact, *increase* your anxiety. Your body will exhibit more physical changes to deal with your self-induced state of anxiety. Instead, consciously remind yourself that your audience cannot see evidence of everything you feel.
2. *You can't make it go away.* It is unrealistic to try to eliminate speech anxiety. Instead, your goal should be to manage your nervousness so that it does not create so much internal noise that it keeps you from speaking effectively.
3. *You can rename anxiety to tame it.* Speakers who label their increased feelings of physiological arousal as "nervousness" are more likely to feel anxious and fearful. But if you can label the same physiological feelings as "enthusiasm" or "excitement," the extra adrenaline, increased blood flow, pupil dilation, increased endorphins to block pain, increased heart rate, and other physical changes can all improve your energy level and help you to function better than you might otherwise.

Your Psychology Also Affects Your Biology

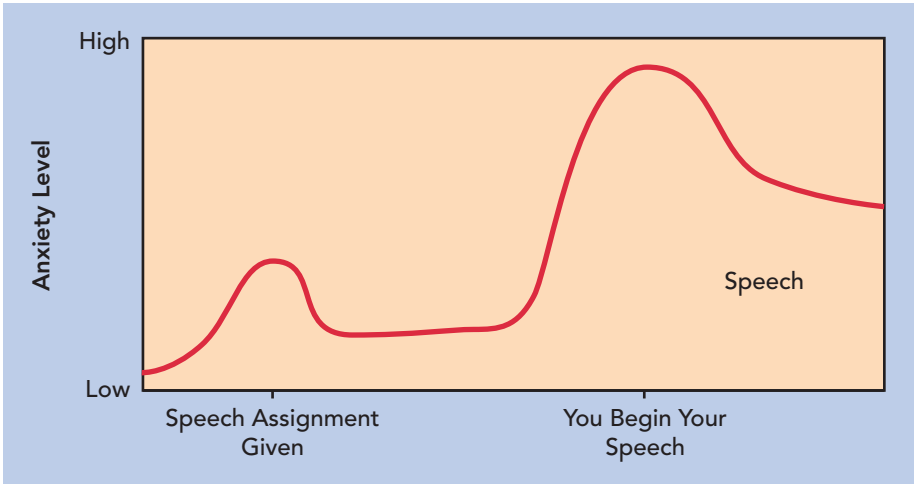
Your view of the speaking assignment, your perception of your speaking skill, and your self-esteem interact to create anxiety.[17] You want to do well, but you're not sure that you can or will. Presented with this conflict, your brain signals your body to switch to its default fight-or-flight mode: You can either fight to respond to the challenge or flee to avoid the cause of the anxiety. Your body responds by summoning more energy to deal with the conflict you are facing. Your breathing rate increases, more adrenaline pumps through you, and more blood rushes through your veins.[18] To put it more technically, you are experiencing physiological changes because of your psychological state, which explains why you may have a more rapid heartbeat, shaking knees and hands, a quivering voice, and increased perspiration.[19] You may also experience butterflies in your stomach because of changes in your digestive system. As a result of your physical discomfort, you may make less eye contact with your audience, use more vocalized pauses ("Um," "Ah," "You know"), and speak too rapidly. Although you see your physical responses as hindrances, your brain and body are simply trying to help you with the task at hand. Sometimes they offer more "help" than needed, and their assistance is not useful.

Your Apprehension Follows a Predictable Pattern

When are you most likely to feel nervous about giving a speech in your communication class? Research suggests there are typical times when people feel nervous. As shown in Figure 2.1, many people feel most nervous right before they give their speech. That's when the uncertainty about what will happen next is very

Figure 2.1

Many public speakers feel the most nervous right before their speech begins, with anxiety tapering off as the speech continues. Students may also feel a smaller peak of worry when their instructor assigns them to give a speech.



high.[20] If you're like most people, you'll feel the second-highest level of anxiety when your instructor explains the speech assignment. You'll probably feel the *least* anxiety when you're preparing your speech.

One practical application of this research is that now you can understand when you'll need the most help managing your anxiety—right before you speak. It will also help to remember that as you begin to speak, anxiety begins to decrease—often dramatically. Another application of this research is realizing you'll feel less anxious about your speech when you're doing something positive to prepare for it. Don't put off working on your speech; if you start preparing well in advance, you'll not only have a better speech, you'll also feel less anxious about presenting it.

QUICK CHECK

Understand Your Nervousness

Keep in mind:

- Nervousness is your brain trying to help you.
- Nervousness is predictable: It peaks right before you speak.
- You'll feel more nervous than you look.
- You are not alone.
- It's normal to be nervous.
- Your nervousness can improve your performance because of enhanced physiological responses.

2.2 How to Build Your Confidence

2.2 Describe effective strategies for building public-speaking confidence.

"Is there anything I can do to help manage my nervousness and anxiety when I give a speech?" you may wonder. Both contemporary research and centuries of experience from seasoned public speakers suggest some practical advice.[21]

Know Your Audience

Know to whom you will be speaking, and learn as much about your audience as you can. We offer advice on how to gather information about your listeners in Chapter 6. The more you can anticipate the kind of reaction your listeners will have to your speech, the more comfortable you will be in delivering your message.[22] As you are preparing your speech, periodically visualize your listeners' response to your message. Consider their needs, goals, and hopes as you prepare your message. Be audience-centered rather than speaker-centered. Don't keep telling yourself how nervous you are going to be.[23] An audience-centered speaker focuses on connecting to listeners rather than focusing on fear.

Don't Procrastinate

One research study confirmed what you probably already know: Speakers who are more apprehensive about speaking put off working on their speeches, in contrast to speakers who are less anxious about public speaking.[24] The lack of thorough preparation often results in a poor speech performance, reinforcing the speaker's perception that public speaking is difficult. Realize that if you fear that you'll be nervous when speaking, you'll tend to put off working on your speech. Take charge and tackle the speech assignment early, giving yourself every chance to be successful. Don't let your fear freeze you into inaction. Prepare early.

Select an Appropriate Topic

You will feel less nervous if you talk about something that is familiar to you or with which you have had some personal experience. Your comfort with the subject of your speech will be reflected in your delivery. Judy Shepard, whose son Matthew Shepard was brutally murdered in 1998 for being gay, is a frequent conference speaker and ardent proponent of gay rights. Always apprehensive about giving a speech during her college years, she said, "Speech class was my worst nightmare."[25] But today, because of her fervent belief in her cause, she gives hundreds of speeches. "This is my survival; this is how I deal with losing Matt," she explained to students at South Lakes High School in Reston, Virginia.[26]

Talking about something you are passionate about can boost your motivation and help you manage your fear.

Prepare

One formula applies to most speaking situations you are likely to experience: The better prepared you are, the less anxiety you will experience. Being prepared means that you have researched your topic and practiced your speech several times before you deliver it. One research study found clear evidence that rehearsing your speech reduces your apprehension.[27] Being prepared also means that you have developed a logically coherent outline rather than one that is disorganized and difficult to follow. Transitional phrases and summaries can help you present a well-structured, easy-to-understand message.

Be Organized

One of the key skills you'll learn in this book is the value of developing a well-organized message. For most North American listeners, speeches should follow a logical outline pattern and have a clear beginning, middle, and end. Communication researcher Melanie Booth-Butterfield suggests that speakers can better manage their apprehension if they rely on the rules and structures of a speaking assignment, including following a clear outline pattern, when preparing and delivering a speech.[28] Her research showed that anxiety about a speech assignment decreased and confidence increased when speakers closely followed the directions and rules for developing a speech. So, to help manage your apprehension about speaking, listen carefully to what the specific assignment is, ask for additional information if you're unclear about the task, and develop a well-organized message.

Know Your Introduction and Your Conclusion

You are likely to feel the most anxious during the opening moments of your speech. Therefore, it is a good idea to have a clear plan for how you will start your speech. We aren't suggesting memorizing your introduction word for word, but you should have it well in mind. Being familiar with your introduction will help you feel more comfortable about the entire speech. If you know how you will end your speech, you will have a safe harbor in case you lose your place. If you need to end your speech prematurely, a well-delivered conclusion can permit you to make a graceful exit.

Make Practice Real

When you practice your speech, pretend you are presenting the speech to the audience you will actually address. Stand up. Imagine what the room looks like, or consider rehearsing in the room where you will deliver your speech. What will

you be wearing? Practice rising from your seat, walking to the front of the room, and beginning your speech. Practice your speech aloud, rather than just saying it to yourself. A realistic rehearsal will increase your confidence when your moment to speak arrives.

Breathe

One symptom of nervousness is a change in your breathing and heart rate. Nervous speakers tend to take short, shallow breaths. To help break this anxiety-induced breathing pattern, consider taking a few slow, deep breaths before you rise to speak. No one will detect that you are taking deep breaths if you just slowly inhale and exhale before beginning your speech. Besides breathing deeply, try to relax your entire body. Deep breathing and visualizing yourself as successful will help you relax.

Channel Your Nervous Energy

One common symptom of being nervous is shaking hands and wobbly knees. As we noted earlier, what triggers this jiggling is the extra boost of adrenaline your body is giving you and the resulting energy that has to go somewhere. Your muscles may move whether you intend them to or not. Take control by channeling that energy. Use the techniques in the How To box to help you.

As you are waiting to be introduced, focus on remaining calm. Act calm to feel calm. Give yourself a pep talk; tense and release your muscles to help you relax. Then, when your name is called, walk to the front of the room in a calm and collected manner. Before you present your attention-catching opening sentence, take a moment to look for a friendly, supportive face. Think calm and act calm to feel calm.

HOW TO Channel Your Energy

1. *Take a walk.* A slow, relaxing walk before you arrive wherever you will be speaking can help to calm you down and use up some of your excess energy.
2. *Squeeze your chair.* When you are seated and waiting to speak, grab the edge of your chair (without calling attention to what you are doing) and gently squeeze the chair to release tension. No one needs to know you're doing this—just squeeze and relax, squeeze and relax.
3. *Tense and relax your muscles.* You can also purposely tense and then release the muscles in your legs and arms while you're seated. You don't need to look as though you're going into convulsions; just imperceptibly tense and relax your muscles to burn energy.
4. *Uncross your legs and wiggle your toes.* Crossing your legs can sometimes cause one leg or foot to go to sleep. Instead, keep both feet on the floor and gently move your toes to ensure that all of you will be wide awake and ready to go when it's your turn to speak.

Visualize Your Success

Studies suggest that one of the best ways to control anxiety is to imagine a scene in which you exhibit skill and comfort as a public speaker.[29] As you imagine giving your speech, picture yourself walking confidently to the front and delivering your well-prepared opening remarks. Visualize yourself as a controlled, confident speaker. Imagine yourself calm and in command. Positive visualization is effective because it boosts your confidence by helping you see yourself as a more confident, accomplished speaker.[30] Research has found that it's even helpful to look at a picture of someone confidently and calmly delivering a speech while visualizing yourself giving the speech; such positive visualization helps manage your apprehension.[31] You could even make a simple drawing of someone speaking confidently.[32] As you look at the picture or drawing, imagine that it's you confidently giving the speech. It's helpful if the image you're looking at is a person you can identify with—someone who looks like you or someone you believe is more like you than not.[33]

Give Yourself a Mental Pep Talk

You may think that people who talk to themselves are slightly loony. But silently giving yourself a pep talk can give you confidence and take your mind off your nervousness. There is some evidence that simply believing that a technique can reduce your apprehension may, in fact, help reduce your apprehension.[34] Giving yourself a positive message such as "I can do this" may be a productive way to manage your anxiety. Here's a sample mental pep talk you could deliver to yourself right before you speak: "I know this stuff better than anyone else. I've practiced it. My message is well organized. I know I can do it. I'll do a good job." Research provides evidence that people who entertain thoughts of worry and failure don't do themselves any favors.[35] When you feel yourself getting nervous, use positive messages to replace negative thoughts that may creep into your consciousness. Examples include the following:

Negative Thought	Positive Self-Talk
I'm going to forget what I'm supposed to say.	I've practiced this speech many times. I've got notes to prompt me. If I forget or lose my place, no one will know I'm not following my outline.
So many people are looking at me.	My listeners want me to do a good job. I'll seek out friendly faces when I feel nervous.
People think I'm dull and boring.	I've got some good examples. I can talk to people one-on-one, and people seem to like me.
I just can't go through with this.	I can do this! I've talked to people all my life. I've given presentations in classes for years. I can get through this because I've rehearsed and I'm prepared.

Focus on Your Message, Not Your Fear

The more you think about being anxious about speaking, the more your level of anxiety will increase. Instead, think about what you are going to say. In the few minutes before you address your listeners, mentally review your major ideas, introduction, and conclusion. Focus on your ideas rather than on your fear.

Look for Positive Support

Evidence suggests that if you think you see audience members looking critical of you or your message, you may feel more apprehensive and nervous when you speak.[36] Alternatively, when you are aware of positive audience support, you will feel more confident and less nervous. To reiterate our previous advice: It is important to be audience-centered. Although some audience members may not respond positively to you or your message, the overwhelming majority of listeners will be positive. Read the How To box to learn how you and your public-speaking classmates can support one another.

Seek Speaking Opportunities

The more experience you gain as a public speaker, the less nervous you will feel.[37] As you develop a track record of successfully delivering speeches, you will have more confidence.[38] This course in public speaking will give you opportunities to enhance both your confidence and your skill through frequent practice.

HOW TO Get and Give Support in Public-Speaking Class

One study found that speakers experienced less apprehension if they had a support group or a small "learning community" that provided positive feedback and reinforcement.[39] This finding has implications for you as a speaker and listener.

1. *Join a study group.* When you have a speaking assignment, work with others so they can provide support as you prepare and when you present your speech.
2. *Listen supportively.* When you're listening to speakers in your communication class, help them by providing eye contact and positive nonverbal support, such as nodding in agreement and maintaining a positive, sincere facial expression.
3. *Empathize with other students' anxieties.* Providing positive supportive feedback is especially important when you know that a speaker is quite nervous. Try to understand what might make your classmates anxious. For example, one study found that nonnative speakers may feel anxious and nervous because English is not their native language.[40]

You can help your fellow students feel more comfortable as speakers, and they can do the same for you. Watch for their support.

Researchers have found that the most nervous speakers at the beginning of a public-speaking class experienced the greatest decreases in nervousness by the end of the class.[41] Another research study found that students who took a basic public-speaking course later reported having less apprehension and more satisfaction about speaking than students who had not taken such a course.[42] To add to the practice you will get in this class, consider joining organizations and clubs such as Toastmasters, an organization dedicated to improving public-speaking skills by providing a supportive group of people to help you polish your speaking and overcome your anxiety.

Focus on Your Accomplishment, Not Your Fear

When you conclude your speech, you may be tempted to fixate on your fear. You might amplify in your own mind the nervousness you felt and think everyone could see how nervous you looked. Resist that temptation. When you finish your speech, celebrate your accomplishment. Say to yourself, "I did it! I spoke and people listened." Don't replay your mental image of yourself as nervous and fearful. Instead, mentally replay your success in communicating with your listeners. There is evidence that as you continue to gain experience presenting speeches you will gain confidence and have a greater willingness to communicate. So when you finish your speech, congratulate yourself on having achieved your goal knowing that your success is likely to result in more success in the future.[43]

QUICK CHECK

Build Your Confidence

- Be audience-centered.
- View the public-speaking event positively.
- Prepare your speech early, and be well organized.
- Select an appropriate topic, and focus on your message, not on your fear.
- Rehearse out loud, and know your introduction and conclusion.
- Visualize your success, and give yourself a mental pep talk.
- Channel your nervous energy, and use deep-breathing techniques.
- Accept lots of speaking opportunities.
- Look for positive listener support.

STUDY GUIDE: REVIEW AND APPLY

Meet Your Objectives

2.1 Explain the reasons for and processes involved in nervousness about public speaking.

Genetic traits, as well as several specific reasons, can cause anxiety. Some beginning public speakers feel nervous at even the thought of giving a speech. Speakers can also experience different patterns of anxiety. Physical symptoms, such as a racing heart, are signs your body is trying to support you. Remember that almost every speaker experiences some nervousness and that some anxiety can be useful.

2.2 Describe effective strategies for building public-speaking confidence.

Specific suggestions to help you manage your apprehension include being prepared and knowing your audience, imagining the speech environment when you rehearse, and using relaxation techniques, deep breathing, and focusing thoughts away from your fear. Experiencing and celebrating your successes as a speaker can also help build confidence.

Think about These Questions

- Should a speaker reveal to the audience that he or she is nervous?
- Mike Roberts, president of his fraternity, is nervous about presenting his first report to the university academic council. What advice would you give to help him manage his nervousness?

Presenting Your First Speech

3

"If all my talents and powers were to be taken from me by some inscrutable Providence, and I had my choice of keeping but one, I would unhesitatingly ask to be allowed to keep the Power of Speaking, for through it, I would quickly recover all the rest."

—Daniel Webster

LEARNING OBJECTIVES

3.1 Explain why it is important to be audience-centered during each step of the speechmaking process.

3.2 Describe and discuss the eight steps of the audience-centered speechmaking process.

OUTLINE

As you think about preparing your first speech class, you might wonder, "What do I do first?" Your assignment might be to introduce yourself or another student to the class. Or your first assignment might be a brief informative talk—to describe something to your audience. Regardless of the specific assignment, you need some idea of how to begin. You don't need to read this book cover to cover before giving your first speech. But it is useful to have an overview of the various steps and skills involved in giving a speech. Figure 3.1 presents a diagram of the tasks involved in the speechmaking process, emphasizing the audience as the central concern at every step of the process.

3.1 Consider Your Audience

3.1 Explain why it is important to be audience-centered during each step of the speechmaking process.

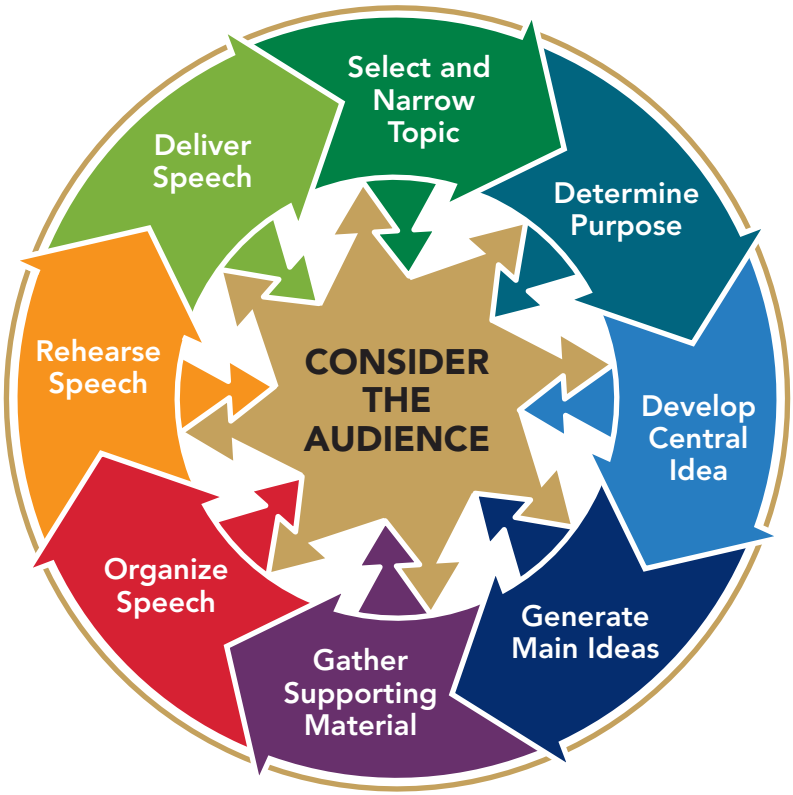
Why should the central focus of public speaking be the audience rather than, perhaps, topic selection or research? The simple truth is that your audience influences the topic you choose and every later step of the speechmaking process. In a very real sense, your audience "writes" the speech.[1] Think of this first step of speechmaking less as a "step"—something you do once and then move on to the next step—and more like the beginning of a continuous process. Whether pondering what to speak about or delivering your concluding remarks, we suggest that you never stop thinking about the reason you are speaking—to communicate with your audience.

Gather and Analyze Information about Your Audience

To be audience-centered, you need to first identify and then analyze information about your listeners. You will be able to determine some basic information just by looking at members of your speech class, such as approximately how old

Figure 3.1

This model of the speechmaking process emphasizes the importance of considering your audience as you work on each task involved in designing and presenting a speech.



they are and the percentages of men and women. You also know that they are all students in a public-speaking class. To determine other, less obvious information, you might need to ask them questions or design a short questionnaire.

Being audience-centered involves making decisions about the content and delivery of your speech *before* you speak, based on knowledge of your audience's values, beliefs, and knowledge. It also means being aware of your audience's responses *during* the speech so that you can make appropriate adjustments.

Consider the Culturally Diverse Backgrounds of Your Audience

You need not give speeches in foreign countries to recognize the importance of adapting to different cultural expectations of individual audience members. People in the United States are highly diverse in culture, age, ethnicity, and

religious tradition. Consider the various cultural backgrounds of your classmates. How many different cultural and ethnic traditions do they represent? Depending on who your audience members are and what topics they are interested in, you will want to adjust your delivery style and possibly your topic, pattern of organization, and the examples you select.

Being sensitive to your audience and adapting your message accordingly will serve you well, not only when you are addressing listeners with different cultural backgrounds from your own, but in all types of situations. If you learn to analyze your audience and adapt to their expectations, you can apply these skills in numerous settings: at a job interview, during a business presentation or city council election campaign—even while proposing marriage.

3.2 The Audience-Centered Speechmaking Process

3.2 Describe and discuss the eight steps of the audience-centered speechmaking process.

Preparing a speech is a process of following eight steps, while keeping the interests, needs, and values of your audience in mind. After considering your audience, the steps of the audience-centered public speaking process are: Select and narrow your topic, determine your purpose, develop your central idea, generate main ideas, gather supporting material, organize your speech, rehearse your speech, and deliver your speech.

Select and Narrow Your Topic

While keeping your audience foremost in mind, your next task is to determine what you will talk about and to limit your topic to fit the constraints of your speaking assignment. Pay special attention to the guidelines your instructor gives you for your assignment.

If your first speech assignment is to introduce yourself to the class, your **speech topic** has been selected for you: You are the topic. It is not uncommon to be asked to speak on a specific subject. Often, though, you will not be given a topic. The task of selecting and narrowing a topic will be yours. Choosing or finding a topic can be frustrating. "What should I talk about?" can become a haunting question. The three questions in the How To box can help you to pick a topic. For more help, study Chapter 7, in which we discuss topic selection in more detail.

It's a good idea to give yourself plenty of time to select and narrow your topic. Don't wait until the last minute to ponder what you might talk about. One of the most important things you can do to be an effective speaker is to start preparing your speech well in advance of your speaking date. One research study identified some very practical advice: The amount of time you spend preparing for your speech is one of the best predictors of a good grade on your speech.[2]

HOW TO Pick a Speech Topic

Although there is no single answer to the question of what you should talk about, you can discover a topic by asking yourself three standard questions:

1. *Who is the audience?* Your topic may grow from basic knowledge about your audience. For example, if you know that your audience members are primarily between the ages of 25 and 40, you might try to select a topic of interest to people who are probably working and either seeking partners or raising families.
2. *What are my interests, talents, and experiences?* Your choice of major in college, your job, your hobbies, and your travel experiences are sources for topic ideas. Issues about which you feel strongly or want to learn can also sometimes make good speech topics.
3. *What is the occasion?* The occasion for which the audience has gathered may suggest some topics to you or may prohibit you from discussing certain topics. A speech to your class, for example, probably calls for a different topic than does a speech to a religious group, a model railroad club, or a city council meeting. Consider the physical setting of your speech as well as any time limits, too.

Determine Your Purpose

You might think that once you have selected your topic, you are ready to start the research process. Before you do that, however, you need to decide on both a general purpose and a specific purpose.

Determine Your General Purpose Your **general purpose** is the overarching goal of your speech. There are three general purposes for speeches: *to inform, to persuade,* and *to entertain*.

- *Speaking to inform.* When you inform, you teach, define, illustrate, clarify, or elaborate on a topic. The primary objective of class lectures, seminars, and workshops is to inform. Chapter 15 will show you how to construct an effective speech with an informative purpose.
- *Speaking to persuade.* A speech to persuade seeks to change or reinforce listeners' attitudes, beliefs, values, or behavior. Ads on TV, the radio, and the Internet; sermons; political speeches; and sales presentations are examples of speeches designed to persuade. To be a skilled persuader, you need to be sensitive to your audience's attitudes toward you and your topic. In Chapters 16 and 17, we will discuss principles and strategies for preparing persuasive speeches.
- *Speaking to entertain.* To entertain listeners is the third general purpose of a speech. After-dinner speeches and comic monologues are mainly intended as entertainment. As we describe in Chapter 18, the key to an effective entertaining speech often lies in your choice of stories, examples, and illustrations as well as in your delivery.

Determine Your Specific Purpose Your **specific purpose** is a concise statement indicating what you want your listeners to be able to do, remember, or feel when you have finished your speech. A specific purpose statement identifies the

HOW TO Develop and Use a Specific Purpose

- *Always consider your audience.* Your specific purpose should be a fine-tuned statement of behavior you want your *listeners* to show rather than a statement of what you will do.
- Start with the phrase *By the end of my speech the audience will [be able to]* . . . .
- Add your goal. State the response you desire, in precise, measurable terms.
- Write down the entire specific purpose, and keep it before you as you gather ideas for your talk.
- Use your specific purpose to guide your research and help you choose supporting materials.
- Modify your purpose, if necessary, while you prepare your speech. But be sure to keep a clear objective in mind at all times as you move through the preparation stage, so that you stay on track.

audience response you desire. You can use the instructions in the How To box to develop a specific-purpose statement.

Your specific purpose adds detail to your general purpose:

- *For an informative speech*, you may simply want your audience to restate an idea; define new words; or identify, describe, or illustrate something. For example, "At the end of my speech, the class will be able to identify three counseling facilities on campus and describe the best way to get help at each one."
- *For a persuasive speech*, you may try to rouse your listeners to take a class, buy something, or vote for someone. "At the end of my speech, the audience will visit the counseling facilities on campus."
- *For a speech meant to entertain*, you may want your audience to feel some positive emotions. "At the end of my speech, the audience will be amused by the series of misunderstandings I created when I began making inquiries about career advisors on campus."

Develop Your Central Idea

You should now be able to write the **central idea** of your speech. Whereas your statement of a specific purpose indicates what you want your audience to do when you have finished your speech, your central idea identifies the essence of your message. Think of it as a one-sentence summary of your speech. If you met someone in the elevator after your speech and this person asked you to summarize the speech as you traveled between floors, you would be stating your central idea. Here is an example:

Topic:	British TV Shows that Inspired American TV Shows
General Purpose:	To inform
Specific Purpose:	At the end of my speech, the audience will be able to identify the three classic British TV shows that inspired American versions.
Central Idea:	*The Office*, *Antiques Roadshow*, and *House of Cards* began as British TV programs that have become successful American TV shows.

Generate the Main Ideas

Once you have an appropriate topic, a specific purpose, and a well-worded central idea down on paper, the next task is to identify your **main ideas**. These are the major divisions of your speech, the key points that you wish to develop. The How To box shows how you can use your single central idea to generate multiple main ideas for your speech.

Your time limit, your topic, and the information gleaned from your research will determine how many major ideas will be in your speech. A three- to five-minute speech might have only two major ideas.

Gather Supporting Material

With your main idea or ideas in mind, your next job is to gather material to support them: facts, examples, definitions, and quotations from other people that illustrate, amplify, clarify, and provide evidence. Here, as always in preparing your speech, the importance of being an audience-centered speaker cannot be overemphasized.

Tell a Story Don Hewitt, the founding and longtime producer of TV's popular and award-winning *60 Minutes*, was repeatedly asked by young journalists, "What's the secret of your success as a communicator?" Hewitt's answer: "Tell me a story." Everyone likes to hear a good story. As Hewitt noted, the Bible does more than describe the nature of good and evil; it masterfully tells stories about Job, Noah, David, and others.[3] Tell stories based on your own experiences and provide vivid descriptions of things that are tangible so that your audience can visualize what you are talking about.

HOW TO Identify the Main Ideas in Your Speech

To determine how to subdivide your central idea into key points, ask yourself these three questions:

1. *Does the central idea have logical divisions?* For example, if the central idea is "There are three ways to interpret the stock market page of your local newspaper or financial website," your speech can be organized into three parts. You will simply identify the three ways to interpret stock market information and use each as a major point.
2. *Can you think of several reasons why the central idea is true?* If, for example, your central idea is "New legislation is needed to ensure that U.S. citizens' privacy is protected," each major point of your speech could be a reason why you think new privacy laws are needed.
3. *Can you support the central idea with a series of steps?* Suppose your central idea is "Running for a campus office is easy to do." Your speech could be developed around a series of steps, telling your listeners what to do first, second, and third in order to get elected.

Appeal to the Senses In order to be interesting, supporting material should be personal, concrete, and appeal to your listeners' senses. The more senses you trigger with words, the more interesting your talk will be. A description such as "the rough, splintery surface of weather-beaten wood" or "the sweet, cool, refreshing flavor of cherry Jell-O" evokes a sensory image. In addition, relating abstract statistics to something tangible can help communicate your ideas more clearly. For example, if you say Frito-Lay sells 2.6 billion pounds of snack food each year, your listeners will have a hazy idea that 2.6 billion pounds is a lot of corn and potato chips, but if you add that 2.6 billion pounds is triple the weight of the Empire State Building, you've made your point more memorably.[4] Relating statistics to something listeners can visualize makes the point more effectively.[5]

Use Research Skills to Find Interesting Information President Woodrow Wilson once admitted, "I use not only all the brains I have, but all that I can borrow." How does a public speaker find interesting and relevant supporting material? By developing good research skills. If you gave a short speech about a sport you had practiced for years or a recent trip you took, chances are you would not need to gather much additional information. But sooner or later, you will need to do some research on a topic in order to speak on it intelligently to an audience. By the time you have given several speeches in this course, you will have learned to use a number of resources: various electronic databases that your library subscribes to, your library's computerized card catalog, an e-version of *Bartlett's Familiar Quotations*, and a wide assortment of Internet indexes such as Google Scholar.

In addition to becoming a skilled user of online information and resources from your library, you will also learn to be on the lookout as you read, watch TV or YouTube, receive tweets, and search the Internet for examples, illustrations, and quotations that could be used in a speech.

Organize Your Speech

A wise person once said, "If effort is organized, accomplishment follows." A clearly and logically structured speech helps your audience remember what you say. A logical structure also helps you feel more in control of your speech, and greater control helps you feel more comfortable while delivering your message.

As we saw in Chapter 1, classical rhetoricians called the process of developing an orderly speech **disposition**. Speakers need to present ideas, information, examples, illustrations, stories, and statistics in an orderly sequence so that listeners can easily follow what they are saying.

Every well-prepared speech has three major divisions: the introduction, the body, and the conclusion. The introduction helps capture attention, serves as an overview of the speech, and provides your audience with reasons to listen to you. The body presents the main content of your speech. The conclusion summarizes your key ideas. You may have heard this advice on how to organize a