MASTERING PUBLIC SPEAKING

TENTH EDITION

GEORGE L. GRICE

DANIEL H. MANSSON

JOHN F. SKINNER

Pearson

MASTERING PUBLIC SPEAKING

This page intentionally left blank

MASTERING PUBLIC SPEAKING

TENTH EDITION

George L. Grice
Radford University, Professor Emeritus

Daniel H. Mansson
Penn State Hazleton

John F. Skinner
San Antonio College

Pearson

Director, Portfolio Management: Karon Bowers
Content Producer: Barbara Cappuccio
Content Developer: Karen Moore
Portfolio Manager Assistant: Dea Barbieri
Product Marketer: Christopher Brown
Field Marketer: Kelly Ross
Content Producer Manager: Melissa Feimer
Content Development Manager: Sharon Geary
Managing Editor: Maggie Barbieri
Content Developer, Learning Tools: Amy Wetzel
Art/Designer: Kathryn Foot
Digital Studio Course Producer: Amanda Smith
Full-Service Project Manager: SPi Global
Compositor: SPi Global
Printer/Binder: LSC Communications, Inc.
Cover Printer: Phoenix Color/Hagerstown
Cover Design: Lumina Datamatics, Inc.
Cover Credit: Matvienko Vladimir/Shutterstock

Acknowledgments of third-party content appear on pages 305–308, which constitutes an extension of this copyright page.

Library of Congress Cataloging-in-Publication Data
Names: Grice, George L. author. | Mansson, Daniel H. author. | Skinner, John F. author.
Title: Mastering public speaking / George L. Grice, Radford University; Daniel H. Mansson Penn State Hazleton; John F. Skinner, San Antonio College.
Description: Tenth edition. | Boston : Pearson, 2017. | Includes bibliographical references and indexes.
Identifiers: LCCN 2017037904| ISBN 9780134623115 (student edition) | ISBN 0134623118
Subjects: LCSH: Public speaking.
Classification: LCC PN4129.15 .G75 2017 | DDC 808.5/1—dc23 LC record available at https://lccn.loc.gov/2017037904

1 18

Instructor's Review Copy:
ISBN-10: 0-13-462344-4
ISBN-13: 978-0-13-462344-3

Access Code Card:
ISBN 10: 0-13-462341-X
ISBN 13: 978-0-13-462341-2

à la carte Edition:
ISBN-10: 0-13-462343-6
ISBN-13: 978-0-13-462343-6

Student Rental Edition:
ISBN 10: 0-13-462311-8
ISBN 13: 978-0-13-462311-5

To Wrenn, Evelyn, Carol, and Leanne

To Ulla, Henric, and Vivian;
and the memory of
my father and role model, Hans-Uno Månsson;
my grandfather, Åke Svensson; and
my host-father, Ernest Domoney

and

To the memory of John F. Skinner,
author, teacher, colleague, and friend

This page intentionally left blank

Brief Contents

Contents

Preface

In 1993, George Grice and John Skinner authored the first edition of *Mastering Public Speaking* to show students both the *hows* and the *whys* of public speaking. This was the first major public speaking textbook to devote an entire chapter to speaker and listener ethics and another chapter to managing speaker nervousness. It also introduced students to the 4 S's, a practical mnemonic device for organizing each major idea in a speech.

The text's instructional approach mirrored a view of the public speaking instructor as a "guide on the side" rather than a "sage on the stage." A primary goal was to empower students to take responsibility for their own learning by challenging them to make the decisions required of public speakers.

In 2013, Daniel Mansson joined the revision of the ninth edition of *Mastering Public Speaking* and he remains an author for the tenth edition. Although Daniel has added new research and new speaking strategies to the text, we adhere to our original goals by incorporating into our text many credible examples, both actual and hypothetical, which help inspire and encourage students to achieve the full potential of public speech.

To support our goals, we also wanted to help instructors shape the public speaking classroom into a community of caring, careful thinkers. We sought to improve the quality of feedback in the classroom by analyzing the elements of sound critiques and providing a helpful model for discussing speeches.

We live in a changed world in the early 21st century. Technology has altered our expectations of what a public speech can accomplish and how it can be delivered; new research tools have sent us scrambling to ensure that we know as much about these emerging technologies as do most of our students. However, in our view, the fundamentals of public speaking remain the same, regardless of the changes that surround us. Sensitive audience analysis, adequate research, clear organization, and dynamic delivery remain the key ingredients for effective speeches. Therefore, our basic instructional approach in this text remains constant: We seek to engage students in the principles, practice, and ethics of public speaking—both as speakers and as listeners.

What's New in the Tenth Edition

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.

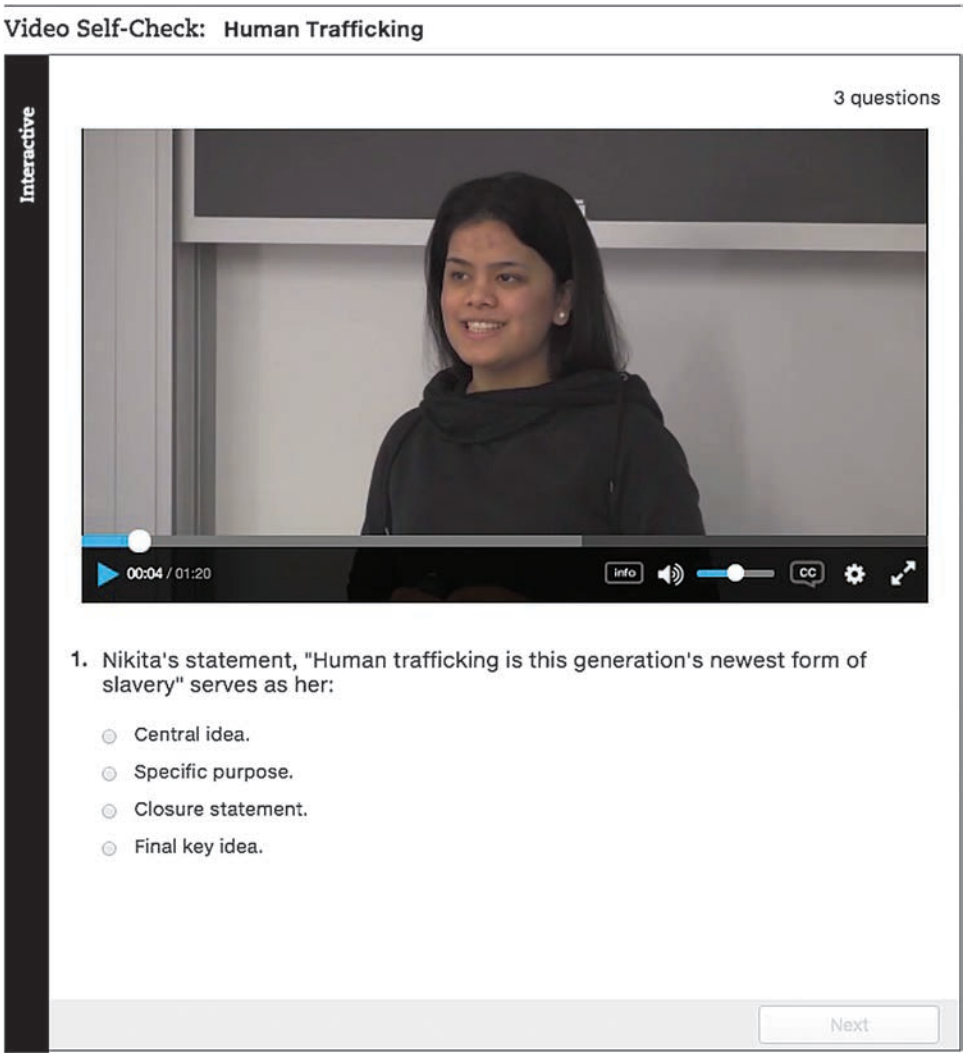
Learn more about Revel

www.pearson.com/revel

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, when learning about public speaking anxiety, students are prompted to complete the PRPSA to assess their current level of anxiety. (They may take the assessment at a later point to see if their level of anxiety has changed.) By providing opportunities

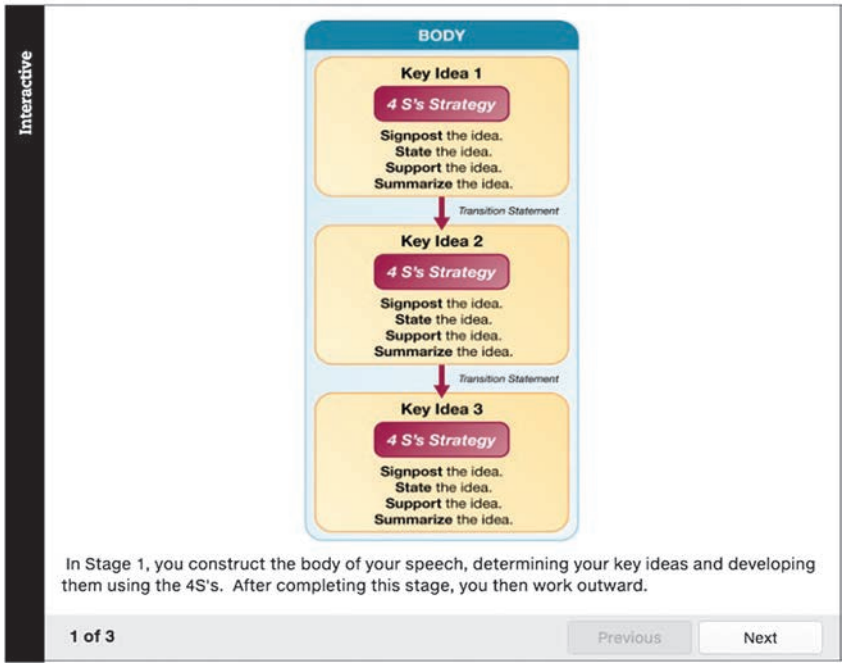
to read about and practice communication in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel; we are excited to have retained the interactivity our users have come to rely on and to offer many new opportunities for engagement. Highlights include:

- **Short Speech Excerpts**
  Abundant in-text speech excerpts, many new to this edition, let students listen to audio clips while they read, bringing examples to life in a way that a printed text cannot. Many of these excerpts are from student speeches, while other new samples are from famous speeches, like FDR's fireside chats.
- **Videos and Video Quizzes**
  Video examples of sample speeches and expert advice throughout the narrative boost mastery, and many videos are bundled with correlating self-checks, enabling students to test their knowledge. Students will also benefit from new video galleries which are collections of video clips that illuminate aspects or samples of a topic, such as "successful central ideas" or "effective inclusive language." In addition, we provide video clips of influential speeches (like Barack Obama's Tucson memorial speech) and video content on real world speaking situations (like the ethical questions surrounding Melania Trump's 2016 RNC speech).



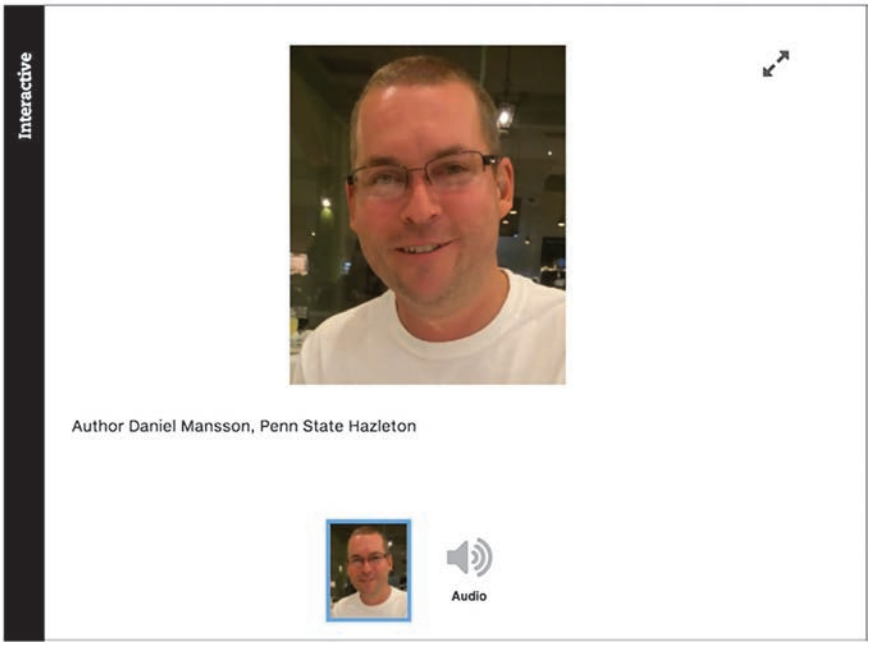
- **Interactive Figures**
  Interactive figures help students understand hard-to-grasp concepts through interactive visualizations. Examples in the tenth edition include Figure 4.1: The Process of Listening, Figure 5.2: Maslow's Hierarchy of Needs, Figure 10.1: The Outward Method of Speech Development, and Figure 16.1: The Continuum of Persuasion.

Figure 10.1 The Outward Method of Speech Development

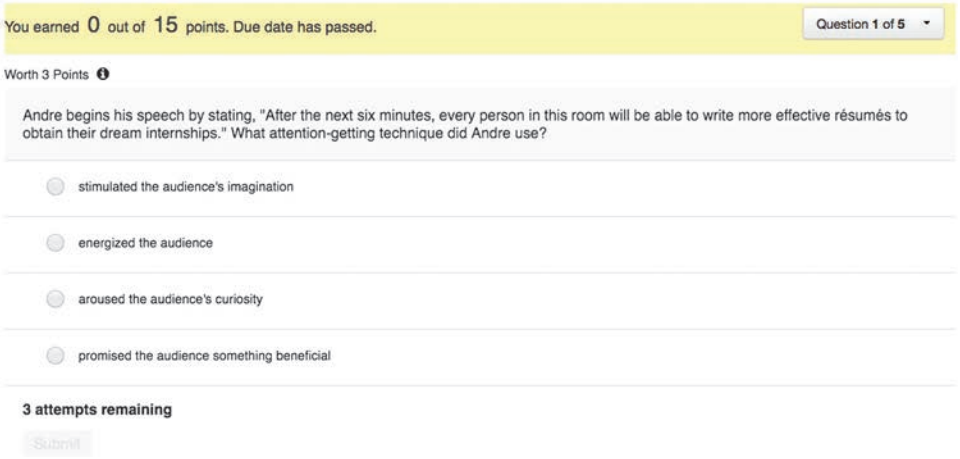


- **Author Audio: Final Words of Encouragement**
  Each chapter now ends with an audio feature starring author Daniel Mansson, who shares personal and professional anecdotes—including his experiences of taking the introductory speech course as an ESL student—to help students learn and grow on their journey to improve their speaking skills.

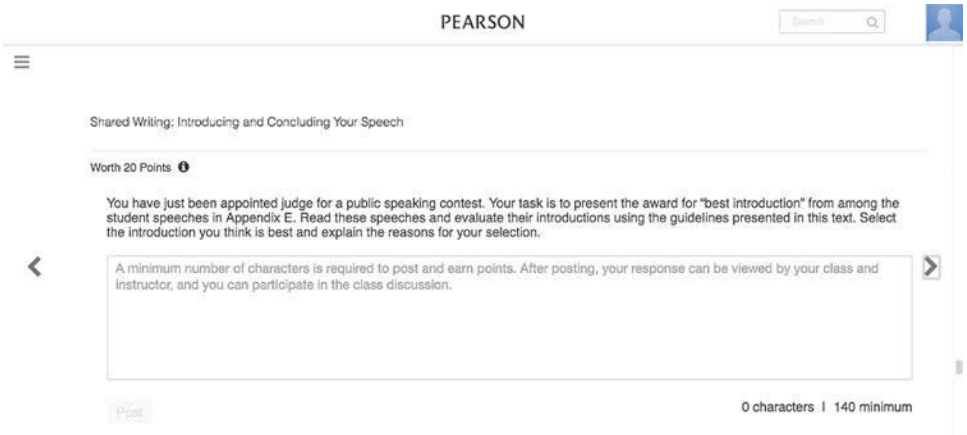
Chapter 10 Final Words of Encouragement



- **Assessment Opportunities**
  Revel offers students many unique opportunities to assess their content knowledge and understanding. In addition to the aforementioned video quizzes, students can complete no-stakes assessment in the form of "Key Points" quizzes, in which they drag and drop a term or concept to the correct definition or example in an interactive table. Finally, instructors and students alike benefit from formal end-of-module and end-of-chapter assessments (revised to match the content of our new edition) to ensure that students comprehend the chapter's learning objectives.



- **Integrated Writing Opportunities**
  To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: the Journal prompt, which elicits free-form topic-specific responses addressing topics at the module level, and the Shared Writing prompt, which encourages students to share and respond to each other's brief responses to high-interest topics in the chapter.



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

As you read this new edition of *Mastering Public Speaking*, you will notice several structural changes. Drawing from suggestions of talented reviewers, colleagues, and students, as well as our own experience, we have retitled two chapters (Chapters 16 and 17), shifting some of the content between the two. We added a new appendix on question-answer periods, modified the internal structure of several chapters, and replaced three of our six full speech samples in Appendix E (Sample Speeches). We also revised and updated many of our features, including Ethical Decisions, Theory into Practice, and Speaking with Confidence. In addition, we have replaced and updated many student and professional examples, using actual classroom and contest speakers for many of these.

Specific changes to each chapter include:

- Chapter 1, "An Introduction to Public Speaking," builds on a solid overview of public speaking to help students understand—and embrace—the reasons *why* they should value the skills they will gain from this course. In particular, we offer an updated overview of the academic, personal/social, professional, and public benefits of public speaking. In Revel, we support this goal with a photo gallery highlighting the work of some of our nation's most influential speakers.
- Chapter 2, "The Ethics of Public Speaking," highlights ethical speech dilemmas from recent events and considers the quandary of ethical "grey zones." The chapter also offers an expanded discussion of the types of plagiarism so students can recognize and prevent this ethical failure. In Revel, students will consider the ethical dilemma of Melania Trump's 2016 RNC speech.
- Chapter 3, "Speaking with Confidence," continues to focus on how to *manage*, rather than *control*, speaker nervousness. We offer a streamlined set of public speaking skills as well as physical and psychological strategies to address anxiety, including new content on burning off energy and taking care of the body before a speech. In Revel, students take the Personal Report of Public Speaking Anxiety (PRPSA) to assess their current level of anxiety.
- Chapter 4, "Listening," offers a stronger focus on the benefits of good listening skills (including a new Table 4.1 that overviews the academic, personal/relational, professional, and social/legal benefits of listening). It also offers new content on the dangers of ethnocentric listening in a multicultural world. Students will also benefit from hearing from human communication expert Melissa Beall in Revel.
- Chapter 5, "Analyzing Your Audience," offers a streamlined organization that allows students to learn better from shorter, more focused modules on audience demographics (now including sexual orientation), psychographics, and needs. In addition, the chapter offers a new section to help students obtain relevant information about their audience. Revel also offers significant support for students learning about Maslow's hierarchy of needs, including an interactive figure and table, as well as a new video.
- Chapter 6, "Selecting Your Speech Topic," is reorganized to help students walk through this important process in the most natural and logical way possible, beginning with generating ideas and ending with the creation of the central idea of the speech. Students may also interact with a mind map in Revel.
- Chapter 7, "Researching Your Speech Topic," contains reorganized and specific modules on primary and secondary research, including Internet research, library research, and qualitative and quantitative research via interviews, questionnaires, and focus groups. Throughout this chapter and other parts of the book, we emphasize the importance of critically evaluating the material students come across. New annotated sample notes and references in Revel provide students with a helpful example to get started with their own research journey.

- Chapter 8, "Organizing Your Speech," is full of new examples and samples (many from our own teaching experience) to help students walk through the process of organizing their ideas in an appropriate and coherent fashion. We also now highlight moving from specific purpose, to central idea, to key ideas in our examples. An interactive visual of this process offers additional support in Revel.
- Chapter 9, "Supporting Your Speech," continues to provide students with a comprehensive overview of the many types of supporting material, now clarified by a new video gallery in Revel. Updated examples support student learning throughout.
- Chapter 10, "Introducing and Concluding Your Speech," now highlights eight (instead of seven) attention getting strategies and four (instead of three) essential functions of a conclusion, in addition to the five functions of the introduction of a speech. Students will see new video samples of effective introductions and conclusions throughout Revel. Additionally, we've divided our content on the Outward Method of Speech Development into a separate module, allowing students to better focus on this process that will support the creation of their speeches.
- Chapter 11, "Outlining Your Speech," now offers a speech sample that is consistent across the working, formal, and speaking outlines so that students can observe the evolution of a single speech through the outlining process. In Revel, audio annotations assist students' analysis of the outlines they read. A new student interview in "Speaking with Confidence" underscores the value of the outlining process.
- Chapter 12, "Wording Your Speech," provides a refocused module on wording the speech carefully to share intended meaning, complete with contemporary examples and images of incorrect word choice. The new "Speaking with Confidence" feature highlights one student's experience with word choice when speaking on a particularly controversial topic. In Revel, students practice their word choice by viewing a powerful photograph and journaling with vivid language.
- Chapter 13, "Delivering Your Speech," has a new module on "Delivering Speeches Online," helping students address specific delivery challenges in a mediated context, such as using technology, engaging an audience virtually, and dealing with limited feedback and a lack of personalization. Revel offers additional support with a new, instructive video on mediated presentations.
- Chapter 14, "Using Presentational Aids," now considers speaker credibility in relation to presentational aids in addition to covering Prezi presentations. We also provide tips for using presentational aids (like pictures and handouts) in online speaking situations. Students will find this chapter's Revel video gallery on aid types particularly useful.
- Chapter 15, "Speaking to Inform," continues to place an emphasis on guidelines that are more focused and specific to informative speaking, supported by a new "Speaking with Confidence" feature that highlights a student who struggles to inform rather than persuade. In Revel, this chapter kicks off with a segment of a cooking demonstration with celebrity chef Cat Cora, reminding students that informative presentations are all around us.
- Chapter 16, "Speaking to Persuade," has a new title and a new organization that offers students a more readable and focused overview of persuasive speaking. Separate and heavily revised modules on Aristotle's modes of persuasion and establishing common ground help students better reach their audience. The final module on organizing the persuasive speech now offers content on Monroe's Motivated Sequence (previously in Chapter 17) as well as the comparative advantage and refutation patterns. Student speech videos and instructive video overviews support this heavily revised content in Revel.
- Chapter 17, "Developing Persuasive Arguments," has been renamed to better represent the content of the chapter. It continues to offer a solid overview of logic and argument to help students incorporate these essentials into their persuasive speeches. (They may test their knowledge of argument types with a video self-check

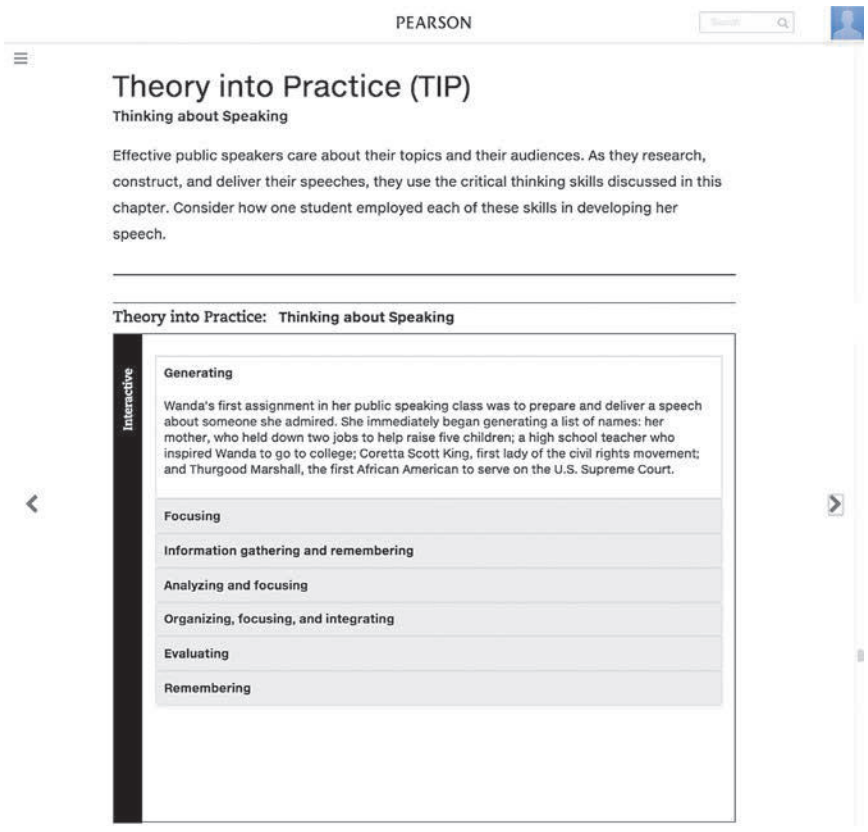
in Revel.) The chapter also offers a new "Ethical Decisions" box on contradictory evidence as well as a look at a current student's experience with argument and evidence in the new "Speaking with Confidence" interview.

- Chapter 18, "Speaking on Special Occasions," now features a section on commencement speeches as well as new annotated sample speeches for the Speech of Presentation and the Acceptance Speech. Additionally, we added a "Speaking with Confidence" box to highlight one student's experience with these speech types. Revel provides substantial video support, with special occasion speeches by familiar faces including Catherine Middleton, John Elway, and Matthew McConaughey.
- New Appendix D on "Question–Answer Periods" helps students prepare for these unique audience interactions.
- Appendix E, "Sample Speeches," offers three new student speeches, including a eulogy sample. Several of the speeches in the appendix contain full video in Revel, further enhancing student learning.

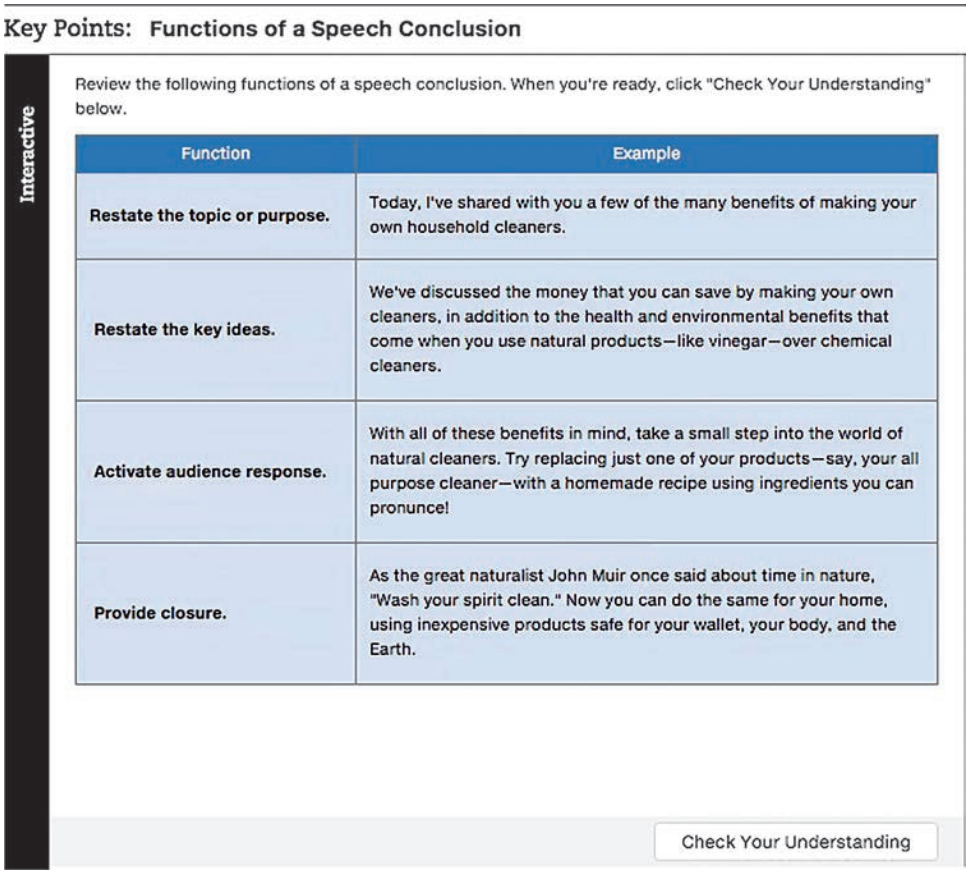
Special Features

There are many special features that are an integral part of the learning materials in this book. We've included these to help students understand and learn public speaking concepts. We have retained the following popular instructional features:

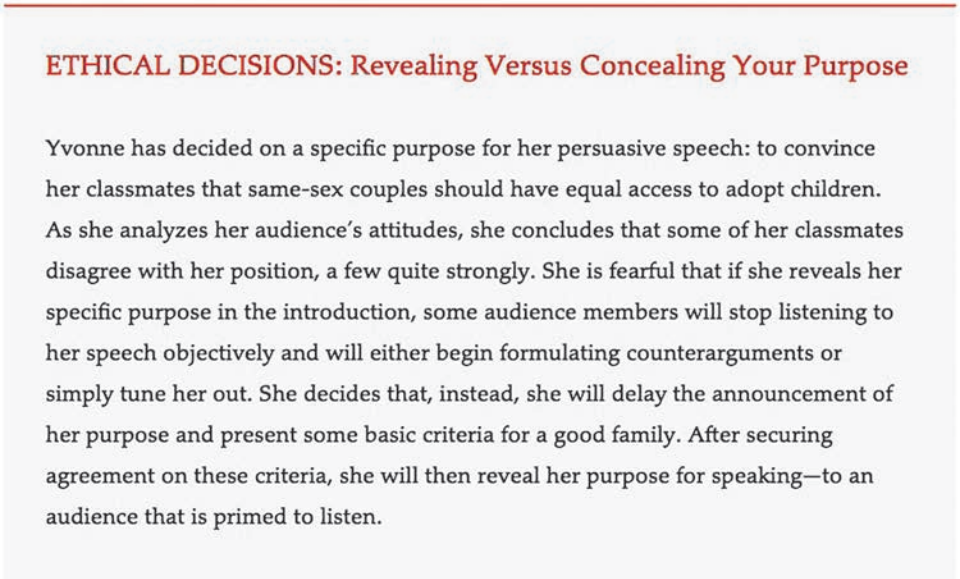
- **Learning Objectives** appear at the beginning of each chapter and are additionally highlighted in their related sections and the chapter summary to help reinforce students' reading and learning.
- **Theory into Practice** boxes, several of which have been newly revised and edited, reinforce the text's instructional approach and help students understand and apply communication concepts and strategies to enhance their public speaking competence. In Revel, many include interactive opportunities that allow students to focus on one aspect at a time, listen to audio excerpts, or walk through an example that illustrates the concept.



- **Key Points** boxes appear throughout the book to reinforce instruction and aid student review. They summarize important material and offer helpful guidelines throughout the public speaking process. As noted, Revel takes them one step further as no-stakes interactive quizzes that students can use to review and interpret concepts.

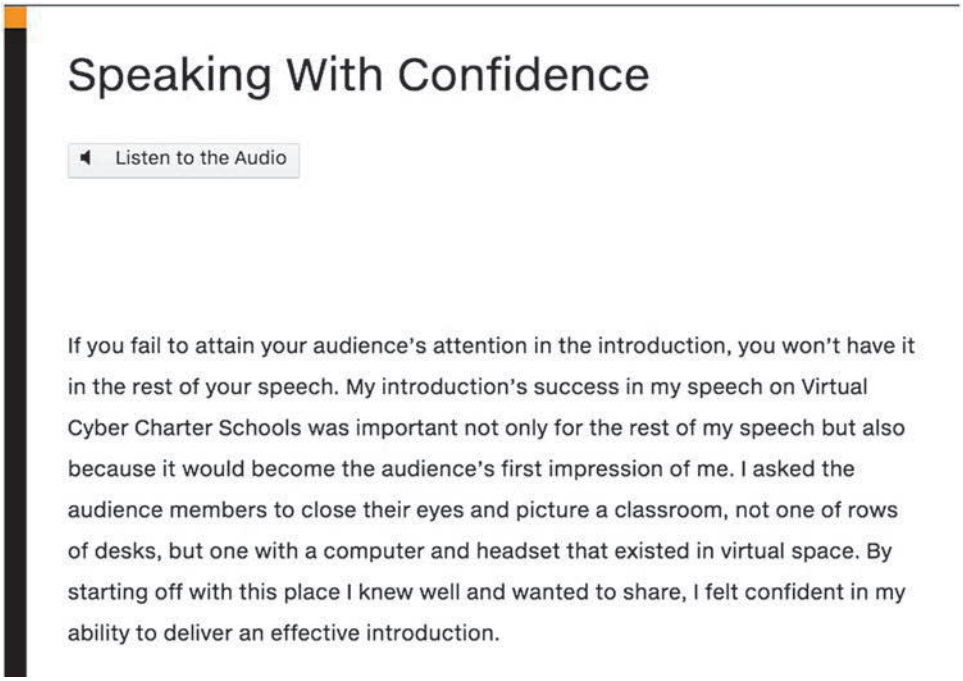


- **Ethical Decisions** boxes deepen students' understanding of the difficult choices speakers and listeners can face. These boxes (several new to this edition) present mini cases and ask students to choose between controversial courses of



action. Thought-provoking questions follow each scenario, providing springboards for engaging in classroom debates and, in Revel, writing online Journal entries.

- **Speaking with Confidence** boxes (several new to this edition) feature the stories of real students from public speaking classes throughout the country who explain how this text helped them build their confidence in public speaking. Additionally, Revel offers audio versions of this feature.



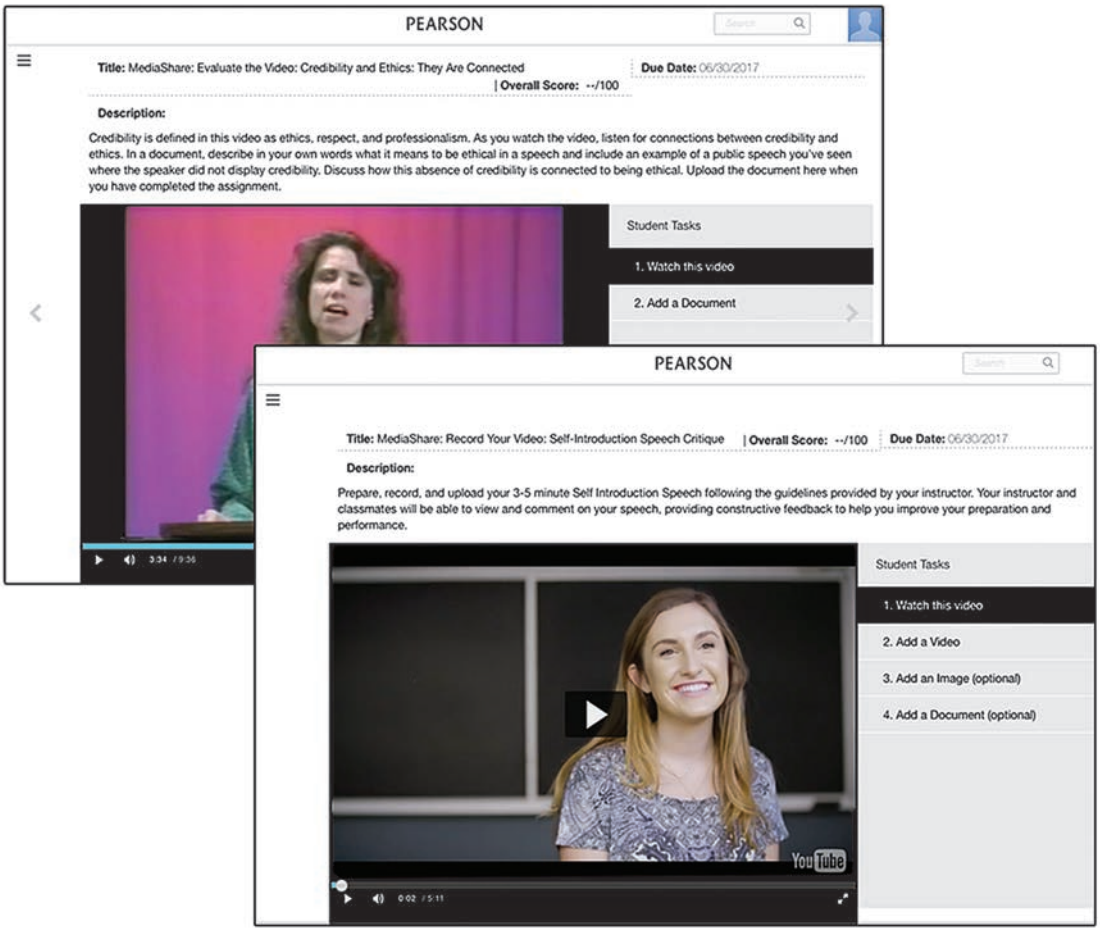
- **Sample Speeches** appear in selected chapters and in Appendix E as models for students to learn from or critique. In Revel, some of the speeches include audio and/or video components.

Instructor and Student Resources

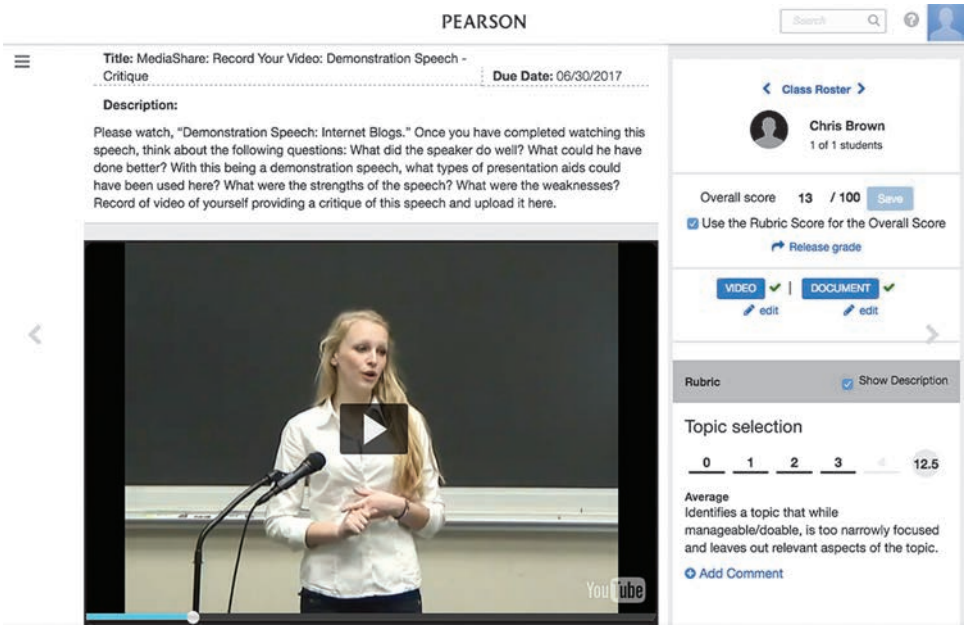
Key instructor resources include an Instructor's Manual (ISBN 0-13-462377-0), TestBank (ISBN 0-13-462346-0), and PowerPoint Presentation Package (ISBN 0-13-462373-8). These supplements are available on the catalog page for this text on Pearson.com/us (instructor login required). MyTest online test-generating software (ISBN: 0-13-462345-2) 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

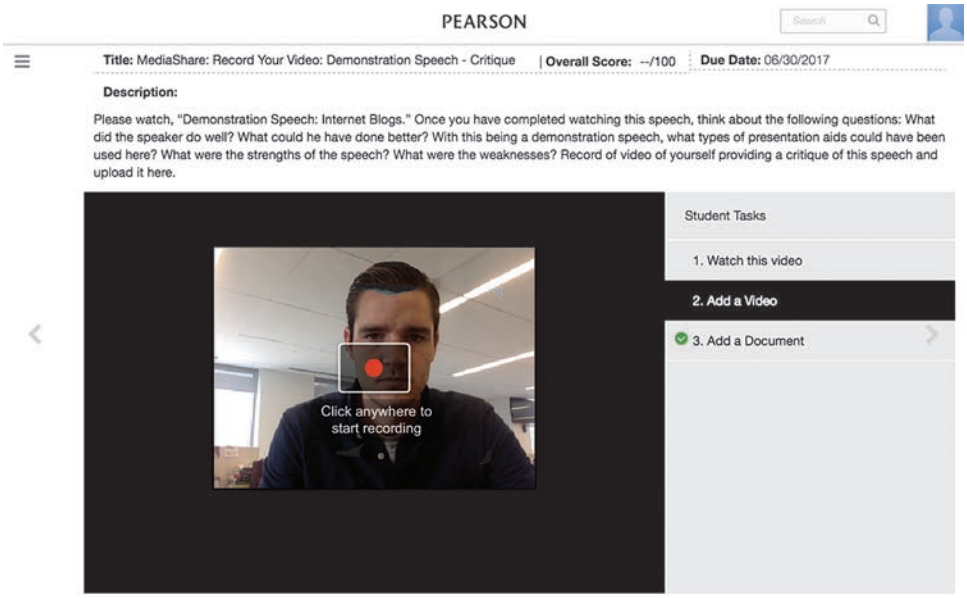
Pearson's comprehensive media upload tool allows students to post videos, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.



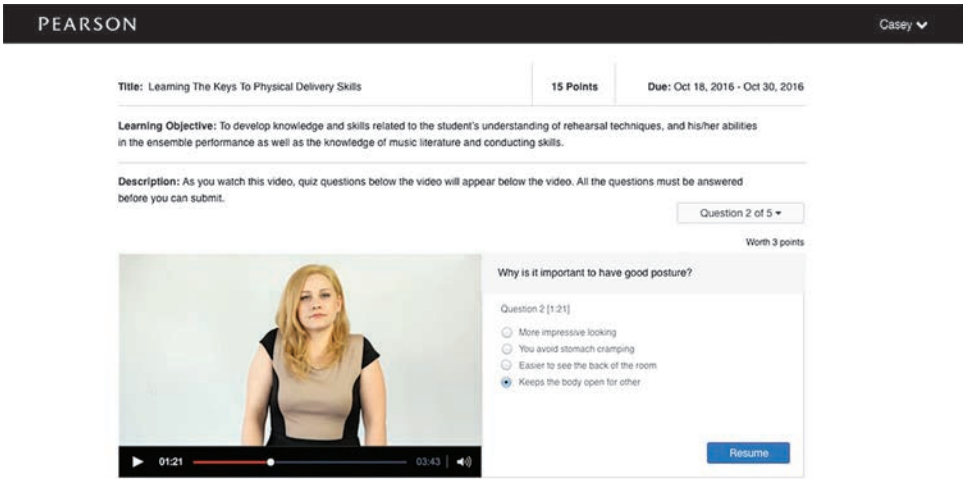
The best of MediaShare functionality, including student video submissions with grading and video quizzes, is now available to use and assign ***within Revel***, making Revel an even more complete solution for Communication courses. By placing these key components of MediaShare within Revel, students 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

We are, first and foremost, grateful to the many university, college, and community college educators whose encouragement and support contributed to the success of previous editions of this textbook. The tenth edition of *Mastering Public Speaking* is the product of more than just the authors. Although we have tried to speak with one voice for the sake of our readers, the truth is that many voices resonate throughout this text: the voices of our teachers, our colleagues, our editors, and our students. Wherever possible, we have tried to acknowledge their contributions. For all their influence on this text, we are thankful.

On the copyright page of this textbook is a list of Pearson professionals who have done the heavy lifting and guided this edition to completion. We thank the entire editorial, production, and marketing staffs for their time, talent, and contributions to this tenth edition.

We are indebted to two problem solvers extraordinaire: our editor, Karon Bowers, and Karen Moore, content developer. Thank you for your faith in this project, wise counsel, and responsiveness to our input, questions, and requests. We also continue to acknowledge Carol Alper, our development editor for six of our ten editions, and a wonderful part of the co-authors' lives. We hope you are enjoying your well-deserved retirement.

This is the second edition written or revised without our friend and co-author John F. Skinner. Yet, as we reviewed previous editions, we experienced, once again, his insights, scholarship, wit, respect for language, and the conversational tone he established with readers. John, you will forever be a part of *Mastering Public Speaking* and a part of our lives.

Mastering Public Speaking has been shaped and refined by the close readings and thoughtful suggestions of a number of reviewers. We would like to thank the following reviewers for their comments on this edition:

Susan Cunningham, *San Antonio College*
John Hosty, *Kankakee Community College*
Shellie Michael, *Volunteer State Community College*
Daryle Nagano, *Los Angeles Harbor College*
Lauri Zumwalt, *Kankakee Community College*

We would also like to acknowledge reviewers of previous editions:

Linda Anthon, *Valencia Community College*
Suzanne Atkin, *Portland State University*
Barbara L. Baker, *Central Missouri State University*
Lana Becker, *Ivy Tech Community College*
Elizabeth Bell, *University of South Florida*
Jim Benjamin, *University of Toledo*
Kathy Berggren, *Cornell University*
Tim Borchers, *Moorhead State University*
Sue E. Brilhart, *Southwest Missouri State University*
Gwendolyn Brown, *Professor Emerita, Radford University*
Carl R. Burgchardt, *Colorado State University*
Barbara Ruth Burke, *University of Minnesota, Morris*
Sharon Cline, *University of North Dakota*
Dolly Conner, *Radford University*
Pamela Cooper, *Northwestern University*

Michael Cronin, *Professor Emeritus, Radford University*
Sherry Dewald, *Red Rock Community College*
Thomas E. Diamond, *Montana State University*
Terrence Doyle, *Northern Virginia Community College*
Rebecca J. Franko, *California State Polytechnic University, Pomona*
Sandy French, *Radford University*
John Fritch, *Southwest Missouri State University*
Kristin Froemling, *Radford University*
Robert W. Glenn, *University of Tennessee*
Deborah Anne Gross, *Gwynedd Mercy College*
Trudy L. Hanson, *West Texas A&M University*
Dayle C. Hardy-Short, *Northern Arizona University*
Deborah Hatton, *Sam Houston State University*
Kimberly Batty Herbert, *Clovis Community College*
Susan Kilgard, *Ann Arundel Community College*
Leslie A. Klipper, *Miramar College*
Mary Kaye Krum, *formerly of Florence-Darlington Technical College*
Linda Kurz, *University of Missouri, Kansas City*
Nancy Legge, *Idaho State University*
Bruce Loebs, *Idaho State University*
Stacey M. Macchi, *Western Illinois University*
Chris McCollough, *Columbus State University*
Sean McDevitt, *Lakeland College*
Patricia Palm McGillen, *Mankato State University*
David C. McLaughlin, *Montana State University*
David B. McLennan, *Peace College*
Dante E. Morelli, *Suffolk County Community College*
David Mrizek, *San Antonio College*
Eileen Oswald, *Valencia Community College*
Jolinda Ramsey, *San Antonio College*
Jeff Rhoads, *Estrella Mountain Community College*
Rosemarie Rossetti, *Ohio State University*
Jim Roux, *Horry-Georgetown Technical College*
Edward H. Sewell, *Virginia Polytechnic Institute and State University*
Suzanne Skinner, *San Antonio College*
Deborah Stieneker, *Arapahoe Community College*
Frances Swinny, *Professor Emerita, Trinity University*
Jason J. Teven, *California State University, Fullerton*
Cory Tomasson, *Illinois Valley Community College*
Beth M. Waggenspack, *Virginia Polytechnic Institute and State University*
Kimberly Warren-Cox, *Jackson State Community College*
Sue Weber, *University of Pennsylvania*
Doris Werkman, *Portland State University*
Karin Wilking, *San Antonio College*
Dianna R. Wynn, *Midland College*

We also appreciate the many talented individuals who prepared the array of supplemental materials listed in the "Instructor and Student Resources" section in this preface. Their contributions to the effective teaching and learning of public speaking are immeasurable.

Finally, we are indebted to all our public speaking students who have crafted their messages, walked to the front of their classrooms, and informed, persuaded, entertained, and challenged us. Without their ideas and experiences, writing and revising this book would have been impossible, just as without tomorrow's students it would be unnecessary.

An Invitation

I welcome your feedback about the tenth edition of *Mastering Public Speaking*. Please contact me by email at the following address:

dhm14@psu.edu

I look forward to hearing from you.

Daniel H. Mansson Ph.D.

CHAPTER 1

AN INTRODUCTION TO PUBLIC SPEAKING

LEARNING OBJECTIVES

After studying this chapter, you should be able to

1.1 Identify the four benefits of studying public speaking.

1.2 Define communication, including its five basic levels.

1.3 Explain the model of communication in terms of the seven elements.

1.4 Use the eight critical thinking skills in developing and evaluating speeches.

The word began as the spoken word. Long before anyone devised a way to record messages in writing, people told stories and taught lessons. Societies flourished and fell; battles were waged and won all on the basis of the spoken word. Ancient storytellers preserved their cultures' traditions and history by translating them orally to eager audiences. Crowds might wander away from unprepared, unskilled speakers, but the most competent, skilled storytellers received widespread attention and praise.

After the development of script and print, people continued to associate marks on the page with the human voice. Even today, linked as we are by Twitter, texts, and Facebook updates, a speaker standing at the front of a hushed room makes a special claim on our attention and our imagination. As you develop and deliver speeches in this class—and in future years as you deliver reports, sell products, present and accept awards, or campaign for candidates—you continue an ancient oral tradition.

In this chapter, we introduce you to the exciting world of public speaking. We hope you learn why public speaking matters (and why you should study it) in addition to gaining a better understanding of the communication process. Finally, we explain the model of communication and introduce you to critical thinking skills that will help you develop and evaluate speeches.

Why Study Public Speaking?

1.1 Identify the four benefits of studying public speaking.

Today's college students are expected to complete a wide variety of general education courses. For many students, it may be difficult to understand how these courses are related to their intended future careers or personal goals and needs. One of our former students, Jenaveve, who majored in electrical engineering, asked us how this public speaking course would be beneficial to her future employment. We asked Jenaveve if she wanted to become a lead project engineer. "Of course," she said. We then asked her if safety and procedural accuracy are important to electrical engineers. Again, Jenaveve answered affirmatively. We continued to talk about how important it is for a lead project engineer to inform her team members about both safety and operational procedures. At the end of our conversation, Jenaveve understood that electrical engineers are also expected to be competent speakers.

There are many benefits to studying public speaking regardless of one's academic major. In fact, Aristotle argued this very point more than 2,000 years ago. This claim has been supported in several recent research studies focusing on the benefits and impacts of studying public speaking.[1] These studies indicate that students who study public speaking enjoy academic, personal/social, professional, and public benefits. Our observations and feedback we've received from students and instructors also support the importance of developing and using the skills, principles, and arts that are the subject of this textbook.

Academic Benefits

Do your instructors require you to participate in class? Are you expected to deliver group or individual presentations? Do you ever discuss your academic progress with your instructors? The answer to each of these three questions is most likely "yes." Thus, studying, practicing, and evaluating public speaking often leads to *academic benefits*, such as improved skills in the following areas:

- Classroom communication skills
- Critical thinking skills
- Group work skills
- Organization skills
- Research skills
- Writing skills

These are also *transferable* skills that can help you throughout your academic studies and in your chosen career.

Personal/Social Benefits

Think about your best friends or the instructors you most like and respect. Are they good conversationalists? Is it easy to understand them when they explain something to you? Are they outgoing and assertive? In general, we are attracted to outgoing and assertive people who are good communicators. In fact, research suggests that studying public speaking also may lead to personal and social benefits, such as enhanced

- Awareness and appreciation of other cultures
- Relationships with friends, family members, and romantic partners
- Self-awareness
- Self-esteem
- Understanding of social and environmental responsibilities

Mastering public speaking requires practice, but your efforts will reward you with increased knowledge, relational skills, and confidence.

Journal: Personal/ Social Benefits

How do you think you will benefit personally or socially from studying public speaking? Why are these benefits important to you?

Professional Benefits

Whether you are currently working in your desired field or looking to enter into a particular industry after graduation, you're likely concerned about the current job market as well as prospects for promotion or professional development once you are established with an organization. How do employers make decisions about whom to hire or promote, particularly if several candidates have equally impressive resumes or experiences? In many cases, they make their final decisions based on how well they connect with the candidates and how well the candidates present themselves. Not only will your initial job search involve an interview, it may also include a "job talk" in which you introduce yourself and your skills to the employer. So, it is no surprise then that several studies suggest that studying public speaking may benefit you professionally, including improved

- Ability to obtain employment
- Career advancement (i.e., upward mobility in your workplace)
- Collaboration skills with coworkers
- Conflict resolutions at work
- Salary negotiation skills

Public Benefits

Take a moment to think about some people who have benefited our society, whether a celebrity advocating for refugees or a fellow student advocating for stricter recycling policies on campus. What do these people have in common? They are most likely good communicators who use their skills to inform others about valuable issues and persuade them to take action. Therefore, public speaking can help you play a role in creating and sustaining a society of informed, active citizens. A democratic society is shaped in part by the public eloquence of its leaders and public figures. But a democratic society is also shaped by the quiet eloquence of everyday citizens:

- The police officer who informs residents of a crime-plagued area how to set up a Neighborhood Watch program.
- The social worker who addresses the city council and secures funding for a safe house for abused and runaway children.
- The neighbor who leads the PTA and advocates for the creation of an afterschool science enrichment program.

Actress Emma Watson, a United Nations Women Goodwill Ambassador, uses her public platform as an actor to advocate for gender equality and education for girls and women.

Key Points: Benefits of Studying Public Speaking

1. Academic benefits
2. Personal/social benefits
3. Professional benefits
4. Public benefits

In each of these instances, the speaker used the power of the spoken word to address a need and solicit an appropriate audience response. Active civic participation requires citizens to "speak out" about injustices and inequities. And though we increasingly use social media to alert and quickly mobilize groups of people, activism will always involve one or more individuals stirring groups of people through public speech.

While we recognize effective speaking when we meet someone who always says just the right thing or who says things in funny and colorful ways, few of us have been trained to speak well. That's a shame in light of the academic, personal/social, professional, and public benefits public speaking can offer. To appreciate the power of communication, you must understand just what it is. That requires a look at some definitions of communication and at some of its essential components.

Definitions of Communication

1.2 Define communication, including its five basic levels.

The word *communicate* comes from the Latin verb *communicare*, which means "to share." Simply stated, when you communicate, you share, or make common, your knowledge and ideas with someone else.

Some scholars view communication primarily as a *process*. For example, Thomas Scheidel provides a process perspective when he defines communication as "the transmission and reception of symbolic cues."[2] Other scholars see communication as an outcome or a *product* and define it simply as "shared meaning." We believe both perspectives are valid: Communication is both a *process* and a *product*. **Communication**, then, is the sharing of meaning by sending and receiving symbolic cues.

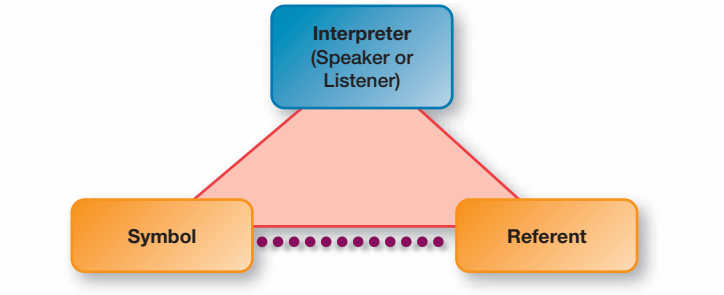
communication
The process of sharing meaning by sending and receiving symbolic cues.

Figure 1.1 represents Charles Ogden and I. A. Richards's triangle of meaning,[3] an illustration of the three elements necessary for communication: interpreter, symbol, and referent.

The word *interpreter* refers to both the sender and the receiver of a message. The **interpreter** is simply the person who is communicating, with words or other symbols.

interpreter
Any person using symbols to send or receive messages.

Figure 1.1 The Triangle of Meaning



The second element of this model, the **symbol**, is anything to which people attach or assign a meaning. Symbols can be pictures, drawings, words, or objects. For example, your school most likely has a school logo of some sort. When you wear these logos, such as the West Virginia University Mountaineer or the University of North Carolina-Wilmington Seahawk, you communicate that you are affiliated with that particular school. Even colors can function as symbols; political pundits reduce us to living in blue or red states. Police officers' uniforms and squad cars are symbols of their authority. Facial expressions, posture, and gestures also convey messages of speakers and listeners. The most familiar symbols, however, are words. Many words refer to particular objects, places, and people: *chair*; *Stockholm*, *Sweden*; and *Chiwetel Ejiofor*, for example. Other words refer to concepts, such as *freedom of expression*, *existentialism*, and *fair play*.

symbol
Anything to which people attach meaning.

The third and final element of the triangle of meaning is the **referent**, the object or idea for which the symbol stands. Both the sender and the receiver of a message have a referent for the symbols used. This referent depends on each individual's knowledge and experience. People cannot exchange referents in the way they can exchange objects. For example, someone can hand you a paper clip, and that paper clip is the same in your hand as it is in your friend's hand. Your friends, however, cannot transfer their ideas or information to you. All they can do is to code their ideas into symbols and hope that the ideas you decode will be similar to the ones they intended. In short, as senders, we select a symbol based on our referent. That symbol, in turn, triggers the receiver's referent.

referent
The object or idea each interpreter attaches to a symbol.

Countless jokes and situation comedy plots revolve around interpreters who attach different referents to the same symbol. However, miscommunication can sometimes be serious and divisive. Consider the experience of Muslim American Zayed M. Yasin, the Harvard student whose graduation speech was one of three the selection committee chose in the spring of 2002. A furor began when the campus newspaper, the *Harvard Crimson*, published the titles of the three student commencement speeches. Yasin's speech, to be delivered less than 9 months after September 11, 2001, was titled "Of Faith and Citizenship: My American Jihad." His aim, he said, was to rescue the word *jihad* from extremists who had co-opted it to justify terrorism. He defined the term as a spiritual quest, "the determination to do right and justice even against your personal interests."[4] Some of the definitions of the Arabic word *jihad* are "striving," "effort," and "struggle," but many of those who protested the selection of Yasin's speech equated the term *jihad* with a "holy war." After the protests began on his campus,

What does this gesture symbolize for many people in the United States?

Yasin met with members of the selection committee, retitled his speech "Of Faith and Citizenship" for the printed program, and delivered the text of the speech without changing a word.[5]

As this example demonstrates, communication is clearest when all its interpreters attach similar referents to the message being communicated. You can, no doubt, think of experiences you have had when people misinterpreted what you said because they attached different referents to your words. The most important thing to remember about the triangle of meaning and the process of communication is this: *Words and other symbols have no inherent meaning. People create meaning; words do not*. A word takes on the meaning that each interpreter attaches to it. We will revisit this idea in Chapter 12, Learning Objective 12.1, when we discuss connotative and denotative language.

Journal: Communication Breakdown

Think of an embarrassing experience that resulted from a breakdown in communication because you and someone else did not share similar referents. What referent(s) caused the confusion? Can you think of another example of miscommunication based on individuals having different referents for the same message?

What does the triangle of meaning have to do with public speaking? As you will discover throughout this book, this model applies to public speaking just as it does to all other forms of communication. If speakers and listeners always used specific symbols, interpreted them objectively, and attached similar referents to them, then few communication problems would arise from the content of the message. As a result, your work in a public speaking class could be limited to improving your organization and polishing your style of delivery. Yet many of our communication problems can be traced directly to difficulties in the relationships between interpreters, the symbols they use, and the referents behind those symbols.

As a public speaker, you must try to ensure that the message your audience hears matches as closely as possible the message you intended. You do that by paying particular attention to your content, organization, and delivery, all major subjects of this book. To understand the complexity of public speaking, you need to realize how it relates to other levels of communication. See Table 1.1 for a discussion of these levels.

You will develop public speaking skills more quickly and easily if you understand and use the connections between public communication and the four other levels of communication. You communicate intrapersonally when you brainstorm areas of expertise on which you can speak. You may use interpersonal and group communication

TABLE 1.1 Levels of Communication

Communication can occur on five levels. Each level is distinguished by the number of people involved, the formality of the situation, how the messages are sent, and the opportunities for feedback. Public speaking, the subject of this book, incorporates elements of all these levels. A brief look at each will help you better understand public speaking.

Intrapersonal communication *is cognition or thought—in other words, communication with yourself*. Much intrapersonal communication is geared toward a specific, conscious purpose: evaluating how you are doing in a particular situation, solving a problem, relieving stress, or planning for the near or distant future. You use intrapersonal communication when you give yourself a silent pep talk before you speak or, as you walk to the front of the room, you tell yourself to turn to the audience, pause, look at your listeners, and speak clearly.
Interpersonal communication, *sometimes called dyadic communication, occurs when you communicate with one other person*. Face-to-face or phone conversations between friends, colleagues, or acquaintances are common forms of interpersonal communication. You use interpersonal communication skills when you meet with your instructor to discuss your speech or when you interview an expert to gather information on your topic.
Group communication *generally takes place when three or more people interact and influence one another to pursue a common goal*. The important thing to remember is that the people involved have a sense of group identity. They believe and accept that they belong together for some reason, whether they face a common problem, share similar interests, or simply work in the same division of a company. You may practice your speech in front of friends and then follow that with a group discussion of the strengths and areas for improvement of your speech.
Public communication *occurs when one person speaks face to face with an audience*. Compared with the levels just discussed, public communication is a more one-directional flow of information. Whether the audience is 20 or 20,000, public communication always involves one person communicating to an audience that is physically present (or virtually present, in the case of an online speech).
Mass communication *occurs when a person or group communicates to an audience through some form of print or electronic medium*. The audience may be so large or so diffused that it cannot be gathered in one place; thus, some type of medium—newspaper, magazine, radio, television, or computer, among others—must be placed between the speaker or writer and the intended audience. One important characteristic of mass communication is that audience feedback is delayed. If an article inspires or angers you, you may post a response. You have taken the opportunity to send feedback, but it is delayed.

to determine topics that interest your classmates. As you research and develop your speech, you will use mass communication to access information published electronically or in print. And as you deliver your public speeches, you will give yourself intrapersonal feedback about the job you are doing and the positive responses we hope you'll be receiving.

Once you understand the definition of communication (as well as its five levels), you are ready to develop a more detailed understanding of the seven elements of communication discussed in the next section.

Elements of Communication

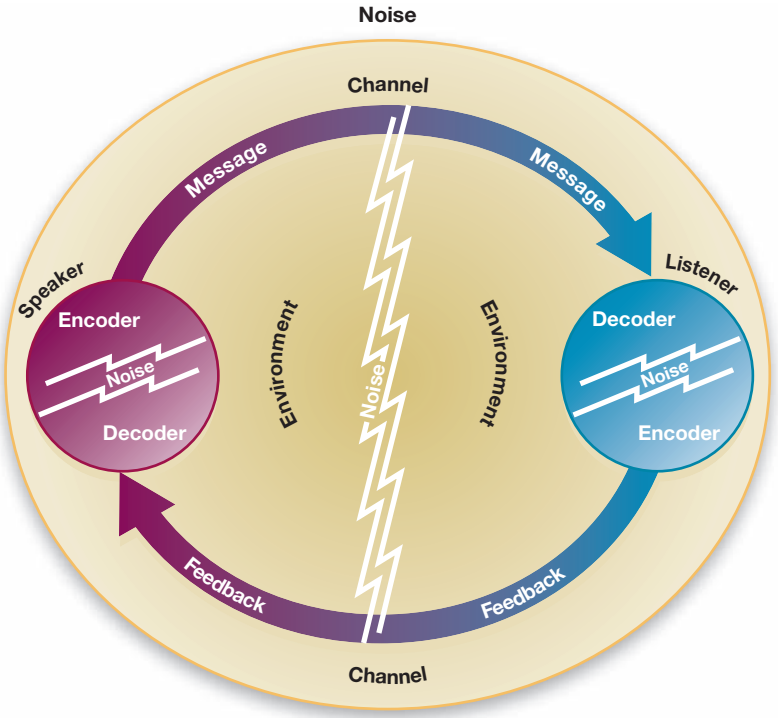
1.3 Explain the model of communication in terms of the seven elements.

Now let's look at the elements of communication to see how they apply, specifically, to the complex activity of public speaking. Remember, the better you understand how communication works in general, the better you will be able to make it work for you in specific speaking situations. Just as important, knowing these elements will let us see where some common communication problems arise.

Today, the most widely accepted model of communication has seven components, as illustrated in Figure 1.2, the communication elements model of public speaking. Although we can identify the individual elements of the communication process, we cannot assess them in isolation. Contemporary scholars emphasize the transactional, interactive nature of communication. Each element simultaneously influences, and is influenced by, the other elements.

A sender (the speaker) encodes a message and sends it through a channel to a receiver (listener), who decodes the message. The receiver then provides feedback and sends it through a channel to the original sender. Therefore, we serve as both senders and receivers when we communicate with others. These interactions take place in an environment with different levels of internal and external noise.

Figure 1.2 The Communication Elements Model of Public Speaking



Speaker

speaker
The sender, source, or encoder of the message.

encoding
The process of selecting symbols to carry a message.

Human communication starts with a person, the **speaker**. As you will learn in the following sections and in Chapter 13, Learning Objective 13.4, we not only communicate verbally, but also nonverbally (through gestures, eye contact, and so on). Therefore, the speaker could also be called the *sender*, the *source*, or the *encoder*. **Encoding** is the process of putting ideas into symbols. We encode so much and so well that we are aware of the process only when we find ourselves "at a loss for words" while either speaking or writing.

Message

message
Ideas communicated verbally and nonverbally.

Linked to the speaker is the **message**, the ideas actually communicated. Speech communication scholar Karlyn Kohrs Campbell captures the connection between messages and people when she writes:

> Ideas do not walk by themselves; they must be carried—expressed and voiced—by someone. As a result, we do not encounter ideas neutrally, objectively, or apart from a context; we meet them as someone's ideas.[6]

The ideas of the message originate with the speaker, who determines the form that the message will initially take. However, others who may participate in the communication process further shape that message.

Listener

listener
The receiver or decoder of the message.

decoding
The process of attaching meaning to symbols received.

The message is sent to a **listener**—the decoder or receiver. This element is also known as a *decoder* or *receiver* because not all messages are verbal. This person shapes the message by **decoding** it—that is, attaching meaning to the words, gestures, and voice inflections received. Is every listener's decoded message identical to the one the speaker encoded? Remember our earlier discussion of the triangle of meaning; communication involves more than a single message. The truth is, there are as many messages as there are communicators involved. As long as these messages are similar, communication is usually effective.

The message does not stop as it is received. Instead, it is transformed—added to or diminished—as it is joined by other messages that originate with each listener. It is a mistake to assume that a person in the communication process is either a sender or a receiver of messages. We perform both roles simultaneously.

Feedback

feedback
Verbal and nonverbal responses between communicators about the clarity or acceptability of messages.

The interactions between listeners and senders provide the fourth element in our model of communication—**feedback**. Feedback includes all messages, verbal and nonverbal, sent by listeners to speakers. If you tell a joke, your listeners will tell you through laughter and visual feedback whether they understood the joke and how they evaluated it. If you are paying attention, you will know who liked it, who disliked it, who didn't understand it, and who was offended by it. Note that "if you are paying attention" is the particularly important phrase. In order to be effective, feedback must be received and interpreted correctly.

Feedback from your audience can be deliberate and conscious (as when members raise their hand or nod their heads) or it can be unintentional and unconscious (as when their facial expressions appear bored or tired). As a speaker, you should be aware and responsive to both types. Also know that feedback can be either immediate or delayed. Immediate feedback is provided when the listener (receiver) replies instantly after having received the message. Delayed feedback occurs when there is

a substantial period of time between the message and the feedback, such as in email conversations.

Channel

The fifth element of our model is the **channel**, or medium—the means through which a message is sent. Each speaker sending a message and each listener providing feedback uses a channel. In public speaking, the medium is vibrations in the air between speaker and listener, set in motion by the speaker's voice. Vocal elements such as rate, volume, and pitch also carry part of the message. Visual elements—another channel for the message—include eye contact, facial expression, gestures, movement, and presentational aids. As a public speaker, you must learn to use and control all these channels. Students who take their public speaking class online will likely record their speeches and share them online for their instructor and fellow students. Therefore, the Internet becomes the channel through which they send their messages to the receivers, which would result in delayed feedback. In other situations, such as in mass communication, the channel may be your television, radio, or the Internet.

channel
The means through which a message is sent.

Environment

The sixth element of the communication model is the **environment**. Three factors shape an environment: (1) the occasion during which the communication occurs, (2) the larger social context in which the communication takes place, and (3) the physical setting where the communication occurs.

The *occasion* refers to the reasons why people have assembled. Circumstances may be serious or festive, planned or spontaneous. Occasions for communication may be as relaxed and informal as a party with friends, as rule-bound as a college debate, or as formal and traditional as a commencement address.

The larger *social context* involves a variety of people and opinions that can vary by culture and affect the appropriateness of the messages that you communicate. For instance, if the members of your audience are from a collectivist (group-oriented) culture (such as Latin America or Asia), they may be persuaded by cooperation more than by competition, which may play better in an individualistic culture such as the United States. However, although cultural tendencies do exist, a speaker would be advised to avoid stereotyping the audience; there will always be individual differences in any collected audience.

The *physical setting* for your classroom speeches is probably apparent to you. You know the size of the room and the number of people in the audience. You know whether the seating arrangement is fixed or flexible. You know whether the room has a lectern or wifi. You know, or may soon discover, potential problems with the setting: The table at the front of the room is wobbly, the air seems stuffy, and one of the fluorescent lights flickers. Each of these distracting elements is a form of noise—the final element for which any accurate model of communication must account.

environment
The occasion, social context, and physical setting for communication.

Noise

Noise is anything that distracts from effective communication. The reality is that some form of noise is always present when we are communicating with others. Three forms of noise exist, distinguished by their sources. First is **physical noise**—anything you can hear or feel in the immediate environment that interferes with communication. This could be the sounds of traffic, the loud *whoosh* of an air conditioner or a heater, the voices of people talking and laughing as they pass by a classroom. However, some physical noise may not involve a sound at all. If your classroom is so cold that you

noise
Anything that distracts from effective communication.

physical noise
Distractions originating in the physical environment.

Effective public speakers adapt their speaking styles to the physical settings and the occasions for their speeches.

shiver or so hot that you fan yourself, then its temperature is a form of physical noise. If the room's lighting is poor, then that form of noise will certainly affect the communication occurring there.

physiological noise
Distractions originating in the bodies of communicators.

psychological noise
Distractions originating in the thoughts of communicators.

A second type of noise is **physiological noise**; a bad cold that affects your hearing and speech, a headache, and an empty growling stomach are examples. Each of these bodily conditions can shift your focus from communicating with others to thinking about how uncomfortable you feel, and creates a form of intrapersonal communication.

The third and final type of noise is **psychological noise**. This term refers to mental rather than bodily distractions. Anxiety, worry, daydreaming, anticipation, and even joy over some recent event can distract you from the message at hand.

Each form of noise—physical, physiological, and psychological—can occur independently or in concert. For example, a speaker may be distracted by a sore throat as well as the sounds of a sniffling classmate. An audience member might have trouble listening because he's daydreaming about summer and because construction on campus makes it difficult to hear the speaker. Nonetheless, some form of noise is always present, so as a speaker you must try to minimize its effects in public communication. For example, by varying your rate, volume, and pitch, or through lively physical delivery, you can combat some noise and rivet the audience's attention to your message.

As you can see, public speaking is more complicated than just saying the right words or having cool presentation slides. Communication is dynamic and transactional. Speaker, message, listener, feedback, channel, environment, and noise all interact to influence one another. Unlike that paper clip—the same in every hand that holds it—the message that emerges in communication will never be identical to what any one speaker intended.

Part of mastering public speaking begins with basic skills: organizing a presentation with an identifiable introduction, body, and conclusion; providing previews, summaries, and transitions; deciding whether the oral message needs the support of presentational aids; and using appropriate grammar, pronunciation, and articulation.[7] However, to design, develop, and deliver a speech that is appropriate to you, your audience, and the communication context requires some higher-order thinking. Public

Journal: Noise

What is one example of noise present around you right now? Is it physical, physiological, or psychological? How could you minimize any effects of this noise that might distract you from your reading?

Key Points: Elements of Communication

1. Speaker
2. Message
3. Listener
4. Feedback
5. Channel
6. Environment
7. Noise

speaking involves choices and, to choose appropriately, you must sharpen your critical thinking skills.

Most professional endeavors—whether exploring a therapeutic target in a lab environment or designing a lesson plan on the Revolutionary War for a fifth-grade class—require the critical thinking skills you will develop to be a competent speaker.

The Public Speaker as Critical Thinker

1.4 Use the eight critical thinking skills in developing and evaluating speeches.

We began this chapter by discussing benefits you gain from studying and practicing public speaking. One of those benefits is that public speaking uses and develops your critical thinking skills. **Critical thinking** is "reasonable reflective thinking that is focused on deciding what to believe or do."[8] If you have ever questioned the answers you were offered, looked for patterns you thought no one else had noticed, or followed a hunch to solve a problem in your own way, you have already begun to cultivate your critical thinking ability.[9] You probably also recognize its importance to your personal and professional life. The authors of a national assessment of educational progress underscored the importance of developing critical thinking skills as follows:

> In a world overloaded with information, both a business and a personal advantage will go to those individuals who can sort the wheat from the chaff, the important from the trivial. . . . Quality of life is directly tied to our ability to think clearly amid the noise of modern life, to sift through all that competes for our attention until we find what we value, what will make our lives worth living.[10]

Drawing from the works of Stuart Rankin and Carolyn Hughes, Robert Marzano and his colleagues have identified eight categories of critical thinking skills (See Table 1.2). As a public speaker, you will exercise all of these skills, sometimes in a different order or in combination, as you develop and deliver your speeches.

critical thinking
The logical, reflective examination of information and ideas to determine what to believe or do.

TABLE 1.2 Eight Categories of Critical Thinking Skills

This Skill . . .	Enables the Public Speaker to . . .
Focusing	Define problems, set goals, and select pieces of information.
Information gathering	Formulate questions and collect data.
Remembering	Store information in long-term memory and retrieve it.
Organizing	Arrange information so that it can be understood and presented more effectively.
Analyzing	Clarify existing information by examining parts and relationships.
Generating	Use prior knowledge to infer and elaborate new information and ideas.
Integrating	Combine, summarize, and restructure information.
Evaluating	Establish criteria and assess the quality of ideas.

SOURCE: Adapted from Robert J. Marzano, Ronald S. Brandt, Carolyn Sue Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Rankin, and Charles Suhor, *Dimensions of Thinking: A Framework for Curriculum and Instruction,* Alexandria, VA: Association for Supervision and Curriculum Development (1988), 66, 70–112. Reprinted by permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Journal: Critical Thinking

Consider a challenging personal situation you recently encountered, whether debating a political topic with a friend or attempting to get your finances in order. In what ways did you think critically to address the issue? Did you employ any of the eight categories of critical thinking skills discussed in this section? If so, how?

To see how one student used these eight critical thinking skills to develop, deliver, and evaluate her speech, read "Theory into Practice: Thinking about Speaking."

Theory into Practice (TIP)

THINKING ABOUT SPEAKING

Effective public speakers care about their topics and their audiences. As they research, construct, and deliver their speeches, they use the critical thinking skills discussed in this chapter. Consider how one student employed each of these skills in developing her speech.

- **Generating** Wanda's first assignment in her public speaking class was to prepare and deliver a speech about someone she admired. She immediately began generating a list of names: her mother, who held down two jobs to help raise five children; a high school teacher who inspired Wanda to go to college; Coretta Scott King, first lady of the civil rights movement; and Thurgood Marshall, the first African American to serve on the U.S. Supreme Court.
- **Focusing** Wanda recalled how Marshall's commitment to justice for all was one of the reasons she aspires to attend law school. So she decided to focus her speech on Marshall.
- **Information gathering and remembering** She devised a research plan and began to gather her supporting materials. Remembering the moving tributes following Marshall's death, Wanda located some of these articles and also found several books about him.
- **Analyzing and focusing** She analyzed her audience, the occasion, and the information she had collected and began to focus her speech further. Wanda decided that a biography of Marshall's life was far too encompassing for a 3- to 5-minute speech. She also chose not to discuss his more controversial decisions on abortion and capital punishment.
- **Organizing, focusing, and integrating** Wanda organized her key ideas and integrated her supporting materials around two central images: closed doors and open doors. First, she would describe some of the doors closed to African Americans during much of Marshall's life: equal education, housing, public transportation, and voting. She would recount that Marshall, the great-grandson of a slave, was denied admission to the University of Maryland Law School. Second, she would tell how Marshall fought to open these doors by expanding access to housing, public transportation, and voting. And she would, of course, note that it was Marshall who successfully argued the case of *Brown v. Board of Education of Topeka* (1954), which declared racial segregation in public schools unconstitutional. She would conclude her story by observing that it was Marshall who litigated the admission of the first African American to graduate from the University of Maryland Law School.
- **Evaluating** Wanda evaluated each of these examples as she prepared her speech to ensure that her ideas were well supported.
- **Remembering** As she constructed her speaking notes, Wanda used only a brief, key word outline to help her remember her ideas.

SUMMARY

An Introduction to Public Speaking

Why Study Public Speaking?

1.1 Identify the four benefits of studying public speaking.

Public speaking teaches skills that can benefit you academically, personally/socially, professionally, and publicly.

Definitions of Communication

1.2 Define communication, including its five basic levels.

- Communication is the process of sharing meaning by sending and receiving symbolic cues.
- Communication involves individuals (interpreters) attaching referents (meanings) to a variety of symbols (words, gestures, and voice qualities).
- The five levels of communication are intrapersonal, interpersonal, group, public, and mass communication.

Elements of Communication

1.3 Explain the model of communication in terms of the seven elements.

Communication involves seven key elements: speaker, message, listener, feedback, channel, environment, and noise.

The Public Speaker as Critical Thinker

1.4 Use the eight critical thinking skills in developing and evaluating speeches.

Developing and delivering a public speech exercises eight critical thinking skills: focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating.

CHAPTER 2

THE ETHICS OF PUBLIC SPEAKING

LEARNING OBJECTIVES

After studying this chapter, you should be able to

2.1 Define ethics.

2.2 Describe how ethical principles should guide your actions as a speaker and a listener.

2.3 Apply the six common ethical speaking guidelines.

2.4 Apply the four common ethical listening guidelines.

2.5 Apply the principles of civility to your behavior in the classroom.

2.6 Conduct secondary research in accordance with antiplagiarism and fair use principles.

On July 18, 2016, Melania Trump delivered her first speech to the nation during the Republican National Convention in Cleveland, Ohio. Shortly thereafter, journalist Jarrett Hill noted that several statements in Mrs. Trump's speech were the same, or very similar to, Michelle Obama's speech during the 2008 Democratic National Convention. During the weeks and months that followed, Mrs. Trump's speech was widely discussed on news outlets and social media platforms with many arguing that parts of the speech were plagiarized from Mrs. Obama's speech.[1]

Similarly, on September 8, 2016, Nigerian President Muhammadu Buhari delivered a speech to the Nigerian people in which parts were lifted verbatim from President Obama's 2008 victory speech. President Buhari was so disappointed and embarrassed that he fired his speech writer and apologized for the unfortunate incident.[2]

When we think about public speaking ethics, we are likely drawn to thoughts of plagiarism—the unattributed use of another's ideas, words, or patterns of organization. Plagiarism is a serious offense with serious consequences, whether a failing grade, university expulsion, or—as in the case of President Buhari—international embarrassment. Certainly, ethical speakers must avoid plagiarism at all costs, yet doing so is only part of speaking ethically. Ethical speakers show their audience that they are believable, dependable, competent, trustworthy, and caring. (This is known as developing *credibility* with the audience, a topic you will learn more about in Chapter 16, Learning Objective 16.4.) They also understand and respect their audiences, which they demonstrate by honoring an unwritten contract with their listeners. The terms of this contract require that audience members try to learn, listen without prejudging the speaker or his/her ideas, and, ultimately, evaluate the message and offer feedback. Speakers assume responsibility for being well prepared, communicating ideas clearly in order to benefit the audience, and remaining open to feedback for improvement. In this chapter, we focus on these mutual responsibilities as we examine ethical speaking, ethical listening, and plagiarism.

Journal: What is Ethics?

Before reading this section, jot down one or two sentences describing your own definitions of ethics or ethical behavior. Does your understanding match the definition in this section? How would you add to or change the text's definition?

Definition of Ethics

2.1 Define ethics.

It is virtually impossible to read a newspaper or listen to a newscast today without encountering the topic of ethics. We hear of politicians selling out to special-interest groups, stockbrokers engaging in insider trading, accountants "cooking the books," and contractors taking shortcuts in construction projects. We read stories of people who agonized over the decision to allow—and in some cases help—a terminally ill loved one to die.

When we talk about **ethics**, we refer to the standards we use to determine right from wrong, or good from bad, in thought and behavior. Our sense of ethics guides the choices we make in all aspects of our professional and private lives. You should not be surprised that your academic studies include a discussion of ethics. You are, after all, educating yourself to function in a world where you will make ethical decisions daily. We will now examine why it is important for you to ensure that you communicate ethically.

ethics
Standards used to determine right from wrong, good from bad, in both thought and action.

Speakers and listeners alike have ethical responsibilities. If "sexual relations" refers to intercourse, then former president Bill Clinton did not lie by saying, "I did not have sexual relations with that woman [Monica Lewinsky]." However, most audience members would probably assume Mr. Clinton's statement meant that his relationship with Miss Lewinsky was not sexual in nature, which was clearly untrue. Who owns the responsibility to ensure the speaker's message is perceived as intended? In this situation, Mr. Clinton withheld some important facts, but he did not lie.

Principles of Ethics

2.2 Describe how ethical principles should guide your actions as a speaker and a listener.

In discussing communication ethics, Donald Smith noted that communication is an ethically neutral instrument: "Speaking skill per se is neither good nor bad. The skill can be used by good persons or bad persons. It can be put to the service of good purposes [or]

bad purposes. . . ."[3] In this course, you will learn fundamental communication skills that will empower you as both a speaker and a listener. How you exercise these skills will involve ethical choices and responsibilities.

Two principles frame our discussion of ethics.

- First, *both the speakers who encode and send messages as well as the listeners who receive and decode the messages* have ethical responsibilities. Assume, for example, that a classmate lets you know that he plans to argue in a persuasive speech that "hate speech"—such as protests at military funerals—should be constitutionally protected and is good for the country. Another classmate objects to that position and spreads false claims about what the speaker intends to argue. Students who knew the facts of this case might agree that both students acted unethically. As this example demonstrates, all parties involved in the communication process share ethical obligations.
- Second, *ethical speakers who encode and send messages as well as the listeners who receive and decode messages possess attitudes and standards that pervade their character and guide their actions before, during, and after their speaking and listening*. Ethical speakers and listeners do more than just abstain from unethical behaviors. Ethics is as much a frame of mind as it is a pattern of behavior. Ethics is a working philosophy you apply to your daily life and bring to all speaking situations.

  Consider the actions of the speaker in the following incident:

  > Lisa presented a persuasive speech on the need for recycling paper, plastic, and aluminum products. To illustrate the many types of recyclables and how overpackaged many grocery products are, she used as an effective visual aid: a paper grocery bag filled with empty cans, paper products, and a variety of plastic bottles and containers. After listening to her well-researched, well-delivered speech, with its impassioned final appeal for us to help save the planet by recycling, the class watched in amazement as she put the empty containers back in the bag, walked to the corner of the room, and dropped the bag in the trash can! After a few seconds, someone finally asked, "You mean you're not going to take these home to recycle them?" "Nah," said Lisa. "I'm tired of lugging them around. I've done my job."

You may or may not believe that people have an ethical responsibility to recycle. But regardless of your views on that issue, you likely question the ethics of someone who insists, in effect, "Do as I say, not as I do." Lisa's actions made the entire class question her sincerity. Ethical standards cannot be turned on and off at an individual's convenience. Lisa certainly could have benefited from ethical speaking guidelines we present in the next section.

Journal: Principles of Ethics

Consider the following scenario. A friend of yours—who is also a public speaking classmate—sells a legal and inexpensive supplement that claims to enable both men and women to enhance their workout performances. Your friend delivers an excellent speech in which he informs the audience about the supplement and how it works. However, he does not disclose that he sells the supplement and receives a commission for each person he convinces to make a purchase. When the class is over, you see several classmates asking your friend for more information on where to purchase the supplement. What do you do? Do you stay quiet or do you tell your classmates that your friend profits from the sales? Would you be more, less, or equally conflicted about this ethical quandary if your friend's speech were persuasive rather than informative?

Ethical Speaking

2.3 Apply the six common ethical speaking guidelines.

Maintaining strong ethical attitudes and standards requires sound decision making at every step in the speech-making process. In this section, we present six guidelines to help you with these decisions.

Speak to Benefit Your Listeners

First, *ethical public speakers communicate in order to benefit their listeners as well as themselves*. Speakers and listeners participate in a transactional relationship; both should benefit from their participation. Listeners give speakers their time; in return, speakers should provide information that is interesting or useful.

Informative speakers have an obligation to benefit their audience. As in the following example, however, speakers sometimes lose sight of that responsibility.

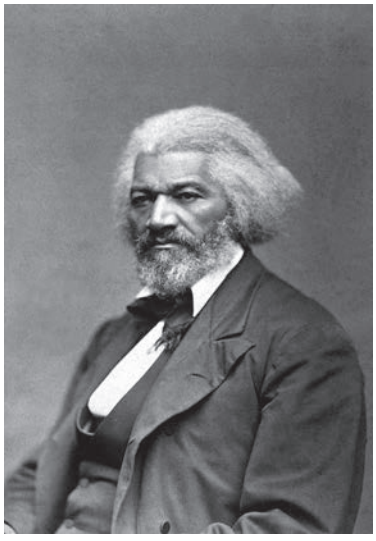
> Assigned to give an informative speech demonstrating a process or procedure, plant lover Evelyn decided to show how to plant a seed in a pot. Her instructor was worried that this subject was something everyone already knew. Evelyn was, after all, speaking to college students who presumably could read the planting instructions on the back of a seed packet. The instructor did not want to discourage Evelyn but wanted the class to benefit from her speech.
>
> Without saying, "You cannot speak on this topic," the instructor shared her concerns with Evelyn. She found out that Evelyn had several other plant-related topics in mind. Evelyn agreed that a more unusual topic would be more interesting to the class and more challenging for her to deliver. On the day she was assigned to speak, Evelyn presented an interesting speech demonstrating how to propagate tropical plants by "air layering" them. Evelyn got a chance to demonstrate her green thumb, and her classmates learned something most had never heard of before.

You may often speak for personal benefit, and this is not necessarily unethical. You may, for instance, urge a group to support your candidacy or to buy your product. It is appropriate to pursue personal goals but not at the expense of your listeners. As one popular book on business ethics states, "There is no right way to do a wrong thing."[4] Speakers whose objective is to persuade should do so openly and with the goal of benefiting both the audience and themselves. A public speaker may try to inform, convince, persuade, direct, or even anger an audience. Ethical speakers, however, do not deceive their listeners. They are up front about their intentions, and those intentions include benefiting the audience.

Speak Up about Topics You Consider Important

Second, ethical public speakers make careful decisions about whether or not to speak. If an issue is trivial, silence is sometimes the best option. There are times, though, when speakers have an ethical obligation to convey information or when they feel strongly about an issue or an injustice. *Ethical communicators speak up about topics they consider important*. Our nation's history has been shaped by the voices of Thomas Jefferson, Frederick Douglass, Susan B. Anthony, Martin Luther King Jr., Cesar Chavez, and other advocates. You may never have the sweeping historical impact of these famous speakers, but you do have an opportunity to better the communities of which you are a part. You have a chance to share information your classmates can use to help them get more from their college experience or function better in their careers and personal lives. You can educate others about problems you believe need to be confronted. This class provides a training ground to hone your skills as speaker and listener. Use these skills as you move from involvement in class and campus issues to improvement of your community.

The formerly enslaved American orator Frederick Douglass used his voice to call attention to the abolitionist movement.



Choose Topics That Promote Positive Ethical Values

Third, *ethical speakers choose topics that promote positive ethical values*. Unless you are assigned one, selecting a topic is the first ethical choice you will likely make. You give your topic credibility simply by selecting it; and, as an ethical speaker, your choice should reflect what you think is important to your listeners.

In the course we teach, many student speeches have expanded our knowledge or moved us to act on significant issues. But consider this list of speech topics that some students have proposed:

- How to download copyright protected music and movies for free
- How to avoid paying taxes
- How students can get free snacks from a campus snack machine
- How to receive credit for the same paper in two different classes

Even though they were all informative rather than persuasive speeches, each of these how-to topics implies that its action is acceptable. We suggest that all these speakers disrespected their listeners, failed to consider the values they were promoting, and presented unethical speeches.

Use Truthful Supporting Materials and Valid Reasoning

Fourth, *ethical speakers use truthful supporting materials and valid reasoning*. Listeners have a right to know both the speakers' ideas and the material supporting their claims. Ethical speakers are well informed and should test the truthfulness and validity of their ideas. They should not knowingly use false information or faulty reasoning.

One student gave a persuasive speech to urge his classmates to contact their state representatives to vote for a particular education bill. To help his audience with this task, he distributed a list of legislators with their phone numbers and addresses. After the speaker finished his speech, the instructor informed the speaker that the bill he supported had been passed by the legislature and signed by the governor the previous week. The premise that the bill had not yet been passed was false. Not getting caught in a factual or logical error does not free the speaker of the ethical responsibility to present complete, factual information. If you speak on a current topic, use the most recent information you can find and try to be as well informed as possible.

Consider the Consequences of Your Words and Actions

Fifth, *ethical speakers concern themselves with the consequences of their speaking*. Mary Cunningham observed, "Words are sacred things. They are also like hand grenades: Handled casually, they tend to go off."[5] Ethical speakers respect the power of language and the process of communication.

It is difficult to track, let alone to predict, the impact of any one message. Individuals may form opinions and behave differently because of what you say or fail to say. Incorrect information and misinterpretations may have unintended and potentially harmful consequences. If you provide an audience with inaccurate information, you

Speakers must remember that their words and messages have consequences—sometimes life or death consequences.

may contaminate the quality of their subsequent decisions. If you persuade someone to act in a particular way, you are partly responsible for the impact of the person's new action.

A colleague's student recently delivered an informative speech about rock-climbing safety. In her speech, she demonstrated how to tie the "figure 8 knot" that is used to connect the rope to the climber's harness. Although the speaker had her listeners' best intentions in mind, an experienced rock climber in the class pointed out that she offered several problematic directions as well as misleading information. The oversight was certainly not intentional, but you can imagine the potentially devastating consequences of the listeners going rock climbing and not using the correct, safe "figure 8 knot." Our colleague therefore respectfully asked the speaker to clarify the "figure 8 knot" at the end of the class period to ensure all listeners knew how to tie the knot correctly.

Strive to Improve Your Public Speaking

Finally, *ethical speakers strive to improve their public speaking*. Speakers who use the guidelines we have presented accept their obligation to communicate responsibly. Their ideas have value, are logically supported, and do not deceive their listeners. We would argue, however, that this is not enough.

Ethical speakers are concerned not only with *what* they say but also with *how* they say it. As a result, they work actively to become more effective communicators. This course provides you with an opportunity to begin mastering public speaking. You will learn how to select, support, evaluate, organize, and deliver your ideas. Your professional and public life beyond the classroom will extend your opportunities to speak publicly. Speakers have "the opportunity to learn to speak well, and to be eloquent [advocates of] truth and justice." If they fail to develop these abilities, they have not fulfilled their "ethical obligation in a free society."[6]

Key Points: Guidelines for Ethical Speaking

1. Speak to benefit your listeners.
2. Speak up about topics you consider important.
3. Choose topics that promote positive ethical values.
4. Use truthful supporting materials and valid reasoning.
5. Consider the consequences of your words and actions.
6. Strive to improve your public speaking.

Ethical Listening

2.4 Apply the four common ethical listening guidelines.

The guidelines for ethical speaking we've just discussed probably make perfect sense to you. If some seem intimidating, if you feel that the future of free expression in a democratic society rests squarely on your shoulders, remember that no individual bears such a responsibility alone. Your listeners are obligated to adhere to four basic principles, and you share these ethical responsibilities as you listen to others' speeches.

ETHICAL DECISIONS

GRAY ZONES

Many ethical decisions are not clear cut or black and white, but rather fall into a "gray zone," making a clear course of action challenging to determine. Ethical gray zone issues involve "situations that might be unethical, undesirable or uncomfortable but are probably not severe enough to prompt legal action or reporting."[7] These gray zone situations often require people to make a decision about whether or not they can live with certain outcomes or certain knowledge, such as knowing that they have lied to spare a friend's feelings.

So, how do we deal with such gray zone issues? Let's assume that one of your closest friends is in your public speaking class. She has a great deal of public speaking anxiety and also tends to evaluate herself very harshly. To be honest, her first speech did not go particularly well. She spoke so softly that it was difficult to hear her and she rarely made eye contact. You also found her body movements stiff and awkward. After class she seemed relieved and said, "I think I did OK. What did you think of my speech?"

What would you do in this gray zone situation, knowing that your friend needs to improve but is very sensitive to criticism?

Seek Exposure to Well-Informed Speakers

First, *ethical listeners seek out speakers who expand their knowledge and understanding, introduce them to new ideas, and challenge their beliefs*. These listeners reject the philosophy, "My mind's made up, so don't confuse me with the facts." A controversial speaker visiting your campus can expand your knowledge or intensify your feelings about a subject, whether you agree or disagree with the speaker's viewpoint. Even in situations in which you are a captive audience, such as this class, ethical listening should be the standard.

Avoid Prejudging Speakers or Their Ideas

Second, *ethical listeners listen openly without prejudging speakers or their ideas*. This may be difficult. Listening without bias may require that we temporarily suspend impressions we have formed based on the speaker's past actions or our current views of the speaker's topic or position. But the rewards of doing so can be great, as in this example:

> Mai's first speech in class completely confused her classmates. She seemed nervous and unsure of herself and what she was going to say. The point of her speech eluded everyone. Class discussion after the speech focused primarily on Mai's delivery and some of the distracting mannerisms she exhibited and needed to control. When she went to the front of the room to begin her next speech weeks later, no one was really expecting to be impressed, but they were.
>
> Mai's second speech dealt with the problem of homelessness. Her opening sentence told the class that three years before, she had been living on the street. She had their attention from that point on. In addition to citing recent newspaper and magazine articles, Mai had conducted a great deal of research. She had interviewed the directors of local shelters and a number of the homeless people who took refuge there, and she quoted these individuals. Her speech was well organized and well delivered. It was both educational and inspiring.
>
> When discussing the speech later, classmates kept referring to her first speech and noting the remarkable improvements Mai had made. One person was blunt, but apparently summed up the feelings of a number of listeners that day: "Mai, I wasn't expecting much from you because your first speech was so unclear to me, but today you had a topic that you obviously care about, and you made us understand and care about it, too. I can't get over the difference between those two speeches!"

Speakers often present views that may be controversial. Whether or not we as the listeners agree with them, we should withhold judgment until after listening to what they say.

When listening to your classmates, assume that you may learn something important from each speaker and therefore listen intently. Information and ideas are best shared in an atmosphere of civility and mutual respect.

Evaluate the Speaker's Logic and Credibility

Listening eagerly and openly does not imply a permanent suspension of judgment. The third standard is that *ethical listeners evaluate the messages presented to them*. A listener who accepts a premise without evaluating its foundation is like someone who buys a used car without looking under the hood. The warning "Let the buyer beware" is good advice not only for consumers of products but also for consumers of messages.

As a listener, you should critically evaluate a speaker's ideas. Is each idea logically constructed? Is each idea supported with evidence that is relevant, sufficient, and authoritative? In Chapter 9, Learning Objective 9.3, and Chapter 17, Learning Objective 17.2, you will learn specific strategies to help you answer these questions as you listen to evaluate a speaker's evidence and logic.

Beware of the Consequences of Not Listening Carefully

Fourth, *ethical listeners concern themselves with the consequences of their listening*. As the following example illustrates, listeners who assimilate only part of a speaker's message because they fail to listen actively to the entire message are responsible for the distorted message that results.

> Eduardo, a fellow student in Elia's public speaking class, gave an informative speech about the ocular disease macular degeneration, the leading cause of vision loss in the United States. He was inspired to research and present this topic because of his grandmother's experience with the disease. Elia's great-aunt was recently diagnosed with the same condition, so her mind immediately started racing with the information she heard her family discuss—such as an implantable telescope that could improve the remaining sight for those suffering with severe cases. At the end of class, Elia rushed up to Eduardo to share her sympathies and to ask if his grandmother was aware of some of the newer treatment options, like the implantable device. Eduardo stared at her blankly and asked, "Did you hear the end of my speech? My grandmother wasn't a candidate for that treatment, nor will she benefit from any of the new research because she passed away two years ago."

Elia may have been embarrassed and have offended Eduardo with her lack of close listening, but neither party suffered long-term consequences. In other cases, however, the outcome of not listening is more serious. When you fail to listen to someone's directions and are late for an interview, you miss an employment opportunity. When you fail to follow a doctor's or pharmacist's instructions, you put your health at risk. In both of these examples, the listener, not the speaker, bears responsibility for the breakdown in communication.

At other times, the listener and the speaker may share responsibility for unethical behavior. For example, audience members who become victims of scams because they did not listen critically share responsibility for their victimization with the speaker. Voters who tolerate exaggerated, vague, and inconsistent campaign statements from those who ask to represent them are similarly complicit in ethically lax political campaigns and partially responsible for the results of those campaigns.

In the past, views of communication ethics implied a dotted line across the front of a classroom, with ethics being solely the speaker's responsibility. In contrast, we view ethics as a shared responsibility of the speaker and each listener. An absence of ethical motives among speakers and listeners devalues the currency of communication.

Key Points: Guidelines for Ethical Listening

1. Seek exposure to well-informed speakers.
2. Avoid prejudging speakers or their ideas.
3. Evaluate the logic and credibility of the speaker's ideas.
4. Beware of the consequences of not listening carefully.

Journal: Careful Listening

Share a personal example of a time when a lack of critical listening caused confusion or negative consequences, either because you did not listen carefully to someone or because someone did not listen carefully to you. Who was ethically responsible for the missed message—the speaker, the listener, or both? Explain your answer.

Civility in the Classroom

2.5 Apply the principles of civility to your behavior in the classroom.

As Keith gave his first graded speech in his public speaking class, he thought, "This is going well." Then from the audience came a buzzing sound. He stumbled over a few words as he noticed his classmate Eden reaching into her bag to retrieve her phone. When the entire class saw Eden begin to respond to a text message, the instructor asked Keith to stop until he regained the attention of all his listeners.

Sound familiar? We hope not, but we suspect that you and some of your instructors have had similar experiences. Unfortunately, examples of disrespectful and discourteous communication occur not only in classrooms but also in politics, in workplaces, in meetings, on blogs, and on Internet message boards. The Institute for Civility in Government laments "the lack of civility in our society in general and our public discourse in particular."[8] Communication professors Rod Troester and Cathy Sargent Mester define **civility** as a "set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships."[9] Sometimes equated with courtesy and etiquette, civility is a more complex pattern of behavior that involves attitudes, such as respect, and behaviors, including providing classmates feedback on their speeches.

civility
Communication behaviors that reflect respect for others and foster harmonious and productive relationships.

We have argued that your public speaking class is a community of learners. You will be a part of that community for the rest of the semester or quarter, and the population will function best if all members exhibit respect and mutual support. The following guidelines, discussed more fully in subsequent chapters, will contribute to your enjoyment and success in this class as both a speaker and a listener.

Speaking with Civility

- *Have good motives.* Select topics that benefit your listeners and the communities to which they belong.
- *Prepare and assess what you will say.* Support your ideas with quality evidence and examples.
- *Respect your listeners.* Appreciate the diversity of your audience and adapt your messages to all your listeners.
- *Speak with conviction.* Believe in your topic and convey that commitment as you speak.
- *Encourage the other side to be heard.* Value public discussion and debate, and answer questions others may have about your topic.
- *Welcome feedback.* Appreciate and act on suggestions and criticisms to improve your speaking competence.

Listening with Civility

- *Give speakers your full attention.* Observe classroom courtesy. Don't text, check Facebook, eat a sandwich, or walk into class when another student is speaking. And, of course, don't sleep or study for another class when your instructor or a classmate is speaking.
- *Expect to learn something.* Don't prejudge speakers or their ideas. Value and learn from people's differences, believing with Malcolm Forbes that "education's purpose is to replace an empty mind with an open one."
- *Evaluate the merits of the speaker's ideas and supporting materials.* Take responsibility for how you act on the information a speaker has presented.
- *Provide the speaker constructive feedback.* Contribute to the learning of others.

The civil classroom doesn't just happen; civility is a choice. It requires work on the part of the instructor and each student, but the results surely include more effective and enjoyable learning. Some advocates even assert that civility "reduces the literal and figurative costs of stress and leads to greater productivity, better health, and more happiness."[10]

Civility grows from mutual respect; it connects us with others. The attitudes and behaviors you develop and practice in this class can serve you well into the future. Civility is "the glue that holds us together and allows us as citizens of a representative democracy to dialogue with each other."[11]

Journal: Civility in the Classroom

Suppose a speaker in your class says something in a speech that you find offensive. How might you form a civil and constructive comment to give the speaker? What would *not* be a civil, constructive approach?

Plagiarism and Copyright Law

2.6 Conduct secondary research in accordance with antiplagiarism and fair use principles.

Not only do ethical speakers carefully craft their own words to express their ideas, but they also care about how they use the words and ideas of others. Thus, three important aspects of ethics are crediting sources, paraphrasing appropriately, and understanding fair use guidelines. But first, you must have a better understanding of what plagiarism is—in its many forms—so that you may work diligently to avoid it.

Recognizing Plagiarism

The word *plagiarize* comes from a Latin word meaning "to kidnap," so in a sense a plagiarist is a kidnapper of ideas and words. A modern definition of **plagiarism** is "literary—or artistic or musical—theft. It is the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own."[12]

plagiarism
The unattributed use of another's ideas, words, or pattern of organization.

When you write a paper and submit it to a teacher, you are in effect publishing that work. If, in that paper, you copy something from another source and pass it off as your own work, you are plagiarizing. This act is such a serious offense that in most colleges and universities it is grounds for failing the course or dismissal from the school. Yet recent history has shown us numerous examples of politicians, educators, historians, and other public figures caught plagiarizing materials, either consciously or unconsciously. Plagiarism is an offense serious enough to derail a candidate's campaign for office, to force the resignation of a corporate officer, or to end a student's academic career.

Plagiarism applies to more than simply the copying of another's words. You may also plagiarize another's ideas and organization of material. For example, if you presented a speech organized around the five stages of grief (denial, anger, bargaining, depression, and acceptance) and did not give credit to Elisabeth Kübler-Ross, you would be guilty of plagiarism. On the other hand, if your speech analyzed the political, economic, and social implications of a pending piece of legislation, you would probably not be guilty of plagiarism. Kübler-Ross developed, explained, and published her framework, or model, in her book *On Death and Dying*, whereas the second example relies on a commonly accepted pattern of analyzing public policy initiatives. The line between legitimate appropriation of material and plagiarism is sometimes unclear. As a speaker, you must always be on guard to credit the source of your ideas and their structure.

intentional plagiarism
The deliberate, unattributed use of another's ideas, words, or pattern of organization.

Plagiarism is often categorized as intentional or unintentional. **Intentional plagiarism** occurs when speakers or writers knowingly present another person's words, ideas, or organization as their own. A related ethical issue is sometimes referred to as *double dipping*, *dual submission*, or *self-plagiarism*. This involves recycling your own work. Revisiting earlier research and extending, elaborating, rethinking, or updating it can be beneficial. But no one hearing you deliver a speech on "major themes in Thomas

Pynchon's novel *Gravity's Rainbow*" is going to be tricked. You're recycling work you did for another class, and many schools have written policies prohibiting this practice. Check with your instructor about her or his policy regarding use of previous work or research you plan to use in a speech and for an assignment in another class.

unintentional plagiarism
The careless or unconscious unattributed use of another's ideas, words, or pattern of organization.

Unintentional plagiarism is "the careless paraphrasing and citing of source material such that improper or misleading credit is given."[13] Intentional plagiarism is considered the more serious offense. Widespread use of the Internet for research may be blurring the distinction between deliberate and accidental plagiarism, however. Web pages are ephemeral; page content and design can change from one day to the next. That quality, together with the ease of browsing numerous sites in a short time, lets readers pick up phrases, ideas, or even organizational patterns almost unconsciously. If a researcher has not printed, bookmarked, or jotted down the URLs for key sites, retracing steps and finding those sites again may be difficult. Unintentional plagiarism may be committed due to ignorance or sloppy research methods, but the effect is still the same: One person is taking credit for the work of another.

global plagiarism
Plagiarism that occurs when someone presents an entire speech or paper created by someone else as his or her own.

patchwork plagiarism
Plagiarism that occurs when someone presents parts of various speeches or papers as his or her own.

incremental plagiarism
Plagiarism that occurs when someone fails to cite his or her sources when presenting information.

Depending on how, and the extent to which a person plagiarizes the work of others, the offense may be considered *global*, *patchwork*, or *incremental* plagiarism. **Global plagiarism** occurs when someone presents an entire speech or paper created by someone else as his or her own original work. **Patchwork plagiarism**, as implied by its name, occurs when someone presents parts or segments of various speeches or papers as his or her own original work. Finally, **incremental plagiarism** occurs when people fail to cite their sources when presenting information.[14] Regardless of the type of plagiarism one commits, it is a serious offense—even if unintentional. Therefore, you should take precautions to avoid plagiarism by giving credit where credit is due.

Crediting Sources and Paraphrasing Appropriately

Luckily, avoiding plagiarism is not a challenge if you are a careful and diligent speaker. Simply tell your listeners when you are using someone else's words, ideas, or organization. If you want to share a photo you found on Instagram, be sure to cite the source and the date you accessed it. For information from an online reference work, newspaper, journal, magazine, or blog, simply cite the source and report when the information was posted or when you accessed it. Please refer to Chapter 9, Learning Objective 9.4, for a discussion about how to cite your sources correctly.

While global plagiarism and incremental plagiarism are clear to most students, patchwork plagiarism can be more challenging to understand as students sometimes think that they have created something "new" out of several different ideas. If each patch represents an unattributed idea, then your speech lacks ethical cohesiveness and you are guilty of plagiarism.

In addition, ethical speakers must use caution to **paraphrase** appropriately. Unintentional plagiarism sometimes occurs because of a common misconception that by simply changing a few words of another's writing, you have paraphrased the statement and need not cite it. Michael O'Neill refers to this "hybrid of half textual source, half original writing" as a **paraplage**.[15] Note the differences and similarities in the original and adapted passages of the following statement.

paraphrase
To express the meaning of another person's work (written or spoken) using different words.

STATEMENT BY ERIK VANCE

In the mid-1940s, Norman Borlaug started the Green Revolution on a small farm in southern Mexico. His idea was simple. As the human population skyrocketed, he would grow a new kind of wheat with a thicker stem and bigger seed heads, thus increasing its yield and allowing farmers to grow more wheat—and feed more people—per acre.

The results were staggering. Within two decades, Mexico's wheat harvest had swollen six-fold, thanks to crops descended from Borlaug's original modified wheat. Borlaug then turned his talents toward rice in the Philippines, and high-yield crops spread into almost every major food staple. In all, Borlaug's revolution helped feed millions of people in poor and developing countries who would otherwise have starved—an achievement that earned him the 1970 Nobel Peace Prize.[16]

SPEAKER'S PARAPLAGE OF ERIK VANCE

The Green Revolution started back in the 1940s as the human population skyrocketed. Working on a small farm in Mexico, Norman Borlaug developed a strain of wheat with thick stems and bigger seeds. As a result, farmers could increase their yields and feed more people.

Just two decades later, the Mexican wheat harvest had increased to six times what it was previously. Borlaug turned to genetically modifying rice, helping to feed millions of people. For his efforts, Borlaug earned the Nobel Peace Prize in 1970.

SPEAKER'S APPROPRIATE CITATION OF ERIK VANCE

As suspicious as some people are of "genetically modified" foods, the first such foods saved millions of lives. Freelance science writer Erik Vance tells the story of Norman Borlaug's experiments in the July/September 2010 issue of *Conservation Magazine*. Borlaug grew a new kind of wheat with thicker stems and bigger seed heads, which was therefore resistant to the effects of wind and water.

Vance calls the results "staggering" and says that, "Within two decades, Mexico's wheat harvest had swollen six-fold." After Borlaug turned his attention to rice, he saved millions of people.

Notice that the appropriate citation in this example tells the listener something about Vance's credentials and explains exactly where his words appeared. With that information, any listener wanting to read the entire article could find it quickly.

paraplage
Plagiarism consisting of half original writing and half quotation from an unattributed source.

The ability to paraphrase effectively tests your critical thinking skills of analyzing, integrating, and generating. To improve your paraphrasing, consider the following guidelines from the Purdue University Online Writing Lab:

1. Reread the original passage until you understand it fully.
2. Set the original aside; write your paraphrase on a notecard or on paper or type it into a file.
3. Below your paraphrase, write a few words to remind you later how you might use this material in your speech. Near your paraphrase, write a key word or phrase in all capital letters to indicate its subject.

Theory into Practice (TIP)

HOW TO AVOID PLAGIARISM

To avoid plagiarizing, let the following five simple rules guide you:

- *Take clear and consistent notes while researching.* As you review your notes, you should be able to discern which words, ideas, examples, and organizational structures belong to which authors.
- *Record complete source citations.* Each sheet of notes, each photocopied article, and each printed page of a document you have accessed should indicate its source(s).
- *Clearly indicate in your speech any words, ideas, examples, or organizational structures that are not your own.* If you cite a source early in your speech and then use another idea from that author later, you must again give that author credit. You do not need to repeat the complete citation, however. Use an abbreviated citation, such as "Vance says that" in our earlier example, if you have provided the full citation earlier in your speech.
- *Use your own words, language style, and thought structure when paraphrasing.* Remember that both content and structure distinguish another person's statements. When paraphrasing what another person has written or said, you should use not just your own words but also your own language style and thought structure. Otherwise, you are "paraplaging."
- *When in doubt, cite the source.* If you are unsure whether you really need to acknowledge a source, it's always wise to err on the side of caution.

4. Check your version against the original to make sure that your paraphrase accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique terms or phrases you have borrowed exactly from the source.
6. Record the source on your notecard so that you can credit it easily if you incorporate the material in your speech.[17]

We have discussed some of the dangers of hiding the true authorship of words and ideas. There are also at least two benefits of crediting sources. First, speakers who cite their sources increase their credibility, or believability, with the audience. When you quote from a book, an article, or an interview and name the author or speaker of those words, you show the audience that you have researched the topic and that you know what you are talking about. Second, and far more important, acknowledging your sources is the right thing to do. It is honest. Good ideas and memorably worded thoughts are rare enough that the original writer or speaker deserves credit. For a handy list of tips to avoid plagiarism in your upcoming speech, see "Theory into Practice: How to Avoid Plagiarism."

Fair Use Guidelines

If the person behind the counter in a copy shop has ever made you feel like a criminal for asking to copy a magazine or journal article—never mind a few pages or photographs from a book—you have experienced one of the quirks of copyright law. The copy shop operates to make a profit; you probably don't have any commercial use for the material in mind. As a result, the copy shop employee may direct you to a self-service copy machine, where you assume full responsibility for respecting copyright law.

Copyright law applies to both print and electronic sources, including audio and video works. The "same copyright protections exist . . . regardless of whether the work is in a database, on CD-ROM, on a bulletin board, or on the Internet."[18] However, section 107 of the Copyright Law of the United States, commonly called the **fair use provision**, says that "the fair use of a copyrighted work . . . is not an infringement of copyright."[19]

fair use provision
Section 107 of U.S. copyright law allowing limited noncommercial use of copyrighted materials for teaching, criticism, scholarship, research, or commentary.

Georgia Harper, copyright expert and Scholarly Communications Advisor for the University of Texas at Austin Libraries, has translated these four factors into rules of