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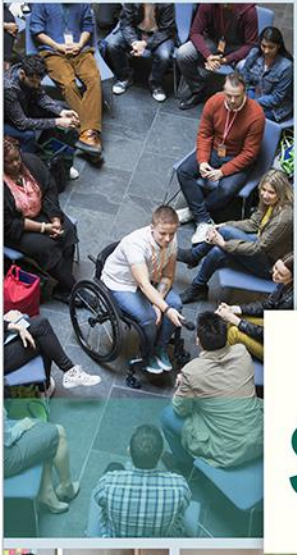

PUBLIC SPEAKING

Strategies for Success

DAVID ZAREFSKY · JEREMY DAVID ENGELS

Public Speaking

Strategies for Success

NINTH EDITION

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To the Student

We were both fortunate to have an excellent education in both high school and college. We had many stimulating and useful courses, interesting and challenging teachers, and rewarding and enjoyable experiences. But if we had to single out the *most* important course either of us had, without a doubt it would be public speaking. Our experiences were not unique and we hope yours will be similar.

You may be taking this course because you want to improve your voice or physical delivery, or to overcome speech anxiety, or to organize your thoughts better, or to learn how to research effectively. You may have picked this class because a friend is in it, or because it meets at a convenient time, or even because it is required. We're willing to predict that if you take the course seriously and work at it, you not only will achieve your goals but will go far beyond them. We both did.

We wanted to become more comfortable in speaking before a group and to learn how to use our voices effectively and how to control distracting mannerisms. We accomplished those goals but also learned how to think analytically, how to organize ideas, how to do research, how to assess an audience, how to inform and persuade. It was not long before we realized that these skills and habits were valuable not just in public speaking, but in every other course and, indeed, in almost every aspect of life. Since then, we've taught many public speaking courses and have observed our students experiencing very similar results.

For more than 2,500 years, men and women have studied the art of public speaking, both because it is valuable in its own right and because, in the best sense of the term, it is a liberal art—one that frees and empowers people to reach their potential. It does so by providing the knowledge, cultivating the skills, and modeling the habits of effective thought and expression that can be applied to any area of life. You are the latest link in this chain of public speaking students that extends from the ancients to the present day. We hope this book, and the course of which it is a part, will help you to have a similar experience.

The title of this book is *Public Speaking: Strategies for Success*. That title has a double meaning. First, this book is about strategies for success in public speaking. Second, the premise of the book is that public speaking will provide you with strategies for success in life. It does not promise fame or fortune, of course, but it does offer a blend of reflective judgment and carefully chosen action that should enable you, whatever your experience, to enjoy a life well lived.

We have used the term *strategy* to emphasize that public speaking is about choices. It is an art and not a science. When you speak, you will be faced with situations that offer both opportunities and constraints. You will need to decide how to work within this situation to achieve your goals, and your plan for doing so is a strategy. And even as you make choices in response to a situation, the pattern of your choices actually helps to define what the situation is. It affects you, but you also affect it.

Thinking strategically about public speaking means avoiding the belief that there is an all-purpose magic formula that will always produce a good speech. You will have to make judgments each time you speak about what your goals should be and the best way to achieve them. With experience and practice, you should find choices easier to make. Although, as you will see, there are some general norms and expectations, a

speech is good not because it follows some formula, but because it deals effectively with a specific situation. A speech that is good in one context may be weak in another. It is always necessary to get down to cases.

For that reason, you will find many examples and case studies in this book. Some come from student speakers and some from speakers in the "real world." Some are actual situations and some are hypothetical ones we have designed to illustrate important principles. Some describe what speakers actually did, and some ask you what you might do. Just as lawyers learn the law, in part, through the case method, so you will cultivate and sharpen the skills of public speaking by trying them out on specific cases.

Case material will be provided not only by this book, but also by your class. You will have the opportunity not only to present speeches, but also to listen to many. Listening to speeches is important, not just a necessary evil to be endured while you wait your turn to speak. You develop habits of analysis and memory, you see a large array of choices other students make in specific situations, and you gain skill in assessing whether strategies succeed or fail and in deciding if they are strategies you might wish to use. Your role as listener is just as important as your role as speaker. Good public speakers are, generally, the best listeners.

At the same time, *Public Speaking* does not study cases in a vacuum. It draws on underlying theory to explain these situations. Theory does not refer to that which is impractical, nor does it refer to a lot of fancy terms or ideas that seem isolated from reality. Rather, it helps to explain what happens when speakers and audiences engage one another. Although sometimes the theory and practice of public speaking are studied in isolation, the premise of *Public Speaking* is that they need to be integrated at every step. Theory informs our understanding of practice by enabling us to explain what is happening in particular situations. And practice applies and modifies our understanding of theory. What you learn about theories of arrangement, for instance, will help you to organize a speech, but your experience in organizing speeches will also contribute to your thinking about theories of arrangement.

Between us, we have almost 80 years of experience studying and teaching public speaking. Now you are starting the same journey. This book, your own experience, and the interaction with other students and your instructor are all vital parts of the course. Participate fully and try to get as much from the course as you can. We hope that, like us, you not only achieve your original goals but actually transcend them, and we hope that a course in public speaking contributes as much to your life as it has to ours.

David Zarefsky

Jeremy David Engels

To the Instructor

If you are using this textbook for the first time, welcome. If you are a previous user, we are grateful for your support and enthusiasm, and we hope you will like the approach of this ninth edition.

Public Speaking: Strategies for Success is based on the premise that successful public speaking is *strategic*. It involves understanding the circumstances in which one speaks, making deliberate choices about how to deal with these circumstances, and planning in order to achieve one's speaking goals. The key elements in a strategic approach to public speaking are *critical thinking* and *strategic planning*, skills emphasized throughout this book. Equipped with the necessary knowledge and skills, students can learn to make skillful and intelligent choices in public speaking situations throughout their lives.

A consequence of a strategic perspective is the recognition that public speaking is not a science with universally applicable principles, nor a set of formulas that can be applied mechanically or by rote. It is more complicated than that, involving subjective judgment and human choice. We do our students a disservice if we pretend otherwise. Instead, by equipping them with necessary knowledge and skills, we should help to prepare them to make these choices skillfully and intelligently. Our experience is that students respond well to this approach.

To say that the subject matter is complex, though, is certainly not to say that the textbook must be dull, tedious, or unreadable. We have tried to make the text readily accessible to students without compromising the integrity of the subject matter.

The title of the book, *Public Speaking: Strategies for Success*, has a double meaning. The book offers a strategic perspective that should lead students to become more successful public speakers. And the art of public speaking provides many of the strategies for students to succeed in many different walks of life. We hope this book will help you to empower your students to achieve those goals.

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
http://www.pearson.com/revel

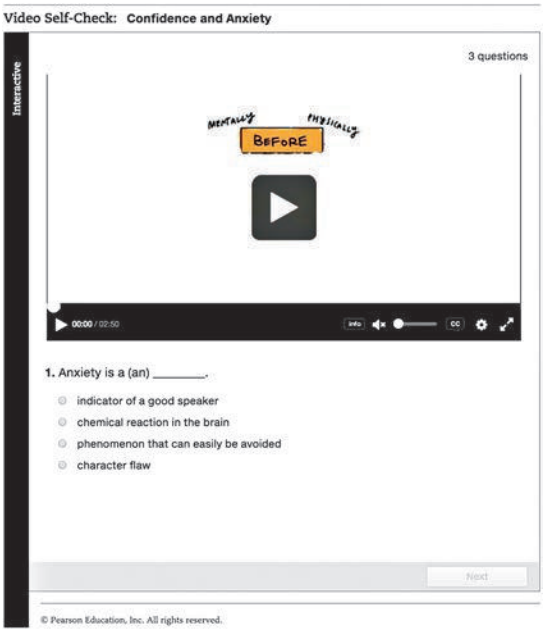
Special Features for Public Speaking Students

Revel is a dynamic learning experience that offers students a way to study the content and topics relevant to public speaking in a whole new way. Rather than simply offering opportunities to read about and study public speaking, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about public speaking anxiety in Chapter 2, students are prompted to complete the Personal Report of Public Speaking Anxiety self-assessment to gauge their own levels

of apprehension and explore ways to improve their skills. By providing opportunities to read about and practice public speaking in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some favorites include:

- **Audio Speech Excerpts**

  Highlighting both effective and ineffective speaking examples, more than one hundred in-text speech excerpts are included throughout. Students can listen to audio clips while they read, bringing the examples to life and reinforcing learning in a way that a printed text cannot.



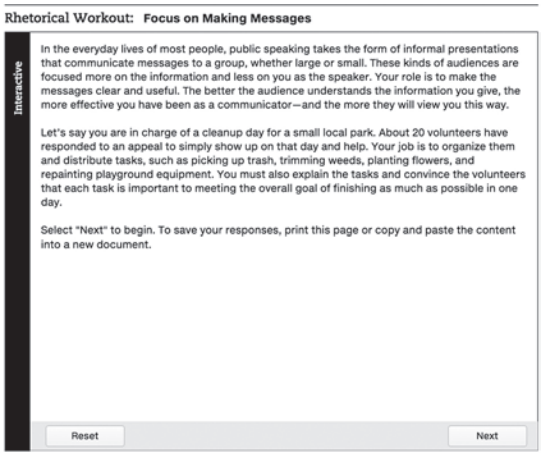
- **Videos and Video Self-Checks**

More than ninety videos and video clips appear in this edition, providing examples of speeches, expert advice, and additional information to boost competence and confidence. Approximately half of the videos are bundled with correlating self-checks (in the form of multiple-choice questions), enabling students to test their knowledge.

- **Interactive Features and Figures**

Rhetorical Workout exercises are fully interactive, allowing students to respond and complete the activity immediately within the Revel program. Checklists and *Choose a Strategy* items also include interactive opportunities for students to assess their own work and write about a variety of public speaking scenarios. *A Question of Ethics* and *Strategies for Speaking to Diverse Audiences* features pair with writing prompts for application or reflection.

In addition, approximately twenty-five interactive figures provide hands-on visualizations to engage students and help them understand complex concepts such as public speaking as a communication process, types of inference, mapping main ideas, Maslow's hierarchy of needs, the forgetting curve, and more.



- **Instant Assessment**

Students receive instant feedback by taking built-in end-of-module (the end of a major heading section) and end-of-chapter quizzes. These assessments are tied directly to the learning objectives, and grades are reported to the professor. Additional, nongraded assessment activities such as video self-check quizzes and drag-and-drop matching exercises appear throughout.

- **Integrated Writing Opportunities**

To help students connect chapter content with personal experience, each chapter offers two varieties of writing prompts, which have been fully revised in this edition: Journal prompts elicit free-form topic-specific responses (one per module), and an end-of-chapter Shared Writing prompt encourages students to share and respond to each other's brief responses to high-interest topics. Instructors have access to students' responses to these writing activities and can also assign them as homework.

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

New to the Ninth Edition

In its ninth edition, *Public Speaking: Strategies for Success* maintains its solid foundations of strategy, practical skills, rhetorical theory, diversity, ethics, and civic participation, while enhancing the immersive learning experience offered by Revel and refining and updating

key content. In Revel, approximately eighty of the videos are new to this edition, and each chapter opens with a new video self-check activity to get students thinking about concepts. The recurring features *A Question of Ethics* and *Strategies for Speaking to Diverse Audiences* now pair with Journal prompts, and all Journal and Shared Writing prompts have been revised to encourage more reflection and application. Checklists, *Choose a Strategy* features, and multiple other revamped activities throughout Revel offer greater interactivity and more self-assessable opportunities for students to review content. All end-of-chapter modules include writing activities, many paired with speech videos, for students to complete immediately within Revel. Abundant new and updated examples appear in every chapter, many with audio or video in Revel. And key areas revised to reflect the needs of today's beginning speakers include evidence and supporting materials, ethics, diversity, social media and mediated communication, and visual aids.

Chapter updates include the following:

- **Chapter 1, Welcome to Public Speaking,** features new research and discussion on social media and the public forum, expanded discussion of ethics and evaluating evidence (including "fake news"), and new videos in Revel, such as Michelle Obama speaking about "Let's Move!," a TED Talk by a young inventor, and an explanatory video about the communication process, with an accompanying self-check. Updated figures on the public speaking process and the rhetorical situation feature new interactivity in Revel to provide further explanation and review of concepts.
- **Chapter 2, Your First Speech,** includes a new strategy on using a growth versus fixed mindset and new research on student attitudes about public speaking and on overcoming speech anxiety. Three new student speech videos appear in Revel, two with accompanying self-check or writing activities, and the Personal Report of Public Speaking Anxiety has a new and improved interactive format for students to assess their own anxiety levels.
- **Chapter 3, Presenting the Speech,** incorporates new research on inflection and accents in the multilingual public speaking classroom and expands on diversity-related considerations of filler use and speaking volume. An interactive table in Revel introduces students to the modes of presentation, and new videos with self-checks include a clip from a student motivational speech and explanatory videos on using effective eye contact and giving mediated presentations.
- **Chapter 4, Listening Critically,** revises the concept of "careful listening" to "mindful listening" and includes new note-taking tips based on current research. Updated tables and figures on obstacles to listening and mapping claims feature smoother interactivity in Revel, and students can use a new activity to review general speech purposes. New videos include Hillary Clinton speaking about the pay gap; explanatory videos on listening, traits of good listening, and evaluating a speech; and a student speech about mental illness. Most videos are accompanied by self-checks or writing activities. Also in Revel, the assessment Rhetorical Workout: Rate Your Listening Skills has a new and improved interactive format for students to explore how effectively they listen.
- **Chapter 5, Analyzing Your Audience,** updates discussion of the mediated audience and YouTube. Figure 5.1, Levels of Audience Analysis, is now interactive in Revel to walk students through the levels, and a new activity introduces students to the factors of audience culture. New videos with self-checks include Marco Rubio speaking about immigration reform and explanatory videos on understanding diversity and culture.
- **Chapter 6, Choosing a Topic and Developing a Strategy,** expands the discussion of topoi based on new research and also compares how portions of the inaugural addresses of Barack Obama and Donald Trump are used for strengthening

commitment. Two new student speech videos appear in Revel, one with a self-check, and video clips from the Obama and Trump addresses are included.

- **Chapter 7, Researching the Speech,** streamlines the guidelines for interviewing, further emphasizes the ethics component of avoiding plagiarism, and features all new bibliographic citation examples, with MLA style updated to its 8th edition specifications. New Revel writing activities allow students to practice citing, quoting, and paraphrasing sources. New videos, some with self-checks, include a student speech about depression and explanatory videos on supporting materials and evaluating sources.
- **Chapter 8, Reasoning,** includes updated material on the alternate cause fallacy and new discussion on the informational cascade effect in social media, in which a rapidly amplified and repeated claim is thus accepted as true, even if the proof is not sound. New self-assessable activities in Revel help students review types of examples, types of analogies, types of inference from signs, types of inference from cause, and types of inference from testimony. New videos with self-check or writing activities include Nikki Haley speaking about sanctions against North Korea and a student speech about alcoholism.
- **Chapter 9, Organizing the Speech: The Body,** incorporates new research about primacy versus recency. New videos, most paired with self-checks, include a student speech about tagging calves, a clip from a student speech on the STRIVE program, a TED Talk explaining the Chinese zodiac, and a conceptual video on speech organization.
- **Chapter 10, Organizing the Speech: Introductions, Conclusions, and Transitions,** features many new videos, most with self-check or writing activities, including Tammy Duckworth speaking at the 2008 Democratic National Convention, a student speech on water scarcity, and explanatory videos on introductions, conclusions, and transitions.
- **Chapter 11, Outlining the Speech,** includes new sample oral citations and two new Revel videos with self-checks: a student speech about obesity and an explanatory video on outlining speeches.
- **Chapter 12, Achieving Style Through Language,** incorporates new research on conversational style and contemporary politicians, and it updates discussion of social media, public speaking, and public discourse. New writing activities in Revel offer students immediate opportunities to practice recognizing and adapting different language styles. Numerous videos include a student speech about cyberbullying, a TED Talk on how fake news does real harm, celebrity Derek Hough speaking about being bullied, and clips from speeches by Cory Booker, John F. Kennedy, Richard Nixon, Harry Truman, Ronald Reagan, and Martin Luther King, Jr.
- **Chapter 13, Informing,** incorporates new research on using information retrieval strategies and, in Revel, adds interactivity to Figure 13.1, The Forgetting Curve, to highlight its components. New videos include four student speeches, most with self-check or writing activities, and a clip of Elaine Chao speaking about driverless cars.
- **Chapter 14, Persuading,** features numerous new videos in Revel, most with self-checks, including three student speeches, clips from Parkland (Florida) students speaking about gun control, and an explanatory video on persuasive appeals. Revel also includes a self-assessable review of the forms of resistance to persuasion and an interactive figure to help students visualize how the Elaboration Likelihood Model works.
- **Chapter 15, Speaking with Visual Aids,** is updated and reorganized to offer streamlined coverage that incorporates technology information within the discussion for preparing visual aids. New material includes guidance on using

memes and running presentation aids via smartphones. In Revel, all-new video selections include four student speeches using different types of visual aids and an explanatory video on presentation aids, most with self-checks or writing exercises.

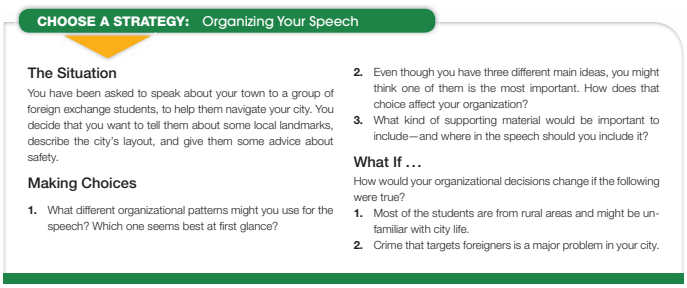
- **Chapter 16, Occasions for Public Speaking,** adds a self-assessable activity in Revel for students to review speech purposes. Videos and clips include commencement addresses by famous speakers in 2017, Bill Clinton speaking at the Oklahoma City bombing memorial service, Barack Obama's Charleston eulogy, Malala Yousafzai's Nobel acceptance speech, Ann Richards conceding the Texas governor's race to George W. Bush, and three student speeches illustrating speaking on the job, presenting an award, and giving an after-dinner speech.
- **Appendix, Speeches for Analysis and Discussion,** replaces its previous student speeches with two new ones: "Meeting the Needs of International Students" and "Saving Our National Parks." Barack Obama's 2008 speech "A More Perfect Union" is restored in this edition, with notes on his 2015 Selma speech moving to the section For Further Study. Revel videos include the complete speeches "Eulogy for the *Challenger* Astronauts" by Ronald Reagan and "I Have a Dream" by Martin Luther King, Jr.
- **Revel Appendix, Mediated Public Speaking,** is a new, Revel-only Appendix with additional in-depth information and activities related to giving mediated presentations. Students can also complete multiple writing and review activities immediately within Revel, on topics such as disadvantages of online presentations, practicing a mediated presentation, do's and don'ts of online presentations, digital citizenship, and more.

Features

Public Speaking Teaches Strategic Planning

Far too often, students leave a public speaking class with nothing more than a recipe for how to prepare and deliver a seven-minute speech in class. Certainly, being able to prepare and deliver that classroom speech well is a start. The goal of this book, however, is to help students also learn how to apply the skills required for that seven-minute classroom speech to the range of public speaking situations they will encounter beyond the classroom throughout their lives. Students should recognize how often they will find themselves participating in speaking situations, whether as a public speaker or as an audience member. They need to think through and about the public speaking process and develop strategies to achieve their goals.

Choose a Strategy The *Choose a Strategy* boxes in each chapter present students with a case study allowing them to decide how the skills and concepts discussed can be adapted to a concrete rhetorical situation. Although these open-ended situations usually have no "correct" solutions, they train students to size up a situation, understand its opportunities and constraints, assess ideas, and reason with an audience in mind. In Revel, students can complete the "What If" sections in an online writing activity.



CHOOSE A STRATEGY: Organizing Your Speech

The Situation

You have been asked to speak about your town to a group of foreign exchange students, to help them navigate your city. You decide that you want to tell them about some local landmarks, describe the city's layout, and give them some advice about safety.

Making Choices

1. What different organizational patterns might you use for the speech? Which one seems best at first glance?
2. Even though you have three different main ideas, you might think one of them is the most important. How does that choice affect your organization?
3. What kind of supporting material would be important to include—and where in the speech should you include it?

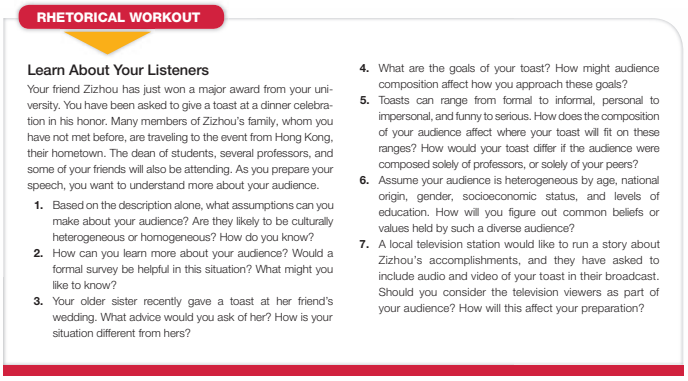
What If …

How would your organizational decisions change if the following were true?

1. Most of the students are from rural areas and might be unfamiliar with city life.
2. Crime that targets foreigners is a major problem in your city.

Public Speaking Teaches Rhetorical Theory and Critical Thinking Skills

Grounded in the tradition of the art of rhetoric, this text provides students with a beginning knowledge of rhetorical theory as they learn to speak in public. Theory and practice are integrated as a seamless fabric, explaining clearly what students should do and why. A full chapter, Chapter 8, focuses on reasoning in the context of the entire speaking situation (not limited to persuasive speeches).



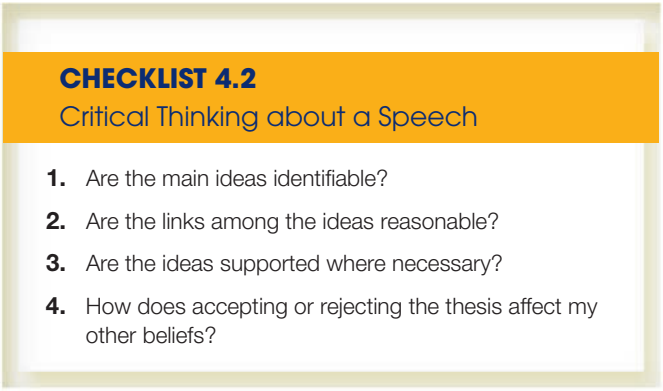
RHETORICAL WORKOUT

Learn About Your Listeners

Your friend Zizhou has just won a major award from your university. You have been asked to give a toast at a dinner celebration in his honor. Many members of Zizhou's family, whom you have not met before, are traveling to the event from Hong Kong, their hometown. The dean of students, several professors, and some of your friends will also be attending. As you prepare your speech, you want to understand more about your audience.

1. Based on the description alone, what assumptions can you make about your audience? Are they likely to be culturally heterogeneous or homogeneous? How do you know?
2. How can you learn more about your audience? Would a formal survey be helpful in this situation? What might you like to know?
3. Your older sister recently gave a toast at her friend's wedding. What advice would you ask of her? How is your situation different from hers?
4. What are the goals of your toast? How might audience composition affect how you approach these goals?
5. Toasts can range from formal to informal, personal to impersonal, and funny to serious. How does the composition of your audience affect where your toast will fit on these ranges? How would your toast differ if the audience were composed solely of professors, or solely of your peers?
6. Assume your audience is heterogeneous by age, national origin, gender, socioeconomic status, and levels of education. How will you figure out common beliefs or values held by such a diverse audience?
7. A local television station would like to run a story about Zizhou's accomplishments, and they have asked to include audio and video of your toast in their broadcast. Should you consider the television viewers as part of your audience? How will this affect your preparation?

Rhetorical Workout The *Rhetorical Workout* feature in each chapter offers students a focused, step-by-step application of public speaking concepts. Each workout strengthens the student's public speaking skills just as a physical workout strengthens the muscles. Revel allows students to complete the activity immediately within each chapter.



CHECKLIST 4.2
Critical Thinking about a Speech

1. Are the main ideas identifiable?
2. Are the links among the ideas reasonable?
3. Are the ideas supported where necessary?
4. How does accepting or rejecting the thesis affect my other beliefs?

Critical Thinking Skills Practical applications of critical thinking skills are emphasized throughout, such as active listening skills, topic analysis, and reasoning. These and many other applied concepts are recapped through the Checklists. In Revel, all Checklists are interactive, ranging from review activities to writing exercises to applications for students to assess their own speeches and assignments.

Public Speaking Stresses Analysis, Research, and Evaluating Sources

The investigation and research process is covered in detail, with specific advice and guidance for analyzing a thesis to discover new subtopics and approaches. Emphasizing critical evaluation of sources, the research chapter helps students learn how to choose effective supporting material, how to judge if a source is credible, and how to cite sources. Evaluation of Internet sources receives special attention.

In addition, Chapters 7 and 15 incorporate the information technology that students know and use today, both for research and for presentation aids. With the distinction between electronic and printed materials becoming more blurred, each chapter offers a unified perspective, treating research sources and visual aids without regard to their medium.

Revel features multiple activities to emphasize these topics. For example, writing exercises give students the opportunity to practice citing, paraphrasing, and quoting, and new videos—with accompanying self-checks—cover evaluating sources and using presentation aids.

Public Speaking Integrates Theory and Practice

An approach that views public speaking as a set of formulas or rules to be followed is of limited value. Few actual speaking situations will match exactly those for which the "rules" were written; students need instead to be able to adapt to the particular situations in which they find themselves. To do that, they must understand the theory behind the rules. Recognizing this fact, some books try to "import" theory, including all the latest specialized terms and jargon. This book instead integrates theory into the underlying discussions of practice, not by highlighting obscure writers or technical terms, but by explaining clearly what students should do and why. The book is solidly grounded in rhetorical theory, but no prior knowledge of that field is either required or assumed. Theory and practice are treated as a seamless fabric. Revel exercises provide additional opportunities for students to make hands-on connections between theory and practice.

Public Speaking Features a Variety of Challenging Examples and Applications

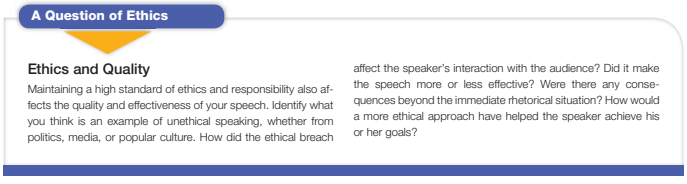
Because public speaking is situation-specific, this book includes a large number of cases and examples encompassing a wide range of topics and issues. Some examples come from actual speaking situations, and others are hypothetical examples to illustrate points in the text. Also, some examples compare speeches in the classroom with speeches in the field, and brief examples and some extended examples can be followed throughout an entire chapter. The examples emphasize a need to analyze and respond to audiences as an integral part of the strategic thinking process. Both historical and contemporary examples are featured. In keeping with the book's emphasis on civic engagement, many of the examples come from the realm of public affairs. Videos and audio excerpts in Revel allow students to see and hear examples in action.

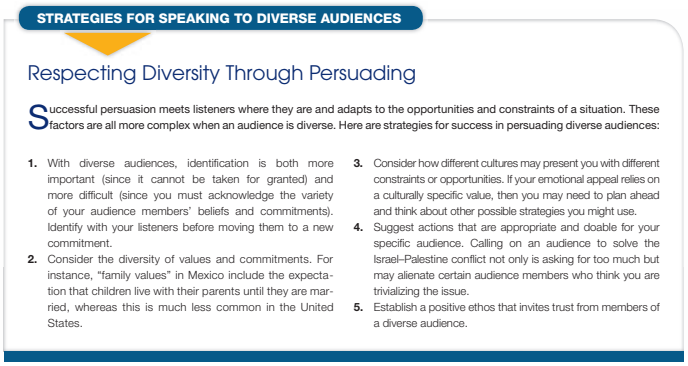
Public Speaking Emphasizes Ethics and Respect for Diverse Audiences

Every aspect of public speaking is affected by the need to be ethical and to understand and respect diversity in audiences.

Some textbooks have a single chapter on ethics, as if it could be studied in isolation. In contrast, this book reflects the view that ethical issues are involved in virtually every aspect of public speaking.

A Question of Ethics Most chapters include the feature *A Question of Ethics* to highlight ethical issues students should consider as they prepare their own speeches or listen to the speeches of others. Although some ethical standards—such as avoidance of plagiarism or racial stereotyping—are clear-cut, many involve subjective and case-specific judgments. For this reason, many of the ethical issues are presented as problems about which students should think and deliberate. The book avoids overly simplistic answers so that students will think carefully about the complexities of the situation. In Revel, each appearance of this feature is paired with a Journal writing prompt.





STRATEGIES FOR SPEAKING TO DIVERSE AUDIENCES

Respecting Diversity Through Persuading

Successful persuasion meets listeners where they are and adapts to the opportunities and constraints of a situation. These factors are all more complex when an audience is diverse. Here are strategies for success in persuading diverse audiences:

1. With diverse audiences, identification is both more important (since it cannot be taken for granted) and more difficult (since you must acknowledge the variety of your audience members' beliefs and commitments). Identify with your listeners before moving them to a new commitment.
2. Consider the diversity of values and commitments. For instance, "family values" in Mexico include the expectation that children live with their parents until they are married, whereas this is much less common in the United States.
3. Consider how different cultures may present you with different constraints or opportunities. If your emotional appeal relies on a culturally specific value, then you may need to plan ahead and think about other possible strategies you might use.
4. Suggest actions that are appropriate and doable for your specific audience. Calling on an audience to solve the Israel–Palestine conflict not only is asking for too much but may alienate certain audience members who think you are trivializing the issue.
5. Establish a positive ethos that invites trust from members of a diverse audience.

Strategies for Speaking to Diverse Audiences Far from being a "buzzword" or an emblem of "political correctness," diversity of audiences on virtually every dimension is a fact with which today's speakers must be prepared to deal. It is a condition that affects every aspect of public speaking. Accordingly, throughout the book, diversity is reflected in precepts and examples, and every chapter includes a feature entitled *Strategies for Speaking to Diverse Audiences* that includes tips on how that chapter can be applied in an increasingly diverse environment. In Revel, each appearance of this feature is paired with a Journal writing prompt.

Public Speaking Emphasizes the Public Forum

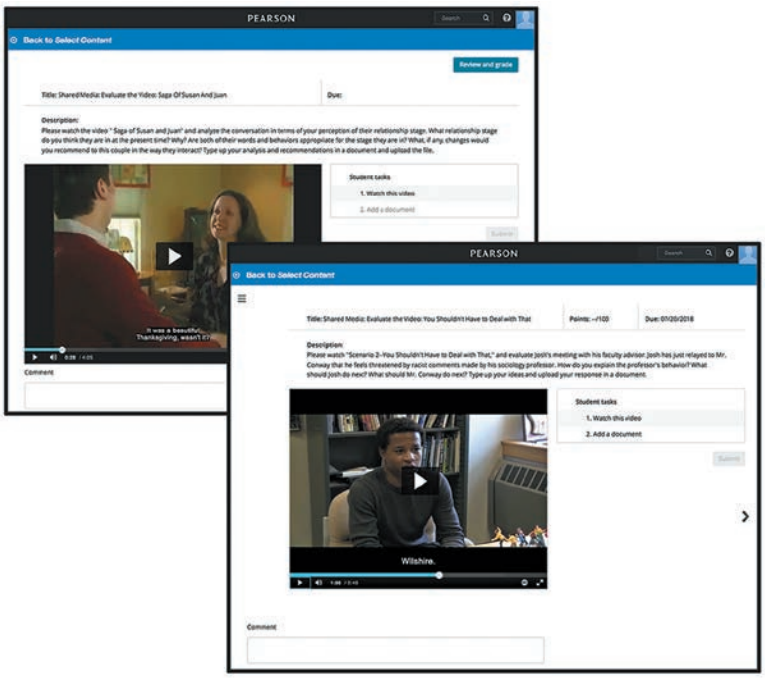
This book grounds public speaking in the concept of the public forum and illustrates these speaking situations with both historical and contemporary examples. Beginning speakers will learn what makes a healthy public forum and how to apply strategies to situations outside of the classroom—on campuses, in communities, and in other realms of public affairs.

These features have distinguished this book from the very first edition. They are retained and improved in this new edition.

Instructor and Student Resources

Revel Combo Card

The Revel Combo Card provides an all-in-one access code and loose-leaf print reference (delivered by mail).



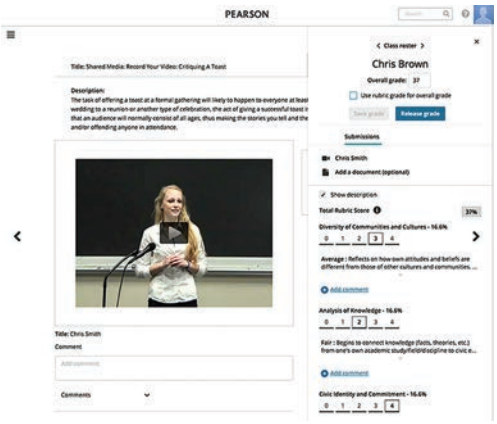
Supplements

Key instructor resources include an Instructor's Manual (ISBN 978-0-13-485368-0), Test Bank (ISBN 978-0-13-485370-3), and PowerPoint Presentation Package (ISBN 978-0-13-485369-7). These supplements are available on the catalog page for this text on Pearson.com/us (instructor login required). MyTest online test generating software (ISBN 978-0-13-485372-7) 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.

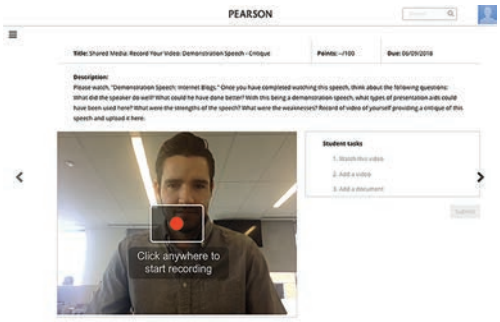
Pearson MediaShare

Share, assign, and assess a variety of media easily and meaningfully in Revel using Shared Media and VideoQuiz assignments.

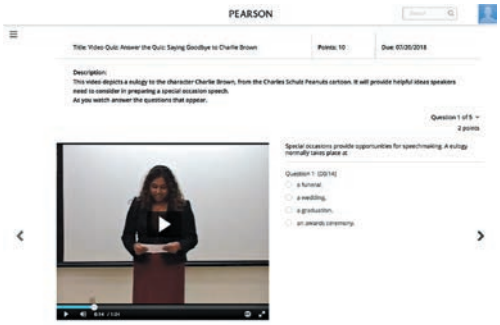
Using the best of MediaShare functionality and designed with learners and learning in mind, Shared Media assignments allow instructors and students to share and engage with videos and other media, including recorded performances in Public Speaking. And VideoQuiz assignments transform a typically passive activity into an active learning experience. Rather than watching a video and then answering questions, students engage with instructional content while it's being delivered.



- Use Shared Media 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.



- Create 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 or Pearson Clips via assignments to incorporate current events into the classroom experience.



- Set up time-stamped 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.

Conclusion

With nearly 80 years of experience between us, we believe public speaking is the most important course in the curriculum because of the immense contribution it can make to students' lives. Good luck as you work to make that happen. We hope *Public Speaking: Strategies for Success* will help you.

David Zarefsky
Jeremy David Engels

Acknowledgments

Reviewers for the Ninth Edition

Articulating this perspective on public speaking in a textbook that is accessible to students has been a stimulating challenge. All or part of the manuscript was read by Bakari Akil, Florida State College at Jacksonville; John Bloodworth, University of West Florida; Aaron Burtch, Lipscomb University; Kevin Coe, University of Utah; Janice Kelly, Molloy College; Kim Perigo, San Diego Mesa College; Rachel Reznik, Elmhurst College; Andrea Terry, Cal Poly.

Reviewers of Previous Editions

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Ponder, Ponder Media; Kenna J. Reeves, Emporia State University; Samuel Rindell, Three Rivers Community College; Kurt Ritter, Texas A&M University; Kellie Roberts, University of Florida; Rebecca L. Roberts, University of Wyoming; Paul Sabelka, Iowa Wesleyan College; Jane Pierce Saulnier, Emerson College; Noreen Schaefer-Faix, Kutztown University; David Schneider, Saginaw Valley State University; Deanna Sellnow, North Dakota State University; Ryan Shepard, University of Kansas; Kenneth G. Sherwood, Los Angeles City College; Brent Sleasman, Gannon University; Calvin Smith, Eastern Illinois University; Cynthia Duquette Smith, Indiana University, Bloomington; Jessica Stowell, Tulsa Junior College; Mary Switzer, Cal Poly Pomona State University; Robert Terrill, Indiana University; Naomi Johnson Tsigaridas, Longwood University; Denise Vrchota, Iowa State University; Beth Waggenspack, Virginia Polytechnic Institute and State University; Rita Kirk Whillock, Southern Methodist University; Roy Wood, University of Denver; Quentin Wright, Mountain View College.

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CHAPTER 1

Welcome to Public Speaking

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- **1.1** Identify the principal skills and concepts you will learn in this course and how they will benefit you outside the classroom.
- **1.2** Describe public speaking as a communication process in which the speaker and listeners jointly create meaning and understanding.
- **1.3** Name the elements of a rhetorical situation and explain the steps by which a speech affects the situation.
- **1.4** Define the public forum and describe how studying public speaking will prepare you to participate effectively in it.
- **1.5** Identify the principal ethical obligations of listeners and speakers.

CHAPTER OUTLINE

Welcome to Public Speaking—one of the most important courses you will ever take. The skills and theory you will learn in this course are of immense value—so much so that many famous men and women have remarked about their power. Here are a few examples:

- "If all my talents were to be taken from me by some inscrutable providence, and I had to make a choice of keeping but one, I would unhesitatingly ask to keep the power of speaking, because through it, I would quickly recover all the rest." —Daniel Webster, nineteenth-century statesman
- "If I went back to college again, I'd concentrate on two areas: learning to write and speak before an audience. Nothing in life is more important than the ability to communicate effectively." —Gerald Ford, thirty-eighth president of the United States
- "Of all the talents bestowed upon men, none is so precious as the gift of oratory. He who enjoys it wields a power more durable than that of a great king. He is an independent force in the world." —Winston Churchill, prime minister of the United Kingdom during World War II
- "Never let anyone silence your voices. Make your voices heard every single day." —Hillary Clinton, first lady and U.S. secretary of state
- "Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning." —Maya Angelou, poet

But one doesn't have to be famous to recognize the value of public speaking. Upon finishing a class like the one you are now starting, students often say they've learned how to control their nervousness, listen and think critically, organize ideas, and make effective presentations. A public speaking course, they believe, helped them to develop or refine their communication skills. You will notice a difference by the end of your course, too—and as you move beyond the classroom, you will find that the knowledge and experience you gain from the course also help you to be a more successful worker and a more effective citizen.

Why Study Public Speaking?

1.1 Identify the principal skills and concepts you will learn in this course and how they will benefit you outside the classroom.

You may have enrolled in this course because you expect to be making public presentations and you want to learn how to do that better and more easily. Maybe your goal is to speak more forcefully or to be less nervous. Perhaps you want to become better organized, learn more about how to prepare a speech, or think more clearly and critically. You may even have chosen the course because it meets at a convenient time, is a requirement for graduation, or has a good instructor.

Develop Specific Communication Skills

Whatever your reasons for studying public speaking, this class will enable you to develop or improve a variety of communication skills, such as how to:

- Listen carefully and critically in order to understand and evaluate what others say.
- Decide what you want to speak about.
- Select what to say.
- Find the material for a speech by examining your own experience, consulting with others, using the Internet, and visiting a library.
- Think critically about what you read and observe so that you will reason soundly when addressing an audience.
- Organize a speech to make it clear, coherent, sensible, and effective.

- Use language skillfully to convey both meaning and mood.
- Use your voice and your body to present yourself and your message in an effective, compelling way.
- Manage speaking anxiety and use any nervousness to your advantage.
- Use visual aids to enhance your message.
- Adapt general principles to your speaking situation, with emphasis on the dimensions of informing, persuading, and entertaining.
- Understand and benefit from reactions to your speeches so that the audience's response helps you improve your skills.

This set of skills has been studied and taught for about 2,500 years (in different ways over the years, of course), so you are taking part in a very old and valuable academic tradition.[1]

Focus on Critical Thinking and Strategic Planning

Besides improving these specific skills as a communicator, you also will be applying and refining two invaluable general skills emphasized throughout this book: critical thinking and strategic planning.

critical thinking
The ability to form and defend your own judgments rather than blindly accepting or instantly rejecting what you hear or read

facts
Statements that can be independently verified by others; they are either true or false

opinions
Subjective judgments based on experience or expertise, not capable of being verified by someone else

Critical Thinking Public speaking is in large measure an exercise in **critical thinking**, the ability to form and defend your own judgments rather than blindly accepting or instantly rejecting what you hear or read. Critical thinkers can analyze and understand various points of view, and they can quickly recognize the difference between fact and opinion.

Facts, as we will see in detail later, are statements that—at least in theory—can be *verified* by someone else. If a speaker says the world's population has doubled every 25 years, that statement can be tested by checking population statistics. In contrast, **opinions** are *subjective*/ statements that presumably are based on experience or expertise. If a speaker asserts that the world's population is growing too fast, that opinion cannot be verified externally; it stands or falls depending on the insight and judgment of the person who offers it.

As a listener, critical thinking will help you to recognize a speaker's unstated assumptions. As a speaker, it will help you to form precise statements that embody your thoughts. Overall, critical thinking will help you to place ideas into a broader context, showing how they relate to other things that you already know or believe.

Strategic Planning A speaker operates in a world of choices, including whether to speak, when to speak, what to say, how to phrase a point and how to explain or defend it, how to organize the message, what tone to give it, and exactly how to relate a message to the audience. Some speakers make these choices unconsciously, without real thought (and relying on luck). But effective speakers make their choices *strategically*; through **strategic planning**, they identify their goals and then determine how best to achieve them.

strategic planning
The process of identifying your goals and then determining how best to achieve them

Apply What You Learn

Public speaking combines theory and practice that you can apply to your daily life. As you study creative and critical thinking, sensitivity to audiences, and effective speech presentation, the skills you learn will:

- Help you critically evaluate messages and appeals of all kinds.
- Enable you to recognize and adapt to diverse audiences and complex occasions.
- Increase your self-confidence and your willingness to engage in serious dialogue with others.[2]

Reed Saxon/AP Images

As one in a group of speakers, this advocate must make his message distinctive and adapt it to the audience. These tasks require good strategic planning.

Outside the classroom, these attributes will enhance your personal, professional, and civic life. Sensitivity to others and to their perspectives will help you in personal relationships as well as when, for instance, you speak to neighborhood groups, Scout troops, parent-teacher associations, or religious organizations. Employers and career counselors often put "good communication skills" at the top of the list of qualities they seek in people.[3] The reason is simple: Each year our economy becomes more dependent on information and the ability to communicate it.

Your study of public speaking also will help make you a more competent, more active citizen. You will be better able to understand public issues and controversies, decide what you think about them, and participate effectively in addressing them—whether on your campus, in your neighborhood, or in the larger public forum.

Public Speaking and Communication

1.2 Describe public speaking as a communication process in which the speaker and listeners jointly create meaning and understanding.

communication
Interaction that builds connections between people that helps them to understand each other and to recognize common interests

In one sense, we all know what public speaking is: A speaker transmits a message to an audience. But this simple view does not explain just how the speaker and listeners participate in **communication**, interacting to build connections whereby they can understand each other and recognize common interests.

Early theories of communication viewed public speaking as a series of one-way messages sent from speaker to audience. In fact, however, the audience participates along with the speaker in creating shared meaning and understanding. The speaker's ideas and values are tested and refined through interaction with the audience, and listeners' knowledge and understanding are modified through interaction with the speaker. Thus, public speaking is a *continuous* communication process in which messages and signals circulate back and forth between speaker and listeners.

The Audience's View

From the audience's point of view, each listener comes to the speech with a framework of prior knowledge, beliefs, and values, and each listener "decodes," or interprets, the speaker's message within this personal framework. In a large or culturally diverse audience, the frameworks used by listeners may vary greatly.

To a particular listener, some ideas will be more important, or *salient,* than other ideas. In a speech about carrying weapons on campus, for example, some listeners will be focused on personal liberty, others on campus safety, and still others on the dangers of gun violence. The speech may support, challenge, or modify any of these frameworks, but each listener's framework will shape how he or she interprets and understands the speech. Audience members work actively to assess what the speaker says against what they already know or believe, and they constantly make judgments about the message and convey them back to the speaker through facial responses and other nonverbal clues.

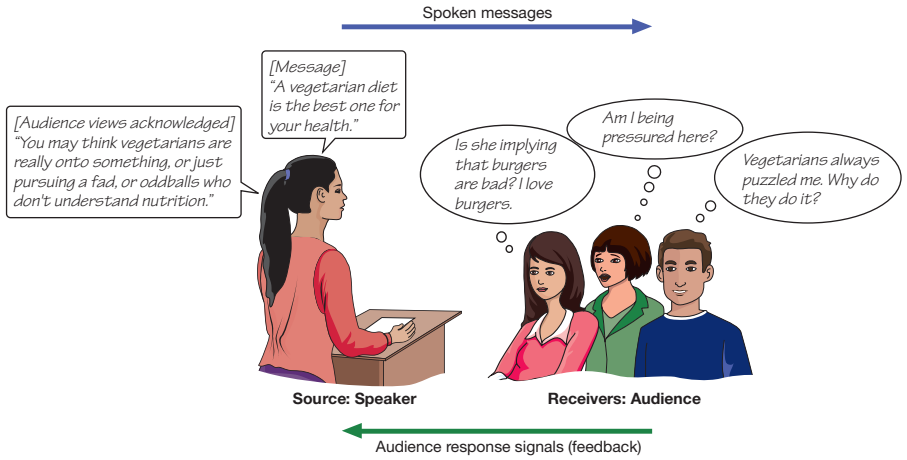
The Speaker's View

From the speaker's point of view, knowing about the audience is crucial in preparing and delivering a speech. A speech about campus social life, for example, would be different for an audience of prospective students than for an audience of alumni, or even for an audience of current students. Even if the basic points of the speech were the same, the nature of the audience would affect how they are developed and explained and what tone or attitude the speaker projects. In preparing the speech, the speaker would analyze the audience and try to match listeners' expectations appropriately. Moreover, as listeners respond during the speech (by frowning, nodding approval, looking puzzled, etc.), the speaker would constantly modify how key points are organized and phrased and would try to acknowledge or respond to the audience's concerns.

The Interplay

Figure 1.1 depicts this interplay between speaker and audience. Suppose you plan to speak about the benefits of a vegetarian diet. In preparing the speech, you'll remember that some listeners think vegetarianism is healthful; others think it is a passing fad; others come from cultures in which eating meat is prohibited, so that vegetarianism is not a matter of choice; and still others associate vegetarianism with eccentrics who don't

Figure 1.1 Public Speaking as a Communication Process



feedback
Responses from the audience to the speaker, often in the form of nonverbal cues

really understand nutrition. As you speak, you'll be watching for **feedback**, responses from the audience that signal how they are reacting to what you say. Most responses will be nonverbal, such as nods of agreement or frowns. Feedback might prompt you to acknowledge that some people doubt the merits of vegetarian diets; you might even admit that you had doubts yourself but now are a committed vegetarian. Throughout the speech—from its preparation through its presentation—you will be sensitive to how well your ideas match your audience, and you'll use feedback to improve the fit as you speak.

You may convince some audience members to change their beliefs; others may interpret your message in ways consistent with their beliefs; and if the discrepancy between their beliefs and your message is too great, some listeners will reject your message. In any case, the audience will be actively involved as you speak, interpreting and testing what you say against their own beliefs and values, and letting you know their reactions. In short, the speaker and listeners simultaneously participate in creating the message.

The Rhetorical Situation

1.3 Name the elements of a rhetorical situation and explain the steps by which a speech affects the situation.

Public speaking occurs *in a specific situation.* Unlike great dramatic or literary works, which "speak to the ages," the principal test of a good speech is whether it responds most effectively to the needs of the situation in which it is presented.[4]

situation
The context in which a speech takes place

The **situation** is the specific context in which a speech is given. Compared with poems and stories, which are read long after they were written, most speeches have a short lifespan. For example, student Roger Martin's first speech to his classmates concerned an important and timely issue:

> This year the United States, the Caribbean, and Central America saw a seemingly constant stream of devastating hurricanes. These storms caused billions of dollars of damage and hundreds of deaths, and left entire nations without power or necessary material resources. Even months later, many of the affected regions are still without the aid they need to rebuild their communities and livelihoods. It seems that people pay attention right away, but the victims quickly fade from public consciousness once new issues arise. FEMA and other short-term relief efforts are just that—short-term. Our nation must, long-term, turn our attention and resources toward these forgotten areas, as well as start seriously preparing to handle severe weather more effectively in the future.

Although Roger's speech probably could be appreciated long after the hurricane damage was rebuilt, it was created in response to a particular event and was designed primarily to be heard by a particular audience.

rhetoric
The study of how messages affect people

The study of how messages affect people has long been called **rhetoric**. This ancient discipline is concerned with the role that messages play in:

- Shaping, reaffirming, and modifying people's values
- Binding people closer together or moving them farther apart
- Celebrating significant events
- Creating a sense of identity among people
- Conveying information and helping people to learn
- Nurturing, strengthening, or changing people's beliefs
- Leading people to take (or not to take) action

rhetorical situation
A situation in which people's understanding can be changed through messages

A **rhetorical situation** is a situation in which people's understanding can be changed through messages.[5] The following example shows how student Katie Jacobson responded to a rhetorical situation posed by recent armed robberies on her university campus:

It's easy to feel safe on our familiar campus, but crime is on the rise, and the university is partly to blame. Poor lighting both on and off campus provides many shadows for crimes to take place unseen. University police seem more interested in patrolling weekend parties than making weeknight walks between dorms and the library. And campus shuttle services are unreliable late at night, forcing students to walk through dangerous, unlit areas. We need to contact the university administration and let them know that they should take our safety seriously.

But it's not just up to the administration. We also need to take our personal safety seriously. Take self-defense classes. Lock your bikes. Familiarize yourself with the emergency telephone boxes on campus. Don't leave valuables in plain sight. Be careful where you publish your personal identification information. Show the university officials that you are doing what you can to be safe; then ask them to do what they can.

Katie's message addressed a particular audience and asked its members to consider a specific problem and solution. The speech was timely—Katie knew that the recent robberies would be on her audience members' minds. The message also affected how students thought about the problem and how they understood possible solutions, both those that university administrators could effect and those that students could implement.

Figure 1.2 shows the four basic factors that determine the success of any rhetorical situation: the audience, the occasion, the speaker, and the speech itself. Each of the arrows goes in two directions because each of the factors affects our understanding of the rhetorical situation, but our understanding of the situation also affects how we view each of the factors. As we will see, rhetorical situations both impose constraints and create opportunities.

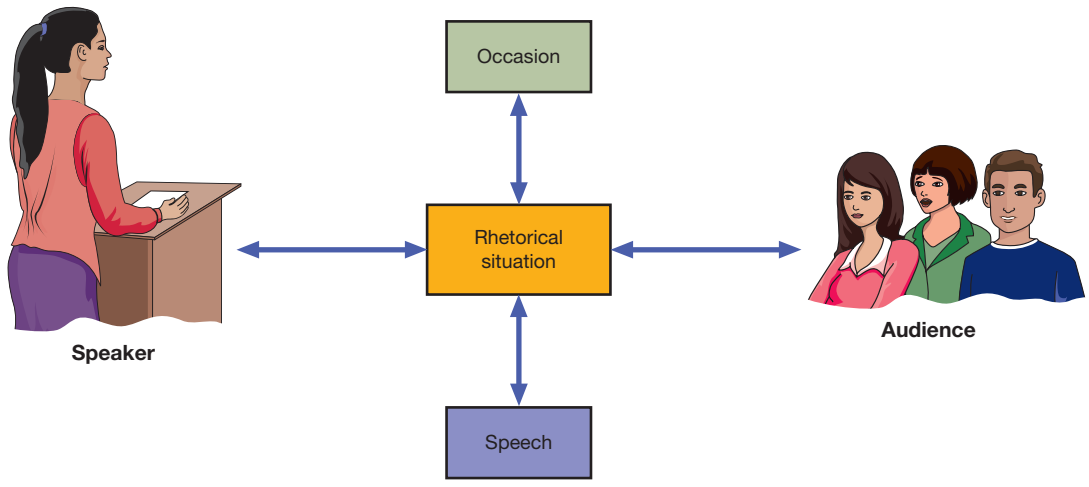
The Audience

Unlike a poem or a novel, a speech is presented for a specific audience, and its success in achieving its goals depends on the reactions of those listeners. This is why audience analysis, discussed in Chapter 5, is so important. The audience helps to create the rhetorical situation by affecting, among other things, your choice of what to emphasize in the speech, what level of knowledge to assume, how to organize the speech, and what your specific purpose will be.

Most speakers, most of the time, want to present their ideas in ways that achieve **identification** with the audience; that is, they try to find common ground between what they know about the audience and what they want to say.[6] Without distorting

identification
Formation of common bonds between the speaker and the audience

Figure 1.2 Determinants of the Rhetorical Situation



their own message, they try to emphasize the elements most likely to strike a responsive chord among audience members. Thus, an African American speaker who is addressing a mostly white audience might emphasize their shared American dream.

Sometimes, though, a speaker may deliberately *avoid* identification with the audience and may even try to antagonize listeners. The same African American might point out that the American dream is *not* shared equally by all citizens. Such a tactic may suggest that the speaker is a person of high integrity who will not hold back punches simply to gain the audience's approval. Or the strategy may be intended to influence some other audience that is overhearing the speech.[7] Whether the goal is to identify or to criticize, however, knowledge of the audience is critical in assessing the rhetorical situation.

Sometimes, audience members are prepared to incorporate what the speaker says into their belief systems. At other times, they may be skeptical or downright hostile. The degree of interference they offer to the speaker's purpose is an important factor when assessing how the audience contributes to the nature of the rhetorical situation.

Audiences also provide important feedback. If listeners frown or stare blankly when you make an important point, they may not understand you. To respond to the rhetorical situation, you will want to explain that point further. If listeners appear lost, you may want to summarize your main points before moving on. If you've said something you think is funny but no one laughs or smiles, you might either rephrase the comment or decide to let it pass. And when listeners nod supportively, you should feel more confident and reassured. Audience feedback will let you know whether you have assessed the rhetorical situation accurately and responded to it appropriately.

You can also get valuable feedback by placing yourself in the role of an audience member. If possible, review a video of your speech. At first, you may feel uncomfortable watching a recording of yourself; you may be oversensitive to details that no one else would notice. But do not worry about these details. Instead, try to view yourself as the audience saw and heard you. Watching a video after the fact allows you a critical distance that helps you to assess aspects you can improve before giving your next speech.

The Occasion

When you hear the word *occasion,* you might think of it as the place and event where the speech is given. It may be a community meeting, a classroom speech assignment, a business presentation, a local fundraising reception, an informal group gathering, or

STRATEGIES FOR SPEAKING TO DIVERSE AUDIENCES

Recognizing Diversity

The first step in recognizing diversity is to become aware of your own frameworks and assumptions, so that you might avoid unconsciously assuming that everyone "naturally" shares them. To help you do that, consider:

- What beliefs on your topic do you "take for granted"? How can you best anticipate these before addressing your audience? Can you account for all the assumptions on which your ideas depend?
- How might your assumptions and "taken for granted" beliefs be challenged by someone who does not share them? How might you reshape your message in response to constructive challenges? Do you need to account for everything your respondent said?
- It is important for speakers to avoid making assumptions about their audience based on age, community, or religious belief. How do you maintain a balance between appealing to your audience and being careful not to pander to prejudice?

any other time and place where people assemble and relate to one another. However, *occasion* also refers to the *type* of speech given, sometimes called the speech's genre. This is because certain events or times often call for specific types of speeches that have similar characteristics.

Some speech occasions are **ceremonial** (this is also known as *epideictic* and is discussed in Chapter 16), such as presenting or accepting an award, introducing someone, delivering a toast at a wedding, or commemorating an event. Others are primarily **deliberative**, such as making an oral report, delivering a sales presentation, advocating a policy, or refuting another person's argument. Ceremonial speaking focuses on the present and is usually concerned with what is praiseworthy in the subject. Deliberative speaking focuses on the future and is usually concerned with what should be done.

ceremonial
Speaking that focuses on the present and is usually concerned with praise or blame

deliberative
Speaking that focuses on the future and is usually concerned with what should be done

Many occasions combine ceremonial and deliberative elements. For example, a chief executive officer (CEO) who has been newly appointed in the wake of a fiscal scandal in the company will likely have to speak to the company's employees and stockholders. The occasion is deliberative in that the CEO speaks about the state and the direction of the company in light of the financial circumstances. The occasion is also ceremonial because the CEO's presence demonstrates both a new chapter in the company's history and a personal interest in the well-being of the workers and stockholders and because the speech seeks to reassure and reaffirm the company's dedication to employees and investors.

Similarly, the president's State of the Union address is a ceremonial ritual prescribed by the U.S. Constitution. But, especially in recent years, it's the occasion when the president is expected to persuade the public to support, and the Congress to enact, the administration's legislative proposals—an expectation that makes the State of the Union also a deliberative occasion.

A third category of speech occasion, traditionally known as **forensic**, is concerned with rendering judgments about events in the past. Although this is the dominant form of speaking in courts of law, it plays only a small role in public speaking elsewhere.[8]

forensic
Speaking that focuses on the past and is usually concerned with justice

Whatever the occasion, the audience arrives with ideas about what is and what is not *appropriate behavior.* Such expectations have developed over time, and they limit what a speaker can do in responding to the rhetorical situation. For example, listeners expect a eulogy to offer a favorable view of the deceased, and they normally would think it inappropriate for a speaker to dwell on the person's failings. On the other hand, a wedding toast is usually expected to be lighthearted; a speaker who instead presents a highly technical lecture would not be responding appropriately to the occasion.

Simultaneous events further define the occasion. For example, the fact that a presidential campaign is under way helps to define the occasion for a speech about health care reform. The retirement of a popular athlete helps to set the stage for a speech about retirement trends in industry. And if listeners only last week were urged to give up tobacco, that may affect their judgments about a speech that now asks them to give up red meat.

Another way to think about the occasion is to note that it presents the speaker with an **exigence**—a problem that cannot be avoided but that can be solved, or at least managed, through the development of an appropriate message. Of course, the exigence is not always clear-cut. In designing the speech, often the speaker will play a major role in describing the exigence. In any event, satisfactorily addressing the exigence is the goal of the speech.

exigence
A problem that cannot be avoided but that can be solved, or at least managed, through the development of an appropriate message

"A commencement speech about school reform, delivered at Western State University in June 2019" is an example of an occasion that is both ceremonial and deliberative; "growing unease about the quality of public education" is the exigence to which the speaker was called to respond. The speech responds to the audience's growing unease about the quality of education, but the expectation that a commencement speech will inspire the graduates also helps to define the rhetorical situation.

The Speaker

The same speech delivered by different speakers can produce quite different reactions and effects. Your interest in the subject—as made evident through voice, delivery, and the vividness of your imagery—helps to determine how the audience will react to the speech. Your *ethos* affects whether listeners will pay attention and regard you as believable. Fortunately, many of the skills that enable speakers to contribute positively to a rhetorical situation can be learned. Previous public speaking experience will also affect your comfort level, and the ability to respond to audience feedback will make you more flexible in any rhetorical situation.

Speakers have a purpose in mind. The three most general purposes of speeches are to inform, to persuade, and to entertain.

informing
Providing listeners with new information or ideas.

persuading
Influencing listeners' attitudes and behavior

entertaining
Stimulating a sense of community through the celebration of common bonds among speaker and listeners

- **Informing** provides listeners with new information or ideas.
- **Persuading** influences listeners' attitudes and behavior (either to strengthen existing beliefs or to support new ones).
- **Entertaining** stimulates a sense of community by celebrating common bonds among speaker and listeners.

Although these general purposes may seem to be completely separate, they often coexist in a single speech—as when a speaker aims *both* to share new information and to use that information to influence attitudes and behavior (or to stimulate a sense of community). For this reason, in Chapter 6 we will classify purposes in a more detailed way. For now, though, focus on the general purposes and realize that you must have (1) something about which to inform the audience, (2) some position you want to persuade them to take, or (3) some subject with which to entertain them. Therefore, any speaker also has one or more specific purposes. Below are some examples.

GENERAL PURPOSE:	Informing
SPECIFIC PURPOSE:	Explaining the main steps in the construction of the college library
GENERAL PURPOSE:	Persuading
SPECIFIC PURPOSE:	Urging listeners to endorse the president's economic proposals and to send supportive e-mails to the president and our elected officials
GENERAL PURPOSE:	Entertaining
SPECIFIC PURPOSE:	"Roasting" the boss on the eve of her retirement

In each case, the specific purpose is the standard to use in deciding whether the speaker achieved the goal and responded adequately to the rhetorical situation.

By this standard, good speeches are ones in which the speaker achieved the purpose; bad speeches are those in which the speaker did not. Yet clearly this standard is not enough. We do not want to regard as good a speech that misleads or manipulates the audience, even if it achieves the speaker's purpose. And if the speaker's purpose itself is unworthy—such as reinforcing negative cultural or racial stereotypes, for instance—we would evaluate the speech harshly even if it does achieve the speaker's purpose.

The Speech

Although we tend to think of the situation as something to which the speech responds, the message itself also works to *shape the situation.* Before Katie Jacobson spoke about crime on campus, her audience thought it was a problem for the campus police to solve; during the speech, however, they began to see campus crime as a problem that

called for individuals to take responsibility for the solution. The message had redefined the situation.

In most cases, an audience's understanding of a situation can be improved by a speech that is organized effectively, includes interesting examples and memorable phrases, and is presented enthusiastically. Although many factors determine whether a speech responds successfully to a rhetorical situation, by understanding the basic factors involved you can better shape your message as a speaker and can participate more fully as a listener.

Constraints and Opportunities

Your speech not only responds to the situation but also modifies it. You face opportunities as well as constraints in doing that. Your goal is to devise a **strategy**—a plan of action—that will respond to the constraints and take advantage of the opportunities.

strategy
A plan of action to achieve stated goals

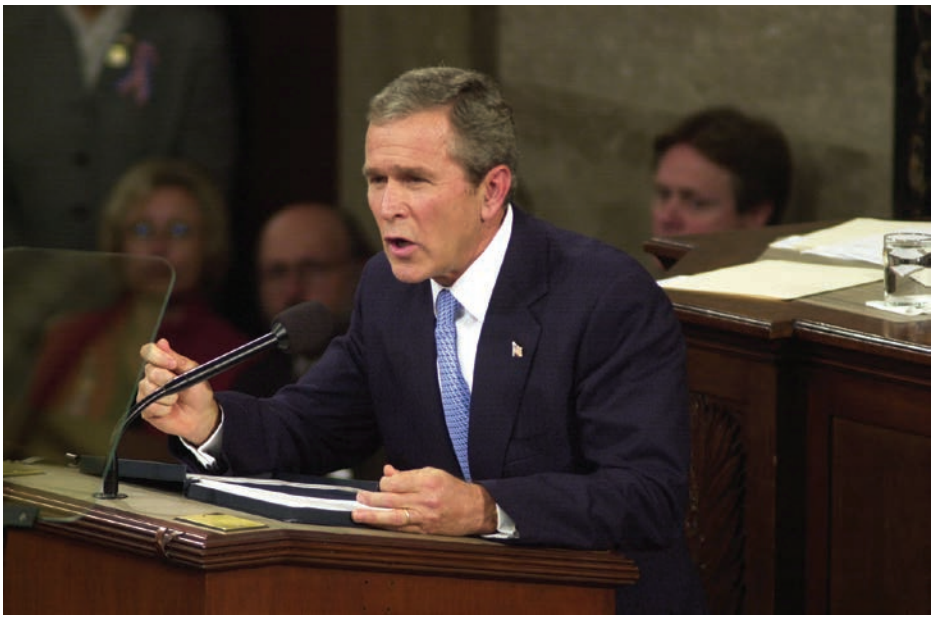
The following example illustrates the double-sided nature of the rhetorical situation. On September 11, 2001, the nation watched in horror as two commercial airplanes crashed into the World Trade Center in New York City. A third plane crashed into the Pentagon in Washington, D.C. A fourth plane, thought to be headed for another national landmark, crashed in a field in Pennsylvania, following heroic efforts by the passengers to thwart the hijackers' plans. Thousands of lives were lost in the crashes and destruction of the twin towers of the World Trade Center, from office personnel to rescue workers. This was the single deadliest act of terrorism on U.S. soil in history. Americans needed to know what their government was doing to protect them.

Based on this context, a rhetorical situation emerged. The audience was the American people, who needed to be consoled and protected. The occasion was one of collective grief, uncertainty, and fear. In times of national crisis, people look to the president for leadership. President George W. Bush was still in his first year of office after the contested vote count of the 2000 election. He needed to prove that he could handle the crisis and lead the nation.

On the evening of September 20, 2001, in what is widely recognized as the finest hour in an otherwise controversial presidency, President Bush spoke to a joint session of Congress and to the nation. His speech consisted of both the prepared text and its oral presentation by the president. His text, prepared by lead speechwriter Michael Gerson and other staff members, began responding to the situation by honoring those who had died in the terrorist attack. He said that the courage of those who died spoke for the strong "state of the union." At the same time, the speech set forth plans to calm fears and prevent further attacks. President Bush set out his new foreign policy to combat terrorism around the world, and he announced a new administrative position of coordinator of homeland security to strengthen domestic defenses.

The speech responded to the immediate situation of the terrorist attack and created a new situation of a war on terrorism, refocusing Americans' attention from fear, grief, and mourning to indignation, resolve, and unity. In short, although President Bush was *constrained* by the needs to provide meaning, reassurance, and focus, he made the choice to characterize the situation as a war on terrorism, and by doing so he took advantage of an *opportunity.* Every rhetorical situation consists of a mix of constraints and opportunities.

Similarly, when you give a speech in class, your rhetorical situation is influenced by the audience and by the values its members hold. These are your situation's constraints. At the same time, you have the opportunity to modify listeners' beliefs and values by what you say.



President George W. Bush addresses a joint session of Congress and the nation after the September 11, 2001, terrorist attacks on the World Trade Center. How would you describe this specific rhetorical situation? What needs were posed by the audience, occasion, speaker, and speech?

Since ancient times, a speaker's opportunities—the speech elements about which the speaker can make choices—have been grouped under five major headings:

invention
The generation of materials for a speech

arrangement
The structuring of materials within the main ideas; organization of main ideas within the body of the speech; and overall structure of introduction, body, and conclusion

style
The distinctive character that may make a speech recognizable or memorable

delivery
The presentation of a speech to an audience

memory
Mental recall of key ideas and basic structure of a speech

extemporaneous presentation
A mode of delivery in which a speech is planned and structured carefully but a specific text is not written in advance or memorized

manuscript presentation
A mode of delivery in which the speaker reads aloud prepared text of a speech

- **Invention** is the generation of materials for the speech. You produce (or "invent," to use the rhetorical term) these materials through a combination of analysis, research, and judgment. You begin by identifying what *could* go into the speech, then you conduct research to determine what ideas are supportable, and then you select the most effective materials for your purpose and audience.
- **Arrangement** is the structuring of ideas and materials in the speech. This includes the organization of materials for each main idea, the ordering and connecting of main ideas within the body of the speech, and the overall structure of the introduction, the body, and the conclusion.
- **Style** is the distinctive character that may make a speech recognizable or memorable. Style is achieved primarily through language, and it reflects the speaker's awareness of how language can be used both to "show" and to "tell"—both to evoke emotions and to convey descriptive meaning.
- **Delivery** is the presentation of the speech. Whereas the preceding activities are performed by the speaker alone, delivery involves actually sharing the message with the audience. Skillful delivery involves the effective use of voice, gesture, facial expression, physical movement, and visual aids.
- **Memory** was an extremely important category of skills at a time when most speeches were memorized. Today, however, most speakers use either **extemporaneous presentation** (referring to an outline) or **manuscript presentation** (reading a written script). Even so, some dimensions of memory are still very important—for example, keeping track of main ideas, phrasing ideas so that listeners will remember them, and precisely wording an effective introduction and conclusion. Memory skills also are critical in rehearsing your speech mentally and in practicing it aloud before presentation.

CHOOSE A STRATEGY: Understanding the Rhetorical Situation

The Situation

You are a member of a seven-person campus committee that wants to propose a new intramural activity for your school. First, your committee must agree on one activity to support. Each member will have 5 minutes to present an idea to the committee at your next meeting. You would like to propose lacrosse, which you have always been interested in since you learned the game as a child, but you know it is not a popular sport.

Making Choices

1. For your presentation, would you plan to try to identify with your audience, or would you avoid identification with them? What are the potential benefits or drawbacks of each strategy?
2. What type of behavior is most appropriate for this situation: Will listeners expect a lighthearted tone, a serious demeanor, or something in between? A broad overview or a detailed one?
3. In this situation, is the purpose of your presentation to inform, persuade, entertain, or a combination of some or all of these? Explain why.

What If . . .

The committee decides to support your idea for a new intramural activity and asks you to present it to the student government. You will have 5 to 10 minutes to make your pitch. How would your answers above be affected by the following conditions?

1. In addition to presenting your idea, you need to include estimates for how much it will cost to fund the program for a year, and you know that student government officials will balk at what seems to be a very high cost.
2. A campus-wide poll taken by your committee shows that most students in the governing group aren't interested in your activity but that large numbers of students overall are excited about your proposal.

The Public Forum

1.4 Define the public forum and describe how studying public speaking will prepare you to participate effectively in it.

The word **public** in "public speaking" is important in at least two respects. First, it designates speaking that is open and accessible by others. A person who speaks publicly is inviting others to listen carefully and to think about and appraise the message. The speaker's goal is that of informed choice, not forced compliance, on the part of the audience.

public
Open to or accessible by others; affects others

Second, speaking is public when it affects people beyond the immediate audience. If you urge classmates to lobby for higher student activity fees, your remarks will have consequences for people who are not even present to hear you. If you explain how to examine the terms of a lease before signing it, listeners can follow your directions in ways that will also affect others.

From the speaker's point of view, giving a speech means entering into the **public forum**. Centuries ago, the forum was a physical place where citizens gathered to discuss issues affecting them. Today, the public forum is not an actual place to which we go; instead, it is an imagined "space" that exists wherever people have the freedom to exchange ideas about matters that affect themselves and others. For example, in the United States, religion usually is thought to be a private matter, but religious freedom is an important public value. In 2012, the federal government proposed rules requiring most employers, including religious institutions, to offer health insurance coverage for contraception under President Obama's Affordable Care Act. In 2017, President Trump proposed new rules that would exempt many employers from this requirement. Both decisions prompted vigorous debates among citizens who wrote letters and made telephone calls to express their opinions.

public forum
A space (imagined, rather than physical) in which citizens gather to discuss issues affecting them; discussion characterized by certain assumptions about the need for cooperative action and subjective judgment to resolve a problem

We sometimes think of the public forum only when large questions of national or international affairs are involved, but *anytime* you deliberate about matters that affect

you and others, you are participating in the public forum. Holding a classroom discussion, determining the rules for a residence hall, making policy in your local community, urging students to volunteer their time for a worthy cause, campaigning on behalf of a candidate for mayor, and trying to raise funds for a new city park are all examples of participation in the public forum. In principle, everyone has the chance not only to listen but also to be heard.

The public forum used to develop only slowly and gradually, as individuals came to see that they shared a problem or concern about which something needed to be done. Now, however, electronic communication can make the emergence of the public forum almost instantaneous. For instance, the use of hashtags on social media websites allows users to quickly identify, track, and participate in discussions of social controversies. Examples include #blacklivesmatter, the campaign to raise awareness about disproportionate violence and police brutality toward African Americans; #NODAPL, the 2016 campaign to fight the proposed Dakota Access Pipeline's construction that would threaten sacred Native American burial grounds and clean water; and #metoo, the 2017 campaign raising awareness about the prevalence of sexual harassment and assault and particularly the ways women are expected to remain silent about this issue.

Characteristics of the Public Forum

The public forum is created whenever the following conditions are met:

1. *Some problem affects people collectively* as well as individually.
2. *Cooperative action is needed* to address the problem. Speakers and listeners participate in deciding what to do.
3. *The decision requires subjective judgment*. What should be done is not obvious; there is more than one possible solution, and there is no way for anyone to gather all the information that conceivably might bear on the decision.
4. *Nevertheless, a decision is required.* People stand at a fork in the road, and a choice cannot be avoided.

Of course, the public forum does not come into being only at the moment of decision. When people seek information to understand the background of important issues, recognize competing viewpoints, or have a clear frame of reference, the public forum is present. Whether your main purpose is to inform or persuade, or even entertain, you will be addressing a public forum if these four conditions are present.

Just as the public forum exists in many places, many subjects call for communication in the public forum. For example, consider how the topic of immigration policy reform reflects each of the four conditions for a public forum:

1. For many years, immigration was at the heart of American economic expansion. Early on, however, several ethnic and national groups were discriminated against, as with the Chinese Exclusion Act of 1882. In the following decades, strict quotas were placed on who could immigrate legally. Slowly, many realized that immigration policy was *not just an individual matter* because all were harmed by acts of discrimination against individual ethnicities or nationalities as well as by increasing rates of illegal immigration.
2. When people came to see immigration as more than a private matter, *speakers and listeners together began to discuss* how and why to best reform immigration policy. Audiences heard descriptions of how various plans would work. They identified and evaluated speakers' claims, arguments, and evidence. They considered a variety of proposals, accepting some ideas and rejecting others. Speakers analyzed their audiences' beliefs and values and tried to adapt their ideas to what listeners regarded as most important.

3. *No one person can just impose a solution.* No one can be certain which proposal is best, and no one can ever get all the information that might help in making that decision. So there is a give-and-take process as speakers and listeners consider alternative ideas and proposals, trying their best to decide which are the most sensible or compelling.
4. *And yet a decision has to be made* because doing nothing will make the problems of immigration worse—for individuals as well as for society as a whole.

Over time, the participants in the public forum come to an understanding about which approach should be tried. The understanding that they reach is always tentative and always subject to revision if better ideas emerge into the forum. Because no final answer has been found on the subject of immigration reform, for example, it returns to the public forum every few years. It has been in the public forum ever since the Alien and Sedition Acts of 1798 but was vigorously debated beginning early in the twentieth century. After World War II, immigration reform allowed many refugees from Eastern Europe to settle in the United States. In 1965, a new law gave priority to keeping families together. A 1986 act provided amnesty for many illegal aliens but imposed sanctions against employers hiring illegal aliens. President Obama's controversial executive order, issued in 2014, protected certain illegal immigrants from deportation. Then in 2017, President Trump moved to overturn Obama's program, leaving hundreds of thousands of immigrants in the United States again at risk for deportation and waiting on legislation from the U.S. Congress to determine their eligibility to remain in the country.

The topic of immigration reform is typical of many subjects in the public forum. The specifics of the discussion change over time, decisions are subject to change as a result of new information or perspective, and the issue is not settled with finality. Also, although immigration reform is discussed in legislative halls, it is a topic for human rights activists, family organizations, workers and employers concerned about job security, legal immigrants, and those interested in the future demographic composition of the United States. In discussing the topic of immigration reform, all these people, wherever they are physically located, are participating in the public forum.

When you speak, you are joining an ongoing discussion in the public forum. The status of that discussion will tell you what people are thinking about and therefore

"Citizen comment" periods at city council meetings permit representatives of local groups to speak on their behalf. You might find yourself in this role.

what topics will be of interest and what positions are being considered. You may learn, for example, that just as terrorism eclipsed health care as a topic of public interest after September 11, 2001, so the financial crisis that began in 2008 eclipsed considerations of foreign policy. Closer to home, shortfalls in the college budget may eclipse discussion of new academic programs in the public forum. This knowledge will help you to decide what to speak about and determine the specific questions you may want to address.

The Health of the Public Forum

As you become skilled in public speaking, you become a more effective participant in the public forum. You are able to analyze important issues of public concern, articulate your ideas and relate them to others, listen carefully and critically to other points of view, weigh and evaluate arguments and evidence, and bring your best judgment to issues that have no easy or automatic answer. As you exercise these skills, you strengthen the ties that unite participants in the public forum into a community or society. This is a benefit above and beyond the gains in personal self-esteem and performance on the job that come with competence in communication.

Traditionally, the public forum has been associated with political questions. But the boundary between public and private is always shifting, and any subject might easily find its way into the public forum. Styles in popular music, for example, become more than just private or individual choices in response to claims that the noise level is harmful to health or that the content leads children to violence. Personal choices of deodorants or clothing are no longer just private matters when they are alleged to cause destruction of the ozone layer or exploitation of Third-World labor markets. And speculating in the stock market becomes a public matter when one's investment choices affect so many others. Whatever subject you discuss—whether or not it is usually regarded as political—you are entering into the public forum.

Discussion of public issues is best advanced when the public forum is active and vibrant. Maintaining a healthy public forum, like maintaining our personal health, takes work. In the 2008 presidential election campaign, for example, after years of decline and apathy, many people, especially college students, developed an interest in public affairs. In formal discourse and informal conversation, public issues were discussed with vigor. But we should not assume that an engaged public is always the norm. More often, private citizens are put off by the difficulty of understanding important but complex issues. In the early months of the 2012 presidential campaign, for example, people were less inclined to participate, although more were aroused as Election Day approached, and turnout was similar to that of 2008. In 2016, turnout was about equal to the average for the five previous elections.

A major factor that has changed the public forum quite recently is the proliferation of social media and the speed with which they carry news and discussion. Much of the discourse in the public forum is now online in outlets like Twitter, Facebook, and YouTube. The ease of reaching a large public at once has lessened the perceived distance between speakers and listeners in public discourse. This has made it much easier to become politically engaged. However, three downsides to the speed and ease of public engagement on social media are lack of civility, as people can hide behind anonymous usernames; polarization, as it is much easier to engage only with those who support your view and to ignore others; and unwillingness to engage civically "offline," since so much of our civic engagement can now take place online.[9] Even in informal conversation, according to recent research, many people are reluctant to talk about public issues.[10] Others are satisfied with sources of information that oversimplify issues and turn them into slogans. Or they may seek out and pay attention only to information that agrees with their point of view.

When large numbers of people become convinced they have the power to effect change, the public forum becomes the centerpiece of democracy. But when citizens disengage from issues of public concern, a free society should sound the alarm.

RHETORICAL WORKOUT

Find the Public Forum in Your Neighborhood

You and several of your neighbors would like to plan a neighborhood rummage or yard sale. You set up a meeting to talk about when to have the sale and how to work together to promote it. Let's look at what makes this meeting a public forum.

1. What are the issues or problems affecting the group collectively? What kinds of issues might affect you and each of your neighbors individually? Outside of your group, who might be affected by what you decide?
2. Why is cooperative action needed in your meeting? Is it important for every person to participate in the decision? Why or why not?
3. In the public forum, a decision requires subjective judgment, which means there is no one obvious solution and the participants may all have different opinions. How might this factor play out in your neighborhood meeting?
4. Why is a decision needed in your meeting?
5. Suppose you have recently moved in and don't know your neighbors very well yet. How can your speaking and communication skills help you contribute to the meeting and the group's decision?

Public Speaking and the Public Forum

If the public forum is allowed to weaken, critical public decisions will be made unilaterally, whether by experts or by rulers, so those who are affected by the decisions really won't have any part in making them. Without a well-cultivated public forum, the two alternatives are autocratic rule and anarchy.

Remember that the public forum extends beyond the realm of traditional politics. Many who disdain traditional politics are involved actively in their own communities on issues that affect the general good. For these citizens, the public forum, rather than weakening, is becoming more localized and many new forums are emerging. What it means to be a citizen is changing but not necessarily eroding.[11] This is an encouraging development but one that requires that many more people are able to participate actively.

Nationwide, colleges and universities are stressing "civic engagement" in order to help students to become more competent citizens who will become involved with public affairs. Fortunately, studying public speaking equips you to do this by enabling you to understand issues and evaluate claims. The processes of discovering, assessing, arranging, and presenting ideas will be valuable as you read and think about public issues, discuss them with others, and speak out when the issue and the occasion move you. You'll be able to make decisions even about matters that do not directly affect you. And when an issue does affect you, your involvement and participation will count.

Ethics: Respect for Audience, Topic, Evidence, and Occasion

1.5 Identify the principal ethical obligations of listeners and speakers.

Even though we sometimes say that "talk is cheap" or that "words can never hurt me," we know better. Speech has tremendous power, and the person who wields it bears great responsibility. Public speakers, in particular, can affect others by altering listeners' knowledge, beliefs, values, or actions. Furthermore, the act of addressing an audience may alter the speaker's own beliefs and values in response to listeners' reactions. Given this powerful interaction in public speaking, both speakers and listeners should seek high standards of ethical conduct, so that they do not risk manipulating the other.

As a listener, you owe speakers your care and attention. Recognize and acknowledge the effort that went into preparing the speech, and appreciate that the speaker

may be disclosing something personal. Assume the speaker is sincere, and listen intently to the speaker's message. Do not engage in other activities that will distract you from the speech. Above all, listeners have the responsibility to think critically about the speech. Do not reject or refuse to consider the speaker's message simply because it differs from what you already believe. Nor, however, should you blindly accept the message. Assess the speech carefully to decide whether it merits your support. Whatever you decide, do so thoughtfully. Your agreement is especially valuable to a speaker when it reflects critical thought and you give it freely.

As a speaker you should demonstrate high ethical standards in four areas:

- Respect for your listeners
- Respect for your topic
- Responsibility for your statements
- Concern for the consequences of your speech

Respect for Your Listeners

Successful communication usually depends on evoking common bonds between the speaker and listeners. When a speech is effective, audience members feel both that the speaker cares about them and that they are not just passive spectators. Rather, they feel that they are actively involved in the speech.

Because a speech is presented to a specific audience in a specific situation, a high-quality speech is sensitive to listeners' perspectives. A speaker who carefully analyzes the audience at hand will select materials and strategies that are appropriate and effective. In particular, the following principles demonstrate a speaker's respect for listeners.

Meet Listeners Where They Are One sign of respect is your willingness to acknowledge the audience's current position and to make it your point of departure—whether or not you agree with it. For example, in trying to convince opponents of capital punishment to rethink their position, student Mary O'Malley chose not to attack the audience's point of view right away but instead to begin by considering it:

> I understand that you have some reservations about the death penalty because you are worried that an innocent person might mistakenly be executed. This is certainly an important consideration. Death is final, and no one wants to be responsible for such a horrible mistake. Today I want to examine the possibility that a mistake might occur in the criminal justice system and to explore the consequences of such a mistake.

Rather than ignoring her listeners' views, Mary incorporated them into the speech, showing respect by meeting listeners on their own ground.

Don't Insult Listeners' Intelligence or Judgment Besides starting her speech by acknowledging listeners' views, Mary also respected their judgment and intelligence by saying that she would examine their position in her speech. Likewise, when you prepare and present a speech, avoid patronizing or "talking down to" the audience. Don't devote the entire speech to repeating what listeners already know or believe, making them wonder why they took the time to hear you. Also avoid suggesting that anyone who does not agree with you is somehow deficient in judgment. Steer clear of phrases that a listener might interpret as put downs.

Make Sure Your Message Merits the Audience's Time In general, although listeners could do other things with their time, they choose to attend your speech in the belief that you have something valuable and original to say. Recognize that you are receiving a gift of their time, and prepare a speech that deserves their gift.

Respect Listeners' Ability to Assess Your Message Because you respect listeners, you want them to understand your message thoroughly and to give their

approval freely. Do not mislead listeners about your purpose or conceal what you want them to believe, feel, think, or do. If you are urging them to make a choice among alternatives, do not try to manipulate them by hiding options or by casting any particular option in unduly favorable or unfavorable light. If it is your goal to advocate one option over another, you will best defend your position by explaining how it is superior to the alternatives, not by distorting or ignoring the options that you dislike.

As a general rule, you should assume that your audience is made up of critical thinkers and listeners, and your speech should aim for the approval of such an audience. Going about it in this way will reduce the risk that you will play upon the quirks or prejudices of any particular audience.

Respect the Cultural Diversity of Your Audience Not all listeners share your perspective. An audience often includes people with many diverse cultural backgrounds, and these affect their attitudes and experiences. As society becomes even more diverse, all public communicators must expect that some listeners will have assumptions different from their own. The tendency to imagine that one's own views are typical of everyone else's is called *ethnocentrism*. It not only demeans listeners who have different cultural backgrounds, it also reduces the likelihood of successful communication.[12]

Ethnocentrism is usually unconscious. When student speaker Mary Winthrop concluded her speech on religion in American life by saying, "So in this country, it clearly doesn't matter where you go to church on Sunday," she thought she was celebrating religious freedom. She didn't realize that she alienated Muslims and Jews in her audience, whose religions focus on other days of the week and who do not call their houses of worship "churches," or that she had offended those who do not practice a religion. Likewise, when Patrick Dungan mentioned that "by eighth grade, everyone begins thinking about where to go to college," he probably didn't realize that in his audience were students who couldn't afford to go to college at all until after several years in the workforce.

Respecting cultural diversity requires being aware of one's own assumptions and resisting the temptation to assume everyone else will share them. Although we will

Todd Williamson/AP Images

Public speakers make claims on their listeners' attention and beliefs. Speakers therefore have a responsibility to say something worthwhile, to respect listeners' judgments, and to respect the diversity of viewpoints and cultural background that listeners represent.

focus on audience culture in Chapter 5, respect for cultural diversity should influence every aspect of preparing and presenting a speech.

Respect for Your Topic

Presumably, you will be speaking about a topic that matters to you, and you will have something important to say. When you speak, you are putting yourself on the record; your words will outlast the actual speaking situation. You are also asking listeners to accept you as a credible source of ideas about the topic. To justify their confidence in you, and to meet your own high standards, you need to know what you are talking about in enough detail that you can present it clearly and fairly. You must demonstrate that you care enough about the topic to study it thoroughly. Otherwise, why should the audience take your ideas about the topic seriously?

Responsibility for Your Statements

A public speaker makes claims on the audience, and so you must take responsibility for the accuracy and integrity of your statements. This is every bit as important in speaking as it is in writing, and similar guidelines apply.

Particularly in speaking (because listeners cannot see the printed word), you need to distinguish between fact and opinion, being careful not to misrepresent one as the other. Additionally, whether you are presenting fact or opinion, a statement is made in a particular context, and you must represent that correctly; if not, you will mislead or deceive the audience. The film critic who writes, "Nothing could be better than this film if you are looking for a cure for insomnia," does not want to be quoted as saying, "Nothing could be better than this film." Likewise, stating that military spending has declined as a percentage of the gross domestic product over the past 5 years is not fair to the context unless you tell listeners that the source also said that actual military spending has *increased* by several billion dollars but that the economy grew at an even faster rate.

Additionally, you have a responsibility as a speaker to use credible sources for your research and present sound facts. In the age of the Internet, it is easier than ever for anyone to create a website or blog that purports to present "facts" that actually are false. Combined with the speed at which news travels over social media, "fake news" can travel very quickly. Do not blindly trust facts or news you find online, but rather take the time to trace the information to make sure it comes from a reputable source.

In recent years, respect for evidence has itself become a topic of public discussion. There is an old saying that all people are entitled to their own opinions but not to their own facts. Recently, however, when confronted by unpleasant facts, public figures have made up more comforting versions, in one case even referring to them as "alternative facts."[13] Reputable news organizations, reporting on these fabrications, have been attacked as "fake news" by people who themselves are putting forward false reports. Efforts to discredit reliable sources are themselves violations of one's ethical obligation to the evidence. It is a failure to take responsibility for one's statements when one passes off biased statements as if they were impartial and discredits impartial statements as if they were biased.

What can you do in the face of such ethical lapses in the contemporary public forum? First, observe the distinction between facts and opinions. Do not treat opinions as if they were facts. Second, respect the authenticity of established facts, even when they seem uncomfortable. Third, do not make up assertions that you would prefer more than authoritative facts, and do not take seriously those who do so. Fourth, research opinions reflecting different viewpoints, using the strategies you will learn in Chapter 7. Be judicious and open-minded in interpreting and evaluating them. And finally, remember that others will hold you accountable for the statements you make.

As in writing, one of the most irresponsible things you can do as a speaker is to present another person's words or ideas as though they were your own. Such

plagiarism is nothing less than theft. Usually it results from carelessness rather than malice, but the problem is the same.

To avoid plagiarism:

1. Never present someone else's unique ideas or words without acknowledging it.
2. Specify who developed the ideas or said the words that you present ("As discovered by Professor Jones," "Socrates said," and so forth).
3. Paraphrase statements in your own words rather than quoting them directly, unless the exact wording of a statement is crucial to your speech.
4. Draw on several sources rather than on a single source.

Remember that it is also a form of plagiarism to present another student's speech as your own or to use the same speech in two different classes. Every speech you present should be your own original work.

CHECKLIST 1.1
Avoid Plagiarism

- ❑ Never present someone else's ideas or words without acknowledging it.
- ❑ Always give the source of the ideas or words that you present.
- ❑ Paraphrase statements in your own words instead of quoting someone directly, unless exact wording is crucial to your speech.
- ❑ Draw on several sources rather than only one source.
- ❑ Never present another person's speech as your own.
- ❑ Don't use the same speech for two different classes.

Concern for the Consequences of Your Speech

plagiarism
Using another person's words as if they were your own

Recognizing that your speech has consequences is another important ethical responsibility. You cannot be indifferent to how your speech may affect others, even though you may not know what all the effects will be. A listener might repeat an amusing anecdote you told, might feel more closely connected to someone whose life you celebrated, might get a psychological lift from your upbeat tone, or might change health insurance based on the reasoning in your speech. The fact that others may repeat what you said in the speech is all the more reason to be sure that what you have said is true! You cannot be held legally responsible for such effects, of course, but high ethical standards should lead you at least to think about how your speech might affect listeners.

Moreover, in any rhetorical situation, speakers and listeners together make up a community united by experience, interests, and values. Speech is the glue that holds a community together by making us aware of our common bonds and by giving us a vision to which we might aspire. Ethical public speakers take their membership in this community seriously, and they accept their responsibility to sustain the community by adhering to high ethical standards.[14]

It is easy to state general ethical standards such as these, but ethical issues present themselves in almost every aspect of the speech. Often these are matters involving choices between competing ethical standards, and they often have to be resolved in the context of the specific case rather than by invoking general principles. For this reason, most chapters include the feature "A Question of Ethics" to help you recognize ethical issues throughout the speech process.

A Question of Ethics

Ethics and Quality

Maintaining a high standard of ethics and responsibility also affects the quality and effectiveness of your speech. Identify what you think is an example of unethical speaking, whether from politics, media, or popular culture. How did the ethical breach affect the speaker's interaction with the audience? Did it make the speech more or less effective? Were there any consequences beyond the immediate rhetorical situation? How would a more ethical approach have helped the speaker achieve his or her goals?

WHAT HAVE YOU LEARNED?

Why Study Public Speaking?

1.1 Identify the principal skills and concepts you will learn in this course and how they will benefit you outside the classroom.

By studying public speaking, you will learn these essential skills:

- Reading, observing, and thinking critically
- Selecting what to say
- Using language effectively
- Presenting yourself skillfully
- Responding to others' reactions to you

Blending theory and practice will:

- Help you to be more articulate.
- Apply to a variety of everyday life and career situations.
- Enable you to participate more effectively as a citizen.

Public Speaking and Communication

1.2 Describe public speaking as a communication process in which the speaker and listeners jointly create meaning and understanding.

Public speaking is communication:

- Communication is the joint creation of meaning by speakers and listeners.
- A speech is given in a specific rhetorical situation, determined by the audience, occasion, speaker, and speech.
- Listeners interpret a message and provide feedback.
- The speaker takes listeners into account both in developing the speech and in responding to feedback.
- Public speaking occurs in the public forum.

The Rhetorical Situation

1.3 Name the elements of a rhetorical situation and explain the steps by which a speech affects the situation.

A rhetorical situation is constrained by:

- The audience
- The occasion
- The speaker
- The speech

Speakers can make choices regarding:

- Invention
- Arrangement
- Style
- Delivery
- Memory

The Public Forum

1.4 Define the public forum and describe how studying public speaking will prepare you to participate effectively in it.

Characteristics of the public forum:

- An issue confronts people collectively as well as individually.
- Cooperative action is needed to address the issue.
- It is impossible to know for sure the best course of action to take.
- Nevertheless, a decision is required.

The health of the public forum:

- Depends on active participation.
- Is often weak, characterized by disengagement and apathy.
- May be changing in form and in location.
- Is aided by civic engagement.

Ethics: Respect for Audience, Topic, Evidence, and Occasion

1.5 Identify the principal ethical obligations of listeners and speakers.

High ethical standards reflect the mutual responsibilities of listeners and speakers:

- Listeners owe speakers their care and attention.
- Speakers owe respect for listeners, for the topic, for their statements, and for the consequences of their speech.

DISCUSSION QUESTIONS

1. What is rhetoric? Why is it important to study rhetoric?
2. The audience for your classroom speeches likely has a number of things in common, most important that you are all students at the same school. At the same time, you also are a diverse group of people. What challenges and opportunities do these similarities and differences present? What "taken for granted" assumptions should you watch out for?
3. Someone who is having trouble hearing a speaker usually leans forward to get closer to the sound. This is a cue to the speaker to increase the volume. What are some other common feedback cues that an audience might present? Discuss how a speaker might use each cue to modify either the message or the presentation. How much attention should you as a speaker pay to such nonverbal cues? When might paying attention to such cues become distracting or hinder your speech?
4. View a speech with your classmates, and then, as a group, evaluate the quality of that speech. Take into account its purpose; the degree to which the topic meets the requirements of the situation; sensitivity to cultural diversity; the meaningfulness and importance of the thesis; organization, support, and presentation; the strategic choices made by the speaker; the way in which the speech builds community with the audience; and its ethical implications. Which of these characteristics are most helpful and most important to you in distinguishing a good speech from a bad one? Is this the same for all speeches, or do different speeches call for different evaluative emphases?
5. How do you define ethics? Discuss the ethical considerations that are most important to the class. What are the points on which the class as a whole agrees?

ACTIVITIES

1. Using the diagram in Figure 1.2, identify the components of the rhetorical situation you will face when you give your first speech in class.
2. Identify a small public of which you are a member, such as your roommates, your immediate family, or your class. Discuss an issue you are facing currently, such as how to divide up household chores, whether to get a family pet, or what is the best way to determine speaking order for your class speeches. How do these situations differ from the way someone speaks to a live audience or to a television camera? From the speeches you expect to deliver in class?
3. Find a speech, such as a TED Talk, on a topic that interests you. Evaluate the speech's quality by identifying the exigence for the speech, the speaker's intended purpose, the speaker's engagement of his or her public audience, and the speaker's respect for the audience, topic, evidence, and occasion.
4. Examine your reasons for taking this public speaking course. Beyond fulfilling requirements, what goals do you want to achieve? Based on your reading of this chapter, do you think this course will help you achieve your goals? Why or why not?

KEY TERMS

arrangement, p. 12
ceremonial, p. 9
communication, p. 4
critical thinking, p. 3
deliberative, p. 9
delivery, p. 12
entertaining, p. 10
exigence, p. 9
extemporaneous presentation, p. 12
facts, p. 3
feedback, p. 6
forensic, p. 9
identification, p. 7
informing, p. 10
invention, p. 12
manuscript presentation, p. 12
memory, p. 12
opinions, p. 3
persuading, p. 10
plagiarism, p. 21
public, p. 13
public forum, p. 13
rhetoric, p. 6
rhetorical situation, p. 6
situation, p.6
strategic planning, p. 3
strategy, p. 11
style, p. 12

CHAPTER 2

Your First Speech

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LEARNING OBJECTIVES

After studying this chapter, you should be able to:

2.1 Identify the goals and strategies for your first speech.

2.2 Explain the functions of the introduction, body, and conclusion of the speech and arrangement strategies for materials within the body.

2.3 Explain and use outlines that will help in preparing and presenting a speech.

2.4 Use strategies to help you effectively practice and present your first speech.

2.5 Employ strategies to utilize nervousness effectively and to overcome speaking anxiety.

CHAPTER OUTLINE

Public speaking involves learning theoretical knowledge and putting it into practice. We understand theory in large part by reflecting on our practice. And, because theory and practice interact, it's difficult to separate the two—to spend the first half of a course on theory, for instance, and then focus on practice during the second half. You become a more competent and experienced speaker by mastering theory at the same time you improve through practice. For this reason, Chapters 1 and 2 go together—whether your course begins with theory or with practice.

The goal of this chapter is to enable you to prepare and present a simple first speech. Many of the concepts introduced here will be covered in more depth when you encounter them again later in the book.

Goals and Strategies

2.1 Identify the goals and strategies for your first speech.

Most instructors assign a first speech early in the course. Whatever your specific assignment is, two goals are important for any speech:

1. Your message should be clear.
2. You should establish positive ethos.

Although these goals are highlighted for your first speech, they will be goals for *every* speech you give. Subsequent speaking assignments will build on them. This section examines what the goals entail and explores strategies for achieving them.

A Clear Message

First, your speech should have a clear purpose and thesis. The **purpose** is your goal for the speech, the response you are seeking from listeners. The **thesis** is a statement of your main idea; it summarizes the basic point you want the audience to accept.

purpose
The goal of the speech; the response sought from listeners

thesis
The main idea of the speech, usually stated in one or two sentences

Your Purpose Obviously, as a speaker, you want listeners to pay attention to you and to think well of you. Beyond that, however, speeches can seek many different responses from the audience. Do you want to impart information, to teach listeners something new? Or do you want to remind them of something they already believe so they will be more aware of how it affects them? Is it your goal to make listeners see the humorous side of something they regard as serious—or perhaps to see the serious side of what they may otherwise view as a joke? Do you want them to pay attention to something they may tend to ignore? Do you hope to change their beliefs or attitudes about something? Do you want listeners to take a specific action?

Questions like these illustrate the many possible purposes a speaker might have, but not all of them are suitable for a brief first speech. You might want just to provide new information and ask listeners to think about it. For now, this may be a more realistic goal than aiming to change your listeners' beliefs or attitudes.

Your Thesis After you have defined your purpose for speaking, you should clearly state the thesis, or main idea, that you want the speech to establish. After your speech is over, listeners should have little doubt about what you actually said or what you meant. If you find it difficult to state your main idea in a sentence or two, you may be trying to cover too much. Even complex technical claims can be reduced to simple, basic thesis statements.

For example, suppose your first effort to state your thesis results in a statement like

> I'm going to talk about photography.

Asiseeit/Getty Images

Maintaining strong eye contact and using an informal tone will help you to establish a good relationship with the audience in your first speech.

In this case, you have not focused sharply enough on your subject; you have identified only a general topic area. A better statement might be

Instagram has changed how we take and share pictures.

Your thesis is now more specific about what the speech will seek to establish. Similarly, if the purpose of your first speech is to introduce someone:

Broad: I am going to tell you about my classmate, Jack Green.
Focused: Growing up in Japan greatly affected Jack Green's life.

The first statement is too broad, whereas the revised, focused statement tells the audience exactly what your speech will claim.

In short, the thesis is not the general topic of the speech; it is a succinct statement of what you are saying *about* the topic. Stating your thesis in a single specific sentence will help ensure you focus on the main idea rather than talk around it.

Positive Ethos

ethos
The speaker's character as perceived by the audience

The second goal for your beginning speech is to establish positive *ethos* as a speaker. This Greek term was used by teachers of public speaking 2,500 years ago, and a rough translation is *character.*[1] But ethos does not refer to innate character traits, those at the core of a person's identity. Rather, **ethos** refers to the character that is *attributed to* a speaker by listeners on the basis of what the speaker says and does in the speech. Ethos is the character you project when you speak. Some textbooks use the term *credibility* to describe this concept, but listeners make other judgments besides whether they should believe you. They also form impressions about what kind of person they think you are based on what you say and how you project as a speaker.

Assessing Ethos Try the following experiment. Find a short speech video such as a TED Talk on YouTube. Then, based only on the speech, jot down all the adjectives you can think of to describe this speaker. Your list might look something like this:

nervous	deferential	slick	committed
intelligent	concerned	friendly	tasteful
trustworthy	happy	unsure	weak
funny	respectful		

Even a list this long will not capture *all* the attributes you might perceive in a speaker upon hearing a short speech.

What can we conclude from this simple exercise about ethos and its effects?

1. *An audience's judgments about a speaker's character can be quite detailed.* From this exercise, you seem to know quite a bit about the speaker, based only on a very brief speech. You have a sense of the person's intellect, emotions, judgment, relationships with others, power, confidence, and sense of self.
2. *Judgments about a speaker's character are made quickly.* The speech you watched probably lasted only a few minutes, and yet it gave you many insights into the person's apparent character. Whether the speaker walked confidently to the front of the room, looked at the audience, and then began speaking, or whether the speaker seemed unsure, looked at the floor, and spoke even before reaching the front of the room may give you clues about the person. Your judgments may turn out to be wrong, of course, but you based them on the information you had.

   Listeners often have only superficial first impressions to guide them in assessing a speaker, and they form judgments quickly.

3. *Assessments of ethos are durable.* Listeners' first impressions not only shape how they judge the speaker but also affect how they interpret the speech. If the first impression you make is that you are very serious, it will seem out of character when you tell a joke later in the speech. The joke may cause listeners to revise their first impression ("Oh, that speaker's not so somber after all"), but it may also affect how they interpret the joke ("Such a serious person can't even tell a joke that's really funny"). If you already know some of your classmates, this knowledge also will affect your judgments of their ethos—and theirs of your ethos. In that case, assessments of ethos may be even more durable.

Establishing Positive Ethos Because an audience's assessments of a speaker are detailed, formed quickly, and durable, developing positive ethos in your first speech is just as important as having a clear statement of your purpose and thesis. If listeners do not perceive you as an honest and trustworthy person, they are not likely to take seriously what you say. For your first speech, there are several steps (discussed in more detail later in the chapter) you can take that will help listeners form good first impressions of your ethos:

- Approach the front of the room confidently, not hesitantly.
- Plant your feet firmly on the floor so that you do not wander aimlessly.
- Make eye contact with audience members.
- Show appropriate emotion in your facial expressions so that listeners realize you are sincere about what you have to say.
- Speak slowly and distinctly, in order to be easily understood.
- Pause for a brief moment after completing the speech, then walk confidently back to your seat.

introduction
The beginning of the speech; designed to get the audience's attention, to state the thesis, and to preview the development of the speech

In addition to ethos, the ancient Greeks identified two other resources of a speaker: *logos* and *pathos.* Logos refers to the substance and structure of a speech's ideas, and pathos refers to the speaker evoking appropriate emotion from the audience. These resources will be considered later in the book. However, because a listener's assessment of a speaker's character influences many other judgments about that speaker, including the persuasiveness of a speaker's ideas and the appropriateness of the emotions that he or she elicits, learning how to establish positive ethos is important from the first speech you give.

CHECKLIST 2.1
Goals for Your First Speech

1. Develop a clear message.
   - ❑ Do you have a topic?
   - ❑ What is the purpose of the speech?
     - Informing?
     - Persuading?
     - Entertaining?
   - ❑ Have you stated your thesis, or the main idea of the speech?
     - Idea of the speech?
     - Is the thesis succinct?
     - Is the thesis specific?
2. Establish positive ethos.
   - ❑ Recognize that an audience's judgments about a speaker's character are:
     - Detailed
     - Made quickly
     - Durable
   - ❑ Practice steps to establish positive ethos.
     - Be confident.
     - Make eye contact, and show appropriate emotion in your facial expressions.
     - Speak slowly and clearly enough to be understood.

Organizing Your Speech

2.2 Explain the functions of the introduction, body, and conclusion of the speech and arrangement strategies for materials within the body.

Once you have in mind the twin goals of presenting a clear message and establishing positive ethos, the next step is to think strategically about ways to organize the speech to achieve these goals. Every speech has three parts: the *introduction,* the *body,* and the *conclusion.* Each part of a speech includes certain elements and performs certain functions. Chapters 9 and 10 will examine them fully.

The Introduction

Your **introduction** should be designed to (1) get the audience's attention, (2) state your thesis, and (3) preview how

you will develop your ideas. Often, the third function can be omitted in a short speech that has only one main point.

To get the listeners' attention and put them in the right frame of mind, you might startle the audience with a significant but little known fact. If your speech is about sexual assault on college campuses, for example, you could begin by asking, "Do you realize that an estimated 1 in 5 undergraduate women and 1 in 20 undergraduate men will experience rape or sexual assault at some point during their college years?" Or, if your speech is about the importance of self-defense techniques in reducing the risks of assault, you might begin with a story that illustrates an instance when a victim successfully fended off an attacker using self-defense techniques. Your opening statement is the first impression of the speech that listeners will receive; you want to get their attention and focus it appropriately on your main idea. When people want to listen to you, your ethos is also enhanced. The *statement of your thesis* further serves to put listeners in the right frame of mind by explaining how you want them to interpret what you are about to say. In speaking about sexual assault, for example, your thesis might be, "We need to get serious about reducing the prevalence of sexual assault on college campuses." If you identified your thesis clearly when preparing the speech, stating it in the introduction should be easy.

To preview how you will develop your thesis, the final thing the introduction should do is make a natural transition to the body of the speech by telling listeners what to expect. For example, you might follow your thesis statement with, "After discussing the factors contributing to the high risk of undergraduate sexual assault, I will discuss how each of us can work to make our campus a safer place."

The Body

body
The largest portion of the speech; includes the development of supporting materials to prove the thesis and any subsidiary claims

The **body** is the largest portion of the speech; it develops your thesis statement and offers proof to support your claims. Sometimes, the thesis will be a complex statement that must be broken down into smaller ones. In that case, you should preview the steps and make it clear how together they will support the thesis statement. This preview is sometimes called a *roadmap.* For this first speech, though, the thesis should be simple and easily understood without the need for any further development.

supporting materials
All forms of evidence that lend weight to the truth of a claim

Supporting Materials

Supporting materials are all forms of evidence that lend weight to the truth of your thesis, whether by explaining, illustrating, or defending it. All supporting material should be selected with careful consideration of the ethical

Jasminko Ibrakovic/123RF

Using library sources in addition to the Internet often improves the quality of your research.

issues we discussed in Chapter 1. The many kinds of supporting materials can be grouped into a few broad categories:

- Experience
- Narratives (stories)
- Data
- Opinions

You can draw on your own *experience* with a topic or problem to make it clear you are familiar with and have been affected by the subject of your speech. For example, if your thesis is "On-campus housing is too expensive," you could tell the audience what percentage of your budget goes toward living on campus and contrast your experience with that of a friend living off campus. If your thesis is that volunteering is worth the time commitment, you could draw on your own experience of volunteering on or off campus—detailing how much time you devote to it and describing the benefits you think the experience gives you. To support the thesis that the university should increase its available mental health services, a student might describe her experience trying to access mental health care:

> My first month on campus, I felt overwhelmed, was stressed, and had trouble balancing my coursework and commitments. These feelings were worsened by being in a new place. I tried to make an appointment with someone in the mental health center but was told I would have to wait almost two months to be seen because of the high volume of cases they were facing. Unfortunately, my situation was not unique.

The student might go on to explain how her experience convinced her that the university was not equipped to meet its students' mental health needs.

You can use *narratives*, or stories, for supporting material; people often explain (and understand) situations in terms of a story. For example, in a speech about the dangers of deforestation, student Erin Taylor began with a narrative:

> I was driving to the mall to get supplies for my family's vacation. All of a sudden, there weren't trees along the side of the road as there had been the day before. I pulled over and gawked at the treeless land on both sides. Later, I found out that the trees on the right side had been cut down to make a retention basin because of the parking lot that would soon be built on the left side. The chain of events baffled me. My town had cut down trees to fix a problem that was caused by cutting down trees in the first place.

Erin ended the story this way:

> If the United States continues to cut down trees at the current rate, the country would have no forests within three generations. So, by the time your great-grandchildren are born, there would be no forests left. The empty spaces like the ones in my town would be all that people would know.

You can draw on *data* (facts) for supporting material. If you claim that phones outnumber people in the United States, you could simply use statistical tables to report the two total numbers. Or, if the thesis is "Most American presidents have been lawyers," then naming all the lawyer-presidents would provide factual support.

You can also use *opinions* to support your thesis. As noted earlier, opinions are subjective judgments based on a person's experience; unlike facts, opinions cannot be verified. But if you use the opinions of experts to support your claims, those judgments may be more likely viewed as authoritative because they are based on expertise in the subject. Opinions are especially useful in situations where you cannot observe things yourself or when you want to support promises or predictions. For instance, to support a prediction that inflation will not worsen over the next 6 months, you could cite the opinion of the chair of the Federal Reserve Board. In

CHOOSE A STRATEGY: Introducing Yourself to Others

The Situation

You have 3 minutes to introduce yourself at a local senior center where you wish to conduct a project for your sociology class. Recently, there have been some traffic problems in the area caused by students from your college; therefore, audience members might be reluctant to participate since you are identified as a college student. Three minutes is not enough time to describe everything there is to know about you or the worthiness of your project, so choices must be made.

Making Choices

1. How should you decide what you want to share about yourself? Should you consider: the members of your audience; your setting; your goals for the project; how much or how little you want the audience to know about you? What else might you consider?
2. What is the most relevant information to relay to your audience? Should you describe: your primary likes and dislikes; where you are from; your hobbies and personal interests; what your project is about; why your project is important to your audience? What other information might you want to include in your speech?

What If …

Let's assume you are still introducing yourself in a 3-minute speech but to a different audience and with a different purpose. How would your decisions just mentioned be affected by the following conditions?

1. Your public speaking classmates are evaluating your speech for a grade.
2. Your speech of introduction assignment will not be graded.
3. Your audience is now the entire student body, and your purpose is to announce your candidacy for student president.
4. Your audience is the active members of a student organization that you would like to join.

offering an opinion, of course, you want to be sure that the person really is an expert in the field and is not biased.

Different cultures emphasize different supporting materials. In some cultures, storytelling carries great weight, whereas in others only data really matter. Partly for this reason, speakers addressing diverse audiences usually are advised to use a variety of types of supporting material. Varying the types of support is good advice for *any* speaker because it will help to sustain the audience's interest and may enhance the speaker's *ethos* by suggesting that he or she has deep knowledge of the topic.

Organization of Evidence Whenever you offer more than one piece of supporting material, you must decide in what order to arrange your evidence. Suppose, for example, you want to use facts, narratives, and opinions to support the claim that prisons are seriously overcrowded. Which type of material should you present first?

Sometimes the decision about organization is just a matter of preference—of what seems instinctively to have the most natural flow. You might decide to begin with a narrative, then state the facts about prison overcrowding and conclude with the opinions of some prisoners and corrections officers. In cases like this, you should try several organizational arrangements to see which works best. You might ask some friends whether the thesis is clearer or more effective when you organize the supporting material one way rather than another.

At other times, the supporting material may suggest an organizational arrangement. If you are speaking about three times that your town was damaged by a flood, it makes sense to arrange the occasions chronologically—or in *time order*—either from first to last or from last to first.

Another natural organizational pattern is *spatial order*—arranging items according to their location. To discuss the varied geography of Texas, for example, you might proceed clockwise, beginning with the Panhandle in the far north, then describing the hill country of central Texas and the "piney woods" of the east, then dipping southward to cover the Gulf Coast and the Rio Grande Valley, and finally heading to western Texas and the Big Bend country.