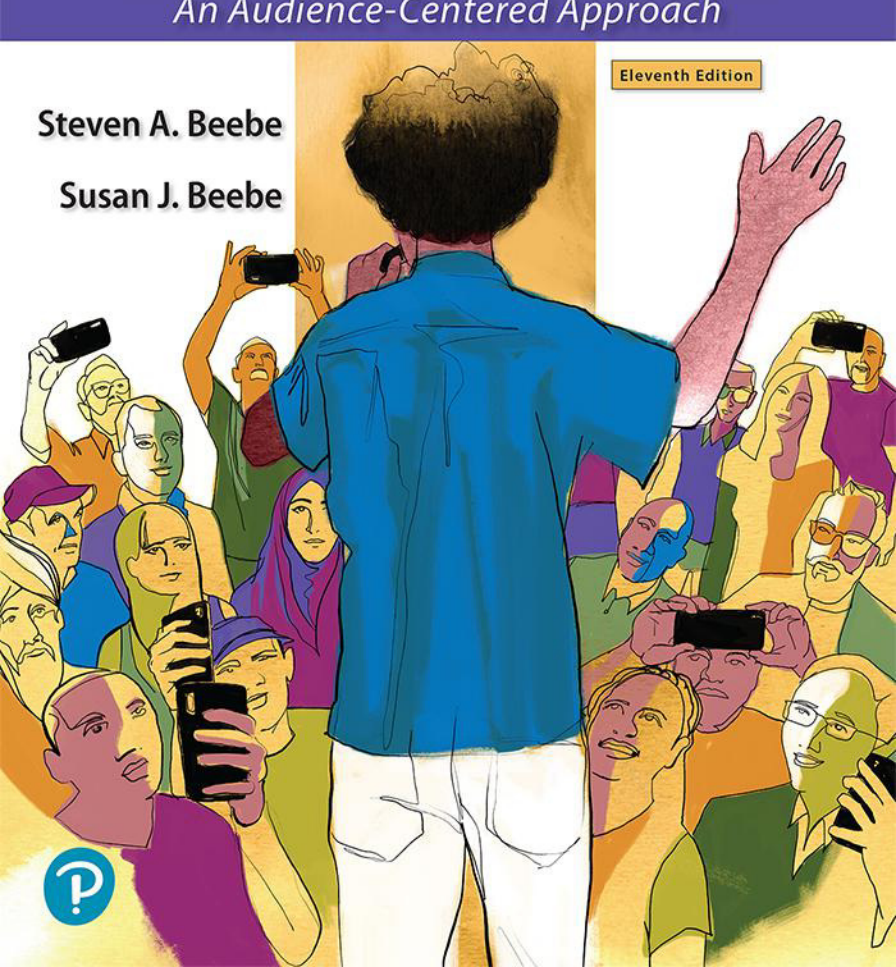
PUBLIC SPEAKING

An Audience-Centered Approach

Eleventh Edition

Steven A. Beebe

Susan J. Beebe



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Pearson

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Dedicated to our parents, Russell and Muriel Beebe and Herb and Jane Dye
To our children, Mark and Amanda Beebe and Matt and Kara Beebe
And to our granddaughter, Mary Jensen

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Brief Contents

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Preface

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

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 let students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel
www.pearson.com/revel

Special Features in Revel for Public Speaking Students Revel offers students a whole new way to study the content and topics relevant to public speaking. Rather than simply offering opportunities to read about and study public speaking, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, in Chapter 2, students are presented with the authors' hallmark audience-centered model as an interactive figure diagramming the various tasks involved in the speech-making process. Students can interact with this figure to learn more about each task involved in designing and presenting a speech. And in Chapter 13, students can test their knowledge using a drag-and-drop assessment to put the stages of the model in order. In addition, students are presented with video examples throughout the course. For the eleventh edition, new videos have been added on topics such as virtual presentations, plagiarism, the fear of public speaking, listening, outlining, giving constructive feedback, capturing an online audience, writing a perfect 60-second hook, Q&A sessions, podcasting, spotting faulty arguments, and presenting a great toast, among other topics. There are also three new TED Talk videos that have been added to the course. As part of our commitment to boosting students' communication confidence, Chapter 1 features the Personal Report of Public Speaking Anxiety (PRPSA). This interactive survey automatically calculates students' scores, helping them easily assess their level of public speaking anxiety. Students can take this assessment in the context of our chapter, get their score, and continue reading about how to improve their own level of confidence. By providing opportunities to read about and practice public speaking in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor

resources and interactive materials can be found within Revel. Some of our favorites include the following:

- **Module Audio and Audio Excerpts** Students can listen to audio of the entire book while on the go. Throughout the text, audio excerpts highlight effective speech examples. Students can listen to audio clips while they read, bringing examples to life in a way that a printed text cannot. These audio examples reinforce learning and add dimension to the printed text.
- **Videos and Video Self-Checks** Videos on topics such as persuading an audience, ethics, audience analysis, structuring speeches, and signposting appear throughout the course to boost mastery of these essential concepts. These engaging videos enhance existing content and most are bundled with correlating self-checks (in the form of multiple-choice questions), enabling students to test their knowledge. For example, the following video self-check, "Why Are Ethics Important When Giving a Speech?," which appears in Chapter 3, discusses the importance of being truthful and thoughtful when presenting a speech.

1. What does the First Amendment protect?

- the right to bear arms
- the right to vote
- life, liberty, and property
- freedom of speech

- **Interactive Figures** Interactive figures are designed to engage and help students understand hard-to-grasp concepts, such as such as the transactive model of communication, through interactive visualizations. For example, students can interact with Figure 1.3 (A Transactive Model of Communication) by clicking the "Next" and "Previous" buttons to reveal each element of the model one step at a time.
- **Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two types of writing prompts: (1) the Journal prompt, which elicits free-form, topic-specific responses addressing content at the module level, and (2) the Shared Writing prompt, which encourages students to share and respond to one another's brief responses to high-interest topics in the chapter. Most of the Journal prompts, which appear in every module, help students make connections between public speaking topics and their own experiences. At the end of each chapter, a Shared Writing prompt allows students to see and respond to their classmates' comments, thereby facilitating discussion online as well as in the classroom. 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: An Audience-Centered Approach*, Eleventh Edition, go to www.pearsonhighered.com/revel.

New and Updated Features

With this edition, we've refined and updated the text to create a powerful and contemporary resource for helping speakers connect to their audience. We've added several new features and revised features that both instructors and students have praised. Here are some more reasons to give this new edition a close look.

New Speeches We've added new speech examples throughout the text. For example, in Chapter 2, there is a new sample speech on conquering the fear of public speaking, and the *Developing Your Speech Step by Step* boxes feature a new speech on the concept of Afro-pessimism. In addition, two speeches in our revised Appendix C are new and were selected to provide readers with a variety of positive models of effective speeches. Not only can students read these new speeches, but they can also watch and listen to them in Revel. In addition, many of these new speeches have accompanying self-check questions so students can test their knowledge of the speech content.

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

New Material in Every Chapter In addition to these new and expanded features, each chapter has been revised with new examples, illustrations, and references to the latest research conclusions. In addition, in Revel we've added dozens of new videos, many with accompanying self-check quizzes. We've also added new writing prompts, as well as new interactive figures and self-assessments. Because the rapid growth of communication technology has changed the way we live and our interactions with people, we've added a new appendix on mediated public speaking. We have also incorporated other mediated public speaking topics into the text and in the new *Public Speaking Today* feature boxes, which appear in every chapter. Here's a summary of the changes and revisions we've made:

Chapter 1: Speaking with Confidence

In Revel, author Chimamanda Ngozi Adichie's TED Talk video about the concept of a "single story" introduces the chapter. The introduction to the communication process has been revised for greater clarity. A new *Public Speaking Today* box discusses mediated public speaking and the importance of analyzing and adapting to an audience you cannot see. Figures 1.1 (A Linear Model of Communication), 1.2 (An Interactive Model of Communication), and 1.3 (A Transactive Model of Communication) have been revised to show how noise influences the transfer of meaning from source to receiver. Additional research on public speaking anxiety has also been added to the chapter. There are also new Journal prompts in Revel on public speaking anxiety, as well as on external and internal noise. A new Shared Writing prompt on the fear of public speaking provides an opportunity for students to have a "threaded" discussion among class members.

Chapter 2: Presenting Your First Speech

Figures 2.1 and 2.3 have been redesigned to more clearly indicate how considering the audience is at the center of the model of the speechmaking process. A new *Public Speaking Today* box discusses the importance of seeking technical support before you need it. At the end of the chapter, there is a new sample speech on conquering your fear of public speaking. In Revel, a video and self-check multiple-choice questions accompany this speech. Additional discussion of mediated public speaking has also been incorporated into this chapter.

Chapter 3: Speaking Freely and Ethically

To capture students' interest, Chapter 3 opens with a new example about San Francisco 49ers quarterback Colin Kaepernick. The discussion of how free speech has historically been challenged and defended by law, in the courts, in popular movements, and on the

Internet and social media has been significantly revised and reorganized for greater clarity. In Revel, students can test their knowledge of the First Amendment by taking an online quiz. The chapter also includes new content on the importance of honesty in ethnical speechmaking. There is a new video in Revel on the importance of ethics in free speech. The discussion of plagiarism includes a new example and video about Melania Trump's address to the Republican National Convention in 2016. A new *Public Speaking Today* box discusses ethical responsibilities when using social media. In addition, the sample oral citation box has also been updated with a new example on fatal opioid overdoses.

Chapter 4: Listening to Speeches

This chapter includes a new *Public Speaking Today* box on how to enhance your understanding of mediated messages. The discussion about what to do as a listener and as a speaker to overcome various barriers to effective listening has been revised and streamlined. In addition, material on how to evaluate the quality of evidence has been updated and revised. Research has also been added on mindful listening. There is a new discussion on how the study of communication can reinforce students' critical listening and thinking skills. The chapter features new videos and accompanying self-checks in Revel on obstacles to effective listening and how to give constructive feedback on someone's speech. There is also a new TED Talk video on the concept of unconscious bias titled, "What Does My Headscarf Mean to You?" In addition, there is a new Journal prompt on evaluating the quality of evidence.

Chapter 5: Analyzing Your Audience

A new *Public Speaking Today* box discusses how to adapt to an amorphous audience of undetermined size, such as one encountered online. In Revel, the chapter includes new videos on getting to know your audience and how to give virtual presentations. The definitions of culture, ethnicity, and race have been updated and revised. This chapter also introduces the first of the updated *Developing Your Speech Step by Step* boxes, which provide students with an extended example of how to implement audience-centered speechmaking concepts.

Chapter 6: Developing Your Speech

The *Developing Your Speech Step by Step* boxes in this chapter have been updated with a new speech on the concept of Afro-pessimism. New speech examples on topics such as food deserts, the gender gap in healthcare treatment, the global penicillin shortage, and sexual abuse have been added to the chapter. A new *Public Speaking Today* box provides strategies for generating speech topics using online resources. In Revel, there is a new video and accompanying self-check on how to select the right speech topic. The chapter also features a new video of a TED Talk by comedian Jill Shargaa titled, "Please, Please, People. Let's Put the 'Awe' Back in 'Awesome.'" The *Meanwhile, Back at the Computer …* box at the end of the chapter has also been updated with a new example about the Associated Press (AP) top 25 poll.

Chapter 7: Gathering and Using Supporting Material

New speech examples, selected to spark students' interest, have been added throughout the chapter on topics such as Yellowstone National Park, the Parkland shooting, medical waste, and foster care. The discussion of literal and figurative analogies has been revised and updated. A new *Public Speaking Today* box provides criteria for evaluating information found on the Internet. In Revel, there is a new video and accompanying self-check about identifying, navigating, and evaluating supporting materials for a speech. There is also a new Journal prompt on building a preliminary bibliography.

Chapter 8: Organizing and Outlining Your Speech

A new *Sample Preparation Outline* gives students a complete model of the best practices in organization and outlining. In addition, a new figure illustrates how the repetition of key words or ideas, transitional words or phrases, and enumeration can provide

verbal transitions from one idea to the next. Using the outlining feature in word processing programs can be challenging, so we've added a new feature box offering some useful tips for creating a correctly formatted and logically organized outline. In Revel, new videos explain how to select the right structure for your speech and how to use signposts to keep your audience on track. To illustrate chapter concepts, new speech examples have been added throughout the chapter. There is also a new Journal prompt in Revel on verbal and nonverbal transitions.

Chapter 9: Introducing and Concluding Your Speech

New speech examples illustrating how to effectively use humor, questions, illustrations and anecdotes, and startling facts and statistics in the introduction of a speech have been added to the chapter. In addition, a new *Public Speaking Today* box explains how to capture and sustain your audience's attention online. In Revel, a new video explains why referring to your introduction in your speech conclusion is an excellent way to provide closure.

Chapter 10: Using Words Well: Speaker Language and Style

A new *Public Speaking Today* box explains why it is especially important to make sure your message is easy to understand when delivering an asynchronous, prerecorded message on video or audio. A new video in Revel discusses how Abraham Lincoln, John F. Kennedy, and Barbara Jordan used language in their most famous speeches. The discussion about the importance of using specific, concrete words has been revised and streamlined for greater clarity. In addition, material on using respectful and unbiased language has been revised. In Revel, there are new Journal prompts on disrespectful and biased language, and on how to use words more effectively.

Chapter 11: Delivering Your Speech

The chapter features new material on how silence can be an effective tool in emphasizing a particular word or sentence in a speech. The discussion on how to make the most of your rehearsal time has been updated with new suggestions for preparing speaking notes and mentally rehearsing your speech. The *Developing Your Speech Step by Step* boxes in this chapter have been updated with a new speech on the concept of Afro-pessimism. The new *Public Speaking Today* box in this chapter provides tips for presenting a speech via video, either recorded or in real time.

Chapter 12: Using Presentation Aids

The chapter features a new discussion of storyboards and how they can help students plan where to use visual images in their speeches. A new figure (12.8) provides an illustrated example of a storyboard for a speech on "Conquering Your Fear of Public Speaking." The chapter also includes updated tips and guidelines for using images, text, and videos in presentation aids. In Revel, a new video discusses how the typefaces used in your presentation aids can influence your audience's impression of your presentation. A new *Public Speaking Today* box provides tips on how to effectively present a webinar. The examples of bar, pie, and line graphs in the chapter have been updated with new data.

Chapter 13: Speaking to Inform

A new *Public Speaking Today* box provides tips for producing your own podcast. In Revel, an accompanying video discusses the growing popularity of podcasts and how they can help you become a better public speaker. New research on how stories help listeners remember messages and maintain attention has been added to the chapter. A new video in Revel explains how storytelling can make your speech more engaging and powerful. Material on clarifying unfamiliar ideas and complex processes has been reorganized and revised for greater clarity.

Chapter 14: Understanding Principles of Persuasive Speaking

A new *Public Speaking Today* box discusses "fake news" and how to identify online content that is false, deliberately misleading, or based on fabricated stories or images

designed to evoke strong emotional reactions. The discussion on how to organize your persuasive speech has been revised and updated. In Revel, the chapter opens with a new video on the differences between informative and persuasive speeches, while another video reviews Aristotle's three general methods of persuasion: ethos, logos, and pathos. A new Shared Writing prompt asks students to consider the ethics of persuasion.

Chapter 15: Using Persuasive Strategies

This chapter now includes material on the Toulmin Model of Argument, including a new figure to help students visualize the relationship between the three essential elements of the model. We've also added new speech examples throughout the chapter on topics such as overmedicating the elderly, climate change, and childhood immunizations. A new *Public Speaking Today* box explains the strategies website developers use to persuade. Material on the motivated sequence has also been revised and updated with a new speech example. In Revel, a new video explains how to spot faulty arguments online. There is also a new Journal prompt about faulty reasoning.

Chapter 16: Speaking for Special Occasions and Purposes

A new *Public Speaking Today* box explains what steps to take when technology fails when giving a speech. The discussion of keynote and commencement addresses has been updated and revised with new speech examples. There are also new examples in the discussion of humorous topics. In Revel, students can watch new videos about how to give a great toast and how to incorporate humor into an upcoming speech. There is also a new Journal prompt about group presentations.

Appendix A: Speaking in Small Groups

This appendix has been streamlined for clarity and to eliminate repetitive topics. New research has been added about how the way group members contribute can determine the success of the deliberations. There is a new Shared Writing prompt on leadership responsibilities in small groups.

Appendix B: Mediated Public Speaking

Our new appendix on mediated communication was created in conjunction with Pearson and Ohlinger Studios; it is based on cutting-edge research and includes the latest innovations and information about communicating in a mediated setting. The appendix clarifies the differences among synchronous, asynchronous, and hybrid presentations. It also offers strategies on how to engage an audience in a mediated setting. In addition, it covers how to prepare, rehearse, and deliver an online presentation. There is also a discussion on how to be a good digital citizen.

Appendix C: Speeches for Analysis and Discussion

George W. Bush's address to the nation on September 11, 2001, has been added to this appendix. In addition, a new student speech on audio and video manipulation has been included.

Successful Features Retained in This Edition

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

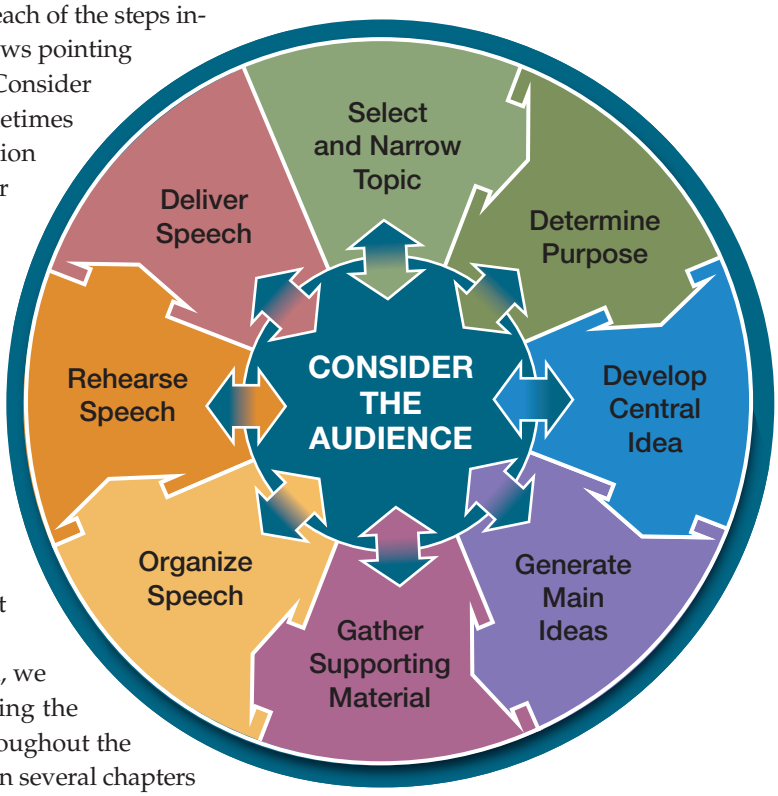
students by offering a wide array of print and electronic supplements to support teaching and learning.

Our Audience-Centered Approach

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

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

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



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After introducing the model early in the book, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book. A highlighted version of the model appears in several chapters

as a visual reminder of the place the chapter's topic occupies in the audience-centered speechmaking process. Similarly, highlighted versions appear in the *Developing Your Speech Step by Step* boxes. Another visual reminder comes in the form of a miniature version of the model, the icon shown here in the margin. *When you see this icon, it will remind you that the material presented has special significance for considering your audience.* In Revel, students can interact with this audience-centered model to learn more about each stage of the speechmaking process. At the end of Chapter 13, they can also test their knowledge using a drag-and-drop assessment to put the stages of the model in order.

Our Focus on Communication Apprehension

One of the biggest barriers that keeps a speaker, especially a novice public speaker, from connecting to his or her audience is apprehension. Fear of failure, forgetting, or fumbling words is a major distraction. In our text, we help students to overcome their apprehension of speaking to others by focusing on their listeners rather than on their fear. Our discussion of communication apprehension is covered in Chapter 1. We have continued to add the most contemporary research conclusions we can find to help students overcome the anxiety that many people experience when speaking publicly. For example, in Chapter 1 of the Revel course, students can complete the Personal Report of Public Speaking Anxiety and immediately get their score. In addition, as students read through the narrative in Revel, they will find videos, interactive activities, and assessment questions to engage their interest, enliven the content, and increase their confidence. Finally, a new sample speech in Chapter 2 focuses on conquering the fear of public speaking.

Our Focus on Ethics

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

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

Our Focus on Diversity

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

Our Focus on Skill Development

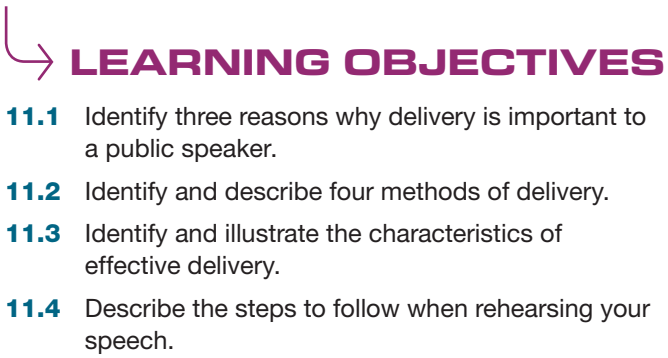
We are grateful for our ongoing collaboration with public speaking teachers, many of whom have used our audience-centered approach for more than two decades. We have retained those skill development features of previous editions that both teachers and students have applauded. What instructors tell us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

Clear and Interesting Writing Style Readers have especially valued our polished prose, concise style, and engaging, lively voice. Students tell us that reading our book is like having a conversation with their instructor.

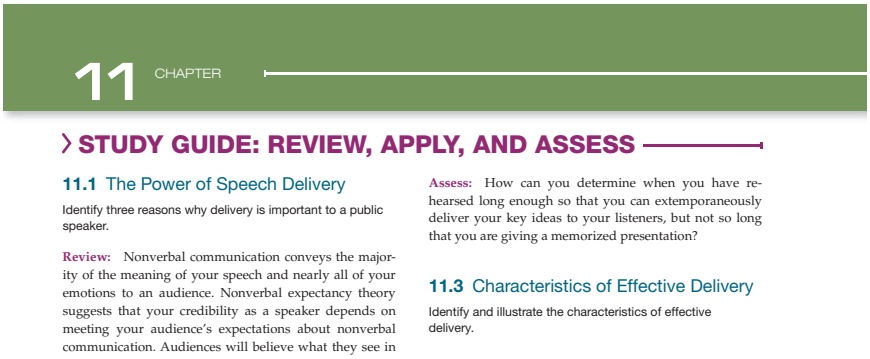
Outstanding Examples Students need to be not only *told* how to speak effectively, but also *shown* how to speak well. Our powerful and interesting examples, both classic and contemporary and drawn from both student speakers and famous orators, continue to resonate with student speakers.

Built-in Learning Resources We've retained the following built-in pedagogical features of previous editions:

- *Learning Objectives* appear at the start of each chapter to provide students with strategies and key points for approaching the chapter. Objectives reappear at the beginning of each section and in the end-of-chapter Study Guide to help students gauge their progress and monitor their learning.



- An updated *Study Guide* at the end of each chapter reviews the learning objectives and key terms, and guides students to think critically about chapter concepts and related ethical issues.



- *Recap* boxes and tables help students check their understanding and review for exams.

RECAP

The Power of Speech Delivery

Nonverbal communication:

- creates a major portion of the meaning of a speech;
- disappoints audiences when it violates their expectations;
- expresses almost all the emotion in a speech;
- can help listeners "catch" the speaker's feelings; and
- is usually more believable than words.

- An extended speech example appears in the *Developing Your Speech Step by Step* boxes, which appear throughout the book.

DEVELOPING YOUR SPEECH STEP BY STEP

REHEARSE YOUR SPEECH

Abigail begins to rehearse her speech. From the beginning, she stands and speaks aloud, practicing gestures and movement that seem appropriate to her message. At first, Abigail uses her preparation outline as speaking notes. These early rehearsals go pretty well, but the speech is running a little short. Abigail knows that she tends to speak fairly rapidly, so she decides to plan more pauses throughout the speech, at points strategically chosen to allow her listeners to absorb an important idea. When she prepares her speaking notes, Abigail writes the delivery cue "Pause" at these points on her note cards.

For the eleventh edition, we have added a brand new box called *Public Speaking Today*, which explores contemporary digital trends and potential technology roadblocks in public speaking. These new feature boxes, which appear in every chapter, cover topics such as identifying fake news, preparing a podcast, participating in a webinar, speaking well asynchronously, listening to mediated messages, getting technical support before you need it, catching attention online, recognizing how a website persuades you, and communicating with an audience you can't see or hear, among other topics.

PUBLIC SPEAKING TODAY

VIDEO DELIVERY TIPS

When your speech is presented via video, either recorded or in real time, here are several tips to keep in mind:

- When you rehearse, imagine you are speaking to a live audience so that you maintain a lively and immediate delivery style using your natural, conversational voice.
- Consider toning down your gestures and facial expressions since the camera lens is generally only a few feet away from you. TV, phone, or computer screens tend to amplify the intensity of your gestures and movements.

Instructor and Student Resources

Public speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on support from textbook publishers. To support instructors and students who use *Public Speaking: An Audience-Centered Approach*, Pearson provides an array of supplementary materials for students and instructors. Key instructor resources include an Instructor's Resource Manual (978-0-13-572908-3), Test Bank (978-0-13-572890-1), and PowerPoint™ Presentation Package (978-0-13-572900-7). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (978-0-13-572933-5) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearsonhighered.com/communication.

Shared Media and Video Quiz Assignments

Share, assign, and assess a variety of media easily and meaningfully with Shared Media and Video Quiz assignments in Revel.

Shared Media assignments allow instructors and students to comment on videos and other media, including recorded public speaking performances, and assess them using instructor and peer review rubrics. Robust privacy settings ensure that student videos are uploaded and managed in a secure learning environment.

Video Quiz assignments make a typically passive activity into an active learning experience. Set up time-stamped questions on video assignments to ensure students are really engaged with and mastering concepts.

Acknowledgments

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

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

Reviewers of the eleventh edition:

Shae Adkins, Lone Star College – North Harris; Mardia Bishop, University of Illinois; Donna Halper, Lesley University; Michael Hester, University of West Georgia; Donn King, Pellissippi State Community College; Yvonne Morris, Elizabethtown Community and Technical College; Greg Rickert, Bluegrass Community and Technical College; Katherine Taylor, University of Louisville; Laura Umphrey, Northern Arizona University

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Steven A. Beebe

Susan J. Beebe

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CHAPTER 1

SPEAKING WITH CONFIDENCE

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

—Mark Twain

The Quack, by Anonymous, c. 1619-25, Dutch painting, oil on panel. Everett Collection Inc / Alamy Stock Photo

LEARNING OBJECTIVES

1.1 Compare and contrast public speaking and conversation.

1.2 Explain why it is important to study public speaking.

1.3 Discuss in brief the history of public speaking.

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

1.5 Use several techniques to become a more confident speaker.

It's a hot ticket. Even at $10,000, the annual four-day event always sells out. Some three million additional people watch and listen online every day.[1] But the performers are not, as you might guess, legendary singers or classic rock bands. They are, in fact, not performers at all. They are public speakers.

The live event is the annual Technology, Entertainment, and Design (TED) Conference. And you are probably among the billions who have seen a TED video.[2] Public speaking, whether presented to a live audience, via broadcast video, or online, remains a powerful and popular form of communication.

As you begin reading this text, chances are that you are also beginning a course in public speaking. You're in good company; nearly a half million college students take a public speaking class each year.[3] If you haven't had much experience speaking in public, you're also in good company. Sixty-six percent of students beginning a public speaking course reported having had little or no public speaking experience.[4]

The good news is that this text will provide you with the knowledge and experience needed to become a competent public speaker—an active participant in what TED curator Chris Anderson calls "as important a task as humanity has."[5]

1.1 What Is Public Speaking?

Compare and contrast public speaking and conversation.

public speaking
The process of presenting a spoken message to an audience

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

The skill of public speaking builds on your normal, everyday interactions with others.[6] In fact, as you begin to study and practice public speaking, you will discover that it has much in common with conversation, a form of communication in which you engage every day. Like conversation, public speaking requires you to focus and verbalize your thoughts.[7]

When you have a conversation, you also have to make decisions "on your feet." If your friends look puzzled or interrupt with questions, you may need to explain your idea a second time. If they look bored, you could insert a funny story or talk more animatedly. As a public speaker, you will learn to make similar adaptations based on your knowledge of your listeners, their expectations for your speech, and their reactions to what you are saying. In some situations, such as speaking via video or a podcast, you may not be able to see your audience, but you will still need to anticipate how they will respond to your message.

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

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

MATTHEW HEALEY/UPI/Newscom

Public speakers take more time to prepare their remarks than conversationalists do. Public speaking is also more formal than conversation, with defined roles for speaker and audience.

A public speaker's delivery is also more formal than the way most people engage in ordinary conversation.

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

mediated public speaking
Using some form of technology (or other medium) to connect the speaker and audience

PUBLIC SPEAKING TODAY

IS MEDIATED COMMUNICATION PUBLIC SPEAKING?

We have defined public speaking as the process of presenting a spoken message to an audience, small or large. But are podcasts or a Skyped or YouTube speech examples of *public speaking*? Yes, public speaking today involves more than speaking to live, face-to-face audiences. You may actually be more likely to hear a speech today presented as a prerecorded TED Talk or a podcast and delivered on a digital device than as a live-and-in-person presentation. Therefore, we will discuss principles and strategies that can help you become a better speaker in mediated settings in this special feature called *Public Speaking Today*, as well as in suggestions presented throughout the text and in Appendix B, *Mediated Public Speaking*.

Mediated public speaking is when technology (or another medium) is used to connect a speaker to an audience. If you're taking this class online, you may never meet face-to-face with your instructor or classmates, or you may only occasionally meet in person.[8] Yet, whether face-to-face or mediated, the *essential skills* of public speaking are the same. You will analyze and adapt to your audience as you select a topic, determine your precise purpose, and then prepare your message. Although you may not receive immediate feedback from your listeners to guide you as you deliver your message, you nonetheless should have thought about the audience and anticipated their responses. So yes, contemporary public speaking involves preparing and delivering mediated messages designed for an audience who may be watching or listening to you instantly or who may hear your message days, months, or even years after you first crafted it.

1.2 Why Study Public Speaking?

Explain why it is important to study public speaking.

Although you've heard countless speeches during your lifetime, you may still have questions about why it's important for *you* to study public speaking. Here are two long-term advantages: Studying public speaking can *empower* you and help you gain *employment*.

Empowerment

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

You will undoubtedly be called on to speak in public at various times in your life. Your ability to speak with competence and confidence will provide **empowerment**. To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal. Being a skilled public speaker will give you an edge that less skilled communicators lack—even those who may have superior ideas, education, or experience. It will position you for greater things by enhancing your overall communication skills.[9] Every major advance in human rights occurred because of those who spoke passionately and publicly for the rights of others. Social movements gain traction when people publically and powerfully address injustice and inequality. Former presidential speechwriter James Humes, who labels public speaking "the language of leadership," says, "Every time you have to speak—whether it's in an auditorium, in a company conference room, or even at your own desk—you are auditioning for leadership."[10]

critical thinking
Analyzing information to judge its accuracy and relevance

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

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

Employment

If you can speak well, you possess a skill that others value highly. In fact, industrialist Charles M. Schwab once said, "I'll pay more for a person's ability to speak and express himself than for any other quality he might possess."[11] Billionaire stock investor Warren Buffett agrees. In an interview with CNN reporter Christiane Amanpour, extolling the virtues of his public speaking course, he said, "If you improve your communication skills, I guarantee you that you will earn 50 percent more money over your lifetime."[12]

Whether you're currently employed in an entry-level position or aspire to the highest rung of the corporate leadership ladder, being able to communicate effectively with others is key to professional success in any line of work.[13] The skills you learn in a public speaking course, such as how to ethically adapt information to listeners, organize your ideas, persuade others, and hold listeners' attention, are among the skills most sought after by any employer. In a nationwide survey, prospective employers

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Why Study Public Speaking?

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

of college graduates said they seek candidates with "public speaking and presentation ability."[14] Other surveys of personnel managers, both in the United States and internationally, have consistently confirmed that they consider communication skills *the top factor* in helping graduating college students obtain employment.[15] So by enhancing your speaking skill, you are developing the number-one competency that employers seek.

1.3 The Rich Heritage of Public Speaking

Discuss in brief the history of public speaking.

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

rhetoric
The strategic use of words and symbols to achieve a goal

The Golden Age of Public Speaking

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

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

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

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

The Roman orator Cicero was known not only for being an excellent public speaker but also for his writings on how to be an effective speaker. Marcus Fabius Quintilianus, who was known as Quintilian and born in what is today Spain, also sought to teach others how to be effective speakers. As politicians and poets attracted large followings in ancient Rome, Cicero and Quintilian sought to define the qualities of the "true" orator. Quintilian famously wrote that the ideal orator should be "a good person speaking well." On a lighter note, it is said that Roman orators invented the necktie. Fearing laryngitis, they wore "chin cloths" to protect their throats.[16]

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

Francis Miller/The LIFE Picture Collection/Getty Images

Civil rights leader and human rights activist Dr. Martin Luther King Jr. delivered one of the great speeches of history as the keynote of the August 1963 civil rights march on Washington, D.C.

Nineteenth- and Twentieth-Century Age of Political Oratory

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

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

Hand in hand with declamation went the study and practice of **elocution**, the expression of emotion through posture, movement, gesture, facial expression, and voice. From the mid-nineteenth century to the early twentieth century, elocution manuals—providing elaborate and specific prescriptions for effective delivery—were standard references not only in schools but also in nearly every middle-class home in the United States.[17]

declamation
The delivery of an already famous speech

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

The Technological Age of Public Speaking

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

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

With the twenty-first century dawned a new era of speechmaking. It was to be an era that would draw on age-old public speaking traditions and also embrace rapidly evolving technology and media. For example, U.S. soldiers serving in Iraq and Afghanistan would watch their children's commencement addresses live via streaming video. Speakers of the future will continue to draw on a long and rich heritage, in addition to forging new frontiers in public speaking, whether in person or online.

One unchanging truth of public speaking is that at the core of all you do in public speaking is a focus on your audience. Your audience will ultimately determine if your message has achieved your objective. For this reason, we suggest that you keep your audience

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The Rich Heritage of Public Speaking

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

foremost in your mind from the first moments of thinking about your speech topic to the time when you utter the concluding sentence of your speech.

1.4 The Communication Process

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

In its broadest sense, **communication** is the process of acting on information.[18] Someone says or does something, and others think or do something in response to the action or the words as they understand them. The existence of information is not communication. A receiver, reader, or listener is needed for communication to occur. Information becomes communication when an audience receives a message and acts upon it in some way.

communication
Process of acting on information

Human communication is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages.[19] Even the earliest communication theorists recognized that communication is a process. The models they first formulated were linear, suggesting a simple transfer of meaning from a sender to a receiver, as shown in Figure 1.1. More recently, theorists have created models that better demonstrate the complexity of the sense-making and sense-sharing communication process. Let's explore what some of those models can teach us about what happens when we communicate.

human communication
Process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages

Communication as Action

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

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

source
The public speaker

encode
To translate ideas and images into verbal or nonverbal symbols

code
A verbal or nonverbal symbol for an idea or image

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

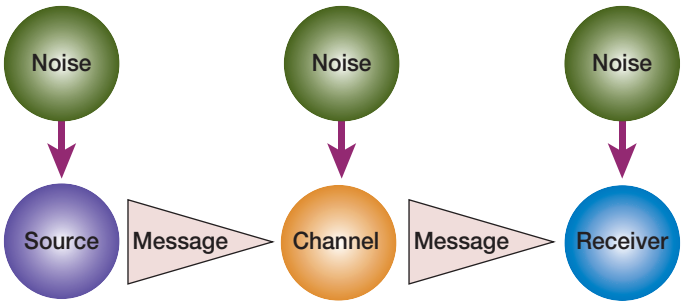
message
The content of a speech and the mode of its delivery

decode
To translate verbal or nonverbal symbols into ideas and images

Channels A message is usually transmitted from sender to receiver via two **channels**: *visual* and *auditory*. Audience members see the speaker and decode his or her nonverbal symbols—eye contact (or lack of it), facial expressions, posture, gestures, and dress. If the

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

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



speaker uses any visual aids, such as graphs or models, these, too, are transmitted along the visual channel. The auditory channel is evident as the speaker speaks. Then the audience members hear words and recognize vocal cues such as inflection, rate, and voice quality.

receiver
A listener or an audience member

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

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

external noise
Physical sounds that interfere with communication

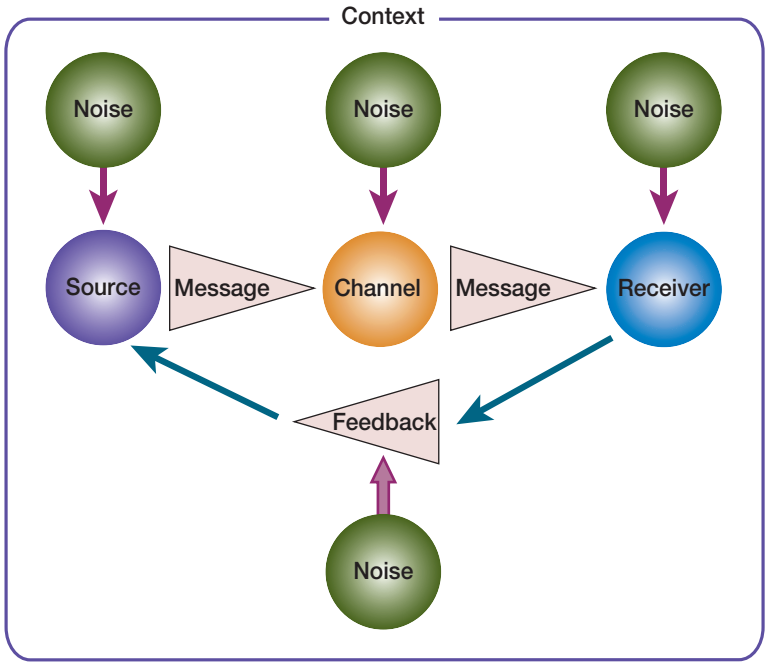
internal noise
Physiological or psychological interference with communication

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

Communication as Interaction

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

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



Feedback As we've noted, one way in which public speaking differs from casual conversation is that the public speaker does most or all of the talking. But public speaking is still interactive. Without an audience to hear and provide **feedback**, public speaking serves little purpose. Skillful public speakers are audience-centered. They depend on the nods, facial expressions, and murmurs of the audience to adjust their rate of speaking, volume, vocabulary, type and amount of supporting material, and other variables to communicate their message successfully. Even in mediated situations when you can't see or hear your audience because you're presenting your message online or via video, you should anticipate how your listeners may respond to your message.

feedback
Verbal and nonverbal responses an audience provides to a speaker

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

context
The environment or situation in which a speech occurs

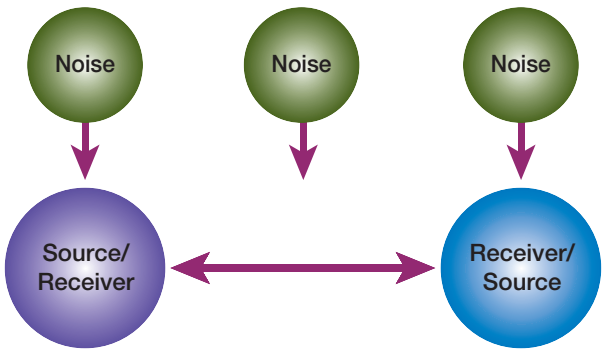
The person whose job it is to deliver an identical message to a number of different audiences at different times and in different places can attest to the uniqueness of each speaking context. If the room is hot, crowded, or poorly lit, these conditions affect both speaker and audience. The audience that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

Communication as Transaction

The most recent communication models focus on communication as a simultaneous, transactive process. As Figure 1.3 suggests, we send and receive messages concurrently. In a two-person communication transaction, both individuals are sending and receiving *at the same time*. When you are listening, you are simultaneously expressing your thoughts and feelings nonverbally.

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

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



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The Communication Process

The audience and speaker send messages simultaneously. Elements of the process include the following:

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

By studying these models of communication, you will be able to better explain and predict the elements required for successful public speaking. Although these models are relatively new, the elements of successful public speaking are not. As you study public speaking, you will continue a tradition that goes back to the beginnings of Western civilization.

1.5 Improving Your Confidence as a Speaker

Use several techniques to become a more confident speaker.

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

The first bit of comfort we offer is this: It's *normal* to be nervous. In a classic survey seeking to identify people's phobias, public speaking ranked as the most anxiety-producing experience most people face. Forty-one percent of all respondents reported public speaking as their most significant fear: Fear of death ranked only sixth![20] Even comedian Jerry Seinfeld has said, "Given a choice, at a funeral most of us would rather be the one in the coffin than the one giving the eulogy." New research continues to confirm that most people are apprehensive about giving a speech.[21] Other studies have found that more than 80 percent of the population feels anxious when they speak to an audience.[22] Some people find public speaking quite frightening: Studies suggest that about 20 percent of all college students are highly apprehensive about speaking in front of others.[23]

Even if your anxiety is not overwhelming, you can benefit from learning some positive approaches that allow your nervousness to work *for you*.[24] First, we will help you understand why you become nervous. Then we will offer specific strategies to help you speak with greater comfort and less anxiety.

Understand Your Nervousness

What makes you feel nervous about speaking in public? Why do your hands sometimes shake, your knees quiver, your stomach flutter, and your voice seem to go up an octave? What is happening to you?[25]

Researchers have found that public speaking anxiety is both a *trait* (a characteristic or general tendency that you may have) and a *state* (anxiety triggered by the specific incidence of giving a speech to an audience).[26] Public speaking students report that they feel most nervous about what the audience may think of them and whether they might make mistakes because of their nervousness.[27] Another study found that among the causes of public speaking anxiety were fear of humiliation, concern about not being prepared, worry about one's looks, pressure to perform, personal insecurity, concern that the audience wouldn't be interested in oneself or the speech, lack of experience, fear of making mistakes, and an overall fear of failure.[28] Another study found that men are likely to experience more anxiety than women when speaking to people from a culture different from their own.[29] There is also evidence that being a perfectionist may be linked to increased apprehension when speaking to others.[30] As you read the following list of possible speaking-anxiety causes, you'll probably find a

reason that resonates with you because most people feel some nervousness when they speak before others. You're not alone if you are apprehensive about giving a speech.[31] Understanding why you and many others may experience apprehension can give you insights into how to better address your anxiety.[32]

Your Biology Affects Your Psychology Increasingly, researchers are concluding that communication apprehension may have a genetic or biological basis: Some people may inherit a tendency to feel anxious about speaking in public.[33] You may wonder, "So if I have a biological tendency to feel nervous, is there anything I can do to help manage my fear?" The answer is *yes*. Even if you are predisposed to feeling nervous because of your genetic makeup, there are strategies you can use to help manage your apprehension.[34] Perhaps you've heard that the secret to serenity is to focus on the things you can change, rather than on the things you can't, and to have the wisdom to know the difference. For increased serenity when speaking in public, we suggest you focus on behaviors you can change, such as enhancing your speaking skills, rather than on your biologically based speaking apprehension, which is much more difficult to change. A better understanding of the biological reasons you feel apprehensive is a good starting point on the journey to speaking with greater confidence and serenity.[35]

Your Psychology Also Affects Your Biology Your view of the speaking assignment, your perception of your speaking skill, and your self-esteem interact to create anxiety.[36] You want to do well, but you're not sure that you can or will. Presented with this conflict, your brain signals your body to switch to its default fight-or-flight mode: You can either fight to respond to the challenge or flee to avoid the cause of the anxiety. Your body responds by summoning more energy to deal with the conflict you are facing. Your breathing rate increases, adrenaline pumps through you, and more blood rushes through your veins.[37] To put it more technically, you are experiencing physiological changes because of your psychological state, which explains why you may have a more rapid heartbeat, shaking knees and hands, a quivering voice, and increased perspiration.[38] You may also experience butterflies in your stomach because of changes in your digestive system. As a result of your physical discomfort, you may make less eye contact with your audience, use more vocalized pauses ("Um," "Ah," "You know"), and speak too rapidly. Although you see your physical responses as hindrances, your brain and body are simply trying to help you with the task at hand. Sometimes they offer more "help" than needed, and their assistance is not useful.

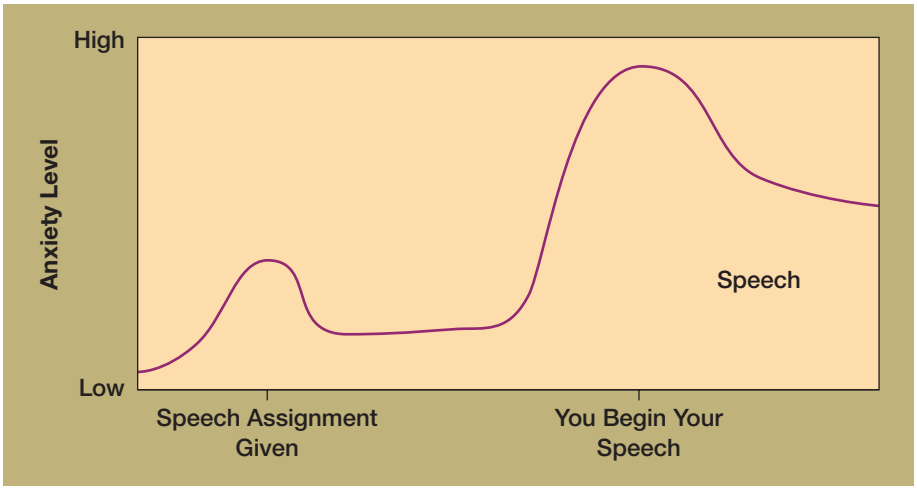
Your Apprehension Follows a Predictable Pattern When are you most likely to feel nervous about giving a speech in your communication class? Research suggests there are typical times when people feel nervous. As shown in Figure 1.4, many people feel most nervous right before they give their speech. That's when the uncertainty about what will happen next is highest.[39] If you're like most people, you'll feel the second-highest level of anxiety when your instructor explains the speech assignment. You'll probably feel the *least* anxiety when you're preparing your speech.

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

What else can you do to understand and manage your fear and anxiety? Consider the following observations.

You Are Going to Feel More Nervous Than You Look Realize that your audience cannot see evidence of everything you feel.

FIGURE 1.4 Research reveals a pattern of nervousness common to many public speakers, who feel the most nervous right before their speech begins, with anxiety tapering off as the speech continues. Students may also feel a smaller peak of worry at the time their instructor gives them a speech assignment.



When she finished her speech, Carmen sank into her seat and muttered, "Ugh, was I shaky up there! Did *you* see how nervous I was?"

"Nervous? You were nervous?" asked Kosta, surprised. "You looked pretty calm to me."

Worrying that you are going to appear nervous to others may only *increase* your anxiety. Your body will exhibit more physical changes to deal with your self-induced state of anxiety. So even if you do feel nervous, remember that your listeners aren't able to see what you feel. Nor are listeners likely to detect your nervousness from your voice.[40] The goal is to present an effective speech using the skills you are learning in this course.[41]

You Are Not Alone President John F. Kennedy was noted for his superb public speaking skills. When he spoke, he seemed perfectly at ease. Former British prime minister Winston Churchill was also hailed as one of the twentieth century's great orators. Amazingly, both Kennedy and Churchill were extremely fearful of speaking in public. The list of famous people who admit to feeling nervous before they speak may surprise you: singers Barbra Streisand, Andrea Bocelli, Mariah Carey, Rihanna, and Adele; actors Julia Roberts and Jim Carrey; comedians Conan O'Brien and Jay Leno; weather forecaster Al Roker; and media magnet Oprah Winfrey have all reported feeling anxious and jittery before speaking in public.[42] *Almost everyone experiences some anxiety when speaking*. It is unrealistic to try to eliminate speech anxiety. Instead, your goal should be to manage your nervousness so that it does not create so much internal noise that it keeps you from speaking effectively.

You Can Use Your Anxiety Extra adrenaline, increased blood flow, pupil dilation, increased endorphins, elevated heart rate, and other physical changes caused by anxiety improve your energy level and help you function better than you might otherwise. Your heightened state of readiness can actually help you speak better, especially if you view the public speaking event positively instead of negatively. Speakers who label their increased feelings of physiological arousal as "nervousness" are more likely to feel anxious and fearful than those who label them as "enthusiasm" or "excitement." You are more likely to benefit from the extra help

RECAP

Understand Your Nervousness

Keep the following in mind:

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

IS195/Image Source/Alamy Stock Photo

Physical symptoms of nervousness are signs that your body is trying to help you meet the challenge of public speaking. Labeling your body's arousal as excitement can help build your confidence as you speak, as can the other tips described in this chapter.

your brain is trying to give you if you think positively rather than negatively about speaking in public. Don't let your initial anxiety convince you that you cannot speak effectively.

How to Build Your Confidence

We have good news for you! There are many ways you can manage your fear of public speaking.[43] We summarize some strategies in Table 1.1.

TABLE 1.1 How to Build Your Confidence

What to Do	How to Do It
Before You Speak	
Know your audience.	Learn as much as you can about the people who will be in your audience.
Don't procrastinate.	Start preparing your speech early. Give yourself plenty of time for rehearsal.
Select an appropriate topic.	Pick a topic that interests both you and your audience.
Prepare.	Well in advance of your speech, spend time developing your ideas, researching your message, and selecting interesting stories and information.
Be organized.	Prepare a well-structured talk, with clear major ideas, so that it is easier to remember.
Know your introduction and your conclusion.	Have your opening line well in mind, although it should not be memorized word for word.
Make practice real.	As you rehearse, re-create the speaking environment.
Breathe.	Whenever your apprehension or anxiety increases, take a slow, deep, relaxing, and calming breath.
Channel your nervous energy.	Take a walk to relax before you speak, or subtly squeeze your chair to release tension.
Visualize your success.	Picture yourself confidently presenting your message to an audience.
Give yourself a mental pep talk.	Remind yourself that you have prepared and worked hard to make your speech a success.
During Your Speech	
Focus on your message, not on your fear.	Stay focused on communicating your ideas to your listeners.
Look for positive support.	Seek out smiling, supportive listeners.
After You Speak	
Seek more speaking opportunities.	Actively look for places to share your ideas with other groups.
Focus on what you have accomplished, not on your fear.	Celebrate your speaking achievement after you complete your presentation.

Know Your Audience Know to whom you will be speaking, and learn as much about your audience as you can. The more you can anticipate the kind of reaction your listeners will have to your speech, the more comfortable you will be in delivering your message.[44] As you prepare your speech, periodically visualize your listeners' responses to your message. Consider their needs, goals, and hopes. Be audience-centered rather than speaker-centered. Don't keep telling yourself how nervous you are going to be.[45] An audience-centered speaker focuses on connecting to listeners rather than focusing on fear.

Don't Procrastinate One research study confirmed what you probably already know: Speakers who feel more apprehensive about public speaking tend to put off working on their speeches, in contrast to those who feel less anxious.[46] The lack of thorough preparation often results in a poor speech performance, reinforcing the speaker's perception that public speaking is difficult. Recognize that if you fear you'll be nervous when speaking, you'll tend to put off working on your speech. Take charge and tackle the speech assignment early; give yourself every chance to be successful. Don't let your fear freeze you into inaction. Prepare early.

Select an Appropriate Topic You will feel less nervous if you talk about something that is familiar to you or with which you have had some personal experience. Your comfort with the subject of your speech will be reflected in your delivery.

Judy Shepard, whose son Matthew Shepard was brutally murdered in 1998 for being gay, is a frequent conference speaker and ardent proponent of gay rights. Always apprehensive about giving a speech during her college years, she said, "Speech class was my worst nightmare."[47] But today, because of her fervent belief in her cause, she gives hundreds of speeches. "This is my survival; this is how I deal with losing Matt," she explained to students at South Lakes High School in Reston, Virginia.[48] Talking about something you are passionate about can boost your motivation and help you manage your fear.

Prepare One formula applies to most speaking situations you are likely to experience: The better prepared you are, the less anxiety you will experience. Being prepared means you have researched your topic and practiced your speech several times before you deliver it.[49] One research study found clear evidence that rehearsing your speech reduces your apprehension.[50] Being prepared also means that you have developed a logically coherent outline rather than one that is disorganized and difficult to follow. Transitional phrases and summaries can help you present a well-structured, easy-to-understand message. In addition, if you use presentation software like PowerPoint, research has found that more anxious speakers tend to overly rely on their slides, often using them as speaking notes.[51] Avoid this pitfall by being well prepared for your talk.

Be Organized One of the key skills you'll learn in this text is the value of developing a well-organized message. For most North American listeners, speeches should follow a logical outline pattern and have a clear beginning, middle, and end. Communication researcher Melanie Booth-Butterfield suggests that speakers can better manage their apprehension if they rely on the rules and structures of a speaking assignment, including following a clear outline pattern, when preparing and delivering a speech.[52] Her research showed that anxiety about a speech assignment decreased and confidence increased when speakers closely followed the directions and rules for developing a speech. So, to help manage your apprehension about speaking, listen carefully to what the specific assignment is, ask for additional information if you're unclear about the task, and develop a well-organized message.

Know Your Introduction and Your Conclusion You are likely to feel the most anxious during the opening moments of your speech. Therefore, it is a good idea to have a clear plan for how you will start your speech. We aren't suggesting memorizing

your introduction word for word, but you should have it well in mind. Being familiar with your introduction will help you feel more comfortable about the entire speech.

If you know how you will end your speech, you will have a safe harbor in case you lose your place. If you need to end your speech prematurely, a well-delivered conclusion can permit you to make a graceful exit.

Make Practice Real When you practice your speech, pretend you are presenting the speech to the audience you will actually address. Stand up. Imagine what the room looks like, or consider rehearsing in the room where you will deliver your speech. What will you be wearing? Practice rising from your seat, walking to the front of the room, and beginning your speech. Practice your speech aloud, rather than just saying it to yourself. A realistic rehearsal will increase your confidence when your moment to speak arrives.

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

Channel Your Nervous Energy One common symptom of being nervous is shaky hands and wobbly knees. As we noted previously, what triggers this jiggling is the extra boost of adrenaline your body is giving you—and the resulting energy that has to go somewhere. Your muscles may move whether you intend them to or not. Take control by channeling that energy. Here are a few suggestions to help you manage your nervous energy:

- Take a leisurely walk before you arrive wherever you will be speaking.
- Once you are seated and waiting to speak, grab the edge of your chair and gently squeeze it to release tension. No one needs to know you're doing this—just unobtrusively squeeze and relax, squeeze and relax.
- Purposely tense and then release the muscles in your legs and arms while you're seated. You don't need to look like you're going into convulsions; just imperceptibly tense and relax your muscles to burn energy.
- Before you speak, keep both feet on the floor, avoid crossing your legs, and gently wiggle your toes. Keeping your feet on the floor and slightly moving your toes can ensure that your feet won't "go to sleep" and that your entire body will be wide awake and ready to go when it's your turn to speak.
- As you wait to be introduced, focus on remaining calm. Then, when your name is called, walk to the front of the room in a calm and collected manner. Before presenting your opening, attention-catching sentence, take a moment to look for a friendly, supportive face. *Think calm and act calm to feel calm.*

Visualize Your Success Studies suggest that one of the best ways to control anxiety is to imagine a scene in which you exhibit skill and comfort as a public speaker.[53] As you imagine giving your speech, picture yourself walking confidently to the front and delivering your well-prepared opening remarks. Visualize yourself as a controlled, confident speaker. Imagine yourself calm and in command. Positive visualization is effective because it boosts your confidence by helping you see yourself as a more confident, accomplished speaker.[54]

Research has found that it's even helpful to look at a picture of someone confidently and calmly delivering a speech while visualizing yourself giving the speech; such positive visualization helps manage your apprehension.[55] You could even make

a simple drawing of someone speaking confidently.[56] As you look at the picture or drawing, imagine that it's you confidently giving the speech. It's helpful if the image you're looking at is a person you can identify with—someone who looks like you or someone you believe is more like you than not.[57]

Give Yourself a Mental Pep Talk You may think that people who talk to themselves are slightly loony. But silently giving yourself a pep talk can give you confidence and take your mind off your nervousness. There is some evidence that simply believing that a technique can reduce your apprehension may, in fact, help reduce your apprehension.[58] Giving yourself a positive message such as "I can do this" may be a productive way to manage your anxiety. Here's a sample mental pep talk you could deliver to yourself right before you speak: "I know this stuff better than anyone else. I've practiced it. My message is well organized. I know I can do it. I'll do a good job." Research provides evidence that people who entertain thoughts of worry and failure don't do themselves any favors.[59] When you feel yourself getting nervous, use positive messages to replace negative thoughts that may creep into your consciousness.

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

Focus on Your Message, Not on Your Fear The more you think about being anxious about speaking, the more your level of anxiety will increase. Instead, think about what you are going to say. In the few minutes before you address your listeners, mentally review your major ideas, introduction, and conclusion. Focus on your ideas rather than on your fear.

Look for Positive Support Evidence suggests that if you think you see audience members looking critically at you or your message, you may feel more apprehensive and nervous when you speak.[60] Alternatively, when you are aware of positive audience support, you will feel more confident and less nervous. To reiterate our previous advice: It is important to be audience-centered. Looking for supportive, reinforcing feedback and finding it can help you feel more confident as a speaker. One study found that speakers experienced less apprehension if they had a support group or a small "learning community" that provided positive feedback and reinforcement.[61] This research finding has implications for you as a speaker and listener. When you have a speaking assignment, work with others so they can provide support as you prepare and when you present your speech. When you're listening to speakers in class, help them by providing eye contact and offering additional positive nonverbal support, such as nodding in agreement and maintaining a positive but sincere facial expression. Positive, accommodating feedback helps reduce speaker anxiety.[62] One study found that nonnative English speakers may feel anxious and nervous because English is not their first language; so providing positive and supportive feedback is especially important when you know a speaker is quite nervous.[63]

Seek Speaking Opportunities The more experience you gain as a public speaker, the less nervous you will feel.[64] As you develop a track record of successfully delivering speeches, you will have more confidence.[65] This course in public speaking

will give you opportunities to enhance both your confidence and your skill through frequent practice.[66] Researchers have found that the most nervous speakers at the beginning of a public speaking class experienced the greatest decreases in nervousness by the end of the class.[67] Another research study found that students who took a basic public speaking course later reported having less apprehension and more satisfaction about speaking than students who had not taken such a course.[68]

Focus on What You Have Accomplished, Not on Your Fear When you conclude your speech, you may be tempted to fixate on your fear. You might amplify in your own mind the nervousness you felt and think everyone could see how nervous you looked. Resist that temptation. When you finish your speech, celebrate your accomplishment. Say to yourself, "I did it! I spoke and people listened." Don't replay your mental image of yourself as nervous and fearful. Instead, mentally replay your success in communicating with your listeners. There is evidence that as you continue to gain experience presenting speeches, you will gain confidence and have a greater willingness to communicate.[69]

1 CHAPTER

STUDY GUIDE: REVIEW, APPLY, AND ASSESS

1.1 What Is Public Speaking?

Compare and contrast public speaking and conversation.

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

KEY TERMS

public speaking mediated public speaking

Apply: What are similarities and differences between the conversations you have with others and public speaking?

Assess: Learning the new skills of public speaking can be challenging and take time. What are the benefits of putting in the effort to become an effective speaker?

1.2 Why Study Public Speaking?

Explain why it is important to study public speaking.

Review: You are likely to be called on to speak in public at various times throughout your life, so developing a skill in public speaking can empower you. It can also help you secure employment or advance your career.

KEY TERMS

empowerment critical thinking

Apply: How do you think this course in public speaking can help you with your career goals? With your personal life?

Assess: As you begin a course in public speaking, take stock of your general skill and experience as a speaker. Write a summary of your current perception of yourself as a speaker, including strengths and areas for development. At the end of the course, revise what you have written to assess how you have improved.

1.3 The Rich Heritage of Public Speaking

Discuss in brief the history of public speaking.

Review: The study of public speaking goes back more than 2,000 years. As you develop your own public speaking skills, your study will be guided by experience and knowledge gained over centuries of making and studying speeches. Today you are likely to hear speeches presented on TV, YouTube, or by other video means.

KEY TERMS

rhetoric elocution

declamation

Apply: What aspects of public speaking have changed with the advent of contemporary technology in comparison to the "golden age" of public speaking?

Assess: Identify a famous public speaker, perhaps someone in politics, community service, or a religious leader, who you believe is an excellent public speaker. What factors make this person an effective speaker? Which of those qualities would you like to develop to enhance your own speaking skill?

1.4 The Communication Process

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

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

KEY TERMS

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

Apply: Reflect on the most recent public speaking situation in which you were an audience member. Identify the specific elements in the communication model presented earlier. If the speaker was effective, what elements of the model explain the effectiveness (for example, the message was interesting and there was little noise)? Or, if the speaker was ineffective, which elements in the model explain why the speaker was ineffective?

Assess: Give an example of internal noise that is affecting you as you read this question. What could a public speaker do or say that would help you focus on the speaker instead of the internal noise that may distract you from his or her message?

1.5 Improving Your Confidence as a Speaker

Use several techniques to become a more confident speaker.

Review: Some beginning public speakers feel nervous at even the thought of giving a speech. Don't be surprised if you feel more nervous than you look to others. Remember that almost every speaker experiences some nervousness and that some anxiety can be useful. To help manage your apprehension, be prepared and know your audience, imagine the speech environment when you rehearse, and use relaxation techniques such as visualization, deep breathing, and focusing thoughts away from your fears.

Apply: Vanessa is preparing to address the university athletic council in an effort to persuade its members not to cut the school's swimming program for financial reasons and its lack of success. As team captain of the swim team, Vanessa is understandably nervous about her responsibility. What advice would you give to help Vanessa manage her nervousness?

Assess: Take the Personal Report of Communication Apprehension quiz, available at www.jamescmccroskey.com/measures/prca24.htm, to assess your level of communication apprehension. At the end of your public speaking class, take the quiz again to reassess your level of communication apprehension.

CHAPTER 2

PRESENTING YOUR FIRST SPEECH

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

—Daniel Webster

Benjamin Robert Haydon, *Meeting of the Birmingham Political Union*, oil on canvas (1832–33). This meeting took place on Newhall Hill on May 16, 1832. Courtesy of the Birmingham Museum & Art Gallery. Derek Bayes/Lebrecht Music & Arts/ Alamy Stock Photo

LEARNING OBJECTIVES

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

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

Unless you have some prior experience in higher mathematics, you may not have the foggiest notion of what calculus is when you first take a class in that subject. But when you tell people that you are taking a public speaking class, most have some idea of what a public speaker does. A public speaker talks while others listen. Although you have heard countless speeches, you may still have questions about how a speaker prepares and presents a speech.

In Chapter 1, we discussed the importance of learning to speak publicly and described the components of effective communication. We also presented tips and strategies for becoming a confident speaker. In this chapter, we will preview the preparation and presentation skills you will learn in this course. Undoubtedly, you will be given a speech assignment early in your public speaking course. Although it would be ideal if you had time to read *Public Speaking: An Audience-Centered Approach* from cover to cover before tackling your first speech, doing so would be impractical. To help you begin, we present this chapter, a step-by-step overview designed to serve as the scaffolding on which to build your skill in public speaking.

2.1 Consider Your Audience

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

You've probably been speaking to others since you were two years old. Talking to people has seemed such a natural part of your life that you may never have stopped to analyze the process. But as you think about preparing your first speech for class, you may wonder, "What do I do first?" Your assignment may be to introduce yourself or another student to the class. Or your first assignment may be a brief informative talk—to describe something to your audience. Regardless of the specific assignment, however, you need some idea of how to begin.

As we noted previously, you don't need to read this text in its entirety before giving your first speech. But it is useful to have an overview of the various steps and skills involved in giving a speech. To help you visualize this overview, Figure 2.1 diagrams the various tasks involved in the speechmaking process, emphasizing the audience as the central concern at every step of the process. We'll refer to this audience-centered model of public speaking throughout the text. *To emphasize the importance of being audience-centered, we have placed a smaller version of this model in the margins throughout the text to draw your attention to information that discusses the importance of always being mindful of your audience*. (See the icon in the margin.) When you see this icon, it means we're discussing the central theme of this text: **Always make choices in designing and delivering your speech with your audience in mind.**

We will preview our discussion of the speechmaking process with the central element: considering your audience. We will then discuss each step of the process, starting with selecting and narrowing a topic, and moving clockwise around the model, examining each interrelated step.

Why should the central focus of public speaking be the audience? Why is it not topic selection, outlining, or research? The simple truth is that your audience influences the topic you choose and every later step of the speechmaking process. Your selection of topic, purpose, and even major ideas should be based on a thorough understanding of your listeners. In a real sense, your audience "writes" the speech.[1] Think of this first step of speechmaking less as a "step"—something you do once and then move on to the next step—and more like the beginning of a continuous process. Whether pondering what to speak about or delivering your concluding remarks, we suggest that you never stop thinking about the reason you are speaking—to communicate with your audience.

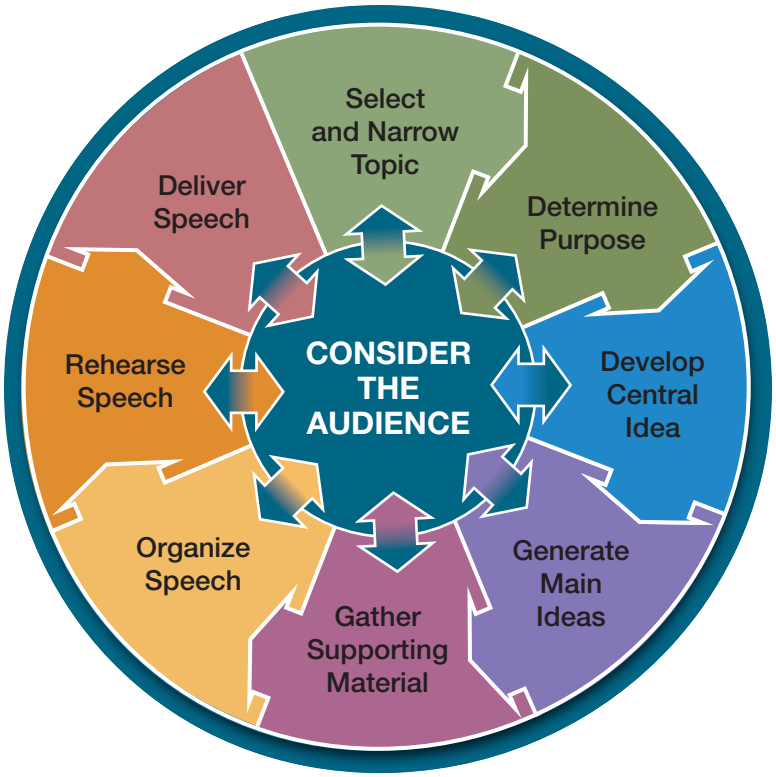


FIGURE 2.1

Consider the audience. The reminder to consider the audience is at the center of this model of the speechmaking process because your audience influences your work on each task involved in designing and presenting a speech. As we discuss each task in depth throughout the text, we also use a smaller image of this model to flag information and advice that remind you to consider your audience.

By focusing on your audience, your speech becomes transactional, which means that the speaker and audience influence each other. Even when delivering a speech via video, in which you may not be able to see the audience, an effective speaker imagines how listeners may respond to the presentation. That's why, in the audience-centered speech model (Figure 2.1), arrows connect the center of the diagram with each stage of the speechmaking process. At any point during the preparation and delivery of your message, you may learn something new about your audience and may need to revise your speech. Chapter 5 includes a comprehensive discussion of the principles and strategies involved in analyzing your audience.

Gather and Analyze Information about Your Audience

To be audience-centered, you should first identify and then analyze information about your listeners. For example, just by looking at your audience in your speech class, you can determine such basic information as approximately how old they are and the percentage of men and women in your audience; you also know that they are all students in a public speaking class. But to determine less obvious information, you may need to ask them questions or design a short questionnaire.

As we've noted, audience analysis is not something you do only at the beginning of preparing your speech. It is an ongoing activity. When you speak to a live audience, you will be looking your listeners directly in the eye. So you'll have the benefit of seeing their immediate reactions, whether it be their rapt attention characterized by returned eye contact, a slight forward lean, and no fidgeting, or unfocused stares signaling their inattentiveness. Speaking in person permits you to modify your message on the spot so that you can achieve your goal.

When you use video technology to deliver your speech, you often can't see your listeners, especially if you record the speech for others to see and hear later, so it's more challenging to reactively modify your talk during your presentation. For video or online presentations where you can't see or hear your audience, you must,

instead, do your best to *anticipate* how listeners may respond. Selecting examples and illustrations that you think will gain and maintain their attention, organizing your message for maximum clarity, and delivering your message with eye contact, appropriate vocal variation, and meaningful gestures can help you connect to your virtual audience.

Consider the Culturally Diverse Backgrounds of Your Audience

culture
A learned system of knowledge, behavior, attitudes, beliefs, values, and norms shared by a group of people

Culture is a learned system of knowledge, behavior, attitudes, beliefs, values, and norms that is shared by a group of people and shaped from one generation to the next.[2] Different cultures have radically different expectations about public speaking. In Russia, for example, speakers have a "no-frills" approach that emphasizes content over delivery. A presentation that may seem perfectly sensible and acceptable to a U.S. businessperson who is accustomed to straightforward, problem-oriented logic may seem shockingly rude to a Chinese businessperson, who expects more circuitous, less overtly purposeful rhetoric. When one of this text's authors taught public speaking for several semesters in the Bahamas, he shocked students by suggesting that they should achieve a conversational, informal delivery style. His audience, he quickly discovered, expected formal oratory from their speakers, very much as U.S. audiences in the nineteenth century preferred the grandiloquence of Stephen A. Douglas to the quieter, homespun style of Abraham Lincoln. As a result, your author had to embellish his own style when he taught the Bahamian class.

You need not give speeches in foreign countries to recognize the importance of adapting to different cultural expectations of individual audience members. People in the United States are highly diverse in terms of their culture, age, ethnicity, and religious tradition. Consider the various cultural backgrounds of your classmates. How many different cultural and ethnic traditions do they represent? Depending on who your audience members are and what topics they are interested in, you will want to adjust your delivery style and possibly your topic, pattern of organization, and the examples you select.

Being sensitive to your audience and adapting your message accordingly will serve you well not only when addressing listeners with cultural backgrounds different from your own but also in all types of situations. You can apply these audience analysis skills in numerous settings: interviewing for a job via a video call, delivering a business presentation, speaking to the city council, or even while proposing marriage.

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Consider Your Audience

- Keep your audience in mind at every step of preparing your speech.
- Gather and analyze as much information as you can.
- Be sensitive to the cultural diversity of your audience.

2.2 The Audience-Centered Speechmaking Process

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

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

Select and Narrow Your Topic

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

If your first speech assignment is to introduce yourself to the class, your **speech topic** has been selected for you—*you* are the topic. It is not uncommon to be asked to speak on a specific subject. Often, though, you will not be given a topic. The task of selecting and narrowing a topic will be yours. Choosing or finding a topic can be frustrating. "What should I talk about?" can become a haunting question.

speech topic
The key focus of the content of a speech

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

- Who is the audience?
- What are my interests, talents, and experiences?
- What is the occasion?

Give yourself plenty of time to select and narrow your topic. Don't wait until the last minute to ponder what you might talk about. One of the most important things you can do to be an effective speaker is to start preparing your speech well in advance of your speaking date. One research study identified some practical advice: *The amount of time you spend preparing for your speech is one of the best predictors of a good grade on your speech.*[3]

Alan Becker/Stockbyte/Getty Images

Your recent snowshoeing trip might provide the basis for a good speech topic.

Who Is the Audience? Your topic may grow from basic knowledge of your audience. For example, if you know that your audience members are primarily between the ages of twenty-five and forty, this information should help you select a topic of interest to people who are probably working and possibly either seeking partners or raising families. An audience composed of people in their fifties and sixties may lead you to other concerns or issues: "Will Social Security be there when I need it?" or "The advantages of belonging to the American Association of Retired Persons."

What Are My Interests, Talents, and Experiences? Rather than racking your brain for exotic topics and outlandish ideas, examine your own background. Your choice of major in college, your hobbies, and your travel experiences are sources for topic ideas. What issues do you feel strongly about? Reflect on jobs you've held, news stories that catch your interest, events in your hometown, your career goals, or interesting people you have met. Chapter 6 discusses specific strategies for finding topics.

Once you have chosen your topic, narrow it to fit the time limits for your talk. If you've been asked to deliver a ten-minute speech, the topic "how to find counseling help on campus" would be more manageable than the topic "how to make the most of your college experience." As our model suggests, your audience should be foremost in your mind when you work on your topic.

What Is the Occasion? In addition to your audience, you should consider the occasion for the speech when choosing a topic. A commencement address calls for a

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Select and Narrow Your Topic

To pick a good topic, ask yourself three questions:

- *Who is the audience?* Consider the audience at every point in the speechmaking process.
- *What are my interests, talents, and experiences?* Narrow down your talk to fit time limits.
- *What is the occasion?* The setting for the presentation is important, too.

different topic, for example, than does a speech to a model railroad club. Another aspect of the occasion you'll want to consider is the physical setting of your speech. Will you be speaking to people seated in chairs arranged in a circle, will your listeners be sitting around a table watching you via a webcast or teleconference, or will you be standing in front of rows of people? The occasion and physical surroundings, including whether your speech is communicated via media, affect the degree of formality your audience expects in your choice of topics.

Determine Your Purpose

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

general purpose
The overarching goal of a speech—to inform, persuade, or entertain

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

- **Inform:** When you inform, you teach, define, illustrate, clarify, or elaborate on a topic. The primary objective of class lectures, seminars, and workshops is to inform. Chapter 13 will show you how to construct an effective speech with an informative purpose.
- **Persuade:** A speech to persuade seeks to change or reinforce listeners' attitudes, beliefs, values, or behavior. TV and radio commercials, and pop-up ads on the Internet; sermons; political speeches; and sales presentations are examples of messages designed to persuade. Chapters 14 and 15 will discuss principles and strategies for preparing persuasive speeches.
- **Entertain:** To entertain listeners is the third general purpose of a speech. After-dinner speeches and comedic monologues are mainly intended as entertainment. As Chapter 16 describes, often the key to an effective entertaining speech lies in your choice of stories, examples, and illustrations, as well as in your delivery. Appendix C includes examples of speeches designed to inform, persuade, and entertain.

specific purpose
A concise statement of the desired audience response, indicating what you want your listeners to remember, feel, or do when you finish speaking

Determine Your Specific Purpose Your **specific purpose** is a concise statement indicating what you want your listeners to be able to do, remember, or feel when you finish your speech. In other words, a specific purpose is an audience-centered *behavioral* goal for your speech. Here again, we emphasize the importance of focusing on the audience as you develop your specific purpose. Perhaps you have had the experience of listening to a speaker and wondering, "What's the point? I know he's talking about education, but I'm not sure where he's going with this subject." You may have understood the speaker's general purpose, but the specific one wasn't clear. If you can't figure out what the specific purpose is, it is probably because the speaker does not know either.

Deciding on a specific purpose is not difficult once you have narrowed your topic: "At the end of my speech, the class will be able to identify three counseling facilities on campus and describe the best way to get help at each one." Notice that this purpose is phrased in terms of what you would like the audience to be able to *do* by the end of the speech. Your specific purpose should be a fine-tuned, audience-centered statement that includes an action verb describing a behavior that can be observed and measured. Keep in mind that words such as *identify, list, describe*, and *explain* are measurable, but verbs such as *understand, appreciate,* or *know* are not. For an informative speech, you may simply want your audience to restate an idea or define new words. If the speech is about introducing yourself to the class, you may want them to recall a dramatic

or humorous incident in your life. In a persuasive speech, you may try to rouse your listeners to take a class, buy something, change a bad habit, or vote for someone. A persuasive speech can also reinforce a behavior as well as an attitude, belief, or value.

Once you have formulated your specific purpose, write it down and keep it before you as you read and gather ideas for your talk. Your specific purpose should guide your research and help you choose supporting materials that are related to your audience. As you continue to work on your speech, you may even decide to modify your purpose. But if you have an objective in mind at all times as you move through the preparation stage, you will stay on track.

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Determine Your Purpose

Develop Your General Purpose

To inform	To share information by teaching, defining, illustrating, describing, or explaining
To persuade	To change or reinforce an attitude, belief, value, or behavior
To entertain	To amuse with humor, stories, or illustrations

Develop Your Specific Purpose

What do you want your audience to remember, do, or feel when you finish your speech?

General Purpose	*Specific Purpose*
To inform	At the end of my speech, the audience will be able to identify three counseling facilities on campus and describe the services each facility offers to students.
To persuade	At the end of my speech, the audience will visit the three counseling facilities on campus.
To entertain	At the end of my speech, the audience will laugh when they hear about the series of misunderstandings I created when I began making inquiries about career advisors on campus.

Develop Your Central Idea

You should now be able to write the **central idea** of your speech. Whereas your specific-purpose statement indicates what you want your audience to do when you have finished your speech, your central idea identifies the essence of your message. Think of it as a one-sentence summary of your speech. When writing a paper, your English instructor may have called your central idea your thesis statement. Here's an example:

TOPIC:	British TV shows that inspired American TV shows
GENERAL PURPOSE:	To inform
SPECIFIC PURPOSE:	At the end of my speech, the audience will be able to identify three classic British TV shows that inspired American versions.
CENTRAL IDEA:	*The Office*, *Antiques Roadshow*, and *Undercover Boss* began as British TV programs that have become successful American TV shows.

central idea
A one-sentence summary of the speech content

Here's another way to think about how to develop your central idea sentence. Imagine that you have just finished presenting your speech and you get into an elevator. Someone on the elevator with you says, "Oh, I'm sorry I missed your speech. What did you say?" Between the second floor and the first, you have only 15 seconds to summarize your message. You might say, "I said there are two keys to parent and child communication: First, make time for communication, and second, listen effectively." That brief recap is your central idea sentence. To clarify, your specific-purpose statement is what you want the audience to be able to *do*; the central idea sentence is your speech in a nutshell—your speech in one sentence.

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Central Idea and Main Ideas

Develop Your Central Idea

Write a single sentence that summarizes your speech.

Use Your Central Idea to Develop Your Main Ideas

Ask yourself:

- Does my central idea have logical divisions?
- Are there several reasons my central idea is true?
- Can my central idea be divided into a series of steps?

Generate the Main Ideas

In the words of columnist H. V. Prochnow, "A good many people can make a speech, but saying something is more difficult." Effective speakers are good thinkers; they say something. They know how to play with words and thoughts to develop their **main ideas**. The ancient Romans called this skill **invention**—the ability to develop or discover ideas that result in new insights or approaches to old problems. The Roman orator Cicero called this aspect of speaking the process of "finding out what [a speaker] should say."

Once you have an appropriate topic, a specific purpose, and a well-worded central idea down on paper, the next task is to identify the major divisions of your speech or key points that you wish to develop. To determine how to subdivide your central idea into key points, ask these three questions:

main ideas
The key points of a speech

invention
The development or discovery of ideas and insights

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

Your time limit, topic, and the information gleaned from your research will determine how many major ideas will be in your speech. A four- to five-minute speech might have only two major ideas. Be careful not to spend time trying to divide a topic that does not need to be divided. For some short speeches, you may develop only one major idea with examples, illustrations, and other forms of support. In Chapters 6 and 8, we will discuss how to generate major ideas and organize them.

Gather Supporting Material

supporting material
Material used to clarify, support, and develop a speech's major ideas

With your main idea or ideas in mind, your next job is to gather **supporting material**—facts, examples, definitions, and quotations from others that illustrate, amplify, clarify, provide evidence, or tell a story. Supporting material consists of what you say or show to an audience to support and develop your major ideas. Here, as always when preparing your speech, the importance of being an audience-centered speaker can't be overemphasized. There's an old saying that an ounce of illustration is worth a ton of talk. If a speech is boring, it is usually because the speaker has not chosen supporting material that is relevant or interesting to the audience. Don't just give people data; connect facts to their lives. As one sage quipped, "Data is not information any more than 50 tons of cement is a skyscraper."[4]

Tell a Story Don Hewitt, the creator and longtime producer of TV's popular and award-winning *60 Minutes*, was repeatedly asked by young journalists, "What's the secret of your success as a communicator?" Hewitt's answer: "Tell me a story." Everyone likes to hear a good story. As Hewitt noted, the Bible does more than describe the