KORY FLOYD

PUBLIC SPEAKING MATTERS

SECOND EDITION

McGraw Hill Education

public speaking matters

public speaking matters

Second Edition

KORY FLOYD
University of Arizona

Mc Graw Hill Education

PUBLIC SPEAKING MATTERS, SECOND EDITION

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Dedication

To students everywhere who are determined to make their voices heard.

Dear Readers:

The world is a pretty noisy place. Most anywhere you turn these days—whether in public, on television, or over the Internet—there's someone making a speech about something. With all those voices competing for attention, how will *you* be heard?

Whether you're giving a toast at a friend's wedding, interviewing for a great job, running for office in your student government, or podcasting online about your interests, you want people to care about your message. You probably speak every day of your life, but appealing to a speech audience requires skills that go beyond everyday talk. Speaking effectively means anticipating your listeners' needs and adapting to them in an organized way. And today it can make the difference between being heard and being ignored.

I wrote this book because I want people to hear what you have to say. Whether you're speaking to an audience of five or five hundred, you can command attention and get your message across if you have the right skills, and my goal is to help you develop them.

When it comes to learning about effective communication, it matters where you turn for advice. The aim of this book is to teach you how to speak confidently and ethically in today's digital world. Back when I studied public speaking, students couldn't do research on the Internet or use PowerPoint or Prezi to create visual aids. They couldn't post their speeches online or do job interviews via Skype. There was no Facebook, no Twitter, and no Instagram.

Our world has changed dramatically since that time, and so has the practice of public speaking. Today's speakers benefit from the wealth of information they have at their fingertips. They also find themselves engaging more diverse audiences than ever before. The ability to adapt their language and presentation styles to listeners with a range of cultural, political, and ideological backgrounds is paramount for speakers who want their message to matter.

This book was built to help you achieve those goals. And it was created in a digital format so that you can plug into loads of extra resources and connect them seamlessly with the text. These features let you work smarter by teaching you effective public speaking for today's digital world.

The bottom line is this: public speaking matters. Being able to speak confidently in front of an audience helps you succeed in school, at work, and in your community. I look forward to helping your voice be heard.

©Kory Floyd

Name: Kory Floyd

Education: I got my undergraduate degree from Western Washington University, my master's degree from the University of Washington, and my PhD from the University of Arizona.

Current jobs: Professor, book writer

Favorite job growing up: Singing busboy

Worst childhood memory: Getting sent to the principal's office in third grade. (It's possible I haven't told my parents about that.)

Best childhood memory: The birth of my sister and brother

Hobbies: Playing piano, singing, reading, traveling, playing Wii tennis

Pets: I have two dogs, Buster and Cruise, and a small family of goldfish.

Favorite recent book: The Social Animal, by David Brooks

Favorite TV show: The Big Bang Theory

Places I love: Iceland, Starbucks, my brother's house

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Preface

MCGRAW-HILL CONNECT: AN OVERVIEW

McGraw-Hill Connect offers full-semester access to comprehensive, reliable content and Learning Resources for the Public Speaking course. Connect's deep integration with most learning management systems (LMS), including Blackboard and Desire2Learn (D2L), offers single sign-on and deep gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific gradebooks, if required.

The following tools and services are available as part of Connect for the Public Speaking course:

Tool	Instructional Context	Description
SmartBook	■ SmartBook is an engaging and interactive reading experience for mastering fundamental Public Speaking content. ■ The metacognitive component confirms students' understanding of the material. ■ Instructors can actively connect SmartBook assignments and results to higher-order classroom work and one-on-one student conferences. ■ Students can track their own understanding and mastery of course concepts and identify gaps in their knowledge.	■ SmartBook is an adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. ■ SmartBook creates personalized learning plans based on student responses to content question probes and confidence scales, identifying the topics students are struggling with and providing Learning Resources to create personalized learning moments. ■ SmartBook includes a variety of Learning Resources tied directly to key content areas to provide students with additional instruction and context. This includes video and media clips, interactive slide content, mini lectures, and image analyses. ■ SmartBook Reports provide instructors with data to quantify success and identify problem areas that require addressing in and out of the classroom. ■ Students can access their own progress and concept mastery reports.

Connect Insight for *Instructors*	■ Connect Insight for Instructors is an analytics resource that produces quick feedback related to student performance and student engagement.
	■ It is designed as a dashboard for both quick check-ins and detailed performance and engagement views.
		■ Connect Insight for Instructors offers a series of visual data displays that provide analysis on five key insights:
		  ■ How are my students doing?
		  ■ How is this one student doing?
		  ■ How is my section doing?
		  ■ How is this assignment doing?
		  ■ How are my assignments doing?

Connect Insight for *Students*	■ Connect Insight for Students is a powerful data analytics tool that provides at-a-glance visualizations to help students understand their performance on Connect assignments.	■ Connect Insight for Students offers details on each Connect assignment to students. When possible, it offers suggestions for the students on how they can improve scores. This data can help guide students to behaviors that will lead to better scores in the future.

Video Speech Assignment	■ Video Speech Assignment provides instructors with a comprehensive and efficient way of managing in-class and online speech assignments, including student self-reviews, peer reviews, and instructor grading.	■ The Video Speech Assignment tool allows instructors to easily and efficiently set up speech assignments for their course that can easily be shared and repurposed, as needed, throughout their use of Connect. ■ Customizable rubrics and settings can be saved and shared, saving time and streamlining the speech assignment process from creation to assessment. ■ Video Speech Assignment allows users, both students and instructors, to view videos during the assessment process. Feedback can be left within a customized rubric or as time-stamped comments within the video-playback itself.
Speech Preparation Tools	■ Speech Preparation Tools provide students with additional support and include Topic Helper, Outline Tool, and access to third-party Internet sites like EasyBib (for formatting citations) and SurveyMonkey (to create audience-analysis questionnaires and surveys).	■ Speech Preparation Tools provide students with additional resources to help with the preparation and outlining of speeches, as well as with audience-analysis surveys. ■ Instructors have the ability to make tools either available or unavailable to students.
Instructor Reports	■ Instructor Reports provide data that may be useful for assessing programs or courses as part of the accreditation process.	■ Connect generates a number of powerful reports and charts that allow instructors to quickly review the performance of a given student or an entire section. ■ Instructors can run reports that span multiple sections and instructors, making it an ideal solution for individual professors, course coordinators, and department chairs.
Student Reports	■ Student Reports allow students to review their performance for specific assignments or for the course.	■ Students can keep track of their performance and identify areas with which they struggle.
Pre- & Post-Tests	■ Instructors can generate their own pre- and post-tests from the test bank. ■ Pre- and post-tests demonstrate what students already know before class begins and what they have learned by the end.	■ Instructors have access to two sets of pre- and post-tests (at two levels). Instructors can use these tests to create a diagnostic and post-diagnostic exam via Connect.
Tegrity	■ Tegrity allows instructors to capture course material or lectures on video. ■ Students can watch videos recorded by their instructor and learn course material at their own pace.	■ Instructors can keep track of which students have watched the videos they post. ■ Students can watch and review lectures by their instructor. ■ Students can search each lecture for specific bites of information.
Simple LMS Integration	■ Connect seamlessly integrates with every learning management system.	■ Students have automatic single sign-on. ■ Connect assignment results sync to the LMS's gradebook.

INSTRUCTOR'S GUIDE TO CONNECT FOR *PUBLIC SPEAKING MATTERS*

When you assign Connect you can be confident—and have data to demonstrate—that your students, however diverse, are acquiring the skills, principles, and critical processes that constitute effective public speaking. This leaves you to focus on your highest course expectations.

Tailored to you. Connect offers on-demand, single sign-on access to students—wherever they are and whenever they have time. With a single, one-time registration, students receive access to McGraw-Hill's trusted content.

Easy to use. Connect seamlessly supports all major learning management systems with content, assignments, performance data, and LearnSmart, the leading adaptive learning system. With these tools you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk students—as you need to and when you need to.

Public Speaking Matters SmartBook

A personalized and adaptive learning experience with SmartBook. SmartBook with Learning Resources is the first and only adaptive reading and study experience designed to change the way students read and master key course concepts. As a student engages with SmartBook, the program creates a personalized learning path by highlighting the most impactful concepts the student needs to learn at that moment in time and delivering learning resources—videos, animations, and other interactivities. These rich, dynamic resources help students learn the material, retain more knowledge, and get better grades.

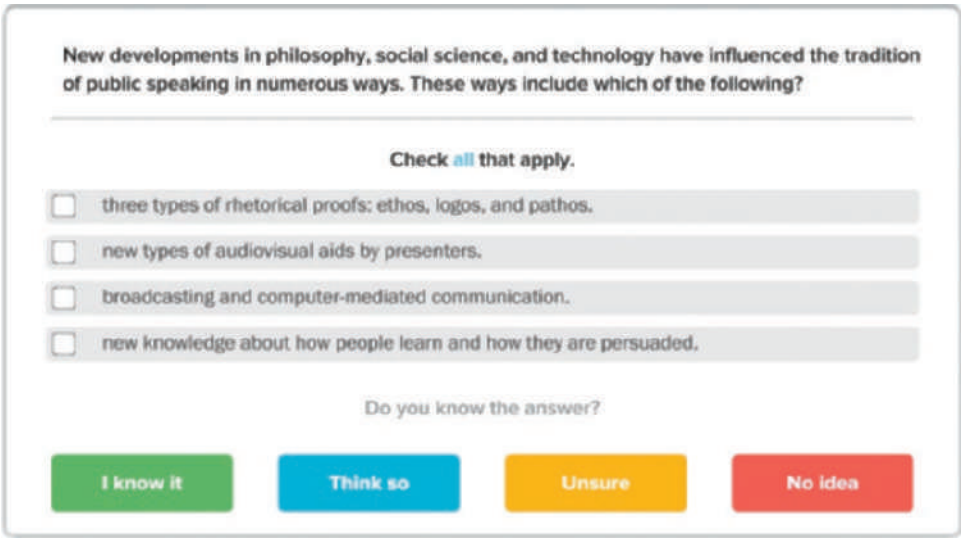
Enhanced for the new edition! With a suite of new Learning Resources and question probes, as well as highlights of key chapter concepts, SmartBook's intuitive technology optimizes student study time by creating a personalized learning path for improved course performance and overall student success.

SmartBook highlights the key concepts of every chapter, offering the student a high-impact learning experience. Here, highlighted text and an illustration together explain the various forms of communication (left). Highlights change color (right) when a student has demonstrated his or her understanding of the concept.

Reader/eBook. Alongside SmartBook, there is also Connect eBook for simple and easy access to reading materials on smartphones and tablets. Students can study on the go without Internet connection, highlight important sections, take notes, search for materials quickly, and read in class. Offline reading is available by downloading the eBook app on smartphones and tablets, and any notes and highlights created by students will be synced between devices when they reconnect. Unlike SmartBook, there is no pre-highlighting, practice of key concepts, or reports on usage and performance.

Hundreds of interactive Learning Resources. Presented in a range of interactive styles, *Public Speaking Matters* Learning Resources support students who may be struggling to master, or simply wish to review, the most important public speaking concepts. Designed to reinforce the most important chapter concepts—from topic selection and research skills to the outlining and delivery of presentations—every Learning Resource is presented at the precise moment of need. Whether video, audio clip, or interactive mini-lesson, each of the 200-plus Learning Resources was created for the new edition and was designed to give students a lifelong foundation in strong public speaking skills.

More than 1,000 targeted question probes. Class-tested at colleges and universities nationwide, a treasury of engaging question probes—new and revised, more than 1,000

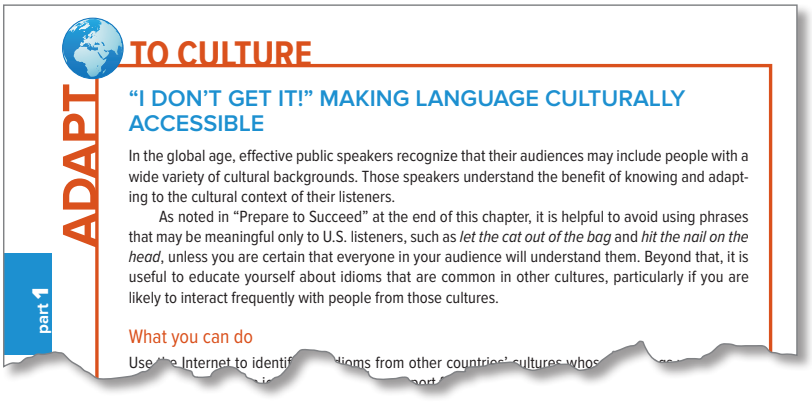


in all—gives students the information on public speaking they need to know, at every stage of the learning process, in order to thrive in the course. Designed to gauge students' comprehension of the most important *Public Speaking Matters* chapter concepts, and presented in a variety of interactive styles to facilitate student engagement, targeted question probes give students immediate feedback on their understanding of the material. Each question probe identifies a student's familiarity with the instruction and points to areas where additional remediation is needed.

Informed by the latest research. The best insights from today's leading public speaking scholars infuse every lesson and are integrated throughout *Public Speaking Matters*.

Fresh examples anchored in the real world. Every chapter of *Public Speaking Matters* opens with a vignette exploring both public speaking challenges and successes. Dozens of additional examples appear throughout the new edition, each demonstrating an essential element of the public speaking process. Whether students are reading a chapter, responding to a question probe, or reviewing key concepts in a Learning Resource, their every instructional moment is rooted in the real world. McGraw-Hill research shows that high-quality examples reinforce academic theory throughout the course. Relevant examples and practical scenarios—reflecting interactions in school, the workplace, and beyond—demonstrate how effective public speaking informs and enhances students' lives and careers.

Features. In support of the goal of developing students' knowledge base and competence in these essential public speaking skills, the text includes various recurring **"Adapt to . . ."** boxes. Each sidebar concludes with a "What You Can Do" exercise giving students practice in using the particular skill in a real-world setting or scenario. Students benefit by getting plentiful opportunities to apply these skills personally and actively. The text also features "Face Your Fears" boxes to help students alleviate their speaking anxiety, "Live Work Speak" boxes that show real-life applications of the public speaking process, sample student speeches, and an end-of-chapter overview with tips.



- **"Adapt to Culture"** boxes develop students' ability to address listeners with differing cultural backgrounds and languages, as well as varying levels of expertise in the presentational topic.

- **"Adapt to Technology"** boxes build students' proficiency in using online resources to look for speech material, adapting their communication in computer-mediated formats, handling microphones and other electronic devices properly, and using technology to create effective presentation aids.

- **"Adapt to Ethics"** boxes present a spectrum of ethical challenges that competent speakers must successfully address.
- **"Adapt to Context"** boxes give practical tips for analyzing the needs of the audience and of the speaking situation and responding effectively to both.
- **"Face Your Fears"** boxes offer strategies for transforming stage fright into a positive force that focuses and energizes the speaker.
- **"Live Work Speak"** boxes present students with short scenarios from the workplace and other real-life situations, asking them to contemplate the choices and adaptations they might make at a given decision point. Framing public speaking in a career or community focus, each activity requires students to adapt and apply multiple public speaking skills taught in the chapter to a real-world context.

- **Student speeches on Connect Public Speaking provide models of major speech genres.** Nine full student speeches, as well as nearly fifty Mastery Clips, illustrate specific skills and concepts from the text. Additionally, fifteen Needs Improvement Clips highlight common challenges faced by beginning speakers and underscore the need for speech practice. Connect notes in the margins of the main text direct readers to the appropriate online videos.

- **"Prepare to Succeed" sections.** Every chapter concludes with a "Prepare to Succeed" overview, offering concrete suggestions for building the skills covered in that chapter.

PREPARE TO SUCCEED

Apply audience analysis to a successful speech

In this chapter, you've learned what questions to ask about the audience and the speaking situation, how to ask those questions, and what to do with the information. Let's conclude with some specific tips for making audience analysis work for you.

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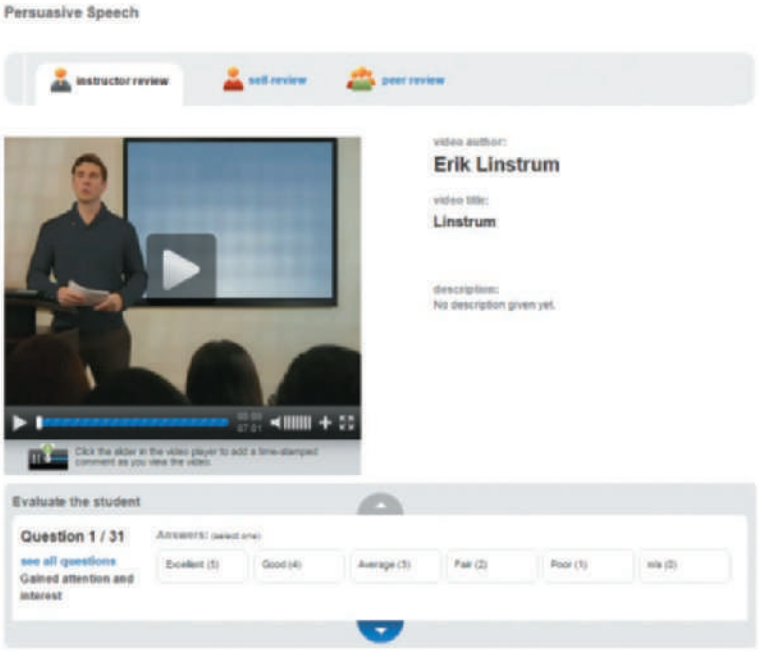
Video speech assignment

Designed for use in face-to-face, real-time classrooms, as well as online courses, Video Speech Assignment allows you to evaluate your students' speeches using fully customizable rubrics. You can also create and manage peer review assignments and upload videos on behalf of students for optimal flexibility.

Students can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech from their hard drive or use Connect's built-in video recorder. Students can even attach and upload additional files or documents, such as a works cited page or a PowerPoint presentation.



Peer review. Peer review assignments are easier than ever. Create and manage peer review assignments and customize privacy settings.

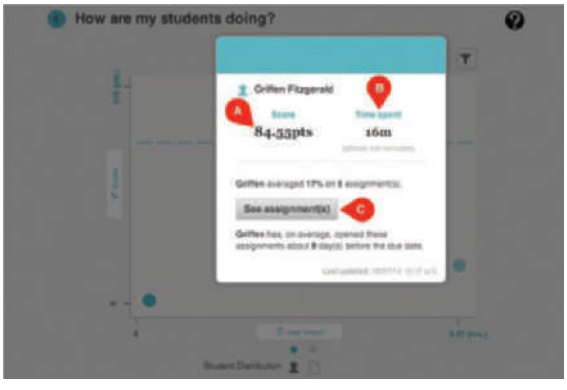
Speech assessment. Connect Video Speech Assignments let you customize the assignments, including self-reviews and peer reviews.

Feedback. Connect saves your frequently used comments, simplifying your efforts to provide feedback.

Data analytics

Connect Insight provides at-a-glance analysis on five key insights, available at a moment's notice. The first and only analytics tool of its kind, Insight will tell you, in real time, how individual students or sections are doing (or how well your assignments have been received) so that you can take action early and keep struggling students from falling behind.

Instructors can see how many learners have completed an assignment, how long they spent on the task, and how they scored.



Instructors can see, at a glance, individual learner performance: Analytics showing learner investment in assignments, and success at completing them, help instructors identify, and aid, those who are at risk.

LearnSmart Instructor Reports allow instructors to quickly monitor student activity, making it easy to identify which students are struggling and to provide immediate help to ensure those students stay enrolled in the course and improve their performance. The Instructor Reports also highlight the concepts and learning objectives that the class as a whole is having difficulty grasping. This essential information lets you know exactly which areas to target for review during your limited class time.

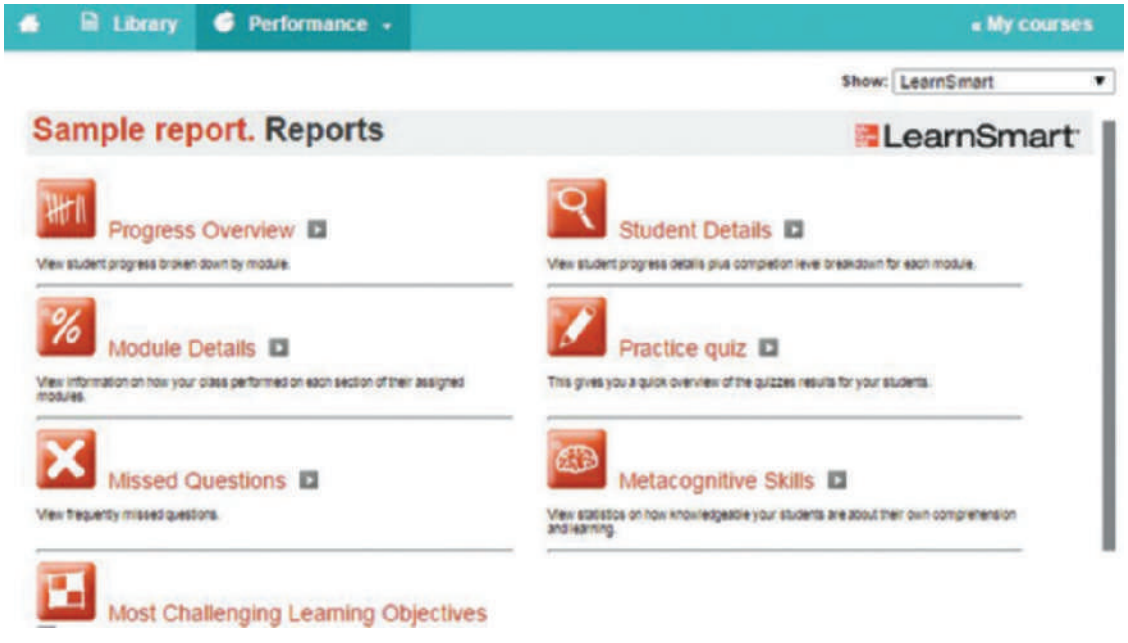
Some key LearnSmart reports are listed below:

Progress Overview report—View student progress for all LearnSmart modules, including how long students have spent working in the module, which modules they have used outside of any that were assigned, and individual student progress through LearnSmart.

Missed Questions report—Identify specific LearnSmart probes, organized by chapter, that are problematic for students.

Most Challenging Learning Objectives report—Identify the specific topic areas that are challenging for your students; these reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional remediation and practice.

Metacognitive Skills report—View statistics showing how knowledgeable your students are about their own comprehension and learning.



Classroom preparation tools

Annotated instructor's edition. The Annotated Instructor's Edition is cross-referenced with SmartBook, Connect, and other supplements that accompany *Public Speaking Matters*.

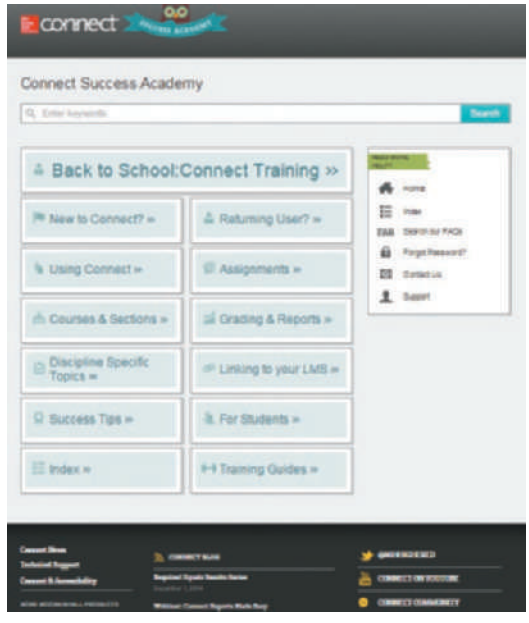
PowerPoint slides. The PowerPoint presentations for *Public Speaking Matters* provide chapter highlights that help instructors create focused yet individualized lesson plans.

Test bank. The Test Bank is a treasury of more than 1,000 examination questions based on the most important public speaking concepts explored in *Public Speaking Matters*; more than 100 of the questions are new or revised for this edition.

Instructor's manual. Written by the author, the instructor's manual provides a range of tools for each chapter to help teachers structure the course and use the *Public Speaking Matters* text effectively for particular course needs—discussion questions, assignment ideas, lecture ideas, and other resources.

Support to ensure success

- **Digital Success Academy—**The Digital Success Academy on Connect offers a wealth of training and course creation guidance for instructors and students alike. Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular Connect video shorts, step-by-step ***Click through Guides***, and ***First Day of Class*** materials that explain how to use both the Connect platform and its course-specific tools and features.
- **Implementation Team—**Our team of Implementation Consultants is dedicated to working online with instructors—one-on-one—to demonstrate how the Connect platform works and to help incorporate Connect into a customer's specific course design and syllabus. Contact your Learning Specialist to learn more.
- **Learning Specialists—**Learning Specialists are local resources who work closely with your McGraw-Hill learning technology consultants. They can provide face-to-face faculty support and training.
- **Digital Faculty Consultants—**Digital Faculty Consultants are experienced instructors who use



CONTACT OUR CUSTOMER SUPPORT TEAM

McGraw-Hill is dedicated to supporting instructors and students. To contact our customer support team, please call us at 800-331-5094 or visit us online at **http://mpss.mhhe.com/contact.php**

Connect in their classrooms. These instructors are available to offer suggestions, advice, and training about how best to use Connect in your class. To request a Digital Faculty Consultant to speak with, please e-mail your McGraw-Hill learning technology consultant.

- **National Training Webinars—**McGraw-Hill offers an ongoing series of webinars for instructors to learn and master the Connect platform, as well as its course-specific tools and features. We hope you will refer to our online schedule of national training webinars and sign up to learn more about Connect!

CHAPTER-BY-CHAPTER CHANGES TO THE NEW EDITION: HIGHLIGHTS

New and updated material in this edition of *Public Speaking Matters* reflects the latest research in the field and the current available technology.

Chapter 1 Adapt for Speaking Success: New chapter opening vignette; updated tables and examples in Face Your Fears and Adapt to Ethics boxes

Chapter 2 Manage Speech Anxiety: Updated Adapt to Technology box with new apps and technologies for practicing with virtual audiences

Chapter 3 Practice and Promote Effective Listening: New section on how good listening skills affect all aspects of life; updated findings on percentages of various communication activities among college students; revised examples of idiomatic language in Adapt to Culture box

Chapter 4 Speak Ethically: Revised online resources in Table 4.2 for avoiding plagiarism; updated examples and statistics

Chapter 5 Know and Adapt to Your Audience: Enhanced coverage of ethnicity and race; updated discussion of audience social characteristics to psychological characteristics; revised Live Work Speak box

Chapter 6 Determine Your Purposes and Select a Topic: Updated list of potential speech topics and list of "overused" speech topics (based on new survey of public speaking instructors)

Chapter 7 Locate Supporting Materials: Updated example in Adapt to Context box and list of search engines in Table 7.3; revised Live Work Speak box

Chapter 8 Evaluate Supporting Materials: Expanded discussion on evaluating the merits of supporting materials; more concrete distinction between primary and secondary sources; updated examples of assessing accuracy and currency of supporting evidence; revised Live Work Speak box

Chapter 9 Cite Sources in Your Speech: New coverage on citing websites and YouTube videos and ascertaining their credibility; updated example in Table 9.1 on various forms of verbal footnotes; expanded Table 9.2 showing APA and MLA forms of citation for a wider range of sources

Chapter 10 Outline Your Speech: Updated example for Adapt to Culture box; revised Adapt to Technology box explaining how to use Microsoft Word outlining function

Chapter 11 Organize the Body of Your Speech: Updated examples in Table 11.2

Chapter 12 Introduce and Conclude Your Speech: Updated examples, revised Live Work Speak and Adapt to Technology boxes

Chapter 13 Use Language Expertly: New coverage of elements of powerless speech; updated treatment of power styles of speech as it relates to status and authority; reorganization of ad hominem attack coverage to the section on logical fallacies in Chapter 16

Chapter 14 Speak to Inform: Updated examples of informative speeches; revised Live Work Speak box; new location of sample speech in the main text

Chapter 15 Speak to Persuade: Expanded examples of using ethos; updated examples of propositions of fact, value, and policy; new location of sample speech in the main text and figure explaining inductive and deductive reasoning

Chapter 16 Practice Persuasiveness: New sections on trustworthiness and dynamism as components of credibility; revised Figure 16.1 to include trustworthiness and dynamism; updated example for arguments by deduction and analogy

Chapter 17 Speak in Small Groups: New A-head on avoiding the pitfalls of group communication; new Prepare to Succeed tips on the benefits of small groups

Chapter 18 Speak on the Job: Revised examples for choosing an organizational pattern and for the Adapt to Context box; updated tips for preparing for electronically mediated interviews

Chapter 19 Speak on Special Occasions: Updated examples for special occasion speeches; revised Live Work Speak box; new placement of sample special occasion speech in the main text

Chapter 20 Choose and Rehearse a Method of Delivery: Revised examples and Live Work Speak box

Chapter 21 Use Your Body and Voice Effectively: Revised examples of culturally appropriate gestures; updated Adapt to Technology box to include coverage of using computer microphones for recorded or Skype speeches

Chapter 22 Use Presentation Aids Effectively: Revised slide examples to reduce the amount of text on some slides; updated coverage on distributing handouts during a speech; enhanced coverage of Prezi versus PowerPoint, including a new comparison table of their relative merits; new coverage of creating slides for color-blind viewers

SPEECHES ONLINE

To view nine videos of full-length sample student speeches and dozens of video speech clips, visit the media bank in the *Public Speaking Matters* Connect site. Included in the media bank are all the major speeches presented in this text and more. See below for a list of the full-length speeches available in Connect:

- Combating the Obesity Epidemic
- Every Morning in Africa
- Global Citizen
- The Murky World of Doping
- Public Schools Should Mandate Anti-Bullying Education
- Reducing Airport Delays with NextGen
- Share and Share A-Bike
- Wedding Toast for Al and Jane
- What Is Absentee Voting?

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Although my name is on the cover, this book took many people to create. An extensive collaboration is necessary to bring these words to you, and I am honored to thank those who played a part in that process.

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My students, colleagues, and administrators at the University of Arizona inspire me and are a source of enduring encouragement. Undertaking a project of this size can be daunting, and it is so valuable to have a strong network of professional support on which to draw.

I am eternally grateful for the love and support of my family and my lifelong friends. You don't have to be a communication expert to understand how important close relationships are—but the more I learn about communication, the more I appreciate those who play that role in my life.

public speaking matters

part 1

The Practice of Public Speaking

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chapter 1 **Adapt for Speaking Success**

Consider the Benefits of Public Speaking
Understand Public Speaking as a Type of Communication
Trace the History of Public Speaking
Acknowledge the Fear of Public Speaking
Appreciate the Importance of Ethical Speaking
PREPARE TO SUCCEED: Use This Text to Build Your Public Speaking Ability

chapter 2 **Manage Speech Anxiety**

Understand Why Public Speaking Can Be Frightening
Recognize Speech Anxiety as a Form of Stress
Consider How to Use Stress to Your Advantage
PREPARE TO SUCCEED: Manage Speech Anxiety Effectively

chapter 3 **Practice and Promote Effective Listening**

Understand the Importance of Listening
Describe the Listening Process
Identify the Forms of Listening
Avoid Barriers to Effective Listening
PREPARE TO SUCCEED: Help Your Audience Listen Better

chapter 4 **Speak Ethically**

Know What It Means to Speak Ethically
Earn and Keep Your Listeners' Trust
Confront Ethical Challenges
Avoid Plagiarism
PREPARE TO SUCCEED: Apply Ethical Principles to Every Skill in This Course

chapter 1

Adapt for Speaking Success

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Comedian Margaret Cho is known for pushing boundaries. She frequently uses coarse language and off-color jokes in her stand-up routines, and she often seems unafraid—if not eager—to make her listeners uncomfortable. Cho's irreverent humor has made her famous, but taken too far, it also gets her into trouble.

Such was the case during a 2016 stand-up performance in New Jersey. Instead of telling jokes, Cho began her set by talking about the death of comedian Garry Shandling and then describing her experiences as a survivor of rape. When some people in the sold-out audience objected, she began heckling them and complaining aloud about white privilege. Audience members started getting up and leaving within minutes, and Cho could be heard to yell, "You will never get a cent of the money back that you paid!" Cho's supporters said she was simply being provocative and trying to bring attention to critical social issues, such as rape and racial relations. Critics noted,

however, that she should have been more aware of her audience and how her listeners were reacting. If she had thought more about her listeners—and had adapted her communication style to them—she might have avoided the embarrassing incident.

Although most of us will never perform stand-up comedy, we can all learn a valuable lesson from Cho's example: public speakers are most effective when they adapt to their situation. As you'll learn in this course, that means thinking about who your listeners are and what they want and need to hear. It also means considering the best ways to use technology, communicate ethically, and manage your anxiety when you speak in front of an audience. Speakers who can effectively adapt their communication behaviors are speakers people want to listen to.

By learning some key concepts and skills in this course, you'll be able to speak with confidence in a wide variety of personal and professional settings. That will be your goal, and this text is designed to help you achieve it.

THIS CHAPTER WILL HELP YOU

- ✓ Consider the benefits of public speaking
- ✓ Understand public speaking as a type of communication
- ✓ Trace the history of public speaking
- ✓ Acknowledge the fear of public speaking
- ✓ Appreciate the importance of ethical speaking
- ✓ Prepare to succeed by using this text to build your public speaking ability

Whether you're speaking to ten people or ten thousand, public speaking proficiency is always an advantage. Let's see how and why.

CONSIDER THE BENEFITS OF PUBLIC SPEAKING

Why bother to develop your public speaking ability? The answer is that being able to speak confidently and connect with your audience will be an advantage in many areas of your life.

Note the educational benefits

The skills you learn in a public speaking class will help you in a wide range of college courses. Consider these skills in particular:

- *Speaking*. Many college courses require students to make individual or group presentations. Honing your ability to speak confidently and competently in front of your peers and instructors—to make them truly listen to what you have to say—will help you succeed regardless of your topic.

- *Speechcrafting*. In your public speaking course, you will learn how to craft your speeches, whether formal or informal, to be clear and concise, and to have your intended impact on your listeners. That practice will help you throughout your college years and beyond.
- *Critical thinking*. As you analyze arguments and evaluate evidence for speeches, you will sharpen your ability to think critically. That skill will help you grasp complex material and prepare for exams in your courses.
- *Adaptability*. A key aspect of effective public speaking is the ability to adapt your message to your audience. This ability will serve you throughout your college career as you speak in front of clubs, teams, and student organizations; as you participate in class discussions; and as you encounter listeners with social, cultural, economic, and other backgrounds that are different from yours.
- *Facility with research*. Your public speaking class will teach you the skills you need to locate, evaluate, and use research materials. These skills will be useful in many of your other courses.
- *Listening*. You'll learn that part of being a good speaker is being a good listener. Sharpening your listening ability will help you process information wherever you encounter it.

Note the professional benefits

The benefits of becoming an expert public speaker don't end at graduation. You can use your newfound skills to succeed in your working life as well. Consider the following contexts in which public speaking competence will be helpful.

- *In an interview*. Success in a job interview requires the ability to describe your skills and experience in a clear, organized, poised, and personable manner. Your public speaking training will help you maintain eye contact with your interviewer, use appropriate gestures, speak in a confident voice, and appear relaxed even if you're nervous.
- *On the job*. Nearly every career benefits from the competencies you learn from public speaking. Indeed, a recent survey of employers found that verbal communication skill is the *number one ability* employers look for when hiring (see Table 1.1). You may work in a sales position that requires you to make sales pitches to potential clients. Perhaps you'll become a teacher, a career that requires spending much of the day speaking in front of students. Whether you go into sales, teaching, health care, public

Table 1.1 Top Five Characteristics Employers Want

1. Ability to communicate verbally
2. Ability to work on a team
3. Ability to make decisions and solve problems
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information

SOURCE: "Top skills for job candidates," *National Association of Colleges and Employers*, February 2016. www.naceweb.org

relations, religious work, business management, or some other occupation, you will put your speaking, writing, and critical-thinking skills to work.

Note the personal benefits

Besides helping you in school and on the job, the skills you learn in a public speaking course will benefit your personal life. Consider the following contexts:

- *Self perceptions*. Many people experience a rewarding sense of personal accomplishment when they succeed at public speaking. Learning to master public speaking can improve your self-esteem and bolster your confidence.
- *Social settings*. Even if you are outgoing, it's natural to feel nervous in social situations when you don't know anyone else. The ability to introduce yourself, ask questions, carry on a conversation, and present yourself confidently can help you forge rewarding personal relationships, even when you feel nervous or insecure.
- *Community settings*. Suppose you want to become more involved in your homeowners' association, your place of worship, or your school board. Maybe you'd like to volunteer at a local hospital or humane society. The ability to communicate clearly and confidently will help you succeed in any of those contexts.
- *Political settings*. Whether you decide to run for elected office or you simply like to voice your opinions at political events, the abilities to inform and persuade—two key skills you will develop in this course—will help you immensely as you express your viewpoints.

As you can see, a public speaking course teaches you skills you can use in virtually every part of your life. Few courses you will take in college will be more valuable.

UNDERSTAND PUBLIC SPEAKING AS A TYPE OF COMMUNICATION

In one form or another, you have communicated virtually every day of your life. Communication takes multiple forms, however, and experience with one does not necessarily translate into expertise with all. For instance, many people who thrive in one-on-one conversations have difficulty speaking in front of groups. To clarify what public speaking is, let's compare it with other types of communication and identify what they all have in common.

Know the types of communication

You experience communication on multiple levels, which vary according to how many people are involved (see Figure 1.1). **Intrapersonal communication** occurs when you talk to yourself, as when you remind yourself to lock your front door at night. **Interpersonal communication** takes place between two people, such as you and your closest friend. **Small group communication** is communication among a small number of people, such as those on a committee or in a study group. **Mass communication**

happens when a source communicates with a large audience of unknown people, usually via a mass medium such as broadcasting or publishing. A reporter speaking on a televised newscast, a columnist writing for a national newspaper, and a blogger posting commentary on the Internet are all engaged in mass communication. In all these cases, they don't know who their listeners are, where they are, or how many there are.

Those four types of communication differ from **public speaking**, which occurs when a speaker delivers a message aloud to a known audience. Unlike mass communication, which targets an unknown audience, public speaking is always aimed at an identified group of listeners. Those listeners might be physically present, or they may be watching and hearing the speech through teleconference or Skype.

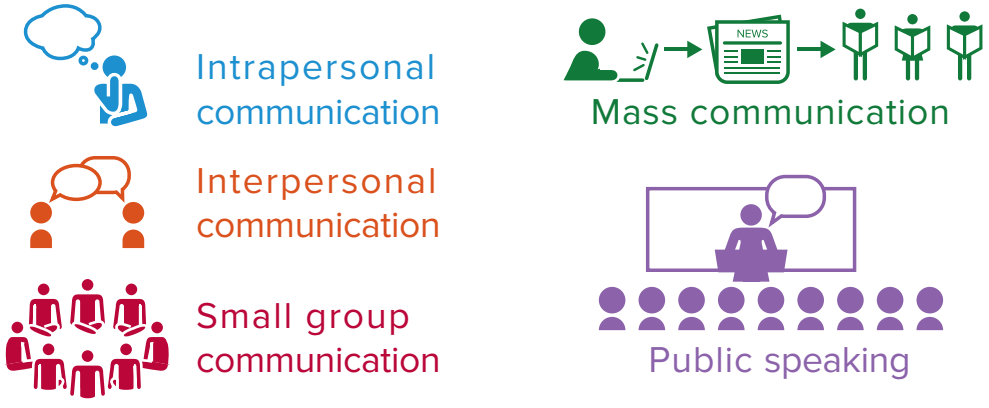
Know the components of communication

All types of communication are **transactional**, which means they represent a continuous flow of information. The communication process starts with a **sender**, the source of the message being shared. In public speaking, the sender is the speaker. He or she uses words, images, gestures, and facial expressions to **encode** a message—that is, to convert an idea into something listeners can understand. Every speaker delivers the message in a particular **context**, which includes the time, location, and circumstances surrounding the speech.

Those who hear and understand the speaker's message are the **receivers**. Receivers **decode**, or assign meaning to, the sender's words and actions. Some decoding relies on an understanding of the sender's language use. An English-speaking audience would likely find it impossible to decode a speech made in Arabic, for instance. Similarly, listeners unfamiliar with collateralized mortgage obligations or single nucleotide polymorphisms would find it hard to understand speeches about those topics unless the speaker carefully defined those terms.

Decoding is influenced by a receiver's **frame of reference**, which is the person's world view based on his or her experiences, values, sex and gender, race and ethnicity,

Figure 1.1 Types of Communication



culture, education, economic status, religion, and other characteristics. Each of us has a frame of reference that affects how we interpret and respond to messages. For example, a current college student may react differently to a message advocating free college tuition than would an older college graduate who thinks providing free tuition is unfair to everyone who already paid for college. Although technically they are hearing the same message, their dissimilar frames of reference will cause them to decode the message differently.

The **message** is the collection of ideas the speaker conveys to the audience. Part of a speaker's message is intentional—what he or she wants listeners to learn, believe, feel, or do. Good speakers know how to communicate their intended message clearly, in ways their audience can understand. Another part of a speaker's message may be unintentional—something listeners learn by accident. For example, smiling during an informative speech about toxic pollution in your community could send the unintended message that you are happy about its negative effects.

Listeners wouldn't notice a speaker's smiling if they paid attention only to words, but they don't. Rather, they attend to any communication **channel**, or means of delivering a message, to which they have access. Through their auditory channel, they hear the speaker's words, tone of voice, rate of speech, pitch, and accent. Through their visual channel, they see the speaker's posture, gestures, eye contact, visual aids, and personal appearance. Some speakers use presentation aids that engage other channels, as well, such as the *tactile channel* (sense of touch), *olfactory channel* (sense of smell), and *gustatory channel* (sense of taste). Listeners don't just receive messages through various channels, however; they also react to those messages. They give **feedback** in the form of verbal and nonverbal responses to the speaker's message. When the speaker says something positive, for instance, listeners nod their heads. That feedback acts as a message itself, telling the speaker that the audience agrees. In the transaction model of communication, speakers and listeners are therefore both senders and receivers of messages simultaneously (see Figure 1.2).

Figure 1.2 Transaction Model of Communication

The transaction model recognizes that all types of communication represent a continuous flow of information.

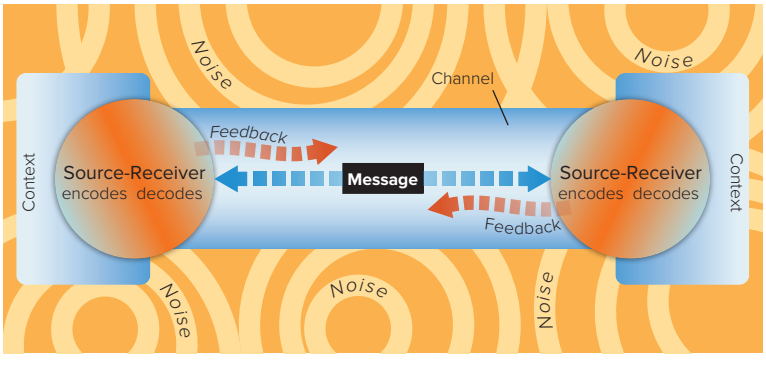


Table 1.2 "That's Not What I Meant!" Forms of Noise

Form of Noise	Definition	Examples
Physical noise	Sounds in the environment	Music, ringing cell phones, crying babies, traffic
Psychological noise	Demands on your attention	Emotional concerns, worries, distractions, daydreams
Physiological noise	Physical processes that you notice	Hunger, fatigue, illness
Social noise	Social or cultural issues that affect communication	Prejudices, biases, attitudes
Structural noise	Distractions you encounter in other people's messages	Poorly organized speeches

But people don't always interpret our messages the way we intend. Anything that interferes with the interpretation of a message is called **noise**. We are certainly unlikely to understand a message we can't hear, but sound isn't the only characteristic that can introduce noise, as Table 1.2 illustrates. Both speakers and listeners have a responsibility to reduce noise as much as possible. You'll learn several ways to reduce or eliminate noise from speaking contexts in this course.

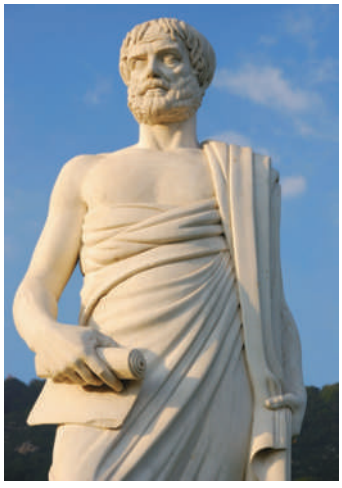
TRACE THE HISTORY OF PUBLIC SPEAKING

You become part of a long and rich tradition when you study public speaking. People have been examining the practice of public speaking, originally known as **rhetoric**, for over two thousand years.[1] Instruction in public speaking skills was popularized in ancient Greece by the **Sophists**, wandering intellectuals who taught about language and persuasion. The study of rhetoric was later formalized by the Greek philosophers Plato (427–347 BCE) and Aristotle (384–322 BCE), with the latter articulating three types of rhetorical proof—pathos, ethos, and logos—which you will learn to use in this course. As you'll discover in Chapter 15, *pathos* refers to listeners' emotions, *ethos* describes a speaker's character, and *logos* relates to listeners' ability to reason.

As the Greek empire fell (around 200 BCE), Romans such as the philosopher Cicero and the rhetorician Quintilian continued the traditions of studying and teaching public speaking skills. Over the intervening centuries, developments in philosophy, social science, and technology have refined those skills in innumerable ways. For instance, we have presentation aids at our disposal today that the ancient

Greeks could scarcely have imagined. Broadcasting and **computer-mediated communication**—communication that occurs through the use of two or more networked electronic devices—allow a speaker's words to travel the globe in seconds. In addition, systematic research has taught us much about how people learn and what they find persuasive.

These advancements build upon—rather than replace—the foundations of public speaking established thousands of years ago. Much of what you will learn in this course has been part of the public speaking curriculum for millennia. As a result, your training connects you to a lively heritage, even as you take advantage of new information and advancing technologies.



People have been examining the practice of public speaking since the time of the ancient Greeks.
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ACKNOWLEDGE THE FEAR OF PUBLIC SPEAKING

Every few years, the Gallup organization polls American adults about what they fear most. In a recent poll, the second most commonly mentioned fear was public speaking, followed only by snakes as the most feared.[2] The fear of death didn't make the top ten list, suggesting that some people are more afraid of giving a speech than they are of dying! That reality once prompted comedian Jerry Seinfeld to joke that at a funeral, most people would rather be in the casket than giving the eulogy. (A *eulogy* is a speech honoring someone who has died.)

All joking aside, giving a speech can be a terrifying prospect for people who suffer from **public speaking anxiety**: the apprehension or fear brought on by performing in front of an audience. As you'll discover in this course, public speaking anxiety, also known as *stage fright*, is a form of stress that affects people psychologically, physically, and behaviorally.[3] It can be debilitating, causing people to deliver poor performances. Fortunately, you can learn to use public speaking anxiety to your advantage by overcoming its problematic effects; and the "Face Your Fears" boxes that appear throughout the text will help you do so. See the "Face Your Fears" box in this section for tips on visualizing and achieving public speaking success. In this course, you'll learn to acknowledge public speaking anxiety as normal and to work with it—rather than against it—to become an effective speaker.

APPRECIATE THE IMPORTANCE OF ETHICAL SPEAKING

A large part of being an effective speaker is being an ethical speaker. *Ethics* are principles that guide us in judging whether something is morally right or wrong. Communicating ethically means treating people fairly, being honest, and avoiding immoral or hurtful behavior. That can be easier said than done, though, because people often have very different ideas about right and wrong. What may

FACE YOUR FEARS

VISUALIZING COMMUNICATION SUCCESS

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What do frequent public speakers—such as Facebook executive Sheryl Sandberg and comedian Kevin Hart—have in common? Or how about employees whose jobs require them to take part in videoconferences involving people in different locations? All these individuals likely experience some level of public speaking anxiety. Fear of failure is the source of their nervousness, and this feeling can be extremely unpleasant, as well as hard to shake. No one wants to bomb!

Throughout the history of speechmaking, speakers have used various strategies to face and manage their fears. One approach is *visualization*, which means developing a particular mental image—in this case, an image of giving a successful performance. Research shows that visualization reduces stage fright during a performance.[4] To practice visualization, close your eyes and imagine yourself delivering an expert presentation. See yourself giving your entire speech in a confident and relaxed manner.

The key to any successful speech is preparation. First and foremost, you must develop an interesting presentation that will engage and move your audience and give them something to remember. Second, third, and fourth are practice, practice, and practice. This text will provide the keys for ensuring your success when you step up to the microphone, and the recurring "Face Your Fears" feature will give you specific tips for confronting public speaking anxiety—and turning it into a positive force.

To face your fears, try this

Think of an upcoming "public" situation, such as a speech in class. Close your eyes and visualize yourself standing in front of your audience, looking and sounding confident. Picture yourself going through your entire speech flawlessly. Try this two or three more times before your presentation.

be morally justified to you or your culture may be considered completely unethical to another.

As you develop public speaking expertise, you'll learn to pay attention to the ethics of what you say and how you say it. The topics you address, the language you use, and the examples you include can all have ethical implications for your audiences. Ethical speakers don't necessarily shy away from controversy or avoid potentially divisive topics. Instead, they learn to approach their listeners with sensitivity and respect. See the "Adapt to Ethics" box for a discussion on treating language sensitively.

ADAPT TO ETHICS

"I'M OFFENDED!" DECIDING WHERE TO DRAW THE LINE WITH OFFENSIVE LANGUAGE

Being an ethical speaker requires you to think—and care—about the effects your words will have on other people. Suppose you're preparing a speech about racial tensions and protests that occurred on the University of Missouri campus in 2015–2016. You have discovered a quote from a blogger that would be perfect for your speech, but the quote contains a racial slur. Do you quote the blogger's words as they were actually written, or do you delete the slur or replace it with another word? Should you simply avoid using the quote altogether?

Ethical arguments can be made for any of these actions. One consideration is certainly the risk of offending your listeners if you include the slur in the quote. On the other hand, changing the quote might be deceptive, because that means you are no longer reporting what the blogger actually said. Leaving out the quote entirely might mean failing to share an important perspective on the events with your audience.

As you can see, ethical dilemmas don't always have clear-cut solutions. Rather, they force us to weigh competing priorities and consider multiple possibilities. At times, the solution that seems most ethical to you is not the solution someone else might choose. What matters is that you identify the ethical considerations of your decision and think about the effect of your words on everyone.

What you can do

Write a journal or blog entry describing what *you* would do in this situation, or come to a decision in a small group in your class. Explain why you believe that course of action to be the most ethical option.

PREPARE TO SUCCEED

Use this text to build your public speaking ability

Each chapter in this text ends with "Prepare to Succeed," a short section that offers concrete suggestions for developing the skills described in the chapter. Its purpose is to leave you with a checklist of strategies you can use to become a successful public speaker. In this first chapter, those strategies focus on making the best use of this text as a guide for learning the art of public speaking.

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- ✓ Remember that this text is meant to be *used*, not just read.
- ✓ Go through each chapter once before class and again afterward. The chapters are designed to make it easy for you to read and reread the material.

- ✓ Make notes—by either writing on the pages or attaching sticky notes—about examples of speech topics, quotations, jokes, and other potentially useful ideas as you think of them. Keep this text close to you so that you can add notes whenever your inspiration strikes.

Speakers who adapt their presentation to their situation can change the world. By taking this course, you are embarking on a journey with the potential to change your life for the better in multiple ways. Bon voyage!

EXERCISES: APPLY IT NOW

1. Suppose that one of your job responsibilities is to visit college campuses and talk with students who are interested in working for your company when they graduate. You are preparing a short presentation that will address the types of skills your employer looks for when hiring. Because your company places great importance on verbal communication skills, you strongly recommend in your presentation that students take a public speaking course in college.
   a. Besides making them more attractive to employers, what other benefits can students expect from public speaking training?
   b. Which benefits would you highlight in your presentation?
2. As one of the organizers of this year's 10K race to benefit cancer charities in your city, you have been asked to give a short speech just before the race begins. Your task is to welcome everyone, thank the volunteers and sponsors, and wish the runners good luck. You will deliver your speech outside over a public address system while most of your audience members are standing or walking around on the expansive lawn in front of you. The day of the race turns out to be unusually hot, and by the time your speech begins, the start of the race is already twenty minutes behind schedule.
   a. What sorts of physical, psychological, physiological, social, and structural noises are likely to interfere with your message?
   b. How should you adapt your speech in order to minimize the effects of noise?
3. One night at a coffee shop on campus, you find yourself discussing politics as part of a group of students that has formed over the course of the evening. You know some of the students in the group but not others. At one point in the conversation, the topic of marriage comes up, and a couple of the students voice the strong opinion that a marriage works best if arranged by the couple's parents. Others in the group strongly disagree, arguing that people should choose their own spouses. "Not in our culture," the two students say, explaining that their cultural values teach them that it is the parents' prerogative to arrange marriages for their adult children. You want to speak up and contribute to the conversation.
   a. When cultural values clash, what is the ethical thing to say?
   b. Is it ethical to declare that people should always choose their own spouses, even if that means claiming that the two students' cultural values are wrong? Or is it ethical to argue that differences in cultural values should be respected, even if it means that some people are treated unfairly in your opinion?

KEY TERMS

intrapersonal communication, 5
interpersonal communication, 5
small group communication, 5
mass communication, 5
public speaking, 6
transactional, 6
sender, 6
encode, 6
context, 6
receivers, 6
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chapter 2

Manage Speech Anxiety

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Nerves and inexperience conspire to make public speaking a dreaded activity for many people. In this chapter, you'll learn that anxiety about public speaking is a form of stress that has several specific effects on your body. Although some of those effects cause problems, others can benefit you if you adapt to public speaking anxiety and use it to your advantage.

THIS CHAPTER WILL HELP YOU

- ✓ Understand why public speaking can be frightening
- ✓ Recognize speech anxiety as a form of stress
- ✓ Consider how to use stress to your advantage
- ✓ Prepare to succeed by managing speech anxiety effectively

Let's start by seeing why being in front of an audience can frighten people.

UNDERSTAND WHY PUBLIC SPEAKING CAN BE FRIGHTENING

Adele is more than a singer and songwriter. She's a musical phenomenon, winning five Grammy Awards in 2017 alone. In 2011, she became the first artist in history to have a number-one album and three chart-topping singles at the same time. By the time she was 28 years old, she had performed in more than 200 venues in Europe and North America and had sold more than 100 million albums and singles, making her one of the best-selling recording artists in the world. What you might not know is that Adele suffers from debilitating stage fright. "I'm scared of audiences," she said in an interview with *Rolling Stone*.[1] At a 2011 concert in Amsterdam, she was so nervous that she tried to escape the concert hall through a fire exit just before going onstage.

As Adele's example illustrates, even seasoned performers can fear being in front of a crowd. The reason is that each of us, to some degree, wants others to like and accept us—and performing for people invites them to evaluate and critique us, perhaps poorly. Thus, even if we're confident in our abilities, facing an audience can make us feel vulnerable. When our anxiety is particularly intense, it can become debilitating; that is, it can overwhelm us and prevent us from speaking or performing effectively. (Think about how Adele's stage fright nearly prevented her from giving her concert in Amsterdam.) Like a deer caught in the headlights, we can become immobilized by speaking anxiety, even if we have rehearsed extensively.

Part of what can make performance anxiety debilitating is the mental messages we give ourselves. When we feel nervous, our feelings often affect our thoughts in negative ways. As Table 2.1 shows, it is possible to fall victim to several patterns of negative self-talk. For instance, we engage in *fortune telling* when we tell ourselves that our

Table 2.1 Talk to Yourself: Problematic and Constructive Self-Messages

Self-Message	Definition	Constructive Alternative
Fortune telling	Predicting that your speech is going to fail, no matter how prepared you are	Telling yourself that every bit of rehearsal makes you more likely to give a successful speech
Overgeneralization	Thinking that one poor speech dooms all of your future performances	Reminding yourself of times you have improved your performance on other tasks in the past
All-or-nothing thinking	Believing that if anything goes wrong in your speech, your entire speech is a failure	Remembering that no perfect speech exists and concentrating on what you did well
Jumping to conclusions	Assuming that you failed your speech before you actually get your grade	Remembering that your *instructor* determines your grade and waiting to see what he or she says

performance is going to fail no matter how much we've rehearsed. We express an *overgeneralization* when we think that failing one speech automatically means we're going to fail every speech. *All-or-nothing thinking* means believing that any tiny mistake in a speech makes the entire performance a failure. Finally, *jumping to conclusions* means assuming we have failed a speech without even seeing our grade. Table 2.1 offers suggestions for making your self-messages more constructive. As we will see, debilitating public speaking anxiety often causes two distinct sensations—making your mind go blank and making you want to escape.

Speaking anxiety makes your mind go blank

In the grip of intense public speaking anxiety, you can forget words or information that you would easily remember under normal circumstances. The reason you forget when you experience an intense negative emotion—fear, in the case of speaking anxiety—is that you become distracted by your body's efforts to manage that emotion. As a result, your ability to think and remember temporarily suffers, causing your mind to draw a blank when you attempt to recall what you had planned to say. The good news is that if you prepare well, stay calm, and use your speaking notes properly, you can stay on track and avoid these problems.[2]

Speaking anxiety makes you want to flee

The second sensation that occurs during an episode of intense public speaking anxiety is an urge to escape the situation. Stressful events often trigger a **fight-or-flight response**, which is your body's motivation either to confront the source of your stress (through a fight) or to avoid it (through flight).[3] When the event causes fear, you're more likely to want to flee than fight.[4] If you feel intensely nervous about giving a speech, for example, you may find yourself wishing you could postpone the speech or trying to get it over with as quickly as possible. You may also avoid eye contact with your listeners as a subconscious way to escape acknowledging their attention.

It's difficult to speak effectively when your mind goes blank and you feel the urge to run away. Just because speaking anxiety *can* have those debilitating effects, however, doesn't mean that it *must*. You can learn to manage the effects of public speaking anxiety if you understand it as a form of stress.

RECOGNIZE SPEECH ANXIETY AS A FORM OF STRESS

Stress is the body's reaction to any type of perceived threat. You may feel stress, for instance, when you see a growling dog running toward you, when you sit down to take a final exam, or if you are laid off from a job. Each of those situations poses some type of threat, whether it's to your physical health, academic record, or financial well-being. Scientists use the term *stressor* to refer to events that cause the body to experience stress.

As communication scholar James McCroskey documented, public speaking is a common stressor.[5] Research indicates that the stress of public speaking affects more than

one in five adults,[6] a figure that has remained stable for the last four decades.[7] Public speaking stress is so common, in fact, that many scientific experiments about stress use a public speaking activity purposely to elevate participants' stress levels.[8]

Although public speaking may not threaten a person's physical, academic, or financial well-being, many people feel that it threatens their emotional well-being. For instance, they might worry about experiencing embarrassment, disapproval, or ridicule if their speech doesn't go well. Those may seem like mild threats, particularly when compared with being physically harmed, failing a class, or losing a job. However, as anyone who has experienced public speaking anxiety can attest, giving a speech can be just as stressful as—if not more stressful than—many more serious threats. For this reason, it is important to maintain an atmosphere of safety and mutual respect in the public speaking classroom, as the "Adapt to Ethics" box discusses. As we'll see, in fact, the stress of public speaking anxiety affects the mind (such as how we think), the body (such as how we feel physically), and our behavior (such as how we form facial expressions or use our words).

ADAPT TO ETHICS

BE KIND: MAINTAINING AN ENVIRONMENT OF RESPECT

However much you fear public speaking, your class probably includes students who fear it more. Part of communicating ethically in this course is helping your peers combat their own public speaking anxiety. That responsibility requires creating an atmosphere of safety in your class so that no one fears being ridiculed. Your instructor may establish that expectation explicitly at the beginning of the course; however, as an ethical communicator, you have an obligation to adapt to that expectation in all your behaviors.

That means recognizing and remembering that everyone in the class is learning about the basics of public speaking and that no one has mastered it yet. It also means supporting and encouraging your classmates. Don't make fun of students whose speeches go poorly, and don't allow others to do so, either. Maintain an expectation of mutual respect in your classroom so that all students—no matter how anxious they are about public speaking—feel safe enough to try. Although some listeners in a nonschool audience might heckle a speaker, heckling reflects poor manners and unethical behavior and should never be allowed in the classroom.

What you can do

In small groups with your classmates, create a list of ethical expectations that you agree to uphold. Afterward, share your recommendations with the other groups and come to an agreement on a class code of ethics. Ask your instructor to post the code of ethics on the course website or to distribute it to students in printed form so that everyone is aware of your expectations for mutual respect.

Speaking anxiety affects the mind

Public speaking anxiety represents a specific form of anxiety, a psychological state of worry and unease. Communication scholars Ralph Behnke and Chris Sawyer devoted much of their careers to studying the anxiety associated with public speaking. One of their most important findings is that anxiety often begins long before speakers stand in front of an audience. According to Behnke and Sawyer, many people experience **anticipatory anxiety**, the worry they feel when looking ahead to a speech.[9] Research shows that anticipatory anxiety often starts when the speech is assigned. Maybe you can remember feeling worried or stressed when you learned that you would have to make a speech in class or at work. Anticipatory anxiety usually decreases as individuals begin preparing their speeches, probably because preparation gives them a sense that they can control their performance.[10]

This decrease in anxiety highlights the benefit of preparing and practicing a speech, a topic covered in detail later in this text. Some students don't prepare or practice sufficiently and then feel gripped by fear when they deliver their speeches. Other students invest the energy to prepare and rehearse, thus gaining an enormous advantage when it comes time to perform. Even with preparation and practice, it is common for people's anxiety to peak just before their delivery, but speakers with adequate preparation are able to excel in their performance despite their anticipatory anxiety.

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Not every speech will evoke the same level of anxiety. For instance, you've probably found that you're less anxious when speaking about a topic you understand well than one that is less familiar. The reason is that having a command of your topic gives you confidence in what you're saying. Preparation time also appears to affect how much anxiety people experience about public speaking. One study found that speakers felt less anxious about speeches for which they had more time to prepare.[11]

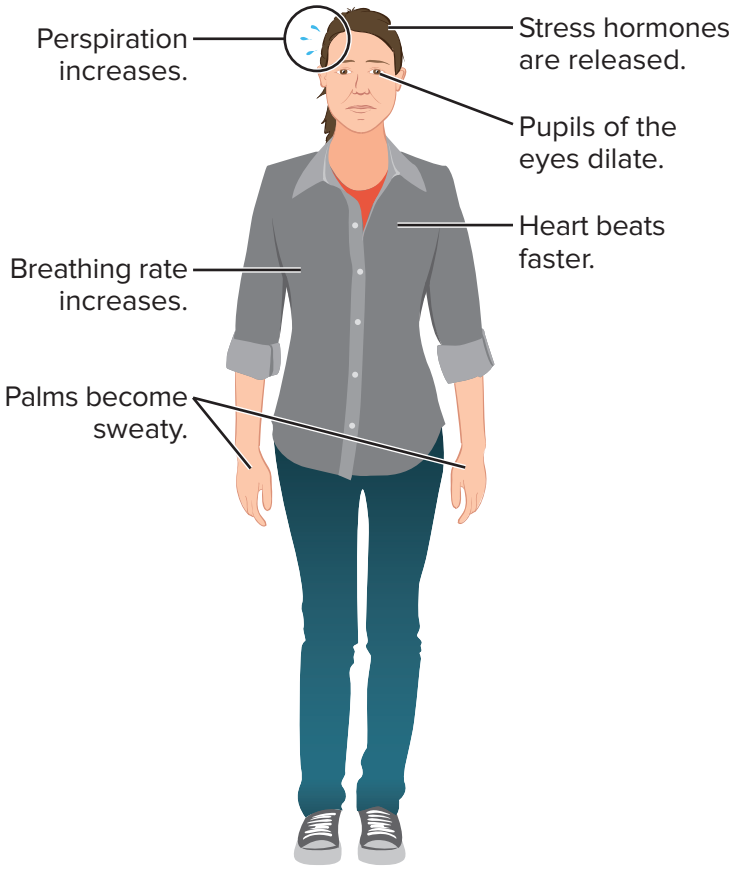
Speaking anxiety affects the body

Beyond their psychological impact, stressful situations, such as public speaking, affect people physically. Think about a time when you experienced stress. Perhaps you can remember that your heart beat faster, you breathed more heavily, and you perspired more than normal. Other physical changes were occurring outside your conscious awareness. Your body was producing more stress hormones, for instance, and the pupils of your eyes were dilating. Those physical effects of stress are part of your fight-or-flight response.

Stress related to public speaking produces effects similar to those of other forms of stage fright, such as the physical reactions people might experience before acting in a play or dancing in a recital. One study found that people training to be professional musicians experienced increases in heart rate and stress hormones when they performed in front of an audience as opposed to practicing on their own.[12] Even college instructors are sometimes prone to experience stage fright before they teach.[13] Fears of making a mistake and being embarrassed can invoke physical stress for anyone performing in front of a crowd, including public speakers. Figure 2.1 illustrates some of the physical effects of stress.

Figure 2.1 Physical Effects of Stress

Stress causes multiple effects on the body.



Not everyone experiences the same level of physical stress when speaking in public. Some studies have demonstrated that people with a strong tendency to worry undergo more physical stress when anticipating, preparing, and delivering a speech than do nonworriers.[14] Moreover, those who react strongly to other stressful situations tend to experience highly elevated stress during a speech.[15] There are also some sex differences in public speaking stress; in particular, men demonstrate greater elevations than women in stress hormones[16] and blood pressure,[17] whereas women appear to experience greater elevations than men in heart rate.[18]

The good news is that most physical signs of stress are not visible to your listeners. Although it may seem as though everyone in your audience is aware of your stress response, that is rarely the case. Never apologize for being nervous or call attention to the physical effects of your stress. Doing so will alert listeners to something they likely weren't noticing already and will distract them from the message of your speech. We will explore some strategies for using stress to your advantage later in this chapter.

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Speaking anxiety affects behavior

In addition to its psychological and physical effects, public speaking anxiety also influences how people behave.[19] You can probably recall from your own experiences how you act when you're nervous. Perhaps you fidget or pace. Maybe you find it difficult to speak. Researchers have been examining those and other behavioral effects of anxiety for more than half a century.[20] Their work indicates that public speaking anxiety, as well as other forms of stage fright, affects behavior in at least five areas:

- *Voice.* Public speaking anxiety often causes the voice to quiver or sound tense. It can also make the voice sound flat or lifeless.
- *Mouth and throat.* People experiencing public speaking anxiety often swallow and clear their throat more frequently than normal.
- *Facial expression.* Muscle tension in the face causes a general lack of expression and eye contact. It can also make the face twitch slightly.
- *General movement.* Public speaking anxiety frequently causes people to fidget or engage in random movement. It can also cause them to pace, sway, or shuffle their feet.
- *Verbal behavior.* People experiencing public speaking anxiety often stutter more than usual. They also increase their use of filler words, such as "um," "uh," "like," and "you know," and they are more likely to forget what they want to say.[21]

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Each of those behaviors is an effect of feeling nervous, stressed, and distracted, the way people feel when they experience public speaking anxiety. As you'll discover in the next section, however, speaking anxiety can actually enhance your performance if you know how to manage it successfully. Table 2.2 summarizes the primary effects of public speaking anxiety on the mind, body, and behavior.

Table 2.2 How Speaking Anxiety Affects Your Mind, Body, and Behavior

Effects On	Examples
Mind	Anticipatory anxiety peaks just before a speech, as you feel the pressure to perform.
Body	Stress causes your heart to beat faster, your breathing rate to increase, your pupils to dilate, and your stress hormones to elevate.
Behavior	Nervousness affects your voice and throat, facial expressions, movements, and words.