public speaking matters

Third Edition

KORY FLOYD
University of Arizona

PUBLIC SPEAKING MATTERS, THIRD EDITION

Published by McGraw Hill LLC, 1325 Avenue of the Americas, New York, NY 10019. Copyright ©2023 by McGraw Hill LLC. All rights reserved. Printed in the United States of America. Previous editions ©2019 and 2015. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill LLC, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LCR 26 25 24 23 22 21

ISBN 978-1-264-10772-8 (bound edition)
MHID 1-264-10772-2 (bound edition)
ISBN 978-1-264-37771-8 (loose-leaf edition)
MHID 1-264-37771-1 (loose-leaf edition)

Executive Portfolio Manager: *Sarah Remington*
Product Development Manager: *Dawn Groundwater*
Product Developer: *Elizabeth Murphy*
Executive Marketing Manager: *Kate Stewart*
Senior Content Project Managers: *Sherry Kane/George Theofanopoulos*
Senior Buyer: *Laura Fuller*
Designer: *Beth Blech*
Lead Content Licensing Specialist: *Brianna Kirschbaum*
Cover Image: *McGraw Hill*
Compositor: *Aptara®, Inc.*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Floyd, Kory, author.
Title: Public speaking matters/Kory Floyd.
Description: Third edition. | New York, NY : McGraw Hill Education, [2022] | Includes bibliographical references and index.
Identifiers: LCCN 2021037322 (print) | LCCN 2021037323 (ebook) | ISBN 9781264107728 (hardcover; acid-free paper) | ISBN 9781264377718 (spiral bound) | ISBN 9781264377695 (ebook) | ISBN 9781264377701 (ebook other)
Subjects: LCSH: Public speaking.
Classification: LCC PN4121 .F5267 2022 (print) | LCC PN4121 (ebook) | DDC 808.5/1—dc23
LC record available at https://lccn.loc.gov/2021037322
LC ebook record available at https://lccn.loc.gov/2021037323

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

mheducation.com/highered

Dedication

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

fLo07722_fm_i-xxviii.indd 3 26/10/21 12:38 PM

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.

fLo07722_fm_i-xxviii.indd 4 26/10/21 12:38 PM

Courtesy of 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 three dogs, Buster, Cruise, and Champ

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

Brief Contents

Preface xvii

PART 1 The Practice of Public Speaking

1 Adapt for Speaking Success 2
2 Manage Speech Anxiety 13
3 Practice and Promote Effective Listening 26
4 Speak Ethically 40

PART 2 Getting Started with Your Speech

5 Know and Adapt to Your Audience 54
6 Determine Your Purposes and Select a Topic 73

PART 3 Supporting Your Speech

7 Locate Supporting Materials 86
8 Evaluate Supporting Materials 104
9 Cite Sources in Your Speech 120

PART 4 Organizing and Developing Your Speech

10 Outline Your Speech 136
11 Organize the Body of Your Speech 154
12 Introduce and Conclude Your Speech 169
13 Use Language Expertly 183

PART 5 Forms of Speeches

14 Speak to Inform 206
15 Speak to Persuade 227
16 Practice Persuasiveness 254
17 Speak in Small Groups 275
18 Speak on the Job 294
19 Speak on Special Occasions 316

PART 6 Presenting Your Speech

20 Choose and Rehearse a Method of Delivery 336
21 Use Your Body and Voice Effectively 352
22 Use Presentation Aids Effectively 369

Appendix: Sample Speeches 393
Glossary 402
Index 409

fLo07722_fm_i-xxviii.indd 6 26/10/21 12:38 PM

Contents

PART 1 The Practice of Public Speaking

1 Adapt for Speaking Success 2

Consider the Benefits of Public Speaking 3
- Note the educational benefits 3
- Note the professional benefits 4
- Note the personal benefits 5

Understand Public Speaking as a Type of Communication 5
- Know the types of communication 5
- Know the components of communication 6

Trace the History of Public Speaking 8

Acknowledge the Fear of Public Speaking 8

Face Your Fears Visualizing Communication Success 9

Adapt to Ethics "I'm Offended!" Deciding Where to Draw the Line with Offensive Language 10

Appreciate the Importance of Ethical Speaking 10

Prepare to Succeed Use This Text to Build Your Public Speaking Ability 11
- *Exercises: Apply It Now* 11

2 Manage Speech Anxiety 13

Understand Why Public Speaking Can Be Frightening 14
- Speaking anxiety makes your mind go blank 15
- Speaking anxiety makes you want to flee 15

Recognize Speech Anxiety as a Form of Stress 15

Adapt to Ethics Be Kind: Maintaining an Environment of Respect 16
- Speaking anxiety affects the mind 16
- Speaking anxiety affects the body 17
- Speaking anxiety affects behavior 18

Consider How to Use Stress to Your Advantage 19
- Accept speaking anxiety as normal 19
- Focus your nervous energy 20
- Visualize a successful performance 20
- Desensitize yourself 20
- Stay positive 20

Adapt to Technology Going Virtual: Rehearsing Your Speech in Virtual Reality 21

Prepare to Succeed Manage Speech Anxiety Effectively 22
- *Exercises: Apply It Now* 22

3 Practice and Promote Effective Listening 26

Understand the Importance of Listening 27
- Appreciate how often you listen 27
- Distinguish hearing from listening 27
- Acknowledge the difference between active and passive listening 28
- Remember the many benefits of effective listening 29

Describe the Listening Process 29
- Hearing 29
- Understanding 29
- Remembering 30
- Interpreting 30
- Evaluating 30
- Responding 30

Identify the Forms of Listening 31
Practice appreciative listening 31
Adapt to Context Shifting Your Listening Style 32
Practice informational listening 32
Practice critical listening 33
Practice empathic listening 33
Avoid Barriers to Effective Listening 33
Avoid pseudolistening 33
Limit external noise 34
Reduce internal noise 34
Manage receiver apprehension 34
Minimize closed-mindedness 34
Adapt to Culture "I Don't Get It!" Making Language Culturally Accessible 35
Prepare to Succeed Help Your Audience Listen Better 36
Exercises: Apply It Now 36

4 Speak Ethically 40

Know What It Means to Speak Ethically 41
Prepare your speech ethically 41
Present your speech ethically 41
Earn and Keep Your Listeners' Trust 43
Establish your credibility 43
Adapt to Culture Building Credibility 44
Generate goodwill 44
Confront Ethical Challenges 45
Fabricating evidence 45
Deliberately misguiding listeners 45
Defaming others 46
Avoid Plagiarism 47
Plagiarism comes in several forms 47
Adapt to Technology Using Online Materials Responsibly 48
Plagiarism is a serious offense 48
Prepare to Succeed Apply Ethical Principles to Every Skill in This Course 50
Exercises: Apply It Now 51

PART 2 Getting Started with Your Speech

5 Know and Adapt to Your Audience 54

Know Who Your Listeners Are 55
Recognize listeners' demographic traits 55
Adapt to Ethics Using Inclusive Language 58
Appreciate listeners' cultural values 59
Determine listeners' psychological characteristics 62
Understand Your Listeners' Situation 63
Consider the purpose of the audience's attendance 64
Know the audience size 64
Be mindful of listeners' time 64
Identify the audience's prior knowledge 64
Acknowledge listeners' competing demands 65
Consider Ways to Gather Audience Information 65
Do formal research 65
Administer a questionnaire or a poll 65
Conduct casual observations 66
LIVE **WORK** **SPEAK** Know Your Audience 66
Adapt to Your Audience 67
Select an appropriate topic 67
Get your listeners' attention 67
Choose your language 68
Use compelling evidence 68
Find common ground 68
Adapt to Culture Giving Voice to Dissenting Opinions 69
Prepare to Succeed Apply Audience Analysis to a Successful Speech 69
Exercises: Apply It Now 70

6 Determine Your Purposes and Select a Topic 73

Articulate the General Purpose of Your Speech 74
Adapt to Context Observing the Boundaries of Your Assignment 74
Speak to inform 74
Speak to persuade 74
Speak to entertain 75
Speak to introduce 75
Speak to mark a special occasion 75
Brainstorm Potential Topics 76
Consider what you care about 76
See what's popular online 76
Choose a Specific Topic 77
Identify topics that are right for you 77
Identify topics that are right for your audience 77
Identify topics that are right for the occasion 78
Face Your Fears Not Giving Up on Finding a Good Topic 79
State Your Specific Purpose 79
Identify Your Thesis Statement 81
Prepare to Succeed Find the Best Topic for You 83
Exercises: Apply It Now 83

PART 3 Supporting Your Speech

7 Locate Supporting Materials 86

Assess the Forms of Support You Need 87
Consider several forms of support 87
Match your claim to your evidence 89
Adapt to Context Choosing the Right Evidence for Your Audience 90
Locate Supporting Materials Online 90
Consult a general search engine 91
Use a research search engine 92
Adapt to Technology Researching Online: What about Wikipedia? 92
Conduct a website-specific search 93
Take Advantage of Library Resources 93
Make a Personal Observation 97
Conduct a Survey 97
Interview a source 97
Distribute a questionnaire 99
LIVE **WORK** **SPEAK** Conduct Supporting Research 100
Create Effective Research Notes 101
Prepare to Succeed Find the Right Supporting Materials for Your Needs 102
Exercises: Apply It Now 103

8 Evaluate Supporting Materials 104

Distinguish Among Types of Sources 105
Distinguish between primary and secondary sources 105
Distinguish between scholarly and popular sources 106
Face Your Fears Facing the Dilemma of "I Can't Find Any Good Evidence!" 107
Evaluate the Merits of Supporting Material 108
Check the relevance 108
Appraise the credibility 108
Gauge the objectivity 109
Assess the accuracy 110
Consider the currency 110
Calculate the completeness 111
Avoid the Confirmation Bias 111
Adapt to Ethics Dealing with Data That Don't Quite Fit 114
LIVE **WORK** **SPEAK** Evaluate Supporting Material 115
Incorporate Supporting Material Effectively 116

Refer to evidence in multiple ways 116
Quote or paraphrase evidence 117
Prepare to Succeed Become a Critical Consumer of Research 118
Exercises: Apply It Now 118

9 Cite Sources in Your Speech 120

Gather the Details Necessary to Cite Your Sources 121
Deliver Verbal Footnotes 123
Adapt to Ethics Using Material Without Citing Sources Is Stealing 126
Use an Appropriate Style Manual to Create a Bibliography 126
Adapt to Technology Using Citation Management Software 127
Establish the Credibility of Your Sources 129
Note your sources' education 130
Describe your sources' experience 130
Point out your sources' affiliations 131
Explain your sources' professional reputations 132
Prepare to Succeed Give Credit Where Credit Is Due 133
Exercises: Apply It Now 133

PART 4 Organizing and Developing Your Speech

10 Outline Your Speech 136

Understand the Benefits of Outlining 137
Identify the Components of an Outline 137
Follow the Guidelines for Creating an Effective Preparation Outline 138
Write in complete sentences 138
Adapt to Culture "Please Understand Me!" Being Sensitive to Language as You Outline 139
Address one idea at a time 140
Follow the rule of subordination 140
Observe the rule of division 141
Cite sources in your outline 141
Put everything in a proper outline format 142
Adapt to Technology Applying the Outlining Function in Microsoft Word 143
Draft a Preparation Outline 145
Create a Speaking Outline 149
Prepare to Succeed Craft a User-Friendly Outline 151
Exercises: Apply It Now 152

11 Organize the Body of Your Speech 154

Articulate Your Main Points 155
Keep your main points related 155
Make your main points distinct 157
Ensure that your main points are equally important 157
Adapt to Context "What's Important Here?" Determining the Importance of Your Points 157
Support Your Main Points with Subpoints 158
Incorporate Effective Transitions 159
Provide previews and summaries 159
Incorporate signposts 160
Include nonverbal transitions 160
Understand the Options for Organizing the Body of Your Speech 161
Arrange points by topic 161
Arrange points by time 162
Arrange points by space 163
Arrange points by cause and effect 163
Arrange points by problem and solution 164
Face Your Fears Don't Get Stressed: Keeping Perspective When Organizing Your Speech 166

Prepare to Succeed Select the Right Organizational Strategy 167
Exercises: Apply It Now 168

12 Introduce and Conclude Your Speech 169

Capture Your Listeners' Attention 170
Adapt to Ethics Going Too Far for Attention 173
Build Your Credibility 173
Preview Your Main Points 175
LIVE **WORK** **SPEAK** Craft a Powerful Introduction 175
Signal the End of Your Speech 176
Summarize Your Central Message 177
Create a Memorable Moment 178
Adapt to Technology Sights and Sounds: Using Technology to Create Memorable Moments 179
Prepare to Succeed Make Your Introduction and Conclusion Work Together 180
Exercises: Apply It Now 181

13 Use Language Expertly 183

Know Why Your Words Matter 184
Connect words to meaning 184
Connect words to culture 184
Connect words to ethics 186
Adapt to Context Talk This Way: Speaking Like Your Listeners 187
Connect words to power 187
Create Clear and Credible Language 188
Choose speech-ready words 188
Select concrete language 189
Use the active voice 189
Make your message understandable 190
Aim for correct grammar and word usage 190
Speak Ethically and Civilly 192
Speak respectfully about others 193
Adapt to Culture Speaking Sensitively About People with Disabilities 194
Beware of euphemistic language 194
Connect with Your Listeners 195
Adapt your speaking style 195
Incorporate personal pronouns 197
Make your speech distinctive 198
Add rhythm to your language 198
Prepare to Succeed Make Your Speech Personal 201
Exercises: Apply It Now 201

PART 5 Forms of Speeches

14 Speak to Inform 206

Understand What It Means to Inform 207
Gain listener interest 207
Increase audience understanding 207
Teach rather than influence 208
Select a Type of Informative Speech 208
Choose a Method of Informing 210
Speak to define 211
Adapt to Technology Mining Online Resources for Informative Speech Topics 212
Speak to describe 213
Speak to explain 214
Speak to demonstrate 214
LIVE **WORK** **SPEAK** Choose a Method of Informing 216
Fit Your Method of Informing into an Organizational Pattern 216
Rehearse Your Delivery 217
Face Your Fears Chill Out: Slowing Your Speaking Rate 219
Speak Ethically 220
Bring It All Together: An Informative Speech 220
Strengths 224

Opportunities for improvement 224
Prepare to Succeed Maintain a Focus on Informing 225
Exercises: Apply It Now 225

15 Speak to Persuade 227

Understand What It Means to Persuade 228
Influence people's beliefs 228
Sway people's opinions 228
Affect people's actions 228
Select a Type of Persuasive Speech 229
Persuade beliefs with propositions of fact 229
Persuade opinions with propositions of value 230
Persuade actions with propositions of policy 231
Adapt to Context What's Your Position? Talking Values with Different Audiences 231
Use more than one type of proposition if necessary 232
Choose a Method of Persuading 232
Appeal to character 233
Appeal to emotion 233
Appeal to reason 234
Appeal to human needs 236
Appeal to relevance 237
Appeal to personal gain 238
Appeal to harmony 239
Use an Effective Organizational Pattern 240
Use a refutational approach 240
Try the comparative advantage method 241
Consider Monroe's motivated sequence 241
Choose the best organizational pattern 243
Rehearse Your Delivery 244
Practice Ethical Persuasive Speaking 245
Adapt to Ethics Coming Along on a Guilt Trip 246
Bring It All Together: A Persuasive Speech 246
Strengths 250
Opportunities for improvement 250
Prepare to Succeed Be Persuasive, Not Manipulative 250
Exercises: Apply It Now 251

16 Practice Persuasiveness 254

Maximize Your Credibility 255
Showcase your competence 255
Exhibit your trustworthiness 255
Demonstrate your dynamism 256
Highlight your similarity 256
Enhance your appearance 257
Identify the Parts of an Argument 258
Recognize the claim 258
Find the evidence 258
Spot the warrant 259
Consider Various Types of Arguments 260
Argue by deduction 260
Argue by induction 262
Argue by analogy 262
Adapt to Ethics Cherry-Picking Evidence for an Inductive Argument 263
Argue by cause 264
Argue by authority 265
Avoid Logical Fallacies 265
Adapt to Your Audience 269
Adapt to Culture Considering Cultural Influences in Persuasion 271
Prepare to Succeed Choose the Right Argument for Your Situation 272
Answers to "Name That Fallacy" Quiz 272
Exercises: Apply It Now 272

17 Speak in Small Groups 275

Recognize Small Group Communication 276
- Distinguish small groups by their size 276
- Recognize that members of small groups are interdependent 276
- Note the many functions of small groups 276
- Understand that people are socialized into small groups in stages 278
- Observe that small groups often interact online 278

Distinguish Among the Styles of Group Leadership 278

Adapt to Technology Logging On: Communicating Successfully in Online Groups 279
- Recognize democratic leadership 279
- Acknowledge autocratic leadership 280
- Identify laissez-faire leadership 280
- Appreciate the strengths of each leadership style 281

Understand the Roles of Group Membership 281
- Respect task roles 281
- Value relational roles 282
- Avoid counterproductive roles 282

Explain the Processes of Group Decision Making 283
- Understand unanimous consensus 283
- Investigate majority rule 283
- Consider minority rule 284
- Explore expert opinion 284
- Appreciate authority rule 284
- Recognize that decision-making processes vary 285

Avoid the Pitfalls of Group Communication 286
- Avoid groupthink 286
- Beware of social loafing 286
- Manage group conflict 286

Face Your Fears "I'm Doing All the Work!" Responding to Social Loafing 287

Create a Group Presentation 287
- Select an appropriate format 288
- Craft your presentation 288
- Rehearse and deliver your presentation 289

LIVE **WORK** **SPEAK** Plan a Group Oral Report 290

Prepare to Succeed Appreciate the Advantages of Small Group Communication 290
- *Exercises: Apply It Now* 291

18 Speak on the Job 294

Deliver an Impressive Business Presentation 295
- Determine your general purpose 295
- Differentiate formal and informal speaking 295
- Identify your audience 295
- Choose an organizational pattern 296

Adapt to Context Choosing an Organizational Pattern for Your Proposal 297
- Do your homework 298
- Consider cultural factors 298
- Create presentation aids 299
- Adapt to your communication channel 299
- Rehearse, evaluate, and revise 300

Lead a Meeting Effectively 301
- Communicate the purpose 301
- Create and distribute an agenda 301
- Begin on time 303
- Keep the conversation on-topic 303
- End on time 304

Communicate Constructively in an Employment Interview 304
- Prepare to be interviewed successfully 304

Face Your Fears "You Can't Ask Me That": Responding to Illegal Questions in a Job Interview 307

Prepare to conduct a successful interview 309
Prepare for electronically mediated interviews 310
Participate in a Performance Review 312
Receive a performance review 312
Deliver a performance review 313
Prepare to Succeed Communicate Ethically in the Workplace 313
Exercises: Apply It Now 314

19 Speak on Special Occasions 316

Appreciate the Functions of a Special Occasion Speech 317
Some speeches celebrate 317
Some speeches inspire 317
Some speeches commemorate 317
Some speeches entertain 317
Understand the Types of Special Occasion Speeches 318
Articulate Your Priorities for a Special Occasion Speech 320
Adapt to Technology Finding Special Occasion Speeches Online 321
Determine the function and type of speech 321
Know your audience 322
Understand the tone of the event 322
Outline your presentation 323
Rehearse and revise your speech 326
Incorporate Humor Effectively 326
Learn to "read" your audience 326
LIVE **WORK** **SPEAK** Prepare a Toast 327
Know the various forms of humor 328
Practice your delivery 329
Be ethical 329
Adapt to Culture Thinking Through Your Jokes: Accommodating Cultural Preferences in Humor 330
Bring It All Together: An Introduction Speech 331
Strengths 332
Opportunities for improvement 332
Prepare to Succeed Adapt to the Moment 333
Exercises: Apply It Now 333

PART 6 Presenting Your Speech

20 Choose and Rehearse a Method of Delivery 336

Distinguish Among Methods of Delivery 337
Impromptu speaking 337
Extemporaneous speaking 337
Scripted speaking 337
Memorized speaking 338
Practice Speaking Impromptu 339
Don't panic 339
Face Your Fears Don't Let Fear Get You Down: Avoiding Paralysis Through Reframing 340
Think in threes 340
Draw from what has happened 341
Be brief 341
Rehearse an Extemporaneous Speech 341
Avoid sounding underprepared 342
Avoid sounding overprepared 342
Practice Speaking from a Manuscript 343
Avoid reader's voice 343
LIVE **WORK** **SPEAK** Rehearse an Extemporaneous Speech 344
Handle the manuscript properly 345
Maintain sufficient eye contact 345
Memorize Your Presentation 347
Commit your text to memory 347
Adapt to Culture Look Me in the Eye: Modifying Your Eye Contact 348

Polish your delivery 349
Practice recovering from memory failures 349
Prepare to Succeed Learn to Think on Your Feet 350
Exercises: Apply It Now 351

21 Use Your Body and Voice Effectively 352

Pay Attention to Your Personal Appearance 353
Monitor Your Facial Expressions and Eye Contact 354
Communicate with facial expressions 354
Adapt to Ethics What Are You *Really* Feeling? Feigning Emotions for Effect 355
Keep an eye on eye contact 356
Use Movement and Gestures Deliberately 356
Move your body 356
Generate effective gestures 357
Speak at an Appropriate Rate, Volume, and Pitch 358
Find your rate 359
Adapt your volume 359
Vary your pitch 359
Adapt to Technology Making the Microphone Your Ally 360
Keep Your Voice Clear and Fluent 361
Practice pronunciation 361
Attend to articulation 361
Focus on fluency 363
Use Your Body and Voice Effectively in Virtual Presentations 363
Consider your personal appearance 363
Focus your eye contact 364
Be mindful of movement 365
Use your voice deliberately 365
Prepare to Succeed Look and Sound Confident, Even When You're Nervous 366
Exercises: Apply It Now 366

22 Use Presentation Aids Effectively 369

Understand the Benefits of Presentation Aids 370
Presentation aids help you capture attention 370
Presentation aids improve listeners' learning 370
Presentation aids generate emotion 370
Presentation aids assist with audience recall 370
Presentation aids facilitate communication across cultures 370
Presentation aids help a speaker stay organized 371
Identify the Types of Presentation Aids 371
Adapt to Context Decisions, Decisions: Choosing the Right Presentation Aids for the Situation 373
Create Compelling Audiovisual Aids 374
Text slides 374
Graphic slides 374
Video and audio 376
Learn to Use Presentation Software 376
Begin with a plan 376
Choose a template 377
Select slide layouts 377
Place slides in order and select transitions 380
Rehearse your slide show 381
Consider using Prezi 381
Design Presentation Aids for Maximum Impact 382
Focus on your message 382

Forget the bells and whistles 382
Concentrate on the visual presentation 382
Adapt to Culture Color Your World: Noting Cultural Meanings for Color 387
Ensure the Success of Your Delivery 388
Consider the context 388
Plan your timing 388
Be ethical and safe 388
Practice with your presentation aids 389
Have a backup plan 389
Prepare to Succeed Make Your Presentation Aids Work *for You* Rather Than *Against You* 390
Exercises: Apply It Now 390
APPENDIX: SAMPLE SPEECHES 393
GLOSSARY 402
INDEX 409

Preface

Public Speaking Matters teaches today's students that adapting to the context of the speech—including the cultural backgrounds of their listeners, the ethical challenges of informing and persuading, and the ever-changing technology available to them—is crucial to public speaking success. With Connect for Public Speaking, students will have access to a suite of assessments and presentation tools. Students will learn the essential skills of speech crafting, delivery, and media proficiency required to help them become successful and confident speakers in the classroom, the community, and the workplace.

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 gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific grade books, if required.

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 communication. This leaves you to focus on your highest course expectations.

Tailored to you. **Connect** offers on-demand, single sign-on access to learners—wherever they are and whenever they have time. With a single, one-time registration, learners receive access to McGraw Hill's trusted content. Learners also have a courtesy trial period during registration.

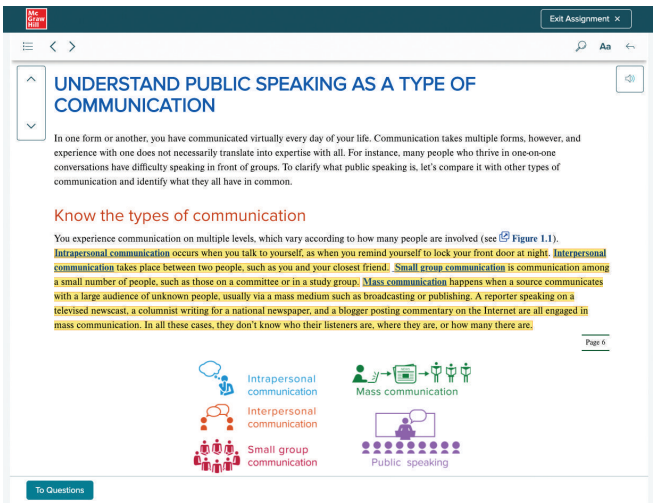
Easy to use. **Connect** seamlessly supports all major learning management systems with content, assignments, performance data, and SmartBook 2.0, the leading adaptive learning system. With these tools, you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk learners—as you need to and when you need to.

Public Speaking Matters SmartBook 2.0

A personalized and adaptive learning experience with SmartBook 2.0. Boost learner success with McGraw Hill's adaptive reading and study experience. The *Public Speaking Matters* SmartBook 2.0 highlights the most impactful communication concepts the learner needs to study at that moment in time. The learning path continuously adapts and, based on what the individual learner knows and doesn't know, provides focused help through targeted assessments and Learning Resources.

fLo07722_fm_i-xxviii.indd 17 26/10/21 12:38 PM

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.

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 communication concepts. Designed to reinforce the most important chapter concepts, 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 designed to give students a life-long foundation in strong communication skills.

More than 1,000 targeted assessments. 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 assessments 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 up-to-date public speaking scholarship infuse every lesson and are integrated throughout *Public Speaking Matters*.

Fresh examples anchored in the real world. Every chapter of *Public Speaking Matters* includes dozens of examples, each demonstrating an essential element of the public speaking process, from sample student outlines on current events topics to the public speaking challenges and successes of pop culture icons and world leaders. 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.

Opportunities for developing effective responses. In Connect, Writing Assignments offer faculty the ability to assign a full range of writing assignments to students (both manual-scoring and auto-scoring) with just-in-time feedback. You may set up manually scored assignments in a way that students can

- automatically receive grammar and high-level feedback to improve their writing before they submit a project to you;
- run originality checks and receive feedback on "exact matches" and "possible altered text" that includes guidance about how to properly paraphrase, quote, and cite sources to improve the academic integrity of their writing before they submit their work to you.

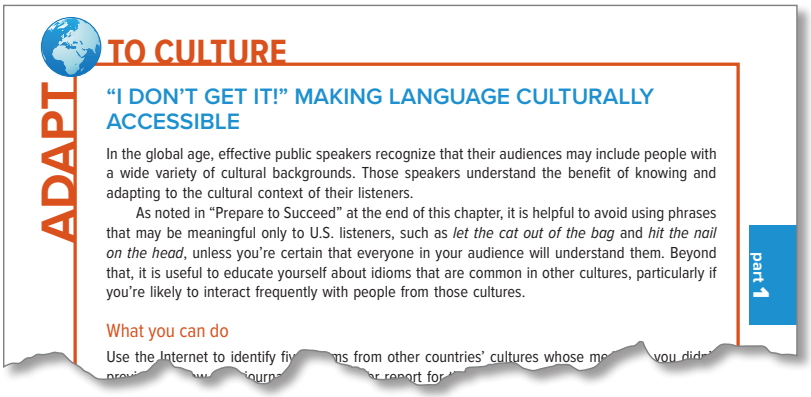
The new writing assignments will also have features that allow instructors to assign milestone drafts (optional), easily re-use your text and audio comments, build/score with your rubric, and view your own originality report of student's final submission.

A suite of Application-Based Activities. At the higher level of Bloom's, McGraw Hill's Application-Based Activities are highly interactive, automatically graded, online

fLo07722_fm_i-xxviii.indd 19 26/10/21 12:38 PM

learn-by-doing exercises that provide students a safe space to apply their knowledge and problem-solving skills to real-world scenarios. Each scenario addresses key concepts that students must use to work through to solve communication problems, ranging from outline preparation and avoiding plagiarism to using methods of persuasion, resulting in improved critical thinking and development of relevant skills.

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

"I DON'T GET IT!" MAKING LANGUAGE CULTURALLY ACCESSIBLE

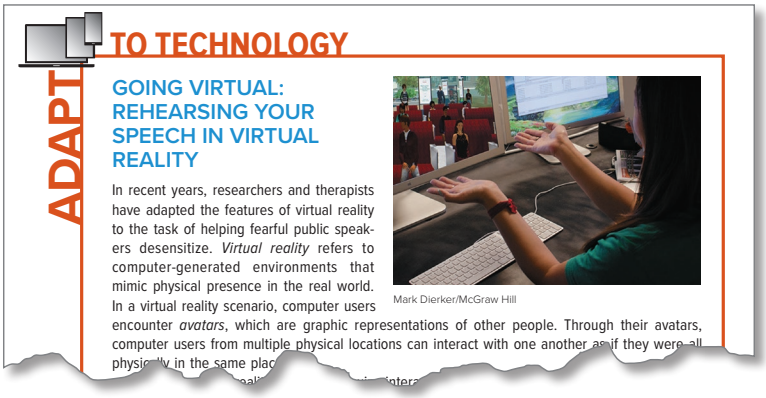
In the global age, effective public speakers recognize that their audiences may include people with a wide variety of cultural backgrounds. Those speakers understand the benefit of knowing and adapting to the cultural context of their listeners.

As noted in "Prepare to Succeed" at the end of this chapter, it is helpful to avoid using phrases that may be meaningful only to U.S. listeners, such as *let the cat out of the bag* and *hit the nail on the head*, unless you're certain that everyone in your audience will understand them. Beyond that, it is useful to educate yourself about idioms that are common in other cultures, particularly if you're likely to interact frequently with people from those cultures.

What you can do

Use the Internet to identify fi[illegible]ms from other countries' cultures whose me[illegible] you did[illegible] pr[illegible] [illegible] journ[illegible] [illegible] report for [illegible]

part 1


ADAPT TO TECHNOLOGY

GOING VIRTUAL: REHEARSING YOUR SPEECH IN VIRTUAL REALITY

Mark Dierker/McGraw Hill

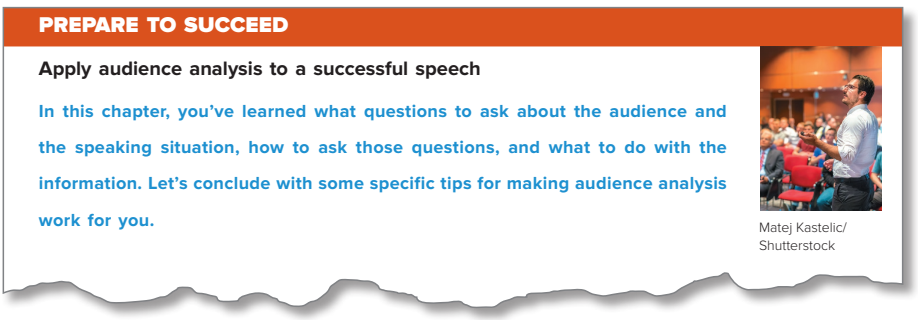
In recent years, researchers and therapists have adapted the features of virtual reality to the task of helping fearful public speakers desensitize. *Virtual reality* refers to computer-generated environments that mimic physical presence in the real world. In a virtual reality scenario, computer users encounter *avatars*, which are graphic representations of other people. Through their avatars, computer users from multiple physical locations can interact with one another as if they were all physic[illegible]ly in the same plac[illegible] [illegible] [illegible] [

- **"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.

G-stockstudio/Shutterstock

- **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.



Matej Kastelic/ Shutterstock

Video Capture Powered by GoReact™

With just a smartphone, tablet, or webcam, students and instructors can capture video of presentations with ease. Video Capture Powered by GoReact, fully integrated in McGraw Hill's Connect platform, doesn't require any extra equipment or complicated training. Create your own custom Video Capture assignment, including in-class and online speeches and presentations, self-review, and peer review.

fLo07722_fm_i-xxviii.indd 21 26/10/21 12:38 PM

With our customizable rubrics, time-coded comments, and visual markers, students will see feedback at exactly the right moment, and in context, to help improve their speaking and presentation skills and confidence.

- The Video Capture tool allows instructors to easily and efficiently set up speech assignments for their course that can easily be shared and repurposed, as needed.
- Customizable rubrics and settings can be saved and shared, saving time and streamlining the speech assignment process.
- Allows 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.

Instructor Reports

Instructor Reports allow instructors to quickly monitor learner activity, making it easy to identify which learners are struggling and to provide immediate help to ensure those learners 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 reports include:

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

Missed Questions report. Identify specific assessments, organized by chapter, that are problematic for learners.

Most Challenging Learning Objectives report. Identify the specific topic areas that are challenging for your learners; 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 learners are about their own comprehension and learning.

Classroom preparation tools

Whether before, during, or after class, instructors may choose from a suite of products designed to help them plan their lessons and keep learners building upon the foundations of the course.

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

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

fLo07722_fm_i-xxviii.indd 22 26/10/21 12:38 PM

Test Bank and Test Builder. The *Public Speaking Matters* Test Bank offers multiple choice questions, true/false questions, fill-in-the-blank questions, and essay questions for each chapter. New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download. Test Builder enables instructors to:

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine the preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

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

McGraw Hill offers a wealth of training and course creation guidance for instructors and learners alike.

- **Support at Every Step—**Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular Connect how-to videos, step-by-step guides, and other materials that explain how to use both the Connect platform and its course-specific tools and features. https://www.mheducation.com/highered/support.html
- **Implementation Consultant—**These specialists are 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 local McGraw Hill representative to learn more.
- **Digital Faculty Consultants—**Digital Faculty Consultants are experienced instructors who use Connect in their classroom. 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.

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**

fLo07722_fm_i-xxviii.indd 23 26/10/21 12:38 PM

CHAPTER-BY-CHAPTER CHANGES TO THE NEW EDITION

New and updated material in this edition of *Public Speaking Matters* reflects the latest research in the field and the current available technology, and all references have been updated to reflect APA 7th edition guidelines.

Chapter 1 Adapt for Speaking Success: Table 1.1 updated to reflect the top ten characteristics employers want to see on resumes; Updated example of drawing the line with offensive language in Adapt to Ethics box

Chapter 2 Manage Speech Anxiety: New chapter opening vignette about pop singer Rihanna's experience with public speaking anxiety; Updated options for virtual reality public speaking practice in Adapt to Technology

Chapter 3 Practice and Promote Effective Listening: Updated Figure 3.1 reflects the latest data on communication activities engaged in by college students

Chapter 4 Speak Ethically: New discussion of fake news and responsibility to ensure accurate information; Table 4.2 updated to provide helpful websites for avoiding plagiarism

Chapter 5 Know and Adapt to Your Audience: Updated data in Table 5.2 illustrates how age affects attitudes on a range of social issues; Updated example of insensitive use of racial language and added definition of Latinx

Chapter 6 Determine Your Purposes and Select a Topic: Updated list of current newsworthy speech topics; New example of thesis statement concreteness

Chapter 7 Locate Supporting Materials: Updated estimates for online research results; Updated Table 7.5 with suggestions for online interviews

Chapter 8 Evaluate Supporting Materials: New example of quoting vs. paraphrasing; Updated example for assessing the accuracy of sources

Chapter 9 Cite Sources in Your Speech: Updated discussion of APA style reflects 7th edition guidelines, including examples in Table 9.2

Chapter 10 Outline Your Speech: Updated Figure 10.3 reflects APA 7th edition style

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

Chapter 12 Introduce and Conclude Your Speech: New examples of presenting a quotation and of ending a speech on a dramatic note

Chapter 13 Use Language Expertly: New discussion of gender-neutral pronouns; New example for power of language

Chapter 14 Speak to Inform: New examples of issues and events as types of speech topics and a new entry on rehearsing a speech virtually

fLo07722_fm_i-xxviii.indd 24 26/10/21 12:38 PM

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: Updated example about argument by induction and a new example for non sequitur

Chapter 17 Speak in Small Groups: Expanded section about groups meeting online

Chapter 18 Speak on the Job: Updated examples of online communication channels; New section comparing formal and informal speaking on the job

Chapter 19 Speak on Special Occasions: New examples of commemorative speech, speech of dedication, and keynote address

Chapter 22 Use Presentation Aids Effectively: New material on using electronic slides in virtual presentations

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?

fLo07722_fm_i-xxviii.indd 25 26/10/21 12:38 PM

ACKNOWLEDGMENTS

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.

First and foremost, I am grateful to my team at McGraw Hill Higher Education for ensuring that every part of this book and its accompanying digital program is of the highest quality. I am indebted to Sarah Remington, Dawn Groundwater, Elizabeth Murphy, Meghan Campbell, and Betty Chen.

I am very grateful to the thoughtful, astute instructors across the country who offered insights and suggestions that improved and enhanced this edition of *Public Speaking Matters*:

Tina Allen, *Florida Gateway College*

Carl Becker, *Northwestern State University*

Billie Berwanger, *Ivy Tech Community College–Lake County*

Angela Gibson, *Shelton State Community College*

Lee Lavery, *Ivy Tech Community College*

Kate Pantinas, *Ivy Tech Community College*

Scott Smith, *University of Central Missouri*

Tom Vaughn, *Ivy Tech Community College*

I would also like to thank the reviewers of the first and second editions: Shae Adkins, Lone Star College–North Harris; Jonathan Amsbary, University of Alabama, Birmingham; Barbara Baron, Brookdale Community College; Stephen Bellas, Southeastern Louisiana University; Catherine Bernard, New York Institute of Technology; Carol Bliss, California State Polytechnic University–Pomona; Tommy Booras, Tennessee State University; Ellen Bremen, Highline Community College; Allison Brenneise, University of North Dakota; Ayanna Bridges, Metropolitan Community College–Maple Woods; Deborah Bridges, University of Houston–Houston; Kimberly Britt, Horry Georgetown Technical College; Suzanne Buck, University of Houston–Houston; Rebecca Buel, University of Northern Iowa; Richard Capp, Hill College; Paul Cero, Inver Hills Community College; Kristine Carroll, Ohlone College; Diane Carter, University of Idaho–Moscow; Melissa Click, University of Missouri, Columbia; Elaine Vander Clute, Wor-Wic Community College; Diana Cooley, Lone Star College–North Harris; Nora Cox, Missouri State University; Jonathan Croghan, Northwestern State University; Tammy Croghan, Northwestern State University; Andrea Davis, University of South Carolina Upstate; Elizabeth Davis, Gonzaga University; Glenda Davis, Central New Mexico Community College; Sarah Denison, University of Arkansas–Fayetteville; Katherine Denker, Ball State University; Heather Toro Derrick, Virginia Western Community College; James Dittus, Elgin Community College; Catherine Donnelly, King's College; Camisha Duffy, Murray State University; Terri Stacey Duke, Hinds Community College–Raymond; Steve Duprey, Finger Lakes Community College; Emilie Falc, Winona State University;

fLo07722_fm_i-xxviii.indd 26 26/10/21 12:38 PM

Amy Fountain, Mississippi State University; Connie Frankel, Pasco-Hernando Community College–East Campus; Rebecca Franko, California State Polytechnic University–Pomona; Joseph Ganakos, Lee College; John Giertz, Bakersfield College; Pamela Glasnapp, University of Central Missouri; Howard Grower, University of Tennessee, Knoxville; Christopher Hamstra, Davenport University; Christine Hanlon, University of Central Florida; Roxanne Heimann, University of Northern Iowa; Shari Hodgson, University of Central Florida; Emily Holler, Kennesaw State University; Kate Hooper, University of Mississippi; Jason Hough, Hartnell College; Valerie Jersey, Kennesaw State University; Brian Kanouse, Keene State College; Kerstin Khan, Fresno City College; Baruti Kopano, Morgan State University; Krista Kozel, Doña Ana Community College–East Mesa; Sandra Lakey, Pennsylvania College of Technology; Connie LaMarca-Frankel, Pasco-Hernando Community College–East Campus; Dawn Larsen, Francis Marion University; Tami K. Martinez, Indiana University South Bend; Theodore Matula, University of San Francisco; Angela Mensah, Cuyahoga Community College–Eastern Campus; Stephanie Montgomery, University of North Alabama; Richard Morales, Sinclair Community College; Jan Muto, Norco College; Elizabeth Nelson, North Carolina State University–Raleigh; Julia Newcome, Robert Morris University; Kekeli Nuviadenu, Bethune Cookman University; Travice Obas, Georgia Highlands College; Karen O'Donnell, Finger Lakes Community College; Rick Olsen, University of North Carolina Wilmington; John Parrish, Tarrant County College South; Pam Parry, Belmont University; David Payne, University of South Florida–Tampa; Anè Pearman, Tidewater Community College–Virginia Beach; Gayle Pesavento, John A. Logan College; James Piccone, Cumberland County College; Yvonne Prather, Austin Peay State University; Andrea Quenette, University of Kansas; Brandi Quesenbery, Virginia Tech; Amy Ramsay, Western Technical College; John Reffue, Hillsborough Community College–Dale Mabry; Crystal Church Rolison, Cisco College; Alisa Roost, Hostos Community College; Mary Rucker, Wright State University–Dayton; Gary Rybold, Irvine Valley College; Cheryl Settoon, Southeastern Louisiana University; Jacqueline Skole, Raritan Valley Community College; Amy Smith, Salem State University; Victoria Smith-Butler, Albany State University; Laura Arnett Smith, University of Tennessee, Knoxville; Claire Sparklin, Washtenaw Community College; Pamela Soldberg, Western Technical College; Alison Stafford, Hinds Community College–Raymond; Jamie Stech, Iowa Western Community College–Council Bluffs; Jennifer R. Steele, Barry University; Fred Sternhagen, Concordia College–Moorhead; Rocky Sulfridge, Eastern Michigan University; LaMonte Summers, Morgan State University; Mary Switzer, California State Polytechnic University–Pomona; Jason Teven, California State University–Fullerton; Melinda Tilton, Montana State University–Billings; Marie Torres, Hillsborough Community College; Janice Vierk, Metropolitan Community College–Omaha; Joshua Westwick, South Dakota State University; Karl O'Brian Williams, Borough of Manhattan Community College; James Wilson, Shelton State Community College; Thomas Wright, Temple University–Philadelphia; Gordon Young, Kingsborough Community College; and David Zanolla, Western Illinois University.

fLo07722_fm_i-xxviii.indd 27 26/10/21 12:38 PM

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.

fLo07722_fm_i-xxviii.indd 28 26/10/21 12:38 PM

part 1

The Practice of Public Speaking

Colin Anderson/Getty Images

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

Tim Mosenfelder/Getty Images

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 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 found a way to address her important issues in a more effective manner.

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 are speaking to 10 people or 10,000, 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*. Whether online or in person, 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–inviting them to truly listen to what you have to say–will help you succeed regardless of your topic.

fLo07722_ch01_001-012.indd 3 09/08/21 4:35 PM

- *Speechcrafting*. In your public speaking course, you will learn how to craft your speeches, both formal and 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.

Table 1.1 Top Ten Characteristics Employers Want

1. Problem-solving skills
2. Ability to work in a team
3. Strong work ethic
4. Analytical/quantitative skills
5. Communication skills (written)
6. Leadership
7. Communication skills (verbal)
8. Initiative
9. Detail-oriented
10. Technical skills

SOURCE: "The top attributes employers want to see on resumes," *National Association of Colleges and Employers*, January 2020. www.naceweb.org

Note the professional benefits

The benefits of becoming an expert public speaker do not 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 are 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 one of the top abilities 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

fLo07722_ch01_001-012.indd 4 09/08/21 4:35 PM

teacher, a career that requires spending much of the day speaking in front of students. Whether you go into sales, teaching, health care, public 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 do not 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 anxious 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

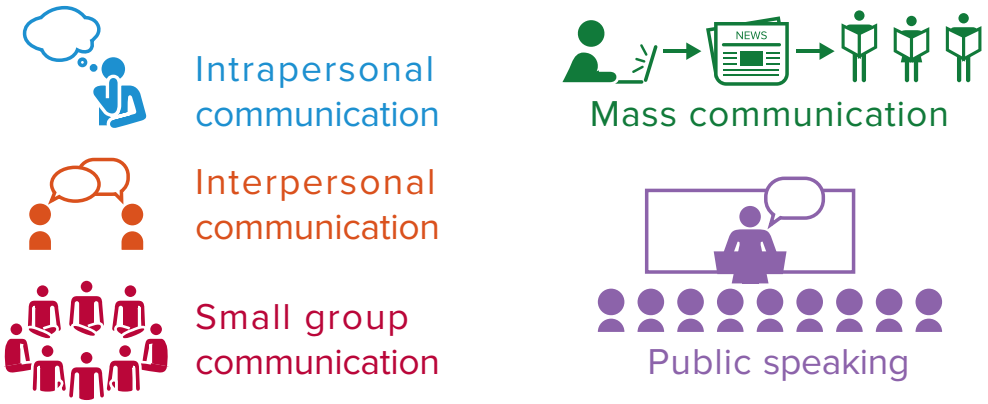
In one form or another, you have communicated virtually every day of your life. Communication takes multiple forms, however, and experience with one does not necessarily translate into expertise with all. To clarify what public speaking is, let's compare it with other types of communication and identify 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.

fLo07722_ch01_001-012.indd 5 09/08/21 4:35 PM

Figure 1.1 Types of Communication



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 virtually, such as through Zoom 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. Senders use 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 delivered entirely 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 explicitly defined those terms.

Decoding is influenced by a receiver's **frame of reference**, which is the world view that people have based on their experiences, values, sex and gender, race and ethnicity, 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

fLo07722_ch01_001-012.indd 6 09/08/21 4:35 PM

same message, their dissimilar frames of reference will cause them to decode the message differently.

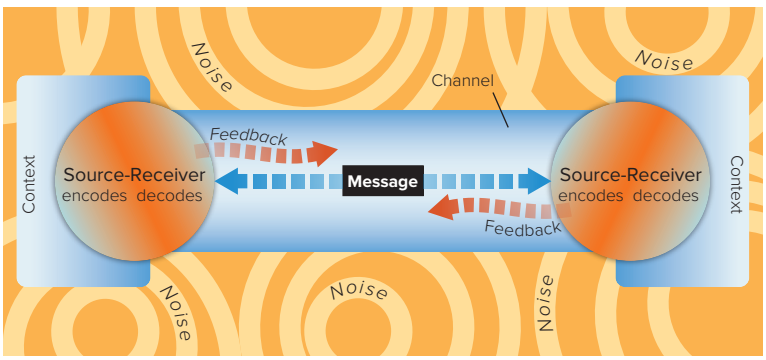
The **message** is the collection of ideas the speaker conveys to the audience. Part of a speaker's message is intentional—what the speaker wants listeners to learn, believe, feel, or do. Good speakers know how to communicate their intended message clearly, in ways their audience can understand. Another 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 do not care about its negative effects.

Listeners would not notice a speaker's smiling if they paid attention only to words, but they do not. 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 do not 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, implying to 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).

But people do not 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 cannot hear, but sound is not 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.

Figure 1.2 Transaction Model of Communication

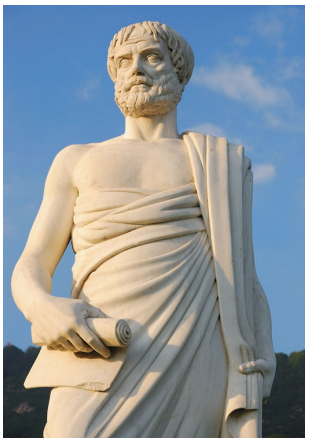
The transaction model recognizes that all types of communication represent a continuous flow of information.



fLo07722_ch01_001-012.indd 7 09/08/21 4:35 PM

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
Physiological 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



People have been examining the practice of public speaking since the time of the ancient Greeks.
Dimitris Tavlikos/Alamy Stock Photo

TRACE THE HISTORY OF PUBLIC SPEAKING

People have been examining the practice of public speaking, originally known as **rhetoric**, for over 2,000 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.

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.

ACKNOWLEDGE THE FEAR OF PUBLIC SPEAKING

Every few years, the Gallup organization polls American adults about what they fear most. In one poll, the second most commonly mentioned fear was public speaking; only snakes

fLo07722_ch01_001-012.indd 8 09/08/21 4:35 PM

were feared more.[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.)

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 will 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.

FACE YOUR FEARS

VISUALIZING COMMUNICATION SUCCESS

Even frequent public speakers 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.

Even frequent public speakers, such as Facebook's Sheryl Sandberg and comedian Kevin Hart, likely experience public speaking anxiety from time to time.
(*left*) Christophe Morin/Bloomberg/Getty Images; (*right*) Dimitrios Kambouris/Mohegan Sun/Getty Images

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.

fLo07722_ch01_001-012.indd 9 16/09/21 2:32 PM

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 are preparing a speech about the racial tensions and protests that occurred after the killing of George Floyd in May 2020. 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 do not 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.

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.

As you develop public speaking expertise, you will 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.

fLo07722_ch01_001-012.indd 10 09/08/21 4:35 PM

PREPARE TO SUCCEED

Use this text to build your public speaking ability

Tim Mosenfelder/
Getty Images

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.

- ✓ 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!

part 1

EXERCISES: APPLY IT NOW

1. Suppose that one of your job responsibilities is to host webinars for 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?

fLo07722_ch01_001-012.indd 11 09/08/21 4:35 PM

b. How should you adapt your speech in order to minimize the effects of noise?

3. One night during your online study group, you find yourself discussing politics. 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
decode, 6
frame of reference, 6
message, 7
channel, 7
feedback, 7
noise, 7
rhetoric, 8
Sophists, 8
computer-mediated communication, 8
public speaking anxiety, 9

REFERENCES

1. Herrick, J. A. (2018). *The history and theory of rhetoric: An introduction* (6th ed.). Routledge. https://doi.org/10.4324/9781315404141
2. Gallup, G. (Ed.). (2001). *The 2001 Gallup poll: Public opinion.* Rowman & Littlefield.
3. Takac, M., Collett, J., Blom, K. J., Conduit, R., Rehm, I., & De Foe, A. (2019). Public speaking anxiety decreases within repeated virtual reality training sessions. *PLoS One, 14*(5), e0216288. https://doi.org/10.1371/journal.pone.0216288
4. Ayres, J., & Heuett, B. L. (2000). An examination of the long term effect of performance visualization. *Communication Research Reports, 17*(3), 229–236. https://doi.org/10.1080/08824090009388770

Design icons: ©McGraw Hill

fLo07722_ch01_001-012.indd 12 12/08/21 8:46 AM

chapter 2

Manage Speech Anxiety

James Devaney/GC Images/Getty Images

Nerves and inexperience conspire to make public speaking a dreaded activity for many people. In this chapter, you will 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

Rihanna is more than a singer and songwriter. She is a musical phenomenon, having won nine Grammy Awards, 12 Billboard Music Awards, and 13 American Music Awards. In 2015, she became the first artist in history to exceed 100 million Gold and Platinum song certifications. By the time she was 30 years old, she had headlined six world tours and had sold more than 250 million albums and singles, making her one of the best-selling recording artists in the world. What you might not know is that Rihanna suffers from debilitating stage fright. "I get shy and awkward," she said in a 2016 interview.[1] She is in good company, at least: fellow singers Adele, Lorde, and Barbra Streisand have all reported feeling scared of audiences.

As Rihanna'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 are confident in our abilities, facing an audience can make us feel vulnerable. When our anxiety is particularly intense, it can overwhelm us and prevent us from speaking or performing effectively. 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 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

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 when you've improved your performance on other tasks
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 they say

fLo07722_ch02_013-025.indd 14 10/08/21 4:18 PM

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. When you experience an intense negative emotion—fear, in the case of speaking anxiety—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 (by fighting it) or to avoid it (by fleeing).[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, does not 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 specifically to elevate participants' stress levels.[8]

fLo07722_ch02_013-025.indd 15 10/08/21 4:18 PM

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. Do not make fun of students whose speeches go poorly, and do not allow others to do so, either. Maintain an expectation of mutual respect in your class so that all students—no matter how anxious they are about public speaking—feel safe enough to try.

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.

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. That is, they might worry about experiencing embarrassment, disapproval, or ridicule if their speech does not go well. 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 will 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).

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 found that anxiety often begins long before speakers stand in front of an audience. According to their work, many people experience **anticipatory anxiety**, the worry they feel when looking ahead to a speech.[9] Anticipatory anxiety often starts when the speech is assigned, and it 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 do not 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

fLo07722_ch02_013-025.indd 16 10/08/21 4:18 PM

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.

Not every speech will evoke the same level of anxiety. For instance, you have probably found that you are 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 are 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]

Radius Images/Alamy Stock Photo

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 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.

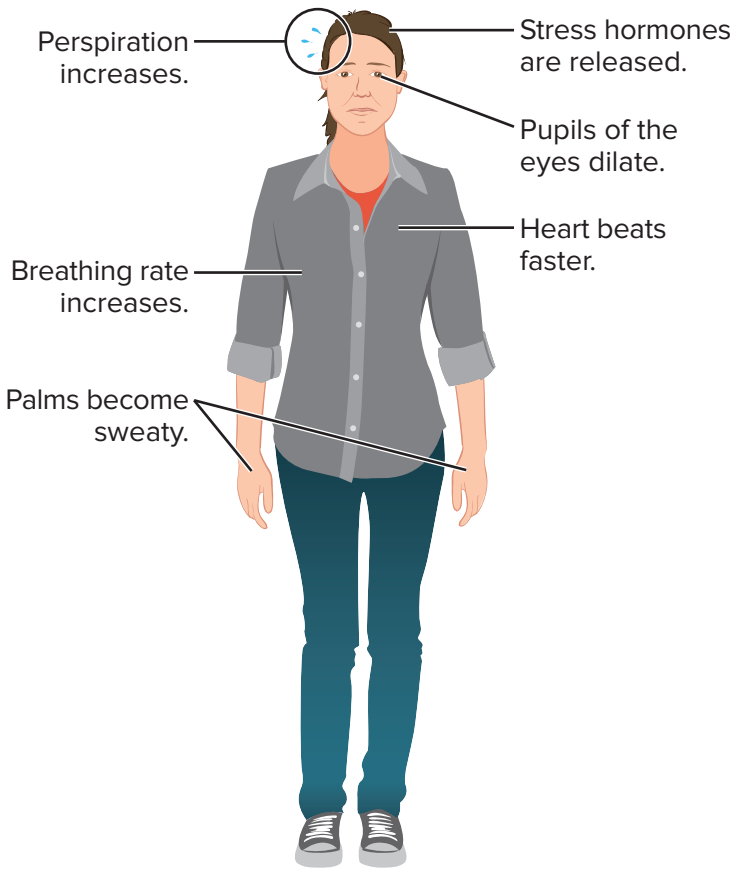
Not everyone experiences the same level of physical stress when speaking in public. For instance, people with a strong tendency to worry undergo more physical stress when anticipating, preparing, and delivering a speech than do nonworriers.[14] Moreover, those who react strongly to other stressful situations 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 were not 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.

fLo07722_ch02_013-025.indd 17 10/08/21 4:18 PM

Figure 2.1 Physical Effects of Stress

Stress causes multiple effects on the body.



Rubberball/Alamy Stock Photo

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 are 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.

fLo07722_ch02_013-025.indd 18 10/08/21 4:18 PM

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.

- *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]

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 will 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.

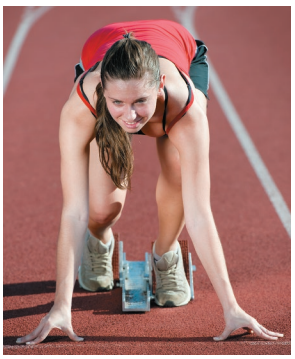
RTimages/Alamy Stock Photo

CONSIDER HOW TO USE STRESS TO YOUR ADVANTAGE

Although speaking anxiety is common, you can learn to make it an advantage for your performance. This section offers five pieces of advice for making stage fright your friend.

Accept speaking anxiety as normal

When you are working to become a better speaker or performer, you may focus on eliminating your public speaking anxiety. Such efforts would be largely wasted, however. All forms of fear, including speaking anxiety, are deeply rooted in humans' ancestral experiences. The fear response is natural, and although people who perform frequently in front of audiences usually become less nervous over time, stage fright rarely goes away entirely. Thus, rather than trying to eliminate public speaking anxiety, accept it as a normal part of the performance experience.



Peter Bernik/Shutterstock

Focus your nervous energy

Recall that the stress of public speaking causes bodily changes—including elevated heart rate, breathing rate, and stress hormone levels—that increase your energy. That energy boost is meant to help you deal effectively with a threatening situation. You can train yourself to focus that nervous energy on the goal of giving the best speech possible, rather than letting it distract you. In the same way that many athletes try to get psyched up before a game so that they have more energy to channel toward their performance, you can use your nervousness to energize your speech.

Visualize a successful performance

A technique that often helps individuals perform well, even if they are experiencing stage fright, is visualization. As we saw in Chapter 1, **visualization** means developing a mental image of yourself giving a successful performance.[22] You engage in visualization by closing your eyes and imagining your speech going perfectly from start to finish.

As you visualize, see yourself giving your entire speech in a confident and relaxed manner. Research shows that people who visualize a successful speech performance experience less speaking anxiety and fewer negative thoughts when they actually deliver their speeches, compared to people who do not use visualization.[23]

part 1

Desensitize yourself

People generally avoid what they fear. Consider Denise, who is afraid of flying and therefore avoids having to fly whenever possible. The more she avoids it, however, the scarier it seems. In contrast, when people face their fears and encounter the situations that frighten them, they often realize that those situations are not as scary as they once seemed. Denise's fear of flying, for example, may lessen after she has taken a few flights and experienced safe takeoffs and landings. She will gradually feel less and less afraid of flying each time she boards an airplane.

The process of confronting frightening situations head-on to reduce the stress they cause is called **desensitization**. Research shows that desensitization can significantly lessen the anxiety individuals experience about all sorts of fears, including public speaking.[24] That research suggests that the more you practice speaking in front of people, the less frightening it will become, because over time you will be desensitized to it. One way to desensitize yourself to public speaking anxiety is to take every opportunity you have to speak in public, even if the prospect of doing so scares you. As the "Adapt to Technology" box explains, you can even rehearse your speech in front of a virtual audience. Remind yourself that you are facing your fears so that you can overcome them, and you will be stronger and more confident after each speech.

Stay positive

Finally, approach the delivery of your speech with a positive, optimistic attitude. Remember that your listeners are on your side and want you to be successful. Therefore, tell yourself that you can—and will—succeed. This positive self-talk can be difficult,

fLo07722_ch02_013-025.indd 20 10/08/21 4:18 PM

ADAPT TO TECHNOLOGY

GOING VIRTUAL: REHEARSING YOUR SPEECH IN VIRTUAL REALITY

Mark Dierker/McGraw Hill

In recent years, researchers and therapists have adapted the features of virtual reality to the task of helping fearful public speakers desensitize. *Virtual reality* refers to computer-generated environments that mimic physical presence in the real world. In a virtual reality scenario, computer users encounter *avatars*, which are graphic representations of other people. Through their avatars, computer users from multiple physical locations can interact with one another as if they were all physically in the same place.

Because virtual reality simulates genuine interaction, public speaking students can reduce their anxiety by practicing their speeches in front of computer-generated audiences before performing in front of real listeners. Try out speaking "publicly" in a virtual reality context. In the safety of a computer-mediated environment, you will gain experience in public speaking while having the freedom to make mistakes. You can also practice adapting your speaking style to audiences of different sizes and configurations so that you'll be prepared for whatever situation you encounter. Research has shown that practicing with an online audience reduces public speaking anxiety through the process of desensitization.[25]

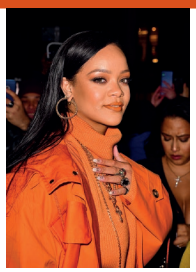
What you can do

Download an app such as Public Speaking VR, Oculus, or SpeakApp onto your smartphone and put the smartphone into a virtual reality headset like Google Cardboard. You'll then find yourself in a virtual presentation room in which you can practice your speech. Alternatively, using a virtual world such as Second Life, find an area with several avatars and then deliver speeches to that virtual audience before you deliver them to real-life listeners. You could also ask family or friends to join a Google Hangout, where they can serve as your virtual audience. Finally, you can download the app BeFearless from Samsung, which offers a self-paced virtual reality training for boosting public speaking confidence.

particularly if you're very nervous or if you have had negative experiences with prior speeches. Staying as positive as you can is important for two reasons, however. First, research shows that positive thoughts and emotions help relieve the body of the negative effects of stress.[26] Therefore, you will approach your speech in a more relaxed manner than you otherwise would. Second, negative thoughts can turn into a *self-fulfilling prophecy*, causing you to have a poor performance simply because you expect that you will. Approaching your speech with an optimistic attitude, in contrast, can encourage the behaviors that will help you succeed.

fLo07722_ch02_013-025.indd 21 10/08/21 4:18 PM

PREPARE TO SUCCEED



James Devaney/GC Images/Getty Images

Manage speech anxiety effectively

Rihanna has been enormously successful as a performer despite her near-debilitating stage fright. You, too, can deal successfully with any stage fright you feel, and become an effective public speaker—not by overcoming your anxiety but by knowing how to manage it. Some tried-and-true techniques are listed here.

- ✓ Learn what works for *you*. Each of us has a different strategy for adapting to stressful situations. As you try visualization, desensitization, positivity, and the other techniques described in this chapter, take note of which strategies best serve you, and focus on those approaches in the future.
- ✓ Remember that most effects of stage fright are unnoticeable. Public speaking anxiety makes us feel vulnerable because we believe everyone in the audience can tell how scared we are. Although stress has multiple effects on us, as this chapter has described, most cannot be seen or heard by our listeners. When you get up to speak, remind yourself that no one can tell you are nervous, and perhaps that thought will help you feel calmer.
- ✓ Know that your audience is usually on your side. Your listeners want you to succeed, not fail. That is especially true in a public speaking course, because all your listeners have to speak in front of the class themselves, so they want the audience to be on their side as well. Reminding yourself that you have a friendly audience can also put you at ease.
- ✓ Remember that it is entirely normal to feel anxious about public speaking. We humans naturally fear any situation that poses the risk of rejection, because it threatens our deep-seated need for acceptance. Thus, when you feel nervous about giving a speech, do not be too hard on yourself. Know that you are in good company!

Like anything else that feels frightening at first, public speaking becomes less threatening the more you do it. As you gain experience with, and mastery over, the skills of public presentation, your confidence will grow exponentially.

EXERCISES: APPLY IT NOW

1. You are 20 minutes away from delivering your first speech in your public speaking class. Although you have prepared and rehearsed your presentation, you suddenly find your mind racing with negative thoughts. You begin telling yourself that if your speech does not go perfectly, you're going to fail this speech and probably every other speech in the class. Those thoughts put an enormous amount of pressure on you just as you are preparing to speak.
   a. What type or types of negative self-messages are you experiencing?
   b. What can you say to yourself instead that will help you overcome those negative thoughts?

2. Your friend Jacob is scheduled to deliver one of the readings at a religious service, and he asks you to help him rehearse. On the day before the service, you accompany him to the place of worship where he will be reading so that he can practice his delivery. He tells you beforehand that he is nervous about giving the reading.
   a. You know that public speaking anxiety affects behavior, so what communication behaviors will you watch and listen for as effects of Jacob's nervousness?
   b. How might those behaviors impair his performance?
3. You agreed to give a toast at your cousin's wedding before you found out there would be more than 200 guests in the audience. Now you feel nervous and overwhelmed whenever you think about it. Fortunately, you know that visualization can help you manage public speaking anxiety successfully.
   a. As you close your eyes to visualize your delivery, how do you see yourself performing?
   b. What do you do and say to make your speech a success?
   c. How do you interact with your audience?

KEY TERMS

fight-or-flight response, 15
stress, 15
anticipatory anxiety, 16
visualization, 20
desensitization, 20

REFERENCES

1. Corner, L. (2016, July 9). Rihanna still gets stage fright. No seriously, she does. *Digital Spy.* https://www.digitalspy.com/music/a807207/rihanna-still-gets-stage-fright-no-seriously-she-does/
2. See Shi, X., Brinthaupt, T. M., & McCree, M. (2015). The relationship of self-talk frequency to communication apprehension and public speaking anxiety. *Personality and Individual Differences, 75,* 125–129. https://doi.org/10.1016/j.paid.2014.11.023
3. Derakhshan, A., Mikaeili, M., Nasrabadi, A. M., & Gedeon, T. (2019). Network physiology of 'fight or flight' response in facial superficial blood vessels. *Physiological Measurement, 40*(1), 014002. https://doi.org/10.1088/1361-6579/aaf089
4. Moons, W. G., Eisenberger, N. I., & Taylor, S. E. (2010). Anger and fear responses to stress have different biological profiles. *Brain, Behavior, and Immunity, 24*(2), 215–219. https://doi.org/10.1016/j.bbi.2009.08.009
5. McCroskey, J. C. (2009). Communication apprehension: What have we learned in the last four decades. *Human Communication, 12*(2), 157–171.
6. Ogden, J. S. (2010). *Public speaking anxiety, test anxiety, and academic achievement in undergraduate students* [Masters thesis, Bucknell University]. Digital Commons. http://digitalcommons.bucknell.edu/masters_theses/51
7. Heimberg, R. G., Stein, M. B., Hiripi, E., & Kessler, R. C. (2000). Trends in the prevalence of social phobia in the United States: A synthetic cohort analysis of

fLo07722_ch02_013-025.indd 23 12/08/21 8:54 AM

changes over four decades. *European Psychiatry, 15*(1), 29–37. https://doi.org/10.1016/s0924-9338(00)00213-3
8. Goodman, W. K., Janson, J., & Wolf, J. M. (2017). Meta-analytical assessment of the effects of protocol variations on cortisol responses to the Trier Social Stress Test. *Psychoneuroendocrinology, 80,* 26–35. https://doi.org/10.1016/j.psyneuen.2017.02.030
9. McCullough, S. C., Russell, S. G., Behnke, R. R., Sawyer, C. R., & Witt, P. L. (2006). Anticipatory public speaking state anxiety as a function of body sensations and state of mind. *Communication Quarterly, 54*(1), 101–109. https://doi.org/10.1080/01463370500270520
10. Behnke, R. R., & Sawyer, C. R. (1999). Milestones of anticipatory public speaking anxiety. *Communication Education, 48*(2), 165–172. https://doi.org/10.1080/03634529909379164
11. Witt, P. L., & Behnke, R. R. (2006). Anticipatory speech anxiety as a function of public speaking assignment type. *Communication Education, 55*(2), 167–177. https://doi.org/10.1080/03634520600566074
12. Fredrikson, M., & Gunnarsson, R. (1992). Psychobiology of stage fright: The effect of public performance on neuroendocrine, cardiovascular, and subjective reactions. *Biological Psychology, 33*(1), 51–61. https://doi.org/10.1016/0301-0511(92)90005-F
13. Wilkinson, C. (2020). Imposter syndrome and the accidental academic: An autoethnographic account. *International Journal for Academic Development, 25*(4), 363–374. https://doi.org/10.1080/1360144X.2020.176087
14. Witt, P. L., Brown, K. C., Roberts, J. B., Weisel, J., Sawyer, C. R., & Behnke, R. R. (2006). Somatic anxiety patterns before, during, and after giving a public speech. *Southern Communication Journal, 71*(1), 87–100. https://doi.org/10.1080/10417940500503555
15. Finn, A. N., Sawyer, C. R., & Behnke, R. R. (2009). A model of anxious arousal for public speaking. *Communication Education, 58*(3), 417–432. https://doi.org/10.1080/03634520802268891
16. Kudielka, B. M., Hellhammer, J., Hellhammer, D. H., Wolf, O. T., Pirke, K. M., Varadi, E., Pilz, J., & Kirschbaum, C. (1998). Sex differences in endocrine and psychological responses to psychosocial stress in healthy elderly subjects and the impact of a 2-week dehydroepiandrosterone treatment. *Journal of Clinical Endocrinology & Metabolism, 83*(5), 1756–1761. https://doi.org/10.1210/jcem.83.5.4758
17. Traustadóttir, T., Bosch, P. R., & Matt, K. S. (2003). Gender differences in cardiovascular and hypothalamic-pituitary-adrenal axis responses to psychological stress in healthy older adult men and women. *Stress, 6*(2), 133–140. https://doi.org/10.1080/1025389031000111302
18. Heponiemi, T., Keltikangas-Järvinen, K., Kettunen, J., Puttonen, S., & Ravaja, N. (2004). BIS-BAS sensitivity and cardiac autonomic stress profiles. *Psychophysiology, 41*(1), 37–45. https://doi.org/10.1111/1469-8986.00118_41_1
19. Blume, B. D., Baldwin, T. T., & Ryan, K. C. (2013). Communication apprehension: A barrier to students' leadership, adaptability, and multicultural appreciation. *Academy of Management Learning & Education, 12*(2), 158–172. https://doi.org/10.5465/amle.2011.0127

fLo07722_ch02_013-025.indd 24 26/11/21 10:34 AM

20. Clevinger, T., & King, T. R. (1961). A factor analysis of the visible symptoms of stage fright. *Speech Monographs, 28*(4), 296–298. https://doi.org/10.1080/03637756109375328
21. Bulleted list was adapted from Table 1 of Mulac, A., & Sherman, A. R. (1974). Behavioral assessment of speech anxiety. *Quarterly Journal of Speech, 60*(2), 134–143. https://doi.org/10.1080/00335637409383219
22. Ayres, J., & Heuett, B. L. (2000). An examination of the long term effect of performance visualization. *Communication Research Reports, 17*(3), 229–236. https://doi.org/10.1080/08824090009388770
23. Bodie, G. D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education, 59*(1), 70–105. https://doi.org/10.1080/03634520903443849
24. Docan-Morgan, T., & Schmidt, T. (2012). Reducing public speaking anxiety for native and non-native English speakers: The value of systematic desensitization, cognitive restructuring, and skills training. *Cross-Cultural Communication, 8*(5), 16–19.
25. Stupar-Rutenfrans, S., Ketelaars, L. E., & van Gisbergen, M. S. (2017). Beat the fear of public speaking: Mobile 360 video virtual reality exposure training in home environment reduces public speaking anxiety. *Cyberpsychology, Behavior, and Social Networking, 20*(10), 624–633. https://doi.org/10.1089/cyber.2017.0174
26. Fredrickson, B. L., & Joiner, T. (2018). Reflections on positive emotions and upward spirals. *Perspectives on Psychological Science, 13*(2), 194–199. https://doi.org/10.1177/1745691617692106

Design icons: ©McGraw Hill

chapter 3

Practice and Promote Effective Listening

Justin Sullivan/Bloomberg/Getty Images

Becoming a successful public speaker starts with being a good listener. Good listeners can appreciate and learn from effective presenters, and good presenters know how to help their audiences listen attentively. Listening may seem like a natural ability, but in fact it's a learned skill. Just as you must practice to become an effective speaker, you must learn how to listen to your audiences and to help them listen to you.

THIS CHAPTER WILL HELP YOU

- ✓ Understand the importance of listening
- ✓ Describe the listening process
- ✓ Identify the forms of listening
- ✓ Avoid barriers to effective listening
- ✓ Prepare to succeed by helping your audience listen better

Speeches make an impact only if people listen to them. Let's see how you can become a better listener.

UNDERSTAND THE IMPORTANCE OF LISTENING

Listening is the active process of making meaning out of another person's spoken message.[1] When we listen effectively, we listen with the conscious and explicit goal of understanding what the speaker is trying to communicate.

Appreciate how often you listen

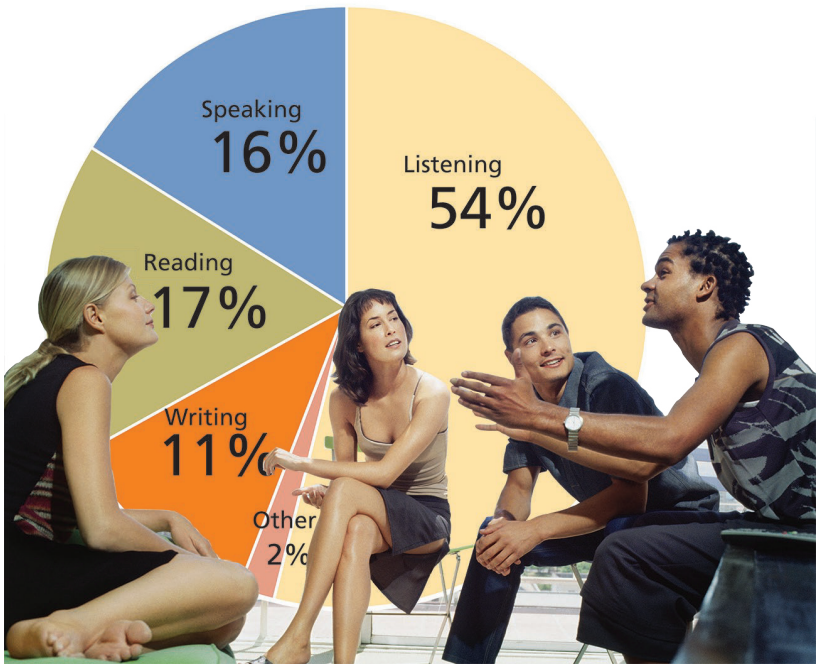
One reason effective listening is vital is that we listen so much of the time. In fact, researcher Richard Emanuel found that college students spent more time listening than doing any other communication activity. As depicted in Figure 3.1, participants spent 54% of their waking hours listening.[2] In contrast, they spent only 17% of their time reading, 16% speaking, and 11% writing. Other studies have found similar results, at least with college students, suggesting that most of us spend a similar percentage of our communication time listening.[3]

Distinguish hearing from listening

Many people use the terms *hearing* and *listening* interchangeably, but they aren't the same activity. *Hearing* is the perception of sound. Most of us hear sounds almost continuously—the hum of a computer, a roommate's music, a car alarm that wakes us in the middle of the night. *Listening*, on the other hand, requires paying attention to a sound, assigning meaning to it, and responding to it in some way. Hearing is a part of

Figure 3.1 Percentages of Various Communication Activities Among College Students

College students spend more time listening than communicating in other ways.



Corbis/VCG/Getty Images

fLo07722_ch03_026-039.indd 27 08/11/21 12:59 PM