

FOURTH EDITION

# Speak Up!

AN ILLUSTRATED GUIDE  
TO PUBLIC SPEAKING



DOUGLAS M. FRALEIGH • JOSEPH S. TUMAN

WITH ILLUSTRATIONS BY PETER ARKLE

## WHAT INSTRUCTORS ARE SAYING ABOUT *SPEAK UP!*

*Speak Up* is the most thorough text on public speaking ever written. It is accompanied by illustrations that do a great job of explaining text content in a clever, humorous way.

—Mardia Bishop, *University of Illinois, Urbana-Champaign*

I have used large traditional texts, spiral-bound texts, and everything in between. I selected *Speak Up* this semester because I feel as if it speaks most to students at a student level.

—Chandra K. Massner, *University of Pikeville*

I was particularly impressed by *Speak Up*'s visually powerful and meaningful illustrations, coherent and engaging content, and the fact that I could mold the content to fit the needs of my class.

—Russell L. Kahn, *SUNY Institute of Technology*

All students will definitely appreciate the reasonable price of *Speak Up*.

—Ferald J. Bryan, *Northern Illinois University*



## WHAT STUDENTS ARE SAYING ABOUT *SPEAK UP!*

Easy to read, good fluidity, logical order, relatable examples and anecdotes.

—Sarah Le Clair, Student

I found it highly engaging. I wasn't bored or zoning out because the material kept my attention, unlike other textbooks I've used.

—Dana Schmitz, Student

The tone of the book is easygoing, so it helps me feel reassured about my anxiety that's naturally associated with taking Speech.

—Matthew Pactao, Student

When I learned something new, it captivated me.

—Jon Hongpananon, Student

The images really helped me understand what the text was saying—like a visual summary.

—Olivia Baney, Student

# Speak Up

## AN ILLUSTRATED GUIDE TO PUBLIC SPEAKING

Fourth Edition

**Douglas M. Fraleigh**


*California State University–Fresno*

**Joseph S. Tuman**

*San Francisco State University*

*With Illustrations by*

**Peter Arkle**

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**Joe**

*For my wife, Kirsten: With every new book, there are more reasons to appreciate your love and patience.*

**Doug**

*To my family, the source of inspiration for all of my writing.*

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## ABOUT THE AUTHORS AND ILLUSTRATOR:



DOUGLAS M. FRALEIGH is a professor and chair of the Communication Department at California State University-Fresno, where he also teaches in the Smittcamp Family Honors College and serves as assessment coordinator for the College of Arts and Humanities. His teaching and research interests include freedom of speech, argumentation, and public discourse. He is coauthor of *Let's Communicate: An Illustrated Guide to Human Communication* and *Freedom of Expression in the Marketplace of Ideas*. Before becoming chair, he was active in speech and debate coaching at Fresno State, Cornell, UC Berkeley, and California State University-Sacramento. He holds a juris doctor from UC Berkeley and a BA from CSU Sacramento. When not busy teaching, writing, and administrating, he looks forward to running, reading, family time (especially plays and sporting events), and hanging out with his dogs.



JOSEPH S. TUMAN is a professor and former chair of the Department of Communication Studies at San Francisco State University, where he received the Jacobus tenBroek Society Award, a statewide award for Excellence in Teaching. He has also taught at the University of California at Berkeley, the New School, and the University of Paris II, and has published widely in the field of communication studies (including coauthoring *Let's Communicate: An Illustrated Guide to Human Communication*). Joseph has appeared regularly on local and national network television and radio as a political analyst since 1984. He has served on the boards of several nonprofits in Oakland, and in 2014 he was one of the leading candidates in the mayoral race. Currently, he serves as an advisor and expert analyst regarding terrorism and social media for the North Atlantic Treaty Organization. In his spare time, he is an avid triathlete and marathoner.



PETER ARKLE is a freelance illustrator who grew up in Scotland and received a BA in illustration from St. Martin's School of Art and an MA from the Royal College of Art (both in London). His clients include magazines (the *New Yorker*, *Canadian Business*, *Time*, and the *Harvard Business Review*), newspapers (the *New York Times* and the *Wall Street Journal*), sports brands (Nike and Brooks Running), scientists (the Howard Hughes Medical Institute), lawyers (Kennedys Law), whisky makers (anCnoc Highland Single Malt Scotch Whisky), hotels (Morgans Hotel Group), and other enterprises that keep his life interesting. He just published a book, *All Black Cats Are Not Alike*, with his wife, Amy Goldwasser. To see more of Peter's work, please visit [peterarkle.com](http://peterarkle.com).



# PREFACE

As longtime teachers of public speaking and former coaches of forensics, we have spent more than seventy combined years teaching students about the power of speech in their own lives and its value in shaping our society. In creating the first edition of *Speak Up*, we distilled our best practices while transmitting our passionate commitment to the craft of public speaking. Our goal was to create a product that would grab students' attention while meeting the teaching and learning needs of students, colleagues, and friends across the communication discipline.

We recognized that covering the vast field of public speaking—from classical rhetoric and contemporary theory to the specific steps of researching, preparing, and delivering a speech—can be a tremendous challenge given the time constraints of the course. Instructors need teaching materials that are comprehensive yet flexible enough to work with a variety of teaching styles. At the same time, students want a book that is engaging, fun, and affordable.

Keeping these challenges in mind, we came up with a three-part plan. First, we would make sure to include both traditional and compelling content. The organization would seamlessly integrate with instructors' syllabi, and the accessible language and current examples would engage students. Second, we would team up with the brilliant Peter Arkle to develop illustrations that would illuminate concepts much more efficiently than would photographs. Professors have since confirmed that these are smart, pedagogically effective learning tools, and students have told us that the fun images actually motivate them to read more of the text. Third, we would aim to be affordable for students, with a resulting cost at less than half the price of most traditional introductory speech texts.

We have continued to emphasize these goals in every revision. For our fourth edition, we also wanted to add resources that would help students understand the process of developing and presenting a successful speech. Each edition of *Speak Up* has emphasized the idea that effective speeches are the result of a series of good choices. To help bring this idea to life for students, we created a new feature—**Speech Choices**—which uses case studies to follow two students, Mia and Jacob, as they go through each stage of developing their speeches. As students consider each case study (in [Chapters 1 to 3](#), [5 to 14](#), and [16 to 17](#)), they are asked to analyze their own choices as they use the chapter content to develop their speeches. We also included the full-length videos of Mia's and Jacob's speeches (with assignable questions) so that students can see how their choices influenced the final product. Students can access these videos in *Speak Up*'s online course space, **LaunchPad**. Finally, we included more materials in LaunchPad—such as speech clips with assignable questions, class discussion questions, and suggested activities—so that instructors can further integrate this case study feature into their classrooms.

That's not all we updated. Because our students will be preparing and delivering speeches in a digital age, we have added and updated material on using online resources effectively to prepare a speech and deliver a mediated presentation. Our discussion of the strengths and weaknesses of digital research sources has been expanded. We've also increased examples and illustrations that depict mediated speech contexts. In LaunchPad, instructors can access an expanded array of videos and activities. Our improved media program also has been revised and strengthened in terms of core functionality. We are excited about how the program has evolved.

In response to instructors who would like to empower their students to apply their public speaking skills in their communities, we have added material on civic engagement. This concept is introduced in

[Chapter 1](#), and examples and illustrations that show speakers using course concepts to participate in civic engagement are incorporated throughout the text.

We also received feedback from instructors that their students faced challenges using research and citing sources in their speech outlines. To address those challenges, we've inserted new material on the nature of academic research and the types of sources that college instructors tend to prefer. We also added text content and a full-page illustration to show students how to quote and paraphrase sources and how to distinguish appropriate paraphrasing from plagiarism.

## NEW TO THIS EDITION

**Speech Choices, a brand-new case study feature, guides students through the speech-making process.** As they follow the case studies, students can see how Mia's and Jacob's choices affect their final speeches and are asked to think of what they would do in similar situations. The feature comes with two brand-new, professional full-length speech videos with assignable questions, further video clips with questions, in-class discussion questions, and activities that instructors can use in the classroom, which are all available in LaunchPad.

**New and extensive coverage focuses on technology, civic engagement, and citing sources.** Given the importance of these topics, we've included them in nearly every chapter. We've added and updated material on using online resources effectively to prepare speeches and deliver mediated presentations and have added technology-based examples throughout the text. In response to comments from instructors who would like to empower their students to apply their public speaking skills in their communities, we have added new content and many new examples on civic engagement. We've also inserted new material on the nature of academic research, the types of sources that college instructors tend to prefer, and ways to distinguish appropriate paraphrasing from plagiarism.

**Updated text includes cutting-edge issues and freshened popular culture examples that will keep students engaged.** New examples focus on technology (such as a TED talk on bionic limb technology to show the power of presentation aids) and on areas that engage students (such as students who present speeches on women in comedy).

**Extensive updates have been made to the online course space, LaunchPad.** LaunchPad has been updated to include video tools, two new full-length speech videos, new quizzing capabilities, and an improved LearningCurve interface.

- **Two new full-length videos for the Speech Choices case studies** look at how emigrants use smartphones to navigate their journeys and why student athletes should be paid. They include assignable questions and sixteen new clips from the two speeches that take a closer look at public speaking concepts. These videos are in addition to the hundreds of speech videos already in our library.
- **LearningCurve, our adaptive quizzing and personalized learning program, has gotten a facelift.** In every chapter, call-outs prompt students to tackle the game-like LearningCurve quizzes to test their knowledge and reinforce learning of the material. Based on research into how students learn, LearningCurve motivates students to engage with course materials and provides reporting tools that let you see what content students have mastered and adapt your teaching plan to their needs. LearningCurve's questions have been revised for this edition, and it now has a beautiful

new interface, making it even more effective and enjoyable to use.

- **New quizzing capabilities** allow you to search and create quizzes by chapter, question type, level of difficulty, and Bloom's level. The Review & Modify tab is designed to make editing your quiz easier, and the order of the tabs is now even more intuitive.
- **Video tools** make it easy to create video assignments and evaluate videos using rubrics and time-based comments. Instructors and students can upload videos, embed clips from YouTube, and use publisher-supplied videos in your own assignments.
- The interactive **Personal Report of Communication Apprehension** and **Personal Report of Public Speaking Anxiety** allow students to measure their levels in these areas.

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## DIGITAL AND PRINT FORMATS

Whether it's a print, digital, or value option, choose the best format for you. For more information on these resources, please visit the online catalog at [macmillanlearning.com](http://macmillanlearning.com).

**LaunchPad for *Speak Up*.** LaunchPad is a digital platform that dramatically enhances teaching and learning. LaunchPad combines the full e-book, videos, quizzes and self-assessments, instructor's resources, and LearningCurve adaptive quizzing. To get access to all multimedia resources, package LaunchPad with the print book, using ISBN 978-1-319-11539-5. To order LaunchPad on its own, use ISBN 978-1-319-06261-3.

***Speak Up* as a print text.** To get the most out of the book, package LaunchPad at a significant discount with the text.

***Speak Up* e-book option.** *Speak Up* is available in a range of new e-book formats for computers, tablets, and e-readers. For information, see [macmillanlearning.com](http://macmillanlearning.com).

## RESOURCES FOR STUDENTS AND INSTRUCTORS

### Online Resources for Students

To find more information about these resources or to learn about package options, please visit the online catalog at [macmillanlearning.com](http://macmillanlearning.com).

**LaunchPad helps students learn, study, and apply public speaking concepts.** Digital resources for *Speak Up* are available in LaunchPad, a dynamic digital platform that combines a collection of relevant video clips, self-assessments, e-book content, and LearningCurve adaptive quizzes in a simple design. LaunchPad has been updated to include video tools, two new full-length speech videos, new quizzing capabilities, and an improved LearningCurve interface. **LaunchPad can be packaged with the book, purchased separately, and integrated with course management systems. See more on the inside back cover of this book.**

# Print Resources for Students

## *Outlining and Organizing Your Speech*

Merry Buchanan, University of Central Oklahoma

This student workbook provides step-by-step guidance for preparing informative, persuasive, and professional presentations. It gives students many opportunities to practice the critical skills of conducting audience analysis, dealing with communication apprehension, selecting a speech topic and purpose, researching support materials, organizing and outlining, developing introductions and conclusions, enhancing language and delivery, and preparing and using presentation aids.

## *The Essential Guide Series*

This series of brief booklets gives instructors flexibility and support in designing courses. Each booklet begins with a useful overview of an important speech topic and then addresses the essential concepts and skills that students need to master that topic. The Essential Guides can be packaged with *Speak Up*.

***The Essential Guide to Presentation Software, Second Edition***, by Allison Bailey, University of North Georgia, and Rob Patterson, University of Virginia

***The Essential Guide to Rhetoric***, by William M. Keith, University of Wisconsin–Milwaukee, and Christian O. Lundberg, University of North Carolina–Chapel Hill

***The Essential Guide to Interpersonal Communication***, by Dan O’Hair, University of Kentucky, and Mary O. Wiemann, Emeritus, Santa Barbara City College

***The Essential Guide to Group Communication, Second Edition***, by Dan O’Hair, University of Kentucky, and Mary O. Wiemann, Emeritus, Santa Barbara City College

***The Essential Guide to Intercultural Communication***, by Jennifer Willis-Rivera, University of Wisconsin–River Falls

## *Media Career Guide: Preparing for Jobs in the Twenty-first Century, Tenth Edition, by Sherri Hope Culver, Temple University*

Practical, student friendly, and revised to include the most recent statistics on the job market, this guide includes a comprehensive directory of media jobs, practical tips, and career guidance for students who are considering a major in the media industry.

## *Research and Documentation in the Electronic Age, Sixth Edition*

Diana Hacker, Prince George’s Community College, and Barbara Fister, Gustavus Adolphus College

This handy booklet covers everything that students need for college research assignments at the library and on the Internet, including advice for finding and evaluating Internet sources.

# Resources for Instructors

To find more information or to order or download the instructor resources, please visit the online catalog

at [macmillanlearning.com](http://macmillanlearning.com). The *Instructor's Manual*, *Electronic Test Bank*, and Lecture Slides are also available on LaunchPad at [macmillanhighered.com/speakup4e](http://macmillanhighered.com/speakup4e).

## ***Instructor's Manual***

Nancy Fraleigh, Fresno City College

This comprehensive online *Instructor's Manual* includes teaching notes on managing, organizing, and integrating assessment in a public speaking course; sample syllabi; chapter outlines; discussion questions; more information and activities for the new Speech Choices case study feature; personal writing assignments; classroom activities; media resources; and ready-to-print activities.

## ***Electronic Test Bank***

Nancy Fraleigh, Fresno City College

*Speak Up* offers a complete testing program that is available for Windows and Macintosh environments. Each chapter includes multiple-choice, true/false, short-answer, and essay questions. This easy-to-use *Electronic Test Bank* also identifies the level of difficulty for each question, includes the book page where the answer can be found, and connects every question to a learning objective.

## ***Lecture Slides for Speak Up***

These lecture slides can be used in class. They include the chapters' main ideas, many illustration examples, and explanations from the text.

## ***Curriculum Solutions***

You can customize course solutions for your students' needs at Curriculum Solutions. Learn more at [macmillanlearning.com/catalog/preview/curriculumsolutions](http://macmillanlearning.com/catalog/preview/curriculumsolutions).

## ***The Communication COMMunity***

Created by instructors for instructors, the Communication COMMunity is an ideal online forum for interacting with fellow educators—including Macmillan authors—in your discipline. Join ongoing conversations about course preparation, presentations, assignments, assessments, teaching with media, and keeping pace with and influencing new directions in your field. The Communication COMMunity includes exclusive access to classroom resources, blogs, webinars, professional development opportunities, and more.

## ***ESL Students in the Public Speaking Classroom: A Guide for Teachers, Second Edition***

Robbin Crabtree, Loyola Marymount University, and David Allen Sapp, Fairfield University

This guidebook provides support for new and experienced instructors of public speaking courses whose classrooms include students who are learning English as a second language and other linguistically diverse students. Based on landmark research and years of their own teaching experience, the authors provide insights about the variety of non-native English-speaking students (including speakers of global English varieties), practical techniques that can be used to help these students succeed in their



assignments, and ideas for leveraging this cultural asset for the education of all students in the public speaking classroom.

## ACKNOWLEDGMENTS

We would like to offer special thanks to Joan Feinberg, former co-president of Macmillan Learning, and Denise Wydra, former president of Bedford/St. Martin's, for convening the meeting that gave birth to this project, providing an exceptional team of editorial and developmental support, and seeing multiple editions of our book all the way through to completion. Publisher for Communication Erika Gutierrez has done a marvelous job working with us to brainstorm, select, and refine new ideas for developing and marketing each edition of the book. We would also like to thank Macmillan Higher Education's Vice President of Editorial Edwin Hill and Development Manager Susan McLaughlin. Shepherding any textbook from manuscript to production is a daunting task, even more so when working with an innovative idea that creates new challenges. We appreciate their enthusiasm and professionalism, which enabled us to complete the project on time.

It was also an absolute pleasure to continue our collaboration with professional artist Peter Arkle. Peter's ability to depict our ideas in pictures is simply amazing. His illustrations are a large part of what makes this text provocative, fun, and engaging.

For the fourth edition of *Speak Up*, we were very pleased to have Julia Bartz continue on the team as our Senior Editor. Julia devoted countless hours working with us on ideas for additions, updates, and revisions of the text and illustrations. She also contributed greatly to the addition of new online resources to accompany this edition. She kept everything well organized and on schedule as we worked together on two book projects simultaneously. She contributed many excellent ideas for updates and revisions, along with masterful work on line-by-line rewrites. Editorial Assistant Mary Jane Chen also deserves a huge round of thanks for her focus, enthusiasm, and attention to detail. We are very thankful to the incredible professionals who guided the production and design of *Speak Up*, including Senior Art Director Anna Palchik. Senior Production Editor Peter Jacoby expertly guided the process from manuscript through pages, delivering page proofs with great efficiency and helping us with the tricky business of making each page look its best. Picking up where Peter left off, Senior Production Supervisor Jennifer Wetzel put in the hard and careful work needed to turn hundreds of manuscript pages with more than five hundred illustrations into a finished product, as did Director of Rights and Permissions Hilary Newman, who lined up permissions for the book's sample speeches.

Beyond collaborating with the many people who helped to produce this book, we have been fortunate to work with a crackerjack marketing team. We love working with Marketing Manager Kayti Corfield, who helped develop our marketing and sales message.

We want to thank Nancy Fraleigh of Fresno City College for her expert work revising the *Instructor's Manual* and *Electronic Test Bank* for our fourth edition. She worked hard to revise content and test questions to reflect changes in our new edition. Her work has built on the strong foundation created by Steve Vrooman of Texas Lutheran University and Chrys Egan of Salisbury University, who authored the instructor materials for the first edition. Many thanks also to Bruce Sherwin and Linda DeMasi of Publishers Solutions for all their help with the ancillary program.

We are also grateful to the many reviewers and class testers who gave us feedback on *Speak Up* and helped us make it even better. The input of our colleagues in the public speaking profession played a central role in our decisions for revising the prior edition, and they offered both validation for what was working and constructive suggestions for improvement. For the fourth edition, we would like to thank Shawn Apostel, Bellarmine University; Joseph Bailey, Hardin-Simmons University; Lisa Coleman, Southwest Tennessee Community College; Erica Cooper, Roanoke College; Wade Cornelius, New

Mexico State University; Paul Crowley, Spartanburg Community College; Carolyn Cunningham, Gonzaga University; Cheri Hampton-Farmer, Findlay University; Anne Helms, Alamance Community College; Seth Horning, DePaul University; Allison Horrell, Spartanburg Community College; Stan McKinney, Campbellsville University; Raymond Ozley, Montevallo University; Rasha Ramzy, Georgia State University; Ian Sheeler, Indiana University–Purdue University Indianapolis; Harvey Ussach, Bristol Community College; and Patti Vorndran, Delaware County Community College.

We would like to thank our own speech teachers and forensics coaches for their contributions to our development as public speakers and teachers. We thank our faculty colleagues for their support and understanding as we balance teaching, writing, and other academic responsibilities. We are grateful for the many students and forensics team members who have worked with us to develop and present speeches over the past thirty-six years, and we hope that our book will help a new generation of students gain public speaking skills and confidence.

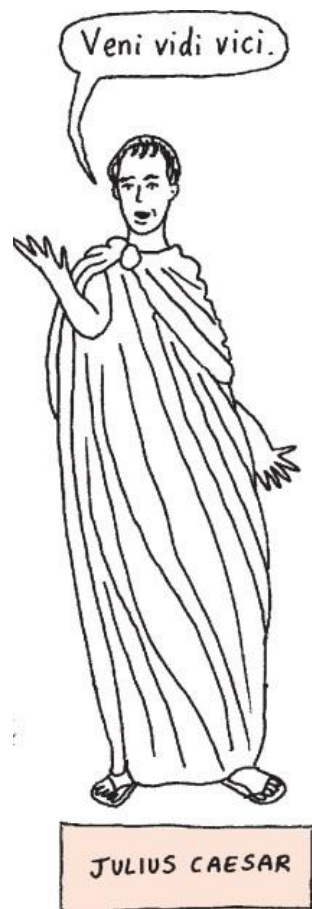
Our friendship began at the 1977 Governor’s Cup Speech and Debate Tournament in Sacramento, California. This is our seventh major book project, and it continues to be both a privilege and a pleasure to write together. Our families have been exceptional at supporting our work and serving as sounding boards for ideas. Our kids—Douglas, Helen, Nate, and Whitney—have their own careers now, but we continue to value their strategic input (and input from their significant others) as we make revisions. For thirty-plus years our wives, Kirsten and Nancy, have encouraged and supported our writing and contributed valuable ideas to our projects. Needless to say, their love and patience have sustained us through all our collaborations. We appreciate the opportunity to continue to share ideas and write with each other—something we will do long after *Speak Up* is (hopefully) in its tenth edition.

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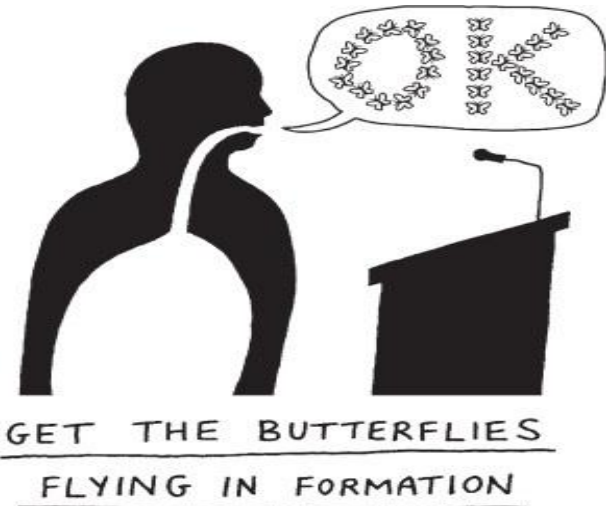
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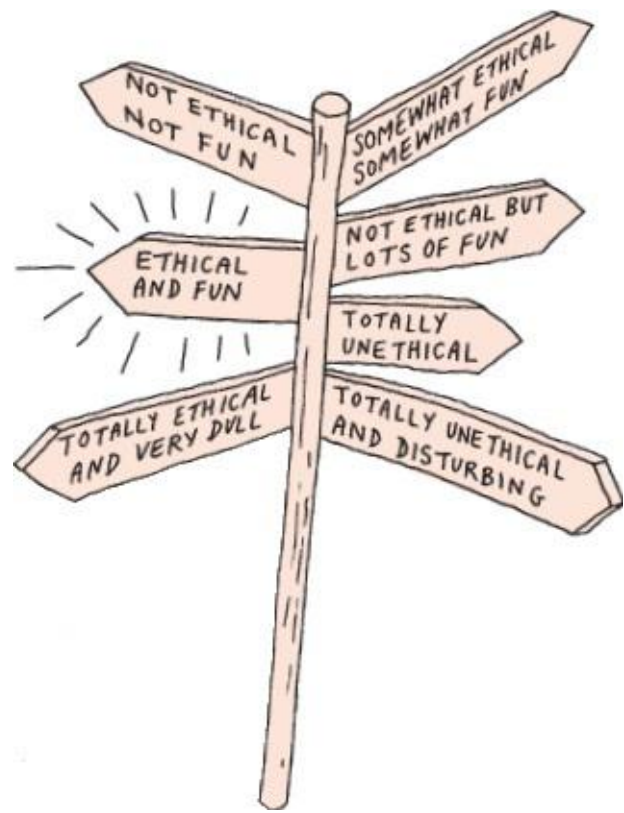
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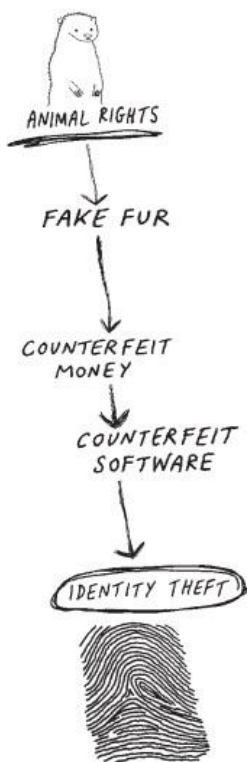
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 **Video 7.1: “Roth, Emergency in the Emergency Room”**

## **Research Works Best When You Have a Plan**

**Inventory Your Research Needs**

**Find the Sources You Need**

**Keep Track of Your Sources**

 **Key Term Video: Citation**

## **Evaluating a Source’s Credibility**

**Expertise**

**Objectivity**

**Observational Capacity**

**Recency**

 **Video 7.2: “Citing Sources (Statistics and Testimony)”**

## **Conducting Library Research**

**Books**

**Periodicals**

**Newspapers**

**Reference Works**

**Government Documents**

## **Using the Internet**

**Benefits of Internet Research**

**Disadvantages of Internet Research**

**Evaluating the Credibility of Online Sources**

**Credibility of Social Media**

**Searching the World Wide Web**

## **Interviewing Sources**

**Prepare for Your Interview**

**Set Up Your Interview**

**Plan Your Interview Questions**

**Conduct the Interview**

**Evaluate Your Notes**

# Presenting Evidence in Your Speeches

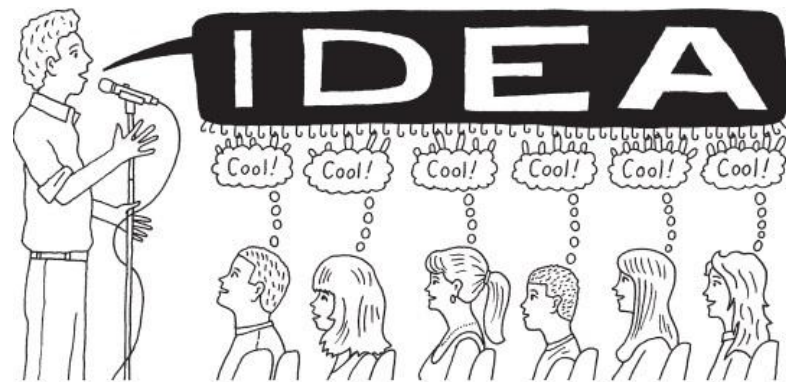
Clearly Cite Your Source

Present the Information Accurately

📺 Key Term Video: Paraphrase

📺 Video 7.3: “Citing Sources (Statistics)”

## Chapter Review



# 8 USING SUPPORTING MATERIALS FOR YOUR SPEECH

📺 Key Term: Supporting Materials

## Why Use Supporting Materials?

Building Audience Interest

Enhancing Audience Understanding

Strengthening Audience Memory

Winning Audience Agreement

Evoking Audience Emotion

## Types of Supporting Materials

Examples

📺 Key Term: Example

Definitions

Testimony

📺 Key Term: Testimony

Video 8.1: “Royzpal, Litter”

Statistics

📺 Key Term: Statistic

## **Video 8.2: “Citing Sources (Statistics and Facts)”**

**Narratives**

 **Key Term: Narrative**

**Analogies**

 **Key Term: Analogy**

## **Guidelines for Using Supporting Materials**

**Choose the Most Credible Proof**

**Use a Variety of Supporting Materials**

**Appeal to Different Learning Styles**

**Avoid Long Lists**

**Consider Your Audience**

 **Video 8.3: “Examples (Humorous)”**

**Respect the Available Time**

## **Chapter Review**



## 9 ORGANIZING YOUR SPEECH

### Selecting Your Main Points

Consider Your Purpose

Take Your Audience into Account

Select an Appropriate Number of Main Points

### Organizing Your Supporting Materials

Subordination and Coordination

📺 Video 9.1: “Without Liberty and Justice for All”

**When a Subpoint Doesn't Fit**

## **Arranging Your Main Points**

**Spatial Pattern**

📺 **Key Term: Spatial Pattern**

**Chronological (Temporal) Pattern**

📺 **Key Term: Chronological (Temporal) Pattern**

**Causal Pattern**

📺 **Key Term: Causal Pattern**

**Comparison Pattern**

**Categorical (Topical) Pattern**

📺 **Key Term: Categorical (Topical) Pattern**

📺 **Video 9.2: “Singh, The Importance of Playing Sports Has Grown over Time”**

**Persuasive Speech Patterns**

## **Using Organizing Words and Sentences**

**Transitions**

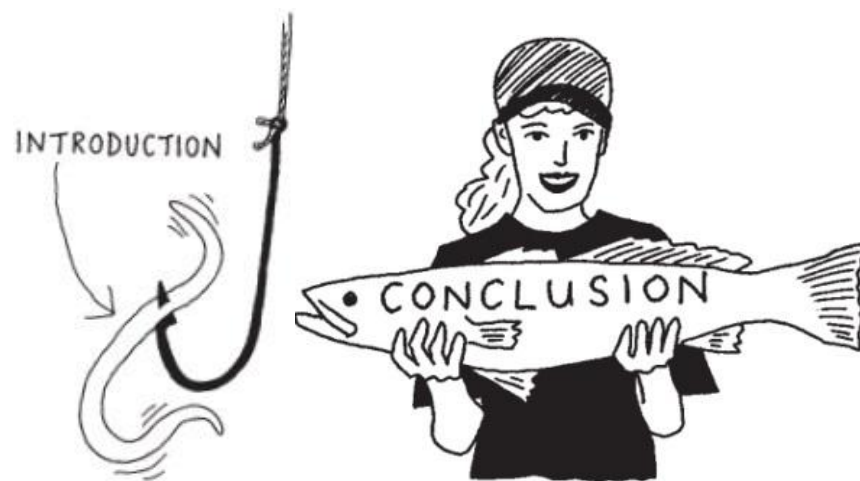
📺 **Key Term: Transition**

📺 **Video 9.3: “Patterns of Arrangement: Causal”**

**Signposts**

**Internal Previews and Internal Summaries**

## **Chapter Review**



# **10 INTRODUCTIONS AND CONCLUSIONS**

## **Introducing Your Speech**



## Gain Your Audience's Attention

🎥 **Key Term: Attention-Getter**

🎥 **Key Term: Rhetorical Question**

🎥 **Video 10.1: “Anecdote (Personal) in an Informative Introduction”**

## Signal Your Thesis

## Show Your Audience What's in It for Them

## Establish Your Credibility

## Preview Your Main Points

🎥 **Key Term: Preview**

🎥 **Video 10.2: “Attention-Getter, Support, Creative Preview”**

## Concluding Your Speech

## Transition to Your Conclusion

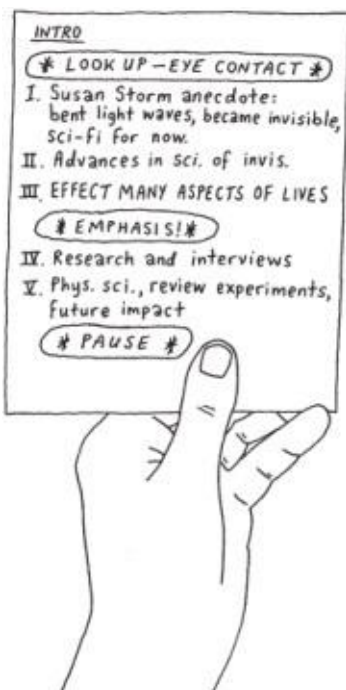
## Summarize Your Main Points

## Finish with a Memorable Clincher

🎥 **Key Term: Clincher**

🎥 **Video 10.3: “Clincher: Evokes Response”**

## Chapter Review



# 11 OUTLINING YOUR SPEECH

## Two Stages of Outlining

**The Working Outline**

**The Speaking Outline**

📺 **Key Term: Extemporaneous Delivery**

## **Creating Your Working Outline**

**Outlining the Body of Your Speech**

📺 **Key Term: Transition**

📺 **Video 11.1: “Roth, Emergency in the Emergency Room”**

**Outlining Your Introduction**

📺 **Key Term: Introduction**

**Outlining Your Conclusion**

📺 **Key Term: Conclusion**

📺 **Video 11.2: “Without Liberty and Justice for All”**

**Creating a List of Works Cited**

**Inserting the Title, Specific Purpose, and Thesis**

## **A Sample Working Outline**

## **Creating Your Speaking Outline**

**Formatting Your Speaking Outline**

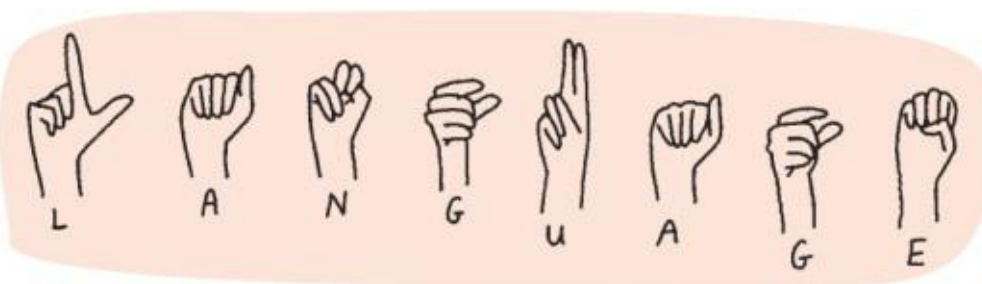
**Elements of Your Speaking Outline**

📺 **Video 11.3: “Rate: Too Fast (Needs Improvement)”**

## **A Sample Speaking Outline**

## **Chapter Review**

📺 **Video 11.4 “DuBoise, Central Texas Coalition against Human Trafficking”**



# **12 LANGUAGE AND STYLE**

## **The Importance of Language and Word Choice**

# **Differences between Oral and Written Language**

## **Denotative and Connotative Meaning**

**Denotative Meaning**

**Connotative Meaning**

## **Presenting Your Message Clearly**

**Understandable Language**

**Concrete Words**

**Proper Use of Words**

**Concise Language**

## **Expressing Your Ideas Effectively**

**Repetition**

**Hypothetical Examples**

**Personal Anecdotes**

**Vivid Language**

 **Video 12.1: “Roth, Emergency in the Emergency Room”**

**Figurative Language**

 **Key Term: Figurative Language**

 **Key Term: Antithesis**

 **Key Term: Simile**

 **Key Term: Metaphor**

 **Video 12.2: “Gender-Based Responses in Sports Chatrooms” (simile)**

 **Video 12.3: “Gender-Based Responses in Sports Chatrooms” (metaphor)**

## **Choosing Respectful and Unbiased Language**

**Avoid Stereotypes**

**Use Gender-Neutral References**

**Make Appropriate References to Ethnic Groups**

**Steer Clear of Unnecessary References to Ethnicity, Religion, Gender, or Sexuality**

**A Note on Appropriate Language and Political Correctness**

## **Chapter Review**



## 13 DELIVERING YOUR SPEECH

📺 **Key Term: Delivery**

### Selecting the Right Mode of Delivery

Reading from a Manuscript

Memorizing from a Manuscript

Speaking from an Outline

Impromptu Speaking

📺 **Key Term: Impromptu Delivery**

### Using Verbal Delivery Skills

Volume

📺 **Key Term: Volume**

Tone

Rate of Delivery

📺 **Key Term: Rate of Delivery**

📺 **Video 13.1: “Rate Too Fast (Needs Improvement)”**

Projection

Articulation

Pronunciation

📺 **Key Term: Pronunciation**

Pausing

📺 **Key Term: Verbal Filler**

### Using Nonverbal Delivery Skills

Eye Contact

📺 **Key Term: Eye Contact**

## **Gestures**

🎥 **Key Term: Gesture**

🎥 **Video 13.2: “Gestures: Overly Scripted (Needs Improvement)”**

## **Physical Movement**

🎥 **Key Term: Physical Movement**

## **Proxemics**

## **Personal Appearance**

🎥 **Key Term: Personal Appearance**

## **Chapter Review**



# **14 USING PRESENTATION AIDS**

## **Why Use Presentation Aids?**

**Presentation Aids Can Make Your Speech More Interesting**

**Presentation Aids Can Simplify a Complex Topic**

**Presentation Aids Can Help Your Audience Remember Your Speech**

## **Types of Presentation Aids**

**The Speaker**

**Assistants**

**Objects**

**Visual Images**

**Graphs**

**Text-Based Visuals**

**Audio and Video**

## **Using Technology Wisely**

Using Presentation Software

📺 **Key Term: Presentation Software**

Using Other Technology

## **Guidelines for Developing Presentation Aids**

Consider the Forum

Consider Your Audience

Make Sure Your Aids Support Your Points

Keep Your Aids Simple and Clear

Rehearse with Your Presentation Aids

📺 **Video 14.1: “Presentation Software: Checking Beforehand (Needs Improvement)”**

## **Using Presentation Aids during Your Speech**

Make Sure Everyone Can See and Hear Your Aids

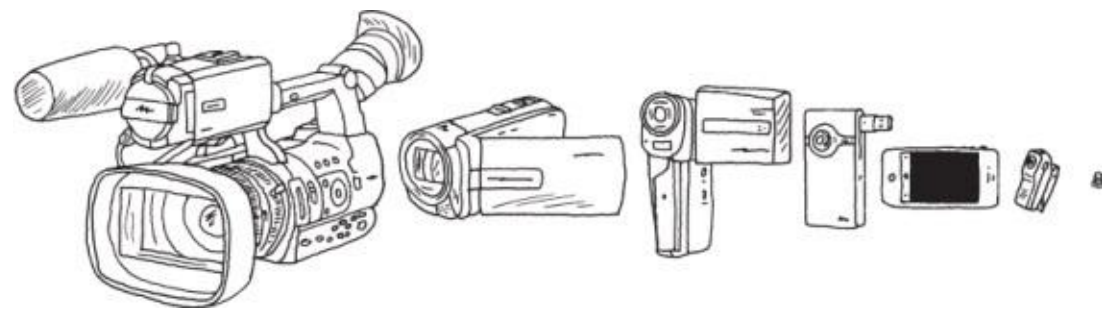
Control Audience Interaction with Your Aids

Maintain Eye Contact

📺 **Video 14.2: “Presentation Software (Needs Improvement)”**

Remember the Purpose of Your Aids

## **Chapter Review**



# **15 MEDIATED PUBLIC SPEAKING**

## **The Rise of Mediated Communication**

The Expansion of Mediated Public Speaking

Prerecorded and Real-Time Presentations

## **Advantages of Mediated Presentations**

General Advantages

Advantages of Prerecorded Speeches



## **Advantages of Real-Time Technologies**

 **Video 15.1: “McAlister, Arsenic in Our Water Supply”**

## **Challenges of Mediated Presentations**

**Loss of Naturalness**

**Loss of Immediacy**

**Decreased Nonverbal Communication**

**Diminished Feedback**

**Difficulty Managing Distractions**

**Technological Difficulties**

## **Optimizing Delivery and Messages in Mediated Presentations**

**Delivery Considerations**

**Message Adaptations**

**Practicing Delivery and Recording**

## **Recording Your Classroom Speech**

**Camera**

**Setting and Background**

 **Video 15.2: “Attention-Getter (Needs Improvement)”**

**Attire**

**Camera Positioning**

 **Video 15.3: “Fallacy: Red Herring (Needs Improvement)”**

## **Special Considerations for Real-Time Presentations**

**Practicing with Your Equipment to Make Sure It Works**

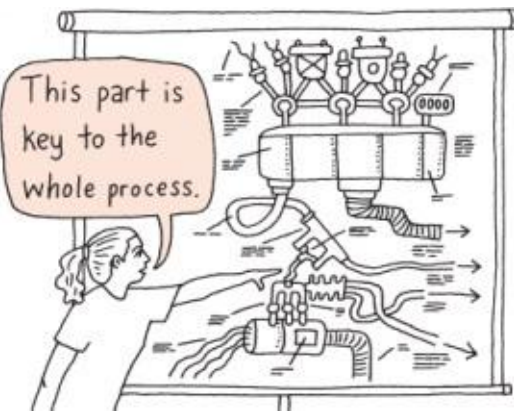
**Selecting a Robust Internet Connection**

**Using Group Chat/Video and Screen Sharing**

**Creating Opportunities for Audience Interaction**

**Soliciting Feedback through an Alternative Medium**

## **Chapter Review**



## 16 INFORMATIVE SPEAKING

### Techniques for Informing

#### Definition

📺 Key Term: Definition

#### Explanation

📺 Key Term: Explanation

#### Description

📺 Key Term: Description

#### Demonstration

📺 Key Term: Demonstration

📺 Video 16.1: “Garza, How to Buy a Guitar”

#### Narrative

📺 Key Term: Narrative

📺 Video 16.2: “Conveying Information: Narrative (Needs Improvement)”

### Types of Informative Speeches

#### Objects

#### Individuals or Groups

#### Events

#### Processes

📺 Video 16.3: “Conveying Information: Description”

#### Ideas

## Developing Your Informative Speech

### Analyzing Your Audience

## 📺 Key Term: Demographics

Selecting a Technique

Focusing on Your Goal to Inform

## Clarifying and Simplifying Your Message

## Sample Informative Speech

Rachel Parish, *Spider Silk: A Miracle Derived from . . . Goats?*

## Chapter Review



# 17 PERSUASIVE SPEAKING

## The Nature of a Persuasive Speech

Persuasive Speeches Attempt to Influence Audience Members

Persuasive Speeches Advocate Fact, Value, or Policy Claims

## 📺 Key Term: Fact Claim

## 📺 Key Term: Policy Claim

## 📺 Video 17.1: “Claims: Policy” and “Claims: Fact”

## The Nature of Persuasion

Two Paths to Persuasion

The Importance of Central Route Processing

Which Route Will Audience Members Follow?

## Tailoring Your Persuasive Message to the Audience

Adapting to Audience Disposition

Appealing to Your Audience’s Needs

Connecting to Your Listeners’ Values

Accounting for Audience Beliefs

**Focusing on Peripheral Beliefs**

**Demonstrating How Your Audience Benefits**

**Acknowledging Listeners' Reservations**

## **Ethical Persuasion**

**Help Your Audience Make an Informed Decision**

**Research Your Facts**

**Note Any Biases**

**Attribute Your Research Properly**

## **Organizing Your Persuasive Speech**

**Organizing Fact Claims**

**Organizing Value Claims**

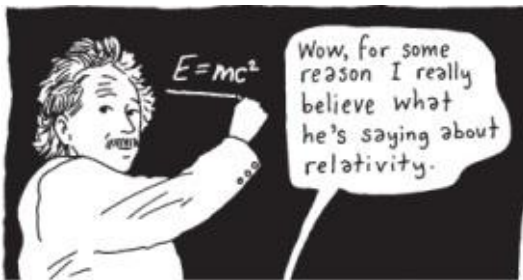
**Organizing Policy Claims**

📺 **Key Term: Motivated Sequence**

📺 **Video 17.2: Persuasive Speech using Monroe's Motivated Sequence**

📺 **Key Term: Problem-Cause-Solution Pattern**

## **Chapter Review**



# **18 METHODS OF PERSUASION**

## **Ethos: Your Credibility as a Speaker**

**Understanding the Elements of Credibility**

**Building Your Credibility**

**Avoiding Loss of Your Credibility**

## **Logos: The Evidence and Reasoning behind Your Message**

📺 **Key Term: Logos**

**Using Evidence**

**Using Reasoning**

🎥 **Key Term: Inductive Reasoning**

🎥 **Video 18.1: “Reasoning: Inductive”**

### **Avoiding Logical Fallacies**

🎥 **Key Term: Hasty Generalization**

🎥 **Key Term: *Ad Populum* (Bandwagon) Fallacy**

🎥 **Key Term: *Ad Hominem* (Personal Attack) Fallacy**

🎥 **Key Term: Slippery Slope Fallacy**

🎥 **Key Term: False Dilemma Fallacy**

🎥 **Video 18.2: “Fallacy: Either-Or (False Dilemma): Diplomacy vs. WWII”**

### **Pathos: Evoking Your Listeners’ Emotions**

🎥 **Key Term: Pathos**

#### **Using Emotional Appeals**

🎥 **Video 18.3: “Claims: Fact (Appeals to Emotion and Credibility)”**

#### **Ensuring Ethical Use of Pathos**

### **Sample Persuasive Speech**

Anna Martinez, *Extra Credit You Can Live Without*

### **Chapter Review**

🎥 **Video 18.4: “Morales, Without Liberty and Justice for All”**



## **19 SPECIAL-OCCASION SPEAKING**

### **Types of Special-Occasion Speeches**

### **General Guidelines for Special-Occasion Speeches**

#### **Appealing to Your Audience’s Emotions**

🎥 **Video 19.1: “Gentz, My Hero, Marilyn Hamilton”**

Matching Your Delivery to the Mood of the Occasion

Adapting to Your Audience's Expectations

Evoking Shared Values

🎥 **Video 19.2: “Language, Delivery, and Special Occasion Speeches”**

Respecting Time Constraints

## **Strategies for Each Type of Special-Occasion Speech**

Strategies for Speeches of Introduction

Strategies for Speeches of Presentation

Strategies for Speeches of Acceptance

Strategies for Speeches to Memorialize or Eulogize

Strategies for Speeches to Celebrate

Strategies for After-Dinner Speeches

## **Sample Special-Occasion Speech**

Joseph Tuman, *Swearing-in Ceremony for New U.S. Citizens*

## **Chapter Review**



# **20 GROUP COMMUNICATION**

## **Effective Group Leadership**

Selecting a Leader

Leading Meetings

Managing Conflict

## **Effective Group Membership**

Three Types of Member Roles

Tips for Participating in a Small Group

## **Group Decision Making and the Reflective-Thinking Process**



**Define the Problem**

**Analyze the Problem**

**Establish Criteria for Solving the Problem**

**Generate Possible Solutions**

**Select the Best Solution**

## **Delivering Group Presentations**

**Symposium**

**Panel Discussion**

**Single Group Representative**

## **Chapter Review**

## **APPENDIX A: SPEECH CHOICES OUTLINES AND FULL-LENGTH SPEECHES**

**How Emigrants Use Smartphones: Speech Outline**

**How Emigrants Use Smartphones: Full-Length Speech**

**Why Student Athletes Should Be Paid: Speech Outline**

**Student Athletes Should Be Paid: Full-Length Speech**

## **APPENDIX B: ADDITIONAL SAMPLE SPEECHES**

### **Sample Persuasive Speech**

David Kruckenberg, *Child Slavery and the Production of Chocolate*

### **Sample Persuasive Speech**

Michelle Bachelet, *Reclaiming Public Spaces for the Empowerment of Women and Girls*

## **Notes**

## **Glossary**

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# Speak Up

## **AN ILLUSTRATED GUIDE TO PUBLIC SPEAKING**

# INTRODUCING PUBLIC SPEAKING



“Public speaking is right for you.”

In 2008, Malala Yousafzai was a ten-year-old student in the Swat Valley region of Pakistan. After the Taliban prohibited girls' education in the region in early 2009, Malala began to blog about the importance of education for girls. The British Broadcasting Company published her writings using the pseudonym Gul Makai (“corn flower”) for ten months. A year later, Malala began to speak in public to advocate for girls' education—using her real name this time. She became well known around the world, especially after the *New York Times* featured her in a documentary<sup>1</sup> and South African archbishop Desmond Tutu nominated her for the 2011 International Children's Peace Prize.<sup>2</sup>

In October 2012, a Taliban shooter attempted to end Malala's life. Although suffering a gunshot to her head, Malala survived, and the violent attack did not deter her from continuing to speak out. Four months later, as she recovered in a British hospital, Malala delivered a message to the public: “I want every girl, every child, to be educated.”<sup>3</sup> Since then, Ms. Yousafzai has been steadfast in her public advocacy for girls' rights and education, delivering one of her most noteworthy speeches when she shared the 2014 Nobel Peace Prize.<sup>4</sup>

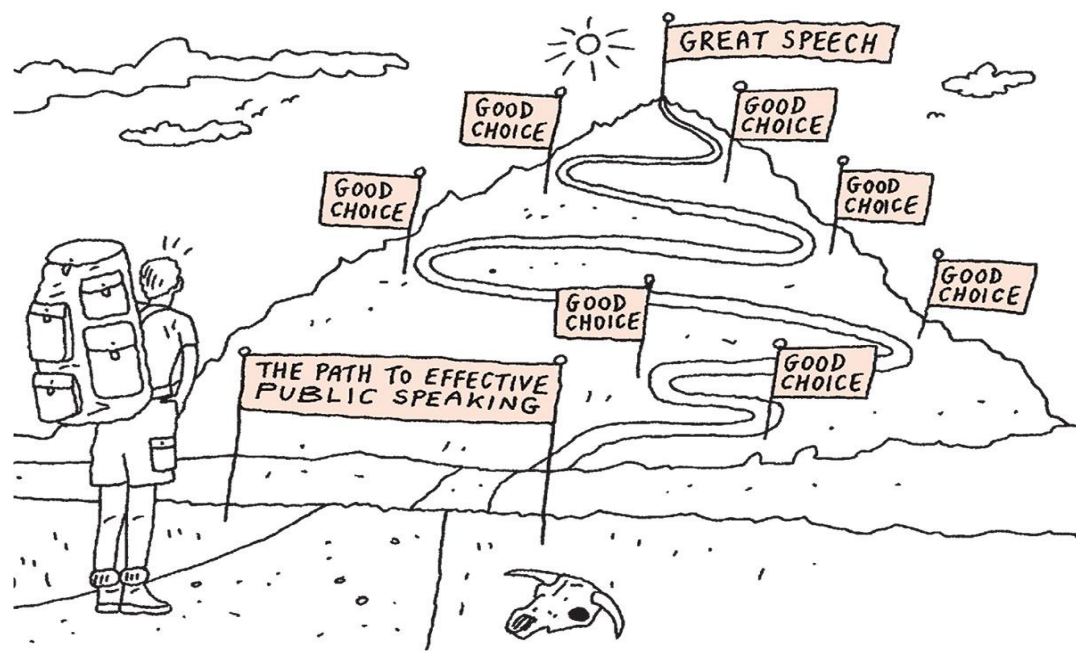
Malala Yousafzai's story is a unique example of how public speaking can change the world. In more everyday situations, public speaking is still a vital skill for anyone looking to inform, influence, or persuade others—which is why it's often a required course in colleges and universities. Public speaking is also highly prized in most professions.

For example, as the supervisor of a team developing a new video game, you may have to deliver a presentation to a group of managers updating them on the team's progress. As a leader in a nonprofit environmental organization, you may need to give a talk during a major fund-raising dinner to influence potential donors to open their wallets. If you work as a director of social media for a company, you may need to explain the rollout of a new campaign to managers in several different regional offices, using videoconferencing technology to communicate with all managers simultaneously. Despite this, many college graduates enter the work world without any experience in public speaking. As Marilyn Mackes, executive director of the National Association of Colleges and Employers, noted, “For more than ten years, we've asked employers about key skills, and they have consistently named communication skills as critical, yet have also said that this is something many candidates lack.”<sup>5</sup> A public speaking course helps you master skills that will enable you not only to advance in your career but also to excel in other courses (especially your major) *and* make valuable contributions in other areas of your life—such as taking an active role in the community.

Of course, you may find the thought of giving a speech terrifying. If so, you're not alone. A survey by Randolph H. Whitworth and Claudia Cochran<sup>6</sup> found that public speaking is Americans' number one fear, and another researcher noted that many people find it “even scarier than rattlesnakes.”<sup>7</sup> But there's good news: you *can* learn to master public speaking—just as most people learn to read, ride a bicycle, or keep up with the latest technology. In our fifty-plus years of teaching public speaking, we've seen thousands of students gain confidence and lose their fear of public speaking as they acquire experience with it.

This book walks you through the steps you need to follow in order to create and deliver an effective speech—one that gets a favorable response from your listeners. In the chapters that follow, we explain

each step in clear terms and show you how to make smart choices at each stage of the speech preparation process. We supplement these explanations with illustrations that depict key points—which, besides being entertaining, are designed to help you grasp and remember the most important concepts in the book.



But before we jump into the process of preparing and delivering an effective speech, we will take a few moments to explore the field of public speaking itself. In this chapter, we take a closer look at the benefits of studying public speaking. We also survey its rich tradition and consider the highlights of contemporary trends in the study of public speaking.



# WHAT IS PUBLIC SPEAKING?

What is public speaking, exactly? When done effectively, this activity has several characteristics that distinguish it from other types of communication.

**Public Speaking Features Communication between a Speaker and an Audience.** In public speaking, the speaker does most of the talking, while the audience primarily listens. However, that does not mean audience members don't respond to what they're hearing. Audience members may smile, frown, or look puzzled. Talented speakers recognize these signals and modify their message if needed—for example, clarifying a point when they notice confused expressions on their listeners' faces. Audience members might even respond with more than just silent facial expressions. For instance, they may applaud the speaker or shout out words of encouragement and appreciation if they're pleased with or excited by the speaker's message. Or they may boo or heckle the speaker if they disagree with the message. However, in public speaking, even the most energetic interjections are usually brief. For the majority of the speech, the speaker “has the floor.”

**Public Speaking Is Audience Centered.** In public speaking, the presenter chooses his or her message with the audience's interests and needs in mind. Good speakers consider what topic would be appropriate for their audience on a particular occasion. They also develop their message in a way that their audience will find interesting and understandable.

For example, suppose you recently got a job as a product developer at a furniture company. You've asked to meet with members of your company's management team to discuss a new line of dorm furniture that you'd like to launch. At the meeting, you want to persuade your listeners to approve funding for a proposed line. In preparing your speech, you think about what members of the management team care about most: the company's profitability—its ability to increase revenues while reducing costs. So you develop explanations for how the proposed campaign will enhance profitability (“This new line will increase sales by 10 percent over the next two quarters, cut our expenses by 5 percent, and lead to a 6 percent increase in profitability”). You make sure to avoid sales-style language (such as “This new design is bold and provocative”) because you know that such language will hold little interest for your business-oriented listeners.



## YOU ARE A PUBLIC SPEAKER WHEN

### YOU ARE ADDRESSING AN AUDIENCE



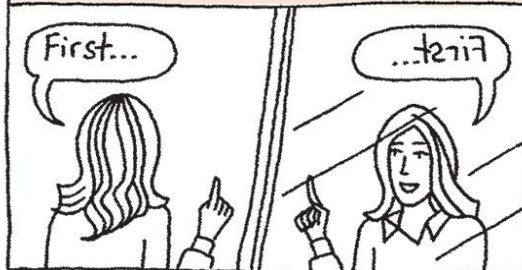
### YOUR MESSAGE IS AUDIENCE CENTERED



### YOU SPEND MOST OF YOUR TIME SPEAKING



### YOU HAVE PREPARED



**Public Speaking Emphasizes the Spoken Word.** Any speaker can supplement her or his speech with pictures, charts, videos, handouts, objects, or even a live demonstration. However, public speakers devote most of their time to *speaking* to their audience. The spoken word plays the central role in their message, although speakers use gestures, posture, voice intonation, eye contact, other types of body language, and even presentation aids to heighten the effect of their words.

## YOU ARE NOT A PUBLIC SPEAKER WHEN

### THE ROLES OF SPEAKER AND LISTENER ARE MORE EVENLY SHARED



### YOUR SPEECH IS NOT AUDIENCE CENTERED



### YOU DO NOT SPEND MOST OF YOUR TIME SPEAKING



### YOU DID NOT PREPARE



**Public Speaking Is Usually a Prepared Presentation.** Few public speakers simply walk up to the lectern or podium and make up their talk as they go. The best speakers choose their topic in advance, carefully consider what they might say about that topic, and then select the best ideas for the audience they will be addressing. They organize those ideas, choose their words carefully, and practice delivering the speech before the big day. Even people who suspect that they may be called on to deliver an impromptu speech—for example, at a community-service awards dinner—know how to quickly piece together a few

comments as they step to the front of the room.

# WHY STUDY PUBLIC SPEAKING?

As you make your way through life—completing your degree, advancing in your career, establishing yourself in a neighborhood or community—you will sometimes find yourself in situations in which you need to express your ideas to others. By studying and practicing public speaking, you can learn to deliver effective presentations in each of these contexts. Public speaking skills give you the power to share your ideas and bring about needed change in the world around you.

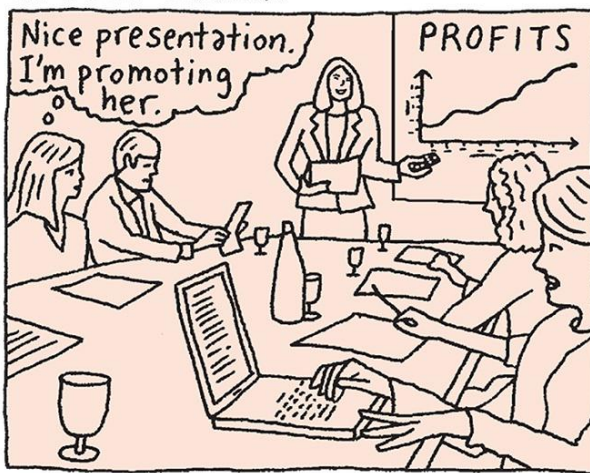
Public speaking skills can also come in handy in everyday situations. As you become more comfortable with public speaking, you will find yourself more confident about asking a question at a meeting or speaking up when hanging out with new coworkers. You will also be equipped to speak on the fly if you are asked to give a toast, accept an award, or make a presentation at the last minute.

## PUBLIC SPEAKING SKILLS COME IN HANDY...

### IN THE CLASSROOM



### IN YOUR CAREER



## Using Public Speaking as a Student

Of course, you'll need to start practicing your public speaking skills to get through this class. But the skills you acquire by working your way through this book will also help you as you complete your degree and participate in additional educational opportunities throughout your life. Those later opportunities may include adult-education workshops, higher-level degrees, or professional development courses. Instructors in all types of courses may ask students to stand up on the first day of class and introduce themselves as well as explain what they hope to get from the class.

Many instructors also require students to deliver oral presentations on research projects and other coursework. Students with strong public speaking skills can share their findings more effectively than those with a limited background in presenting speeches. Think about students who have given oral presentations in your classes. Most likely you've noticed that those who give thoughtfully crafted and skillfully delivered presentations make a better impression on the instructor *and* the rest of the class. Equally important, the information they offer is probably more useful to listeners than information delivered by less skilled speakers.



▶ To see an example of a speech in a course on Communication and Technology, try Video Activity 1.1, “Gender-Based Responses in Sports Chatrooms.”

As you approach graduation, your college may require you to deliver an oral presentation to show what you have learned. For example, engineering majors may need to explain their senior project to a panel of local construction managers, or business majors might have to pitch an idea for a product to a faculty committee. Colleges are increasingly requiring seniors to submit a portfolio of their work in order to assess student learning,<sup>8</sup> often requiring a videotape of an oral presentation among other assignments.

IN THE COMMUNITY



WHEN YOU LEAST EXPECT IT



Public speaking skills also enhance your ability to participate in campus activities. If you belong to an organization or a club, team, sorority, or fraternity, you may want to speak out at a group meeting or represent your group before the student senate or other campus organizations. When you present an effective speech to these audiences, you boost your chances of achieving your goal—whether it’s persuading your sorority to take up a new social cause or convincing the student senate to fund a campus job fair related to your major.

## Using Public Speaking in Your Career

A knack for public speaking is one of the most important assets you can possess in the workplace. According to the National Association of Colleges and Employers’ 2015 Job Outlook survey, verbal communication skills and ability to work in a team are two of the qualities that employers are most likely to seek in potential job candidates.<sup>9</sup> Employees agree that communication skills are important. In the survey “Making the Grade? What American Workers Think Should Be Done to Improve Education,” 87 percent of the 1,014 U.S. adult workers surveyed rated communication skills as very important for performing their jobs.<sup>10</sup>



The importance of public speaking is not limited to careers that might first come to mind, such as law or politics. In *Listen. Write. Present.*, a book on effective communication in scientific and technical fields, authors Stephanie Roberson Barnard and Deborah St. James emphasize that workers in these careers need to practice public speaking so that they will be comfortable when presenting, and able to tailor their presentations to audience needs.<sup>11</sup> No matter which career path you choose, you'll almost certainly need public speaking skills. Consider the following examples:

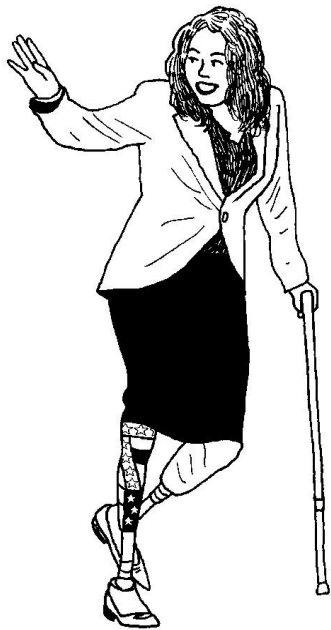
- noindent city engineer addresses an angry crowd of citizens at a city council meeting, following a news report that a heavily traveled local bridge has safety issues. The engineer calmly reassures the public that repairs will be made immediately, using lay terms to describe the repairs in a way that the audience can understand.
- An information technology professional creates a podcast for a company's sales force, explaining how to use a new software app to track prospective customers.
- An elementary school teacher encounters a roomful of parents who are skeptical about a new math curriculum, which differs markedly from how they learned math in "the good old days." The teacher clearly and energetically presents research results defending the curriculum, and the parents happily accept the new method.

Baseball Hall of Famer Lou Gehrig was planning to major in engineering at Columbia University before the Yankees came calling, and neither of those career paths made public speaking likely. Nevertheless, he delivered one of the most compelling presentations in American history. After being diagnosed with amyotrophic lateral sclerosis (ALS), he was honored in a ceremony at Yankee Stadium. His eloquent remarks, sometimes called the "Gettysburg Address of baseball,"<sup>12</sup> are perhaps even more memorable than his four Most Valuable Player awards. This video can be found on YouTube if you'd like to view it (search for "Gehrig's Farewell Address").

# Using Public Speaking in Your Community

Beyond work or school, you may wear many different hats in your community. For example, you might be active in service organizations, athletic leagues, clubs, religious groups, or political committees. If you're a parent, you may find yourself taking on leadership roles in your children's schools, sports teams, clubs, or other activities. You may also decide to get involved in a social cause you feel passionate about. In each of these endeavors, public speaking skills can help you.

For example, Tammy Duckworth, a Black Hawk helicopter pilot, received a Purple Heart military medal for being wounded in action after her aircraft was hit by a grenade near Baghdad in 2004. When she returned to the United States, she decided to enter public service. While running for Congress in 2006, she delivered campaign speeches on health care, gas prices, and the economy. Although Duckworth lost the election, she made an impression. She was asked to speak at the 2008 Democratic National Convention and was appointed the Department of Veterans Affairs assistant secretary for public and intergovernmental affairs from 2009 to 2011, where she advocated for veterans' issues such as therapy for post-traumatic stress disorder. In 2012, Duckworth ran for Congress again and used public speaking skills to defend her perspectives on a diverse set of issues, including the economy, Medicare, and contraceptive policy. These skills paid off again. Duckworth was elected twice, and in a March 30, 2015, YouTube video, she announced her candidacy for the Senate in 2016.<sup>13</sup>



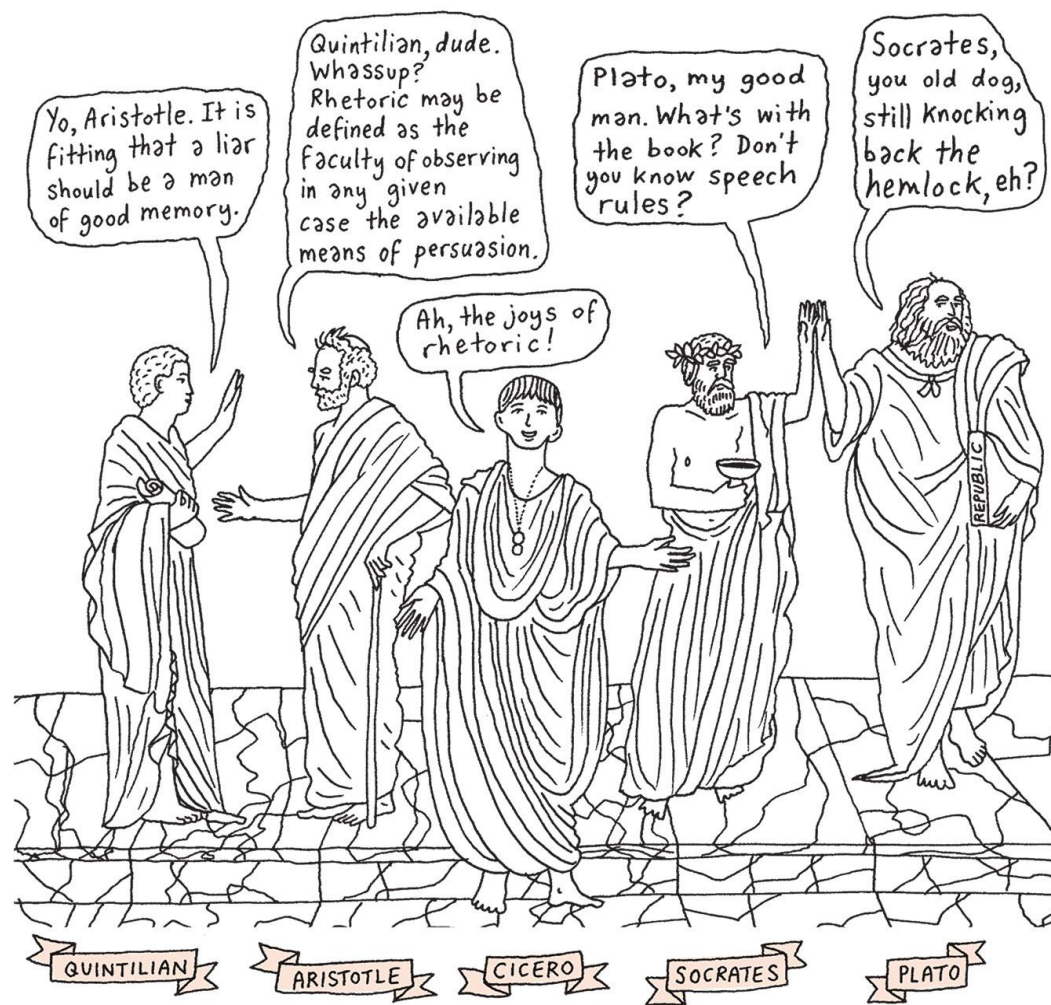
To play an active role in issues that concern you, you also will need to speak out. The health of a democratic, self-governing society depends on **civic engagement**, or active public participation in political affairs and social and community organizations. Public speaking skills facilitate civic engagement. College students who actively participate in public discussion or political activities are more likely to be confident in their ability to make a difference in their communities.<sup>14</sup>

Throughout life, you may also be asked to speak in less formal situations—for example, by offering a wedding toast or presenting an award to a friend or colleague who is retiring. In each of these cases, the skills you learn in a public speaking class will help ensure that others hear and respect your views.



# PUBLIC SPEAKING: A GREAT TRADITION

For centuries, people around the world have studied the art and practice of public speaking and used public address to inform, influence, and persuade others. As far back as the fifth century BCE, all adult male citizens in the Greek city-state of Athens had a right to speak out in the assembly and vote on proposals relating to civic matters. Sometimes as many as six thousand citizens attended these meetings.<sup>15</sup> Indeed, the ancient Greeks were the first people to think formally about rhetoric and to teach it as a subject. A century later, the Greek scholar Aristotle wrote *Rhetoric*, a systematic analysis of the art and practice of public speaking. Many of Aristotle's ideas influence the study of public speaking even today. Later, in first-century BCE Rome, senators vehemently debated the issues of the day. Cicero, a Roman politician, was a renowned orator and a prolific writer on rhetoric, the craft of public speaking. Another noteworthy Roman rhetorician, Quintilian, emphasized the ideal of an ethical orator—the good person speaking well.



The tradition of public speaking was not limited to Greece and Rome: it's been practiced in many regions throughout history. From the time of Confucius in the fifth century BCE until the end of the third century BCE, China enjoyed an intellectual climate whose energy rivaled that of ancient Greece.<sup>16</sup> Scholars traveling throughout China passionately advocated a variety of systems of political and



economic philosophy. In fifteenth-century western Africa, traveling storytellers recited parables and humorous stories, while in northeastern Africa, Islamic scholars embarked on lecture tours attended by large crowds.<sup>17</sup> On feast days in one African kingdom (near present-day Mali), it was traditional for a bard to dress in a bird's-head mask and deliver a speech encouraging the king to live up to his predecessors' high standards.<sup>18</sup> In seventeenth-century India, a speaker's words were valued over other means of communication, and inscribed versions of the messages were referred to as "treasure houses of the Goddess of Speech."<sup>19</sup> Native Americans prized oratory, too; indeed, many deemed oratorical ability a more important leadership quality than even bravery in battle.<sup>20</sup>



The United States also has a rich history of public speaking. During the Great Awakening of the 1730s and 1740s, preachers sought to revive waning religious zeal in the colonies, often preaching in fields to accommodate the many listeners. During the American Revolution in the second half of the eighteenth century, colonists took to the streets to passionately decry new taxes and also launched the Boston Tea Party, in which they dressed as Mohawk Indians, boarded three ships in Boston Harbor, and hurled the vessels' cargoes of tea overboard. In the 1770s and 1780s, political leaders in each of the states energetically debated the merits of ratifying the U.S. Constitution and the Bill of Rights.

In the nineteenth century, public speaking became a hallmark of American society, as people debated political issues, expanded their knowledge, and even entertained one another. Political debates drew particularly large and enthusiastic crowds, such as the debates between Abraham Lincoln and Stephen Douglas during the Illinois Senate election. More than fifteen thousand people gathered to hear the contenders in Freeport, Illinois—a town with just five thousand residents.<sup>21</sup>

The antislavery movement of this time also used public speaking to drive major social change. Frederick Douglass, a former slave who moved audiences with his depictions of life under slavery, counted among the most compelling antislavery speakers. Women also actively participated in the

American Anti-Slavery Society, holding offices and delivering public lectures. Angelina Grimké was just one eloquent orator who won audience members' commitment to the antislavery cause with graphic descriptions of the slave abuse she had witnessed while growing up in South Carolina. Other women—such as Elizabeth Cady Stanton, Susan B. Anthony, and Lucy Stone—took leadership roles in the women's suffrage movement, which arose in the mid-1800s and continued into the early 1900s. These able orators used fiery speeches to convince Americans that women deserved the right to cast a ballot at the polls—a radical notion at the time.<sup>22</sup>

During the twentieth century, public address continued to play a key role in American and world affairs, especially from political leaders throughout both world wars and the Great Depression. In August 1963, 250,000 people gathered near the Lincoln Memorial in Washington, D.C., to hear Martin Luther King Jr. deliver his “I Have a Dream” speech,<sup>23</sup> an address that instantly excited the imaginations of people around the world. In June of that same year, President John F. Kennedy traveled to Berlin to speak to an audience of over 400,000, voicing his support for those blocked in by the Berlin Wall—built by East German leaders after World War II to prevent emigration to the West. Kennedy famously showed his solidarity with Berliners by declaring “*Ich bin ein Berliner*” (“I am a Berliner”).

## PUBLIC SPEAKING: AN ENDURING LEGACY



EARLY HUMAN

JULIUS CAESAR

SITTING BULL

ABRAHAM LINCOLN

THEN

Twenty-four years later, President Ronald Reagan traveled to the Brandenburg Gate in Berlin and challenged Russian leader Mikhail Gorbachev with the iconic words, “Mr. Gorbachev, tear down this wall!” The wall was finally opened in 1989. In the 1990s, the Million Man and the Million Woman marches culminated in public speeches by activists on such issues as job creation, human rights, and respect for African Americans.<sup>24</sup> And within minutes of the June 26, 2015, ruling that the Constitution protected the right of same-sex couples to marry, a crowd gathered outside the U.S. Supreme Court