

THE CHALLENGE OF

# Effective Speaking

in a Digital Age



17th Edition

Rudolph F. Verderber • Deanna D. Sellnow • Kathleen S. Verderber

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**Effective Speaking**  
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17th Edition

**Rudolph F. Verderber**

University of Cincinnati

**Deanna D. Sellnow**

University of Kentucky

**Kathleen S. Verderber**

Northern Kentucky University



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**The Challenge of Effective Speaking in a Digital Age, Seventeenth Edition**  
Rudolph F. Verderber, Deanna D. Sellnow,  
Kathleen S. Verderber

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Manufacturing Planner: Doug Bertke

IP Analyst: Ann Hoffman

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Text and Cover Designer: Red Hangar Design

Cover Image: america365/Shutterstock.com

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Library of Congress Control Number: 2016952403

**Student Edition:**

ISBN: 978-1-305-94819-8

**Loose-leaf Edition:**

ISBN: 978-1-305-94829-7

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# Preface

I am really excited about this 17th edition of *The Challenge of Effective Speaking in a Digital Age*, and I believe you will be too. Although Rudy and Kathie Verderber no longer play an active role in revisions, you will see I have remained true to their original ideas, while updating content to reflect speechmaking as it occurs today. You will see that I continue to ground public speaking firmly in its roots—**rhetorical theory**—beginning in Chapter 1 and then throughout the book. Doing so reminds readers that public speaking concepts and skills are based on a rhetorical tradition that has stood the test of time for over 2,000 years! Of course, this book is also still organized around its hallmark six **Speech Plan Action Steps**.

## NEW TO THIS EDITION

- This edition provides additional information and a greater emphasis on the powerful role **digital media and technology** play in all aspects of preparing, presenting, and interpreting public speeches today. For example, the first chapter opens with a discussion of how technology shapes speechmaking today. Moreover, throughout the book I offer sample speeches about technology-related topics, as well as actual examples addressing technology-related challenges in public speaking occurring in both face-to-face and online settings.
- Each **sample formal speech outline** now includes commentary in the margins, a sample preparation outline, and sample note cards or PowerPoint slides with key word outlines or notes. (See chapters 1, 2, 11, 12, and 14.)
- **New Public Speaking in the Real World boxes** include “What Former President Bill Clinton Can Teach Us About Listening and Success” (Chapter 3) and “Filmmakers and NASA Team Up on Research for ‘The Martian’” (Chapter 6).
- **New Reflect on Ethics topics** include “Yahoo CEO Resigns Over Inaccurate Resume” (Chapter 2); “Jim Cramer and CNBC’s Mad Money” (Chapter 4); “Academy Awards Host Chris Rock: Ethical or Not?” (Chapter 8); and “Super Bowl Ad Ethics: Where Should the Line Be Drawn?” (Chapter 13).
- Streamlined **Speech Planning boxes** now include sample Student Responses at the end, rather than in a separate box, which some readers of previous editions found confusing. The separate Speech Assignment and Speech Evaluation Checklist boxes have been simplified and combined into a single Speech Assignment & Checklist box.

## Chapter-by-Chapter Updates and Revisions

- **Chapter 1, Foundations of Public Speaking**, now begins with a discussion of some of the ways digital media and technology influence public speaking today. It goes on to highlight public speaking as an empowering civic right and our responsibility to be ethical public speakers. Then I explain how public speaking functions as a form of communication whether we do so in a face-to-face or online setting. After discussing the elements in the communication process and the contexts that situate public speaking among intrapersonal, interpersonal, group, and public communication, I describe the foundational theoretical concept of the rhetorical situation as it grounds effective public speaking. Finally, I provide an overview of the major principles of effective speechmaking and sample speech outlines for a eulogy, “My Grandma Frances.”
- **Chapter 2, Your First Speech**, focuses specifically on getting students up and speaking. It begins with a scenario about Kira, a first-generation college student who is terrified about giving her first classroom speech. I then use Kira as an example throughout the chapter as I discuss public speaking apprehension and the six-step speech planning process. I close the chapter with sample outlines of Kira’s speech of self-introduction, “On Being First.”
- **Chapter 3, Listening**, has been updated to reflect current research by prominent listening scholars. It begins by addressing why it is important to study listening in a public speaking course and then differentiates hearing from listening. I then talk about some of the reasons effective listening can be difficult and provide specific strategies for improving listening skills. The chapter concludes with a comprehensive discussion of how to listen to and constructively critique a speech, including preparing feedback for the speaker.
- **Chapter 4, Speech Topic and Goal**, opens with a vignette about Romeo, who has been asked to give a speech to students at the high school he graduated from. He is used as an example throughout the chapter. I begin by reminding readers that a good speech goal is grounded in the rhetorical situation. In other words, a good speech topic and goal is based on (a) the speaker’s interest, knowledge, and expertise, (b) the knowledge and expectations of the audience, and (c) the nature of the occasion. The chapter also focuses specifically on how to collect audience demographic and subject-related data, as well as data about the occasion, and how to use that data when preparing a speech.
- **Chapter 5, Adapting to Audiences**, continues to focus specifically on tailoring speech ideas to different audiences. It opens with a scenario about Megan, who has decided to do her speech on hurricanes, and J.J., who selected the topic “cell phone distracted driving.” Their situations are used as examples throughout the chapter as I discuss why and how to identify the audience’s initial disposition, establish common ground, demonstrate relevance, highlight speaker credibility, and be comprehensible and memorable.
- **Chapter 6, Topic Development**, focuses primarily on how to use the Internet to locate and evaluate sources and information. It also touches on how to find multimodal supporting material that can be used in a speech. Then I address how to skim online information to determine what to select for the speech and how to keep track of information in an annotated bibliography, in electronic slide files, or on research cards. Finally, I provide examples for citing sources and information on speech outlines and transcripts, as well as for citing them orally during the speech.



- **Chapter 7, Organizing the Speech Body**, features an opening scenario about Katie and Alyssa, who are taking their public speaking class online over the summer. An updated version of Katie's speech body outline on the uses and abuses of the prescription drug Adderall is used as an extended example to demonstrate each step in the organizing process.
- **Chapter 8, The Introduction and Conclusion**, continues to feature Katie and Alyssa in the opening scenario and pieces of Katie's Adderall speech outline as she develops it throughout the chapter. I emphasize the importance of audience-centered introductions and conclusions with specific examples of rhetorical devices that can be used as attention getters and clinchers. Finally, Katie's entire updated speech outlines including the introduction and conclusion, are offered in the form of the student response to the speech planning action step.
- **Chapter 9, Presentational Aids**, reflects the increasingly prominent role of technology-enhanced visual, audio, and audiovisual presentational aids in public speeches today. More specifically, such aids not only serve as embellishments, but are actually most effective when they function as a form of supporting material for developing content. Ignite speeches and TED talks serve as examples to illustrate this point. After describing the various types of visual, audio, and audiovisual aids that might be used in a speech and offering illustrations that mirror how they might appear in computerized slideshows, I close the chapter with an explanation about how to select, create, and use them effectively.
- **Chapter 10, Language and Oral Style**, continues to focus on how oral style differs from written style, as well as how to choose language that is appropriate, accurate, clear, and vivid. It also integrates a how-to demonstration of verbal immediacy and linguistic sensitivity when speaking to diverse audiences that may or may not share the same first language as the speaker. I close with the speech Professor Nikki Giovanni gave at the memorial ceremony for the Virginia Tech shooting victims.
- **Chapter 11, Delivery**, addresses both how to rehearse effectively using the technology tools available to us and how to deliver speeches effectively to virtual audiences over the Internet. In the opening scenario, I return to Katie and Alyssa, this time focusing on Alyssa's concerns about using her voice and body to most effectively convey her great speech content about volunteering and civic engagement. Throughout the chapter, Alyssa serves as an extended example regarding use of voice, body, and presentational aids. The chapter closes with Alyssa's preparation outline, annotated formal speech outline, and speaking outline/notes on volunteering and civic engagement.
- **Chapter 12, Informative Speaking**, includes a brief discussion of the nature of informative speaking and the importance of developing material that is suited to different learning styles. I highlight the important role of using listener relevance links to gain and maintain audience interest throughout the speech and close with Anna's sample process speech outlines and speaking notes on Internet identity theft.
- **Chapter 13, Persuasive Messages**, is the first of two chapters dedicated to the subject. I have streamlined this chapter to focus specifically on the general nature of persuasion and how people process persuasive messages. The chapter is dedicated to how the rhetorical strategies of logos, ethos, and pathos are used to develop persuasive messages not only in formal speeches but whenever we are attempting to influence the attitudes, beliefs, values, or behaviors of others, as well as when others attempt to persuade us. A new Reflect on Ethics feature in the chapter highlights the pervasive nature of persuasive messages beyond

formal speeches by discussing the ethics of persuasive messages in Super Bowl TV advertisements.

- **Chapter 14, Persuasive Speaking**, builds on the nature of persuasive messages by focusing specifically on how to create and organize a persuasive speech. I have revised it in ways that highlight doing so as a three-step process of (1) determining an appropriate persuasive speech goal, (2) organizing the speech content using an appropriate persuasive speech pattern, and (3) refining the speech based on ethical guidelines for persuasive speeches. The chapter closes with Adam's updated preparation and annotated formal speech outlines on cyber bullying, as well as a sample of his speaking outline/notes as they would appear in the "notes" feature of a PowerPoint slideshow.
- **Chapter 15, Ceremonial Speaking**, is chock-full of information on various types of ceremonial speeches that readers may find themselves giving at some point in their lives. These include speeches of welcome, introduction, nomination, recognition, acceptance, and tribute, among others. The general nature and guidelines for each type of speech are described, followed by a short sample speech for each. The chapter poses a number of impromptu speech challenges students might complete to practice various types of ceremonial speeches.
- **Chapter 16, Group Communication and Presentations**, which was revised dramatically for the 16th edition, continues to open by addressing the nature of effective leadership in problem-solving groups and the shared leadership responsibilities of all group members. It then discusses group conflict as it contributes to successful problem solving when managed effectively. I have devoted an entire section of the chapter to communicating effectively in virtual groups, followed by descriptions of the various formats available today for communicating group results. Communicating group deliverables can take place through written formats (e.g., written briefs and comprehensive reports), oral formats (e.g., oral briefs, oral reports, panel discussions, symposiums), and virtual formats (e.g., remote access reports, streaming videos). Finally, the chapter explains how to evaluate both group dynamics and formal group presentations using the criteria of effective communication described throughout this book.

## CONTINUING FEATURES

- Each **opening vignette** focuses on multimodal (integrated oral, written, visual, and digital) communication issues; the vignettes are revisited as examples throughout the chapters.
- Each chapter opens with specific **learning outcomes**, which drive the content throughout the chapter, and closes with reflective questions pertaining to each outcome, which readers should be able to answer after completing the chapter.
- **Speech Plan Action Steps** guide students through a step-by-step preparation process, which results in significantly better speeches. The Action Step activities are streamlined for this edition and continue to be supplemented by in-text and online examples of each activity prepared by other students.
- **Sample student speech outlines** continue to be a hallmark in this edition. They have been expanded to illustrate preparation outlines, formal sentence outlines with commentary, and speaking notes/outlines as they are used to develop and then deliver the speech. Samples can be found in Chapters 1, 2, 11, 12, and 14. Additional sample speech student outlines, along with their accompanying speeches and speech transcripts, are available for viewing in the **Speech Video Library**, available on MindTap.

- **Speech Snippet** boxes throughout the book provide brief examples of speeches by student speakers working through the myriad issues they must face when preparing a speech. For example, in the Chapter 5 discussions about adapting to an audience, the Speech Snippet boxes highlight how speakers demonstrated personal impact in a speech, addressed timeliness and acknowledged listener attitudes, demonstrated their direct expertise, and established their trustworthiness.
- **Impromptu Speech Challenge** boxes, which appear in the margin throughout the text, encourage students to practice speaking with limited preparation time.
- **Public Speaking in the Real World** boxes feature successful actors, musicians, athletes, and business professionals and how they grapple with the speaking challenges addressed in the chapters; each closes with questions for students to ponder. Highlights include actors Julia and Eric Roberts and their childhood stuttering (Chapter 1); Harrison Ford on speech anxiety (Chapter 2); former President Bill Clinton on focused listening (Chapter 3); Matt Damon and the filmmakers of the movie *The Martian* on conducting research (Chapter 6); Steve Jobs on organizing (Chapter 7); Lady Gaga on introductions and conclusions (Chapter 8); President Obama on language and oral style (Chapter 10); Anne Hathaway on practicing speech delivery (Chapter 11); and Charlize Theron and Brad Pitt on persuasive speaking (Chapters 13 and 14).
- **Reflect on Ethics** boxes in each chapter use contemporary situations to help students think through ethical challenges and the choices people face in public communication settings today. Each one closes with questions for students to ponder regarding the ethical dilemma posed. Several of the Reflect on Ethics case studies feature well-known people, such as Food Network chef Robert Irvine (Chapter 1), musician Kanye West (Chapter 3), *Mad Money* host and financial guru Jim Cramer (Chapter 4), football player Manti Te'o (Chapter 5), rock band Coldplay (Chapter 6), comedian and actor Chris Rock (Chapter 8), baseball player David Ortiz (Chapter 14), and actor Steve Carell (Chapter 15).
- End-of-chapter activities include **Impromptu Speech Exercises** and **Assessment Activities**. Although students may only give three or four graded speeches per term, the impromptu speech exercises challenge students to practice speaking more often with short, quickly prepared speeches related to chapter material. Assessment activities are also tied to chapter content so that students and instructors can measure how well students understand and can apply the concepts and skills in each chapter. **YouSeeU**, available with **MindTap**, provides technology that can be used to assign, review, and grade these activities online.

## TEACHING AND LEARNING RESOURCES

- **MindTap®** for *The Challenge of Effective Speaking in a Digital Age*, 17th edition, is a fully online, highly personalized learning experience that enhances learner engagement and improves outcomes. MindTap provides a full suite of integrated materials including readings, multimedia, activities, and assessments in a singular Learning Path that guides students through their course with ease and engagement. Activities in MindTap guide students through the process of analyzing sample speeches, creating topics, building outlines, and practicing and presenting their speech. MindTap includes access to the **Speech Video Library** of over 100 student and professional speeches, the **YouSeeU** video recording, delivery and grading system, and the speech preparation **Outline Builder**. Instructors can personalize the Learning Path by customizing Cengage Learning

resources and adding their own content via apps that integrate into the MindTap framework seamlessly with any Learning Management System.

**Note to faculty:** If you want your students to have access to the online resources for this book, please be sure to order them for your course. The content in these resources can be bundled with every new copy of the text or ordered separately. Contact your local Cengage Learning Consultant. *If you do not order them, your students will not have access to the online resources.*

## Student Resources in MindTap

- **Outline Builder**, available in MindTap, is a speech preparation resource that provides step-by-step support for students to select an appropriate topic, design balanced and organized main points and sub points, formulate citations that follow guidelines, and create succinct note cards. Students arrive well-prepared and confident on speech day, with a complete and well-organized outline in hand. Outline Builder can also be customized based upon instructor preferences and expectations.
- **Practice and Present available in MindTap**, powered by YouSeeU, is a synchronous (live capture) and asynchronous speech video delivery, recording, and grading system. It compiles student video submissions in one easy-to-access place that allows self-review, peer review and instructor grades in one system. Instructors are able to provide feedback via rubrics and time-stamped comments so that students receive contextualized, meaningful feedback on their presentations. This system allows students to practice their speech outside of class ahead of time and get feedback, providing students with the tools to help reduce speech anxiety. It gives students the ability to synchronize visual aids to videos. Finally, YouSeeU provides synchronous and asynchronous group presentation and delivery functionality.
- **CengageBrain.com** online store is a single destination for more than 15,000 new print textbooks, textbook rentals, eBooks, single eChapters, and print, digital, and audio study tools. CengageBrain.com provides the freedom to purchase Cengage Learning products à la carte—exactly what you need, when you need it. Visit [cengagebrain.com](http://cengagebrain.com) for details.
- ***A Guide to the Basic Course for ESL Students*** (ISBN 9780534567798) can be bundled and is designed to assist the nonnative speaker. The *Guide* features FAQs, helpful URLs, and strategies for accent management and speech apprehension.
- ***The Art and Strategy of Service-Learning Presentations***, 2nd edition (ISBN 9780534617547) is an invaluable resource for students in the basic course that integrates, or will soon integrate, a service-learning component. This publication provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations. It also provides model forms, reports and other useful resources.

## Instructor Resources

- **The Speech Video Library available in MindTap** provides instructors an easy way to keyword search, review, evaluate, and assign exemplar student speeches into their classroom and online learning environment. It includes 100+ videos, including both famous historical speeches and realistic student classroom speeches. Student speech types include informative, persuasive, invitational, impromptu, and group presentations. All speeches are accompanied by activities to help students refine and develop their speech preparation and critical thinking skills.

- **Instructor's Resource Website.** This website is an all-in-one resource for class preparation, presentation, and testing for instructors. Accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account, you will find an Instructor's Manual, chapter-by-chapter PowerPoint presentations, and Cengage Learning Testing files powered by Cognero.
- The **Instructor's Resource Manual** includes sample syllabi, chapter-by-chapter outlines, summaries, vocabulary lists, suggested lecture and discussion topics, classroom exercises, assignments, and a comprehensive test bank with answer key and rejoinders.
- **Cengage Learning Testing, powered by Cognero,** is accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account. This test bank contains multiple choice, true/false, and essay questions for each chapter. Cognero is a flexible, online system that allows you to author, edit, and manage test bank content, and create multiple test versions instantly and deliver through your LMS platform from wherever you may be. Cognero is compatible with Blackboard, Angel, Moodle, and Canvas LMS platforms.
- ***The Teaching Assistant's Guide to the Basic Course*** (ISBN 9780534567781), based on leading communication teacher training programs, covers general teaching and course management topics as well as specific strategies for communication instruction—for example, providing effective feedback on performance, managing sensitive class discussions, and conducting mock interviews.
- **Digital Course Support** provides the training, connections, and support you need for the seamless integration of digital resources into your course. This unparalleled technology service provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit [cengage.com](http://cengage.com) to sign up for online seminars, first-days-of-class services, technical support, or personalized, face-to-face training. Our online and onsite trainings are frequently led by one of our Lead Teachers, faculty members who are experts in using Cengage Learning technology and can provide best practices and teaching tips.

## ACKNOWLEDGMENTS

The book you are holding is the result of a team effort, and I have been privileged to work with the best. First, I want to acknowledge the wonderful students whose speeches appear in this book. I also want to thank my colleagues around the world who have used previous editions of the book and have graciously shared their experiences in teaching from these texts. I would like to single out the following people who participated in the review process for this edition: Diane Badzinski, Colorado Christian University; Katherine Dawson, University of Louisiana at Monroe; Elizabeth Desnoyers-Colas, Armstrong Atlantic State University; Jenny Hodges, St. John; and Tarsha Rogers, Elizabeth City State University.

As I prepared this revision, I enjoyed working with Kelli Steiby, product manager; Dan Saabye, content project manager; Lauren MacLachlan, production manager; Eve Malakoff-Klein, copyeditor; and Karolina Kiwak, associate content developer. Special thank yous are due to two people. First, thank you to Monica Eckman, senior product director, whose belief in this book is only outweighed by her enthusiasm and hard work. And second, to Kassi Radomski, content developer, who not only keeps me on task, but also offers great advice to improve the quality of the book. As always, she has been a godsend on this project.

Finally, I want to acknowledge Rudy Verderber for his innovative vision in conceiving the step-by-step process approach to public speaking that continues to ground this book. I also want to thank both Rudy and Kathie Verderber for entrusting me with the privilege of taking these ideas forward in ways that now also address the digital age we live in today. Lastly, I ask you to keep them both in your thoughts and prayers as they continue to fight Rudy's ongoing battle with Alzheimer's disease. As always, to God be the glory!



THE CHALLENGE OF

# Effective Speaking

in a Digital Age



# 1

# Foundations of Public Speaking



## WHAT'S THE POINT?

WHEN YOU'VE FINISHED THIS CHAPTER, YOU WILL BE ABLE TO:

- Explain why technology is so important to effective public speaking today
- Describe the nature, power, and ethical responsibilities of public speaking as a liberal art
- Explain how public speaking fits within the realm of communication
- Define the components of the rhetorical situation
- Examine effective content, structure, and delivery speech components

## MindTap®

Review the chapter **Learning Objectives** and **Start** with quick warm-up activity.

Helene Rogers/Alamy Stock Photo



Ethical communicators are honest, fair, responsible, and respectful of others.

*Dominic just returned from a 2-day training and development workshop where he learned how to use a new online purchase order requisition submission and tracking program. Dominic's supervisor now wants him to lead a series of training sessions for the other 50 to 60 full- and part-time purchasing clerks at the company where he works.*

*Chen Chen was awarded "server of the month" three times since she started working at the restaurant. Customers really like her and several have begun to request that they be seated in her section. Her manager asked her to give a pep talk to the managers and other servers about "how she does it" at the next companywide meeting. She felt a bit nervous, but she agreed to do it.*

*Although her grandmother had been sick for some time, Diana was heartbroken when she learned her grandmother had passed away. She was caught off guard when her mother asked her to represent the family by delivering the eulogy at the funeral, but of course, Diana graciously agreed to do it.*

*Jediah landed an interview for his dream job as an electrical engineer. The interview is going to be conducted via videoconference. To prepare for the interview, Jediah was asked to create a 10- to 15-minute webinar explaining why he is the best candidate for the position.*

Which of the situations above illustrates someone who will be giving a "speech"? Actually, because the definition of **public speaking** is "a sustained formal presentation by a speaker to an audience," each is an example of public speaking. Public speaking today might occur in a face-to-face professional setting, as it will for Dominic and Chen Chen; in a nonprofessional setting, as it will for Diana; or in an online environment, as it will for Jediah. In this course, you will learn how to give effective speeches, a skill that will help you to be more successful in both your personal and professional lives.

This chapter provides an overview of the fundamentals of effective public speaking as it pertains to the digital age in which we live. We begin with a preview of the opportunities and challenges technology has given rise to for public speaking. Next, we describe the nature of public speaking as a liberal art, as well as the ethical responsibilities of public speakers. Then, we describe public speaking broadly as a form of communication and more specifically as an audience-centered endeavor rooted in the rhetorical situation. Finally, we highlight the major speech components of content, structure, and delivery. By the time you finish reading this chapter and applying what you learn, you will have begun the exciting journey toward becoming an effective audience-centered public speaker in a digital age.

## PUBLIC SPEAKING IN A DIGITAL AGE

As you see on the front cover, the name of the book you're reading is *The Challenge of Effective Speaking in a Digital Age*. Without a doubt, the technology explosion we have witnessed since the dawn of the 21st century influences what and how we communicate. Wireless technology, for instance, makes it possible to access information

MindTap®

Read, highlight, and  
take notes online.

### public speaking:

a sustained formal  
presentation by  
a speaker to an  
audience

about and from anywhere in the world; watch TV programs and movies; participate in meetings, classes, and webinars; and interact with friends and family via social networks at any time and place. Smartphones and tablets fit easily into a backpack, purse, or pocket, making technology access portable. What scholars have termed *information communication technology* (ICT) is exploding as an academic field of study in colleges and universities all over the world. And this growth is for good reason. According to a report released in March of 2015 by the US Census Bureau, US businesses spent \$330.9 billion on ICT in 2013 alone.<sup>1</sup>

But what does all this mean for public speaking? In short, it means we must embrace technology in ways that turn its potential challenges into opportunities if we are to be effective public speakers when we share information, as well as when we instruct and attempt to influence others in this digital age. Although the fundamentals of effective speaking are just that—fundamentals—regardless of the technological channels we choose to use, various technologies do pose unique challenges. Thus, each chapter in this book describes the fundamentals and expands on them in relation to ICT. We are excited that you are taking this journey with us to become effective public speakers in this age of information and technology.

## PUBLIC SPEAKING AS A LIBERAL ART

When we say public speaking is a liberal art, we mean that public speaking knowledge and skills are fundamental to participating effectively in society regardless of your major or profession. That's why a course devoted to public speaking is often required in a general education curriculum.<sup>2</sup> Public speaking is a powerful right for engaged citizens—a right that also carries with it several important ethical responsibilities.

## The Civic Right of Public Speaking

Civic rights are the essential conditions that individuals need to live happy and successful lives. Public speaking has been revered as a civic right in democratic civilizations since ancient times. Historically, public speaking was at the center of a liberal arts education because it was the means by which free men conducted business, made public decisions, and gained and maintained power.<sup>3</sup> Today, effective public speakers continue to reap rewards in personal relationships, the work world, and the public sphere.<sup>4</sup> However, effective public speakers in the 21st century not only must communicate in face-to-face settings like the orators in ancient Greek and Rome, but also do so through and with various technologies.

Certainly, the formal study of public speaking equips us to give effective presentations; however, the process of preparing these speeches also teaches us not *what* to think but *how* to think—a central skill for responsible citizens in the sound-bite-saturated, image-managed, technology-flooded, politically divisive information world in which we live. We must carefully consider why we think a certain topic is important for our audience. We must critically evaluate the credibility, validity, and reliability of the information we collect. We must thoughtfully organize our ideas and choose words that will be both clear and compelling. In face-to-face settings, we must perceptively adjust to the nonverbal reactions of our audience members as we speak to ensure they are getting the meaning we intend. When delivering our messages virtually, we must devise alternative ways to check for mutual understanding, such as live tweeting. Learning to think critically as we prepare and present our own speeches also equips us to analyze the messages offered by others, enhancing our ability to critically evaluate their information and arguments, identify reasoning flaws, and recognize unethical communication practices.



Hero Images/Getty Images

**Photo 1.1** Public speaking is a civic right in democracies. In what ways can you demonstrate ethics as you exercise your civic right to speak publicly about issues important to you?

## The Power of Public Speaking

Effective public speaking is empowering. First, public speaking skills empower us to participate in democratic processes. Free speech is a hallmark of democracy. The policies a democratic government adopts are a direct result of the debates that occur across the nation: in living rooms, over pizza at the local hangout, on blogs and social networking sites, in the media, and in the executive, legislative, and judicial branches of government. Effective public speaking skills give us the confidence to voice our ideas on important public issues.

Second, public speaking skills empower us to communicate our ideas and opinions in ways that all audience members can understand. Most of us have had an unfortunate experience with a teacher who “talked over our heads.” The teacher understood the material but was unable to express it clearly to us. When we can express our ideas clearly, we are more likely to share them. When others understand our ideas, they learn from us.

Third, public speaking skills empower us to persuade others. We can convince others to agree with us or to take action regarding important issues ranging from personal (e.g., practicing a heart-healthy diet) to local (e.g., supporting a local nonprofit) to global (e.g., climate change or violent extremist terrorism).

Fourth, public speaking skills empower us to achieve our career goals. Research shows that, for almost any job, one of the most highly sought-after skills in new hires is oral communication skills.<sup>5</sup> So, whether you aspire to a career in business, industry, government, the arts, or education, good communication skills are a prerequisite to your success. Certainly, Dominic, Diana, and Chen Chen (from the chapter opener) will have to draw upon their public speaking skills to prepare their speeches. Jediah will also need to do so as he prepares the “job talk” he will deliver via videoconference.

### SPEECH SNIPPET

Dominic already knew his training session speech goal was to inform/teach others how to use the new purchase order requisition submission and tracking program. He dug out his old public speaking book and turned to the chapter on organizing the speech body and saw that he should group the material into two to four main ideas. He decided on three main areas: (1) initiating, (2) placing, and (3) receiving an order.

## The Ethical Responsibilities of Public Speaking

**Ethics** are a set of moral principles held by a society, group, or individual that differentiate right from wrong. In other words, ethics reflect what we believe we “ought to” and “ought not to” think and do. Ethical communication involves both speaking

**ethics:** moral principles that a society, group, or individual hold that differentiate right from wrong



and listening. As audience members, we expect speakers to behave ethically. Likewise, as speakers, we expect audience members to behave ethically. Five generally agreed-upon ethical standards for public speaking are honesty, integrity, fairness, respect, and responsibility. Let's look at how public speakers and listeners meet each of these responsibilities.

**plagiarize:** presenting the ideas, words, or created works of another as one's own by failing to credit the source

**cyberplagiarism:** presenting material found on the Internet as one's own by failing to credit the source

**1. Ethical communicators are honest.** In other words, ethical communicators tell the truth in ways that demonstrate empathy for others. To do so, effective public speakers research a topic carefully and accurately present all sides of controversial issues. In addition, honest speakers do not **plagiarize** by presenting others' ideas as their own. Instead, they properly credit the ideas of others they use in their speech. Sadly, surveys conducted in countries around the world report plagiarism on the rise among college students; much of this comes from students who fail to reference material they find on the Internet, something we now refer to as **cyberplagiarism**.<sup>6</sup> As a result, many college and university instructors now use plagiarism-detection software programs regularly when grading student work. Here are some tips to remember so you don't plagiarize unintentionally:

- If you change a few words at the beginning, in the middle, or at the end of material, but copy much of the rest and don't cite the source of the information, you are plagiarizing.
- If you completely paraphrase the unique ideas of another person and do not credit that person, you are plagiarizing.
- If you purchase, borrow, or use a speech or essay in part or in whole that was prepared by another and present it as original, you are plagiarizing.<sup>7</sup>

Ethical listeners are expected to give honest feedback in a tactful way. This includes their nonverbal expressions of attention, questions and comments they offer after the speech, and written critiques they might follow up with later.<sup>8</sup>

- 2. Ethical communicators act with integrity.** In other words, ethical communicators "practice what they preach." The person who says, "Do what I say, not what I do," lacks integrity. For example, a speaker who implores listeners to quit smoking and then goes outside and lights up lacks integrity. A listener who espouses the importance of civility but then interrupts and heckles speakers lacks integrity.
- 3. Ethical communicators behave fairly.** Fair communicators attempt to act impartially and acknowledge any potential bias they might have regarding a topic. For speakers, behaving fairly means researching and accurately reporting all sides of an issue. For listeners, it means considering all of the evidence a speaker presents, even when that evidence contradicts the listeners' beliefs.
- 4. Ethical communicators demonstrate respect.** Behaving respectfully means showing regard for others, including their point of view, their rights, and their feelings. Speakers show respect for their audience by choosing language and humor that is inclusive and not offensive. Listeners demonstrate respect by giving their undivided attention to the speaker. For example, it is disrespectful to send or read texts/emails, use Facebook or other social media, or in any other way "multitask" during a speech.
- 5. Ethical communicators are responsible.** Responsible communicators recognize the power of words. So ethical speakers only advocate for things that they believe are in the best interest of audience members. Similarly, ethical listeners critically evaluate the positions that speakers advocate and do not blindly accept positions that may not be in their best interest (Photo 1.2).



Thierry Chesnot/Getty Images

**Photo 1.2** Ethical communicators act with integrity by “practicing what they preach.” Leonardo DiCaprio, an avid environmentalist, shows up at Hollywood events on a bicycle and lives in a green home powered by solar energy. What is an example of how *you* act with integrity in your daily life?

Throughout this book, we elaborate on how these ethical communication principles should guide you as you both present and listen to speeches. We also challenge you to reflect on the ethical choices presented in each chapter’s feature, “Reflect on Ethics.”

## PUBLIC SPEAKING AS COMMUNICATION

Because public speaking is a specialized type of communication, to become effective public speakers, we need to understand what communication is. **Communication** is the process of creating shared meaning. To understand how the communication process works, let’s look at its essential elements: participants, messages, feedback, channels, interference/noise, and contexts/settings.

### Participants

**Participants** are the individuals who assume the roles of senders and receivers during an interaction (see Exhibit 1.1). As **senders**, participants form and transmit messages using verbal symbols (words), nonverbal behaviors, and, sometimes, visual images. **Receivers** interpret the messages sent by others. Although all participants act as both senders and receivers, in public speaking contexts, one participant acts primarily as sender and presents an extended message to which other participants listen, interpret, and provide feedback. So when Dominic presents his training workshop, he will act as the sender and his coworkers will be the receivers. And when Jediah presents his online “job talk,” he will act as the sender and the interviewers observing the videoconference will be the receivers.

### Messages

**Messages** are the verbal utterances, visual images, and nonverbal behaviors used to communicate. We refer to the process of creating messages as **encoding** and the process of interpreting them as **decoding**. In public speaking situations, messages are typically speeches that are prepared beforehand and presented by one participant.

**communication:** the process of creating shared meaning

**participants:** individuals who assume the roles of senders and receivers during an interaction

**senders:** participants who form and transmit messages

**receivers:** participants who interpret messages sent by others

**messages:** the verbal utterances, visual images, and nonverbal behaviors used to communicate

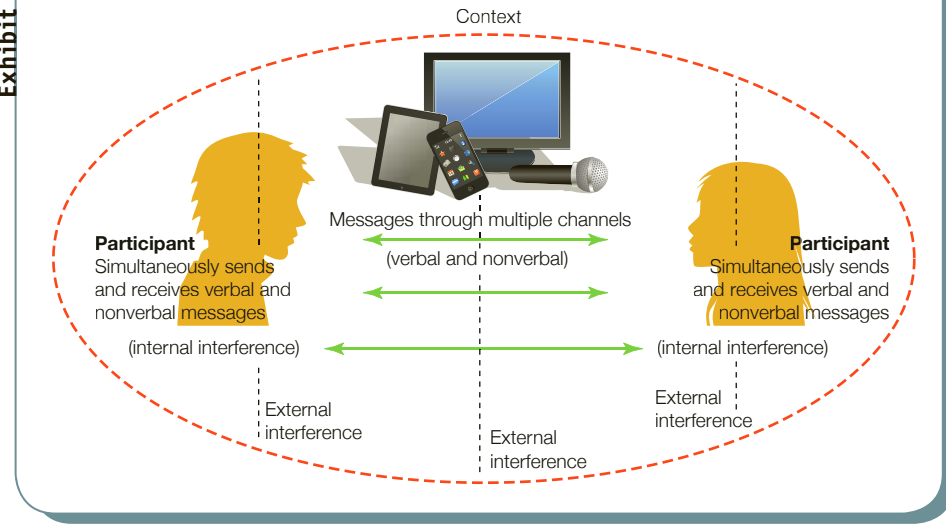
**encoding:** the process of creating messages

**decoding:** the process of interpreting messages

## 1.1

## Model of Communication

Exhibit



**feedback:** the receivers' reactions and responses that indicate how a message is interpreted

**channels:** both the route traveled by a message and the means of transportation

**mediated channels:** technology-enhanced auditory and visual channels

**virtual presence:** simulated presence made possible through the use of digital technology

**interference/noise:** any stimulus that interferes with the process of achieving shared meaning

## SPEECH SNIPPET

Jediah practiced his videoconference in advance for his mother back in his hometown. He was glad he did because he realized there was sometimes a delay in getting feedback. He made a note to himself where to pause for a moment to try to account for this challenge.

## Feedback

**Feedback** consists of the messages sent by receivers to let the sender know how the message is being interpreted. We can express feedback verbally or nonverbally. When audiences listen to a speech, usually most of the feedback is nonverbal. So as Dominic conducts his workshop, he observes the facial expressions of his coworkers for feedback about whether his message is making sense. He also periodically stops and asks for feedback in the form of actual questions.

## Channels

**Channels** are both the route traveled by a message and the means of transportation. We send and receive messages primarily through auditory (speaking and hearing) and visual (seeing) channels. Sometimes these channels are enhanced by technology. We call these technology-enhanced auditory and visual (or audiovisual) channels **mediated channels**. Chen Chen, Dominic, and Diana send and receive verbal and nonverbal messages when they speak in a face-to-face setting. Jediah's videoconferencing software allows him and his presentational aids to be both seen and heard, even though he is not physically present in the room with his interviewers. This software also allows him to see his interviewers' feedback on the computer screen as he speaks. We call this phenomenon of simulated presence made possible through the use of digital technology **virtual presence**.

## Interference/Noise

**Interference**, also referred to as **noise**, is any stimulus that interferes with the process of achieving shared meaning. Noise can be physical or psychological. *Physical* noise is any external sight or sound that distracts us from the message. For example, when someone enters the room or a cell phone goes off while a speaker is talking, or when we get an email or Facebook update while listening to a speaker online, we might be distracted from the message. *Psychological* noise refers to the thoughts and feelings we experience that compete with the sender's message for our attention. So when we daydream about what we have to do at work today or feel offended when a speaker uses foul language, we are being distracted by psychological noise.

### CELEBRITY CHEF CONCOCTS IMPRESSIVE PAST

Celebrity chef Robert Irvine went to St. Petersburg, Florida, in 2007 with a plan to turn it into “the next Monaco.” He claimed to be a royal knight and asked to be introduced as Sir Robert Irvine. He said he owned a castle in Scotland and had cooked for presidents and royalty.<sup>9</sup>

However, it’s difficult to separate fact from fiction when it comes to “Sir” Robert Irvine. What is known to be true is that he is an excellent chef, and he starred on the Food Network’s *Dinner: Impossible* series until July 20, 2008, when he was replaced by *Iron Chef America*’s Michael Symon amidst a controversy about assertions Irvine had made in his biography as posted on the Food Network website. For example, Irvine claimed:

- he had a BS degree in food and nutrition from the University of Leeds. Officials from the University of Leeds have no record of Irvine having been a student there.
- to have worked on the wedding cake for Prince Charles and Princess Diana. He was at the school where the cake was made, but did he actually help make it? Does “picking fruit and things like that” count?
- he received several Five Star Diamond Awards from the American Academy of Hospitality Sciences. The

“academy” is actually housed in a Manhattan apartment, and recipients pay for the honor.

- he was a royal knight. According to Jenn Stebbing, press officer at Buckingham Palace, “He is not a KCVO [Knight Commander of the Royal Victorian Order] and he wasn’t given a castle by the queen of England.” Irvine now admits that was a lie.
- to have trained White House military cooks and served presidents and heads of state. White House spokespersons claim he has never had anything to do with planning, preparing, or serving at any public or private White House food function.

The Food Network rehired Irvine in November 2008, and he continued to host the program through its eighth season, which ended in 2010. Irvine currently hosts *Restaurant: Impossible*. His newest book is *Fit Fuel*. Although the “facts” about Irvine’s past remain unclear, his career does not seem to have suffered any negative consequences as a result of the controversy.

1. Did Irvine violate any ethical communication principles, and, if so, how?
2. When, if ever, is it OK to stretch the truth about your qualifications?

## Contexts/Settings

**Communication context** refers to the environment in which communication occurs.<sup>10</sup> Communication contexts differ based on the number of participants and the balance of roles among them.<sup>11</sup> Let’s briefly look at four of these.

1. **Intrapersonal communication**, also referred to as self-talk, is communicating with yourself. Usually this is done by thinking through choices, strategies, and the possible consequences of taking action. When you sit in class and consider what you’ll have for dinner tonight, you are communicating intrapersonally. Much of our intrapersonal communication occurs subconsciously.<sup>12</sup> When we drive into the driveway “without thinking,” we’re communicating intrapersonally but at a subconscious level. When we give a speech and notice confused looks on listeners’ faces, we might communicate intrapersonally as we recognize the need to rephrase our explanation.
2. **Interpersonal communication** is communication between two people who have an identifiable relationship with each other.<sup>13</sup> Talking with a friend on the sidewalk between classes, visiting on the phone with your mother, and texting or chatting online with a family member or friend are all examples of interpersonal communication. Interpersonal communication sometimes occurs in a public speech setting when, during a question-and-answer session, a speaker directs remarks to one audience member.

**communication context:** the environment in which communication occurs

**intrapersonal communication:** communicating with yourself (self-talk)

**interpersonal communication:** communication between two people who have an identifiable relationship with each other



### small group communication:

interaction that occurs in a group of approximately three to ten people

### public communication:

communication with more than ten people by one primary sender to multiple receivers

### mass communication:

communication produced and transmitted via mass media to large audiences

3. **Small group communication** typically occurs with approximately three to ten people.<sup>14</sup> Examples of small groups include a family, a group of friends, a group of classmates working together on a class project, and a management team in the workplace.<sup>15</sup> Some research suggests there are more small groups in the United States than there are people. Small group communication occurs in a public speech setting when a team is asked to work together to research, prepare, and deliver a presentation on a particular topic.
4. **Public communication** occurs with more than ten people by one primary sender to multiple receivers. This communication may occur face-to-face or via mediated, technology-driven channels. One form of public communication is **mass communication**, which is communication produced and transmitted via mass media to large segments of the population. Examples include newspapers, magazines, books, blogs, listservs, TV programs, movies, websites, Facebook posts, and Twitter feeds, as well as Tumblr, Instagram, Snapchat, and YouTube posts. Another form is public speaking, which is a sustained, formal, oral presentation delivered to an audience that is typically physically present at the time. As technology and media become increasingly accessible, however, the lines between mass communication and public speaking are blurring (Photo 1.3). For example, when the president gives a State of the Union address, some people are there, others watch on TV or stream the address over the Internet, and still others view it later in the form of televised snippets or as a website video (e.g., YouTube).

## AUDIENCE-CENTERED SPEAKING AND THE RHETORICAL SITUATION

The discipline of communication as a formal field of study in colleges and universities is fairly young.<sup>16</sup> The study and practice of public speaking, however, has a long and rich history dating back more than 2,000 years to ancient Greek (e.g., Aristotle and Plato) and Roman (e.g., Cicero and Isocrates) philosophers. They were, in fact, the ones who coined the terms *rhetoric* and *oratory* to describe the processes of preparing, presenting, and critiquing public speeches.

Fundamental to public speaking then and now is *audience*. The ancient Greek philosopher, teacher, and public speaker Aristotle is often credited with claiming, “The audience is the end and object of the speech.”<sup>17</sup> What he meant was that the eloquence of your words is irrelevant if the words are not heard by, are not understood by, or do not affect the people to whom you are speaking. Frankly, whether conveyed in written, oral, or visual form, or some combination of them, and whether delivered in a face-to-face setting or via a mediated channel, a message is only effective if it is understood and internalized by the people being addressed. Today, we recognize that the effectiveness of any speech depends not just on understanding the audience but also on how well the message addresses the entire rhetorical situation. Let’s turn now to a discussion of the rhetorical situation generally and then to the specific effective speech principles of content, structure, and delivery.



Fabrizio Costantini/The New York/Redux Pictures

**Photo 1.3** Thanks to the technology explosion, the distinction between mass communication and public speaking is becoming blurred. When have you engaged in public speaking via a technology (mass communication) channel?

## The Rhetorical Situation

The **rhetorical situation** is the intersection of the speaker, audience, and occasion. Exhibit 1.2 illustrates the rhetorical situation in a Venn diagram. As you can see, the rhetorical situation is the place where the speaker, audience, and occasion overlap. Lloyd Bitzer, the rhetorical scholar who introduced the concept of the rhetorical situation, believed that the particular speech given by an individual to an audience on a specific occasion is also the result of some real or perceived specific need that a speech might help address.<sup>18</sup> Bitzer referred to this as the **exigence**.<sup>19</sup> According to the Encarta dictionary, *exigence* is “something that a situation demands or makes urgently necessary and that puts pressure on the people involved.”<sup>20</sup>

On December 14, 2012, a lone gunman charged into Sandy Hook Elementary School in Newtown, Connecticut, and massacred 26 defenseless children and adults before killing himself. This unfathomable heinous mass murder of innocent children created an exigence that led many people to speak out about the dire need to do something, ranging from tightening gun control laws to arming teachers to increasing support for mental health care facilities to banning violent video games. In the United States, from President Obama’s televised speeches to simple calls to action heard in classrooms across the country to thousands of Facebook posts, Twitter feeds, blogs, vlogs, and YouTube videos, individuals felt compelled to speak out and do something to help the families of the victims and to stop school violence.

The massacre created an exigence that motivated speakers to seek an occasion and audience where a speech they would give could help accomplish positive change. For example:

- high school senior Perry Rockwood gave a 10-minute speech at a schoolwide assembly urging fellow classmates to purchase bracelets for \$1, with the money to be donated to Sandy Hook. He also asked his classmates to wear the bracelets as a visual memorial of solidarity throughout the school. And he encouraged them to engage in 26 acts of kindness toward others in an attempt to change the way they perceive and interact with one another.
- Newtown, Connecticut, community members were also motivated to form a grassroots organization called the Sandy Hook Promise (SHP), which they

### IMPROMPTU SPEECH CHALLENGE

Think of a small group that you enjoy being a part of. In the form of a 1- to 2-minute speech, tell your classmates about the group, how long you’ve been a part of it, and why you enjoy being involved in it.

**rhetorical situation:** the intersection of the speaker, audience, and occasion

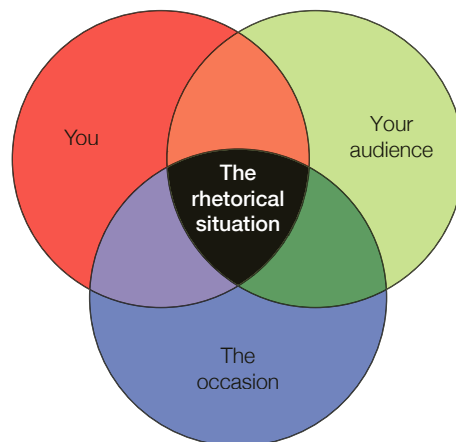
**exigence:** a real or perceived specific need that a speech might help address

### SPEECH SNIPPET

For Chen Chen, exigence stemmed from the fact that she was one of the best servers at the restaurant and her manager believed in her. By sharing what she does so well in the form of a pep talk, other servers could improve their skills too. As a result, customers would also benefit.

### 1.2 The Rhetorical Situation

Exhibit



announced in public speeches at the Edmund Town Hall on January 13, 2013. The mission of SHP is to bring people together all over the world to do everything we can to “encourage and support common sense solutions to make [our] communit[ies] and our country safer from similar acts of violence.”<sup>21</sup>

**speaker:** the originator of the speech

**audience:** the specific group of people to whom the speech is directed

**audience analysis:** the study of the intended audience for your speech

**audience adaptation:** the process of tailoring a speech to the needs, interests, and expectations of its listeners

**occasion:** the expected purpose of and setting (location) for the speech

**setting:** the location where the speech will be given

- Similarly, Jeremy Anthony, a high school junior in Iowa City, wanted to shift focus from the negative things that happen in school to the positive. So he started a Twitter feed (@westhighbros) as a place to post uplifting messages and compliments to encourage others.

As time passes, exigence may diminish or even disappear as an issue is resolved or the perception of it as demanding an urgent response wanes. In the case of Sandy Hook, the topics it brought to the forefront continue to be the subject of much debate in politics, in the media, in classrooms, and in living rooms. Sandy Hook Promise Facebook pages, Twitter feeds, and TV public service announcements, as well as political campaign platforms, serve as evidence of the issue’s ongoing exigence.

The **speaker** is the originator of the speech. As the speaker, what you discuss, and how well you do so will depend on your interests, beliefs, background, and public speaking skills. You will choose topics that you care about, know something about, and want to inform or persuade others about. Dominic, for example, will be training his coworkers to use the new purchase order requisition submission and tracking program based on personal knowledge he gained earlier. Diana will share stories about her grandmother, someone she knew well and loved dearly, in ways that will likely lead her audience to feel warmly about her grandmother.

The **audience** is the specific group of people to whom the speech is directed. **Audience analysis** is the study of the diverse characteristics of the intended audience members and **audience adaptation** is the process of tailoring the message to address exigence in terms of the audience’s unique interests, needs, and expectations. For example, organizers of benefit concerts today recognize that many audience members are tech savvy, so they appeal for donations online and via text messages in addition to staffing toll-free phone lines (Photo 1.4).

The **occasion** encompasses the expected purpose for the speech and the **setting** (location) is where it will be given. When congregants assemble at a place of worship, they expect to hear a message about religious texts or principles. When physicians attend professional meetings, they expect to hear scientific presentations about new treatments. Imagine what would happen if a rabbi were to present his sermon to the physicians’ meeting and the physician were to present her findings at the synagogue service!

The setting is also an important aspect of the occasion. The speech you prepare to give in a large auditorium for an audience of more than 1,000 is likely to be different than the speech you would prepare to give in a restaurant to an audience of 20 (Photo 1.5). Dominic’s approach will be different, for example, when he addresses all 60 of his coworkers during the overview session than when he meets with smaller groups of 10 to 15 in breakout sessions throughout the day. In addition, because the overview speech will be recorded and posted on the company website, he will also need to address that *virtual audience* while he speaks. One way he could do so is to address the camera as if it is another “person” in the group.



**Photo 1.4** Many fundraising drives make their appeals for donations online or via texts. What organizations have appealed for support from you via such technologies?



**Photo 1.5** Speakers tailor their speech to adapt to the size of the audience. What are some ways this speaker should adapt to this large audience?

Although effective speeches are tailored to address audience exigence, they do so in ways that adhere to the overlapping elements and constraints of the entire rhetorical situation. Now let's consider how effective public speakers tailor their addresses via the primary components of effective speeches: content, structure, and delivery.

## EFFECTIVE SPEECH COMPONENTS

When we give a speech, our goal is to create and achieve shared meaning with our audience members. We do so through the rhetorical appeals of ethos, pathos, and logos.<sup>22</sup> **Ethos** includes everything we say and do to convey competence and good character. Dressing appropriately, being poised as we speak, citing credible sources, and speaking within the time parameters allotted, for instance, convey ethos. **Pathos** consists of everything we say and do to appeal to emotions, which can range from negative emotions such as fear or dread to positive emotions such as adventure or joy. **Logos** includes everything we say and do to appeal to logic and sound reasoning. Essentially, effective speeches use ethos, pathos, and logos in content, structure, and delivery.

### Content

**Content** comprises the information and ideas you present. It includes your speech's purpose and main points as well as the evidence and reasoning used to develop each main idea. Evidence consists of all the facts, examples, and other supporting material you include to help explain your main ideas. Evidence can come from your own experiences as well as from research materials you collect.

Effective evidence has sufficient breadth and depth. *Breadth* refers to the amount and types of evidence you use. *Depth* is the level of detail you provide from each piece of evidence. Evidence is effective when it is logically linked to the main idea it supports. The ideas you choose to present depend on what is appropriate for

**ethos:** everything you say and do to convey competence and good character

**pathos:** everything you say and do to appeal to emotions

**logos:** everything you say and do to appeal to logic and sound reasoning

**content:** the information and ideas you present



**listener relevance links:** statement alerting listeners about how a main point or subpoint is relevant to them

your audience and the occasion. You adapt your content so that it includes **listener relevance links**, which are statements alerting listeners about how a main point or subpoint is relevant to them. Doing so makes the exigence of your ideas transparent. Diana's purpose was to praise her grandmother's attributes. She decided to focus on two main values her grandmother both preached and practiced: a positive attitude and perseverance. She planned to begin each main point with a listener relevance statement about the universal nature of her grandmother's values. She would then develop each main point with several brief examples to provide breadth and one more detailed story to add depth.

## Structure

**structure:** the framework that organizes the speech content

**macrostructure:** the overall organizational framework of your speech content

**Structure** is the framework that organizes the speech content. Clear structure helps listeners follow your ideas as they listen. Effective structure consists of both macrostructure and microstructure elements. **Macrostructure** is the overall organizational framework used to present your speech content. Effective macrostructure comprises four elements: the introduction, body, conclusion, and transitions. You may not realize it, but you have already studied macrostructure—you use it when you write formal papers for school. Now you will learn how to adapt what you have already learned to formal oral messages.

Careful attention to macrostructure is even more important when you craft a speech than when you write an essay. A reader can easily reread a poorly written essay to try to understand the author's intent, but an audience does not usually have the opportunity to listen to a speech again, unless it is being recorded and posted to an accessible website. Your introduction should build audience interest in your topic and preview your main points (tell them what you are going to tell them). Your speech body should contain the main ideas and supporting material used to develop each one (tell them). Your conclusion should remind the audience of your main ideas and motivate them to remember what you have said (tell them what you told them). Speech macrostructure also includes **transitions**—words, phrases, or sentences that bridge two ideas.

**transition:** words, phrases, or sentences that bridge two ideas

**microstructure:** the specific language and style you use within your sentences

Whereas macrostructure is the overall framework for your speech, **microstructure** is the specific language and style you use within your sentences. Effective speeches are understandable and memorable when speakers use appropriate, accurate, clear, and vivid language, as well as rhetorical style devices such as alliteration, onomatopoeia, personification, similes, metaphors, and analogies.

## Delivery

**delivery:** communicating through the use of voice and body to convey your message

**Delivery**—how you use your voice and body to convey your message—can dramatically affect your audience's ability to understand, remember, and possibly act on your message. Effective speakers are conversational, intelligible, poised, and expressive in their delivery. Being conversational means sounding as though you are having a spontaneous conversation with your audience, rather than simply reading to or performing in front of them. Intelligible speakers use a rate, volume, and pitch that are easily understood. If you are speaking in a second language or have a pronounced accent or a speech impediment, you might find that speaking somewhat slower improves your intelligibility. (See "Public Speaking in the Real World" to learn how Oscar-winning actress Julia Roberts learned to manage her tendency to stutter.) Poised speakers stand confidently without fidgeting, swaying, or using any other potentially distracting bodily action. Being poised also means making eye contact with your audience members in face-to-face settings, or with the camera when delivering ideas via mass media, rather than focusing solely on your notes. Being expressive means changing your pitch, volume, rate, and so forth to emphasize the emotional intent of your ideas. Generally, you

## PUBLIC SPEAKING IN THE REAL WORLD

### Julia and Eric Roberts Overcome Their Childhood Stutter

Julia Roberts is an Oscar-winning actress, but what few know about her is that she was born with a genetic predisposition to stutter. Both Julia and her brother Eric, who is also an actor, appear on the Stuttering Foundation of America's (SFA) list of "Famous People Who Stutter." According to SFA, over three million Americans stutter.<sup>23</sup> However, stuttering can be managed effectively with the help of speech therapy and does not need to limit your intelligibility or success when speaking in public. Certainly, Julia and her brother Eric serve as evidence of that, and they are not alone. Other actors who once stuttered and went on to lead successful lives in fields where public speaking skills are paramount include James Earl Jones, Bruce Willis, Marilyn Monroe, and Emily Blunt. What do they suggest doing to reduce stuttering and increase intelligibility? (1) Slow down your thoughts and think about what you are saying

now rather than three or four sentences ahead.

(2) Read out loud and even in front of a mirror where you can watch yourself as others will see you. (3) When you stumble, remember that everyone makes mistakes. Stop and then simply start again. As former basketball star, sportscaster, and SFA spokesperson Bill Walton says, "It's what you do after those mistakes that will determine your ultimate success."<sup>24</sup>

1. What are some speaking challenges you deal with or have dealt with?
2. What strategies, if any, have you used to help you overcome them?

Kevin Mazur/WireImage/Getty Images



want to sound a bit more dramatic than you would in casual conversation. For example, you might speak more quickly or loudly to underscore your emotional convictions or to stress key words or phrases, or you might pause strategically to call attention to important ideas. Being expressive also means using appropriate facial expressions to reflect your conviction about the topic and gestures to reinforce important points.

What follows is an outline of Diana's speech of tribute to her grandmother with commentary. As you read, consider how you might address the rhetorical situation effectively as you develop the content and structure, as well as practice the delivery, of your speech. Then, answer these questions about Diana's content and structure.

1. **Content:** What are Diana's main points? What kinds of evidence does she use to support them? What are some examples of breadth, depth, and listener relevance in the body of her speech?
2. **Structure:** What does Diana do to get the attention of her listeners? What does she say to lead listeners from one main point to the next? How does she provide a sense of closure and motivate listeners to remember the speech? What wording seems to demonstrate inclusion, provide clarity, and evoke vivid images?

# Speech Assignment & Checklist

## Speech of Personal Significance

Prepare a 2- to 3-minute speech about a hero in your life. Offer two or three main points about the values that person holds that you admire and why. Offer specific personal examples and stories to support each of your main points. Use Diana's speech outline as a guide to help you prepare, as well as the Speech Evaluation Checklist that follows as you practice, to make sure your speech includes all the elements of an effective speech.

## Speech Evaluation Checklist

### General Criteria

You can use this checklist to critique a speech you hear in class. (You can also use it to critique your own speech.)

### Content

- \_\_\_\_\_ 1. Were all main points addressed per the assignment?
- \_\_\_\_\_ 2. Were two to three pieces of evidence provided for each main point (breadth)?
- \_\_\_\_\_ 3. Was one extended piece of evidence provided for each main point (depth)?
- \_\_\_\_\_ 4. Were listener relevance links provided for each main point?
- \_\_\_\_\_ 5. Did the speech fall within the time constraints of the assignment?

### Structure

- 1. Did the speech provide all the basic elements (*macrostructure*) of an effective speech: introduction, body, conclusion, and transitions? \_\_\_\_\_
- 2. Did the introduction catch the audience's interest? \_\_\_\_\_ identify the speech topic/goal? \_\_\_\_\_ preview the main points? \_\_\_\_\_
- 3. Were transitions provided between each main point? \_\_\_\_\_
- 4. Did the conclusion remind the audience of the main points? \_\_\_\_\_ motivate the audience to remember the main ideas of the speech? \_\_\_\_\_
- 5. Did the speaker use words (*microstructure*) that were appropriate and inclusive? \_\_\_\_\_ accurate and clear? \_\_\_\_\_ vivid and expressive? \_\_\_\_\_

### Delivery

- 1. Was the speaker intelligible in terms of volume? \_\_\_\_\_ rate? \_\_\_\_\_ pronunciation? \_\_\_\_\_ enunciation? \_\_\_\_\_
- 2. Was the speaker conversational? \_\_\_\_\_
- 3. Did the speaker look up from his or her notes most of the time and make eye contact with the audience? \_\_\_\_\_
- 4. Did the speaker appear professional, poised, and confident? \_\_\_\_\_
- 5. Was the speaker expressive in term of changes in rate and volume? \_\_\_\_\_ strategic pauses? \_\_\_\_\_ appropriate facial expressions? \_\_\_\_\_ appropriate gestures? \_\_\_\_\_

## Grandma Frances: My Hero

### Preparation Outline

Notice how Diana's preparation outline doesn't necessarily use complete sentences and that some elements still need to be developed. However, it does give a basic structure for the main points and supporting material she will use in the speech. In a sense, a preparation outline serves as a rough draft of the speech.

#### INTRODUCTION

- I. (maybe ask audience members who they consider heroes)
- II. We all have/need heroes (role models).
- III. I have known Grandma Frances my entire life and even lived with her for three summers.
- IV.
- V. Today we are going to talk about my hero, Grandma Frances. (positive attitude and perseverance)

#### BODY

- I. Modeled a positive attitude
  - A. link attitude to improved physical and mental health
  - B. Share story about grandma's positive attitude when we went on a fishing trip to Canada.  
*(I still need to figure this out. Something like this: Now that you understand how my grandma modeled a positive attitude, let's talk about her perseverance, both within herself and in encouraging me to persevere.)*
- II. Perseverance and encouragement
  - A. Talk about perseverance as a cultural norm in the United States.
  - B. Share the story about grandma's vocabulary.
  - C. Share the story about singing with my brothers.

#### CONCLUSION

- I. Now you know why my Grandma Frances is my hero.
- II. Her positive attitude and perseverance
- III. (I still need to figure this out.)

### Formal Outline

#### INTRODUCTION

- I. [Show slide of several well-known superheroes from popular culture.] What makes someone a hero? Do you have any? Who are they and why do you consider them heroes?
- II. A simple definition of a hero is someone who is admired for noble qualities. So a hero doesn't have to be someone famous.

Attention getter

Listener relevance and speaker credibility

Thesis statement

Main point preview

First main point

Listener relevance

Transition

Listener relevance

Thesis restatement

Main point summary

Clincher

Attention getter

Notice how Diana uses a series of questions to pique curiosity, then motivates listeners by addressing listener relevance before previewing the main points.

Listener relevance and credibility



**Thesis statement with  
main point preview**

**First main point**

**Subpoints (listener  
relevance)**

Diana provides listener relevance by pointing out how a positive attitude can actually make us healthier.

**Subpoints**

Here Diana provides a detailed story to provide depth in terms of content.

Based on this definition, I bet most of us in this room can identify at least one hero, one person we admire and look up to. When I think of my heroes, one important person always comes to mind: my Grandma Frances. [show slide of photograph of Grandma Frances]

- III. In the next few minutes, let's talk about my Grandma Frances as a hero who taught me by her example of how to maintain a positive attitude and to persevere through good times and bad.

**BODY**

- I. I consider Grandma Frances a hero because she modeled a positive attitude in all situations.
  - A. We all want to be happy and healthy. Did you know that study after study shows a direct link between a positive attitude and improved mental and physical health? Who wouldn't want that?
  - B. When it came to having a positive attitude, Grandma Frances was a "rock star." You couldn't get to her.
    1. One story that really shows how grandma would "turn lemons into lemonade" with a smile on her face the whole time occurred one summer when I was about 9 years old and my parents and two brothers joined grandma and grandpa on a week-long fishing expedition in Canada. [show slide of our family just before leaving for the trip]
    2. As we packed for the trip, grandpa announced that we wouldn't need to pack food because we were going to eat what we caught and really live off the land (or in this case off the water, I suppose). I don't know whether grandpa knew it at the time, but grandma packed a few things just to be safe. With that, we headed out on our family fishing adventure from our comfortable homes in central Minnesota to the rugged countryside of Saskatchewan, Canada.
    3. As luck would have it, we couldn't catch a fish to save our souls. We tried fishing early in the morning, throughout the day, and into the evening. We hired guides who took us to "secret spots" where they claimed we would be sure to catch fish. We had pretty much exhausted the food supplies Grandma Frances had packed, having just finished the last package of hot dogs. We wondered what we would eat for the next 4 days, as grandma was saving the water we had used to boil the franks. [show slide of kettle of water with one wiener in it.] When my mom asked Grandma Frances what she was doing with the water, grandma responded, "Well, we might need to make wiener water soup." So you see when I talk about grandma as an eternal optimist, I don't necessarily think about making lemonade from lemons, but I surely do think about making soup out of leftover wiener water.
    4. After doing the dishes, Grandma Frances said she was going to try her luck fishing right off the dock. No one from our group had tried fishing from the dock because we were told that nobody catches anything that way. Well, all I can say is they didn't know my Grandma Frances! When the fish started biting for grandma, the whole family joined her catching our limit right off the dock. In fact, we caught so many fish for the next three days that we ate fish for every meal and still came home from our adventure with coolers full. [show slide of our family holding a stringer of fish standing on the dock]

## TRANSITION

A good transition statement can be as simple as Diana's is here. It works because it reminds listeners of the main point she just finished talking about—a positive attitude—and introduces the next one—perseverance.

*Not only do I consider grandma a hero for teaching me to have a positive attitude but also for teaching me to persevere.*

- II. Grandma Frances was always doing things that demonstrated her will to persevere and encouraging me to do so, as well.
  - A. Throughout our lives, most of us have been inundated with messages—about the importance of believing in ourselves and persevering, whether from children's stories like *The Little Engine That Could*, songs like “I Will Survive,” movies like *Rocky*, or even symbols like Nike's “Just Do It” brand [show slide of the Nike symbol]. In fact, perseverance could even be considered a cultural norm about how we ought to live.
  - B. One way Grandma Frances taught me the value of perseverance was through modeling what to do when people discouraged her. When people made fun of her for using unusual words as way to improve her vocabulary, she didn't let it get to her. She kept on doing so. For example, she would do the crossword puzzle in the newspaper every day and then use at least two words she learned doing it in conversation that day. I remember one time she used an unfamiliar word and her friends responded by teasing her with a made up word: “polly-go.” Grandma Frances just smiled and kept on doing puzzles and using new words every day.
  - C. Another way Grandma Frances taught the value of perseverance was by encouraging me when others discouraged me. One example that stands out happened when I was in grade school. As many of you know, I come from a family of singers, and one time my brothers and I were singing. I guess I didn't hit all the right notes, and I recall a family member saying my brothers were really good singers, but I didn't seem to have the “gene.” Grandma responded with “she just has a smaller range right now. It will get larger as she gets older.” I never forgot what Grandma Frances said. I kept singing and practicing and luckily for my music professors in college and the kids I work with in the choirs I direct now, my range did expand. I sometimes wonder about what I would be doing today if I would have listened to the discouragers rather than Grandma Frances.

## CONCLUSION

- I. We all have heroes we admire for their noble qualities. Grandma Frances, who taught me the value of a positive attitude and perseverance, was my hero.
- II. [Show slide again of superheroes from popular culture] Grandma Frances may not be able to fly through the air like Superman, scale buildings like Spider-Man, or even wield a Lasso of Truth like Wonder Woman, but she will always be a superhero to me.

### Second main point

### Supporting material (listener relevance)

### Supporting material

### Supporting material

### Thesis restatement and main point review

Notice how quickly Diana reviews her thesis and main points in one short sentence.

### Main point review and clincher

Diana does a nice job of clinching by tying her closing back to her attention getter in a meaningful way.

## Speaking Outline Note Cards

Speaking outlines are brief notes that remind you of main points, macrostructure, and delivery cues when you speak. Sometimes speakers use the “notes” feature on PowerPoint slideshows, but using a few 3" x 5" index cards (below) is preferred because it affords a better opportunity for eye contact with the audience. Notice how few notes Diana uses for her speech.

**PAUSE - EYE CONTACT - SHOW SLIDE 1 - BEGIN** (1)

A.C. - What makes a hero? // Do you have any? // Who are they & why? //

A simple definition —————> Admired for noble qualities

Most of us have them

T.S. - My hero g'ma Francis **SHOW SLIDE 2 - PAUSE**

P: Positive attitude & perseverance —————> good times and bad

I: Modeled positive attitude (2)

LR: improved mental and physical health

\*Rock star. Couldn't get to her. "Lemons into lemonade."

One story / fishing trip **SHOW SLIDE 3**

————> packing / (Grandpa no food)

————> no fish—wiener water soup **SHOW SLIDE 4**

————> off the dock **SHOW SLIDE 5**

**Not only a hero for positive attitude—also to persevere**

**2 steps left** (3)

2: Persevered and encouraged me / **SHOW SLIDE 6**

"Little Engine," Rocky, I Will Survive, NIKE Swoosh

**SHOW BLANK SLIDE**

A - Vocab, unfamiliar words, "Polly Go"

B - Singing w/ brothers

"Yes she can. She just has a smaller range right now."  
Music major

**CONCLUSION** **2 steps forward** (4)

We all have heroes — my grandma

Positive attitude and perseverance // **PAUSE SHOW SLIDE 7**

Not Superman / Spiderman / even Wonder Woman

Always a superhero to me

**PAUSE // EYE CONTACT**

## Reflection and Assessment

Public speaking is important to achieving success in nearly every walk of life. Effective public speaking makes it possible to enact our civic engagement responsibility actively and ethically. To assess how well you've learned what we've discussed in this chapter, answer the following questions. If you have trouble answering any of them, go back and review that material. Once you can answer each question accurately, you are ready to move ahead to the next chapter.

1. Why is technology so important to effective public speaking today?
2. What is the nature of public speaking as a liberal art? What are your ethical responsibilities in public speaking?
3. What is communication and how is public speaking a form of it?
4. What is the rhetorical situation and how can it help you determine an appropriate speech goal?
5. What are the components of an effective audience-centered public speech?

## Challenge Resource and Assessment Center

Now that you have read Chapter 1, go to your MindTap Communication for *The Challenge of Effective Speaking in a Digital Age* for quick access to flashcards, chapter quizzes, and more.

MindTap®

## Applying What You've Learned

1. **Impromptu Speech Activity:** Identify one of your heroes. Your hero may or may not be famous. Identify one of the five ethical principles your hero's life adheres to and why. In your 2- to 3-minute impromptu speech, provide at least two incidents that serve as evidence regarding how this person demonstrates/demonstrated the principle.
2. **Assessment Activity A:** Visit Facebook. If you don't have an account, you might make one to observe while completing this course. Read through the postings on the "news feed" and identify which of them adhere to and do not adhere to the ethical communication principles proposed in this chapter.
3. **Assessment Activity B:** Visit a local retail store in a nearby mall. Spend time observing what you see. Describe what you observe according to the elements of the rhetorical situation (occasion, speaker, audience). Do you think the sales clerk you observed was effective? Again, based on what you observed regarding the rhetorical situation, why or why not?

# 2

## Your First Speech



### WHAT'S THE POINT?

WHEN YOU'VE FINISHED THIS CHAPTER, YOU WILL BE ABLE TO:

- Describe the nature of public speaking apprehension
- Practice several public speaking apprehension management methods and techniques
- Identify the six steps in an effective speech action plan
- Employ the steps to prepare and present a speech of self-introduction

### MindTap®

Review the chapter **Learning Objectives** and **Start** with quick warm-up activity.

incamerastock/Alamy Stock Photo



Ethical communicators behave responsibly by thoroughly preparing and practicing their speeches.



*Kira had been staring at the computer screen for over an hour. Every time she started to type some ideas for her self-introduction speech assignment, her heart would start to race and she would freeze with thoughts of fear. “What if my classmates think my speech is boring? What if I make a mistake and they laugh at me or think I’m stupid? I’m too shy to give a speech. I’m just not good at it. I’m sure my voice will crack. If I do get up the nerve to do this, I hope I don’t faint.” She thought about dropping the class, but it is a required course that she’d registered for and dropped twice already. She knew she would eventually have to complete this class, but in her mind it had no real value. “I’m certainly not planning to be a public speaker in real life.” She couldn’t ask any of her family members for advice. None of them went to college, so they had no experience with public speaking classes. She didn’t want to admit to her friends that she was so terrified. She sighed, shut down her computer, and picked up a textbook for another class.*

You might be thinking, “Poor Kira. If she’s that nervous, her school should really let her opt out of the course.” Or you might relate to Kira. You might even be thinking that people like you and Kira who suffer from severe public speaking apprehension—or stage fright—should not be put through such turmoil.

What you might not know, however, is that according to the National Institute of Mental Health, as many as 75 percent of us suffer from some speech anxiety.<sup>1</sup> For example, did you know that actors Meryl Streep, Hayden Panettiere, and Harrison Ford; singers Barbra Streisand and Adele; and evangelists Billy Graham and Joel Osteen all experience fear of public speaking? Yet all are effective public speakers because they employ strategies for managing their nervousness—strategies we will discuss in this chapter.

We begin by explaining the nature of public speaking apprehension. Then we discuss the causes and benefits—yes, *benefits*—of it. Finally, we propose several strategies for managing anxiety successfully. Perhaps most important is the role careful preparation plays in managing anxiety, which we’ll describe by walking you through Kira’s step-by-step process of preparing and practicing her speech of self-introduction.

## UNDERSTANDING THE NATURE OF PUBLIC SPEAKING APPREHENSION

**Glossophobia**, which is the technical term for public speaking apprehension or speech anxiety, is simply the fear of public speaking. We may experience it before or while delivering a classroom speech, a workplace presentation, a wedding toast, or a job interview. To be honest, almost all of us have some level of public speaking apprehension, and about 15 percent of the US population experiences high levels of it.<sup>2</sup> However, even people with high levels of apprehension can be effective and confident public speakers. In fact, having some public speaking apprehension actually makes us better public speakers than having none at all. Why? Because these feelings are really signs of the adrenaline boost that helps us perform at our best. Just as an adrenaline boost helps athletes, musicians, and actors perform better, so can it also help us deliver better

**glossophobia:** the fear of public speaking

public speeches.<sup>3</sup> So, if you are lackadaisical about giving a speech, you probably will not do a good job.<sup>4</sup> Because at least some tension is constructive, the goal is not to eliminate nervousness but to learn how to manage it.<sup>5</sup>

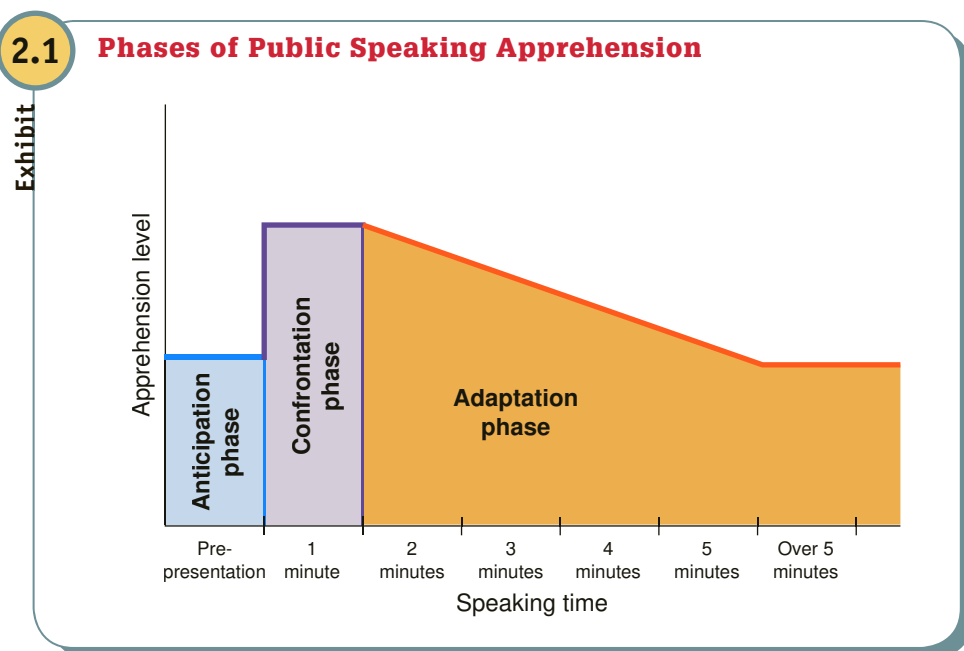
## Symptoms

The symptoms of public speaking apprehension vary from individual to individual and range from mild to debilitating. Symptoms can be cognitive, physical, or emotional. Cognitive symptoms include negative self-talk, which is also the most common cause of public speaking apprehension.<sup>6</sup> For example, a highly apprehensive person might do what Kira did in the opening vignette and dwell on thoughts such as “I’m going to make a fool of myself,” or “I just know that I’ll blow it.” Physical symptoms may be stomach upset (or butterflies), flushed skin, sweating, shaking, light-headedness, rapid or pounding heartbeats, stuttering, and vocalized pauses (“like,” “you know,” “ah,” “um”). Emotional symptoms include feeling anxious, worried, or upset.

Luckily, public speaking apprehension gradually decreases for most of us as we speak. Researchers have identified three phases we proceed through: anticipation, confrontation, and adaptation (see Exhibit 2.1).<sup>7</sup>

The *anticipation phase* is the anxiety we experience before giving the speech, both while preparing it and waiting to speak. The *confrontation phase* is the surge of anxiety we feel as we begin delivering the speech. The *adaptation phase* is the period during which our anxiety level gradually decreases. It typically begins about 1 minute into the presentation and tends to level off after about 5 minutes.<sup>8</sup> So, it’s normal to be nervous before you speak and, when managed effectively, can result in a better speech than having no nervousness at all.

There are many ways to measure your level of public speaking apprehension. Exhibit 2.2 presents a short self-assessment survey you can complete to gauge your level of apprehension.



## 2.2

Exhibit

**Personal Report of Public Speaking Apprehension<sup>9</sup>**

These statements give you a chance to express how you feel about speaking in public. Please indicate in the space provided the degree to which each statement applies to you by marking whether you:

1 = strongly agree; 2 = agree; 3 = are undecided; 4 = disagree; 5 = strongly disagree

- \_\_\_\_\_ 1. I have no fear of giving a speech.
- \_\_\_\_\_ 2. Certain parts of my body feel very tense and rigid while giving a speech.
- \_\_\_\_\_ 3. I feel relaxed while giving a speech.
- \_\_\_\_\_ 4. My thoughts become confused and jumbled when I am giving a speech.
- \_\_\_\_\_ 5. I face the prospect of giving a speech with confidence.
- \_\_\_\_\_ 6. While giving a speech, I get so nervous I forget the facts I really know.
- \_\_\_\_\_ **TOTAL**

**SCORING:** Begin by reversing the numbers you assigned to statements 2, 4, and 6 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1). Then, add all six numbers.

**INTERPRETING:** If your total is more than 24, you may experience a high level of public speaking apprehension. People who are highly apprehensive will benefit most from applying the techniques designed to reduce anxiety.

## Causes

Public speaking apprehension is most commonly caused by negative self-talk.<sup>10</sup> **Self-talk** is defined as intrapersonal communication regarding perceived success or failure in a particular situation. Negative self-talk increases anxiety. Negative self-talk about public speaking generally focuses on a fear of being stared at, a fear of the unknown, a fear of failure, or a fear of becoming fearful. Where do these negative thoughts come from? Research suggests three common roots: biologically based temperament, previous experience, and level of skills.

**self-talk:** intrapersonal communication regarding perceived success or failure in a particular situation

### Biologically Based Temperament

According to this theory, people who are extroverted tend to experience lower levels of public speaking apprehension than people who are introverted.<sup>11</sup> Does this mean that naturally introverted people are doomed to be ineffective public speakers? Absolutely not! Remember the successful celebrities we mentioned earlier? Many of them are introverted, yet all of them enjoy a great deal of public speaking success. Believe it or not, even though one of the authors of this textbook is introverted, she has won multiple national titles in competitive collegiate speech tournaments.

### Previous Experience

Our level of apprehension may also result from our experiences with public speaking while growing up. In other words, some of us actually learned to fear public speaking! Research tells us that we may be socialized to fear public speaking as a result of modeling and incidents of negative reinforcement.<sup>12</sup> *Modeling* has to do with observing how your friends and family members react to speaking in public.<sup>13</sup> If they tend to be reserved and avoid speaking in public, your fears might stem from modeling. *Negative reinforcement* concerns how others have responded to your public speeches in the past. If you experienced negative reactions, you might be more apprehensive about public speaking than if you were praised for your efforts.<sup>14</sup>

Consider your past. How might modeling have influenced your current fears about public speaking? Did family and friends talk openly with each other a great deal, or were they quiet and reserved? What was it like around the dinner table or at





**Photo 2.1** Tina Fey learned the public speaking behaviors she observed from family members when growing up. What public speaking behaviors did your family model? How might they have influenced your beliefs about yourself as a public speaker?

### IMPROMPTU SPEECH CHALLENGE

Think of a time in your childhood when you spoke in front of more than 10 people. Describe what you spoke about, as well as when, where, and to whom. Then talk about how you felt about yourself as a public speaker afterward and why.

**communication orientation motivation (COM):** adopting a “communication” rather than a “performance” orientation toward speeches

**performance orientation:** believing in the need to impress a hypercritical audience with knowledge and delivery

community events? Did any of your family members do much public speaking? What were their experiences? Emmy-winning actress, writer, and comedian Tina Fey was once asked what it was like around her dinner table growing up. She remarked that “the whole family played to each other”; her “mom’s a dry wit,” and her dad “has a good sense of silliness.” Their modeling not only rubbed off on her as a comedian, but also helped her eventually overcome being a “shy, nerdy” teenager (Photo 2.1).<sup>15</sup>

How others have reinforced our public speaking efforts also influences how apprehensive we feel about public speaking. We have all had many “public speaking” experiences, from reading aloud in elementary school, to giving an oral report in science class, to accepting a sports award at a banquet. If the responses to your speaking in the past were generally positive, you probably learned to feel confident about your ability. If, on the other hand, the responses were negative, you probably learned to feel fearful of public speaking. If your elementary school teacher humiliated you when you read aloud, if you flubbed that science report, or if friends laughed at your acceptance speech, you will probably be more apprehensive about speaking in public than if you had been praised for your efforts. Kira, for example, kept thinking about the time she gave a short speech in her eighth-grade social studies class. The entire class chuckled when she mispronounced “synonym” as “cinnamon.” The teacher reprimanded the class and asked Kira to continue, but she couldn’t do it. The instructor allowed her to return to her seat without finishing the speech. Embarrassed and shaking, Kira was convinced she was not a good public speaker and vowed never to do another speech (Photo 2.2).

### Level of Skills

An important source of public speaking apprehension comes from having underdeveloped speaking skills. This “skill deficit” theory suggests that most of us become apprehensive because we don’t know how to (or choose not to) plan or prepare effectively for our public presentations. Some current research even suggests that, thanks to the growing reliance on technology to communicate (e.g., texts, emails, social networking), the number of people with skill deficits is increasing exponentially, particularly among millennials.<sup>16</sup> As you become skilled at using the six-step speech-planning and preparation process we introduce in this chapter, you will gain confidence and become a more effective public speaker.

## MANAGING PUBLIC SPEAKING APPREHENSION

Because public speaking apprehension has multiple causes, we describe a few general anxiety-reduction methods, several specific techniques, and a six-step speech-planning and preparation process you can employ to manage anxiety and boost your confidence about public speaking.

### General Methods

1. **Communication orientation motivation (COM)** helps reduce anxiety by adopting a “communication” rather than a “performance” orientation when giving speeches.<sup>17</sup> According to communication researcher Michael Motley, speakers with a **performance orientation** believe they must impress a

hypercritical audience with their knowledge and delivery.<sup>18</sup> When you approach public speaking with a performance orientation, your self-talk tends to focus on a fear of failing, which increases your anxiety. On the other hand, speakers with a **communication orientation** view public speaking as an opportunity to engage in conversation with a number of people about an important topic. When you have a communication orientation, you focus on getting your message across rather than on how people might be judging your performance.

2. **Visualization** helps reduce anxiety by assisting you in picturing yourself giving a masterful speech. Like COM techniques, visualization helps you overcome cognitive and emotional symptoms of apprehension arising from a fear of failure. If you visualize yourself going through an entire speech preparation and delivery process successfully, you are more likely to be successful when you actually deliver the speech.<sup>19</sup>

Visualization has been used extensively to improve athletic performances. In a study of basketball players trying to improve their foul-shooting percentages, for example, players were divided into three groups. One group never practiced, another group practiced making foul shots, and a third group “practiced” by visualizing themselves making foul shots. As you might expect, those who physically practiced improved far more than those who didn’t practice at all. But those who simply *visualized* practicing improved almost as much as those who actually practiced.<sup>20</sup> Imagine what happens when you both visualize *and* practice (Photo 2.3)!

3. **Relaxation exercises** can help reduce anxiety through the use of breathing techniques and progressive muscle relaxation. To be effective, however, the exercises must be practiced regularly until they eventually become habitual. Then you will be able to use them to calm yourself in the moments before you speak.

Let’s take a closer look at breathing techniques. You were born breathing correctly—using the muscles in your abdomen to draw air into and push air out of your lungs. But when you become anxious, the muscles in your abdomen become tense and you take shallower breaths, often raising your shoulders to get air into your lungs and dropping them to expel the air. Shallow breathing contributes to anxiety, depression, and fatigue.<sup>21</sup> Instead, think of your lungs as balloons that fill up with air. Have you ever seen someone making balloon animals? If so, you probably noticed that, when the artist wanted part of the balloon to remain uninflated, he or she squeezed that area off. Shallow breathing is like filling only the top half of the balloon because, when your abdominal muscles tighten, you stop air from filling the bottom half of your lungs. Fortunately, you can retrain yourself to breathe from the abdomen and thereby reduce your anxiety. Exhibit 2.3 offers some suggestions.

Similarly, we can train our bodies to relax by practicing progressive muscle relaxation exercises. Essentially, you systematically tense certain muscle groups for about 10 seconds and then relax them for another 10 seconds while focusing



Chuck Savage/Flirt/CORBIS

**Photo 2.2** Effective speakers demonstrate integrity not by eliminating nervousness but by managing it effectively. What methods and strategies will you use to manage public speaking anxiety?

**communication orientation:** viewing public speaking as a conversation with a number of people about an important topic and getting the message across

**visualization:** a method to reduce anxiety by picturing yourself giving a masterful speech

**relaxation exercises:** the use of breathing techniques and progressive muscle relaxation to reduce anxiety

#### SPEECH SNIPPET

Kira had been successful using visualization before swim meets. She thought this technique might work to help her prepare for her speeches too. She pictured herself in front of the class comfortably giving her speech.

## 2.3

## Exhibit

**Breathing and Relaxation Exercises**

1. **Abdominal breathing:** Lie on the floor and place your hand on your abdomen. Consciously focus on filling your abdomen with air when you inhale by watching your hand rise. Then, as you release the air, watch your hand lower again.
2. **Sighing:** By sighing right before it is your turn to speak, you can release tension and lower your anxiety level, allowing the inevitable rush of adrenaline to work for you, not against you.<sup>22</sup>
3. **Progressive muscle relaxation exercises:** Consciously tense and relax each of these muscle groups twice and then move on to the next group: hands, arms, shoulders, neck, lips, tongue, mouth, eyes and forehead, abdomen, back, midsection, thighs, stomach, calves, feet, and toes.

**systematic desensitization:**

an anxiety-reduction method of gradually visualizing and then engaging in increasingly more frightening speaking events while remaining calm

**cognitive restructuring:**

an anxiety-reduction method of systematically replacing negative self-talk with positive coping statements

on what the relaxed state feels like.<sup>23</sup> Once you teach your body to relax on command, you can call on it to do so before beginning to give your speech.

4. **Systematic desensitization** can help reduce anxiety as you gradually visualize and then engage in increasingly more frightening speaking events while remaining calm.<sup>24</sup> Research tells us that more than 80 percent of those who try this method reduce their level of anxiety.<sup>25</sup> Essentially, once you are in a relaxed state, imagine yourself in successively more stressful speech-planning and speech-making situations—for example, researching a speech topic in the library, practicing the speech out loud in front of a roommate, and delivering the final speech to your audience. Once you can maintain a relaxed state while visualizing yourself in each event, you try performing each event while maintaining the learned state of calmness. The ultimate goal of systematic desensitization is to transfer the calm feelings you attain while visualizing to the actual speaking event. Calmness on command—and it works.

5. **Cognitive restructuring** helps reduce anxiety by replacing anxiety-arousing negative self-talk with anxiety-reducing positive self-talk. The process consists of four steps.

- **Identify your fears.** Write down all the fears that come to mind when you know you must give a speech.
- **Determine whether or not each fear is rational.** Most fears are, in fact, irrational because public speaking is not life threatening.
- **Develop positive coping statements to replace negative self-talk.** No one list of coping statements will work for everyone, so you must develop a list that works for you. Exhibit 2.4 is an example of how Kira used this process to help manage her anxiety. Psychologist Richard Heimberg of the State University of New York at Albany reminds his clients that most listeners don't notice or even care if the clients do what they're afraid of doing when giving a speech. Ultimately, he asks them, "Can you cope with the one or two people who [notice or criticize or] get upset?"<sup>26</sup>
- **Incorporate positive coping statements into your life so they become second nature.** You can do this by writing your statements down and reading them aloud to yourself each day, as well as before giving a speech. The more you repeat your coping statements to yourself, the more natural they will become and the more unnatural your negative thoughts will seem.

All of these methods have helped people successfully reduce their anxiety. If you think you'll experience public speaking apprehension in



PeopleImages.com/Getty Images

**Photo 2.3** If people can visualize themselves going through an entire process, they will have a much better chance of succeeding when they are in the actual situation. When have you used positive visualization to gain confidence about succeeding?

## 2.4

## Exhibit

**Negative Self-talk Versus Positive Coping Statements**

Kira decided to try cognitive restructuring to reduce her anxiety about giving speeches in front of her classmates. Here is how she worked through the process:

**Negative self-talk**

1. I'm afraid I'll stumble over my words and look foolish.
2. I'm afraid everyone will be able to tell that I'm nervous.
3. I'm afraid my voice will crack.
4. I'm afraid I'll sound boring.

**Positive coping statements**

1. Even if I stumble, I will have succeeded as long as I get my message across.
2. They probably won't be able to tell I'm nervous, but as long as I focus on getting my message across, that's what matters.
3. Even if my voice cracks, as long as I keep going and focus on getting my message across, I'll succeed at what matters most.
4. I won't sound bored if I focus on how important this message is to me and to my audience. I don't have to do somersaults to keep their attention because my topic is relevant to them.

this course, which of these techniques do you think might help you? Have you already tried some of them in other situations? If they helped, do you think you could apply them to reduce your anxiety about giving a speech? For most people, using several of them yields the best results.<sup>27</sup>

**Specific Techniques**

In addition to these five general anxiety-reduction methods, we recommend several specific techniques to employ in the days before you deliver your speech and on the day you actually give it.

1. **Allow sufficient time to prepare.** As soon as you know the day you are to give your speech and the expectations for it, identify the topic and begin to prepare. At minimum, you should spend at least 10 days to 2 weeks researching, organizing, and practicing your speech. The more time you spend doing so, the more confident you will become and the better your speech will ultimately be.

**PUBLIC SPEAKING IN THE REAL WORLD****Harrison Ford and Public Speaking Anxiety**

Although actor Harrison Ford is one of the highest grossing movie stars of all time, he struggles with public speaking anxiety. In his own words, public speaking is “a mixed bag of terror and anxiety.”<sup>28</sup> Not only that, he even feels fear when a character he is playing must give a speech.<sup>29</sup> The former philosophy major and Sigma Nu fraternity member at Ripon College in Wisconsin manages his anxiety using a modified version of Motley's communication orientation motivation (COM) method. As Ford says, “I don't want to be a movie star. I want to be in movies that are stars. For me, it's not about performance. It's about storytelling.”<sup>30</sup>

1. How does Harrison Ford's storytelling technique help him focus on the message rather than the performance?
2. How might thinking about your speeches as storytelling help manage anxiety?



Pascal Le Segretain/Getty Images



## SPEECH SNIPPET

Kira asked a few friends to watch her while she practiced her speech in the classroom one evening after dinner. They were very supportive and offered several compliments that really boosted her confidence. She started believing she really could do a good job after all.

2. **Use presentational aids.** Recall that one of the major fears that increase public speaking anxiety is the fear of being stared at. Although it is human nature to enjoy being recognized for things we've done well, it is not human nature to be the constant center of attention for a prolonged amount of time.<sup>31</sup> When you give a speech, all eyes are focused constantly on you, and you can feel conspicuous. Using presentational aids allows you to direct the audience's attention toward something else at carefully placed points during your speech, which can diminish your sense of being constantly stared at and the anxiety that can accompany it.
3. **Practice your speech aloud.** When you practice your speech aloud, you get comfortable hearing yourself talk about your topic. You identify sections of the speech where your ideas may not flow and where you need to do additional preparation. By the third or fourth time you have practiced aloud, you will notice your delivery becoming easier, and you will gain confidence in your ability to present your ideas to others.

Many successful speakers not only practice aloud alone but also practice in front of trusted friends or family members who give them feedback (Photo 2.4). If possible, practice your speech in the room where you'll ultimately deliver it. Hearing your voice in the room where you'll speak reduces anxiety that can arise from fear of the unknown, as you will know what it will feel like to present your speech in that room. If you will be giving your speech online, practice recording and then watching yourself on the recording several times to get comfortable with making virtual eye contact with the camera and speaking into the microphone with ease. Finally, on the night before your speech, review your speech plan immediately before you go to sleep. That way, as you sleep, your mind will continue to prepare.<sup>32</sup>

4. **Dress up.** We tend to feel more confident when we know we look good. By dressing up a bit for your speech, you'll reduce anxiety about being stared at because you will feel good about how you look. Not only that, dressing up enhances credibility (ethos) because doing so sends a message that you care about the audience, the occasion, and the message you want to get across to your listeners. Even if you are going to deliver your speech online as a voiced-over slide show presentation, dressing up will still reduce anxiety by boosting your confidence.

5. **Choose an appropriate time to speak.** If you have a choice, pick the time that works best for you. In face-to-face speech classes, for example, some speakers become more nervous when they listen to others, so they are better off speaking early in the class period. Others find that listening to their peers calms them, so they are better off speaking later in the class period. When given a choice, choose to speak at the time that is optimal for you. If you are recording your speech for an online presentation, do so when your creative energy is highest. If you are a "morning person," record your speech early in the day. If you get your best bursts of energy in the evening, do it later in the day.

6. **Use positive self-talk.** Immediately prior to getting up to speak, coach yourself with a short "pregame pep talk." Remind yourself about the importance of your message. Remember how hard you prepared and visualize how good you are when you are at your best. Remind yourself that nervousness is normal and useful. Tell yourself that you are confident and ready.



David Young-Wolff/PhotoEdit

**Photo 2.4** Effective public speakers practice their speeches aloud several times before they actually deliver them in person or online. Where and how will you practice your speeches?

7. **Face the audience.** Face your audience with confidence. In face-to-face settings, walk purposefully to the front of the room. Plant yourself firmly yet comfortably. Review your opening statement in your head. Make eye contact with the audience. Take a deep breath and begin your well-rehearsed introduction. For your online speech, follow the same pattern: situate yourself comfortably but professionally, review your opening statement in your head, take a moment to look directly into the camera, take a deep breath, and then begin your well-rehearsed speech.
8. **Focus on sharing your message.** Although you may feel nervous, your audience rarely “sees” it. Employ a communication-orientation by focusing on getting your ideas across rather thinking about your nerves.

## DEVELOPING AN EFFECTIVE SPEECH PLAN

Whether you are a marketing account manager presenting an advertising campaign idea to clients, a coach trying to motivate your team for its game with your arch rival, or a student giving a speech in class, you can manage anxiety, demonstrate confidence, and be more effective when you develop and follow an effective **speech plan**—a strategic method for achieving your effective speech goal.

**speech plan:** a strategic method for achieving your effective speech goal

In this section and throughout the chapters that follow, we will work through a six-step process for planning and preparing speeches, a process grounded in the works of major speech scholars across the ages. Ancient Roman philosophers actually clarified the five general rules for effective public speeches more than 2,000 years ago. These rules, known as the **canons of rhetoric**, still hold true today.<sup>33</sup> The five canons are invention (well-developed content), arrangement (clear organization), style (appropriate language), delivery (use of voice, body, and strategic presentation aids), and memory (creativity and polish). Although classical approaches to speech planning were speaker focused, scholars now recognize that effective speeches are audience centered and address the rhetorical situation.<sup>34</sup> So, the speech-making skills we propose are both rooted in ancient wisdom and informed by contemporary research.

**canons of rhetoric:** Five general rules for effective public speeches

The six speech action plan steps are:

1. Select a specific speech goal that is appropriate to the rhetorical situation.
2. Understand your audience and adapt to it.
3. Gather and evaluate information.
4. Organize ideas into a well-structured outline.
5. Choose, prepare, and use appropriate presentational aids.
6. Practice oral language and delivery style.

Exhibit 2.5 illustrates these steps. Let's briefly preview what each step entails by describing how Kira worked through each one to prepare her speech of self-introduction.

### Step 1: Select a Specific Speech Goal That Is Appropriate to the Rhetorical Situation

Your **speech goal** is a specific statement of what you want your audience to know, believe, or do. To arrive at an appropriate speech goal, you need to consider the rhetorical situation, that is, yourself as the speaker, your audience, and the occasion. Doing so will encourage your audience to pay attention because they will perceive your speech as relevant to them.

**speech goal:** a specific statement of what you want your audience to know, believe, or do

## An Effective Speech Plan Is the Product of These Six Action Steps



Goal

1. Select a specific speech goal that is appropriate to the rhetorical situation.



Audience

2. Understand your audience and adapt to it.



Research

3. Gather and evaluate information.



Organization

4. Organize ideas into a well-structured outline.



Presentational Aids

5. Choose, prepare, and use appropriate presentational aids.



Delivery

6. Practice oral language and delivery style.

Audience icon, Sielan/Shutterstock.com; all other icons, CoraMax/Shutterstock.com

Begin by selecting a topic that you may know something about, that interests you, and that is important to you. Although you might occasionally speak on a topic that is unfamiliar to you, you will usually speak on topics that meet these three criteria. Kira's speech topic was herself.