

Preface

*“The first purpose of education,” the American essayist Norman Cousins once said, “is to enable a person to speak clearly and confidently.”*¹

The primary goal of this book is to show students how to achieve clarity and confidence during the speeches they must give in college classes, in career settings, and in their communities.

To reach this goal, I cover the basic principles of speech communication, drawn from contemporary research and from the accumulated wisdom of over 2,000 years of rhetorical theory. At the same time, I try to show students the real-life applicability of those principles by providing many examples and models from both student and professional speeches.

Key Elements

Like previous revisions, this new edition emphasizes the skills that are crucial for success in public speaking.

Focusing on Audience

Audience-centered communication is emphasized throughout the book: how to analyze listeners; how to be sensitive to their needs and interests; and how to talk *to* and *with* them, not *at* them. Students are encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of “giving a speech.”

Planning and Organizing

A rule of thumb in American seminaries is that ministers should spend an hour of preparation for each minute of actual delivery. Since this ratio is a good one for any speaker, I devote 11 chapters to showing students how to go through the preliminary stages of speechmaking systematically—analyzing the audience, selecting a topic and specific purpose, devising a central idea, finding verbal and visual support material, organizing the material into a coherent outline, and practicing effectively.

Building Confidence

A major concern for most beginning speakers is how they can develop and project confidence in themselves and in their ideas. Chapter 2 (“Controlling Nervousness”) provides a reassuring discussion on nervousness and shows students how to turn their speech anxiety into an asset by using it as constructive energy.

Speaking in Real-World Situations

Examples, stories, and photos throughout the book depict real people in real communication settings. “Tips for Your Career” appear in all chapters to give students useful advice for their professional development. “Special Techniques” sections provide detailed explanations on such topics as “How to Use Humor.”

Developing Ethical Values

Ethical behavior and personal values are important considerations for all communicators. Rather than restrict the discussion of ethics to an isolated chapter, I discuss ethical issues throughout the book at relevant points. There are 22 “Ethical

Issues” sections throughout the eighth edition. Icons in the text margins call attention to this material.

Incorporating Technology

Students receive updated information on using the latest technology for finding source materials and presenting visual aids. Because of the popularity of PowerPoint, a new appendix, “Using PowerPoint Effectively,” has been added to the end of Chapter 9 (“Visual Aids”). A tutorial on good design techniques appears on the *SpeechMate* CD, and a tutorial on how to use PowerPoint software is on this book’s Online Learning Center. Several speeches in the book and on the CD are accompanied by PowerPoint slides. At the same time, students are warned in Chapter 9 about the dangers of misusing PowerPoint.

Conducting and Evaluating Research

Chapter 6 (“Finding Information”) has been extensively revised to emphasize the superiority of library materials over the Internet for some research projects and to show students how to use the Internet effectively. A new appendix, “Tips for Finding Materials,” has been added to the end of the chapter. All chapters feature exercises entitled “Building Internet Skills.”

Building Critical-Thinking Skills

In recent surveys, many instructors and employers have lamented that students and employees often fail to apply critical-thinking skills when evaluating information, especially information from the Internet. To help students sharpen these skills, Chapter 7 (“Evaluating Information and Avoiding Plagiarism”) provides guidelines on how to separate credible from unreliable information and how to develop a healthy skepticism. In addition, “Building Critical-Thinking Skills” exercises appear at the end of each chapter. Throughout the book, when each stage of preparation and delivery is discussed, students are encouraged to engage in critical analysis of their topic, audience, and material. Also, speech videos on the *SpeechMate* CD are accompanied by critical-thinking questions.

Exploring Diversity and Teamwork

Some employers are expressing a distinct interest in college graduates who can exhibit skillfulness in two related areas: (1) communicating with people from diverse backgrounds and (2) participating in teams. In response to these emerging opportunities, this book emphasizes understanding and valuing diversity. In addition to examples, tips, and photos throughout the book, there are “Building Teamwork Skills” exercises at the end of each chapter. Chapter 1 confronts the problem of stereotyping and scapegoating. Chapter 4 has a detailed discussion of listeners from other countries and various ethnic groups, as well as tips regarding disabilities, gender, age, educational background, occupations, religious affiliation, and economic and social status. Chapter 19 provides guidelines on how individuals can work effectively in teams.

Using Visual Imagery

Believing that visual imagery can enhance learning, I have provided over 130 graphics, including photos, drawings, tables, and sample presentation aids. Many of these visuals are new to this edition.

Highlights of the Eighth Edition

This edition offers a rich variety of examples, stories, photos, and learning aids, many of which are new or revised. Here are some of the highlights:

Enhanced SpeechMate CD-ROM with Guidebook

An integral part of this text is *SpeechMate 4.0*, a two-disk CD set that is packaged free with every new copy of the book. Thanks to feedback from many students and instructors, *SpeechMate* has been revised and improved. Accompanying it is a fully illustrated booklet that provides a guide to using *SpeechMate* and this book's Online Learning Center Web site (www.mhhe.com/gregory8). Here are descriptions of the components of *SpeechMate*:

Speech Videos. CD1 of the *SpeechMate* CD-ROM provides 33 speech excerpts (15 of which are new to this edition) and CD2 includes 16 full-length speeches (six of which are new). Four of the new speeches are featured in the text, with outlines and transcripts. To show students how a mediocre speech contrasts with a model speech, three speeches that need improvement are shown, along with their improved versions. Most of the speeches on the CD are accompanied by audio introductions, critical-thinking questions, and outlines. All of the speeches and speech excerpts offer the option of closed captioning. In the book itself, icons in the text margin prompt readers to view relevant video clips.

Outlining Aids. The CD offers students two options for organizing their material in an outline. *Outline Tutor* is an interactive program that shows the various parts of an outline and makes it easy for users to insert content into the appropriate sections of the outline. Alternatively, an outline template in Microsoft Word format may appeal to students who prefer to do their work in Word.

To improve outlining abilities, *SpeechMate* also includes Outline Exercises, which involve unscrambling the parts of an outline by “dragging and dropping” those elements into the proper sequence with a mouse.

Practice Tests. To prepare for classroom tests, students can take a practice test for each chapter, with 15 multiple-choice and 15 true-false questions. When students choose an incorrect answer, they are given an immediate explanation of their mistake. Then they are invited to try again.

Checklist for Preparing and Delivering a Speech. This practical list of steps not only helps speakers manage the preparation of their classroom speeches but also provides a valuable guide for speeches they may be asked to give in their careers and their communities.

Topic Helper. For students who have trouble coming up with a topic for a speech, *Topic Helper* lists hundreds of sample topics for their consideration. For this edition, new topics have been added, including a list of possible topics for impromptu speeches.

PowerPoint Design Tips. Handy guidelines are given for making sure that PowerPoint slides are clear and attractive.

Key Terms. Two features help students study and prepare for tests vis à vis the key terms in the book: an alphabetical *Glossary* of all terms and their definitions and *Flashcards*, a software application that manages the text glossary by chapter and allows the user to create customizable “decks” of key terms.

Chapter-Opening Features

Every chapter opens with a four-part pedagogical plan. The first thing a reader will see is a photo and explanatory caption that relate directly to the chapter. Opposite the photo is a page that presents an outline and the objectives for the chapter. When the page is turned, the reader will see an introductory vignette, illustrated by a photo or artwork. These features are designed to heighten interest in the chapter’s contents, to help the reader map out the chapter’s contents, and to dramatize how actual speakers implement key chapter principles in the real world.

Sample Speeches

Sample speeches, most of them new to this edition, provide models of how to effectively choose, organize, and develop materials. Many of these speeches are accompanied by outlines and commentary to help students focus on the most important elements.

Here are the key speeches:

- Chapter 1 (“Introduction to Public Speaking”): “Here Comes the Clown” is a self-introduction speech, and “Misty Morning” is a speech in which a student introduces a classmate.
- Chapter 8 (“Supporting Your Ideas”): “Workplace Bullies” is a persuasive speech (problem–solution pattern) that demonstrates how to use support materials such as examples and statistics. It includes a commentary.
- Chapter 10 (“The Body of the Speech”): A speech entitled “Affinity Fraud” is divided and shown in two separate chapters. In Chapter 10, the body of the speech is given, with a commentary, to show the use of main points and supporting points.
- Chapter 11 (“Introductions and Conclusions”): This chapter includes the remainder of “Affinity Fraud,” with a commentary, so that students can see the introduction and conclusion.
- Chapter 12 (“Outlining the Speech”): A new persuasive speech, “Wedding Crashers,” uses the topical pattern. An outline, accompanied by a commentary, precedes a transcript of the speech as it was delivered. Two PowerPoint slides and a sample of the speaker’s notes also are shown. A video of the speech can be seen on CD2 of the *SpeechMate* CD-ROM.
- Chapter 15 (“Speaking to Inform”): “How to Identify Poison Ivy” is a process speech, accompanied by a PowerPoint slide.
- Chapter 15 (“Speaking to Inform”): A new informative speech, “Humanoid Robots,” uses the chronological pattern. An outline (accompanied by commentary) and a transcript are provided. Five PowerPoint slides are shown. A video of the speech can be seen on CD2 of the *SpeechMate* CD-ROM.
- Chapter 16 (“Speaking to Persuade”): A new persuasive speech, “Are You Being Overcharged?” uses the motivated sequence. The outline is presented

with a commentary, followed by a transcript of the speech as delivered. The speaker's PowerPoint slides are shown. A video of the speech can be seen on CD2 of the *SpeechMate* CD-ROM.

- Chapter 17 (“Persuasive Strategies): A new persuasive speech, “Too Much of a Good Thing,” uses the problem–solution pattern. The speaker's visual aids, two posters, are shown. A video of the speech can be seen on CD2 of the *SpeechMate* CD-ROM.
- Chapter 18 (“Special Types of Speeches”): Samples include a new entertaining speech, a new speech of tribute, and other special-occasion speeches.
- The appendix includes a speech of self-introduction, an informative speech (“Finding Your Dream Job”), and a persuasive speech that uses the statement-of-reasons pattern (“The Power of Light”).

Major Revisions

Innovations and refinements to the *SpeechMate* CD were presented in the preceding section of this preface. A large number of changes also were made in the text itself, with the most significant revisions described below:

- Extensive updates and revisions of Chapter 6 (“Finding Information”) show students the latest techniques for using libraries, the Internet, and field research. A helpful appendix—“Tips for Finding Materials”—has been added to the end of the chapter.
- Chapter 7 has a new title, “Evaluating Information and Avoiding Plagiarism,” and expanded coverage of plagiarism and how to give proper credit to sources.
- Major changes in Chapter 9 (“Visual Aids”) provide up-to-date information about electronic options. The chapter features 11 new photos and graphics. An appendix (“Using PowerPoint Effectively”) has been added at the end of the chapter to show students how to use PowerPoint without boring their listeners. For students needing help with the technical details of creating PowerPoint slides, a tutorial is provided on the book's Online Learning Center.
- Four new major sample speeches—two informative, two persuasive—appear in Chapters 12, 15, 16, and 17, accompanied by detailed outlines. A video of each speech is included on the *SpeechMate* CD-ROM. In addition, a new entertaining speech and new speech of tribute appear in Chapter 18.
- Chapter 3 (“Listening”) has an updated section, “Reject Electronic Intrusion,” that advises students to turn off electronic devices and give full attention to the speaker. A new Tip for Your Career—“Confront Electronic Rudeness”—explains how speakers can deal with rude listeners who use cell phones and laptop computers during a presentation.
- Chapter 13 (“Wording the Speech”) features a new section, “Using Rhetorical Devices,” which explains and illustrates four techniques—alliteration, antithesis, parallel structure, and repetition.
- Chapter 14 (“Delivering the Speech”) offers expanded coverage of impromptu speeches, including three ready-made organizational patterns that can be used.

- Several new “Tips for Your Career” boxes deal with issues that speakers face in speeches outside the classroom. For example, one new tip in Chapter 14 gives advice on what to do if you are giving an emotional speech, such as a eulogy, and you fear that you will cry.
- Over 70 new photos and graphics, along with stories about speakers in college, career, and community settings throughout the world, illustrate important public speaking principles, and they help to make the book interesting and engaging.

Resources for Instructors and Students

An extensive and integrated set of resources is available for extending the concepts and the pedagogical methods of the book.

Digital and Video Resources

SpeechMate. *SpeechMate* is a two-disk CD-ROM set that is described above.

Online Learning Center. The Web site for this book (www.mhhe.com/gregory8) contains an extensive variety of resources for instructors and students, including chapter quizzes, key terms, chapter overviews, learning objectives, articles on relevant topics, interactive exercises and Bibliomaker, a software program that automatically formats bibliography entries after students enter key information, according to two of the most popular style guides: Modern Language Association (MLA) and American Psychological Association (APA). In the text, icons directing students to relevant resources on the Online Learning Center appear in the margins at appropriate points.

A feature called *WEBLINKS* enables readers to get quick updates for Internet addresses referred to in the text and any other information that has changed since publication of the book. To access this service, visit the Web site, click on STUDENT EDITION, and then WEBLINKS.

The Online Learning Center includes worksheets located in the Interactive Exercises section and articles located in the Supplementary Readings section. The Interactive Exercises cover important tasks such as developing the central idea, creating an outline, and using language effectively. The readings on the Web site include a transcript of Martin Luther King’s famous “I Have a Dream” speech accompanied by a detailed commentary; brief handouts that crystallize what students need to know about job interviews, résumés, and letters of application; an article on speech phobia, which gives tips for self-therapy to those students whose fear goes far beyond the normal range discussed in Chapter 2 of the text; and articles that cover special subjects such as: “How to Prepare a Speech without Feeling Overwhelmed,” “Speaking in Front of a Camera,” “Oral Interpretation of Literature,” and “Public Speaking Tips for ESL Students.”

The instructor’s manual—including the test bank—is available in the instructor’s section of the Online Learning Center. For a password to access the instructor’s materials, instructors should contact their McGraw-Hill representative.

Audio Abridgement Compact Disc Set. The Audio Abridgement CD Set is an abridged, spoken version of *Public Speaking for College and Career*, 8/e. Developed with today’s multitasking students and instructors in mind, this “book on

tape” was designed to be a tool for review while commuting, working out, or just sitting down to study. Each chapter in this audio version is 15 minutes in length, and the content is tied to the learning objectives and the review summary of each text chapter.

Instructor’s Resource DVD-ROM. The Instructor’s Resource DVD-ROM, includes the Instructor’s Manual (described on p. xix), the test bank, suggested questions for use with the Classroom Performance System (see below), PowerPoint slides comprised of chapter highlights and video clips, and *Building an Outline*, a PowerPoint-based tutorial that shows students how to organize their ideas in an outline. A sample outline is constructed step by step so that students can see the process applied to a speech. With this edition, the PowerPoint chapter highlight program includes video clips of speech excerpts and “Lessons from the Movies” (see below). All of these materials can also be accessed on the book’s Web site.

New to the Instructor’s Resource DVD-ROM is an exciting feature called “Lessons from the Movies”—10 narrated stories that use still shots from Hollywood films such as *Mona Lisa Smile* (Julia Roberts) to illustrate various principles of effective public speaking, such as the need to know your listeners’ knowledge level as you prepare a speech. Students who have seen the stories during field-testing have reacted with enthusiasm and interest.

The DVD-ROM also includes “Teaching Public Speaking Online with *Public Speaking for College & Career*.” This guide, written by Sam Zahran of Fayetteville Technical Community College, is designed to help instructors develop and implement online public speaking courses using the pedagogical resources found in the text, *SpeechMate* CD, and Online Learning Center.

The test bank is provided on the DVD-ROM in two formats: as a Word document and as a Computerized Test Bank application with versions for Windows and Macintosh. In addition, the DVD-ROM contains Word files of four ready-to-reproduce tests for each chapter: Form A has true-false questions; Forms B and C have multiple-choice questions, and Form D contains short-answer questions.

Videos. McGraw-Hill offers a comprehensive Video Library for public speaking. For this edition of *Public Speaking for College & Career*, the Student Speeches Video, which is offered in both DVD and VHS formats, includes the same speeches and speech excerpts featured on the *SpeechMate* CD-ROM.

eInstruction: The Classroom Performance System (CPS). The Classroom Performance System (CPS) is a wireless response system that allows instructors to receive immediate feedback from students. CPS units include easy-to-use software for instructors’ use in creating questions and assessments and delivering them to students. The units also include individual wireless response pads for students’ use in responding. Suggested questions appear on the Instructor’s Resource DVD-ROM as well as the Instructor’s Edition of the book’s Web site (www.mhhe.com/gregory8). CPS also runs alongside the PowerPoint slides that supplement the text. For further details, go to www.mhhe.com/einstruction.

PageOut. *PageOut* is designed for instructors just beginning to explore Web options for their courses. In less than an hour, even the novice computer user can create a unique course Web site with a template provided by McGraw-Hill (no programming

knowledge required). PageOut lets you offer your students instant access to your syllabus, lecture notes, and original material. And you can pull any of the McGraw-Hill content from the Gregory Online Learning Center into your Web site. To find out more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout. All online content for this text is compatible not only with PageOut but with WebCT, eCollege.com, and Blackboard.

Print Resources

Annotated Instructor's Edition. The annotated edition of this book has marginal notes that provide teaching ideas, quotations, examples, and suggestions for group activities and class discussions.

Instructor's Resource Manual, Test Bank, and Resource Integrator. This supplement (also available on the Instructor's Resource DVD-ROM and the Instructor Edition of the Online Learning Center), provides numerous resources for both novice and experienced instructors, including dozens of ready-to-reproduce worksheets and forms for classroom use, tips for videotaping classroom speeches, sample course outlines, speech evaluation forms, chapter resources, and test items. A special feature in the manual is a Resource Integrator that describes textbook features, activities, and multimedia materials that are relevant to each chapter. This feature can help instructors to create syllabi and lecture outlines that incorporate the resources found on the *SpeechMate* CD-ROM and Online Learning Center.

Teaching Public Speaking Online with Public Speaking for College & Career. This guide, written by Sam Zahran of Fayetteville Technical Community College, is designed to help instructors develop and implement online public speaking courses using the pedagogical resources found in the text, *SpeechMate* CD, and Online Learning Center.

Acknowledgments

More than 170 instructors have reviewed this book in its successive editions. Their advice has not only shown me how to improve the book but also helped me improve my own classroom teaching. I am grateful to the reviewers for their insights, encouragement, and willingness to help a colleague.

Though space does not permit a listing of all reviewers of previous editions, I would like to cite those who gave me helpful feedback for this edition. Their names are listed on page xxi.

From the earliest days of this book, Betty Dvorson, an inspiring and popular instructor at City College of San Francisco, has given me lots of valuable advice and enthusiastic support. Sam Zahran of Fayetteville Technical Community College, a nationally known trailblazer in creating and teaching online courses, made a valuable contribution by writing a guide on how to teach public speaking online. For their encouragement and creative ideas, special thanks to Betty Farmer and Jim Manning, both of Western Carolina University; Tom W. Gregory, Trinity College in Washington, DC; Greg Cheek, St. Mary College in Kansas; Jim McDiarmid, speech instructor on U.S. Navy ships under PACE (Program of Afloat College Education); members of the Speech Communication faculty at Mesa Community College (Jim Mancuso, Christine Beckman, Loretta Kissell, Linda Larson, Stacey

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For the fourth straight edition, I was fortunate to work with Rhona Robbin, a wise and perceptive editor, whose flexibility, patience, and light touch made our collaboration enjoyable. She cared about the book as much as I did—an attribute that writers love to find in an editor. My book also profited from the enthusiastic support of Suzanne Earth, sponsoring editor for communication studies, and Leslie Oberhuber, senior marketing manager, who publicized the book and gathered helpful feedback from instructors. Nancy Garcia Hernandez, media producer, and Stacy Bentz, media project manager, worked hard to coordinate and develop the many components of the *SpeechMate* CD-ROM, the Online Learning Center, and the Instructor's Resource DVD-ROM. With skill, care, and patience, project manager Diane Folliard guided the book through the production stages for the second straight edition.

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And for their support and patience, special thanks to my wife Merrell and to our children, Jess, Jim, and June.

Hamilton Gregory

For Updates and Additional Information, Visit the Book's Web site
www.mhhe.com/gregory8.