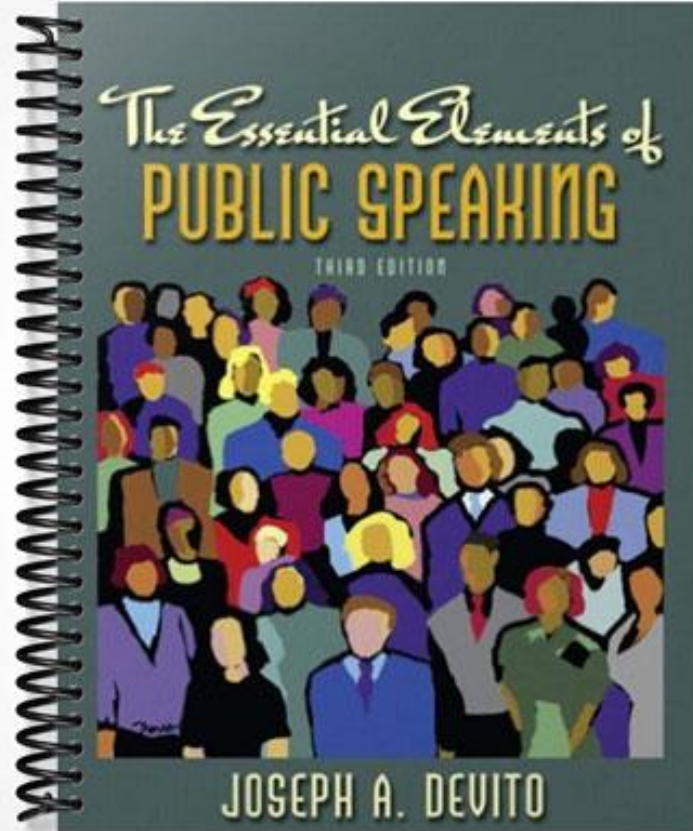


**TEST BANK**



# **Instructor's Classroom Kit**

*for*

DeVito

## **The Essential Elements of Public Speaking**

Third Edition

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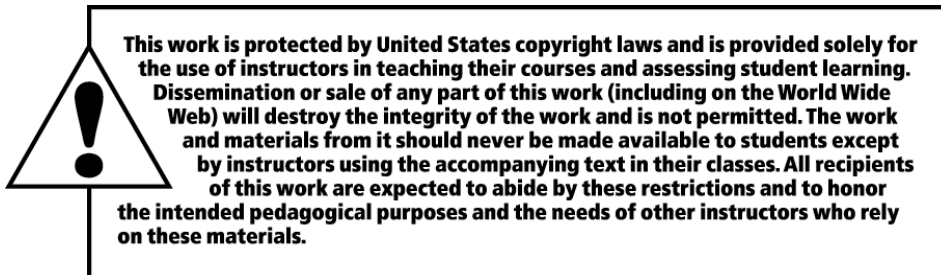
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## **AN OVERVIEW OF *ESSENTIAL ELEMENTS OF PUBLIC SPEAKING*, Third Edition**

The third edition of *Essential Elements of Public Speaking* is a complete educational package designed for any public speaking course. This textbook offers students clear explanation of the principles of public speaking. Numerous experiential vehicles and exercises help students apply those principles.

The textbook integrates professional advice, critical thinking, application of technology, and cultural and ethical awareness into twelve chapters. These chapters can be adapted to the specific needs and interests of any given course.

### **ISSUES IN TEACHING PUBLIC SPEAKING**

#### **The First Session**

Your institution will provide you with class lists, although you may not have these available on the first day of class. It may be useful to have students fill out an information form with the basic personal data. You may want to ask additional questions, such as, “What are your goals and objectives in taking this course? What aspects do you want to emphasize? What are your career plans? How do you anticipate this course will aid you in the future? What should I know about you to improve the instructional process?” I have often used the information form as a way to gather data about the class for an audience analysis. The information form in Figure 1.1 can be used to gather information about the class as an audience. After students fill out the form, you can make photocopies and block out the personal information above the dotted line. The collection of audience profiles without the specific names or other identifying information can then be distributed to the class. This data can be very useful to students as they analyze their listeners.

Your grade book should include all grades, attendance, and other relevant notes. There are many commercially available paper and electronic grade books. Content management systems like BlackBoard and WebCT offer online grade books that give students access to their grades as recorded in your grade book. You might keep your own records on paper and/or in an electronic spreadsheet. Whether online or on paper, be very careful to follow FERPA guidelines that require confidentiality in the treatment of grades for students. You should be prepared to discuss your grading standards with students. I try to be clear and explicit about every assignment I give to my students. Reducing ambiguity of expectations helps to prevent classroom grading problems.

Most courses begin with a brief introduction of the instructor, the students, and the course. It is a good idea to write the name of the course on the board and to check to be sure that all of the students are in the correct course and section. You may want to hand out any information form you are going to use and let students begin to fill it out at this point.

Introduce yourself to the class. Give them some background about you. Tell them about your educational experience, your teaching experience, and your experiences with public speaking. Try to share your enthusiasm for the subject and for teaching.

## INSTRUCTOR'S CLASSROOM KIT

Introduce the students to each other. The first day of class is always exciting and interesting. Students will be spending the rest of the course working with each other, so it is important to let them get to know each other from the start. If the room has moveable chairs, you might want to arrange the class in a large circle to facilitate face-to-face communication. If the room has fixed seating, you might encourage students to come to the front of the room one by one for an introduction. Alternatively, you can pair up students and have them interview and then introduce each other. Generally, you should ask students to identify their names, majors, and something distinctive about their lives (a hobby or interest or a unique experience, for example). These “ice-breaking” activities are important for making students aware of the audience for their future presentations.

Introduce the course. This is a good time to hand out the syllabus for the course. You may want to review important parts of the syllabus. For example, you may want to discuss your grading policy, key dates for presentations and examinations, the specific edition of *Essential Elements of Public Speaking*, your office hours and phone number. Be sure to indicate any assignments for the next class period. Give students a chance to complete the information form and be sure that you have collected a form from each member of the class. You may want to have an introductory “mini-lecture” prepared in case the introductions are completed earlier than anticipated.

Figure 1.1  
**INFORMATION FORM**

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ IDENTIFICATION #: \_\_\_\_\_

The following is for information purposes only. Leave blank any information you wish to omit.

\*\*\*\*\*

Major: \_\_\_\_\_ Program: \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ GPA: \_\_\_\_\_

Magazines Read Regularly: \_\_\_\_\_

Favorite Speaker: \_\_\_\_\_

Career Goal: \_\_\_\_\_

Favorite Movie: \_\_\_\_\_

Favorite Book: \_\_\_\_\_

Favorite Television Program: \_\_\_\_\_

Radio Station Regularly Listened To: \_\_\_\_\_

Time(s) Listening: \_\_\_\_\_

Favorite City: \_\_\_\_\_

Favorite Food: \_\_\_\_\_

Can You Type? \_\_\_\_\_ Words/Minute: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Favorite Play: \_\_\_\_\_

Favorite Type of Music: \_\_\_\_\_

Do You Own a VCR? \_\_\_\_\_

Do You Own a Personal Computer? \_\_\_\_\_ Type of PC: \_\_\_\_\_

Identify your position on three issues that are controversial and on which you would be willing to debate.

- 1.
- 2.
- 3.



## Guidelines for Conducting Exercises and Activities

The textbook and Part Two of this manual provide a variety of exercises and activities to help students develop their skills in public speaking. Because public speaking courses are based in experiential learning, a few general guidelines on conducting activities are outlined below.

- All sessions should fill the entire allotted time. If planned activities run short, it is important to have back-up activities ready.
- Students should not be kept overtime. They generally have other classes they need to get to on time.
- Students should not be taken “outside” for sessions. Nice days are just too distracting.
- Be encouraging. This is especially important early in the course as students build confidence in their abilities.
- Be practical. Show how course materials and activities link to real life situations.
- Listen to students. Be open to suggestions, new ideas, and their thoughts on ways to make it a better course.
- Maintain the highest standards of professional and ethical behavior.

## Handling Special Situations

### *Testing*

Tests consist of two types: diagnostic and evaluative. Diagnostic tests are designed to identify and analyze specific problems. There are, for example, a variety of self-tests in the textbook. These are designed to identify specific areas of concern. Evaluative tests, by contrast, are designed to make a comparative judgment about the performance of students in specific endeavors, such as mastering the material in the textbook.

Evaluative tests are our primary concern. In composing test questions, seek to make the questions on exams clear and fair while still differentiating among real mastery (A level), firm understanding (B level), adequate understanding (C level), less than average understanding (D level), and failure to master the material (F level).

Examination questions include the following types: multiple choice, true-false, short answer or fill-in-the-blank, matching, and essay. A variety of examination questions appear in Part III of this document. These questions are also available in a computerized test bank available for either Macintosh or PC platforms. You may want to modify these questions or add your own questions to an examination. If you choose to write additional test questions, you may find the following advice helpful.

Multiple choice questions should offer a stem and a series of choices. In writing the stem, use positive, rather than negative, expressions. For example, write, “All of the following are parts of the communication model EXCEPT;” rather than, “Which of the following is not a part of the communication model?” In writing the choices, be sure to include at least four choices but not more than five choices. Try to vary the correct response so that not all of the answers are A or E. At least one of the responses should be a distracter (i.e., an answer that could be true but is not the best or most appropriate answer).

When writing true-false questions, try to be as clear as possible. Use positive language as much as possible to avoid confusion. For example, “Speakers should not read a manuscript without looking at the audience.” Does answering “false” to that item mean that the student thinks it is true or false? Remember, too, that the general rule of test taking is that a little bit false means the appropriate response is “false.”

Short answer questions ask the student to write a term or terms that are missing from the sentence or ask the student to provide the term or terms that go with a definition. Be sure that the instructions ask students to print their responses to avoid ambiguity of penmanship.

Matching questions ask students to connect items in column A with items in column B. There must be a good match allowed between the items. Usually only one response is expected for each item and usually each item is used only once.

Essay questions require several sentences in response to the question asked. These are more difficult to grade because the answers can vary widely. When composing essay questions, try to use operative terms that indicate what you want your students to do (list, compare and contrast, explain, etc.). Try to be as specific as possible about your expectations (e.g., “list the five main parts of the communication model” clearly calls for five, not three or seven) and makes the question easier to grade.

Once the tests have been composed, your next task is to monitor students as they take the test. In proctoring examinations, be alert to possible problems. Students may not bring along a sharpened pencil. Students may try to use crib sheets. Students may have wandering eyes. Bring along extra pencils. Keep alert. Spread students out across the room. Start the exam on time and give everyone the full time allotted to the exam. If you are asked a question other than help in making out an illegible page, try to phrase your answer so that you protect the integrity of the test.

### *Grading Speeches*

Grading speeches has always been an important issue. It is generally a good idea to offer both immediate feedback and more detailed analysis of the performances. Immediate feedback can take the form of a carbon copy of your notes. Another form of immediate feedback is an oral critique. In offering oral critique, be sure that you balance positive and negative comments. Try not to put any one student “on the spot;” your goal is to help the students do an even better job on future speeches. Therefore, for oral feedback, “sandwich” areas for improvement between positive comments. Start with the best aspect of the speech, followed by the most important thing

the student should work on to improve for the next speech, and end with the second best aspect of the presentation.

Feedback must always be fair. For example, in a persuasive speech favoring lifting gun controls, you must be open-minded and listen for evidence and reasoning in support of the claim. If the student provides it, you must award an appropriately high grade even if you vehemently disagree with the position being advocated.

Feedback must always be focused on specific, correctable behavior. For example, if a student has a severe stammer, be sure to use good judgment in seeking assistance for the student, rather than simply dunning the student's performance. Some issues are best ignored in oral feedback and more appropriately discussed in private conference.

Speeches should be timed. You should have a stopwatch or timer and a set of time cards for the speeches. Timecards are large index cards with the count down numbers 10, 9, 8, etc. The last cards are 1, 1/2, and STOP. As each minute passes, a card is removed. When the speakers see the one-minute card, they should be moving into their conclusion. You may want to designate a student to be the timekeeper, since that will free you to write comments and observe the speech without the distraction of having to time the speech as well. Ask the student timekeeper to keep a record of each speaker's time so that you can take that into consideration in your comments and evaluation.

Speech grades may be subjective, but there is general consensus about the qualities of average, above average, and outstanding speeches. These guidelines have been adapted from Robert T. Oliver, (1960), "The Eternal (and Infernal) Problem of Grades," *Speech Teacher*, 9, 8-11. I try to put these criteria into the hands of my students as they are preparing their first graded speech. This helps to objectify the grading process.

For a grade of "C," a speaker must:

1. produce a speech with a clear purpose in terms of audience response sought, supported by main points easy to identify
2. demonstrate reasonable directness and communicativeness in delivery
3. not detract from his/her message through gross errors of grammar, pronunciation or articulation
4. conform reasonably to the assigned time limits
5. conform to the type of speech assigned
6. be prepared to speak on the day assigned
7. be intellectually sound in developing a topic of worth with adequate and dependable supporting material

8. hand in an outline in proper outline form listing the main points and support of the speech, as well as the sources consulted

For a grade of “B,” the speaker must meet the “C” requirements AND:

1. produce a speech distinguished by elements of vividness and special interest in style
2. make understandable an unusually difficult process or concept OR win some agreement from an audience initially inclined to be neutral or to disagree
3. move the audience progressively from initial uncertainty (of knowledge, belief, or tendency to act) toward acceptance of the speaker’s purpose, by orderly processes using appropriate transitions, toward final resolution of uncertainty in a conclusion that evolved naturally from the material used by the speaker
4. be of more than ordinary stimulative quality in challenging the audience to think or in arousing depth of response

For a grade of “A,” the speaker must meet the “B” requirements AND:

1. make a genuinely individual contribution to the thinking of the audience
2. achieve a variety and flexibility of mood and manner suited to the multiple differentiations of thinking and feeling demanded by the subject matter and by the speaker-audience relations
3. establish a high order of rapport with apt style and direct, extemporaneous delivery, achieving a genuinely communicative response

## **SPEAKING ASSIGNMENTS**

Speaking assignments will vary, depending on the length of the course and the number of students in the course. Generally, speeches are five to seven minutes in length, although longer speeches can be assigned in smaller classes. Here are some of the typically assigned speech assignments.

### **Introductory Speech**

Some instructors assign students to introduce themselves; others pair students and have them introduce each other. Depending on how much detail you have covered in giving speeches, you can ask students to provide an introduction, a body and a conclusion. You will want to be clear about your expectations for this speech. Will the speech be graded or credit-no credit? Do you want them to focus on one important point or to give a brief biography? Do you expect an outline to be turned in for this speech? Will there be written or oral feedback for this round of speeches?

The more specific your instructions, the more comfortable students will be with the first major speaking experience.

#### Informative Speech

This is usually a five- to seven-minute extemporaneous speech. The topic should be worthwhile and made interesting to the listeners. It should follow the guidelines outlined in the textbook and classroom discussions. Again, you may want to provide specific details about your expectations. If you require a bibliography of sources consulted, be sure to indicate the number of references you require and the format you expect students to follow in listing the references. Do you require a visual aid? Are there any restrictions on the type or length of notes the speaker may use? Will there be a question-and-answer session?

#### Persuasive Speech

Persuasive speeches are usually given a little more time, generally from seven to ten minutes, although you may want to adapt the time to your specific class situation. The topic should be controversial (i.e., allow more than one side to be taken). It should be a timely issue made relevant to the specific audience. Speakers should take a stand on the issue and provide adequate evidence and reasoning in support of the contention.

#### Special Occasion Speeches

You can assign any of the types of special occasion speeches discussed in the textbook. Tributes, after-dinner speeches, and inspirational speeches more easily meet the five-to- seven minute time length. Award presentations, acceptances, and toasts generally are too short to develop a thought in any depth.

#### Other Speaking Assignments

Depending on the specific needs of your students and on the amount of time available for the class, you might want to consider assigning other forms of speaking. Panel presentations are good ways to incorporate group communication, covered in Chapter 12, with public speaking. Manuscript speeches can be assigned for students particularly interested in radio and television speaking. Students interested in argumentation may find a formal debate a valuable assignment. Either team or Lincoln-Douglas formats can be followed. Impromptu speech assignments help students develop confidence and challenge students to think quickly.

### **SPEECH EVALUATIONS FORMS**

Speech evaluation forms vary widely, but there is general consensus about the elements we look for in grading speeches. Sample evaluation forms appear on the following pages. Figure 1.2 is a form designed to focus on delivery factors. Informative speeches can be evaluated with a form like the one that appears in Figure 1.3. Speeches that employ a presentation aid can be evaluated with a form like Figure 1.4. Figure 1.5 is designed for persuasive speeches.

Figure 1.2

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

(CODE: + = very good 0 = satisfactory - = needs improvement)

**VOCAL DELIVERY****COMMENTS**

\_\_\_\_\_ conversational quality

\_\_\_\_\_ volume

\_\_\_\_\_ rate

\_\_\_\_\_ vocal variety

\_\_\_\_\_ pronunciation/articulation

\_\_\_\_\_ enthusiasm

\_\_\_\_\_ avoids vocalized pauses

**VISUAL DELIVERY**

\_\_\_\_\_ eye contact

\_\_\_\_\_ posture

\_\_\_\_\_ meaningful movement

\_\_\_\_\_ gestures

\_\_\_\_\_ facial expression

\_\_\_\_\_ confident and relaxed

**TIME:** \_\_\_\_\_**OVERALL EVALUATION:**

Figure 1.3

**NAME:** \_\_\_\_\_  
**TOPIC:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

# OUTSTANDING + VERY GOOD 0 SATISFACTORY - NEEDS IMPROVEMENT

**COMMENTS**

- \_\_\_\_\_ **1. Physical Delivery** (poise, gestures, eye contact, mannerisms)
  
- \_\_\_\_\_ **2. Vocal Delivery** (rate, volume pitch, diction, enthusiasm)
  
- \_\_\_\_\_ **3. Mental Alertness** (realize each idea as uttered, keen sense of communication)
  
- \_\_\_\_\_ **4. Introduction** (gain attention, preview ideas)
  
- \_\_\_\_\_ **5. Major Points** (clear, coherent)
  
- \_\_\_\_\_ **6. Main Points Supported** (relevant, variety)
  
- \_\_\_\_\_ **7. Conclusion** (positive finish)
  
- \_\_\_\_\_ **8. Language** (grammar correct, convey ideas clearly)
  
- \_\_\_\_\_ **9. Purpose** (clear, adapted to audience, delimited, fulfilled)
  
- \_\_\_\_\_ **10. Outline** (clear, detailed, sources cited)

Figure 1.4

NAME: \_\_\_\_\_

TOPIC: \_\_\_\_\_

TIME: \_\_\_\_\_

GRADE: \_\_\_\_\_

# OUTSTANDING + VERY GOOD 0 SATISFACTORY - NEEDS IMPROVEMENT

**COMMENTS**

- \_\_\_\_\_ 1. **Physical Delivery** (poise, gestures, eye contact, mannerisms)
- \_\_\_\_\_ 2. **Vocal Delivery** (rate, volume, pitch, diction, enthusiasm)
- \_\_\_\_\_ 3. **Supporting Material** (relevant, interesting, variety)
- \_\_\_\_\_ 4. **Presentation Aid** (clear, relevant, subordinated)
- \_\_\_\_\_ 5. **Organization** (clear, easily followed)
- \_\_\_\_\_ 6. **Introduction** (attention, preview)
- \_\_\_\_\_ 7. **Conclusion** (summary, positive finish)
- \_\_\_\_\_ 8. **Language** (grammar correct, convey ideas clearly)
- \_\_\_\_\_ 9. **Met time limits?**
- \_\_\_\_\_ 10. **Outline** (clear, detailed, sources cited)



Figure 1.5

**PERSUASIVE SPEECH EVALUATION FORM**

**NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**RATING:** \_\_\_\_\_

# OUTSTANDING + VERY GOOD 0 SATISFACTORY - NEEDS IMPROVEMENT

**COMMENTS**

\_\_\_\_\_ 1. **INTRODUCTION** (caught attention, focused ideas)

\_\_\_\_\_ 2. **VOCAL DELIVERY** (rate, volume, pitch, diction, enthusiasm)

\_\_\_\_\_ 3. **PHYSICAL DELIVERY** (poise, gestures, eye contact)

\_\_\_\_\_ 4. **LANGUAGE USE** (clarity, vividness, appropriateness)

\_\_\_\_\_ 5. **ORGANIZATION** (clear, coherent, easy to follow)

\_\_\_\_\_ 6. **CLAIM** (clear, persuasive)

\_\_\_\_\_ 7. **DATA** (relevant, sufficient, varied, subordinated)

\_\_\_\_\_ 8. **REASONING** (cogent, speaker made issue relevant to aud.)

\_\_\_\_\_ 9. **CONCLUSION** (clear finish)

\_\_\_\_\_ 10. **OUTLINE** (clear, detailed, sources cited)

## COURSE OUTLINES

The syllabus is an important document. It provides vital information like office hours and course objectives. It can also provide an operation manual for the policies and procedures in the class. You can include as many of the following areas as may be appropriate for your course:

- Course name, number, meeting times, location, description.
- Instructor's name, office location, phone numbers, fax numbers, e-mail address, office hours.
- Course objectives, textbook, supplemental readings, supplies.
- Policies, including attendance, make-up assignments, participation, tardiness, and cell phone use.
- Grading policies, including relative weight of assignments, types of examinations, brief descriptions of written and oral assignments.
- Topics to be covered and planned dates for examinations, speeches, written assignments (may be either a daily outline or a list of key dates).

Essential Elements of Public Speaking is written for a beginning course in public speaking. This makes the work adaptable to a variety of course forms and lengths. While your course will need to be developed to meet the specific demands of your institution and students, the following pages offer two sample course schedules for an introductory public speaking course. The first is designed for a ten-week term typically found in quarter systems.

SESSION	TOPIC	READING
Week 1	Introduction, First Speeches	Chapters 1, 2, and 3
Week 2	Topics, Audiences, and Support	Chapters 4, 5, and 6
Week 3	Organizing, Wording, and Delivery	Chapters 7, 8, and 9
Week 4	Informative Speeches	Chapter 10
Week 5	Complete Informative Speeches and Midterm Examination	
Week 6	Persuasion	Chapter 11
Week 7	Persuasive Speeches	
Week 8	Persuasive Speeches	
Week 9	Special Occasion Speeches	Chapter 12

## INSTRUCTOR'S CLASSROOM KIT

Week 10            Special Occasion Speeches

Many universities operate on a semester system. The following outline is designed for a fifteen-week semester course in public speaking.

<b>SESSION</b>	<b>TOPIC</b>	<b>READING</b>
Week 1	Introduction, First Speeches	Chapter 1 and 2
Week 2	Listening and Criticism	Chapter 3
Week 3	Topics, Audiences, and Support	Chapters 4, 5, and 6
Week 4	Organizing, Wording, and Delivery	Chapters 7, 8, and 9
Week 5	Informative Speeches	Chapter 10
Week 6	Informative Speeches	
Week 7	Midterm Examination and Persuasion	Chapter 11
Week 8	Persuasive Speaking	
Week 9	Persuasive Speeches	
Week 10	Persuasive Speeches	
Week 11	Special Occasion Speaking	Chapter 12
Week 12	Speaking in Groups	
Week 13	Final Speeches	
Week 14	Final Speeches	
Week 15	Make-up Speeches and Final Exam Review	

**RELATED READINGS**

Daly, J. A., Friedrich, G. A., & Vangelisti, A. L. (1990). *Teaching communication: Theory, research, and methods*. Hillsdale, NJ: Lawrence Erlbaum.

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# CHAPTER 1

## *Introducing Public Speaking*

### Chapter 1 At-a-Glance

---

DETAILED OUTLINE	MY SPEECH LAB	PROFESSOR NOTES
<b>The Benefits of Public Speaking</b> <ul style="list-style-type: none"> <li>➤ Improve Your Personal and Social Abilities</li> <li>➤ Improve Your Academic and Career Skills</li> <li>➤ Improve Your Public Speaking Abilities</li> </ul>		
<b>The Essential Elements of Public Speaking</b> <ul style="list-style-type: none"> <li>• Speaker</li> <li>• Message</li> <li>• Channels</li> <li>• Noise</li> <li>• Audience</li> <li>• Context</li> <li>• Presentation</li> <li>• Ethics</li> <li>• Culture and Gender</li> </ul>	Watch - FDR New Deal Watch - Informative: Elvis Presley Watch - Informative: Vietnamese Culture Explore - Analyze your audience Explore - Settings and Occasions Explore - Ethical Speaking	
<b>Managing Your Apprehension</b> <ul style="list-style-type: none"> <li>➤ Reverse the Factors That Cause Apprehension</li> <li>➤ Restructure Your Thinking</li> <li>➤ Practice Performance Visualization</li> <li>➤ Desensitizing Yourself</li> </ul>	Watch - Informative: Selecting a Speech Topic Watch - Critique of: "Selecting a Speech Topic"	

### Chapter Summary

This chapter traces the academic roots of public speaking. The benefits of public speaking are listed and explained. The fundamental elements of public speaking are compared and contrasted with conversations: speaker, message, channels, noise, audience, context, presentation, and ethics. Finally, culture and gender are examined for their impact on public speaking.

The first step in dealing with this common concern in public speaking is to understand the nature of the issue. The chapter describes degrees of apprehension and explains that apprehension is normal and can even be positive. The section then provides a six-item Self-Test so that students can gauge their degree of apprehension. You may want to discuss this self-report generally in order to help your students interpret the results. You may also want to plan individual

conferences with your students to provide specific suggestions for dealing with communication apprehension.

After this careful explanation of communication apprehension, the chapter turns to specific suggestions for dealing with communication apprehension. The suggestions are detailed within four general approaches to handling speaker apprehension: reversing factors that cause apprehension, restructuring thinking, using performance visualization, and employing systematic desensitization.

## **Learning Objectives**

After completing this chapter, a student should be able to:

- identify what public speaking is and the person's social, academic, and career benefits to be gained from its mastery.
- recognize the unique elements involved in public speaking.
- explain how fear of public speaking works and apply techniques to manage it.

## **Detailed Chapter Outline**

### **I. Benefits of Public Speaking**

- A. Improve Your Personal and Social Ability
- B. Improve Your Academic and Career Skills
- C. Improve Your Public Speaking Abilities

### **II. The Essential Elements of Public Speaking**

- A. Speaker
- B. Message
- C. Channels
- D. Noise
- E. Audience
- F. Context
- G. Presentation
- H. Ethics

### **III. Managing Your Apprehension**

- A. Reverse the Factors that Cause Apprehension
- B. Restructuring Your Thinking
- C. Practice Performance Visualization
- D. Desensitize Yourself

### **IV. Essentials of Introducing Public Speaking**

### **V. Essential Terms: Introducing Public Speaking**

### **VI. Public Speaking Exercises**

- A. A Model of Public Speaking
- B. Cultural Beliefs and Your Audience
- C. What Do You Say?

### **VII. LogOn! MySpeechLab: Introducing Public Speaking**



## Discussion Questions

1. What have the academic roots contributed to contemporary public speaking?
2. What are the key differences between public speaking and a conversation?
3. What are examples of high noise and low signal message? Of low noise and high signal messages?
4. What can be done to reduce the effects of noise?
5. Why is plagiarism unacceptable in public speaking?
6. Suppose your neighbor had to give a public speech. What advice would you offer?

## Activities

### 1.1 Professions and Public Speaking

**Description:** *To help students understand the importance of public speaking, students can be asked to interview someone they know (parent, supervisor, religious leader, another professor, etc.) about the public speaking experience. The results of the interview can be shared orally or in a brief written report. The rest of the class may find it interesting to hear selected reports or reports from every member of the class.*

**Objective:** This activity provides reinforcement about the unit from people “in the real world.” It also provides a preliminary experience in gathering information through interviewing.

**Time:** This activity is conducted outside of class. The in-class time will vary depending on whether you discuss the results of the interviews in class and, if so, whether you discuss the interviews of all of the students or those of selected students.

**Group Size:** This activity is done individually by each member of the class. If there is an in class discussion of the results, students may report to the class as a whole or to small groups of five to seven students.

**Form:** Give each student a short handout to record the responses to the interview. The handout may look like the following form.

## Public Speaking Interview

Name: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Location of Interview: \_\_\_\_\_

### QUESTIONS:

Think of a time you gave a speech or presentation to a group of people.

Who was the audience?

What was the setting?

What did you do to prepare and rehearse the speech?

What would you do differently if you had the chance to give that speech to that audience again?

What advice would you give beginning speakers?

Thank you for your help with this assignment.



*The Essential Elements of Public Speaking, 3e (DeVito)*  
**Chapter 1 Introducing Public Speaking**

Multiple Choice Questions

1) Studying public speaking will do which of the following?

- A) increase your self-confidence
- B) enhance your academic skills in research, giving criticism, and the like
- C) improve your listening skills
- D) all of the above

Answer: D

Diff: 1 Page Ref: 3-5

2) Which of the following statements about messages is **false**?

- A) Message conveyed in public speaking include both verbal and nonverbal signals.
- B) Organization in public speaking messages helps listeners remember what was said.
- C) The purpose of the message is important in public speaking but not in conversations.
- D) Research is essential to the public speech but you generally do not research messages in conversation.

Answer: C

Diff: 3 Page Ref: 6-7

3) Sophia is trying to give a speech but there is a loud movie being played in the next room, and her audience is having trouble hearing her. Which of the following types of noise is she encountering?

- A) physical
- B) physiological
- C) psychological
- D) semantic

Answer: A

Diff: 1 Page Ref: 8

4) Spam, useless e-mail messages that clutter our mailboxes, is an example of which of the following?

- A) high on signal and low on noise messages
- B) low on signal and high on noise messages
- C) low on signal and low on noise messages
- D) high on signal and high on noise messages

Answer: A

Diff: 1 Page Ref: 8

5) Justin was scheduled to deliver a humorous after-dinner speech on September 12, the day after the tragic plane crashes killed thousands of people. Which of the following contexts was probably the most influential?

- A) physical context
- B) temporal context
- C) socio-psychological context
- D) cultural context

Answer: B

Diff: 2 Page Ref: 9

6) A conversation and a public speech usually have all of the following in common **except**:

- A) a concern of delivery factors like how to stand or gesture.
- B) consideration of the purpose of the message.
- C) the element of context.
- D) the impact of noise.

Answer: A

Diff: 2 Page Ref: 8-9

7) All of the following are aspects of the objective view of ethics **except**:

- A) the morality of the communication message is absolute.
- B) the morality of the communication message exists apart from the values or beliefs of any culture.
- C) the ethical standards apply to all people in all situations at all times.
- D) a good result can justify the the use of unethical means to achieve that result.

Answer: D

Diff: 2 Page Ref: 11

8) Culture is synonymous with which of the following?

- A) race
- B) nationality
- C) genetic traits
- D) none of the above

Answer: D

Diff: 2 Page Ref: 13

9) Which of the following statements about culture and gender is **false**?

- A) Biological differences do not play a role in the differences between male and female behavior.
- B) The principles for communicating information differ from one culture to another.
- C) culture includes beliefs in a supreme being, attitudes toward family, and the values people place on money.
- D) Cultural differences may influence the way you use eye contact in public speaking.

Answer: A

Diff: 2 Page Ref: 13

- 10) Experiencing some speaker anxiety:  
 A) is a sign of deeper problems.  
 B) is normal for a new speaker but will go away with experience.  
 C) means you're not cut out to be a speaker.  
 D) can be used to your advantage.

Answer: D

Diff: 2 Page Ref: 14-15

11) Jack is practicing different ways to introduce another speaker in class, his latest assignment for public speaking class. Last week he practiced asking a question in class. This week he will practice answering a question in class, and then he will speak in a group in front of the class.

Jack is managing his apprehension by:

- A) reversing the factors that cause apprehension.  
 B) performance visualization.  
 C) systematic desensitization.  
 D) none of the above

Answer: C

Diff: 3 Page Ref: 16-19

12) All of the following are steps in restructuring your thinking to reduce apprehension **except**:

- A) model your performance on that of an especially effective speaker.  
 B) recognize that you may have internalized self-defeating beliefs.  
 C) recognize that self-defeating beliefs are unrealistic.  
 D) replace unrealistic beliefs with realistic ones.

Answer: A

Diff: 3 Page Ref: 18

#### True/ False Questions

- 1) Speakers aren't born effective, they make themselves effective.

Answer: TRUE

Diff: 1 Page Ref: 4

- 2) Each element of the public speaking process depends on and interacts with all other elements.

Answer: TRUE

Diff: 1 Page Ref: 5

- 3) Ethics-the morality of an act-is an integral part of all public speaking.

Answer: TRUE

Diff: 2 Page Ref: 10

- 4) Plagiarism is the act of using another's ideas.

Answer: FALSE

Diff: 3 Page Ref: 11

5) Gender can be considered a cultural variable.

Answer: TRUE

Diff: 2 Page Ref: 13

6) The principles for communicating information and for persuasion differ from one culture to another.

Answer: TRUE

Diff: 2 Page Ref: 13

7) A fear that is specific to a given situation is trait apprehension.

Answer: FALSE

Diff: 3 Page Ref: 14

8) New and different situations will make you anxious.

Answer: TRUE

Diff: 1 Page Ref: 16

9) Your anxiety increases when you see yourself as having *subordinate status*, such as when you feel that others are better speakers.

Answer: TRUE

Diff: 1 Page Ref: 16

10) Modeling your performance on that of an especially effective speaker is a way to reduce apprehension by systematic desensitization.

Answer: FALSE

Diff: 3 Page Ref: 19

### Short Answer Questions

1) What are some examples of how a public speaker uses the visual channel?

Answer: Answers will vary. Students may mention eye contact, body movement, gestures, facial expression, and even clothing.

Diff: 2 Page Ref: 7-8

2) Distinguish between signal and noise.

Answer: A signal is information that you want; information that is useful. Noise is what you don't want; noise is what is useless.

Diff: 3 Page Ref: 8

3) The \_\_\_\_\_ context includes the relationship between the speaker and the audience.

Answer: sociopsychological

Diff: 3 Page Ref: 9

4) In a \_\_\_\_\_ view of ethics you'd claim that the morality of an act depends on the culture's values and beliefs as well as on the particular circumstances.

Answer: subjective

Diff: 3 Page Ref: 11

5) \_\_\_\_\_ is the collection of beliefs, attitudes, values, and ways of behaving shared by a group of people and passed down from one generation to the next through communication rather than through genes.

Answer: Culture

Diff: 1 Page Ref: 13

6) \_\_\_\_\_ is a way to manage apprehension and is designed to reduce the outward signs of apprehension and also to reduce the negative thinking that often creates anxiety.

Answer: Performance visualization

Diff: 2 Page Ref: 18-19

### Matching Questions

#### **Match the following:**

1) Column 1: Communication Theory

Column 2: Insights on information transmission

Foil: Data on audiences' attitudes, values, opinions, and beliefs and how these influence exposure to and responses to messages

Answer: Insights on information transmission

Diff: 3 Page Ref: 3

2) Column 1: Classical Rhetoric

Column 2: Emphasis on substance; ethical responsibilities of the speaker

Foil: Emphasis on the logical validity of arguments

Answer: Emphasis on substance; ethical responsibilities of the speaker

Diff: 3 Page Ref: 3

3) Column 1: Public Address

Column 2: Insights into how famous speakers dealt with varied purposes and audiences to achieve desired effects

Foil: Transactionalism

Answer: Insights into how famous speakers dealt with varied purposes and audiences to achieve desired effects

Diff: 3 Page Ref: 3



4) Column 1: Psychology

Column 2: Knowledge of how language is made easier to understand and remember

Foil: Emphasis on using language to describe reality accurately

Answer: Knowledge of how language is made easier to understand and remember

Diff: 3 Page Ref: 3

Essay Questions

1) Explain two reasons why plagiarism is unacceptable.

Answer: Answers will vary. Answers may include the following. (1) Plagiarism is a violation of intellectual property rights. (2) Plagiarism defeats developing your own ideas and your own ways of expressing them. (3) Evaluations of what you present as your work is in fact your own work.

Diff: 2 Page Ref: 11-12

2) Discuss three ways to manage speaker apprehension.

Answer: Answers will vary. Answers should describe three of the following: (1) Reverse the factors that cause apprehension; (2) Restructure your thinking; (3) Practice performance visualization; (4) Desensitize yourself.

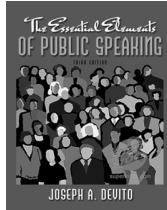
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# The Essential Elements of Public Speaking

Third Edition

Joseph A. DeVito

## Chapter 1 Introducing Public Speaking



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*There are only two types of speakers in the world: 1. The nervous and 2. liars.*

*-Samuel Langhorne Clemens  
(aka Mark Twain)*

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### *Why Read this Chapter?*

- Understand the personal, academic and career benefits
- Understand the elements of communication
- Manage stage fright

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*The Benefits of Public Speaking*

- Improved Personal and Social Abilities
- Improved Academic and Career Skills
- Refined General Communication Abilities
- Improved Public Speaking Abilities

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*Improve your personal and social abilities*

- Manage your fear of communication situations
- Develop greater self-confidence
- Enhance your presentation skills
- Enhance your personal and interpersonal power and influence
- Regulate and adapt your listening

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*Improve your academic and career skills*

- Conduct research efficiently and effectively
- Critically analyze and evaluate arguments
- Effective use of insight in persuasive encounters
- Develop an effective communication style
- Give criticism
- Communicate your competence, character and charisma

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### *Improve your Public Speaking Capabilities*

- Experience diverse audiences
- Openness to criticism
- Help preserve a free and open society
- Evaluate language
- Critically evaluate and analyze ideas

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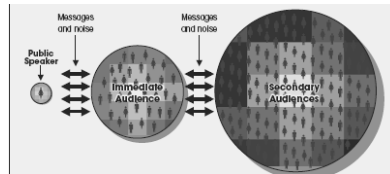
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### *Essential Elements of Public Speaking*

The Basic Elements of Public Speaking



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### *Essential Elements of Public Speaking*

- Speaker
- Message
- Channels
- Noise
- Context



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## *Essential Elements of Public Speaking*

- Audience
- Context
  - Physical
  - Socio-Psychological
  - Temporal
  - Cultural
- Delivery
- Ethics



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## *Essential Elements of Public Speaking*

- **Culture**
  - Collection of Beliefs, Values and Ways of Behaving
- **Gender**
  - Culture Teaches Boys and Girls Differently



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## *Managing Your Apprehension*

*Reverse the factors that Cause Apprehension*

- Gain Experience
- See Public Speaking as a conversation
- Stress similarity
- Prepare and practice thoroughly
- Move about and breathe deeply
- Avoid chemicals as tension relievers

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*Managing your apprehension*

- **Practice Performance Visualization**
  - Develop Positive Attitude
  - Model Performance on Effective Speakers
- **Desensitize Yourself**
  - Systematic desensitization: A technique for dealing with a variety of fears

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*Discussion Questions*

- What obstacles (if any) can be caused by culture in public speaking?
- Which audience has a greater influence on the speaker; immediate or secondary?

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## CHAPTER 2

### *Preparing and Presenting a Public Speech: (In Brief)*

#### Chapter 2 At-a-Glance

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DETAILED OUTLINE	MYSPEECH LAB	PROFESSOR NOTES
<b>Preparing a Public Speech: In Brief</b> <ul style="list-style-type: none"><li>➤ Step 1. Select Your Topic and Purpose</li><li>➤ Step 2. Analyze Your Audience</li><li>➤ Step 3. Research Your Topic</li><li>➤ Step 4. Develop Your Thesis and Main Points</li><li>➤ Step 5. Support Your Main Points</li></ul>	Explore – Your Topic Watch – Tissue Engineering Watch – Meet Mr. Boney Watch – Benzene	
<ul style="list-style-type: none"><li>➤ Step 6. Organize Your Speech Materials</li><li>➤ Step 7. Word Your Speech</li><li>➤ Step 8. Construct Your Introduction, Conclusion, and Transitions<ul style="list-style-type: none"><li>• Introduction</li><li>• Conclusion</li><li>• Transitions</li></ul></li><li>➤ Step 9. Rehearse Your Speech</li><li>➤ Step 10. Present Your Speech</li></ul>	Watch – Van Gogh’s Life Watch – Transition: Elvis Presley Watch – Classic: FDR Takes Office	

#### Chapter Summary

This chapter starts students off on the right path by answering the plaguing question of, “Where do I begin?” It describes the fundamentals of selecting a topic that is worthwhile, focused, and suitable to general and specific purposes. Next, the author turns to the crucial matter of the audience. He stresses the need to adapt the topic and purpose to the audience.

The chapter provides a brief description of the importance of adequate research. The author illustrates how the thesis leads to major ideas in preparing the speech. The textbook covers an overview of types of supporting material students can use in developing speeches. Next, the author illustrates the importance of organization in public speaking. The author advocates clear and specific language choices in wording speeches. The next section introduces the notion of openings, closings, and transitions and illustrates these elements. Students are advised to carefully rehearse speeches out loud in their entirety at least four times. This chapter concludes with guidelines for effective delivery.



## Learning Objectives

After completing this chapter, a student should be able to:

- recognize the public speaking process as a manageable undertaking
- follow the ten steps for preparing and presenting a public speech:
  1. Select worthwhile, appropriate, and culturally sensitive topics with a limited scope.
  2. Analyze and adapt the message to a specific audience.
  3. Locate and integrate research into his/her speech.
  4. Construct a thesis statement and derive major propositions from the thesis.
  5. Support major propositions with a variety of supporting materials appropriate to the purpose.
  6. Organize materials into a logical and coherent structure.
  7. Word the speech so that it is instantly intelligible.
  8. Develop a conclusion, introduction, and varied transitions for the speech.
  9. Rehearse the speech for greatest effectiveness and efficiency.
  10. Present a speech confidently and effectively.

## **Detailed Outline**

### **I. Preparing a Public Speech: In Brief**

- A. Step 1. Select Your Topic and Purpose
- B. Step 2. Analyze Your Audience
- C. Step 3. Research Your Topic
- D. Step 4. Develop Your Thesis and Main Points
- E. Step 5. Support Your Main Points
- F. Step 6. Organize Your Speech Materials
- G. Step 7. Word Your Speech
- H. Step 8. Construct Your Introduction, Conclusion, Transitions
- I. Step 9. Rehearse Your Speech
- J. Step 10. Present Your Speech

### **II. Essential Elements of Preparing and Presenting a Public Speech**

### **III. Essential Terms: Preparing and Presenting a Speech**

### **IV. Public Speaking Exercises**

- A. Preparing and Presenting a Speech
- B. Thesis and Main Points
- C. What Do You Say?

### **V. LogOn! MySpeechLab: Preparing and Presenting a Public Speech (In Brief)**

## Discussion Questions

1. What is the difference among informative speeches, persuasive speeches, and special occasion speeches?
2. If you were giving a speech trying to convince people to install fire alarms, what would you say to convince a college student? a group of parents at a parent-teacher organization meeting? a group of senior citizens at an AARP chapter meeting?
3. Explain how you would treat a statistic about U. S. income levels if you were using it to illustrate a point in an informative speech as opposed to using it to prove a point in a persuasive speech.
4. The author recommends that we rehearse our speeches “from start to finish, out loud, at least four times”. What can happen to our presentation if we do not rehearse from start to finish? If we do not rehearse out loud? If we only rehearse our speech once?
5. We have all heard lectures that would have been better had the professor improved the presentation. Describe your reaction when the professor did not maintain eye contact, spoke without enthusiasm, or spoke too softly to be heard easily.

## Activities

### 2.1 What's On Your Mind?

**Description:** *This is an activity designed to give students experience in developing different purposes from a single topic.*

**Objective:** To differentiate between speaking to inform and speaking to persuade.

**Time:** 15-30 minutes

**Group Size:** May be completed individually or in small groups.

Prepare a list of topics of interest to students (e.g., parking on campus, movie stars in the news, the latest music download, television, etc.). Note: The “Dictionary of Topics” at [www.myspeechlab.com](http://www.myspeechlab.com) can be used to help identify additional topics. You should write one topic on an index card so that you have at least one card for each student in the class.

Give each student in class a card and ask them to write a specific purpose for an informative speech and a specific purpose for a persuasive speech on that topic as if they were giving a speech to the class. For example, a topic of “nuclear reactors” might generate the following “Informative: to explain the three main safety features of nuclear power plants and Persuasive: to convince an audience that nuclear energy can reduce dependence on foreign oil.” This part should take no more than five minutes.

Next ask two or three selected students (volunteers or dragooned) to write their topics and purpose statements on the board.

Discuss the examples. You can discuss aspects like the following.

Are the topics worthwhile?

Are the topics appropriate to the class as an audience?

Are the topics culturally sensitive?

Are the topics limited in scope?

What verbs are used to identify informative speech purposes? What verbs are used to identify persuasive speech purposes?

## 2.2 What's the Point?

**Description:** *This activity uses famous American speeches to demonstrate how major points are supported.*

**Objective:** To assist students in identifying major propositions and supporting material.

**Time:** 30-50 minutes.

**Group Size:** May be done individually or in groups.

Provide each student with the transcript of a famous American speech. Transcripts can be acquired from web sites like American Rhetoric: The Top 100 Speeches (<http://www.americanrhetoric.com/top100speechesall.html>). To maximize class time, you might want to hand out the transcript in the class period preceding the activity and ask student to read the transcript and identify main points before the next class period.

As individuals or in small groups, student should identify a major proposition in the transcript. Next, they should identify what supporting material the speaker used to amplify or to prove the point.

Selected students should read the main point and its support aloud. Discussion can focus on the following questions.

Was the major point clear and explicit? If not, how could the point be made more clear?

Was the support appropriate for the speaker's audience? Would the support also be appropriate for this class?

Was the supporting material sufficient to clarify the point or prove the thesis? If not, what else would the speaker have needed to say?

### 2.3 Improving on Greatness

**Description :** *In this activity, students reword a passage from an famous oration to make it even more effective.*

**Objective:** To aid students in wording their speeches.

**Time:** 30 to 50 minutes

**Group Size:** Individually completed

Select passages (no more than two paragraphs in length) from famous speeches. There should be enough selections so that each member of the class has a different passage. One source of transcripts of famous speeches is “The History Place Great Speeches Collection” online at <http://www.historyplace.com/speeches/previous.htm>

Copy and paste the selection on the top half of a sheet of paper, leaving the lower half free for the student’s work.

Pass out the selections in class explaining that this is an opportunity to be a speech writer for a famous person. Give each student 15 minutes to rewrite the passage. Remind them that the writing should be simple, concrete language using personal and informal word choices.

When the class has completed the assignment, ask for volunteers to read aloud the original passage followed by the rewritten passage.

Discussion of the passages can examine what word choices the student made to make the passage simpler, more concrete, more personal, and/or more informal.

*The Essential Elements of Public Speaking, 3e (DeVito)*  
**Chapter 2 Preparing and Presenting a Public Speech (In Brief)**

Multiple Choice Questions

1) Which speech topic would be most appropriate for a speech to a group of retirees?

- A) the importance of volunteer work
- B) the hazards of commuting to work
- C) how to invest in your peak earning years
- D) child care

Answer: A

Diff: 2 Page Ref: 24-25

2) A speech about "The Implications of Genetic Engineering" would be inappropriate in a time limit of six minutes because:

- A) the topic is too boring.
- B) the topic is not significant.
- C) the topic is too broad in scope.
- D) the topic is not concrete enough.

Answer: C

Diff: 1 Page Ref: 25

3) Luis is preparing a speech on nutrition in fast food restaurants. After examining what he already knows about the subject, what should he do next to research his topic?

- A) Get a general overview from a source like an encyclopedia.
- B) Jot down names of people who might know something about nutrition.
- C) Consult detailed and specialized sources.
- D) Visit a fast food restaurant for his personal observations.

Answer: A

Diff: 2 Page Ref: 27

4) Maria is working on a speech describing "the four steps of First Aid for a muscle injury." This is the thesis for which of the following?

- A) an informative speech
- B) a persuasive speech
- C) a ceremonial speech
- D) a special occasion speech

Answer: A

Diff: 2 Page Ref: 28

5) When speaking about the holdings in the university library, the speaker may divide the topic into equal, logical subtopics. This organizational pattern is known as:

- A) temporal.
- B) topical.
- C) problem-solution.
- D) transactional.

Answer: B

Diff: 3 Page Ref: 30

6) In wording your speech you should:

- A) use formal language.
- B) write out the speech word for word.
- C) use concrete rather than abstract language.
- D) speak down to the audience.

Answer: C

Diff: 2 Page Ref: 30

7) All of the following are goals of the introduction **except**:

- A) gain listeners' attention.
- B) establish a connection among the speaker, the topic, and the audience.
- C) orient the audience.
- D) summarize what was said in the speech.

Answer: D

Diff: 1 Page Ref: 31-32

8) In concluding the speech, the text indicates that the speaker should:

- A) summarize the ideas.
- B) wrap up the speech.
- C) connect the last major proposition to the conclusion.
- D) both A and B above

Answer: D

Diff: 3 Page Ref: 32

9) "Before we look for solutions to this problem, let's see what other countries have tried to do about it" is an example of:

- A) an introduction.
- B) a conclusion.
- C) a transition.
- D) none of the above

Answer: C

Diff: 2 Page Ref: 33

- 10) When you present your speech you should:  
A) approach the front of the room with enthusiasm.  
B) not begin immediately.  
C) maintain eye contact with your entire audience.  
D) do all of the above.

Answer: D

Diff: 1 Page Ref: 33

#### True/ False Questions

- 1) The first step in preparing a speech is to research your audience.

Answer: FALSE

Diff: 1 Page Ref: 24

- 2) The transition is the term for the one idea that you want your audience to remember after you've concluded your speech.

Answer: FALSE

Diff: 1 Page Ref: 26

- 3) In a persuasive speech your supporting material is proof.

Answer: TRUE

Diff: 2 Page Ref: 29

- 4) You should rehearse your speech from start to finish, out loud, at least twice.

Answer: FALSE

Diff: 2 Page Ref: 33

- 5) When you get to the front of the room, you should begin speaking immediately, because even a few seconds of silence will give the audience the impression that you aren't prepared.

Answer: FALSE

Diff: 3 Page Ref: 33

#### Short Answer Questions

- 1) List the three principles in Step 3 "Researching Your Topic" for a speech.

Answer: (1) Examine what you know. (2) Begin with a general overview. (3) Consult increasingly specific sources.

Diff: 2 Page Ref: 27



2) Words, phrases, and sentences that help the parts of the speech flow into one another are \_\_\_\_\_.

Answer: transitions

Diff: 2 Page Ref: 22

3) In a persuasive speech, your support is \_\_\_\_\_.

Answer: proof

Diff: 2 Page Ref: 29

4) Identify and give an example one way to make the words in your speech personal and informal.

Answer: Answers will vary. Ways include (1) Use lots of pronouns like "I", "me", "you", "our".

(2) Use contractions like "can't rather than cannot" or "I'll rather than I will".

Diff: 2 Page Ref: 30

### Matching Questions

#### **Match the following:**

1) Column 1: Seeks to demonstrate how something works.

Column 2: Informative Speech

Answer: Informative Speech

Diff: 2 Page Ref: 25

2) Column 1: Seeks to secure the good will of the listeners.

Column 2: Special Occasion Speech

Answer: Special Occasion Speech

Diff: 2 Page Ref: 25

3) Column 1: Seeks to influence attitudes or behaviors.

Column 2: Persuasive Speech

Answer: Persuasive Speech

Diff: 2 Page Ref: 25

4) Column 1: Seeks to inspire hearers to take some specific action.

Column 2: Persuasive Speech

Answer: Persuasive Speech

Diff: 2 Page Ref: 25

### Essay Questions

1) List three topics that would be suitable for a classroom speech and explain why each is appropriate.

Answer: Answers will vary. The explanation should show that the topics is worthwhile, appropriate, culturally sensitive, and limited in scope.

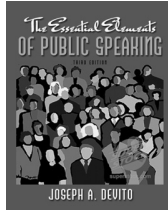
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# The Essential Elements of Public Speaking

Third Edition

Joseph A. DeVito

## Chapter 2 Preparing and Presenting a Public Speech



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"If all my possessions were taken from me with one exception, I would choose to keep the power of speech, for by it I would soon regain all the rest."

Daniel Webster

American statesman and one of the great speakers of the antebellum period.

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### *Why Read This Chapter?*

- Take the mystery out of the public speaking process
- Enable you to see the entire process as a whole, as a manageable undertaking.
- Start giving speeches early in the semester.

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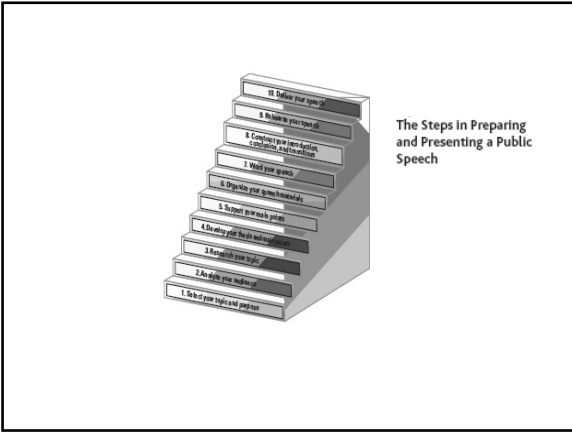
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### *Step 1: Select Your Topic and Purpose*

- A topic should be:
  - Appropriate to both speaker and audience
  - Culturally sensitive
  - Limited in scope
- Consider General and Specific purpose

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### *Step 2: Analyze Your Audience*

- Audience Analysis: The extent to which you know your listeners and have adapted your speech to them.
- Ask yourself:
  - Who are they?
  - What do they already know?
  - What would they want to know more about?

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***Step 3: Research Your Topic***

- Examine what you know
- Begin with a general overview
- Consult increasingly specific sources

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***Step 4: Develop Your Thesis and Main Points***

- Thesis (a.k.a. Central Idea): The one idea you want your audience to remember
- Main Points: The main ideas used to clarify your thesis

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***Step 5: Support Your Main Points***

- Supporting materials: describe the various concepts you discuss
- Examples:
  - Presenting definitions
  - Statistics
  - Presentation aids

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***Step 6: Organize Your  
Speech Materials***

- I. Main point I
  - A. Supporting material for I
  - B. Supporting material for I
- II. Main point II
  - A. Supporting material for II
  - B. Supporting material for II
  - C. Supporting material for II
- III. Main point III
  - A. Supporting material for III
  - B. Supporting material for III

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***Step 7: Word Your  
Speech***

- Use Simple words
- Be concrete
- DO NOT write your speech word for word
- Title your speech

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***Step 8: Construct Your  
Introduction, Conclusion  
and Transitions***

- Introduction
  - Gain your listeners attention
  - Establish a connection
  - Orient your audience

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*Step 8: Construct Your Introduction, Conclusion and Transitions*

- Conclusion
  - Summarize your ideas
  - Wrap up your speech

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*Step 8: Construct Your Introduction, Conclusion and Transitions*

- Transitions
  - Connect your introduction's orientation
  - Connect each main point to the next
  - Connect your last main point to the conclusion

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*Step 9: Rehearse Your Speech*

- Rehearse from start to finish
- Time your speech
- Practice difficult words or phrases
- Consult a dictionary
- Include notes in your outline

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*Step 10: Present Your Speech*

- Approach the front of the room with enthusiasm
- Don't begin immediately
- Maintain eye contact

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*Discussion Questions*

- What sacrifices would a speaker have to make to select an appropriate topic?
- What other questions could be added when performing an audience analysis?

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