

The Art of Public Speaking Study Guide

The Art of Public Speaking by Stephen Lucas

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Summary

The Art of Public Speaking by Stephen E. Lucas is a textbook. As such, it begins by emphasizing the importance of public speaking. By comparing everyday conversations to a formal speech, students realize that they have already used their speaking skills to communicate on a daily basis. However, as the book goes on to say, a public speech differs significantly in its preparation and delivery.

In Part One: Speaking and Listening, plagiarism is immediately addressed. The text makes it clear to students that avoiding plagiarism is as important in speaking as it is in writing. The author stresses a speaker loses all credibility if caught using another speaker's material. It is noteworthy that the book deals with the ethical issues of public speaking before instructing the students on how to go about writing and delivering a great speech.

In Part Two: Speech Preparation: Getting Started, the book outlines the step by step process of defining, researching, writing, and delivering a formal speech. First, the speaker should select a topic and define the purpose of the speech. Then, the audience should be analyzed so that the information will be presented to them in a relevant manner and at the appropriate language level. Once these basics are in place, research can begin. As the speaker gathers facts, it is crucial that there is ample support for ideas. Careful note-taking and accurate citations are very important.

In Part Three: Speech Preparation: Organizing and Outlining, the student learns how to organize the research notes for the introduction, body, and conclusion of the speech. Once the organization is complete, the next task is to outline the speech. This is done in a manner similar to outlining a report. While some speakers deliver the entire speech from glancing at the outline, others choose to write the speech word for word. If the complete speech is written in paragraph form, it should not be read as such.

Part Four: Presenting the Speech, stresses the importance of communicating with the audience through eye contact and body language. Also, visual aids help the audience connect to the speaker's words.

Part Five : Varieties of Public Speaking distinguishes the differences between informational and persuasive speeches. The section acquaints students with methods of persuading audiences to come to a consensus with the speaker. This section also explores speaking on special occasions and speaking in small groups.

In addition to instructing students on the importance of being able to get their ideas across with clarity to any audience, the textbook supplies numerous examples of historical speech makers to support the premise that public speaking is, indeed, an art to be cultivated.

Chapter 1: Speaking in Public

Summary

Chapter 1: Speaking in Public makes the subject relevant to the student by a real world example. According to the text, cultivating the art of public speaking lifted a young man named Geoffrey Canada from his childhood in the South Bronx to his successful founding of the Harlem Children's Zone in 1990. He has raised more than \$100 million over the years for the project. Currently, he gives more than one-hundred presentations a year including those at the White House and other high-profile venues.

After presenting Geoffrey's everyday citizen story, the book explores how public speaking has been an essential form of communication for today's world leaders. From President Barack Obama to Prime Minister Margaret Thatcher, the power of public speaking and the presentation of views and ideas have had a lasting impact on society.

The text then delves deeper into the history of public speaking. The subject has been taught around the world for thousands of years. The oldest known handbook dates back to Egypt, 4500 years ago. Many cultures (including those in India, Africa, and China) were praiseworthy of the talent of speaking well in public. In classical Greece and Rome, the tradition was central to education and civic life. Aristotle's "Rhetoric" written in the third century B.C. is still prized as one of the finest works on the principles of public speaking. The Roman leader Cicero delivered speeches in defense of liberty. These highlights emphasize the power of the spoken word.

While the merits of public speaking throughout history are well noted in this chapter, the book informs that a course in public speaking can do more than help to develop speaking skills. The process of writing a well-organized, logical speech improves critical thinking. Critical thinking skills can be applied in everyday situations such as spotting weaknesses in other people's arguments. The skills also make it easier to discern the difference between fact and fiction or honesty and deceit.

After establishing the overall advantages for becoming a good speaker, the text gives an overview of the seven elements common to all speaking, whether it's a one-on-one conversation or the President of the United States giving the State of the Union Address to the nation. The seven elements are discussed in detail later in the book.

At this point, the textbook enlightens the reader on public speaking in a multicultural world. Globalization has made the world smaller and more culturally diverse. Since language, gestures, and expressions vary from country to country, a speaker must take this into account when presenting a public speech. Saying the wrong word or making the wrong gesture can be insulting to another culture. An insult puts up a wall between the speaker and the audience member. Once this occurs, the speech falls on deaf ears.



Also, it's important to avoid ethnocentrism, which is having the attitude that one's own culture, language, values, and beliefs are the "right" ones. A speaker can be convincing and persuasive without insulting others. For a speech to be a success, respect must prevail.

Analysis

The Art of Public Speaking, a textbook by Stephen Lucas, begins with informing the student that plagiarism is to be avoided in speaking as much as in writing. Credible speakers do not "steal" other speakers' ideas and material.

Then, in an effort to solidify the importance of public speaking to the world through the ages, the text cites numerous examples of famous and not so famous speakers and their contributions.

Aside from the obvious merits of becoming a good speaker, the book points out that another benefit of taking the course is to develop critical thinking skills. Critical thinking involves organizing and analyzing ideas. By thinking critically, an individual becomes better at distinguishing fact from fiction and becomes more discerning when evaluating another person's arguments on an issue.

Instruction on the seven key elements that are part of any speech of any kind is given. Then, the text stresses how globalization makes it very important for a speaker to be careful about using words or gestures that other cultures might find offensive. Showing respect for the beliefs and customs of others is mandatory even when the speaker is trying to persuade the audience to embrace new ideas.

Vocabulary

Equivalent, orator, eloquence, charismatic, papyrus, adrenaline, ethnocentrism, visualization.



Chapter 2: Ethics and Public Speaking

Summary

Chapter 2: Ethics and Public Speaking gives guidelines for ethical speaking gives guidelines for making sure that the message of the speech is ethical. By ethical standards, a speaker should be well-versed on the topic and prepared for the speech. Since an audience trusts that a speaker is presenting facts and not half-truths, all claims within the speech must be substantiated. Juggled figures and mere speculation can quickly result in a speaker's lack of credibility.

Epithets applied to various groups or minorities have no place in an ethical speech. Derisive remarks about religions and life-style choices are also taboo. Public references that are sexist, racist, and otherwise abusive reinforce attitudes that encourage prejudice. Of course, name calling is strictly forbidden in an ethical speech. On this note, free speech is protected by the First Amendment. However, depending on the scope of the speech, defamatory remarks may not be covered. Therefore, ethical speakers do not use them.

A chapter on ethics would not be complete without plagiarism being formally addressed. The word "plagiarism" comes from the Latin word for kidnapper. When a writer or speaker presents words as his own that he has taken from another writer or speaker, he has committed plagiarism. It falls into the ethics of presenting the truth versus lies. Even if the plagiarized words are truthful, they are presented as the speaker's words and therein lies the problem.

"Global plagiarism" is stealing an entire work – speech or the written word – and passing it off as one's own. "Patchwork" plagiarism is just as it sounds. The plagiarist steals from more than one source and passes the entire work as his own. Incremental Plagiarism is a failure to acknowledge sources. Even if most of the speech was written by the speaker, he is still committing plagiarism if he borrows words from other sources but fails to attribute the words to them.

Quotations must be attributed to their authors. Even paraphrasing words is a form of plagiarism if there is no recognition of the author. Incremental plagiarism can be quite accidental, but it is still plagiarism.

Internet access makes it easy to steal another person's words and thoughts. Complete reports and speeches created by others are offered for sale online. It's expensive, but it's still plagiarism. The Internet should be used for its full potential when researching sources for a speech. However, the information garnered from the search should spawn new ideas to present to the audience in the speaker's own words. The speaker must attribute borrowed words to the original source.



While it is expected that the speaker must behave in an ethical manner, the text also informs that there are ethics involved in "listening." Listeners have an ethical responsibility to be attentive and courteous. A good listener will be blind to the speaker's ethnicity, gender, and appearance. There should be no internal pressure to agree with the speaker's views, but all speakers deserve the respect of an audience's complete attention.

Analysis

The power of speech is undeniable. As with any power, comes responsibility. A speaker must be fully prepared and present unaltered information without committing plagiarism. Abusive language, name calling, and defamatory remarks have no place in a credible speaker's portfolio.

An audience has the ethical obligation of being attentive. Give respect to ideas that are not necessarily one's own.

Vocabulary

Scruples, plagiarism, castigates, expulsion, incremental, paraphrase.



Chapter 3: Listening

Summary

While the previous chapter gives a preview of good listening skills, Chapter 3 is devoted to the topic. Most people are very poor listeners because their minds are filled with distractions. However, becoming a good listener who accurately absorbs information presented by others is a skill which helps a public speaker to prepare an effective speech.

The four kinds of listening that are covered in the text are appreciative listening, empathic listening, comprehensive listening, and critical listening. Listening to music is an example of appreciative listening. Listening to a friend's problems is empathic listening. Comprehensive listening is important when someone is giving directions. Decision making requires critical listening.

Comprehensive and critical listening are the two most important types for public speaking. The mind must be engaged while hearing the message.

After summarizing the types of listening skills, the text explores why being an attentive listener takes effort. First, lack of concentration must be overcome. It is easy to get lost in one's own thoughts when another person is speaking. Sometimes, a listener tries too hard to remember dates, times, and names. The story's core is lost in the details. Jumping to conclusions about a speaker's message results in the listener completing, usually erroneously, the story. This, in turn, stops the listening. Focusing on a speaker's accent or appearance can lead to missing the point, too.

Several strategies are shared for becoming a good listener. First, the listener must take listening to the speaker seriously. Become an engaged listener by consciously tuning out distractions and focusing on the words of the speaker. Hold off on any judgments. As you listen, think about the evidence being presented that either supports or contradicts the claims being made. Taking notes requires critical thinking which will keep distractions at bay. Wait until hearing the entire speech before coming to a conclusion. Be a discerning listener who keeps the speaker's anecdotes and off the cuff remarks at bay.

Analysis

Most people are poor listeners but there are ways to become a successful, active listener. Becoming a good listener has its rewards. Don't let distractions distract you. Don't allow an appearance or accent that's unappealing to make you lose your focus. Don't jump to conclusions before you hear the whole speech. Focus on the speaker's main points, evidence, and technique. Taking good notes is a great way to focus on a speech.

Vocabulary

Appreciative, empathic, comprehensive, critical, key-word.

Chapter 4: Giving Your First Speech

Summary

Chapter 4: Giving Your First Speech acquaints the student with what to expect on their initial presentation. The section also gives an overview of the steps in delivering the speech. While much of the information can apply to a first time speech in any setting, it is slanted toward presenting in a classroom.

The first step in giving a first speech is selecting a topic. Usually, the teacher gives a list of topics from which to choose. However sometimes, the student decides on a topic without a list. Either way, the topic must be approved before beginning.

A student's first speech is called an ice breaker, and it's usually delivered before a class of peers. It is normal to be fearful about making a speech. Even professional speakers can be anxious before stepping in front of an audience. However, once that first step is taken, it gets easier. Relax!

When it's time to give a speech in class, take a few deep breaths before walking to the podium. Face fellow students and assume a relaxed position with feet planted firmly and less than shoulder-length apart. Arrange notes before beginning. Look up and smile. Some people talk with their hands more than others. If it feels comfortable to make hand gestures, it is perfectly acceptable. Maintain as much eye contact with the audience as possible. Try to sound natural; strike the same tone as in casual conversation.

While the first attempt at public speaking will probably not be perfect. Stammering, stalling, and forgetting are common. Keep in mind that the delivery of a speech consists of more than carefully prepared remarks. Presenting it with enthusiasm and in a seemingly unrehearsed manner is important, too. After working through the awkward first attempt, presenting more speeches will raise confidence.

Analysis

Chapter 4 addresses a student's first speech in the classroom. It stresses that the topic of the first speech should be approved by the teacher before writing the speech.

The first attempt at public speaking is usually awkward. However, meeting the challenge of speaking in front of the class will be a learning experience to reflect on in future efforts.

The text coaches the student on how to approach the podium, face the audience, and deliver the speech. The student should strive to speak in a conversational tone. A speech should not be memorized. Using hand gestures is permitted. A natural approach is the best.

Vocabulary

Foibles, extemporaneously, spontaneity, chronological.



Chapter 5: Selecting a Topic and a Purpose

Summary

Chapter 5: Selecting a Topic begins by stating that choosing a topic for a public speech is not difficult. The choice of subject will depend on the venue and the occasion. However, there are two main categories of potential topics for classroom speeches. There are subjects the student knows a lot about and those that the student wants to know more about.

Most people feel comfortable speaking on subjects that are familiar to them. These would include personal experiences. With some thoughtful preparation, the speeches can be dramatic or humorous.

Picking an interesting topic that is unfamiliar to a student makes speech preparation a definite learning experience. Researching unknown subjects can uncover fascinating facts that grab the attention of the speaker and the audience. Also, compelling speeches are the result of strong feelings toward an issue.

Using a personal experience as a topic might be difficult at first because none appear interesting. However, listing several life events on paper might help one stand out in a special way.

Also, think about famous and infamous people, universal triumphs and defeats, and unique places. They can provide a wealth of topics. Surely, one will pique your interest.

After deciding on the topic, determine the purpose of the speech. Is it to inform or to persuade? Informational speeches place the speaker in the role of a teacher or lecturer. The information is delivered as factual in a clear and interesting way. Delivering a persuasive speech requires the speaker to teach and advocate. The goal is to bring a cause to the attention of the audience and to convince the audience that the speaker's beliefs are logical and acceptable. The purpose of the address should always be clear to the audience.

Since the purpose of the speaker's address should always be clear to the audience, developing a purpose statement is essential. According to the text, the purpose statement is a complete sentence that expresses the goal of the speech. One specific concept makes a stronger statement than several, vague comments. When preparing a purpose statement for a classroom speech, the student needs to conform to the instructor's requirements.

The central idea, also called the thesis statement, is a concise statement of what you expect to say. It is more specific than your purpose statement. The central idea presents the basis for the body of your speech. The central idea is not as readily apparent as



your purpose statement. It will emerge and evolve as you research, prepare and organize your speech. Your central idea should follow the basic guidelines of the purpose statement.

Analysis

Choosing a topic that is appropriate for the place, time, and audience is the important first step in crafting an effective speech. You must determine the purpose of your speech – to simply inform or to advocate for a concept or belief. A successful speech relies on a good foundation. That foundation is comprised of a solid purpose statement and a clearly defined central idea.

Vocabulary

Leeway, stymied, partisan, germane, encapsulate, brainstorming, residual.



Chapter 6: Analyzing the Audience

Summary

President Obama was praised for the speech he gave to the nation after a madman gunned down innocent people, including a United States congresswoman. The speech was a success chiefly because he took into consideration the audience that he was addressing. He was addressing the families of the victims who were present as well as stunned nation that was listening.

Being audience-centered does not mean that the speaker must abandon personal beliefs or values. The speaker, like Obama, can be true to self while adapting the words for the audience. Answering three questions will keep three main points to audience-centering in focus. To whom are you speaking? What do you want the audience to take away from the speech? How can you accomplish this goal?

Even though the classroom is a somewhat artificial audience, it is a good testing ground for a speech. The students are people who have experiences, values, and beliefs just like any other audience. The best student speeches made before classrooms are those that take their audience seriously. An effective speech in this venue can be informative and persuasive.

It is up to the speaker to engage his audience. Since people are egocentric and want to hear what is interesting, it is essential that a speech makes the message relative to the people listening. This can be accomplished by learning in advance about the make-up of your audience. This practice is known as analyzing the demographics of your expected audience. Age, gender, religion, sexual orientation, and cultural background are all important considerations when preparing the speech. Your analysis must be used in the proper manner without stereotyping any group or individuals. The importance of specific demographics can vary from audience to audience and from topic to topic.

The text comments on each demographic factor. For example, no age group is monolithic. There are differences of opinion and diverse backgrounds in any group. However, there are many common traits among people in the same age group.

Gender is becoming less and less of a consideration for some speeches. In the 1970s only eight percent of physicians were women. Now, fifty percent are women. The term “female doctor” is passé. Women work in many jobs in our current society that formerly were strictly filled by men. Social and civic groups are now comprised of equals parts men and women. It is essential that a public speaker keep these societal realities in mind when preparing his speech. However, it is important to recognize that men and women do differ on politics, values, and beliefs.

America has become more culturally diverse. A country once dominated by Christian and Jewish religions now embraces many other religions including Islam, Buddhism,



and Hinduism among many others. Consideration must be given to this diversity when you prepare your speech.

References to same-sex couples and unmarried couples signal the speaker's lack of bias against non-traditional relationships. The openness of our society and the laws supporting non-traditional couplings dictate that an all-inclusive approach is key in preparing a speech.

As previously covered in Chapter 1, a public speaker must treat his diverse audience with respect. The younger generation has a much easier time with this ethical requirement. As time passes, old biases are fading away. However, careful consideration must be given to the audience's background so that no one is insulted.

Audience sizes, of course, vary. However, 20 to 30 audience members is a good size for beginning public speakers. One basic rule to remember is that the larger the audience, the more formal the speech needs to be.

It is good to know the physical layout of the room or auditorium where the speech will be given. Is it cramped? Does it seem too warm? You will be able to control some aspects about the physical setting of your venue but not all things. If conditions are not ideal, you must not allow them to impact your attitude or delivery. The speaker's job is to make your speech compelling, even when the physical environment is not perfect.

Try to anticipate the interest level of the audience on the chosen topic and adjust the speech accordingly. Most people who elect to attend a speech will not only have interest in the subject, they will probably have knowledge about it. Their knowledge will help the speaker engage the audience, but it will also keep the speaker on his or her toes. Facts should be double-checked before presenting them to an interested and knowledgeable audience. The audience's degree of knowledge about the topic will dictate how technical aspect of the message. Knowing the audience's general attitude toward the topic will help to adjust comments as necessary.

A recognized expert in a certain field will more easily gain the trust and confidence of the audience. Likewise, if the speaker displays that he or she wants to inform the audience for their own benefit, the listeners will be more engaged.

Public speeches must fit the time and place, commonly referred to as the venue. For example, when a mayor made a political speech at a graduation, it was not well-accepted. The speech may have been well structured, but it was the wrong place and time to deliver it. The audience was not expecting such a speech. The majority of the audience consisted of family members of the graduates. They wanted to hear about the success of their loved ones making it through school, not political issues.

For classroom speeches, students who will be the test audiences for their peers are often asked to fill out questionnaires about the topic that is being addressed. The questions should be targeted to the central idea of the planned speech. Questions should also target the students' feelings and ideas on aspects of the topic. A well-



prepared questionnaire will elicit the knowledge level, attitudes, and concerns of the prospective audience.

Public speakers can find out general information about an audience from the individual organizing the speech.

The final step in preparing for an audience is adapting to it. Many new speakers have difficulty in applying what they have learned about their audience to their speech. In preparing your speech, you must assess the likely response your audience will have to your message and you must adjust your commentary to make it as clear, concise, and convincing as possible to your specific audience. When you withdraw your own views, you can hear your words through the ears of your audience.

No matter how well-prepared a speaker may be, the unexpected can happen. For example, the number of people in the audience may vary from the original estimate. Visual aids, such as charts and graphs, may get lost. Technological aspects may not go as planned. The seasoned speaker does not panic. He or she proceeds with the speech, adapting to the situation. Remaining focused on the central idea of the speech and the audience's take-away helps to get through the unexpected.

Finally, a successful speaker reads the body language of the audience. Cues such as slouching or yawning send a signal to deliver the message with more enthusiasm, while angry glares tell the speaker that he or she needs to quickly assess the tone of the delivery.

Analysis

To be a successful public speaker, one must be audience-centered. This means that the speaker's goal should always be to make the message clear and relevant for those who are hearing it.

Knowing the audience helps to tailor the speech so that it does not fall on deaf ears. Without compromising personal beliefs or the intended message, a speaker may have to adapt his or her remarks while preparing the speech. While demography is important, it should never be used to stereotype or judge a prospective audience.

A speaker should be aware of the physical environment of the space where the speech will be made. This prevents foreseeable problems from having to be handled right before the speech. However, no matter how much planning occurs before the speech, there is still the possibility of the unexpected happening. A speaker must be prepared to adapt elements of a speech accordingly.

Vocabulary

Eulogized, auditory, monolithic, correlation, egocentrism, demographic, stereotype.

Chapter 7: Gathering Materials

Summary

The textbook notes that the speaker is the first source in researching information. A speech is enhanced when the speaker includes personal experiences that relate to the topic. An audience senses the speaker's genuine emotion through anecdotes.

The public library is the next place to visit. Even though the Internet has infinite resources, a physical library still has a lot to offer. Librarians can assist in finding specific material for a topic. They can also help the patron use reference books, newspapers, and periodicals. Academic databases at universities and colleges make research studies from all parts of the world and scholarly journals available to users.

The Internet is referred to as the world's largest library. Public speaking students can turn the Internet into a powerful research tool in preparing a speech. The text explores how to use search engines effectively.

Wikipedia has material on virtually every subject in the world. However, the text issues a warning because Wikipedia allows editing by anyone who has an update. Initially, there were no controls that edited or verified this input. Wikipedia has been improved and many problem pages cleaned up. It may be a good place to start a search, but it should not be the only place to visit. While Wikipedia lists links to reference material which can benefit a public speaker gathering material, it should not be considered as an authoritative source.

The sage advice, "Don't believe everything you read," is applicable to documents found on the Internet. When a document that seems perfect for the speech is located, three questions should be asked. Who is the author? Is the author an expert in the field? Is the author's biography accessible?

In addition to verifying the credibility of the author, considering who sponsor an online document is important. The date of the document needs to be checked, too. Sometimes, a speaker needs the most current figures and facts. Other times, finding historical data is necessary.

Interviewing experts or those involved in your topic can provide relevant material. Sometimes, interviewing is not an easy task. The textbook informs the student of five steps to take before interviewing a subject. The steps include the following: define the purpose of the interview; decide who to interview; arrange the interview; decide whether recording the interview is necessary; prepare questions to ask; make notes to take to the interview.

Rules of etiquette for interviewing are included in this section. For example, be on time and dress appropriately. Also, stay on topic and limit the interview to the amount of time



previously agreed upon. Then, after the interview, review and organize notes as soon as possible. Important responses need to be captured immediately.

Review and transcribe your notes as soon after your interview as possible. Between your memory and notes, you will capture the important responses.

Analysis

Chapter 7 gives a thorough guide to researching the topic for a speech. For example, don't hesitate to use libraries. They are still a great source when conducting research. The Internet has an overwhelming amount of information. Be sure to customize searches so that wading through junk and irrelevant information does not take up valuable time. Beware of some sources that aren't authored by an expert or impartial party. Wikipedia is a good place to start but don't rely on its accuracy without checking other sources. Be prepared for an interview with relevant questions. Keep on track and adhere to the time limit. As you conduct your research, employ your critical thinking abilities and eliminate materials that will not help you in preparing your speech.

Vocabulary

Depersonalize, abstract, virtual, preliminary.

Chapter 8: Supporting Your Ideas

Summary

A speaker supports the central idea of a speech with facts and, when appropriate, figures. If false information or sloppy generalizations are presented someone in the audience will know that the speaker didn't do his or her homework.

Vivid and compelling examples are proven to capture the attention of your audience. Metaphors and anecdotes can serve to make the message clearer.

Also called specific instances, brief examples are mentioned casually to make a point. Piling up one brief example on top of another, serves to strengthen your argument.

The extended example serves the same purpose of the brief example. It captures the interest of the audience. The difference is that extended examples are longer.

Hypothetical examples are created by the speaker to make his point. They are effective, but the speaker must be clear that he has created the scenario to emphasize his central idea.

Although we live in the age of statistics, polls, and numbers, use them sparingly in a speech. An audience becomes confused when too many numbers are given. With confusion, comes disinterest. However, audiences will appreciate the authenticity that a few statistics bring to a speech even if they don't remember the numbers later. The statistics should not be "cherry picked" to skew information presented to the audience. Of course, only statistics from reliable sources should be included. Those sources must be cited when delivering the speech.

Chapter 8 relates how quoting experts on the topic of the speech lends credence to claims. Expert testimony is most effective when speaking on a controversial topic. In some instances, peer testimony carries more weight with an audience than expert testimony. For example, when the topic of a speech is physical disabilities, a doctor's testimony is important. However, the testimony of an individual with physical disabilities has far more impact.

Another form of testimony is using quotes from famous people or those that support your central idea. Quotes are appreciated by an audience when they are brief, clever, or eloquent. There are two occasions when paraphrasing a quote is more effective, when the actual quote has awkward or obscure wording or when a quote is more than two or three sentences.

While citing is mentioned in the text several times before Chapter 8, at this point the text gives specifics on citing sources orally as you deliver the speech. Lucas stresses that testimony by an individual must be cited by providing the name and an identifying detail



of the quoted person if he or she is not famous. Modulating your voice is a technique used to alert the audience that a source is being cited.

Analysis

Facts and figures are strong allies in making your speech effective and credible. Effective supporting materials include examples, statistics, and testimony. Examples can be brief and powerful or long ones that tell an engaging story. Statistics are impressive and effective but use them sparingly. Too many numbers can be tedious and will quickly be forgotten. Make sure you use accurate numbers, include citations and time frames. Testimony from experts and peers can add depth to your presentation. Make sure you include citations and that you don't misquote or use the quote or paraphrase in the wrong context.

Vocabulary

Generalization, hypothetical, flagrant.



Chapter 9: Organizing the Body of the Speech

Summary

Organized speeches will serve the speaker and the audience better. Listeners demand a coherent presentation. If a speaker presents a jumbled message, the audience's attention is lost. Organization is close to critical thinking. By organizing, a speaker becomes completely familiar with the material. He or she begins to connect the dots between ideas. An organized message will please the audience and boost the speaker's confidence in delivering it. Organizing the body of the speech is easy when the main points of the address are identified.

The main points of the body of the speech are its central features. The purpose and central idea are stated before the main points. Then, the main points are derived from the central idea. These main points are sometime obvious from the stated purpose. A speaker might list the main points as steps to achieve the final goal.

Sometimes the main points aren't readily apparent. However, as one goes through the steps of research, organization, and preparation, the main points emerge quite clearly.

Most speeches contain between two and five main points. Attempting to squeeze more than five into a speech will confuse and frustrate the audience.

The order in which the main points are presented is important. To relate a series of events, the speech will be clearer if the remarks are in chronological order. Of course, if the speech is a form of instruction on how to do something, chronological order is mandatory. Main points can also be presented in spatial order. This technique is used most often in informative speeches. Spatial ordering is organizing from top to bottom, bottom to top, left to right, right to left, etc.

There are many other ways to order the main points such as cause and effect. The technique can be used for informative and persuasive speeches. Problem-solution order requires convincing the audience that a serious issue exists. Then, the second main point solves the problem. It is only used in persuasive speeches.

Topical ordering is the most popular technique used by speakers. The main points in the body subdivide the main topic. The speech follows the order of the points from the first to the last.

Keeping main points separate and independent of one another helps the speaker to focus. Using the same wording pattern for each of the main points helps with organization. The time allotted for each main point should be balanced, though not necessarily equal. Each point should be covered completely.



Main points are your assertions about the topic. Supporting materials can be woven into the speech to add weight to those assertions. Listing supporting documents under the main points helps the speaker during the delivery of the speech. Three types of supporting documents are examples, statistics, and testimonies.

Connectives are the third element in the body of a speech. Connectives make a speech flow smoothly. . Speakers sometimes have a pat phrase such as "all right, "moving on," and "that said." While these phrases attempt to transition from one point to another, they are not very effective. Effective transitions clearly state the speaker has completed the remarks on one point and is moving on to the next point. The language of the transitional statement links the two points.

An internal preview is a clear and direct statement to the audience that one main point is complete. The speaker states precisely what will be addressed next.

Another means of transitioning between main points is using an internal summary. The speaker recaps very briefly the previous points that have been made. This signals that the speaker is moving on to the next point. Internal summaries serve another purpose of reinforcing previous remarks.

Brief statements about where a speaker is in a speech are called "signposts." Questions are effective signposts as they engage the audience who are silently answering the questions. Phrases such as "Keep this in mind," "This is crucial," and "Above all" are all signals to the audience that the remarks after these signposts are important.

Analysis

Organization brings clarity to speechmaking. If listeners don't have a coherent presentation, the speaker loses them. After determining the main points of your speech, the body of your address can be planned and organized. A public speaker should select the best way to organize the main points of her speech. Supporting materials should be listed with each main idea. Citing examples, testimony and statistics is facilitated when such supporting material is listed with its main point. Effective connectives tie a speech together and engage the audience.

Vocabulary

Chronological, spatial, subliminal, strategic.



Chapter 10: Beginning and Ending the Speech

Summary

Just like a research paper, a speech begins with an introduction and ends with a conclusion. In Chapter 10, the text takes the student through the process of crafting these two important parts of any speech.

The introduction is the speaker's opportunity to create a favorable first impression for the audience. It is also the first opportunity to engage the audience, capture their imagination, and make them want more. There are four elements of a successful introduction.

After being introduced, the speaker must maintain the attention and interest of the audience by quickly relating the topic to them. The speaker has the best chance of keeping the audience's attention by quickly relating the topic to them. By using vivid language and engaging scenarios, the speaker will keep the audience listening. The purpose of the speech should be stated immediately. The speaker should also give a reason for why the message is important for everyone to hear. Asking a provocative question or making a profound statement is another way to grab attention. However, the question or statement should be directly related to the topic.

If the speaker chooses to ask a provocative question, audience members won't answer aloud; but, they will all be answering silently. Beginning with a quotation from a famous person is another way to foster interest. They will wonder how in the world the quote is connected to the topic. Another technique is to arouse the curiosity of the audience. By saying that "it" is the most controversial subject of the day and that "it" has confounded the experts, your audience will stick around to find out what "it" is.

Everyone likes to hear an interesting story. Use one for the introduction. Make the story dramatic, suspenseful, and provocative – all elements that are sure to grab the audience. Once the audience becomes involved in the drama of the story, they have a vested interest in seeing how it turns out.

No matter what technique a speaker uses, it should be quick and to the point. Then, to avoid any confusion in the audience, a speaker should clearly state the topic of the speech. Once the topic is stated, the speaker establishes credibility by tying his or her experiences and expertise to the concept. If a controversial or unpopular concept is the topic, any hostility among audience members should be diffused.

It is beneficial to briefly summarize what the audience can expect to hear from you on the stated topic by including a preview statement in the introduction. Terms that are generally not known to most people should be defined.



Keep the introduction relatively brief. Keeping the introduction in mind as information is gathered during research will help when crafting the opening remarks. Also, experimenting with different introductions can help the speaker find the best way to introduce the speech. Outline the introduction or write it in narrative form.

At this point, instead of discussing the body of the speech which follows the introduction, the textbook provides guidelines for the conclusion of the speech. One of the major functions of the conclusion is to reinforce the central idea. It is the speaker's final opportunity to get his or her point across to the audience. Restating the main points of the message is the most direct way to reinforce the main points. Ending with a famous quote can accomplish the same. Of course, the quote must fit the message be cited.

To tie everything together, refer to your introduction in the concluding remarks. This can be satisfying for the audience. It underscores a speaker's credibility by fulfilling the promises of the introduction. If appropriate, a speaker can end the speech with a call to action for the audience. Regardless of the technique used to close the speech, the conclusion should be brief.

Analysis

First and final impressions are important. A speech should begin with a compelling introduction and end with a memorable conclusion. To be considered successful, the introduction must get the attention of the audience, reveal the topic, establish good will, underscore the speaker's credibility and preview the body of the speech.

The conclusion should alert the audience that the speech is ending and reinforce the main points of the message. Appropriate conclusions result in audiences remembering the speaker and the message long after the speech has ended.

Vocabulary

Crescendo, explicitly, rivet, rhetorical.

Chapter 11: Outlining the Speech

Summary

An outline is required to develop a successful speech in the same way that a blueprint is required to build a sturdy house. The speaker is building a work that must have a good foundation so that it is strong and solid and stands up to scrutiny. A comprehensive speech outline is the basis for a speech that imparts a lasting message.

The textbook gives a thorough discussion about creating a preparation outline and a speaking outline. The speaking outline uses the framework of the preparation outline. However, the speaker inserts "cue words" on the speaking outline as a reminder of the tone of voice and inflection to use during certain times in the speech.

The text informs the student that the preparation outline must include the purpose of the speech, the central idea, and previews of the introduction, body, and conclusion. Classic outline formatting provides consistency in style. As the outline is written, it should be easy to see how the main points connect. Transitions from one idea to the next should be noted in the outline. Sub-points should always support the main point that it's listed under. Add as many appropriate details as possible. If the outline is too sketchy, it will not serve its purpose. Keep in mind that the outline is the foundation that supports the speech.

The outline should always include a bibliography that contains the speaker's references and resources. If an outline is being written for a classroom speech, always ask the instructor which style is preferred for the bibliography. A title is not necessary unless the instructor requires one. If required, a catchy title is acceptable as long as it has a connection to the speech. Posing a question for the title can also work. Such a dramatic title can be provocative and informative.

A speaking outline is the offspring of the preparation outline. Seasoned public speakers ultimately create their personal style of speaking outlines. The textbook offers guidelines for the novice speaker. The goal of the speaking outline is to keep the speaker on track with the message of the speech. Since most speakers are nervous, the speaking outline helps to keep main points from being skipped or forgotten. The speaking outline should be legible, and it is up to the speaker to choose the format. Some speakers opt for cards, while others like the outline to be written on regular-sized paper. The speaking outline should be thorough, yet brief. Including cue words such as "emphatically," "slowly," "pause," and "louder" will remind the speaker of the emphasis and tone to strike at certain points in the speech.



Analysis

Two outlines are essential for a successful speech. The first outline, which the text calls the preparation outline, helps the speaker connect ideas and transition between one main point and another. The preparation outline contains the purpose and central idea.

The second outline is the speaking outline. It contains key words that prompt the speaker to change tones or pause. The speaking outline should follow the same framework as the preparation outline.

Vocabulary

Bibliography, suffrage, symbolization.



Chapter 12: Using Language

Summary

Chapter 12: Using Language stresses the importance of using precise words to impart intended meaning in the speech. Language is a powerful tool for a public speaker. Successful speakers are acutely aware of the meaning of the words that they employ. Words can have apparent definitions as well as subtle meanings. Selecting the appropriate and most effective words for a speech is a responsibility of the speaker.

Words have two types of meanings – denotative and connotative. A denotative description is a literal one. A connotative definition is figurative and subjective. The denotative meaning is definitive while the connotative definition is what the word may imply or suggest. Connotative meaning gives words their emotion and intensity. The expectation is that they stir the emotions in the listener. The choices of the words in a speech are often dependent upon the audience who will hear it. If the intention is to not touch any hot buttons, words with less intensity should be selected. It is as important to use the right words in a speech as it is to use the right statistics. A dictionary and a thesaurus are great tools to use when deciding the right word to use.

A speaker should remember that favorite words might not be good choices for a speech. In an effort to reach the entire audience, it is best to use familiar words. Even if there are technical aspects in the speech, rewrite it in terms that everyone can grasp.

Modern speak has been cluttered with phrases like “prior to” when “before” would work just fine and “at this point in time” instead of “now.” Eliminating such cumbersome and needless phrases will clean up a speech and make for a clear and concise address.

Analysis

Successful speakers understand the power of language and how it can be effective in their messages. Choose words for your speech that provide clarity and accuracy. Dramatic language and the use of literary devices can bring a speech to life. An appealing rhythm to the words in a speech can be effective but never sacrifice substance or clarity for good pace. A good speaker always questions whether his words are appropriate and inclusive.

Vocabulary

Denotative, connotative, deleterious, abstract, trope, metaphor, simile, parallelism, juxtaposition, poignant.



Chapter 13: Delivery

Summary

Chapter 13: Delivery discusses the presentation of the speech to the audience. This is commonly known as the delivery of the speech. Good delivery effectively conveys the speaker's ideas in an interesting way without distracting the audience from the main message. An audience expects a certain amount of formality from a speaker; however, casual conversational passages in the speech can be a breath of fresh air. Speech delivery is an art and each artist will have his or her own interpretation and style. The speaker's first goal is speaking clearly, limiting use of gestures, and establishing eye contact with audience members. Beyond that, polishing your delivery is a skill that comes with practice.

There are four methods of delivering a speech. Some speeches must be read verbatim from a prepared document. Examples include the Pope's religious proclamation or a report by an engineer at a technical meeting. Even though the words of the speech are read, it still takes skill to deliver it successfully. In such cases, a good delivery does not sound like a document is being read because the speaker gives the words life to engage. Extra effort is used to make the delivery sound natural.

Another delivery technique is to memorize part or all of the speech. Again, the speaker should work at sounding natural and fresh.

Impromptu speeches are rare but not uncommon. You may be unexpectedly called upon sometime to say a few words. There's no reason for panic. No one expects perfection. If you don't have to go first, you can listen closely to what others say before you. Take notes and you'll probably come up with something relevant to add.

Practice makes perfect. Even though by its very nature, one cannot really "practice" giving an impromptu speech, but there is a way to improve by choosing a topic in the privacy of your own home. Speak on the subject for several minutes with no preparation.

Speaking extemporaneously and speaking impromptu are similar ways of speaking. However, there are distinctions between the two deliveries. Impromptu is without preparation. Extemporaneous speaking is with preparation. However, brief notes with exact language are decided during delivery. Extemporaneous speaking has an edge over impromptu speaking in that the speaker has more control over the content of his message. It also fosters the conversational element that is pleasing to today's audiences. Extemporaneous speech giving is becoming the most popular method with students and teachers alike. It just takes practice and experience to master the technique.



A natural great sounding voice is an asset for a public speaker. But the most important thing about a voice is that each is unique. Not all great speakers had great voices; Abraham Lincoln was said to have a harsh voice. Churchill had a lisp. A good speaker concentrates on the elements of voice that can be controlled.

The average speaking voice in the US is a rate of 120 to 150 words per minute. This is the rate that people are accustomed to hearing. Speaking too slow will bore an audience. Students often speak too rapidly to get it over with. It is easier to fix a fast speaker than a slow one. Using a recording device in practice can help.

A moment of silence can feel as though time as stopped. An intentional pause at just the right place can bring a dramatic moment to your message. As you develop your sense of timing, where and when a pause is needed will become more obvious. As your confidence grows, you will be able to take a pause without a sense of panic.

Some speeches have a question and answer session afterwards. Handled properly, these sessions can strengthen the message of the speech. Answering concerns of audience members gives the speaker the opportunity to truly have the last word.

Analysis

Non-verbal communication is powerful. Effective delivery conveys a message without distracting the audience. There are four basic methods of delivery: reading verbatim from a script, reciting a memorized text, speaking impromptu and speaking extemporaneously. Add interest and drama to words by controlling volume, pitch, rate, pauses, vocal variety, pronunciation, articulation, and dialect. Appropriate appearance and demeanor will make a first and lasting impression.

Vocabulary

Spontaneity, impromptu, verbatim, resonant, inflection, linguist.

Chapter 14: Using Visual Aids

Summary

Using visual aids during a speech serves many purposes. A speaker can make their message come alive and be immediately understandable with the right visual aid. Having visual aids lends credibility to the speaker who comes off as professional and prepared. Charts and graphs pique interest and take the whole focus off the speaker. The speaker's self-confidence gets a boost.

The text informs students of different kinds of visual aids. If possible, bringing the actual object that is the subject of the speech is a great way to get the audience's attention. Photographs, drawings, charts, and graphs add credibility to a speech. To avoid the audience being distracted, it's best not to pass around objects.

The speaker can include a demonstration when appropriate for the message. Of course, PowerPoint and other technological aids are quite popular.

Analysis

Visual aids are a powerful way to support ideas. Be sure to prepare them well in advance. Make sure they are clear, concise, and to the point. Be prepared to explain to the audience their purpose and how they relate to your topic. Practice using them before the speech.

Vocabulary

Brevity, extraneous.



Chapter 15: Speaking to Inform

Summary

In Chapter 15: Speaking to Inform, the text begins by addressing everyday situations where a person may be called upon to speak. For example, a business manager must explain the next year's budget to his bosses, peers, and his staff. An architect reviews plans before his group. A union leader speaks before his membership. These are but a few of the many instances of informative speech that take place every day. There are three considerations to keep in mind when speaking in these situations. The information imparted must be accurate. It must be conveyed in a clear manner. The presentation must be interesting and meaningful.

The text breaks informative speaking into four types: speeches about objects, speeches about processes, speeches about events and speeches about concepts. When preparing any of these types of informative speech, do not assume that the audience knows anything about the topic. Explain and describe everything; cover all the bases. It's preferable to describe something most of the audience knows rather than leave the few who haven't heard about a matter in the dark. Don't worry about over-explaining especially in technical or scientific matters. However, there is a fine line between clarifying technical language and overloading the audience with technical details. One goal of a speaker is to provide information. A second goal is to spark interest so that audience members will actively seek information on their own,

Analysis

Informative speaking goes on everywhere and all the time. There are four categories of informative speeches: objects, processes, concepts, and events. Regardless of the topic, don't over-estimate what the audience knows. Just because a speaker is an advocate of the issue does not mean that anyone in the audience understands the main point. Sometimes it is necessary to explain the topic. Avoid technical words, uncommon words and phrases, and abstractions. Being clear and direct and brief will bring positive results, meaning the audience will know more about the topic after they leave than before they came.

Vocabulary

Tangible, specificity, informative.



Chapter 16: Speaking to Persuade

Summary

Chapter 16: Speaking to Persuade begins by defining a persuasive speech in terms of trying to change the beliefs, ideas, and actions of audience members. It informs the student that the task is difficult. However, perfecting persuasive techniques will spill over into everyday situations when trying to convince someone that another idea is better.

The text once again brings ethics into play when discussing persuasive speech by telling students to make sure that their ethics conform to acceptable methods of communication. Resist the temptation to bend the truth. Put forth the best arguments to persuade. Then, it is up to each member of the audience to make his or her own decision. A speaker should never make a case by insulting the integrity of those opposed to one's personal ideas.

Persuasion is the most complex and challenging kind of public speaking. In a persuasive speech, the speaker must contend with the barriers that already exist in the minds of your audience members' about the topic. To reach all members of the audience, different levels of agreement and disagreement must be addressed. In the end, if one audience member's mind is changed, the speech is a success.

Listeners engage in a silent give and take with the speaker. They don't soak up everything said as credible. They assess the expertise and reasoning of the speaker. Their agreement is not always clear cut. They will agree with some areas and disagree with others. It is helpful to recognize the potential skepticism you will encounter and be ready to counter it.

The book shares an important point to keep in mind. The point is that "You can't win 'em all." Once that reality is understood, the speaker can target the audience, meaning that he or she relates the remarks to the greatest number of people who are most apt to respond positively to the message.

Giving a persuasive speech on a matter of indisputable fact is similar to giving an informative speech. There are several differences, however. In an informative speech, the speaker is non-partisan – he or she just states facts. In a persuasive speech, the speaker states facts and the speaker is partisan. He or she has an emotional connection to the topic.

Analysis

Persuasion is the art of convincing people to change their minds. An individual's success as a persuasive speaker relies on reaching a target audience – those who are persuadable. Persuasive speeches focus on questions of fact, value, or policy. In a fact-based persuasive address, the goal is to persuade them that the facts are indeed true.



In a value-based persuasive speech the speaker must establish standards for the values that he refers to. In a question of policy speech, the speaker must explain the problem and describe possible solutions and finally come down on the side of one of them. The goal of a persuasive speech is to inspire some members of your audience to action. Ethics and accuracy remain the top priorities for persuasive speaking.

Vocabulary

Partisan, non-partisan, justifiable.



Chapter 17: Methods of Persuasion

Summary

Chapter 17: Methods of Persuasion elaborates further on persuasive speaking. The art of persuasion is complicated. Why are some persuasive speakers successful and other persuasive speakers are failures? Listeners react positively to a persuasive speaker for four reasons. The first reason is that they feel the speaker is credible. A second reason is that they are convinced by the evidence presented. A third reason is that they agree with the speaker's reasoning. A final reason is that they are touched by the speaker's message.

The text informs the student about building different types of credibility and enhancing existing credibility. A speaker's credibility, which resides largely in the minds of the audience members, is composed of competence and character. The credibility the audience harbors before the speech can change after the speech. A speaker is not boasting when sharing that he or she is considered to be an expert on the topic. Mentioning previous positions that relate to the message enhances credibility. Evidence in the form of supporting documents enhance as well. Aside from acknowledging one's expertise, a speaker should find common ground with the audience. It is easier to agree when one feels a kindred spirit with another.

In this chapter, Lucas also notes that great evidence and a great delivery do not guarantee a successful persuasive speech. The speaker's reasoning must be solid. Sound reasoning can be based on specific instances, principles, cause and effect, and analogies.

Sometimes a speaker combines reasoning with an appeal to emotion in a persuasive speech. If used correctly, this combination can have a powerful impact. An emotional appeal by itself is weak when used in a fact based speech.

Analysis

Credibility is in the mind of the audience members. There are four reasons that an audience will believe a speaker. The first reason is credibility. The second is believing the evidence presented. The third is following the solid reasoning of the speaker. The fourth is being emotionally moved by the message.

Vocabulary

Foolproof, fallacies, analogical.



Chapter 18: Speaking on Special Occasions

Summary

Chapter 18: Speaking on Special Occasions relates that special occasion speeches are different than the typical public speech. They are more unstructured and can be either informative or persuasive or even both.

Introducing famous people such as the President of the United States requires no explanation. But, on those other occasions a brief explanation of the speaker's identity and background are necessary. Also, using a few remarks to build excitement for the topic and enthusiasm in the audience helps in making the upcoming speech successful.

Just as in other elements of speech giving, be brief in the introduction, and make sure the bio provided to the audience about the speaker is accurate. Adapt any further remarks to the occasion and as much as possible to the audience. Even though the introduction lasts only a few minutes, be sure to practice.

Another type of special occasion speech is given when someone is the recipient of an award or gift. It is a speech of presentation. Such speeches can vary from a few moments to four or five minutes. As a speaker who is introducing an award winner or Nobel Prize recipient, the main purpose is to let the audience know who the honoree is and why he or she is receiving the award or prize. Keep remarks as brief as possible by focusing on those achievements that are most relevant to the prize the person has won. Depending on the audience, it may be necessary to explain the award itself. If the award was won in a competition, mentioning the "losers" without calling them losers is a nice touch.

The companion speech of a presentation speech is the acceptance speech. It is a speech of gratitude for the award or gift or honor. It is appropriate for the honoree to give thanks to those who helped him in achieving his success.

A special occasion speech of praise or celebration is referred to as a commemorative speech. Eulogies and dedications are also examples of commemorative speeches. A commemorative speech will provide details and facts, which are elements of an informative speech. However, the information provided to the audience has a different role than information provided in an informative speech. Unlike the informative speech, this type of speech needs to inspire people. The speaker must take into account the tone of the occasion. The mood at a celebration will certainly be more joyful than at a somber eulogy.



Analysis

Commemorative speeches include those of introduction, presentation, acceptance, and commemoration. The introduction speech should be brief and accurate. It should excite the audience about the person being introduced.

In a presentation speech, explain who the honoree is and why he or she is being given the award or prize. The person who receives an award should thank the organization that granted him the award as well as the people who have supported him in his achievement.

Commemorative speeches are informative and emotional. The speaker's goal is to provide information that will touch and inspire your audience.

Vocabulary

Bestowing, commemorative, eulogies.



Chapter 19: Speaking in Small Groups

Summary

Chapter 19: Speaking in Small Groups explores the task of communicating successfully in a small group setting. The minimum number in a small group is three. Twelve is generally considered the maximum number. With fewer voices to be heard, a small group provides an opportunity for everyone to speak up with his or her ideas.

A small group is organized for a specific reason. For instance, a problem-solving group is tasked with dealing with a problem and solving it. A small group may be assigned to plan a festival or research a community project. Similar skills are used by a successful speaker in a small group as a speaker who addresses a large auditorium. Members can influence each other. Obviously, those more skilled at informative and persuasive speaking have an advantage when making an impact. .

Effective leadership is a must in a small group. Some groups are formed with no specific leader. But when the need arises, someone will emerge as the leader, known as an emergent leader. An implied leader can be a member of upper management. A vice president who is in the group will be looked at for leadership just by virtue of his rank in the company. A designated leader is one who had been named or elected by the others. When the group leader is absent, someone must still take on the role.

Under normal circumstances, the leader will set meeting times, places, and agendas. He or she will take notes or assign someone to do so. The leader will summarize the meeting and distribute notes to all members. The leader will also determine the most important issue facing the group, assign duties, and collect information. The leader will also control the meeting. He or she will make sure that everyone gets a chance to speak, that the discussion is adhering to the agenda, and that the meeting doesn't run over. The leader also deals with the individual contributions of the group members and any personal issues between members.

Even with a leader, it is up to each individual member to strive at having smooth meetings that make good progress. Each member should be committed to the stated goals, fulfill assigned tasks, avoid arguments with other members, encourage participation by other members, and keep to the agenda's topic during a discussion.

Analysis

A small group is at least three people and usually no larger than twelve individuals. Groups can be without a leader.. It can also have an emergent leader, implied leader, or designated leader. Each group member must be dedicated to the goals of the group, completing assigned tasks, staying out of feuds, encouraging other members to participate, and help keep the group focused on its goal. Techniques used by public speakers can be used successfully by all members in a small group.

Vocabulary

Dyad, emergent, designated, symposium.



Important People

Steven Lucas

Steven E. Lucas, the author of *The Art of Public Speaking*, is Professor of Communications Arts and Evjue-Bascom Professor in the Humanities Department at the University of Wisconsin. Lucas wrote the first edition of *The Art of Public Speaking* in the 1970s. He has been surprised over the years by the continued demand for his book. Lucas has been the director of the University's introductory speaking course since 1973.

One probable reason for the book's popularity among teachers and students is that Lucas has continually updated the text. He has addressed the Internet era which has completely changed the way students conduct research. He has also addressed changing demographics that require speakers to make careful decisions on the make-up of their audience. Religions that were previously obscure are now well known around the world. Women are being treated as equals in their careers and in basic civil rights. Racial issues have come to the forefront of American consciousness. Lucas has addressed all these issues relative to public speaking and the diverse audiences that public speakers face.

Lucas has also produced an extensive video program available on DVD. It is also available on Lucas' on-line learning site, "Connect Public Speaking."

Geoffrey Canada

Geoffrey Canada's story is told in the opening of Chapter 1. He is a great success story in the world of public speaking. He was born in the rough neighborhood in the South Bronx. Growing up, it never occurred to him that he would someday become a public speaker. Canada liked school and was a good student. After high school, he went on to Bowdoin College and then to Harvard where he earned a Masters of Education.

Canada taught in Boston and New Hampshire and finally returned to New York City where in 1990 he founded the Harlem Children's Zone which was dedicated to educating the children of Harlem and addressing health care, violence, substance abuse, and job training in the community. Canada was putting his reputation and career on the line with this project. The *New York Times* called it "one of the biggest social experiments of our time."

The excellent skills Canada developed as a public speaker have helped him raise more than \$100 million for the Children's Zone. His educational background and commitment to children were important to his success. However, he could not have achieved the level of success that he did without his ability to speak in public. He gives more than one-hundred presentations a year, including those at the White House and other high-profile venues.



Aristotle

Aristotle's "Rhetoric" was written in the third century B.C. The work is still prized as one of the finest works on the principles of public speaking.

Winston Churchill

Although known as a good speaker, Winston Churchill admitted his nervousness about speaking in public. He had a lisp that he had to deal with and overcome in his public speaking.

John F. Kennedy

John F. Kennedy is known for his dramatic rhetoric. "Ask not what your country can do for you but ask what you can do for your country" and "We should never fear to negotiate but we should never negotiate out of fear" exemplify antithesis phrases which Kennedy used extensively in his speeches.

Plato

Plato said that all speakers "should be truthful and devoted to the good of society." The most important guideline for a public speaker remains being truthful.

Adolph Hitler

Adolph Hitler was a persuasive and, to many, a charismatic speaker. However, he was not concerned with the good of society which Plato said was crucial for a public speaker.

Ronald Reagan

President Ronald Reagan gave a moving speech after the Challenger tragedy. He was aware of his two audiences, the families of the lost astronauts and a distraught nation.

Cicero

The Roman leader delivered speeches in defense of liberty.

Barack Obama

President Barack Obama struck the perfect balance between mourning for those wounded in a senseless shooting in Tucson and offering words that brought comfort to the nation.



Objects/Places

Public Speaking

Public speaking is speaking before a group or audience with a message that is prepared and crafted. The speaker has a goal of communicating his ideas, concepts, or information he wants to share in a more structured way than normal conversation. A public speaker must speak clearly and concisely in a somewhat formal manner.

Critical Thinking

Critical thinking is organized thinking that is logical. It allows you to spot weaknesses in other people's arguments. By being organized in your thought process, you can discern the difference between fact and fiction and be able to see the relational dynamics between ideas. As you organize your thoughts for a speech, you are practicing critical thinking.

Ethnocentrism

Ethnocentrism is the belief that one's own culture, language, values, and beliefs are the "right" ones. Having that attitude will prevent a speaker from giving a successful speech before a diverse group.

Ethics

Ethics is a branch of philosophy that deals with matters of right and wrong. We are faced with matters of right and wrong in our everyday lives. A speaker deals with the same issue when he faces an audience.

Reflective Thinking

The reflective-thinking method was developed from the writings of John Dewey, an American philosopher. This method is comprised of the following elements: defining the problem; analyzing the problem; establishing standards for a solution; determining solutions; and, selecting the best solution.

Purpose

The speaker must determine the general purpose of his speech. It will fall into one of two major categories, informative or persuasive. After the general purpose is determined, it will be narrowed to a specific purpose.



Central Idea

The central idea of a speech is a concise statement of what the speaker expects to say to convey his message.

Informative Speech

In an informative speech, the speaker supplies facts and figures to the audience about the topic. The speaker is neutral on the subject and takes no stance about the subject matter.

Persuasive Speech

In a persuasive speech the speaker supplies the audience supported facts and figures. However, a persuasive speech is different from an informative speech in that the speaker tries to convince the audience to support his beliefs on the topic.

Commemorative Speech

A commemorative speech is a eulogy or celebration. A mayor can give a celebratory speech on July 4th. The President can give a eulogy mourning the loss of soldiers in a war. The commemorative speech is informative and has elements of the persuasive speech in that it reaches beyond facts to beliefs and emotions.



Themes

The Ethics of Public Speaking

The most important part of a public speech is its truthfulness. Giving a persuasive speech might tempt the speaker to twist the truth a bit to prove his point and convince his audience of his ideology. But, it is unethical to deceive an audience by skewing the truth or omitting pertinent facts. Once a public speaker is exposed as being untrustworthy, he or she loses all credibility. The speaker's career may never recover from using unethical practices in only one speech.

When a speaker is unethical, the audience might not realize it while the speech is given. However, a skeptical member of the audience or a very interested member could do further research on the topic. With Internet resources so readily available to check facts and figures, an unethical public speaker is foolish to think that he or she will not be found out.

Plagiarism

The importance of presenting an honest speech is stressed throughout the book. Plagiarism is a dishonest trap that some speakers and writers fall into and are often unable to recover from. Plagiarism is the “borrowing” of another person's written or spoken words. The word “plagiarism” comes from the Latin word meaning kidnapper. Whether intentional or not, when a writer or speaker presents words as his own that he has taken from another writer or speaker, he has committed plagiarism. In the classroom, a student who plagiarizes can be punished with a failing grade or even expulsion. A public figure's credibility and career can be lost if he or she is found guilty of plagiarism.

There are several types of plagiarism. “Global” plagiarism is stealing an entire work – speech or the written word – and passing it off as one's own. Patchwork plagiarism steals from more than one source. Incremental plagiarism is a failure to acknowledge sources. Quotations must be attributed to their authors. Even paraphrasing another person's words is a form of plagiarism if there is no citation of the original author.

Preparation and Practice

A strong theme that runs through *The Art of Public Speaking* by Stephen E. Lucas is one of preparation and practice. In the chapters that cover preparation, Lucas stresses the importance of careful research. The speaker should know as much, or preferably more, about the topic he is speaking on than anyone in the audience. A successful speech contains only facts which are supported by evidence and statistics. A public speaker will cite resources and bring some visual aids to add to his or her credibility.

Giving a speech is not just standing before an audience for a few minutes or an hour. There are hours and hours of preparation and practice that go into achieving a speaker's goal of conveying his message in an honest and positive way.

Styles

Structure

The Art of Public Speaking by Stephen E. Lucas is written from the perspective of an instructor in public speaking. Lucas is a Professor of Communication Arts and Evjue-Bascom Professor in the Humanities at the University of Wisconsin-Madison. Since Lucas teaches communications at the college level, he is considered an expert in his field. The thoroughness of the material that he has organized in this book appears to be complete. He has not left one stone unturned about public speaking. He is obviously extremely knowledgeable in the field. It is also quite apparent that he loves teaching the subject.

In a “Note from the Author,” Lucas explains that this, the 11th Edition, is his most recent effort in updating the original textbook which was published thirty years earlier. With its continued success, it is obviously an accepted work for teaching and learning the art of public speaking. Lucas continues to update the book periodically to keep up with advances in technology and student demographics.

This book is considered to be the authority on public speaking.

Language and Meaning

The Art of Public Speaking by Stephen E. Lucas has many terms that are descriptive of preparing and delivering public speeches. It is common for a speaker to get “stage fright.” When a speaker becomes inspired his adrenaline increases. A speaker must employ “critical thinking” when conducting research for his speech so that he can discern fact from fiction. “Ethnocentrism” must be avoided in a speech. Plagiarism is borrowing a writer or another speaker’s words without a citation. An emotional speech can engender “empathic listening.”

The preferred way of speaking is “extemporaneously” which is a technique that makes a practiced speaker seem as though he’s talking off-the-cuff. It is wise for a public speaker to learn about the “demographics” of his audience prior to giving his speech. But a speaker should never “stereotype” his audience based on demographics. A speaker can present a “hypothetical” example to prove his point; however, he must tell the audience that he created the example.

Every word has a “denotative” meaning as well as “connotative” meaning. Direct language is preferred over “abstractions.” There are literary devices that can be used to make your point while adding drama. They include the “simile, metaphor and alliteration.” “Antithesis” is a comparison, a device that JFK liked to use in his speeches.

These are just a few examples of the many terms and phrases used in The Art of Public Speaking.



Structure

The Art of Public Speaking by Stephen E. Lucas is a classroom textbook. As such, it is very organized and comprehensive. The book covers an entire semester which allows for extensive discussion on each element of public speaking. The book is divided into five major sections: Speaking and Listening, Speech Preparation: Getting Started, Speech Preparation: Organizing and Outlining, Presenting the Speech, and Varieties of Public Speaking. This particular book was the eleventh edition of the book. The book is updated periodically to capture new technology and changing demographics.

Each section contains between three and five chapters, totaling nineteen chapters in all. Each chapter ends with a Summary, Key Terms, Review Questions, and special exercises that relate to the topic of that particular chapter. Interspersed throughout the book are examples of actual speeches allowing the author to point out the good, the bad and the successes and failures. There are also many photos of famous and not-so-famous speakers throughout the book.

Preceding the first section is an “About the Author” page and Table of Contents. Following the last chapter is an Appendix of Speeches for Analysis and Discussion. The book concludes with “Notes,” “Photo Credits,” and an Index.

Perspective

Tone



Quotes

One who forms a judgment on any point but cannot explain it might as well never have thought at all on the subject.

-- Pericles (Chapter 1)

Importance: This quote from the ancient Greek leader emphasizes the importance and necessity of being able to speak publicly about one's ideas.

Given a choice, at a funeral most of us would rather be the one in the coffin than the one giving the eulogy.

-- Jerry Seinfeld (Chapter 1)

Importance: This quote captures the fear of public speaking that most people experience.

Being ethical means behaving ethically all the time – not only when it's convenient.

-- Quote from unnamed book on ethics (Chapter 2)

Importance: This quote expresses the concept that ethics must be part of one's private and public life even when the choices are difficult.

It is almost impossible to prepare a good speech without keeping constantly in mind the people for whom it is intended.

-- Stephen Lucas (Chapter 5)

Importance: This passage captures the importance of considering the demographics of the audience when preparing a speech.

People only understand things in terms of their own experience. You must get inside their experience.

-- Saul Alinsky (Chapter 6)

Importance: This quote expresses the importance of a public speaker knowing his audience so that he can adapt his words and engage the listeners.

Numbers don't lie but they can be easily manipulated and distorted.

-- Darrel Huff/Author (Chapter 8)

Importance: This passage refers to the danger of relying on some statistics to support the central idea of the speaker's message.

Unless a speaker can interest his audience at once, his effort will be a failure.

-- Clarence Darrow (Chapter 10)



Importance: The famous lawyer expresses the importance of having a strong introduction to grab the audience's interest.

Contrary to popular belief, language does not mirror reality. It does not simply describe the world as it is. Instead, language helps create our sense of reality by giving meaning to events. The words we use to label an event determine to a great extent how we respond to it.

-- Stephen Lucas (Chapter 12)

Importance: This quote points to the importance and power of language and how it can impact a speech.

Ask not what your country can do for you ask what you can do for your country." "Let us never negotiate out of fear but let us never fear to negotiate.

-- John F. Kennedy (Chapter 12)

Importance: John F. Kennedy liked to use antithesis, a comparative phrase that points out options or differences, in his speeches. These statements are two famous examples.

People trust their ears less than their eyes.

-- Herodotus (Chapter 13)

Importance: This quotation expresses the importance of having the appropriate appearance and demeanor when giving a speech.

The play was a great success, but the audience was a failure.

-- Oscar Wilde (Chapter 15)

Importance: The playwright's statement is a way to save one's ego after a bad play or bad speech.

We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and 'slipped the surly bonds of earth' to 'touch the face of God.

-- Ronald Reagan (Chapter 18)

Importance: This is part of President Reagan's speech after the loss of the Challenger astronauts. It is an excellent example of a commemorative speech.



Topics for Discussion

Methods for Persuasive Speech

A persuasive speech is the most complex kind of speech. What methods can a speaker use to be successful in giving a persuasive speech? What is ethical and unethical in the choices?

Main Parts of a Speech

What are the three main parts of a speech? What is contained in each? What should each part accomplish?

Cultural Diversity

What are the cultural diversity considerations that a public speaker in America must address when researching and preparing for his speech? What are the ramifications of not giving enough consideration to diversity?

Ethics

What are the ethical guidelines of a public speaker? What are things that are unethical in speechmaking and should be avoided? What results from unethical speechmaking?

Thinking vs. Listening

What is critical thinking and what is critical listening? How do they relate to public speaking? What are causes of poor listening?

Extemporaneous Speaking

What is extemporaneous speaking and why is it the preferred method of speech-giving? Describe the other methods of delivering a speech and the results of a good or bad delivery.

Choosing a Topic

Describe the process of selecting a topic and a purpose. What is the difference between the general purpose of a speech and its specific purpose? What is the difference between topic, purpose, and central idea?



Evidence and Documentation

In preparing for a speech, what resources can you use in gathering your evidence and documentation? What approach should you take toward Wikipedia? What is the checklist for confirming that a document you find on the Internet is a reliable piece of information?

Organization

What steps does a public speaker take in organizing the body of a speech? What is the importance of main points? What are connectives in a speech? Why are connectives important?

Small Groups

Describe the culture of a small group formed to solve a problem. What are the different kinds of leadership that a small group could have? What are the responsibilities of each group member?