



ninth edition

Public Speaking

for College & Career



Hamilton Gregory

Public Speaking

for College & Career

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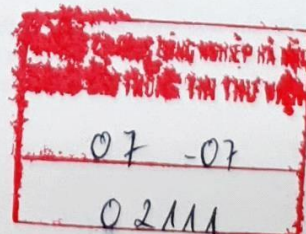


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Hamilton Gregory

Asheville-Buncombe Technical Community College





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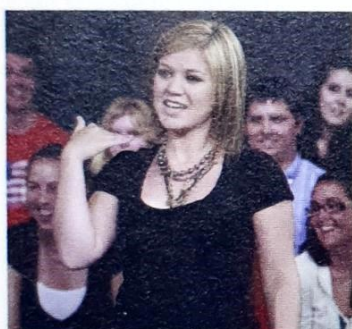
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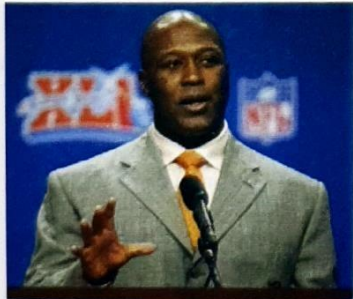
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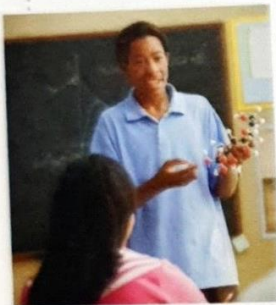
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Preface

My goal for this book is to help students achieve clarity, confidence, and success when they give speeches in three areas of their lives—college, career, and community. Whether they deliver a speech to their classmates, make a business presentation, run a meeting, present a wedding toast, or propose a plan to the P.T.A., they will profit from the up-to-date information, tips, and techniques that are offered in these pages.

In an effort to reach my goal, I have focused the content and pedagogy of the book on four key elements of public speaking: building confidence, speaking in real-world situations, conducting and evaluating research, and building critical-thinking skills.



For all types of speeches, students are urged to analyze their listeners and strive to meet their needs and interests.

College

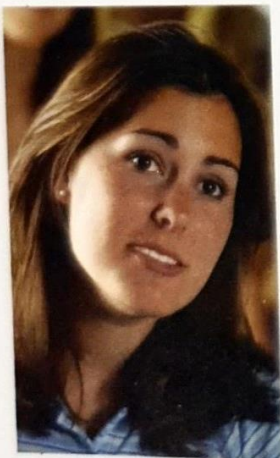
In preparing their classroom speeches, students need interesting, effective examples and models. Here are just a few that appear in this new edition:

- Chapter 8 (“Supporting Your Ideas”) includes a new student speech, with detailed commentary, titled “No Laughing Matter” about coulrophobia, or fear of clowns.
- Chapter 15 (“Speaking to Inform”) features a speech titled “One Slip – And You’re Dead” about climbers who use no ropes or safety equipment.
- Chapter 17 (“Speaking to Persuade”) includes a new student speech titled “Would You Vote for an Aardvark?” about a way to make elections fairer.

Building Confidence

Because most students who take a public speaking course need guidance on how to build confidence and conquer their fears, this book offers a great deal of reassurance and practical tips. For example:

- **Thorough grounding in basics.** Chapter 1 presents an overview of the entire speechmaking process, with the goal of preparing students quickly to present their first speeches.
- **Tips for controlling nervousness.** Chapter 2 is entirely devoted to this topic, and mastering its contents will be a great confidence builder for students. The chapter explores why people are afraid of public speaking, how to manage anxiety, and how to turn nervousness into an energizer, not a spoiler.
- **Emphasis on planning and organizing.** One of the best builders of confidence is thorough preparation. The book devotes 11 chapters to showing students how to analyze the audience, select a topic and a specific purpose, devise a central idea, find verbal and visual support material, organize the material into a coherent outline, practice in a smart way, and deliver the speech effectively.



A student is apprehensive as she waits her turn to give a speech. Chapter 2 contains reassurance and practical tips on controlling nervousness.

Building Critical-Thinking Skills

Critical-thinking skills are vital in the classroom, whether students are speaking or listening. In career settings and in the community, they are just as vital, as citizens strive to understand and evaluate what they see, hear, and read. Therefore, throughout the text, when each stage of preparation and delivery is discussed, students are encouraged to engage in critical analysis of their topic, audience, and material. In addition, I integrate critical thinking in the following ways:

- **“Your Thoughts?” questions.** These critical-thinking questions, which appear several times per chapter, will provoke both thought and discussion. For example, “How can you avoid giving listeners information that most of them already know?” (Chapter 15); “The ‘attack on a person’ fallacy is often effective in political battles. Why do you think this is so?” (Chapter 17).
- **“Building Critical-Thinking Skills.”** These exercises, which appear at the end of each chapter, are both thought-provoking and practical. For example, students are asked to explore whether it is ethical to use ready-made speeches written and sold by other people.

Conducting and Evaluating Research

Without accurate and reliable information, a speech cannot succeed. Chapter 6 (“Finding Information”) shows students how to find quality material via the library, the Internet, and field research. Chapter 7 (“Evaluating Information and Avoiding Plagiarism”) provides guidance on detecting whether information and claims are dubious. New material includes:

- **The most recent APA and MLA formats.** In Chapter 6, a table on how to cite sources gives new examples that reflect recent changes in MLA and APA style formats.
- **Updated information on how to give credit to sources.** Chapter 7 has been revised to feature new examples on giving credit. A new table provides sample oral footnotes.



Plagiarism is a form of theft (like shoplifting), as explained in Chapter 7.

Career

At some point in their lives, most students will use their public speaking skills to advance their careers, whether this involves making a formal presentation, participating in a meeting, or proposing a toast at a retirement party.

Speaking in Real-World Situations

To give students skills and techniques for communicating in the real world, I offer a variety of features:

- Throughout this book, I emphasize careers with real-world examples, stories, and a feature called “Tips for Your Career” in every chapter.
- In Chapter 9 (“Presentation Aids”), I explain how to create effective PowerPoint slides, and at the end of the chapter, I have placed an appendix titled



Bored by awful PowerPoint slides? An appendix at the end of Chapter 9 shows six common PowerPoint blunders and how to correct them.