

PREFACE

Good communicators are almost always knowledgeable in the critical areas of the communication process, perception, language, logical thinking, and presentation. *The Speechmaking Process* addresses all of these important areas and relates them eclectically to effective and responsible public speaking.

The most important educational goals of this book are:

1. To help students become effective critical thinkers, language users, organizers, and ethical purveyors of informative and persuasive messages.
2. To help students learn that receivers are coactive participants in the communication process who affectively, cognitively, and/or behaviorally respond to and “co-create” messages.
3. To help students understand that meaning is heavily dependent on one’s experience and the realities their social constructions allow.
4. To help students transfer the communication fundamentals learned from public speaking to all other forms of communication.

The more pragmatic objectives are implicit in Cicero’s five essentials of public speaking:

1. Determining exactly what one intends to say, and to whom it will be said.
2. Arranging the materials in a proper order with good judgment.
3. Selecting well-chosen words and carefully phrased sentences.
4. Fixing the speech in mind (practice).
5. Delivering it with dignity and grace.

Relevant theory and pragmatic student needs have guided the content decision for most of this book. Its basic pedagogical assumption is that students are better served by a “theory and practice” approach than by one that is all practice (or all theory, for that matter). The theory is necessary to power and steer the practice. Its obvious eclecticism is, we think, better informed than earlier editions. This edition is clearly influenced by interactionist and social construction views as well as by relevant behavioral/cognitive theories. Its

rhetorical roots are also evident in its treatment of ethics, models, and practice. These generalizations from theory to practice, whether cast as rules or laws, have been simplified to facilitate understanding and application for the student. Speaking experience governed by theory, principle, and professional criticism should promote sound communication habits whatever the setting.

We are pleased that “critical thinking” scholars also identify as essential the practical skills taught in the chapters of this book: organizing, outlining, information gathering, goal setting, analysis, reasoning, and effective delivery. The theory chapters plus classroom applications are designed to lead to still richer thinking, language, and speaking skills.

The Internet continues to provide a vast and rich connection to available resources for the student and layperson. Because of its reach, and students’ comfortability with its usage, we must take the time in our texts and classrooms to discuss its value and pitfalls. Hence, we have integrated discussion of the Internet in the chapter on researching and preparing the speech as well as the chapter on visual aids. We incorporated much of the previous contribution by Professors Jack Kay of Wayne State University, and Timothy Borchers of Moorhead State University as well as drawing on newer material by Cindy Elliott, MLS from The University of Arizona and Gates Matthew Stoner, MA in Communication from The University of Arizona.

New to this Edition

1. We have moved the chapter on Language Habits to later in the book in order to allow students to focus on the pragmatics of dealing with speech apprehension, choosing topics, researching and developing outlines, before delving deeper into meanings, intentions, usage and appropriateness.
2. We decided to incorporate much of the critical thinking elements from the chapter on language into the chapter on Persuasion. We believe this will aid in conceptual continuity for the student and provide easier usage of the textbook by the instructor.

3. The Learning Projects have proved to be useful for instructors, so we have moved them to the Online Instructor Resource Manual. This should facilitate the instructor in choosing particular chapter assignments for their students while reducing the size of the text, thus working toward maintaining a low-priced textbook.
4. At the suggestion of review, we have made the definitions of terms easier by bolding important terms, providing the definition, and including a glossary of terms in the back of the text.
5. On an organizational note, we have changed the headings to be more consistent throughout the text offering a stronger organizational model for students.

Supplements for Instructors

● **Instructor's Manual** To aid in instruction, we have provided a number of supplements that the instructor can access. The instructor is provided access to a downloadable Instructor's Manual, which is designed to assist the instructor by providing a variety of pedagogical tools. It is divided into five parts: www.bvtpublishing.com

1. Speech Assignments Although instructors should design their assignments specifically for their teaching objectives and their particular students, we provide suggestions that have been effective in similar Introductory Speech courses. Each assignment includes a pedagogical note that can help the instructor connect the assignments to the chapters and also provides examples of how other professors have approached the assignments.

2. Duplication/Transparency Masters We have created masters of some of the images found throughout the text that instructors can use to make transparencies or download to their PowerPoint slides in order to augment their lectures. We did not include lecture masters for two reasons: 1) Lectures should be dynamic and ever-changing (never stagnant). We teach our public speaking students the importance of novelty, immediacy, and currency. Likewise, as professors we need to model those same qualities. 2) Instructors are not mere conduits of information. They breathe life and interest into the content of their subjects. A good way to insure that process is by being a part of the message itself.

3. Evaluating and Critiquing Students This section is provided to assist new instructors, as well as instructors who are new to public speaking. Evaluating students' written work is a task instructors should take very seriously, but never more so than in the public presentation arena. When students stand in front of an audience, their entire self-concept is often on the line. Therefore,

we have devoted a full section to some pedagogical guidance to the instructor. We include specific grading criteria and things to consider when engaging peer or group evaluations.

4. Observation and Evaluation Forms We included a number of observation and evaluation forms that can be used “as is” or adjusted for a particular speech assignment or objective. Many of these forms have been collected from a variety of instructors and work effectively for most assignments. However, they also serve as a nice template for creating an original form that better serves the particular assignment.

5. Test Item File No college class would be complete without a few tests along the way! Hence, we have provided a comprehensive bank of 799 test items including: multiple choice, true/false, fill in the blank, and essay questions for each of the chapters in the text. We encourage instructors to create additional questions that focus on material used beyond the textbook. However, we suggest new questions follow a similar format to the ones provided for coherency and test score reliability.

- **Customize This Book** If you have additional material you’d like to add (handouts, lecture notes, syllabus, etc.) or simply rearrange and delete content, BVT Publishing’s Custom Publishing Division can help you modify this book’s content to produce a book that satisfies your specific instructional needs. BVT Publishing has the only custom publishing division that puts your material exactly where you want it to go, easily and seamlessly. Please visit www.bvtpublishing.com or call us at **1-800-646-7782** for more information on BVT Publishing’s Custom Publishing Program.

*New to this
Edition!*

BVT*Lab*

BVT*Lab* a simple, robust, online lab for college instructors and their students—provides essential teaching, assessment, and communication tools. It is an affordable option for students, with student lab fees costing only \$19.99 for a full-semester course. Even if you do not use the lab as your online classroom, your students can still take advantage of the many free student resources.

www.BVTLab.com

Course Setup

BVT*Lab* has an easy-to-use, intuitive interface that allows instructors to quickly set up their courses and





grade books, and replicate them from section to section and semester to semester. Multiple choice and true/false questions can be delivered online as practice questions, homework assignments, quizzes, and tests—each of which draws from a separate bank of questions.

Homework, quizzes, and tests have assigned start and end times; and tests can be proctored in the computer lab or self-proctored for distance learners. Homework and quizzes offer optional hints and instructor tips. In

addition, practice questions can be linked to fully worked solutions and multimedia tutorials. Instructors can preview and manually select questions assigned to students, or they can use the “quick-pick” feature in BVT Lab to generate sets of questions.

Grade Book

Using an assigned passcode, students register themselves into the grade book. All homework, quizzes, and tests are automatically graded and recorded in the grade book. In addition, instructors can manually enter or modify scores, with provisions for extra credit, attendance, and participation grades. Grade books can be replicated from section to section, semester to semester, and can be easily edited or modified if required.

Communications Tools

Instructors can post discussion threads to a class forum and then monitor and moderate student replies. Important notifications can also be sent directly to each student via email.

Supplements For Students

BVT Lab is a comprehensive online learning environment designed to help students succeed. It provides a complete online classroom, as well as the practice questions, learning aids, and communication tools that students need for success. Even if your instructor does not use the lab as a classroom, you are always welcome to visit as a guest and take advantage of the many free resources.

Free Student Resources!

Practice Questions Students work through hundreds of practice questions online. Questions are multiple choice or true/false and are graded instantly for immediate feedback.



Flashcards **BVTLab** includes sets of flashcards for each chapter that reinforce the key terms and concepts from the textbook.

Chapter Summaries A convenient and concise chapter summary is available as a study aid for each chapter.



Speeches Multit-media files including video, audio and text transcripts are available for over one hundred prominent speeches.

Discussion Forum An online discussion forum allows students to interact with each other and the instructor to explore challenging concepts and share other resources, while providing an online community for distance learning.

Review For classes taught within the lab, students can view their grades for all completed work and also review prior homework and quizzes to identify areas that require additional study.



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1. Textbook For the student's convenience and pocketbook, students have the added option of purchasing this textbook in the following three formats at [www. bvtstudents.com](http://www.bvtstudents.com).

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- **Loose-Leaf Black & White**
- **eBook Subscription (6 months)**

2. Study Guide Each chapter consists of learning objectives, a chapter summary, matching exercises, true/false statements, multiple choice questions, and review diagrams and charts. Additionally, the study guide contains

application exercises which challenge students to apply chapter content to “real life” situations and/or problems, and critical thinking exercises that encourage students to analyze and evaluate psychological research and concepts.

Acknowledgments

We want to sincerely thank BVT Publishing for their vision in providing access to affordable textbooks for college students, who might otherwise be kept out of the high-priced textbook market. Individually, however, we must single out Robert Rappeport for his positive energy; Michelle Hipkins, Della Brackett, and Esther Scannell who tirelessly worked on many revisions; and Brae Buhnerkemper for her unparalleled endurance. As a collective, the BVT team has made working on this a text a pleasure. Dr. Laura Stafford provided extraordinary insight into what would make this 14th edition stronger, more easily used by the instructor, and more resonant with the students. She has our deep appreciation for all of her assistance.

Finally we offer our special gratitude to personal friends and loved ones.

From Ray Ross: Mark, my professor son and sometimes co-author, keeps me current, honest, and motivated. The charming Ricky, my spousal business agent and personal editor, adds to my *douceur de vivre* and makes the effort worthwhile.

From Diana Leonard: I offer my sincere gratitude for the opportunity to write with Ray Ross keeping this textbook in the classroom. I am eternally grateful to my former colleague, Cindy Elliott, for the guidance through the ever-changing mire of Internet sources for research purposes and for our everlasting friendship. But most importantly, I am blessed to have my friend and partner, Mary Findysz, supporting and encouraging my academic and intellectual pursuits while reminding me to laugh and play. What else should life be for?

RSR & DKL

About the Authors

Raymond S. Ross, Ph.D. is Professor Emeritus, Department of Communication, Wayne State University, Detroit, MI. Born in Milwaukee, Wisconsin, Professor Ross received his Bachelor of Philosophy and Master of Arts degrees from Marquette University. He earned an interdisciplinary Ph.D. in communication and psychology from Purdue University in 1954.

Dr. Ross is best known for his several popular college textbooks: *Speech Communication*, now in its 14th edition; *Small Groups in Organizational Settings*; *Understanding Persuasion*, 4th ed.; *Essentials of Speech Communication*, 2nd ed.; *Communication and Interpersonal Relations*; and *Relating and Interacting: an Introduction to Interpersonal Communication*. His latest trade book, *When Your Number's Up*, 2005, is a nonfiction novel about his combat experiences in World War II. *Brother Incarnate*, a WWII novel, is now in the editing stage.

Dr. Ross is listed in American Men of Science, Directory of American Scholars, National Register of Scientific Personnel, Who's Who in the Midwest, Contemporary Authors, and Outstanding Educators of America. He is the recipient of a Distinguished Alumni Award from Marquette University and was a Distinguished Visiting Professor at Pepperdine University. He is also a member of many academic and professional organizations including the National Communication Association and the American Psychological Association.



Dr. Ross and his wife, Ricky

While at Ohio State University he was appointed Mershon Professor Air Science (AFROTC). For many years Professor Ross was an educational advisor to ROTC programs and the 10th Air Force Reserve. At WSU he was a staff member of the Institute of Industrial Relations, Wayne State University/University of Michigan, where he served as director of executive development programs. He has served as a research, training and communication consultant to numerous government, military, business and industrial firms.

Dr. Ross and his wife, Ricky, live in Traverse City, MI. They have two sons, Mark and Scott, and a golden retriever named Buddy.

Diana Leonard, Ph.D., is a lecturer in the Department of Communication at the University of Arizona, Tucson, Arizona. She received her Master of Arts in Communication from San Francisco State University and her Bachelor of Arts in Psychology from the University of Arizona. Dr. Leonard focused on small group communication, cultural studies, and teaching communication for her Master of Arts degree. She earned her Ph.D. in Higher Education Organization and Administration from The University of Arizona.

Currently, Dr. Leonard serves as the Director of Public Speaking at The University of Arizona. She also teaches Advanced Public Speaking and Argumentation. She has taught multiple communication courses including: Introduction to Communication; Interpersonal Communication; Communication and Human Interaction; Communication in Fiction, Film and Poetry; Communication Criticism; Communication and Instruction; as well as Introduction to Public Speaking and Small Group Communication. Prior to joining the Department of Communication at The University of Arizona, Dr. Leonard taught at various community colleges in the Bay Area, for the Department of Speech Communication at San Francisco State University, and for Northern Arizona University's Statewide Program.

Her role as faculty advisor for Communication majors at The University of Arizona inspired Dr. Leonard toward pursuing her Ph.D. in Higher Education.

Determined to understand the impact teachers have on students, she studied influences on students' decision to transfer from a two-year institution to a four-year institution. Her dissertation is titled, "Shaping Fuzzy Goals through Teacher-Student Interaction: A Detailed Look at Communication between Community College Faculty and Transfer Students."

Dr. Leonard leads communication-training seminars and also consults for private clients and organizations in decision-making processes, communication strategies, and presentation skills. In her free time, she tends to her farm animals of chickens, goats, a horse, two dogs, a cat, a tortoise, and—of course—finds time for her partner.



Diana Leonard