Public Speaking - An Audience-Centered Approach 12th edition Beebe Test Bank

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CHAPTER 1 Speaking with Confidence

Multiple Choice Questions

1. _____ is the process of presenting a spoken message to an audience.
    a. Conversation
    b. Argumentation
    c. Audience engagement
    d. Public speaking

Answer: D
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Easy
Skill Level: Remember the Facts

2. One way public speaking and conversation are similar is that both _____.
    a. are formal and rehearsed
    b. are planned in advance
    c. require focusing and verbalizing your thoughts
    d. involve very clearly defined roles

Answer: C
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Moderate
Skill Level: Understand the Concepts

3. One way public speaking and conversation are different from one another is that public speaking _____.
    a. requires more preparation
    b. appears less formal
    c. includes no listener interaction
    d. involves less clearly defined roles for speaker and audience

Answer: A
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Moderate
Skill Level: Understand the Concepts

4. In his speech to business leaders about volunteering for the American Red Cross, Ali used a lot of slang, sat and leaned on the table in front of the room, and was dressed very casually. Which statement best describes this speaking situation?
    a. Ali adapted to his audience by making his speech more informal.
    b. Ali violated the audience's space by leaning on the table in front of the room.

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c. Ali ignored the rule that public speaking is more formal than conversation.
d. Ali delivered his speech in the best possible manner.

Answer: C
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Moderate
Skill Level: Apply What You Know

5. During the middle of Logan's presentation to the city council, an audience member stood up and asked a question, to everyone's surprise. According to your text, in this case the audience member _____.

a. behaved very acceptably and in a common role
b. took over the role of the speaker
c. violated the listener's typical role
d. acted very informally, which is what speakers appreciate

Answer: C
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Moderate
Skill Level: Apply What You Know

6. Having the resources, information, and attitudes that lead to take action to achieve a desired goal is called _____.

a. an action plan
b. empowerment
c. self-confidence
d. organization

Answer: B
Learning Objective: 1.2 Explain why it is important to study public speaking.
Topic: Empowerment
Difficulty Level: Easy
Skill Level: Remember the Facts

7. Former presidential speechwriter James Humes labels public speaking the language of _____, due to its role in advancing social movements.

a. transformation
b. leadership
c. history
d. equality

Answer: B
Learning Objective: 1.2 Explain why it is important to study public speaking.
Topic: Empowerment

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Difficulty Level: Easy
Skill Level: Remember the Facts

8. Surveys of personnel managers have consistently confirmed that they consider _____ the top factor in helping graduating college students obtain employment.
   a. enthusiasm and work experience
   b. good communication skills
   c. technical competence in the work area
   d. attractive appearance and poise

Answer: B
Learning Objective: 1.2 Explain why it is important to study public speaking.
Topic: Employment
Difficulty Level: Easy
Skill Level: Remember the Facts

9. _____ refers to the strategic use of words and symbols to achieve a goal.
   a. Transaction
   b. Declamation
   c. Interaction
   d. Rhetoric

Answer: D
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: The Rich Heritage of Public Speaking
Difficulty Level: Easy
Skill Level: Remember the Facts

10. The ancient Romans identified five classical elements of preparing and presenting a speech, including the element of _____, which relates to how the speech is organized.
   a. arrangement
   b. invention
   c. delivery
   d. research

Answer: A
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: The Golden Age of Public Speaking
Skill Level: Understand the Concepts
Difficulty Level: Moderate

11. If you delivered a well-known speech by the British orator Edmund Burke, you would be practicing the art of _____.
   a. declamation

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b. interpretation
c. oration
d. elocution

Answer: A
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: Nineteenth- and Twentieth-Century Age of Political Oratory
Difficulty Level: Moderate
Skill Level: Apply What You Know

12. _____ is the expression of emotion through posture, movement, gestures, facial expression, and voice.
a. Declamation
b. Elocution
c. Rhetoric
d. Diction

Answer: B
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: Nineteenth- and Twentieth-Century Age of Political Oratory
Difficulty Level: Easy
Skill Level: Remember the Facts

13. The twenty-first century has seen changes in the way speeches are disseminated through media. This is referred to as the _____ Age of Public Speaking.
a. Contemporary
b. New
c. Technological
d. Internet

Answer: C
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: The Technological Age of Public Speaking
Difficulty Level: Easy
Skill Level: Remember the Facts

14. Mary asks John to hand her a pencil, and John hands her a pencil. Simply put, this is an example of the process of _____.
a. rhetoric
b. nonverbal communication
c. public speaking
d. communication

Answer: D
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.

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Topic: The Communication Process
Difficulty Level: Moderate
Skill Level: Apply What You Know

15. _____ is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages.
    a. Public speaking
    b. Transactional speaking
    c. Human communication
    d. Communication

Answer: C
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: The Communication Process
Difficulty Level: Easy
Skill Level: Remember the Facts

16. Public speakers themselves are the _____ of the message.
    a. context
    b. channel
    c. receiver
    d. source

Answer: D
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Easy
Skill Level: Remember the Facts

17. Translating ideas and images in the speaker's mind into verbal or nonverbal symbols that an audience can understand is called _____.
    a. feedback
    b. decoding
    c. encoding
    d. listening

Answer: C
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Easy
Skill Level: Remember the Facts

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18. The _____ in public speaking is the speech itself—both what is said and how it is said.
    a. message
    b. channel
    c. receiver
    d. source

Answer: A
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Easy
Skill Level: Remember the Facts

19. Marjene is having trouble with her speech. She didn't prepare well, and she is struggling to find the words to convey her ideas. She is also smiling at times when the message is meant to be serious. Marjene's listeners may not be able to _____ her verbal and nonverbal symbols to understand the message.
    a. encrypt
    b. channel
    c. encode
    d. decode

Answer: D
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Moderate
Skill Level: Apply What You Know

20. A speaker transmits a message through two channels: _____.
    a. visual and nonverbal
    b. voice and inflection
    c. visual and auditory
    d. auditory and source

Answer: C
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Easy
Skill Level: Remember the Facts

21. Eloise is a student in Professor Murphy's public speaking class. She takes notes and forms opinions during lectures. Eloise is the _____ of the message.
    a. receiver

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b. channel
c. source
d. context

Answer: A
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Moderate
Skill Level: Apply What You Know

22. In a public speaking context, what is an example of external noise?
a. a stomachache
b. someone coughing in the back row
c. a panic attack
d. excitement over an upcoming date

Answer: B
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Moderate
Skill Level: Apply What You Know

23. An audience member is worried about an upcoming exam and is unlikely to remember much of what the speaker says. This is a type of _____ noise.
a. external
b. internal
c. physical
d. educational

Answer: B
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Moderate
Skill Level: Apply What You Know

24. During the first day of class speech presentations, Dwayne had a bad sinus infection and his ears were plugged, so he couldn't hear the speakers. He was experiencing _____ noise.
a. anatomical
b. physiological
c. psychological
d. external

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Answer: B
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Moderate
Skill Level: Apply What You Know

25. Sally carefully chose the room in which to give her speech, and scheduled it after classes were done for the day to maximize the number of students available to attend. Sally chose the _____ of her speech.
a. channel
b. audience
c. context
d. source

Answer: C
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Interaction
Difficulty Level: Moderate
Skill Level: Apply What You Know

26. Growing up, Maisie was always taught by her family that discussing topics related to sexual practices was inappropriate. She therefore felt uncomfortable listening to a speech about preventing sexually transmitted infections. Maisie's feelings reflect the _____ context she brought to the public speaking experience.
a. personal
b. psychological
c. physical
d. cultural

Answer: D
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Interaction
Difficulty Level: Moderate
Skill Level: Apply What You Know

27. Transactive communication models focus on communication as _____.
a. an isolated process
b. a simultaneous process
c. a cultural exchange
d. a one-way interaction

Answer: B

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Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Transaction
Difficulty Level: Moderate
Skill Level: Understand the Concepts

28. An effective public speaker should _____.
    a. focus on the message and not worry about the audience while speaking
    b. wait until the speech is over to gauge its effectiveness
    c. watch for nonverbal clues from the audience during the speech
    d. discourage audience feedback during the speech

Answer: C
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Transaction
Difficulty Level: Moderate
Skill Level: Understand the Concepts

29. Which statement about communication anxiety is true?
    a. Most people are apprehensive about giving a speech.
    b. Most college students are *overwhelmingly* apprehensive about speaking publicly.
    c. There is little you can do to reduce your speaking anxiety.
    d. It is not normal to be apprehensive about public speaking.

Answer: A
Learning Objective: 1.5 Describe communication apprehension and its causes.
Topic: It's Normal to Be Nervous
Difficulty Level: Easy
Skill Level: Remember the Facts

30. Researchers have found that public speaking anxiety is _____.
    a. neither a trait nor a state
    b. both a trait and a state
    c. a trait but not a state
    d. a state but not a trait

Answer: B
Learning Objective: 1.5 Describe communication apprehension and its causes.
Topic: It's Normal to Be Nervous
Difficulty Level: Easy
Skill Level: Remember the Facts

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31. Rashid has always had a fear of public speaking, and he believes there is nothing he can do about it because he inherited that trait from his mother. What would be best to tell Rashid to help him manage his anxiety?

a. Focus on the behaviors you can change rather than the things you cannot.
b. Avoid public speaking whenever possible.
c. It is not possible to inherit communication apprehension.
d. It is all in your head, get over it.

Answer: A
Learning Objective: 1.5 Describe communication apprehension and its causes.
Topic: Your Biology Affects Your Psychology
Difficulty Level: Difficult
Skill Level: Apply What You Know

32. Most speakers who procrastinate in preparing their speeches will _____.

a. sound much more spontaneous and relaxed
b. feel like their speech content is current and fresh
c. feel more speaker apprehension
d. appear less interested in the topic

Answer: C
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Don't Procrastinate
Difficulty Level: Moderate
Skill Level: Understand the Concepts

33. When speakers are tense and try to relax their muscles while waiting for their turn to speak, without calling attention to what they are doing, their actions reflect a strategy of coping with nervousness referred to as _____.

a. speech visualization
b. adapting to the speaking environment
c. channeling your nervous energy
d. making practice real

Answer: C
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Channel Your Nervous Energy
Difficulty Level: Moderate
Skill Level: Understand the Concepts

34. Before presenting her speech, Ursula was feeling very nervous, so she sat down and said to herself, "I can do this! My listeners want me to do a good job. I'll seek out friendly faces when I feel nervous." What guideline for building confidence is Ursula following in this example?

a. Channel your nervous energy.
b. Make practice real.

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c. Visualize your success.
d. Give yourself a mental pep talk.

Answer: D
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Give Yourself a Mental Pep Talk
Difficulty Level: Moderate
Skill Level: Apply What You Know

35. Jiang was nervous about his first speech in front of his department, particularly because he wasn't confident of his English skills as it was his second language. He enlisted several colleagues to listen to him practice and give him feedback, and then he asked them to sit in the front row to give him courage. Which guideline for building confidence is Jiang using in this example?
a. Look for positive support.
b. Seek speaking opportunities.
c. Focus on your message, not on your fear.
d. Channel your nervous energy.

Answer: A
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Look for Positive Support
Difficulty Level: Moderate
Skill Level: Apply What You Know

True/False Questions

36. Public speaking is more formal than conversation.

Answer: True
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Easy
Skill Level: Remember the Facts

37. People in conversation may alternately talk and listen, and don’t interrupt one another, but in public speaking the roles of speaker and audience aren’t as clearly defined.

Answer: False
Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Easy
Skill Level: Remember the Facts

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38. Public speaking gives you an edge that less skilled communicators lack, even those who may have superior ideas, education, or experience.

Answer: True
Learning Objective: 1.2 Explain why it is important to study public speaking.
Topic: Empowerment
Difficulty Level: Easy
Skill Level: Remember the Facts

39. Elocution is the correct pronunciation of words.

Answer: False
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: Nineteenth- and Twentieth-Century Age of Political Oratory
Difficulty Level: Easy
Skill Level: Remember the Facts

40. The delivery of an already famous speech is always considered plagiarism.

Answer: False
Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: Nineteenth- and Twentieth-Century Age of Political Oratory
Difficulty Level: Easy
Skill Level: Remember the Facts

41. The auditory channel of a message includes vocal cues such as inflection, rate, and voice quality.

Answer: True
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Easy
Skill Level: Remember the Facts

42. When you experience nervousness about speaking in public, you should realize that your audience can see evidence of everything you feel.

Answer: False
Learning Objective: 1.5 Describe communication apprehension and its causes.
Topic: You Are Going to Feel More Nervous than You Look
Difficulty Level: Easy
Skill Level: Remember the Facts

43. As a public speaker, your goal should be to completely eliminate speech anxiety.

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Answer: False
Learning Objective: 1.5 Describe communication apprehension and its causes.
Topic: You Are Not Alone
Difficulty Level: Easy
Skill Level: Remember the Facts

44. The more you anticipate the kind of reaction your listeners will have to your speech, the more anxiety you will acquire about delivering your speech.

Answer: False
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Know Your Audience
Difficulty Level: Easy
Skill Level: Remember the Facts

45. You will feel less nervous if you talk about something with which you are familiar or have some personal experience.

Answer: True
Learning Objective: 1.6 Use several techniques to become a more confident speaker.
Topic: Select an Appropriate Topic
Difficulty Level: Easy
Skill Level: Remember the Facts

Essay Questions

46. Discuss three ways in which public speaking differs from conversation.

Answer:
- Public speaking requires more preparation than conversation; a public speaker might spend hours or even days planning and practicing their speech before delivering it
- Public speaking is more formal than conversation; the slang or casual language we often use in conversation is usually not appropriate for most public speaking.
- Public speaking involves more clearly defined roles for speaker and audience than conversation; during a conversation, there is typically interaction between speaker and listener, but this is not the case in public speaking.

Learning Objective: 1.1 Compare and contrast public speaking and conversation.
Topic: What Is Public Speaking?
Difficulty Level: Difficult
Skill Level: Understand the Concepts

47. What does it mean to be “empowered” in public speaking?

Answer:

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- You will undoubtedly be called on to speak in public at various times in your life. Your ability to speak with competence and confidence will provide empowerment.
- To be empowered is to have the resources, information, and attitudes that lead to action to achieve a desired goal.

Learning Objective: 1.2 Explain why it is important to study public speaking.
Topic: Empowerment
Difficulty Level: Difficult
Skill Level: Understand the Concepts

48. Explain why public speaking traditions have become even more important now in the technological age of public speaking.

Answer:

- With the twenty-first century dawned a new era of speechmaking. This new era draws on age-old public speaking traditions and also embraces rapidly evolving technology and media.
- Speakers of the future will continue to draw on a long and rich heritage, in addition to forging new frontiers in public speaking, whether in person or online.

Learning Objective: 1.3 Discuss in brief the history of public speaking.
Topic: The Technological Age of Public Speaking
Difficulty Level: Difficult
Skill Level: Analyze It

49. List and briefly define the five factors in the "communication as action" process.

Answer:
(1) Source: the public speaker
(2) Message: the speech itself, both what is said and how it is said
(3) Channels: visual and auditory, which are words, vocal cues, nonverbal symbols, and visual aids
(4) Receiver: the individual audience member
(5) Noise: anything that interferes with the communication transaction
Learning Objective: 1.4 Sketch and explain a model that illustrates the components and the process of communication.
Topic: Communication as Action
Difficulty Level: Difficult
Skill Level: Understand the Concepts

50. Describe three strategies you can use to reduce your anxiety before giving a speech.

Answer:
Effective strategies for reducing public speaking anxiety include:
(1) Know your audience: Always learn as much as you can about an audience and prepare your message with their needs in mind.
(2) Don't procrastinate: Recognize that your anxiety may lead you to put off your preparation, so tackle it early.

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(3) Select an appropriate topic: Speaking about something familiar about which you have experience will be more comfortable.
(4) Prepare: Research shows that rehearsing your speech reduces anxiety.
(5) Be organized: Listen carefully to the specific assignment, ask questions, and use a clear outline to develop your message.
(6) Know your introduction and conclusion: Have a clear plan to start your speech when you will be the most nervous, and know your conclusion in case you get lost.
(7) Make practice real: When rehearsing, pretend you are presenting to the real audience, considering attire, movements, the room, and as many details as you can.
(8) Use virtual reality: Consider using virtual reality technology to help you make your rehearsal even more realistic.
(9) Breathe: Taking a few slow, deep breaths just before beginning your speech can help you relax.
(10) Channel your nervous energy: Go for a leisurely walk before a speech, wiggle your toes, or squeeze a chair to eliminate feelings of apprehension.
(11) Visualize your success: Picture yourself providing a confident, clear, and effective speech.
(12) Give yourself a mental pep talk: This can boost your confidence and take your mind off your nervousness.
Answers will vary.
Learning Objective: 1.5 Use several techniques to become a more confident speaker.
Topic: How to Improve Your Confidence as a Public Speaker
Difficulty Level: Difficult
Skill Level: Understand the Concepts

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CHAPTER ONE: SPEAKING WITH CONFIDENCE

LEARNING OBJECTIVES

1.1. Compare and contrast public speaking and conversation.
1.2. Explain why it is important to study public speaking.
1.3. Discuss in brief the history of public speaking.
1.4. Sketch and explain a model that illustrates the components and the process of communication.
1.5. Describe communication apprehension and its causes.
1.6. Use several techniques to become a more confident speaker.

CHAPTER OUTLINE

I. What Is Public Speaking?
   A. **Public speaking** is the process of presenting a spoken message to an audience, small or large.
      1. Public speaking includes more than speaking to live, face-to-face audiences. Podcast, YouTube, and Zoom speeches can all be considered public speaking.
   B. **Mediated public speaking** refers to any communication, written or oral, that uses technology (or another medium) to connect the speaker and the audience.
   C. Whether public speaking is face-to-face or mediated, the essential skills are the same.
   D. Public speaking differs from conversation in three ways:
      - Public speaking requires more preparation than conversation.
      - Public speaking is more formal than conversation.
      - Public speaking involves more clearly defined roles for speaker and audience than conversation.

II. Why Study Public Speaking?
   A. Empowerment
      1. The ability to speak with competence and confidence provides **empowerment**, and to be empowered means to have the resources, information, and attitudes that allow you to take action to achieve a desired goal.
   B. Employment
      1. Effective public speaking skills can open up leadership and career opportunities.

III. The Rich Heritage of Public Speaking
   A. **Rhetoric** is the strategic use of words and symbols to achieve a goal. It is often defined as the art of speaking or writing aimed at persuading others.
   A. The Golden Age of Public Speaking
      1. The study of rhetoric is ancient, dating back to Aristotle.
      2. The ancient Romans provided five canons, or elements, for preparing and presenting a speech: invention, arrangement, style, memory, and delivery.

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B. Nineteenth- and Twentieth-Century Age of Political Oratory
   1. In the nineteenth century, public speakers practiced the art of **declamation**—the delivery of an already famous address.
   2. **Elocution**—the expression of emotion through posture, movement, gesture, facial expression, and voice was also studied.

C. The Technological Age of Public Speaking
   1. In the first half of the twentieth century, radio made it possible for people to hear speeches, while in the last half of the twentieth century, television provided the medium through which audiences saw and heard the most stirring speeches.
   2. Today, in the twenty-first century, rapidly evolving technology and media is being embraced. However, one unchanging truth of public speaking is that the audience should always be the focus.

IV. The Communication Process

A. **Communication** is the process of acting on information, while **communications** emphasizes the channel or method of distributing messages.

B. **Human communication** is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages.

C. Communication as Action
   1. The earliest linear models of communication as action identified most of the elements of the communication process.
      a. **Source**: The public speaker is a **source** of information and ideas for an audience.
         i. The job of the source or speaker is to **encode**, or translate, ideas and images into verbal and nonverbal symbols (**codes**).
      b. **Message**: The **message** in public speaking is the speech itself, both what is said and how it is said.
         i. If a speaker is unable to convey their ideas and sends contradictory nonverbal symbols, then the listeners may not be able to **decode** the speaker's symbols back into a message.
      c. **Channels**: The **channels** through which messages are transmitted are primarily visual and auditory.
      d. **Receiver**: The **receiver** of the message is the individual audience member whose decoding of the message will depend on their own experiences, attitudes, beliefs, and values.
      e. **Noise**: This is anything that interferes with the communication of a message.
         i. Noise may be physical and **external**.
         ii. Noise may also be **internal**, within listeners, from either physiological or psychological causes.

B. Communication as Interaction
   1. Interactive, circular models replaced the basic linear models and added two new elements: feedback and context.
      a. **Feedback**: Audiences are interactive. They provide verbal and nonverbal responses to a speaker. Without feedback, public speaking serves little purpose.

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b. **Context**: The context of a public speaking experience is the environment or situation in which the speech occurs. It's important to consider both physical and cultural context.
    i. The cultural context has fostered a new approach, the **critical/cultural approach to communication**, which focuses on messages about power, resistance, suppression, and culture.

C. Communication as Transaction
1. The current models of communication focus on communication as a simultaneous, transactive process. Messages are sent and received concurrently.
2. Good public speakers assess the audience's reaction as they are speaking, rather than waiting until the speech is over.

V. Understanding Your Nervousness
A. It's Normal to Be Nervous
1. Public speaking is ranked as the most anxiety-producing experience most people face.
2. Public speaking anxiety is both a trait and a state.
3. Fear of humiliation, concern about not being prepared, worry about one's looks, and pressure to perform are among some of the causes of public speaking anxiety.
4. There are strategies that can help you speak with less anxiety and greater comfort.

B. Your Biology Affects Your Psychology
1. Communication apprehension may have a genetic or biological basis.
2. To help manage the apprehension, focus on behaviors that you can change, such as enhancing your speaking skills, not the things you can't.

C. Your Psychology Affects Your Biology
1. When presented with the conflict of whether you will do well or not, your brain signals your body to enter its fight-or-flight mode. Your body responds (e.g., rapid heart rate, increased perspiration, shaking knees and hands, and quivering voice), but this heightened state of readiness can also help you speak better if you stay positive.

D. Your Apprehension Follows a Predictable Pattern
1. There are typical times when people feel nervous, such as right before a speech.
2. As you begin to speak, anxiety decreases.
3. Doing something positive to prepare for a speech can make you feel less anxious.

E. You Are Going to Feel More Nervous than You Look
1. Audiences cannot see evidence of everything you feel.

F. You Are Not Alone
1. Almost everyone experiences some anxiety when speaking.

VI. How to Improve Your Confidence as a Public Speaker
A. Know Your Audience
1. Be audience-centered. Learn as much about your audience as you can and visualize your listeners' responses to your message.

B. Don't Procrastinate
1. Lack of preparation results in poor speech performance. Tackle the speech assignment early to give yourself every chance of success.

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C. Select an Appropriate Topic
   1. Talking about something that you are familiar with or have personal experience with will make you feel less nervous.
D. Prepare
   1. The better prepared you are, the less anxiety you will experience.
E. Be Organized
   1. Speeches should follow a logical outline pattern and have a clear beginning, middle, and end.
F. Know Your Introduction and Your Conclusion
   1. Have a clear plan for how to start and end your speech.
G. Make Practice Real
   1. Practice your speech aloud. Realistic rehearsals can increase your confidence.
H. Use Virtual Reality Technology When You Rehearse
   1. VR can help make your rehearsal more realistic.
I. Breathe
   1. Take slow, deep breaths before you start speaking. It will help you relax.
J. Channel Your Nervous Energy
   1. Channeling your energy can help manage your nervous energy.
K. Visualize Your Success
   1. Positive visualization is effective. It can boost your confidence.
L. Give Yourself a Mental Pep Talk
   1. Giving yourself a pep talk can help boost your confidence and take your mind off your nervousness.
M. Look for Positive Support
   1. Look for supportive and reinforcing feedback. It can help reduce your anxiety.
N. Seek Speaking Opportunities
   1. The more experience you have, the less nervous you will feel.
O. Focus on What You Have Accomplished and Not on Your Fear
   1. Replay your success rather than the mental image of you being nervous.

KEY TERMS

public speaking
mediated public speaking
Zoom fatigue
empowerment
rhetoric
declamation
elocution
communication
communications
human communication
source
encode
code
message
decode
channels
receiver
external noise
internal noise
feedback
context
critical/cultural approach to communication

DISCUSSION QUESTIONS

1. What are the three differences between casual conversation and public speaking?

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2. How is mediated public speaking different than traditional public speaking? How is it similar?
3. What are the roles of the source and the receiver in the communication process?
4. What is feedback? Why is it important in human communication?
5. Why should communication be labeled as "transactional"? How can you relate this concept to your classroom speeches?
6. How can you as a speaker deal with nervousness?
7. What specific techniques can you use prior to, during, and after a speech to deal with nervousness?

ACTIVITIES

1-1. Class Activity

Achieving class *cohesion* is an immediate and continuing requirement to help combat speech anxiety. Students need warm, friendly, supportive, and enthusiastic classmates as an audience. Cohesion is promoted by knowing others in the class, so taking time to learn students' names is a worthwhile strategy. Try these exercises to help students learn each other's names.

1. On the first day, divide the class into small equal groups. Give them five minutes to memorize the names of all of their group members. Next, one group at a time, designate one member to call out the names of all members—including themselves! Next, have one-half of each group move clockwise to the next group (and repeat the exercise). Next, have the group's other half that did not move, move counterclockwise to the nearby group (and repeat the exercise).

2. During the second class, form two concentric circles, with students facing each other at about three feet apart. Play a bit of your favorite "traveling music" while the students move sidewise to rotate circles in two different directions. Stop the music. Students facing each other must now introduce themselves by their names. Start the music! (and repeat the circle movement). Continue as appropriate, assuring maximum number of "confrontations."

OR

Assign students to design, construct, and wear a name tag to class. Two requirements are made: both their first and last names must be on the name tag, and the name tag must communicate something quite important about the name-tag wearer. Name tags will be worn until everybody in the class knows everybody else by both names! (Require the students to wear the name tags each class day, and expect the name tags to be worn for many class days.) Within the first one-third of the course, use part of a class session to have students individually come to the front of the class to explain what they are communicating with their name tag. This activity can be done in one class period or spread out over several days to invite informal conversation at the beginning of each class session.

1-2. Class Activity

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Complete the "Get Acquainted" Student Survey. Collecting the information will acquaint instructor and students, as well as provide contact information. Ask students to complete data between the first and second class days. In class, students will pair off and discuss responses to the survey. Students could introduce their partners to all classmates, commenting on interesting responses. Feel free to edit, adapt, or extend the survey. Encourage, but do not require students to exchange surveys with each other (at your department's budget expense!).

1-3. Class Activity

Complete the "Communication Behavior Questionnaire." Responses will introduce students to the theme of the Beebe and Beebe textbook: audience-centered public speaking. Additionally, the responses serve as audience analysis data for student speakers. Again, feel free to edit, adapt, or extend the survey. Plan to provide all students with this "demographic analysis," being certain that information is kept anonymous. As the instructions suggest, you might find it advantageous to share general information from the questionnaires. Your responses to student questions on this form will probably be quite welcome.

1-4. Class Activity

Consider a first speech entitled, "What's My Name?" Objectives for introductory speeches are typically for students and the instructor to become acquainted with each other. Many instructors choose not to evaluate and grade beginning efforts. To this author, however, even first efforts deserve careful attention from the instructor. In this author's classes, the first speech requires research and preparation, and is evaluated as "Complete" (on to the next speech) or "Incomplete" (must be consulted on with the instructor, fixed, and delivered again, typically outside the classroom during office hours). Either first speech approach, relatively unprepared or relatively prepared, will probably produce good results. Introductory speeches have objectives other than acquaintance, including initial practice of organizational and delivery skills, speaking experience early on, practicing the "extemporaneous" method of delivery to give anxious students an opportunity for early success, and to allow the instructor first impressions of a particular class's needs. Your author requires sustained applause as students approach to speak, and even louder responses when students finish speaking. To them, clapping, whistles, catcalls, and even foot-stomping are highly productive in immediate reduction of student speech apprehension. The author provides very positive oral feedback and limited written feedback immediately following each presentation. The "What's My Name?" initial speech fits in well with attempts to stimulate immediate class cohesion.

Talking about oneself is relatively non-anxiety provoking. Talking about one's name is ego involving. The combination of the two promotes excellent first speeches. A minimum time of two minutes works well, with students often going up to five minutes. The specific purpose for all is: "I want my audience to remember me by both names FOREVER!" Preview important future research methods by assigning students to interview themselves and others (especially family) about their names. Ask them also to conduct formal research (library or/and internet) into the etymology of their names. Encourage students to plan a number of memory assists, such as repetition, association, others' reactions to their names, and nicknames. With strong positive feedback from the instructor, and loud, enthusiastic responses from the audience, this speech can get a class off to a bang-up start.

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1-5. Class Activity After completing an initial "What's My Name?" introductory speech, ask students to prepare and record a one-minute version of the same speech for a mediated forum. Students can choose the intended audience: would this be uploaded to a prospective employer's site, would this be posted on a YouTube channel, would this be an introduction on a Skype call? Students need to tell you the audience, and then submit the video for assessment.

1-6. Class Activity
There are various representations of models of communication. Using the textbook's models as a basis, have students draw a picture of an analogy of the communication process. They should label the parts and be prepared to explain their analogy to their classmates. For example, in drawing a computer model of communication, one might compare the source to the computer operator, compare encoding to the keyboard and mouse, decoding to information on the screen or a printout, and so on.

1-7. Class Activity
Ask students to take a few minutes to free write about their public speaking anxiety. Ask them to focus on what makes them nervous about public speaking or the course as a whole. Ideally, this should happen after students have done even a small act in front of the class such as an introduction. Then, after giving the students a few minutes to write on their own, ask them to form groups of four or five, depending on the size of the class, and discuss the items on their list. Do not ask the groups to share with the larger class. The point of the exercise is to help students understand that they are not alone in their anxiety. Especially after watching even a brief presentation, students compare themselves to others, and it helps them to know that many of the students share similar anxiety.

1-8. Class Activity
Ask class members to write down three or four words that describe who they are in terms of their identity. The words might reflect their family's heritage, their gender, culture, or religion. For example, one student might describe themselves as a Buddhist Chinese American woman. After the students have written their own descriptions, ask each person to read what they have written. Discuss how this audience is diverse and how other audiences might be similar or different from this audience. How might an audience in a different setting be different? How about another region of our country, or another country? How should a speaker adapt to that?

REVEL VIDEOS

Module 1.1 Video Self-Check: TED Talks—The Danger of a Single Story
Novelist Chimamanda Adichie explains, through story, how she found her authentic cultural voice—and cautions that misunderstanding is at risk if we only hear a single story about another person, country, or culture.

Module 1.2 Watch: Why Should I Study Public Speaking?
Explainers video. Despite the wide variety of majors to choose from, the study of public speaking is valuable regardless of your field. Using a surprising selection of careers where public

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speaking plays a vital role, we'll see a myriad of examples where the firm command of oral presentation can benefit everyone, every day.

Module 1.2 Watch: How Can Public Speaking Get Me a Job?
Explainers video. Before you get the job, you have to ace the interview. Certain public speaking skills like knowing your audience, authenticity, body language, confidence, and a little practice can go a long way in a job interview. This video will explore exactly how these skills increase your ability to minimize anxiety and get the job.

Module 1.3 Video Self-Check: Martin Luther King Jr.'s "I Have a Dream" Speech
August 28, 1963. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, DC, the speech was a defining moment of the American Civil Rights Movement.

Module 1.4 Video Self-Check: Miscommunication
Sketchnote video. This video discusses communication basics: sender, receiver, encoding, decoding, transmission of message, interference. So much can happen during message transmittal to result in miscommunication; verbal and nonverbal messages can be confusing. It is also so easy to misinterpret email.

Module 1.5 Video Self-Check: How Can I Conquer My Fear of Public Speaking?
Explainers video. According to a recent survey, public speaking is the biggest phobia in America, with one out of every four people petrified at the thought of speaking in front of a group. This video will reveal methods of addressing communication apprehension by identifying some of the chief mental and physical processes at play.

Module 1.5 Video Self-Check: Confidence and Anxiety
Sketchnote video. This video teaches techniques to reduce public speaking fear and apprehension. Physical reaction (fight or flight). Speaker must prepare and practice. Strategies to use before, during, and after the speech.

REVEL WRITING EXERCISES

Journal Prompts

1.1 Journal: How Does Public Speaking Differ from Conversation?
What are three ways in which public speaking differs from conversation?

1.2 Journal: The Importance of Studying Public Speaking
Why did you decide to take this public speaking class? Regardless of whether this course is required or an elective, what do you hope to learn and/or achieve from taking it?

1.3 Journal: The History of Pubic Speaking
Identify and describe the five classical *canons*, or elements, of preparing and presenting a speech according to Roman and Greek rhetorical traditions.

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1.4 Journal: Noise
Think of a recent situation in which external or internal noise interfered with your ability to listen to a speech. Describe the situation. What could you have done to minimize the noise?

1.5 Journal: Your Public Speaking Anxiety
Consider a time when you had to make a presentation or talk in front of a group of people. Describe the situation. Did you feel nervous? When were you most nervous? How did that nervousness impact your ability to present or talk in front of others? Based on what you've learned so far in this class, what are some ways you can build your public speaking confidence in the future?

Shared Writing

Shared Writing: Fear of Public Speaking
What anxieties or fears (if any) do you have about public speaking? How do you think this course will help you overcome these anxieties and fears?

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PUBLIC SPEAKING STUDENT SURVEY HANDOUT

Instructions: Please provide desired information to acquaint yourself to the instructor (and classmates, if you agree). Contact with instructor may be necessary.

Name: _____Phone(s):_____ _____

Mailing Address: _____

Email Address: _____

Year in School: _____Probable Major: _____Minor:_____

Had a Public Speaking Course Before? Yes_____ No_____

If Yes, where? High School_____ College_____

Some people experience communication apprehension (stage fright, anxiety) when thinking of public speaking. Which statement below *best* expresses the way you feel *now* about yourself and public speaking? (Check only one statement, please.)

_____I have no public speaking apprehension.

_____I have less public speaking apprehension than most people I know.

_____I think I have average public speaking apprehension.

_____I have more public speaking apprehension than most people.

_____I have much more public speaking apprehension than most people.

Would you care to express concerns or ask questions about the course? If so, please write them below. (I will share and respond to your and others' concerns during a class, without revealing names.)

_____

_____

_____

_____

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COMMUNICATION BEHAVIOR QUESTIONNAIRE HANDOUT

Instructions: Below are a variety of communication situations. Please estimate the frequency of the situations for you by entering an appropriate code letter from the group below:

A= Daily
B= 1-2 times/week
C= Every 2 weeks
D= Every month or two
E= Seldom or never

HOW OFTEN DO YOU:

_____1. Attend a campus or community speech?
_____2. Attend a campus (or local) event, festival, or program?
_____3. Attend a live concert?
_____4. Attend a religious service?
_____5. Attend a movie?
_____6. Read a campus newspaper?
_____7. Read a local newspaper?
_____8. Read a national newspaper?
_____9. Read a news magazine?
_____10. Read a general interest, sports, or other magazine?
_____11. Read a novel?
_____12. Read a college textbook or other scholarly materials?
_____13. Read news on the internet?
_____14. Listen to CDs?
_____15. Listen to radio music?
_____16. Listen to talk radio?
_____17. Listen to religious or political information on the radio?
_____18. Listen to podcasts?
_____19. Listen to self-improvement tapes?
_____20. Watch music videos?
_____21. Watch shows on the internet?
_____22. Watch movies or shows on streaming services?
_____23. Watch a speech on TV or the internet?
_____24. Watch TV news and information programming?
_____25. Watch "infomercials"?
_____26. Watch television sports?
_____27. Watch TV comedy, drama, or TV entertainment?
_____28. Speak face-to-face with people?
_____29. Speak to a boss, supervisor, or professor?
_____30. Speak on a telephone?
_____31. Speak to a small group?
_____32. Speak to a large group?
_____33. Speak to family members and friends?
_____34. Write a letter to or email family members or friends?
_____35. Write a paper for a class?
_____36. Write a business letter?
_____37. Write a creative essay or other piece?

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_____38. Correspond through instant messaging or texts?

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CIRCLE ONE CHOICE

39. Which do you do most often?
    A. attend to
    B. read
    C. listen
    D. watch
    E. speak
    F. write

40. Which do you enjoy most?
    A. attending
    B. reading
    C. listening
    D. watching
    E. speaking
    F. writing

41. In which area do you feel you need maximum improvement?
    A. attending
    B. reading
    C. listening
    D. watching
    E. speaking

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