Public Speaking 5th edition Coopman Solutions Manual

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Instructor Manual

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Purpose and Perspective of the Chapter

The purpose of this chapter is to offer students an overview of the basic skills of public speaking as they were established centuries ago, and to learn how to use these time-tested skills in this course. We will look at the nature of public speaking as a rapidly evolving artform. We will learn that as new technologies emerge, the roles of public speakers and audience members change too.

We will examine the role of mass media and personal-communications technologies and how they expose us to more information at greater speeds than ever before. We will also learn how the quality of the information that flows around us today has become increasingly undependable, even dangerous to us personally and to the world democratic political systems.

We will learn how to use the audience-centered approach and to be mindful of the credibility of the message or topic in our public speaking presentations. We will present a fully updated public speaking skill set to help students successfully adapt to in-person or online speaking opportunities they may have.

Chapter Objectives

The following objectives are addressed in this chapter:

- Explain why public speaking is considered to be an “evolving art.”
- Describe why speakers must be especially alert to the credibility of their information sources.
- Explain why the audience has to be the main focus in public speaking.
- Describe the ways communications technology influences speechmaking.
- Discuss specific ways public speaking helps you develop life skills.
- Describe the elements of the public speaking model.
- Give a brief Speech of Introduction.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

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- Educator's Guide
- PowerPoint® slides
- Transition Guide
- Guide to Teaching Online
- Test Bank powered by Cognero®

Complete List of Chapter Activities and Assessments

The following table organizes activities and assessments by objective, so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class based on your objectives. For additional guidance, refer to the Teaching Online Guide.

Objective	Activity/Assessment	Source (i.e., PPT slide, Workbook)	Duration
	Icebreaker	PPT Slide 2	5 min
4	Discussion Activity 1	PPT Slide 8	20 min
1	Knowledge Activity	PPT Slide 22	10 min
3	Discussion Activity 2	PPT Slide 10	20 min
2	Discussion Activity 3	PPT Slide 16	20 min
5	Discussion Activity 4	PPT Slide 34	20 min
6	Discussion Activity 5	PPT Slide 38	10 min
7	Discussion Activity 6	PPT Slide 46	10 min
1–7	Self-Assessment	PPT Slide 47	1 hour 30 min
3, 5	Additional Discussion Questions	IM	30 min
1, 4	Additional Activities & Assignment	IM	20 min
	MindTap: Are You Ready? Modules		10 min
	MindTap: Concept Check #1–#3		15 min
	MindTap: Prepare		30 min
	MindTap: Present Your First Speech		15 min
	MindTap: Observe Analyze It: Speech of Introduction		15 min
1–7	MindTap: Chapter 1 Quiz		30 min

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Key Terms

Arrangement: The way ideas presented in a speech are organized.

Audience: The intended recipients of a speaker's message.

Audience centered: Acknowledging an audience's expectations and situations before, during, and after a speech.

Channel: A mode or medium of communication.

Context: The situation within which a speech is given.

Convergence: When people interact in multiple communications spheres simultaneously.

Delivery: The presentation of a speech to an audience.

Digital divide: The gap between groups that have a high level of access to, and use of, digital communications technology and groups that have a low level of access and use.

Distance speaking: The planned and structured presentation of ideas transmitted from one physical location to other locations by using communications technology.

Environment: The external surroundings that influence a public speaking event.

Feedback: Audience members' responses to a speech.

Information literacy: The ability to access, select, evaluate, and use information effectively and responsibly.

Interactivity: The way we get information, participate in politics, and experience popular culture is shaped by our interactive involvement with mass media.

Invention: Discovering what you want to say in a speech, such as by choosing a topic and developing good arguments.

Memory: Using the ability to recall information about all aspects of public speaking to give an effective speech.

Message: The words and nonverbal cues a speaker uses to convey ideas, feelings, and thoughts.

Narrative: A story used in a speech or other form of communication.

Noise: Anything that interferes with the reception and understanding of a message.

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Optimized speaker: A public speaker who consciously adapts to their audiences, speaks personally and conversationally, encourages social cooperation, and uses technology, when appropriate.

Pervasive communication environment: The ability to access and share information in multiple forms from multiple locations in ways that transcend conventional ways of thinking about time and space.

Public speaking: When an individual speaks to a group of people in person or online, assuming responsibility for speaking for a defined length of time.

Rhetoric: Aristotle's term for public speaking.

Speaker: The person who assumes the primary responsibility for conveying a message in a public communication context.

Style: The language or words used in a speech.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Firmly establishes the vital importance of public speaking in today's precarious political and cultural environment
- Intensified focus on audience-centered public speaking as conversational, interactive, and cooperative
- New feature—an ungraded Speech of Introduction with an example—helps instructors get the course off to a fun and productive start

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Chapter Outline

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. **The Craft of Public Speaking (PPT Slides 6–16)**
   a. It's All About the Audience
   b. Communicate to Cooperate

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c. Don't Just Speak, Converse!
d. Influences on Public Speaking Today
    i. Interactivity
    ii. Distance Speaking
    iii. The Digital Divide
    iv. Using Online Sources

II. Foundations of Public Speaking (PPT Slides 17–23)

a. Aristotle's *Rhetoric*
    i. Logos
    ii. Pathos
    iii. Ethos
    iv. Mythos

b. The Five Arts of Public Speaking
    i. Invention
    ii. Arrangement
    iii. Style
    iv. Memory
    v. Delivery

c. Storytelling

III. Public Speaking Is a Life Skill (PPT Slides 24–34)

a. Critically Analyzing a Topic or Idea
b. Becoming More Confident
c. Becoming a Better Listener
d. Adapting to Different Audiences
e. Building Your Credibility
f. Finding and Using Reliable Information
g. Organizing Ideas and Information Effectively
h. Presenting Ideas and Information Effectively

IV. Speaking Effectively in "Public" (PPT Slides 35–38)

a. In Classes
b. In the Workplace
c. In Communities
d. At Social Events

V. Contemporary Communication Models (PPT Slides 39–46)

a. Spheres of Communication
b. The Elements of Audience-Centered Public Speaking

VI. Classroom Activity

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a. Your First Speech: Speech of Introduction

VII. Summary

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Additional Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: (Chapter Review, PPT Slides 9, 36, for in class, Duration 30 min)
    a. Why should you consider the "audience" to be so important when you prepare and deliver your speeches?
        i. Answers may vary: If a speaker ignores or misunderstands the nature of the audience, the speaker's message will not be received as intended. This principle applies across the entire range of speechmaking contexts, both in person and online. Because the needs and interests of listeners come first in any speaking situation, the audience appears at the top of our public speaking model.
    b. Transferable life skills can be carried over from one social context or occasion to another. How can learning to become an excellent public speaker help you develop other valuable life skills? How do you think these transferable skills you have learned in this course will affect your public speaking opportunities in your future career?
        i. Answers may vary.

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Additional Activities and Assignments

1. **Class Discussion**: Duration: 20 min
    a. How has the art of public speaking evolved over the past years?
        i. Answers may vary.
    b. What is the significant impact of telecommunications technology on the digital divide?
        i. Answers may vary.

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2. **Assignment:**
    a. Prepare a short speech of your chosen topic of interest focusing on the elements of audience-centered public speaking.
        i. Answers may vary.

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Additional Resources

Creating Your Community Values

In this in-class discussion you will create your community values. The goal of this activity is to create a safe space in which you may build your public speaking competence. Please follow these steps:

1. Brainstorm a list of all the values you would like to see exhibited in this class that would contribute to your feeling comfortable in presenting a speech.
2. Be prepared to share some of your values and to contribute to the discussion.
3. As a class, decide which values you want to "live by" in your community.
4. Create and post a Community Values document for your class.

COMMUNITY VALUES RUBRIC

Activity

Once you have completed your Community Values document, please use those values to create a *Community Values Rubric for Public Speaking*. Your class will create and use this rubric as a reference for building community throughout your entire course.

Your rubric should outline how your community values may inform your in-class behaviors, and it should also describe what those behaviors might look like. Your rubric should outline what can be done to help you create a safe and comfortable community in which you and your classmates are encouraged to get the most from your learning in this course.

To create your Community Values Rubric, please do the following:

1) List six to ten of the most important class values you identified through the creation of your Community Values.
2) For each value, provide criteria for exemplary, proficient, and basic levels of achievement. (Feel free to add additional categories and criteria for each category for your class.)
3) As a class, once you have completed your rubric, your instructor may make the rubric available to you in MindTap.

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4) A sample rubric is provided below.

Sample Community Values Rubric

COMMUNITY VALUES RUBRIC FOR PUBLIC SPEAKING

COMMUNITY VALUE	EXEMPLARY or "A" Level of Achievement	PROFICIENT or "B" Level of Achievement	BASIC or "C" (and below) Level of Achievement
Taking Risks	• Regularly risking and putting yourself "out there" to engage the class in conversation • Regularly providing examples and comments • Regularly providing feedback and critiques to classmates	• Occasionally risking or putting yourself "out there" to engage the class in conversation • Occasionally providing examples and comments • Occasionally providing feedback and critiques to classmates	• Rarely risking or putting yourself "out there" to engage the class in conversation • Rarely providing examples and comments • Rarely providing feedback and critiques to classmates
Acting on Your Curiosity	• Regularly asking questions • Regularly wondering "What if…" • Consistently investigating ideas by writing and speaking about them	• Occasionally asking questions • Occasionally wondering, "What if…" • Occasionally investigating ideas by writing and speaking about them	• Infrequently asking questions • Rarely wondering, "What if…" • Rarely investigating ideas by writing and speaking about them
Sharing Your Authentic Self	• Regularly talking about the topics that are important to you during class as they relate to public speaking • Regularly letting others know when there is something that is unclear or needs another example • Regularly taking class concepts and	• Occasionally talking about the topics that are important to you during class as they relate to public speaking • Occasionally letting others know when there is something that is unclear or needs another example • Occasionally taking class concepts and	• Rarely talking about the topics that are important to you during class as they relate to public speaking • Rarely letting others know when there is something that is unclear or needs another example • Rarely taking class concepts and

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	applying them to your own life	applying them to your own life	applying them to your own life
Getting Comfortable with Being Uncomfortable	• Regularly trying new activities, new ways of engaging others, and new ways of presenting ideas • Regularly willing to make mistakes and learn from them • Recognizing that uncertainty and ambiguity are *always* part of the learning process	• Occasionally trying new activities, new ways of engaging others, and new ways of presenting ideas • Somewhat willing to make mistakes and learn from them • Beginning to acknowledge that uncertainty and ambiguity are *always* part of the learning process	• Infrequently trying new activities, new ways of engaging others, and new ways of presenting ideas • Less than willing to make mistakes and learn from them • Less than willing to acknowledge that uncertainty and ambiguity are *always* part of the learning process
Respecting Others	• Regularly engaging others' ideas in class (even if you don't necessarily agree with them) • Regularly paying attention to what others are saying • Being aware of the process so that interruptions and continuous talking (i.e., not allowing others to contribute) are minimized	• Occasionally willing to engage others' ideas in class (even if you don't necessarily agree with them) • Mostly paying attention to what others are saying • Somewhat aware of the process so that interruptions and continuous talking (i.e., not allowing others to contribute) are minimized	• Infrequently engaging others' ideas in class (whether you agree with them or not) • Infrequently paying attention to what others are saying and/or consistently not engaging attentively to others in class • Being unaware of the process so that interruptions and continuous talking (i.e., not allowing others to contribute) are *not* minimized
Being Thoughtful, Incisive, and Challenging	• Regularly providing feedback and critiques that focus on specific actions, how they were ineffective, and how they may be improved	• Occasionally providing feedback and critiques that focus on specific actions, how they were ineffective, and how they may be improved	• Rarely providing feedback and critiques that focus on specific actions, how they were ineffective, and how they may be improved

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	• Regularly challenging yourself and others to improve based on measurable behaviors and actions	• Occasionally challenging yourself and others to improve based on measurable behaviors and actions	• Rarely challenging yourself or others to improve, and/or making comments that are *not* based on measurable behaviors and actions
Listening Actively	• Regularly paying attention • Regularly taking notes • Regularly paraphrasing what you hear • Regularly using what you have heard to provide insight into the speech process so as to position others to learn	• Occasionally paying attention • Occasionally taking notes • Occasionally paraphrasing what you hear • Occasionally using what you have heard to provide insight into the speech process so as to position others to learn	• Infrequently paying attention • Infrequently taking notes • Infrequently paraphrasing what you hear • Infrequently using what you have heard to provide insight into the speech process so as to position others to learn

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