

## 10

## Persuasive Speaking

*What's Your Point?**How Do You Sharpen It?*

A critical thinker can organize ideas and advocate for his or her beliefs.



We can make a difference when we speak out about issues that concern us.

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## LEARNING OBJECTIVES

### CHAPTER WILL COVER

Techniques for handling the fear of public speaking

The three elements of a persuasive message

Ways to organize persuasive speeches

Collaborative problem solving

 Read on [mythinkinglab.com](http://mythinkinglab.com)

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Most of this book has focused on evaluating the quality of arguments. As a critical thinker, you need to know what to look for when you read a blog or an article, watch a commentator or politician on television, or listen to a speech. Recognizing good content in the arguments of others enables you to form reasonable opinions and make thoughtful decisions concerning personal, social, or political issues. In addition, there are times when you will need to argue for a specific belief or course of action. There are also times to work collaboratively with others to find acceptable solutions for problems.

Understanding the basic elements of public speaking that are covered in this chapter will help you be more clear and persuasive as you advocate for your ideas. When you present a formal argument, you are giving a persuasive speech with the goal of convincing your audience to accept certain viewpoints and take certain actions. Many of us have a picture of people who are convincing as those who have *charisma*, an intangible quality that attracts others to them and to their ideas. Some people seem to have this personal power and often we can't explain why.

However, beginning with the Greek philosopher Aristotle, we have solid explanations about what actually makes a clear and convincing argument. Aristotle compiled his ideas on rhetoric in the fourth century B.C., and his work created the foundational concepts and principles of argumentation and persuasion. Aristotle's insights have been verified by modern research, and his principles form the recommendations on persuasive speaking covered in this chapter.

Speeches have three elements: content—the thoughts, supported by research, that you want to convey to an audience; organization—the structure used to convey your content; and delivery—the vocal and nonverbal communication used to present your content. Speakers plan their organization and delivery in order to clearly convey their content to an audience; they structure their ideas in a format that makes sense, and they speak loudly enough and with enough enthusiasm to get their ideas across. When you use what is known about the content and organization of a good argument and add some basic tips on public speaking, you can successfully present your ideas to both groups and individuals.

Some arguments require a less formal approach to speaking. In many cases, people are required to work together in small groups to come up with solutions to problems. Critical thinking skills are needed when you advocate for ideas in informal settings and work with others on both personal and professional issues.

This chapter will explain how to use the principles of argumentation to create and present formal arguments and to solve problems.

## Being an Advocate of Ideas: Communicating Publicly

Never doubt that a small group of thoughtful, committed citizens can change the world; it's the only thing that ever does.

Margaret Mead, *American Anthropologist* (1901–1978),  
Institute for Intercultural Studies

One of the best uses of your knowledge of critical thinking and argumentation is to advocate for ideas in which you believe. We can all learn the tools for public speaking and become better at organizing and presenting speeches.

We are motivated to speak out when we have the desire to move beyond personal interests to promote larger visions for the betterment of society. Tavis Smiley, former host of *BET Tonight with Tavis Smiley* and author of *Doing What's Right*, encourages people to get involved in the causes they endorse. He states that, "One person, fighting the good fight, can make a difference. And one person, joined by another, and another, quickly forms a coalition and, eventually, a movement. We can make a difference. Moreover, we *must*."<sup>1</sup>

More of us might become involved in advocacy if we could get over the primary obstacle to effective public speaking, which is fear. Research published in *The Book of Lists* indicates that fear of public speaking is the most common fear of Americans, ranking above the fear of spiders, flying, and death. When we stand in front of a group, we expose our ideas, our egos, and our bodies to people who may or may not be sympathetic or receptive. We may shake, quake, or decide not to show up when we are required to speak.

At many universities, students are required to take a basic public speaking class. Years ago, the administration at Penn State University discovered many students putting this class off until the last quarter of their senior year, or even not graduating because they refused to take the class; the speech department took action by initiating a special courses for those who were terrified of public speaking. The class has filled several sections every semester for decades, and dozens of other colleges have created similar courses (see the article at the end of this chapter from the *New York Times*, "Don't Be Shy," that covers the emergence of speech anxiety classes). So if you are experiencing anxiety about speaking and would rather skip this chapter and related assignments, take heart. You aren't alone in these feelings of fear. In fact, many famous people who have had to speak in public admit to having great fears and struggling to overcome them; among them are Winston Churchill, Abraham Lincoln, James Earl Jones, Mark Twain, Dan Rather, Barbara Walters, Margaret Thatcher, Kim Basinger, Leonardo DiCaprio, Harrison Ford, Johnny Depp, and Tom Brokaw.

<sup>1</sup> Tavis Smiley, *Doing What's Right* (New York: Doubleday, Random House, Inc., 2000), p. 38.

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It is possible to overcome public speaking fears to a great extent, and most students who take a course in public speaking report improvement in their feelings of confidence by the end of a semester. In addition, those who fear the most often prepare the best and therefore have well-researched and convincing arguments.

## The Best Ways to Deal with Speech Fear

All the great speakers were bad speakers at first.

Ralph Waldo Emerson, "Power,"  
*The Conduct of Life* (1860)

According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy.

Jerry Seinfeld

What would you advise someone who has to give a speech and is feeling terrified? You probably have some techniques you would use, such as breathing deeply to calm yourself or memorizing your opening line to get you started. This section covers the recommendations speech professionals give for dealing with speech fear.

The first way to gain confidence is to choose a topic you believe in. When you really care about your topic (which is most often the case when you take a stand on an issue), you will enjoy reading more about it and you can more easily concentrate on convincing your audience about your viewpoints; that focus helps minimize your self-consciousness. Second, you need to prepare well; then you can be confident that what you are saying has value to your audience, is solid, and includes relevant information. Instead of procrastinating and avoiding your assignment, just get started. Use any resources that have been made available to you, such as a speech lab or librarians or tutors who will help you locate good, current information on your topic. Find evidence to support your stand on the issue and write a clear outline of your ideas. You can evaluate the evidence you find according to the principles discussed in Chapters 4 and 5, and this chapter will provide you with several organizational patterns for your ideas. Talk about the ideas in your speech with your friends and family, so that you feel really familiar and comfortable with the topic.

Finally, practice the speech so you know it well. Then, even if your mind goes blank temporarily, you can keep on going "on automatic." Some people like to practice in front of friends, and others like to practice alone—the best way to practice is the one that makes you the most comfortable. Use brief notes to help you with memory lapses; note cards function as mini security blankets. Number these cards (in case you drop them) and then refer to them only briefly as you speak. Also, get rest before you speak, and do whatever relaxation techniques work for you; for some people, deep breathing is very helpful. Exercising to release tension also works well. Turn any negative thoughts, such as "I can't do this" or "I'm going to fall apart," into positive thoughts, such as "I have something to say in this speech, and I have practiced it" or "I have something to share with the audience and I can do this." Acting as if you are confident helps you to feel confident.

When you stand up to speak, walk calmly to the podium pause for a moment, take a deep breath, and “collect” yourself. It sometimes helps to memorize your first sentence so that you can get started comfortably. However, don’t memorize or read the speech; instead, just speak conversationally, as you would to a group of people you know well. Use any fear that you feel inside as energy to help you project your voice; make your voice louder than normal—that will actually increase your confidence. When audience members can hear you clearly, they tend to listen better and give you more positive feedback.

It is also helpful to use visual aids, such as a PowerPoint presentation, a graph, a chart, an illustration, or a list put on the overhead projector, the whiteboard, or the blackboard. Visual aids make your ideas clearer and more memorable for your audience; they also divert audience attention away from you, and that can make you more relaxed. In addition, visual aids often serve as a reminder to you of your points, so they can keep you on track during the presentation. If you are using visual aids that require some technical equipment, arrange to practice setting them up and using them before you give the speech.

As you speak, concentrate on your audience rather than on yourself; look around at all parts of the room. Some speakers feel more comfortable looking at their audiences’ foreheads rather than their eyes; the audience members usually can’t tell the difference. Look for friendly faces as you scan the room, and avoid people who look unhappy (unless everyone looks unhappy—then you might need to think about what you might have said to confuse or offend them). Realize that you have good information to give the audience and consider yourself someone who is there to help them understand new ideas and perspectives.

Finally, write out or memorize your concluding statement, so that you can end the speech with grace and confidence.

## Audience Analysis

### audience analysis

A careful consideration of the demographic and situational factors of an audience in preparation for a speech to that audience.

One of the essential forms of preparation for a public speech is **audience analysis**. Knowing your audience gives you an added sense of readiness and familiarity that reduces your fears of the speaking situation. In addition, you can make the most of your limited time when you know some important facts about your listeners, including both *demographic* and *situational* factors.

Demographic factors include age, gender, racial and ethnic group, religious affiliation, economic status, occupation, and education. By considering these aspects of the audience, a speaker can do better planning. For example, if the audience is made up of 16- to 18-year-old students, they may not be familiar with references to certain terms such as *record albums* or to some politicians and celebrities from the past; conversely, some members of an older audience may not follow references to Facebook and Twitter. If most of the audience members are fine artists, they may not be as knowledgeable about applications of Internet technology as would an audience whose business involves the daily use of the Internet. To be sensitive to the makeup of a particular audience, the speaker can research these factors with the person who asked him or her to speak; a speaker may also have an opportunity to interview or poll a sample of audience members.

Even more important to a persuasive speaker are the situational factors of a given speech: What is the group’s knowledge of the speaker’s topic and its disposition toward the topic? If a speaker is discussing international trade agreement policies and discovers that the audience knows very little about these policies, then she needs

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## Stop and Think

How could each demographic factor be an important consideration to a persuasive speaker?

to give more background information. If, on the other hand, the particular audience knows a great deal about the policies, the speaker can use her time more efficiently persuading the audience to accept her position about trade agreements.

When you consider an audience's disposition toward a persuasive topic, you can classify the audience as believing, neutral, or hostile. A believing audience agrees with your position on an issue; it doesn't need to be convinced about the correctness of the actions you propose. To use your time most efficiently with this kind of audience, you should concentrate on getting audience members to act on any proposals you make. You want to turn them from being passive believers to active participants who will move policies forward; you also want to reinforce and strengthen their reasons for agreeing with your position so that they may also advocate well.

A neutral audience either does not know enough or does not care enough about your topic to have taken a stand on it. With a neutral audience, you need to provide the information audience members need to understand the topic and its importance. For example, if you are speaking against a tax reform that is currently under consideration, you can show how the new tax structure being proposed will hurt them personally. Many people are moved primarily by realizing how an issue will directly affect their lives or the lives of their families and friends; show your neutral listeners how the position you support will help them maintain or improve their own interests.

A hostile audience is opposed to your ideas or policies. These audience members may not shout or become violent, but you know that they think you are wrong in the positions you take; they may even think you are misguided or mean-spirited because of your beliefs. Your goals for this kind of audience have to be much more modest than they would be for a believing audience. Often, the best thing you can do is present yourself and your positions in such a clear, calm, and reasonable way that the audience members can no longer negatively stereotype people who believe as you do. Focus your speech with a hostile audience on their reconsideration of some of their own ideas, rather than trying to move this kind of group to action on your ideas.

Hostile audiences often respond well to a persuasive speaking technique called both-sides persuasion. A speaker who uses both-sides persuasion will acknowledge the good points that cause the audience to believe as it does but will then demonstrate how even these good points are overshadowed by the strengths of the speaker's side of the issue. For example, if you favor dress codes in local public schools and your audience is against them because they violate personal freedom, you might say the following:

It seems to go against all of our ideas of freedom of expression and individuality to restrict students to only a few items of clothing. How can they experiment with unique styles that make personal statements when they are forced into one general look? I agree that individuality is an important value and that the solution of dress codes is far from perfect. But I believe that these codes provide the best way we have found so far to safeguard another value, the value of life. Given the fact that our students are being attacked because they are wearing what appear to be gang colors, and

### believing audience

An audience that agrees with the conclusion and reasoning of the speaker.

### neutral audience

An audience that does not have a strong opinion on the speaker's conclusion about an issue.

### hostile audience

An audience that is opposed to the conclusion and reasoning of the speaker.

### both-sides persuasion

A technique in which the speaker acknowledges one or more of the best arguments of the opposition without specifically agreeing with those arguments.



given the fact that several of our local youth have been killed over expensive shoes and jackets that the criminals wanted to steal, I believe that any measures taken to guard their safety when they are in the setting of public schools are worth pursuing.

Both-sides persuasion lets your audience know that you have considered *their* viewpoints and that you agree with some of their principles, but that you have come to a different conclusion about the issue. Most people will be more open to *your* ideas if they know that you understand and respect *their* ideas. Both-sides persuasion shows that while your solutions to a problem are different, your values and motives are very similar. Hostile audience members may not end up agreeing with you, but they may change their negative feelings about you and about others who hold your same viewpoints.

When you know the disposition of the majority of your audience members, you can also structure your speech with greater thoughtfulness. Neutral audiences need to gain an understanding of an issue through background information and current research, and they need to be shown why the issue is an important one. Hostile audiences are most likely to be persuaded when you lead off with your strongest points. If you save your most convincing points for later in the speech, you may lose them completely as they argue in their minds with the weaker points they have heard first. But if they hear a compelling reason to reconsider their position early on in your speech, then they may continue to listen with a more open mind. Believing audiences, on the other hand, respond well when you reserve your strongest points and end on a climactic note that creates unity and a desire to move forward to enact their beliefs. They like to be affirmed and inspired by an argument that builds from strong support to even stronger support in your final point.

## The Three Elements of a Persuasive Argument: Ethos, Logos, and Pathos

Aristotle (384–322 B.C.E.) was a student of the great philosopher Plato, and he then tutored young Alexander the Great. He wrote more than 400 books, including the *Rhetoric*, which is used to this day as a foundational work for the study of argumentation.

Aristotle said that rhetoric (argumentation) involves using all the available means of persuasion, which he defined as **ethos** (personal credibility), **logos** (logical organization and reasoning), and **pathos** (emotional appeal).

### Ethos: Speaker Credibility

From his many observations of persuasive speeches given in the courts and in the marketplace, Aristotle concluded that ethos, the credibility, image, character, and reputation of a speaker, was one of the most important means of persuasion. Modern researchers have discovered that ethos involves three specific dimensions: expertise, trustworthiness, and dynamism.<sup>2</sup>

Much of your ethos, your credibility or reputation as a speaker, will come through the same methods that help you overcome speech fear. When you are well prepared to speak and have conviction about your topic, most audiences will give

#### ethos

The credibility or reputation of a speaker; ethos is one of three persuasive elements of public speaking, along with *logos* and *pathos*.

#### logos

Logical organization and credible content in a speech; logos is one of three persuasive elements of public speaking, along with *ethos* and *pathos*.

#### pathos

The use of emotional appeal to support conclusions; pathos is one of three persuasive elements of public speaking, along with *ethos* and *logos*.

<sup>2</sup> Charles U. Larson, *Persuasion*, 9th ed. (Belmont, CA: Wadsworth Publishing, 2001), pp. 205–208.

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you respect and attention. Speaker credibility can be achieved through specific effort and planning. Speakers are seen as credible when

- They can be clearly heard by the audience.
- They show that they have done their homework on a topic by using well-cited research to support their key points.
- They are easy to understand because they are well organized.
- They are easy to understand because they have rehearsed the speech before giving it.
- They show respect for and understanding of the audience by using language and examples that can be understood (not too complex or too simplified) by the members of that particular audience.
- They show respect for and understanding of their opponents.
- They reduce nervous, distracting mannerisms to a minimum (this can be done with practice).
- They dress appropriately for the speaking occasion.
- They are polite and calm, even under pressure.

When you enhance your credibility with these principles, believing audiences will be affirmed and inspired by your message, neutral audiences may be informed and even persuaded, and hostile audiences may be more open to your ideas.

### Logos: Logical Organization and Credible Content

Logos, or logical appeals, are made through the use of good evidence of the kind we discussed in Chapters 4 and 5. Persuasive speakers cite statistics, relevant examples, analogies, controlled studies, and expert testimony to support their key ideas. They organize their points clearly, so that audiences can understand and follow their reasoning.

Several different organizational formats for persuasive speaking are highlighted in this chapter. Regardless of the format you choose, there are some essential ingredients to every organizational pattern that apply whether you have 2 minutes or 20 minutes to speak. To be a clearly organized speaker, use these principles, illustrated by Figure 10-1:

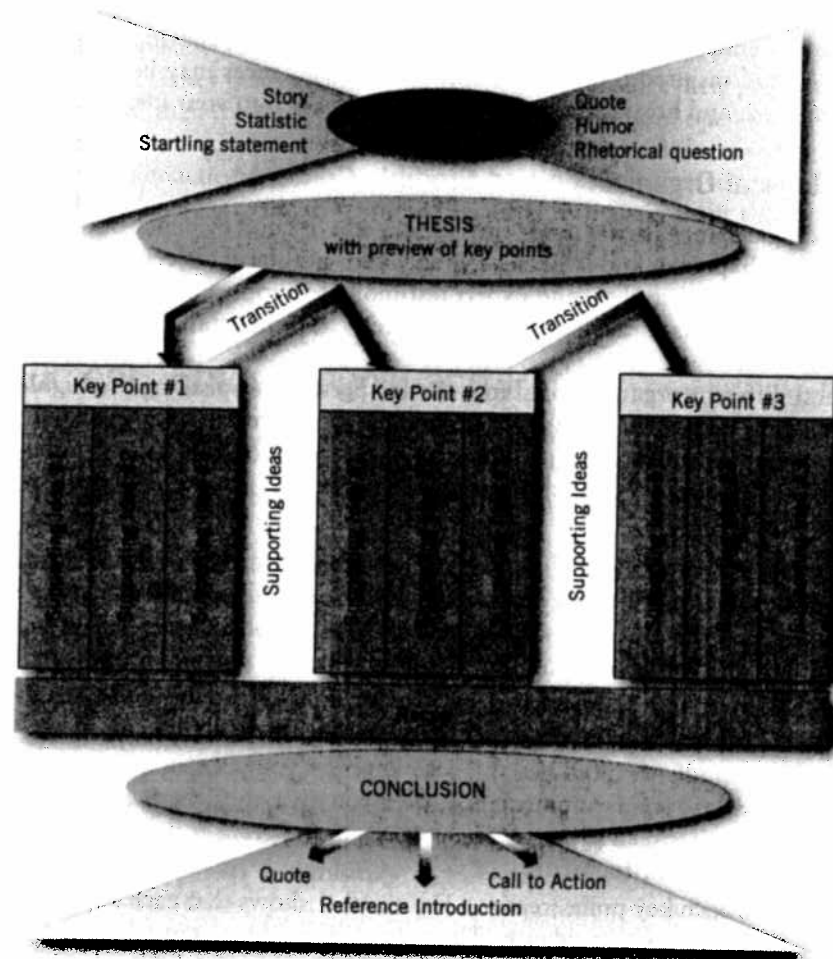
- Create an interesting introduction to capture the attention of the audience. You might use a quote, a story, a relevant statistic, a reference to something in the news, or a rhetorical question. Decide on your introduction after you structure the body of the speech, so that you know what it is you are introducing.
- Make your thesis statement (this is your conclusion about the issue) clear early in the speech, immediately following the introduction.
- Tell the audience how you plan to support your position; briefly list the key reasons (points) immediately after you give your thesis statement. This technique is called giving a *preview* of your speech; it helps you and your audience to stay focused.
- Explain each key point (reason). Figure 10-1 shows that each key point must be supported with evidence. The source of evidence must be cited (tell us where it comes from—the publication, author, and date). Use this structural outline to see which key points have enough verification and which need more supporting ideas. Note that each key point should also be strong enough to be a supporting pillar for the thesis statement.



**clincher** The last remark in a persuasive speech that is designed to give a strong final appeal concerning the thesis.

- Use transitions between the key points for a smooth flow of ideas. Note that in Figure 10–1, the transitions flow between key points with a brief reference back to the thesis statement.
- Review your key points before making a concluding statement. The repetition of your ideas—first previewed in the introduction, then explained in the body, and finally summarized in the conclusion—helps reinforce them in the mind of your audience. End your speech with a statement designed to make one last strong appeal for your thesis; this appeal, called a **clincher**, may be in the form of a quote, a reference to a story or statistic from your introduction, or a brief call to action.

As we have discussed, it is often effective to address and calmly refute the arguments for the opposing side of your speech. Do both-sides persuasion early on, in the body of the speech, if your audience is neutral or hostile to your position. On the other hand, if your audience is supportive of your position, concentrate instead on moving it to action consistent with your common beliefs.



**FIGURE 10–1**  
Speech Flowchart

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Several organizational structures are acceptable for the persuasive speech. Three of the most common will be highlighted in this chapter.

**Statement of Reasons Pattern.** The first method follows Figure 10-1 and is simply a statement of your thesis (your conclusion about the issue) followed by key points that are the reasons supporting the thesis statement. This speech is structured as follows:

**1. Introduction: Statement of Reasons Format.** In the introduction, you get the audience's attention and lead into your topic through the use of examples, quotations, statistics, humor, or relevant anecdotes. In the last sentence of your introduction, you state your thesis (the conclusion or stand on your issue) and then preview (tell about) the key points that will be supporting the thesis. Essentially, the preview gives your audience an overview of the reasons you have come to your conclusion about the issue.

**2. Body of the Speech.** While the introduction serves to strongly state your thesis, thereby letting the audience know where you stand on the issue, the body of the speech answers and elaborates on the question "Why do you believe what you believe about the issue?" You answer that question with two to five justifications for your beliefs, and those justifications become your key points. The key points are all distinct reasons for drawing your conclusion. Cover each point, being sure to support each point (reason) with cited evidence.

**3. Conclusion.** The conclusion of your speech—which in this case means the ending of the speech, not your conclusion about the issue—should include a review of the key points that support your opinion. End the speech with a call to belief or action, telling the audience what you think it should believe or do as a result of the information you have presented.

The advantage of this method of presentation is that it is clear and simple; you are, in effect, saying, "I believe (*conclusion*) this way about the issue because of these reasons, and you should too." (See Exercises 10.1 and 10.2 on pages 469 and 470.)

**Problem-Solution Format.** A second method of structuring persuasive speeches has been outlined in the *Northern California Forensics Association Handbook*. This method follows a problem-solution format:

**1. Introduction.** As in any speech, the introduction to a persuasive speech must put the audience at ease with the topic of the speech, must clearly state the purpose of the speech, and must give some direction about the course of the speech.

**2. Harms.** The harms section of the speech should answer the question, "How are we hurt by this problem?" Financial losses, personal injuries, and deaths caused by the problem are often detailed in the harms portion.

**3. Inherency.** The inherency section should answer the question, "Why does the problem exist?" The reasons for the existence of any problem can be categorized as either attitudinal inherency or structural inherency. Attitudinal inherency occurs when the sentiments of the public create a barrier to the solution of the issue or when those sentiments help to perpetuate the cause of difficulty. Structural inherency is a physical barrier that must be overcome in order to solve the problem. Such a barrier could be a law, the lack of trained personnel, or an inefficient system.

4. **Significance.** The notion of significance addresses the question, "What is the scope of the problem?" (i.e., "How big or how widespread is this problem?"). Significance is often described by details of the geographic range, quantitative preponderance, or qualitative weight of the problem. More often than not, the significance issue is handled within both the harms and inherency sections.

5. **Solvency.** This final section is arguably the most important part of the persuasive speech. It answers the question, "What can be done to remedy the problem?" It is important to address two issues within the solvency section. First, be sure to tell your audience how they can help specifically. Second, attempt to give an example of how your solution has worked in the past.

6. **Conclusion.** The conclusion of the persuasive speech should accomplish two goals. It should initially review how the advocated solution steps will affect the problem and it should make one last appeal to the audience.<sup>3</sup>

### Sample Persuasive Speech Outline Using the Problem-Solution Format

#### Social Networks: A Major Threat to Your Privacy

Carlota Jimenez

*General Purpose:* To persuade

*Specific Purpose:* To persuade my audience to take steps necessary to protect their online privacy while remaining connected to their family and friends.

*Central Idea:* Social networking users should have knowledge of and control over data collected by the network or by any third party.

#### I. Introduction

- A. (Attention Getter) According to Dan Fletcher of *Time* magazine, 500 million people are registered as Facebook members. In his article, *Friends without Borders*, Fletcher says that if this website were a country, it would be the third largest country by population, two-thirds bigger than the United States.
- B. Social networks have profoundly changed the concept of what we consider private. Personal information is being shared with a growing sphere of marketers and advertisers who are making profits out of users' private data. In addition, social network users are often unaware of how employers, strangers, hackers, and cyber-bullies are using their information in unauthorized and unethical ways.
- C. (Thesis Statement) Social networking users should have knowledge of and control over data collected by the network or by any third party.
- D. (Preview of Main Points) First, I am going to discuss the significance of the lack of online privacy in the United States. Then, I will consider the reasons that the lack of privacy exists. Finally, I will propose some solutions that will help social networking users protect their privacy online.

<sup>3</sup> Joe Corcoran, *Northern California Forensics Association Handbook* (Northern California Forensics Association, 1988).

## II. Body

- A. (Significance/Harms) The Internet has become not only a primary means of communication but also a place where millions of Americans store important personal data.
1. This information does not have the same legal protection as data that Americans store in their homes.
    - a. According to Jeremy Mishkin, an attorney specializing in privacy law and writer for *PC World*, “social networks have forced users to rethink what privacy is in a world where public sharing of private lives has become common place.” (*PC World*, May 23, 2010)
  2. Tim Sparapani, director of public policy at Facebook, states that, because of social networking, people are leaving behind “virtual DNA.”
    - a. Exposing personal information presents a variety of risks for individuals, such as identity theft, stalking, embarrassment, and blackmail.
    - b. Our unguarded social networking habits make our consumer preferences available to marketers who can use easy access to our accounts to advertise their products and services. In an article for *PC World* entitled “Goodbye to Privacy,” Tom Spring writes about technology firms that can tap into social networks “to marry your profiles, tweets, and LinkedIn information with your e-mail address. If a company wants to know more about you, it can just hire one of these outfits.”
  3. Spring describes a trend involving “a real-time ad-bidding technology that lets advertisers, such as Google and Yahoo, track users online and deliver customized third-party ads—all in the blink of an eye. Here is how it works. As you go from site to site, advertisers can bid in real time to show you an ad tied to your online activity. For example, if you are shopping for a Nikon digital SLR camera, you may see an ad for a competing Canon DSLR model on the next site you visit. If you buy that Canon, advertisers can then bid—in a fraction of second—for the right to show you, on the next site you jump to, ads for lenses for that camera.”
  4. Stalkers and other deviant personalities are also able to get information about our home, work, and recreational locations.
  5. According to *PC World* writer Narasu Rebbapragada, the answers to password-reset questions can be found on a user’s profile, and hackers and “worms” can get into your account. “‘The biggest danger that I can see is that they (advertisers and hackers) get your log-in credentials,’ says Beth Jones, senior threat researcher at *Sophos* Labs. For example, the intruders can gain access to information such as mobile phone numbers, partial credit card numbers, and billing addresses stored in the Payments section of Facebook’s account settings.”
  6. Cyber-bullying, especially that which involves students, has become commonplace and can be deadly. On the Cyber-bullying Research Center website, one young girl is quoted as saying, “I was talking to 2 girls who used to be my friends. We were talking about me because that’s what they both started on about. Then they started saying things about me; then they went on a chat I was also talking on and started saying horrible things about me. They used my screen name and everything. They even told one of my guy friends that I liked him since the day we

met, and he stopped talking to me. I was both depressed and angry. I wanted to die."

7. In addition, employers or potential employers may misread information from social networking accounts. In his article for *PC World* entitled "What Is Your Facebook Data Worth," Narasu Rebbapragada gives the example of an employee named Natalie Blanchard. Natalie was fighting to have her health benefits reinstated by her employer's insurance company. The Canadian woman was being treated for depression, but *Manulife Financial* questioned her health claim after seeing Facebook photos of Blanchard enjoying herself at a party and on the beach.

(Transition) There clearly is a significant lack of privacy awareness as well as unexpected challenges to online privacy. It is important to consider the source of this problem.

- B. (Inherency) According to Harvard University researchers, this privacy problem derives from the fact that individuals are unaware of the amount of personal information they provide to an indeterminate number of people. The Harvard study entitled "Privacy and Online Social Networking Websites" concludes: "Facebook is undermined by three principal factors: users disclose too much, Facebook does not take adequate steps to protect user privacy, and third parties are actively seeking out end-user information using Facebook."
  1. More importantly, other new technologies and sites are also creating unexpected challenges to privacy online.
  2. Not only are privacy protection default settings inadequate, but also social networking sites often discourage users from altering default settings. For instance, MySpace.com warns its users that altering default settings may make it more difficult for them to network with their friends.
  3. According to *Time* magazine, in November of 2007, Facebook rolled out Facebook Beacon. This was a third-party application that automatically signed up users for a program that would send a notice to all their Facebook friends after they purchased something online. Following investigations by security analysts, Facebook turned off the option completely a month later.
    - a. Today, however, Facebook gives third-party applications more access to user data through games like *Mob Wars* that store user information indefinitely, unless users uninstall the game.
  4. Research done by the University of North Carolina concludes that many privacy mechanisms of online social networks are purposefully weak to facilitate the sharing of information. For example, every time Facebook users share their preferences and/or update their profiles, advertisers have more data to pool from.
  5. There is little awareness and use of existing privacy mechanisms among active users. Research has offered several explanations for this underutilization of privacy options, including the permissive default settings and inherent trust in the online community.
  6. The fact that our court system has not kept up with technology and the emerging privacy concerns is another reason why online privacy problems are on the rise.

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- a. We have laws protecting medical privacy and DVD rental records, but we are lacking in more general privacy laws.
- b. According to Jim Harper, Director of Information Policy Studies at the Cato Institute, social networks have excessive influence concerning new legislation; they have lobbyists, lawyers, and interest-group representatives that work to protect their clients' interests.

(Transition) Now that we know the diverse causes for lack of social networking privacy, we should take action to address the problem.

- c. (Solvency) Privacy advocates and some lawmakers in Congress say the growing threats to online privacy point to the need for tougher laws to protect user data.
  - 1. The government should create strong policies that prohibit social networks from the use of cookies and other tracking devices.
    - a. In the year 2000, a federal cookie policy was issued. This policy prohibits federal agencies from using cookies and other tracking technologies on federal websites. A similar policy should be created for social networks.
  - 2. Users should have full knowledge of and control over any and all personal data collected by the network or by any third party using its platform.
    - a. Social networks that collect data should inform users what information they collect about them, what that data could be used for, and whether it will be passed to third parties before customers hand it over.
    - b. Users should take the time to be aware of privacy policies for any social networking sites that they use; they should also become aware of the many novel ways that others will attempt to get and use their personal information.

### III. Conclusion

- A. (Review of Main Points) I've discussed how social networks are changing the concept of privacy. We looked at the harms and the significance of this growing problem in our society. I have gone over the reasons why this privacy problem exists. Finally, I suggested some possible solutions to protect social networking user privacy.
- B. (Final Plea) I would now like to urge you to do three things: First of all, do not display personal information like your address or phone number on your social networking sites; keep track of the types of photos you upload. These photos could be potential hazards to your life. Second, make sure to go over your privacy settings with each social network website you use. This will give you a measure of control over what others are able to view. Finally, become more proactive; urge lawmakers to update federal laws to protect the privacy of social networking users.
- C. (Visualize Solutions Working) If you follow these steps, you will be a step closer to protecting your identity while still being connected to your family and friends in a safe environment.
- D. (Tie Back to Introduction/Clincher) If you are among the millions of people using a social network, remember this: Your personal profile is being shared by a growing number of strangers who are unscrupulously making profits out of your most basic information.

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## Monroe's motivated sequence

A five-step method of organizing speeches; the steps include attention, need, satisfaction, visualization, and action.

**Monroe's Motivated Sequence.** A third organizational method is called **Monroe's Motivated Sequence**.<sup>4</sup> Monroe's steps are especially effective when a speaker wants to motivate the audience to take action. Monroe's sequence involves the following five steps:

1. **Attention:** Get the audience's interest and attention; you can do this with provocative questions, statistics, or a relevant anecdote. End your attention step with your thesis statement (main idea) and a preview of your key ideas. This step is similar to the "introduction" step of the "statement of reasons" method.
2. **Need:** The body of your speech begins with this step. Here you show your audience that a serious problem must be addressed. Discuss the extent and scope of the problem and how we are hurt by the problem.
3. **Satisfaction:** At this point, you present a solution to the problem that was introduced in the need step.
4. **Visualization:** This last part of the body of your speech is used to help listeners form a picture of what it would be like if your solution were in place. If there are aspects of the solution that would be of personal benefit to audience members, visualize those benefits in this step.
5. **Action:** This step is considered the conclusion of the speech. Here you summarize your ideas and request specific action from the audience members.

<sup>4</sup>Allan H. Monroe, *Principles and Types of Speech Communication*, 11th ed. (Glenview, IL: Scott, Foresman, 1990), pp. 180–203.

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## Sample Persuasive Speech Outline Using Monroe's Motivated Sequence

Following is an example of an outline that uses Monroe's Motivated Sequence:

### Consider Fair Trade Coffee

Kris Anne Bordalo Nuguid

#### I. Attention

- A. **Attention Getter/Introduction.** Imagine drinking the blood, sweat, and tears of laborers around the world. That is probably a very unpleasant image for you. However, you might as well be doing this if you drink coffee produced by unfair business practices. According to a 2009 article from *SolasCircle*, "Many small coffee farmers receive prices for their coffee that are less than the costs of production, forcing them into a cycle of poverty and debt; agriculture workers in the coffee industry often toil in what can be described as 'sweatshops in the fields.'"
1. (Statistics) According to Margot Roosevelt in her article for *Time* magazine entitled "The Coffee Clash," coffee is second only to oil as the most traded product in the world. The *Coffee Statistics Report* of 2011 states that world coffee production is estimated at 110–120 million bags per year. Most coffee is grown and harvested by small farming families in developing countries. For many of these families, the coffee crop is their only source of income.
  2. (Testimony) Cathy Cockrell of the Public Affairs office at UC Berkeley calculated that there are about 80 million people *worldwide* whose lives are directly affected by the coffee trade.
- B. **Thesis (conclusion).** According to Peter Fritsch of the *Wall Street Journal*, "the collapse of world coffee prices is contributing to societal meltdowns affecting an estimated 125 million people." As the largest importers of coffee, U.S. citizens must take responsibility for the consequences of our actions: we can do so by purchasing coffee obtained through the practice of equity, respect, and cooperation with poor farmers, producers, and workers, known as "fair trade."
- C. **Preview Statement.** Today I will discuss the devastation unjust coffee practices bring to people around the world. Then, I will present some solutions that will address this current crisis, describe the positive changes that will take place if my solutions are implemented, and finally, provide tips on how you can do your part in improving the quality of the lives of impoverished coffee farm workers.

#### II. Need

- A. **Folgers, Kraft, Maxwell, and Phillip Morris.** Do these companies sound familiar? Peter Fritsch of the *Associated Press* stated that these major corporations buy coffee beans that are obtained at low costs from poor farming families. The low costs allow the corporations to generate fortunes by distributing the coffee beans around the globe. Unfortunately, such fortunes have not reached the homes of those who have slaved to harvest this ever-popular product: the farmers.
1. Poor farming families are the main harvesters of coffee, but because they cannot process the coffee beans, they have to sell the beans to "coyotes," or traders, who often take advantage of them by purchasing the beans at excessively low prices.

- a. In 2009, *Global Exchange*, an international human rights organization, revealed that the farmers are paid between 60–70 cents per pound of beans.
2. Do you know how much consumers pay for coffee? Maxwell House coffee sells for \$16.69 for 39 ounces. The median income of American families, according to an August 2010 Census Bureau report, was \$52,029.00, which makes coffee an affordable item. But the average yearly income of farming families is only \$500–\$1000.
3. With their minimal incomes, these families cannot even afford the fruits of their labor. Furthermore, the practice of the larger corporations driving down the prices of coffee beans often results in the already struggling smaller farmers losing their businesses.
  - a. In 2005, Merling Ramos, the Director of PRODECOOP Fair Trade cooperative in Nicaragua, stated that unfair trading practices subject small farming families to a life of destitution and hardship.
  - b. Nestor Osorio, head of the International Coffee Organization in London, stated, “The low bean prices fueling corporate profits are . . . forcing desperate peasants into everything from crime and illicit crops to illegal migration.”
- B. As you can see, the social and economic implications of these extortive practices are great—but these aren’t the only aspects of people’s lives that are affected. The welfare of workers and the educational opportunities for their children are also impacted by their exploitation.
  1. Small farmers aren’t the only producers of coffee beans: large coffee plantations also exist, which directly grow, harvest, and process coffee beans; conditions aren’t much better for the workers on such plantations.
  2. On many of these coffee plantations, human rights are being violated. *Global Exchange* reported in 2005 that, “coffee pickers [in Guatemala] have to pick a 100-pound quota” in order to earn their less than \$3 wage. Because of this quota, many coffee-farm workers bring their children to pick beans with them.
    - a. In a *Time* magazine article, Josafat Hernandez, the co-president of a fair trade coffee farm, observed that in Mexico City farms, “children as young as 5 pick coffee, baskets strapped to their waists.”
  3. The income that these small farmers can earn makes the difference between survival and death; as a result, the children often devote their time to working; this leaves little or no time for education or play.
    - a. In 2005, *Global Exchange* reported that a study of coffee plantations in Guatemala revealed that only 13% of coffee workers have completed their primary education. The limited education that children of coffee farming families attain leaves them with fewer opportunities to improve their economic standing, and traps their families in a cycle of poverty.

### III. Satisfaction

- A. (Main Point) Fair Trade is a practical solution to the “coffee crisis.”
  1. In 2007, *Equal Exchange Incorporated*, the leading provider of Fair Trade coffee in the U.S., explained that Fair Trade coffee receives certification that ensures consumers who buy the product that the coffee being purchased was produced under fair conditions for the farmers.
  2. *PTs Coffee Roasting Company*, a Fair Trade partner, assured consumers that Fair Trade coffee farmers are guaranteed a minimum “fair trade price”

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of \$1.26/lb for their coffee beans. This practice would guarantee that poor farmers would earn a living wage regardless of the fluctuations in the coffee market. Thus, these farmers would gain greater economic stability. With fair trade prices and policies, small-scale farmers avoid dealing with conniving “coyotes”: thus, they are able to realize a higher profit for their labor.

#### IV. Visualization

- A. (Main Point) The development of fair trade practices between developing countries and their wealthier counterparts such as the U.S. and Europe would improve the living conditions of millions of laborers around the world.
  - 1. Fair Trade policies guarantee that farming operations and other workers' groups receive a fair price for their products. The Fair Trade price means that farmers can feed their families and that their children can go to school.
  - 2. A portion of revenues generated from Fair Trade are also contributed to local projects in education, health, and environmental protection for developing areas. In 2007, *Equal Exchange* representatives stated, “A coffee processing plant in El Salvador, community stores in Columbia, the training of doctors in Mexico, reforestation programs in Costa Rica, [and] new schools in Peru,” are all examples of gifts that Fair Trade co-ops have endowed on their communities.

*Transition.* By choosing to drink Fair Trade coffee, you will make life better for the small farm workers and their families hundreds of miles away.

#### V. Action

- A. Food for Thought. The only things to lose now are a few more cents at the coffee pump. I ask you: “Is the cost of cheap coffee worth the human lives that are being destroyed?”
- B. I hope that I have convinced you that Fair Trade coffee is the way to go. So what can you do about it?
  - 1. Put pressure on the large corporations that sell coffee. Some people don't take action because they don't think their letters and speeches can make a difference. OXFAM (Oxford Committee for Famine Relief) America begs to differ.
    - a. In an article that appeared on the OXFAM America web page, writer Kelley Damore reported that, “In September 2003, Procter & Gamble (P&G), the largest seller of coffee in the US, announced it would introduce Fair Trade Certified™ coffee products” (Damore).
  - 2. Why the sudden change? Apparently, Procter & Gamble was influenced by coffee drinkers, human rights activists, and members of the House of Representatives and the Senate, all urging it to become Fair Trade Certified.
    - a. However, according to the Fair Trade page on the Global Exchange website updated in December of 2009, Folger's coffee, which was part of Procter & Gamble, did not sell Fair Trade coffee, and has subsequently been bought by Smuckers.
  - 3. A BBC News Report from October, 2005, revealed that Nestle followed Procter & Gamble's lead, launching a Fair Trade coffee line. Nestle has been boycotted for decades for marketing practices that hurt developing countries, but it was persuaded by the consumer's demands and an understanding of the power of “ethical” markets to try to change its reputation. So do not hesitate to write to government officials or the corporations themselves and voice your opinion.

- c. **Review.** We have seen the hardship that unjust coffee practices bring to farmers, workers, and their children in impoverished areas of the world. We've discussed how fair trade practices can help eradicate poverty and bring about a better standard of living for laborers. Finally, we've seen that more large corporations will be willing to incorporate fair trade when consumers press for such changes.
- d. **Clincher.** We can all do our part in improving the quality of the lives of impoverished coffee farm workers.

As cultural anthropologist Margaret Mead put it, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

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As we have seen, there are several good methods of organizing your speeches. When you choose one that fits your content, your audience is able to clearly follow your logic, and your credibility is increased.

### Pathos: Emotional Appeal

Both positive and negative emotions can influence our thoughts and actions. As critical thinkers, we should be cautious about a speaker who uses *only* emotional appeals as reasons for a conclusion. When our emotions are stirred, we may be less aware of fallacies in reasoning and, as a result, persuaded to act without adequate evidence to justify our actions. As speakers, we should appeal to our listener's emotions when we believe it is appropriate and relevant to the issue we are discussing.

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A. H. Maslov

Most of the big issues we confront as a society, and many smaller ones, involve deep-seated feelings. Consider the reasons why people are for or against capital punishment, abortion, euthanasia, and a host of environmental issues. If a group is protesting the creation and sale of fur coats, the members of this group most likely feel deeply for the animals that are used to make the coats. On the other hand, those who have spent a lifetime learning to make the coats or who have a family depending on the sale of the coats feel equally strongly about their livelihoods. Whatever your position on this issue, you can imagine the personal feelings that accompany advocacy on both sides.

Emotional appeal is important in making issues real for audience members. Hearing statistics about thousands of victims of drunk drivers does not move us as much as hearing the personal story of one victim and his or her family.

Responsible and effective speakers will use emotional appeal to show the human impact of an attitude or a policy that needs to be changed. Let's say a speaker wants to persuade his or her audience that homeless individuals who are schizophrenic need to be given medical treatment. The speaker can and should use logos in the form of statistics, giving the estimated number of homeless who are schizophrenic and the medical needs that they have. However, the factor that will convince the audience to listen, the factor that will highlight the importance of this issue, is likely to come in the form of an emotional appeal. A few case histories of homeless schizophrenics and examples of the problems they face will do much to make an audience sympathetic to this problem and its possible solution.

Are emotional appeals ethical? Yes, if they are

1. True and accurate
2. Accompanied by solid reasoning
3. Based on healthy emotions

The third category, healthy emotions, needs to be evaluated by the speaker. Psychologist Abraham Maslow has suggested that all human beings have the same fundamental needs, which form the basis of human motivation.<sup>5</sup> When we as speakers or writers want to move our audience to action, we can appeal to these needs.

The needs are listed in a hierarchy (see Figure 10-2). According to Maslow, the lower-level needs must be satisfied before people become concerned with higher-level

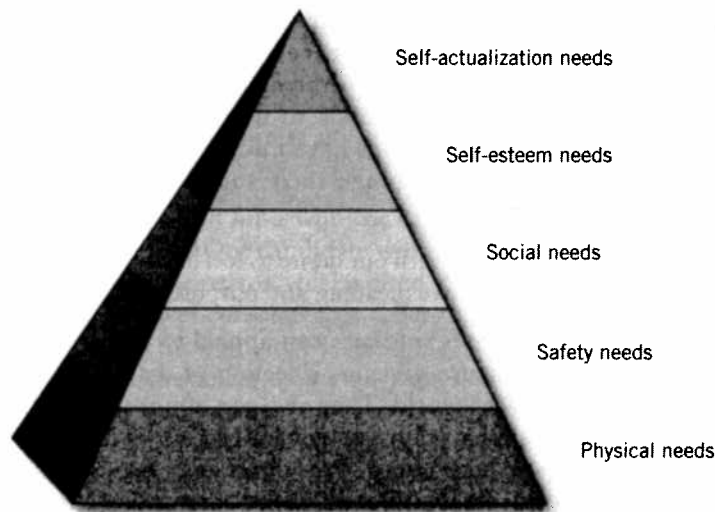


FIGURE 10-2

Maslow's Hierarchy of Needs

<sup>5</sup> A. H. Maslow, *Toward a Psychology of Being* (New York: Van Nostrand Reinhold, 1968).

needs. We can ethically address *these* needs, using examples that stir the emotions of audience members:

1. **Physical needs.** These include the needs that guarantee our survival as people and as a species, such as food, air, water, rest, and the ability to reproduce.

*Example of use in a speech:* Although you can discuss facts about scarcities of food and water in a speech, you also can use emotional appeals by asking your audience members to imagine a world in which their children would not have enough food or water to survive. Since we all have the same needs, you can then ask them to empathize with people in other nations who are without adequate supplies of food or water. The speech on fair trade coffee outlined in this chapter appealed to the need of coffee workers to make a sustainable living wage. Speakers use truthful fear appeals, such as those warning of the dangers of smoking, obesity, or promiscuous sex, to persuade audiences to change harmful behaviors.

2. **Safety needs.** Safety needs involve the desire to be protected from harm to our persons and to have adequate levels of comfort, such as decent housing, safe products, and prevention and treatment of sickness.

*Examples of use in a speech:* Speakers can legitimately use emotional appeals, such as graphic examples of accidents that have occurred at a dangerous intersection when they are advocating for a needed stoplight. They can tell about children who died or were disabled from faulty toys that should be recalled. They can describe the fear of those who live near “crack houses” or “meth houses” to emphasize the need for more effective neighborhood law enforcement. Speakers who urge others to prepare for earthquakes or hurricanes appeal to their audiences’ need for safety.

3. **Social needs.** These needs involve our desires to form alliances with others, to be included in group interactions, and to have close friends who love and respect us.

*Examples of use in a speech:* Speakers can give examples of children with disabilities who have not been included in their peer groups as part of a speech on their need for acceptance in the community. Speakers promoting a social cause sometimes appeal to audience members’ social needs by offering some form of group identification to them; for example, many fundraisers offer T-shirts, ribbons, or wrist bands to contributing audience members. Most political and charitable groups have links to Facebook and other social networking sites and they encourage their supporters to join networks of others in their common cause.

4. **Self-esteem needs.** These needs concern our desire to feel like worthwhile, contributing members of society, whose lives have meaning and purpose.

*Examples of use in a speech:* Speakers can appeal to our altruism in helping others in need, which in turn gives us a feeling of making a significant and positive contribution to the world. They also can honor professionals who are worthy of more respect than they are generally given, such as homemakers, preschool teachers, and mechanics. Presidents may use State of the Union addresses to honor “ordinary citizens” who have taken heroic actions to help and save others. Seminar leaders often motivate audience members

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by promising to give them skills that will help them become more effective workers.

**5. Self-actualization needs.** When their basic needs are met, people are motivated to develop various potentials, to expand their horizons by trying new things, or to become better at familiar skills. Included in the need for personal development is gaining a greater understanding of spiritual matters.

*Examples of use in a speech:* Speakers can appeal to audience members' desires to become more well rounded by using examples of people who have taken on new professions or challenges late in life. They can describe the thrill of an outdoor adventure when encouraging audience members to buy a vacation package. They can also appeal to the desire to leave a lasting legacy by contributing personally or financially to the welfare of others. (See Exercises 10.3 and 10.4 on pages 470 and 471.)

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## Reminder

Use ethical emotional appeals as a means of involving and motivating your audience.

✱ Explore on [mythinkinglab.com](http://mythinkinglab.com)

## Problem Solving and Collaborative Decision Making

As we have discussed, there are times when it is necessary to advocate strongly for our own ideas and desired actions and against other ideas or actions. This is especially true when only one outcome is possible, as in the following examples:

You are campaigning for a candidate who you believe is the best one for the position.

You want to be hired for a specific job.

Despite her protests, your training tells you that your relative is experiencing a stroke and you need to rush her to a hospital.

A group to which you belong wants to create a new policy that you believe is wrong.

You are a coach and want your players to execute a specific play.

Someone wants to copy your test answers, and you don't want to help that person cheat.

All of these situations call for a win-lose approach. If your goals are met, someone else's goals are not met: One candidate will win, and one will lose. If there is only one job to be had, only one person will be hired. Your relative will either get the help she needs or suffer medical consequences. There are legitimate reasons to advocate strongly for a "win" in these polarized situations.

In many other circumstances, however, your skill as a thinker, listener, and advocate is best used to facilitate a solution to a problem that incorporates your own goals with the goals and ideas of others. The problem-solving method we will discuss in this chapter has been used to create "win-win" strategies for complex dilemmas in which it is possible and preferable to accommodate more than one individual's wishes and objectives.



## Prerequisites to Problem Solving

Just as courses of study have educational prerequisites (e.g., the need to be competent in Algebra I before taking Algebra II/Trigonometry), there are cognitive and character prerequisites to problem solving. The steps toward coming to an amicable solution are not usually difficult; most obstacles are created by participants who are unable or unwilling to work collaboratively with others. Following are the optimal characteristics of problem solvers:

1. **Optimism.** Optimism can be seen simply as a belief that a solution to the problem may be difficult but is possible. An optimistic attitude creates an expectation of a positive resolution for the present dilemma. Optimists don't feel helpless and overwhelmed when facing problems. They realize that conflict is an everyday occurrence, but that most problems can be managed; they don't catastrophize and dwell on the worst possible outcomes.
2. **Respect.** People with respect for others are able to see how someone else might perceive a situation differently than they do; they also realize that others have individual needs and goals, and they see these differences as legitimate.
3. **Goodwill.** When people approach problem solving with goodwill, they have a desire for the best results for both themselves and the other people involved. Problem solving works best when everyone involved has goodwill and is working for a lasting and satisfying solution for all parties.

## The Problem-Solving Method

The problem-solving method involves several steps. Each step is important and should be followed in sequence. Prior to meeting, establish a time and place that is suitable for everyone involved. If the problem involves more than two individuals, it is ideal to get a space with a flipchart or blackboard or another means of projecting ideas in a way that everyone can see. If the problem is about a close relationship, it's good to have a private setting and allow enough time for meaningful interaction.

1. **Distinguish needs from solutions.** Before meeting, each person should think about the unmet needs that are involved in the problem; it is important to distinguish needs from solutions, particularly if people are strongly dissatisfied with some aspect of the current situation. Note the difference between needs—that can be met in any number of ways—and solutions—that set up a win-lose scenario.

### Needs

- "I need a quiet workspace."
- "I need to get away."
- "I'm overwhelmed with my workload."
- "Our office needs better coordination."
- "Our store needs to attract business."
- "Our students aren't testing well."
- "We aren't able to pay our bills."
- "Our staff needs to take fewer sick days."

### Solutions (Masked as Needs)

- "I need Wesley's office."
- "I need to stay at a four-star hotel with a spa."
- "I need a personal assistant."
- "We need a different supervisor."
- "We need an espresso bar outside."
- "We need better computers."
- "We need to work longer hours."
- "We need a pool and fitness center to keep us healthy."

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As noted in the previous chart, there is an extremely significant difference between understanding and expressing true *needs* and using the word *need* to express a solution. If you start with proposed solutions, you are led off track into a discussion and perhaps argument about a specific end result instead of understanding the real needs that lead you to desire that particular end. Needs can be met in various ways; any solution should include a consideration of available resources and the requirements of everyone involved. For example, everyone with goodwill would understand the necessity of a quiet workspace, but the desire to have someone else's office would not be seen as reasonable. The need to get away can be met in any number of ways that are more affordable than a four-star hotel. Students might profit from new computers, but the computers will probably not solve the problem of low test scores. All stores need to attract business, but an espresso bar may lead to spending money that doesn't address the real need of getting people into the store. If people aren't paying their bills, it may be best for them to cut back on luxury items rather than creating more stress for themselves with longer working hours.

**2. Describe the needs of everyone involved in the problem or its resolution.** When the needs of individuals or an organization are clearly stated, solutions that address those needs can be found. At this point, the practice of the prerequisites of optimism, respect, and goodwill is very important. We need to view other people's comments with the same validity as our own. We may not agree with or even understand their viewpoints, but a satisfactory resolution will take them into account.

It is often, although not always, helpful to write all of the needs out so that they can be clearly seen. For example, a supervisor might write down the conflicting but valid needs of his staff that all share a small office space: Suzana needs a quiet place to do accounting, while Alex needs to be making phone calls to clients, and the supervisor wants everyone who comes into the office to be greeted warmly and immediately. All of the needs are valid but can sometimes conflict; solutions need to address everyone's issues in order for the office to run well.

**3. Brainstorm solutions.** We want to be as creative as possible in coming up with viable outcomes that meet most if not all of the needs of the parties concerned. **Brainstorming** is a specific technique that has been used for many years to find imaginative results to problems. The advertising industry uses brainstorming to come up with innovative and successful product campaigns, and many businesses and industries also rely on brainstorming to maximize the resourcefulness of their employees.

Brainstorming can be broken down into four steps:

1. Look at and consider all of the various needs.
2. Quickly come up with as many ideas as possible that might meet most or all of the needs.
3. As ideas are voiced, have someone make a list that everyone can see.
4. Avoid any evaluations, positive or negative, during the brainstorming process. Don't say "Oh, that would never work," or "That's the best idea."

When brainstorming is done quickly without evaluation, it is thought to access the creative powers of the right side of the brain. Conversely, the left side of the brain is used for evaluating and linear thinking. If evaluations are made during a productive brainstorming session, the flow of ideas may cease as the group is moved from the spontaneous and free-flowing creativity of the right brain to an analytical "left-brain" consideration of the pros and cons of each idea. The necessary process of

#### **brainstorming**

A process of soliciting many and diverse ideas in quick succession—and without immediate evaluation—in order to find imaginative solutions to problems.

evaluation will be done in the next step, but it is important to first take time to think “outside the box” where original and innovative approaches may well be found.

**4. Evaluate the proposed solutions.** After generating a list of ideas, everyone can discuss which solutions may work and which may not. The evaluation step is also used to determine if some of the proposed solutions can be combined to create the best outcomes. As in the other steps, the prerequisites of respect, goodwill, and optimism should be evident. There’s no need to say, “Spending more money is a terrible idea” when you can say, “That would solve the problem, but we don’t have the budget for that right now.” Discuss each idea with courtesy, and see if some of the ideas can be combined.

**5. Choose the best solution.** Pick the solution that is most viable to everyone concerned. If someone remains disgruntled, try to find out the needs that he feels would not be met by the solution and if anything can be done to address his concerns. When people feel heard, respected, and considered, they are often willing to try a solution that seems best to the majority.

**6. Follow up on the solution.** The only way to see if a solution will work is to try it out. It may work well, it may need to be tweaked, or it may not work at all. If it doesn’t work, don’t give up or blame other people. Instead, try to see why the solution didn’t meet the needs that were expressed and what could be done to make it better. There is usually great benefit in going through the problem-solving process, even when perfect solutions are not found.

When the solutions do work well, groups and organizations gain confidence in their abilities to be creative, productive, and healthy. The optimism that is generated from successful problem solving creates a positive climate in which everyone involved can safely suggest new ideas and come up with promising new approaches to problems.

### Example

Let’s say that Kim, the office supervisor in the previous example, sat down with Suzana and Alex at a time and place convenient for all of them. The needs were written for all to see:

Suzana: A quiet place to do accounting without the distraction of conversations around me.

Alex: The ability to talk to clients by phone while Suzana is working.

Kim: Someone to greet our customers immediately and to make them feel comfortable.

After writing all their needs, the small group decided to brainstorm and came up with the following possible solutions:

Earphones or iPod for Suzana

Rent a new office space with a separate room for accounting

Alex returns calls after greeting clients

Kim greets clients or does calling

Hire a receptionist

Hire an accountant and let Suzana be the receptionist

Kim does accounting

Have Kim’s teenage daughter do reception sometimes

After brainstorming, the group went on to evaluating and combining the proposed solutions. Suzana said that earphones didn’t block the noise and the music was

distracting also, so they crossed out the first idea. Kim decided to look into office space that was configured differently in another building. Alex said that he could let the message machine take calls and he could return them later, but even then, new clients might walk in during a call, so that suggestion was deleted. Kim could do the calling, but she needs to visit clients away from the office, and even if she took the calls, that would still disturb Suzana. They all agreed that there was no money for a full-time receptionist or accountant.

After eliminating the solutions that were unworkable, the group found several that were promising. Kim said that she could pick up some of the accounting when she was in the office, since the calls don't distract her and she has to go over the books eventually anyway. That would allow Suzana to do some of the reception. Kim's teenage daughter was happy about the idea of helping out in exchange for a small hourly fee, since it was her first job. She was able to commit to four afternoons a week.

Kim looked for and found a new office space with a small side office for accounting that would be the same rent as they were paying for the larger office without the separate space. The only problem was that it wouldn't be available for three months. Suzana then asked if she could do reception in the morning and the accounting from home on the days that Kim's daughter came in. Kim agreed. Alex was able to continue calling clients as he had always done.

The solutions chosen by the group were implemented and worked well with one exception. Suzana didn't finish all of the accounting on the four days that Kim's daughter came in because she needed to use some of the office equipment in order to get it done. She decided to come in after hours one evening a week to finish and—since she had done her required hours by Friday at noon—to take off early on Fridays.

When people are able to be flexible and creative and come up with workable solutions, satisfaction at work and in relationships with others increase. Perfect outcomes can't always be found, but great improvements can be made if some time and effort are directed toward problem solving. (See Exercise 10.5 on pages 471–472.)

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## Life Application: Tips for College and Career

Be a thoughtful advocate for important problems. Use the skills of organizing and presenting your ideas to make a difference in local, national, and international issues that concern you. When delivering speeches, speak loudly enough to be heard and practice using eye contact that includes all of the members of your audience.

When you go somewhere to deliver a speech, arrive early. Get to know the audience members who have also arrived early; this will add to your confidence in speaking to them. Also, the early arrival will allow you to set up your visual aids and get familiar with the room.

With your coworkers, friends, and family, speak up about your needs and goals and show consideration and empathy for theirs, using the collaborative problem-solving skills whenever appropriate, even on small matters. Voice your opinions and draw out the concerns of others, particularly those who may not easily express their own viewpoints. Use your active listening skills to include everyone so that a group decision is made by consensus rather than coercion.

## Chapter Review

### Summary

1. A critical thinker considers the best ways to organize and present ideas in order to be a strong advocate for an issue.
2. The best ways to deal with speech fear are to choose an issue of interest to you, prepare thoroughly, and practice.
3. Good persuasive speakers analyze their audiences before preparing their speeches. Audiences may be characterized as believing, neutral, or hostile.
4. Ethos, the credibility of the speaker, is an important element of persuasion. Ethos is enhanced by the careful preparation of the speaker and the manner in which he or she presents the speech.
5. Logos, the content and organization of the speech, is crucial to a persuasive message. Several organizational structures can be used to enhance the clarity and persuasiveness of a speech.
6. Pathos, emotional appeal, is powerful in its ability to persuade and should be used ethically.
7. Collaborative problem solving can be used to find a solution that is satisfactory to everyone affected by a problem.

### Checkup

#### Matching

- a. Logos
- b. Pathos
- c. Ethos

1. The use of emotional appeal to support conclusions.
2. Logical organization and credible content used to support conclusions.
3. The credibility or reputation of a speaker.

#### Sentence Completion

4. The statement of key ideas that immediately follows the thesis statement is called the \_\_\_\_\_.
5. Organizing a persuasive speech with your strongest points first is a good strategy in dealing with a \_\_\_\_\_ audience.
6. Each key point must be supported with \_\_\_\_\_.
7. A speaker's position on an issue is found in his or her \_\_\_\_\_.

#### Short Answer

8. What are effective ways to handle speech fear?
9. Why should speakers review their key ideas at the end of a speech?
10. What are some ways to add interest to introductions and conclusions?

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11. What are the six steps of the collaborative problem-solving method?
12. Why is brainstorming a useful technique for generating ideas?

## Exercises

**EXERCISE 10.1 Purpose:** To practice the basic elements of a speech using a simple impromptu format. To gain confidence by learning to use this clear and effective pattern.

This exercise is called “Three Things” and it will help you practice the classic structure of a speech:

- “Tell them what you’re going to tell them” (the brief preview of your main points)
- “Tell them” (An explanation of your main points with details and examples)
- “Tell them what you just told them” (the brief review of your main points)

The typical impromptu speech begins with an introduction that leads into a preview of three points that the speaker will discuss.

In the body of the speech, the speaker discusses the three points, adding examples and explanations.

Finally, the speaker reviews the three points covered and adds a conclusion. The conclusion often points back to the comments made in the introduction.

For this short speech, focus on the preview, the body, and the review. If you have time in your preparation, add an introduction and conclusion.

To make it easy to cover three points, make the speech about three things.

### Sample Topics

- Three things I would like to do in my lifetime
- Three of my favorite subjects
- Three things for which I’m grateful
- Three famous people I’d like to meet
- Three talents I would like to have
- Three of my favorite books or movies
- Three superpowers I’d like to have
- Three of my favorite people
- Three of my favorite activities
- Three qualities I look for in a friend or mate
- Three things I’d like to do this weekend
- Three jobs/careers I would (or would not) enjoy
- Three reasons I am in college
- Three things I would take on a desert island
- Three places I would like to visit

Feel free to make up your own three things. Have fun with it and remember to preview, elaborate on, and then review your points.

**Example** (note the brief preview and review and the more detailed body)

- (Preview) “Three things for which I’m grateful are my health, my family, and my education.”
- (Body) “I’m grateful for my health because it allows me to wake up each day, enjoy being outdoors, and have rest and recreation.”

I'm grateful for my family, especially my mom who raised my siblings and me and gave us a good home and lots of love. I'm also grateful that I can go to school and decide what to major in so that I can someday have a career that I enjoy."

(Review) "Today, I've discussed the three things for which I am grateful: my health, my family, and my education."

If time allows in the preparation of this short impromptu speech, add an introduction and a conclusion.

**Example** (for the speech above)

Introduction: "I often spend time complaining about what is not going well in my day or in my life. I've recently learned that it is actually good for your mental health to keep a 'gratitude journal,' a list of what you are grateful for. I haven't kept a journal, but I do think more about the things that are really good in my life and that I take for granted."

Conclusion: "The next time I start to complain about all of the problems I am going through, I will also remember all of the blessings in my life and I will stop and appreciate those good things."

**EXERCISE 10.2 Purpose:** To create a short persuasive speech, using the statement of reasons format.

For this short statement of reasons speech, think of a topic that interests you. State the issue in a question form, state your thesis (conclusion) about the issue, and then give three or four reasons for your viewpoint.

**Example**

Issue: Should 18-year-olds be allowed to rent cars?

Thesis (conclusion): Yes, 18-year-olds should be allowed to rent cars.

Reasons:

18-year-olds are allowed to serve their country and die for their country.

18-year-olds are trusted to vote and are thus considered responsible citizens.

18-year-olds usually have two years of driving experience.

18-year-olds can own cars, and they carry car insurance like everyone else.

To extend this exercise, you can provide support for each of the reasons given and cite the sources of the support.

This exercise gives you the structure for a longer persuasive speech: With just this short outline, you have a preview, key points, and a review. When you add the introduction, conclusion, and supportive evidence for your key points, the speech is complete.

**EXERCISE 10.3 Purpose:** To incorporate the knowledge of pathos into the writing of a speech.

Take each of Maslow's needs and write your own examples of how they could be incorporated into a speech as an emotional appeal. See examples on pages 462–463.

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**EXERCISE 10.4 Purpose:** To recognize the use of pathos.

Write or tell about a speech (or an ad for a candidate or a product or service) you heard that included an effective appeal to emotion. You might use the following format:

1. Explain the issue and the conclusion of the speaker.
2. Discuss the audience's predisposition to the speech and the speaker.
3. Explain how the speaker specifically used the appeal to emotion. Was it a story, an example, or a personal testimony?
4. Talk about the placement of the appeal to emotion. Did it come in the introduction, body, or conclusion of the speech, or was it referenced throughout the speech?
5. Summarize your reasons for finding this appeal effective. Then comment on whether you believe the appeal was ethical.

**EXERCISE 10.5 Purpose:** To practice collaborative problem solving.

Practice the problem-solving strategies at home, at work, or at school. Some possible problems to solve would be division of responsibilities, preparation and presentation of a group project, the design of a marketing strategy, the details of a family vacation, or the plans for an event such as a reunion, wedding, or conference. Ask the people involved to help you gain skill in problem solving by meeting and going through the steps of the method. Report your results to the class or instructor.

**Example**

My best friend was tired from work and school and wanted me to go away with her this weekend to a place her family owns about three hours from here. There is a lot to do up there and it's relaxing, but I wanted to stay home and write an essay, finish my other homework, and change the oil in my car. We followed the steps:

1. We defined our needs, not as the solutions of "getting away" or "staying home" but as her need to relax and have a change of scenery and my need to get some homework done.
2. We described the needs—she wants to hike and sit at the lake, just to have a mini-vacation. I have a lot of tasks that have to be done, but I'd also like to spend some time with her.
3. We brainstormed and came up with some ideas:  
We stay home and go next weekend when I'm more available.  
I change the car oil next week.  
I get my homework done before we go.  
We go from Saturday to Sunday instead of leaving on Friday.  
We go to a lake closer to home.  
We hike closer to home.  
I do my work on the road and some of the time we are there.
4. We then evaluated and combined the solutions. I had to change the oil before we took the car anywhere, so that wasn't possible to put off. She really wants to be away, so hiking or going to a lake closer to home or going next week didn't work for her. I could get my work done early, but that would be rushing it.

After looking at our list, we decided that she would take my car and get the oil changed before Friday. I would try to get some work done before we left and bring the rest with me. She would drive while I did some homework, and I would get up earlier on Saturday and finish my homework while she went to the lake. Then we could go for a hike and relax later.

5. We went with the solution, and it worked well for the most part. We had a great time, and I got most of my work done.
6. The main difficulty was that I couldn't really work in the car and I slept in Saturday, so I had to finish the homework when we got home on Sunday night. We decided to plan some weekends ahead of time so we can enjoy them more.

## You Decide

### Campus Speech Codes

Freedom is one of the most prized values of western civilization, and freedom of expression is mandated in the First Amendment to the United States Constitution. Cases involving freedom of expression in academic settings often come before the Supreme Court. Freedom of speech is essential to intellectual inquiry and exploration, and it includes a student's right to state a different belief from a professor. Freedom of expression also has limits when it involves the likely effect of causing harm, and administrators need to create policies to address "hate speech." Academic institutions must decide "where to draw the line" and balance freedom of expression with the responsibility to create a welcoming and respectful campus climate.

For more information on the debate surrounding campus speech codes and additional exercises and tutorials about concepts covered in this chapter, log into MyThinkingLab at [www.mythinkinglab.com](http://www.mythinkinglab.com) and select Diestler, *Becoming a Critical Thinker*, Sixth Edition.

\*[Explore on [mythinkinglab.com](http://mythinkinglab.com)

## Articles for Discussion

[Read the Document on [mythinkinglab.com](http://mythinkinglab.com)

The following article discusses the growing popularity of college classes that help students overcome their fears of speaking in public and gain confidence in expressing themselves in various settings.

### Don't Be Shy

Rachel Aviv

Christine Stuart, a communications professor at Pennsylvania State University, stood at the chalkboard and taught her students strategies for mingling at their forthcoming class party. "Don't monopolize," she said cheerfully. "You need to get around the

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room." She listed the three easiest forms of conversation— clichés, facts and opinions— on the board and urged students to make index cards with opening lines for starting conversations: "Gee, this sangria is great, don't you think?" or "Sure is humid today."

Although one student let out a little snort when asked to think of every conversation as having an "intro," "body" and "conclusion," most of the class quietly wrote down everything scrawled on the board.

When Dr. Stuart asked a question, she got, at best, monosyllabic answers uttered at low pitch. The nervous tension in the room seemed tangible as students handed in their homework, a detailed list of their personal goals for the semester: talk to a stranger, go to professors' office hours, sound more confident on the phone, offer three opinions in class, greet an authority figure, learn to enter conversations.

"Sometimes I'm like, 'Wait, how old are we?'" said Elena Kashkan, a sophomore, after class. She had avoided seminars her first year, opting instead for large lectures where she would never have to speak. "I need to learn to care less about what other people think of me," she said. "It's not like I want to be that quiet girl in the corner."

Although the class, "Speech Anxiety," sometimes resembles therapy, it serves a practical purpose: helping students graduate. Penn State's first "reticence course," taught in 1965, consisted of 16 students who were going to drop out rather than take the university's required speaking course. Today, there are three courses a semester with some 20 students each, and more than a dozen other institutions have adopted or designed similar programs.

Because speaking well is often crucial to getting a job—and to sounding educated—nearly half of American colleges and universities require a public speaking or communications course, according to the National Communication Association. Even universities without a requirement have put more emphasis on speaking in class, developing courses labeled "speaking intensive" in departments not associated with class participation.

"Speech Anxiety," which fulfills Penn State's requirement, allows undergraduates to ease their way into public speaking, first in groups, then in front of the professor, and finally in front of the class; on rare occasions, students can bring friends to stand next to them for support. To be admitted to the course, students must demonstrate in an interview the extent of their reticence, defined as "chronic silence due to a fear of foolishness." If they waltz into the interview, hold out their hand, smile and introduce themselves, they're usually deemed not right for the course.

Some students are simply shy or experience stage fright; others are paralyzed in social situations. In extreme cases, an instructor might suggest a visit to university health services. Communications professors aren't equipped to provide counseling, and they make an effort to avoid talking about their students' feelings. They don't try to identify the root of a student's anxiety. Instead, they focus almost exclusively on behavior.

"These are the quietest classes you'll ever be in," says Beau Bingham, an assistant lecturer at the University of Wyoming. The reticence course he teaches, which covers social conversations, group discussions and public speaking, began seven years ago because of concerns students would drop out. "There's a whole population of students out there who go through their college career and don't get their degree because they can't bear to take public speaking," he says. He lets people into the class based on their scores on the Personal Report of Communication Apprehension, a widely administered test that asks students to rate their identification with statements like "Ordinarily I am very tense and nervous in conversations" or "While giving a speech, I get so nervous I forget facts I really know."

Some campuses hold speech labs to teach calming techniques, like deep breathing, positive visualization and systematic desensitization. In the last five years, more than 20 campuses, including Hamilton College, Randolph-Macon College and Arizona State University, have opened labs where students practice speaking and receive individualized feedback.

"I've had students stop speeches halfway through because they're sobbing or vomiting," says Meg McConaughy, director of the Communication Assessment and Learning Lab at Arizona State University. "If you're too scared to speak, you're not going to get your ideas across, and that's an absolute tragedy."

Ms. McConaughy and others in the field maintain that speaking anxiety can be as debilitating as any formally recognized learning disorder. According to research published in the academic journal *Communication Quarterly*, the average college G.P.A. of students with communication apprehension is a half-point lower than that of students without it.

"It's a big disadvantage," says Ashlie Boltinghouse, a junior at the University of Wyoming. "I'd be sitting in class and I'd think, 'I have a question, but I'm not saying it in front of all these people, so I'm just going to have to figure it out by myself.' I refused to go to office hours."

She says she became more comfortable in Mr. Bingham's class because the stakes were low and everyone was openly nervous; before speeches, students were encouraged to meditate, take a relaxing walk or smile for five seconds while holding their breath. Now she works as an assistant in Wyoming's Oral Communication Lab, where she gives other students feedback on their speeches. She says she now freely talks in her classes.

While class participation isn't the only goal, it is one tangible way to measure progress. In "Public Speaking Apprehension," a course at Northern Kentucky University, Vicki Abney Ragsdale tells her students to bring their journals to other classes and mark down what happens when classmates give the wrong answers. "It's quite stunning when they realize no one cares," she says. "Sometimes I'll say, 'All right, how many of you remember what someone in this class said yesterday? How many of you spent time thinking about someone else here?' That seems to be a big moment for them. You've got to realize, everybody is self-absorbed."

In "Speaking Confidently," a class for reticent students at the University of Nebraska, Omaha, classmates look one another in the eye before speeches and repeat scripted positive statements: "No one is perfect or fully competent in all aspects of life," "They can't feel my heart beat," "I can be myself."

Some experts question whether it's really possible, or necessary, to ease the anxiety of highly apprehensive speakers. A new branch of thinking, called communibiology, argues that the problem is one of nature, not nurture. "For most people, there is no solution," says James C. McCroskey, a professor at the University of Alabama, Birmingham. "Except maybe for gene replacement," he adds with a laugh.

A leading scholar in the study of communication apprehension, he says forcing students to talk in public can be counterproductive. His research, he adds, shows that students nervous about speaking learn less if they anticipate having to communicate in class. Rather than paying attention, they fret about whether they'll be called on and what they will say.

John A. Daly, a professor at the University of Texas, Austin, teaches a 500-student lecture class on interpersonal communication. He says the benefits of talking in class are overstated. "There's a theory in this culture that class participation is the

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way to learn, and I don't know if I buy that completely," he says. "Unless you can make a really strong argument that the ability to talk about the topic is vital to understanding, you're doing this population of students a real disservice, causing them incredible discomfort."

And yet, students clamor to get into the reticence courses—this year, Penn State had to close interviews two days early because all openings were filled—and many describe the class as a turning point in their time at college.

"It was much easier to learn to talk when I was in a big room of people who had my problem," says Nathan Belanger, a junior at Penn State. He used to lose track of his thoughts, fall silent for periods of time and contemplate giving up and walking out of the classroom. He says his grades have improved.

"Not being able to voice my own opinions really hurt," he says. "I never figured out what I'm so afraid of. I'm just relieved I found a way to get around whatever it is." ■

### Questions for Discussion

1. The author states that because speaking well is often crucial to getting a job—and to sounding educated—nearly half of American colleges and universities require a public speaking or communications course. Do you believe that public speaking courses should be required? Why or why not?
2. Susan Faludi, who started out as a political writer and became convinced of the need to speak out on her views stated, "Public speech can be a horror for the shy person, but it can also be the ultimate act of liberation." How can public speaking and expressing our ideas even when we dread it, be empowering and liberating for us?
3. The article refers to one student from the University of Wyoming, who discusses how her anxiety prevented her from doing her best in school. She remembered telling herself, "I have a question, but I'm not saying it in front of all these people, so I'm just going to have to figure it out by myself." I refused to go to office hours." She cited practice in her speech class as the "cure" for her anxiety. To what extent do you believe it is important for students to work on the common problem of speech fear and to push themselves out of comfort zones?

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One of the most eloquent speeches in American history was President Abraham Lincoln's Gettysburg Address. The Battle of Gettysburg was fought from July 1 to July 3, 1863. At the end of those few days, more than 51,000 Americans were classified as wounded, missing, or dead. (To put this one battle in perspective, there were 4,435 deaths in the Revolutionary War and 47,378 in the Vietnam War.) After the battle, the governor of Pennsylvania, Andrew Curtin, commissioned the creation of a cemetery on 17 acres of the battlefield. The cemetery was dedicated four months later, on November 19, 1863. The main speaker for the dedication was Edward Everett, one of the nation's most famous orators. President Lincoln was also invited to speak "as Chief Executive of the nation, formally [to] set apart these grounds to their sacred use by a few appropriate remarks." At the ceremony, Everett spoke for more than two hours; Lincoln spoke for only a few minutes. In those few minutes, Lincoln reflected upon the ideals of liberty and equality that accompanied the birth of

the nation, the valor and commitment of soldiers who died for those ideals, and the challenge of those who were left living to continue safeguarding those ideals. In his address, Lincoln also transformed the war from a war for union to a war for both union and freedom.

As you read his words, consider the audience of mourners that Lincoln was addressing at the cemetery, and also the audience of the larger nation who would be reading the address in the newspapers.

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## The Gettysburg Address

Abraham Lincoln

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth. ■

## Questions for Discussion

1. The keynote speaker for the dedication of the cemetery at Gettysburg spoke for two hours, and Lincoln spoke for two minutes. Lincoln said, "The world will little note nor long remember what we say here," but his words have been remembered and quoted by millions. What elements of Lincoln's address make it so memorable?
2. Lincoln, like many other speakers before and since, had a burden to give comfort to his particular audience. How were his words designed to comfort those grieving their loved ones who died in battle?
3. As the leader of the nation, how did President Lincoln place this devastating battle that was part of a war between the states—in an historical context? Why do you think he started with a reference to the vision of our forefathers?
4. How did the president use the conclusion of his brief address to give hope and direction to his audience?

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## Ideas for Writing or Speaking

1. Dr. Martin Luther King's "I Have a Dream" speech is considered a classic modern American address. He spoke at a time when segregation was still the law in many states. Although he was directly addressing a supportive crowd gathered in Washington, D.C., he was also aware of the larger audience, many of whom were hostile, that would be reached through print and electronic media. No one could have foretold the dramatic and historic effect that this speech would have for decades to come. Review a transcript of this speech and then write an essay or speech on one or more of the following questions:
  - a. How did Dr. King use ethos, logos, and pathos to persuade his audience to consider his appeal?
  - b. What aesthetic elements—for example, metaphors, repetition, Biblical references—were used to create a unified, eloquent address?
  - c. To what extent has Dr. King's inspiring dream been realized? What remains to be done to create the society he envisioned?
2. Philosopher and theologian Thomas Aquinas once said that when you want to convert someone to your view, you go over to where he is standing, take him by the hand (mentally speaking), and guide him to where you want him to go. You don't call him names or insist that he believe as you do. You start where he is, and work from that position. That's the only way to get someone to move closer to an understanding and possible acceptance of your viewpoint. Think about Aquinas' philosophy and persuasion, and write or speak about one or more of the following questions:
  - a. Have you found that people who argue passionately overstate their own case and understate their opponent's case? Can you think of examples of this overstatement and understatement?
  - b. Can someone be persuasive and passionate and still be fair to the other side of the argument? If so, how? If not, why not?
  - c. Think of an issue that concerns you deeply. Can you see the "piece of truth" held by the other side? How could you use that truth to persuade your opponent to consider the value of your position?
3. Putting it all together: To practice the elements of public speaking discussed in this chapter, create a persuasive speech using one of the three methods of organization. Consider methods of increasing personal credibility that are covered in the ethos section. Include emotional appeals and solid research. Use the following suggestions to guide your preparation. Do a structural outline, like the one illustrated in Figure 10-1 (see page 450), as you complete the following steps:
  - a. Choose an issue that concerns you. You can try to persuade your audience about a factual issue (caffeine is/is not bad for your heart), an issue of value (it is/is not wrong for couples to live together before marriage), or a policy issue (ruling by instant replay rather than by the calls of referees and umpires should/should not be mandatory in all televised sporting events).
  - b. Take a stand (conclusion) on your issue and support your stand with at least three reasons.
  - c. Give evidence to support your reasons; use evidence in the form of statistics, studies, authoritative testimony, and examples from credible sources. You



may also interview an expert about your issue. Be sure to give the source and the date when you cite your evidence in the speech. Strive to keep your evidence current and turn in an outline and a bibliography on the day of your speech.

- d. Think about evidence that opponents to your position might offer. Within the body of your speech, handle opposing viewpoints with both-sides persuasion; acknowledge the good reasoning of an opposing viewpoint, but explain why it is not as strong as your own or why your own solution would be the best.
  - e. Add emotional appeal through anecdotes, examples, or personal testimony.
  - f. Begin the speech with a story, statistic, or quote that gets the audience's attention and explains the importance of your issue.
  - g. Close by repeating the issue, your conclusion, and your reasons. End with a strong quote, a reference to the introductory story, or a reminder to audience members of how they should believe or act now that they have this information.
  - h. Begin planning your speech as soon as it is assigned to you so that you have time to find evidence, get organized, and practice before the due date. Rehearse the speech so that you feel comfortable looking at the audience, and make your delivery conversational. Practice handling questions with friends or family members before you give the speech.
4. Do a search for speeches online at [www.vsoed.com](http://www.vsoed.com) or at [americanrhetoric.com](http://americanrhetoric.com); you can also find speeches in journals from the library or communication lab. You may also choose to listen to a persuasive speech or sermon or watch one on YouTube or television (if you get C-SPAN, you will be able to listen to a complete speech presented before Congress, the National Press Club, or another organization).

Once you find a speech that interests you, analyze it, using the following questions as a guide:

- a. What interests and concerns of the audience did the speaker address? Was the audience supportive of, neutral to, or hostile to the speaker's position? How well did the speaker adapt to his or her audience?
- b. What were the issue and conclusion of the speaker?
- c. To what extent did the speaker use ethos to establish credibility, logos to support his or her conclusion, and pathos to appeal to the audience's emotions?

How could the speaker have improved these elements of the speech?

- d. Were the reasons given to support the conclusion backed up by solid evidence? Were these the best reasons given? Were the studies and experts cited clear and convincing?
- e. Did the speaker address the opposing viewpoints in any way? Did the speaker refute the important points of the opposition in a fair and appropriate manner?
- f. Were there any fallacies in the reasoning of the speaker?
- g. Were there aesthetic factors that helped the speech to be tightly woven and eloquent? Did the speaker use language elements, such as repetition or beautiful prose, to make his or her points? Did the speaker use the conclusion to refer back to attention-getting points made in the introduction?
- h. How did the speaker introduce and conclude the speech? Were there clear transitions throughout the speech? Give specific examples of these.

## Films

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- i. Were you persuaded in any way by this speech? Explain why or why not.
- j. What is your overall impression of this speech? If you were hired as a consultant to this speaker, what advice would you give to improve his or her speaking?

## Films for Analysis and Discussion

Many great speeches from speakers of all kinds—political, religious, social, and artistic—can be found in classic and contemporary film. A few examples are listed below. For more ideas, check out the excellent selections of movie speeches and the video and audio clips given by American Rhetoric on their website: [www.americanrhetoric.com/moviespeeches.htm](http://www.americanrhetoric.com/moviespeeches.htm). This site features over 5,000 video, audio, and full-text versions of past and present speeches by presidents and other leaders as well as the association's pick of the best cinematic speeches.

Here are a few films that feature interesting examples of public speaking:

### *The King's Speech* (2010, R)

Some men are born great, some achieve greatness, and some have greatness thrust upon them.

William Shakespeare, *Twelfth Night*

*The King's Speech* covers the communication struggles of King George VI, who was the father of the current queen of England, Queen Elizabeth II. When George's brother abdicates the throne to marry an American, George (nicknamed "Bertie") "has greatness thrust upon him" as he becomes the king in his brother's place. George has a pronounced stammer and is not considered fit to be the king. In order to overcome his speaking difficulties, he seeks help from a creative and persistent speech therapist named Lionel Logue. Through the therapist's techniques and counsel, Bertie is able to become a speaker who can lead his country through a time of war. Note especially how Bertie comes to the point of proclaiming, "I have a voice," and changes from a reluctant leader to an inspiring speaker.

### *Public Speaking*, HBO Documentary (2010, PG)

Filmmaker Martin Scorsese created a documentary about the New York writer and social commentator Fran Lebowitz. Scorsese interviews Lebowitz on a variety of topics, and she is also seen giving an engaging speech to a college crowd and being interviewed by writer Toni Morrison.

### *Thank You for Smoking* (2005, R)

This film, also recommended in Chapter 8, follows Nick Naylor, who works as the spokesperson for a tobacco company. He embodies Sophocles' quote, "It is terrible to speak well and be wrong." The film provides a good example of a charismatic speaker who is able to skirt research and evidence in order to minimize the detrimental effects of smoking. Note especially how he and his colleagues use spin and excellent delivery techniques to overshadow the harms and health risks associated with their products.

There are many other examples of speech and argumentation in films. Below are a few movie titles with reference to specific speeches.

### *Friday Night Lights* (2004, PG-13)

Note the speeches given by Coach Gaines, particularly on "Being Perfect."

**Miracle (2004, PG)**

Note Coach Brooks' several speeches, including the pep talk to his team during the 1980 Olympic hockey tournament.

**Gods and Generals (2003, PG)**

Note Colonel Joshua Chamberlain's Abolition Speech.

**We Were Soldiers (2002, R)**

Note the several speeches of Lt. Col. Hal Moore, especially "I Will Leave No One Behind."

**Brian's Song (2001, G)**

Note Gale Sayers addressing the team about Brian Piccolo's cancer.

**The Contender (2000, R)**

Note President Jackson Evans' address to Congress on Vice-Presidential nominee Senator Hanson.

**The Family Man (2000, PG-13)**

Note the interpersonal argumentation in Jack's plea to Kate: "I Choose Us."

**Amistad (1997, R)**

This film is about the 1839 mutiny aboard a slave ship that is traveling toward the northeastern coast of America. Note especially the arguments made in the courtroom about the rights of people taken against their will to have acted to protect their freedoms.

**Crimson Tide (1995, R)**

Note Captain Ramsey's address to the crew of the USS Alabama.

**The Shawshank Redemption (1994, R)**

Note the address of Ellis Boyd to his parole board.

**Quiz Show (1994, PG-13)**

Note Charles Van Doren's testimony before the House Committee on Interstate and Foreign Commerce.

**Malcolm X (1992, PG-13)**

Note several addresses by Malcolm, including his Harlem Address and his Harvard University Address.

**Lean on Me (1989, PG-13)**

Note Principal Clark's addresses to his staff, his students, and their parents.

**Gandhi (1982, PG)**

Note Gandhi's advocacy of the policy of nonviolence, his address to the Indian National Congress, and his address to British authorities, "It Is Time You Left."

**Chariots of Fire (1981, PG)**

Note several addresses by Eric Liddell, particularly his speech at the Scotland vs. Ireland races.

**Norma Rae (1979, PG)**

Note Reuben Warshovsky's address to the plant workers.

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***Jesus of Nazareth (1977, NR)***

Note the Beatitudes (Sermon on the Mount).

***A Man for All Seasons (1966, G)***

Note Thomas More's Address to the Court.

***Judgment at Nuremberg (1961, PG)***

Note Judge Hayward's speech on the Decision of the Court.

***All the King's Men (1949, NR)***

Note Willie Stark's speeches as he campaigns for governor and addresses the people.

***It's a Wonderful Life (1946, PG)***

Note George Bailey's address to the Bailey Building and Loan Board.

***The Pride of the Yankees (1942, PG)***

Note Lou Gehrig's Farewell Address to Baseball.

***Mr. Smith Goes to Washington (1939, PG)***

Note Senator Smith's several speeches, especially his speeches that continue and then end the filibuster.