Preface

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

The most important educational goals of this book are:

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

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

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

Relevant theory and pragmatic student needs have guided the content decision for most of this book. Its basic pedagogical assumption is that students are better served by a "theory and practice" approach than by one that is all practice (or all theory, for that matter). The theory is necessary to power and steer the practice. Its obvious eclecticism is, we think, better informed than earlier editions. The text is clearly influenced by interactionist and social construction views as well as by relevant behavioral/cognitive theories. Its rhetorical roots are also evident in its treatment of ethics, models, and practice. Generalizations from theory to practice, whether cast as rules or laws, have been simplified to facilitate understanding and application for the student. Speaking experience governed by theory, principle, and professional criticism should promote sound communication habits, whatever the setting.

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

The internet continues to provide a vast and rich connection to available resources for the student and layperson. Because of its reach, and students' familiarity with its usage, we must take the time in our texts and classrooms to discuss its value and pitfalls. Hence, we have integrated discussion of the internet in the chapter on researching and preparing the speech as well as the chapter on visual aids. We incorporated much of the previous contributions by professors Jack Kay of Wayne State University and Timothy Borchers of Moorhead State University as well as drawing on newer material by University of Arizona librarians Cindy Elliott and Jeremiah Paschke-Wood, University of Arizona Information Systems Manager Gates Matthew Stoner, and Gregory School Librarian and Instructor Beth Leonard Cain. We have worked hard to address the complicated issues in internet research and updated strategies for critically evaluating sources.

New to This Edition

1. We have added a full chapter, The Confident and Ethical Speaker, to guide students toward dealing with communication apprehension as well as offer a thorough explanation of what it means to be an honest and ethical speaker. In both areas, we present theory while also providing clear practical steps that students can take to increase their confidence and integrity as public speakers.

2. The year of this publication marks a trying time in our country with the arrival of COVID-19. Many colleges across the country moved to an online format, and speech classes were among the courses affected. Recognizing that, however long the pandemic lasts, online learning is here to stay, we added a number of vignettes throughout the text regarding important points to consider when becoming an online student and presenting speeches online. We refer to these vignettes as Considerations.

3. The chapter on research has been updated to address typical student approaches to researching their speech and to facilitate the student who may no longer be able to do research in a brick-and-mortar library.

4. We have chosen to split the two chapters of persuasion and logical thinking into three related but distinct chapters: The Process of Persuasion, which lays out the theory of persuasion including influence, motivation, and attitude as well as introducing and discussing Aristotle's three proofs; Speeches to Persuade, which provides an explanation of the types of speeches and provides specific organizational structures with examples as well as discussing the special ethical considerations in persuasion; and Logical Reasoning and Argument, which provides a deeper understanding into logical reasoning patterns and fallacies.

5. The final chapter has been completely rewritten to provide a stronger introduction to group communication and address the experiences students will encounter when working in groups. The chapter closes with presentation guidelines that briefly summarize the speaking skills taught throughout this text.

6. Major critical thinking elements are still a main focus in the chapter on persuasion, which will assist the student in designing and evaluating arguments. However, the practical skills taught throughout this book contribute to personal critical thinking development.

7. The Learning Projects have proved to be useful for instructors, so they remain in the Online Instructor Resource Manual. This should continue to facilitate the instructor in choosing particular chapter assignments for their students while reducing the size of the text, thus working toward maintaining a low-priced textbook.

8. At the suggestion of review, we have continued to bold important terms, providing the definition, and have added to the glossary of terms at the end of each chapter and in the back of the text to be more helpful for the student.

9. On a visual note, we have updated much of the supporting visual content and have provided an easier-to-read layout, with speech example insets rather than having them integrated within the text. We believe this will be much more appealing to the reader.

Supplements and Resources

☑ Instructor Supplements

A complete teaching package is available for instructors who adopt this book. This package includes an **online lab**, **instructor's manual**, **exam bank**, **PowerPoint™ slides**, **LMS Integration**, and **LMS exam bank files**.

Online Lab	BVT's online lab is available for this textbook on two different platforms—BVT*Lab* (at www.BVT*Lab*.com), and LAB BOOK™ (at www.BVTLabBook.com). These are described in more detail in the corresponding sections below. Both platforms allow instructors to set up graded homework, quizzes and exams.
Instructor's Manual	The Instructor's Manual helps first-time instructors develop the course, while also offering seasoned instructors a new perspective on the materials. Each section of the Instructor's Manual coincides with a chapter in the textbook. The user-friendly format begins by providing a chapter summary, learning objectives and detailed outlines for each chapter. Then, the manual presents lecture discussions, key terms and class activities. Lastly, additional resources—books, articles, websites and videos—are listed to help instructors review the materials covered in each chapter.
Exam Bank	An extensive exam bank is available to instructors in both hard-copy and electronic form. Each chapter has twenty-five multiple-choice, fifteen true/false, five short-answer, and three essay questions ranked by difficulty and style. Each question is referenced to the appropriate section of the text to make test creation quick and easy.
PowerPoint Slides	A set of PowerPoint slides includes about twenty slides per chapter, including a chapter overview, learning objectives, slides covering all key topics, key figures and charts, and summary and conclusion slides.
LMS Integration	BVT offers basic integration with Learning Management Systems (LMSs), providing single-sign-on links (often called LTI links) from Blackboard, Canvas, Moodle (or any other LMS) directly into BVT*Lab,* eBook^Plus or the LAB BOOK platform. Gradebooks from BVT*Lab* and the LAB BOOK can be imported into most LMSs.
LMS Exam Bank Files	Exam banks are available as Blackboard files, QTI files (for Canvas) and Respondus files (for other LMSs) so they can easily be imported into a wide variety of course management systems.

☑ Student Resources

Student resources are available for this textbook on both the BVT*Lab* platform and the LAB BOOK platform, as described below. These resources are geared toward students needing additional assistance, as well as those seeking complete mastery of the content. The following resources are available:

Practice Questions	Students can work through hundreds of practice questions online. Questions are multiple choice or true/false in format and are graded instantly for immediate feedback.
Flashcards	BVT*Lab* includes sets of flashcards that reinforce the key terms and concepts from each chapter.
PowerPoint Slides	For a study recap, students can view all of the instructor PowerPoint slides online.
Additional LAB BOOK Resources	On the LAB BOOK platform, comprehension questions are sprinkled throughout each chapter of the eBook, and detailed section summaries are included in the lab. Study tools such as text highlighting and margin notes are also available. These resources are not available in BVT*Lab*.

☑ BVT*Lab*

BVT*Lab* is an affordable online lab for instructors and their students. It includes an online classroom with grade book and class forum, a homework grading system, extensive test banks for quizzes and exams, and a host of student study resources.

Course Setup	BVT*Lab* has an easy-to-use, intuitive interface that allows instructors to quickly set up their courses and grade books and to replicate them from section to section and semester to semester.
Grade Book	Using an assigned passcode, students register into their section's grade book, which automatically grades and records all homework, quizzes, and tests.
Class Forum	Instructors can post discussion threads to a class forum and then monitor and moderate student replies.
Student Resources	All student resources for this textbook are available in digital form within BVT*Lab*. Even if a class is not taught in the lab, students who have purchased lab access can still use the student resources in the lab.
eBook	BVT*Lab* includes both a webBook™ and a downloadable eBook (on the VitalSource® platform). For some product bundles, BVT's LAB BOOK can also be accessed from within BVT*Lab*, offering enhanced eBook features and study tools for students, as described below.

☑ LAB BOOK

LAB BOOK is a web-based eBook platform with an integrated lab providing comprehension tools and interactive student resources. Instructors can build homework and quizzes right into the eBook. LAB BOOK is either included with eBOOK^{Plus} or offered as a stand-alone product.

Course Setup	LAB BOOK uses the BVTLab interface to allow instructors to set up their courses and grade books and to replicate them from section to section and semester to semester.
Grade Book	Using an assigned passcode, students register into their section's grade book, which automatically grades and records all homework, quizzes, and tests.
Advanced eBook	LAB BOOK is a mobile-friendly, web-based eBook platform designed for PCs, MACs, tablets and smartphones. LAB BOOK allows highlighting, margin notes and a host of other study tools.
Student Resources	All student resources for this textbook are available in the LAB BOOK, as described in the Student Resources section above.
Online Classes	A host of instructor resources and tools to support digital learning environments.

☑ Customization

BVT's Custom Publishing Division can help you modify this book's content to satisfy your specific instructional needs. The following are examples of customization:

- Rearrangement of chapters to follow the order of your syllabus
- Deletion of chapters not covered in your course
- Addition of paragraphs, sections, or chapters you or your colleagues have written for this course
- Editing of the existing content, down to the word level
- Customization of the accompanying student resources and online lab
- Addition of handouts, lecture notes, syllabus, and so forth
- Incorporation of student worksheets into the textbook

All of these customizations will be professionally typeset to produce a seamless textbook of the highest quality, with an updated table of contents and index to reflect the customized content.

Acknowledgements

I want to sincerely thank BVT Publishing for their vision in providing access to affordable textbooks for college students, who might otherwise be kept out of the high-priced textbook market. As a collective, the BVT team has provided extraordinary insight into what would make this 15th edition stronger, more easily used by the instructor, and more resonant with the students. I deeply appreciate the assistance of the entire BVT team. However, there are a few people who deserve special recognition: Operations Manager Janai Escobedo, for her work in connecting all the players through the revision process; Managing Editor Anne Schofield for her thorough attention to details; Developmental Editor Kevin Zambrano, who has worked tirelessly with us, word by word, to create a superb new edition—you are, without a doubt, the greatest gift to our team; and Tim Gerlach, leading the production of this edition and creating the pleasing new layout.

Of course, I offer deep gratitude to personal friends and loved ones.

I offer my sincere gratitude for the opportunity to collaborate on this text. I am eternally grateful to my former colleague and friend, Cindy Elliott, and my dear cousin and confidant, Beth Cain, for the guidance they have provided through the ever-changing mire of internet sources for research purposes. But most importantly, I am blessed to have my best friend and spouse, Mary Finn, supporting and encouraging my academic and intellectual pursuits while reminding me to laugh and play. What else should life be for?

I would also like to acknowledge Dr. Ross, for laying down the roots of this text and providing us the opportunity to carry his work forward.

Diana K. Leonard