

SECOND CUSTOM EDITION

Mastering Public Speaking



George J. Gries & John F. S...

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by George L. Grice and John F. Skinner

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The following five-step sequence can help you generate excellent ideas and supporting material regardless of your speech topic.

1. Assess your knowledge of the topic.
2. Develop your research plan.
3. Collect your information.
4. Record your information.
5. Conclude your search.

If education is what you
left with after you forget
everything you've learned,
information literacy must
be the best skill for . . . grow
up in the information age.

—Jenny Si

Assess Your Knowledge

The first question you should ask and answer is, “What do I know that will help me develop my topic?” Your memory has been shaped by what you have read, heard, observed, and experienced. Use that knowledge as a starting point for researching your topic.

For example, a student who worked as a plainclothes security guard for a major department store drew from personal experience in his speech on detecting and apprehending shoplifters. A student who helped her father administer polygraph tests chose as her speech topic the use and misuse of lie detectors. These speakers used their knowledge and experiences as starting points for their research. Both students developed and delivered interesting speeches.

Upon being asked how long he had prepared for one of his speeches, Winston Churchill replied, “For forty years.” Communication scholars Robert Jeffrey and Owen Peterson observe, “In a sense, a speaker spends his or her entire life preparing for a speech. Everything we have learned and experienced, as well as the attitudes we have developed, shapes and influences our speech.”⁵ Your knowledge and experience give you a head start in selecting and developing your topic.

Develop Your Research Plan

Your research plan begins as you answer several questions:

1. What information do I need?
2. Where am I most likely to find it?
3. How can I obtain this information?
4. How will time constraints affect my research options?

Your topic and specific purpose clearly help determine your research plan. If you see a news report about deep brain stimulation to treat Parkinson's disease and you select that topic for a speech, you will obviously



The first step in the research process is to assess what you already know about your topic.

GOING ONLINE

Research Today

researchbuzz.org/r/

If you're serious about staying current with Internet research options, check out ResearchBuzz, produced by expert Tara Calishain. For a URL, you can subscribe to a free weekly email letter detailing "almost daily updates on search engines, new data managing tools, browser technologies, and the newest sources of information."

Uniform resource locator

A standard notation for an Internet website's unique address, often beginning with "http://," "https://," or "www."

Search engine

A tool for locating information on the Internet by matching items in a search string with pages that have been indexed.

upcoming Oktoberfest celebration or about a new sleep clinic in your area, your best information may not be in print. You will likely spend time talking to people.

Don't assume that all relevant information for a given topic can be found online. Different topics demand different research strategies and a good research plan accounts for these variations. Keep a running list of what you need and where you can obtain it.

You should also prepare a timetable for constructing your speech. If you will be speaking in 2 weeks, you still have time for a lot of online or library research. You may even have time to arrange, conduct, and transcribe interviews. However, 2 weeks is not enough time to order transcripts or recordings and be assured they will arrive by surface mail in time to integrate them into your speech.

Collect Your Information

Once you have developed a research plan, begin collecting the information you need to understand and develop your topic.

The Internet

If you research primarily online, be aware that **URLs (uniform resource locators)**—or website addresses and the routes you use to retrieve information—can change quickly. Thus, we recommend downloading or printing copies of any Web-based information you intend to use in your research. In addition, you may find more information than you can possibly read in the time you have for research. Some 25 percent of college students report finding too much information.⁶ How can you determine which information is most useful and which resources are reliable?

While there are a multitude of search engines available to conduct online research, such as Yahoo!, Bing, and Ask.com, the most widely used is Google. In 2010, Google held 71.6 percent of the market share for search engines, with Yahoo! a distant second at 14.3 percent. One feature that makes Google such an attractive search engine for students is its Google Scholar search engine, which specifically targets academic resources. This allows students to use a search engine with which they are likely very familiar without connecting to school library databases. Academic opinions regarding Google Scholar appear to be split, however, with one librarian arguing that Google Scholar "is easy to use, saves them [students] time in writing essays, and links to a vast amount of information,"⁷ while one university website cautions students, "It is in no way comprehensive, and has limited field searching."⁸ We encourage students, therefore, to use Google Scholar as a jumping-off point into a topic, realizing that the most effective next step is to move to academic search engines for full-text and better searching and indexing capabilities.

a key component of serious, targeted searches. Here are three academic search engines and their addresses:

Academic Index	www.academicindex.net
INFOMINE	infomine.ucr.edu
ipl2	www.ipl.org

Information from academic search engines is more focused and of higher quality than what you may find via general search engines such as Google, Bing, Yahoo!, and others.

The **deep Web**, sometimes called the *invisible Web*, contains public, government, corporate, and private information. The “content in the deep web is massive—approximately 500 times greater than that visible to conventional search engines—with much higher quality throughout.”⁹ Deep Web information often exists in topic-specific databases as multimedia files, graphic files, or in portable document file (PDF) formats.¹⁰ “A full 95 percent of the deep Web is publicly accessible information—not subject to fees or subscriptions.”¹¹ In contrast to static web pages, information in the deep Web is “dynamic”—that is, the pages form only in response to specific research queries.

To explore the deep Web, try either of the following portals:

- CompletePlanet (<http://aip.completeplanet.com>): “70,000 searchable databases and specialty search engines.”
- IncyWincy: The Invisible Web Search Engine (www.incywincy.com): “hundreds of thousands of search engines indexed and searchable.”

A popular Internet resource is *Wikipedia*. Once students have selected their speech topics, many turn first to this Web-based, free online encyclopedia with access to more than 3.7 million articles in English and many more in other languages. A recent study revealed that students often begin and end their research at *Wikipedia*.¹² One criticism of *Wikipedia* is that it operates on an “openly editable” model, allowing virtually anyone with an Internet connection to write or edit its entries. This presents problems for students seeking accurate and timely information on their topics. *Wikipedia* acknowledges its limitations as a trusted academic source, stating “Students

EXPLORING ONLINE

Maximizing Your Search

www.alamo.edu/sac/library/faculty/deosdade/searchen.htm

Librarian John Deosdade of the San Antonio College Learning Resource Center has compiled a superb collection called “Search Engines for Quality Web Sites.” From this one site you can find and use hundreds of academic and subject-specific search engines that cover everything from Academy Awards to zoos.

deep Web

Huge databases of Internet information posted by public, government, corporate, and private agencies and available only by specific queries.

ETHICAL DECISIONS

The Privacy of Public Information

Jeanine was researching a speech on the problem of child sexual abuse. While she was searching the Internet, she discovered a series of forums devoted to this topic, including a newsgroup and a live chat group. She found thought-provoking and useful discussions in the newsgroup, but the chat discussions were the most intimate and revealing. There, sexual abuse survivors described their memories of actual incidents and talked about how the trauma affected their adult lives.

Jeanine took notes on some of the most remarkable stories and decided to recount one in her speech to add drama. Is this a legitimate way for Jeanine to use her research? Should stories told on the Internet be considered public property, available for anyone to write or speak about? Should Jeanine try to find out whether the speaker would feel comfortable about having the story repeated in a speech? Should she try to verify that the story is true?

TIP

Evaluating Internet Resources

When you use the Internet for research, your critical thinking skills may get not just exercise but a full-tilt workout. This is because anything can get posted and quickly communicated to millions of people online. For all the convenience it provides, the Internet forces us to evaluate information. What should you ask about sites that you are considering using to support your speech? Basic questions you may need to ask are listed below.

Purpose

- What seems to be the purpose of this site?
To provide information? To promote a position?
To sell a product or service?
- What type of site is it? aviation (.aero), commercial (.com, .coop, or .biz), educational (.edu), governmental (.gov), information business (.info), military (.mil), nonprofit organization (.org), personal (.name), or professional (.pro)?
- Is there an institution, agency, or organization identified as sponsoring the site?
- Does the site contain advertising? If so, by whom?
- Who is the author's apparent audience, as reflected by the vocabulary, writing style, and point of view? Students? Professionals? Consumers? Advocates?

Expertise

- Is the author, compiler, or webmaster identified?
- Does the author have verifiable expertise on the subject?
- Are the author's or compiler's credentials provided?
- Do you know the author's occupation?
- Do you know the author's educational background?
- Do you know the author's organizational affiliation?
- Does the author provide contact information, such as an email address, phone number, or mailing address?

- If the site is a compilation, are sources and authors of individual works identified?
- If the site is a research project, does the author explain data, methodology, and interpretation of results? Does the author refer to other works? Provide notes?
- If links to other works are provided, are they evaluated in any way?
- Is the site linked to another site that you already trust or value?
- Are sources or viewpoints missing that you would expect to be present?
- What does this page offer that you could not find elsewhere?

Objectivity

- Does the author's affiliation with an organization, institution, or agency suggest a bias?
- Does the site's sponsorship by an organization or institution suggest an inherent bias?
- Are opposing views represented or acknowledged?
- Are editorial comments or opinions clearly distinguished from facts?

Accuracy

- Can you corroborate the facts using other Internet or library resources (reference works or indexed publications)?
- Is the site inward-focused (providing links only to other parts of the site) or outward-focused (providing links to other websites)?
- Has the author expended the effort to write well, with correct spelling and proper grammar?
- Does the author solicit corrections or updates by email?

Timeliness

- Is the date of publication important to this subject matter?
- Can you tell when the site was created?
- Can you tell when the site was last updated?
- Are links from this site current or broken?¹³

should never use information in *Wikipedia* (or any other online encyclopedia) for formal purposes (such as school essays) until they have verified and evaluated the information based on external sources."¹⁴

Most *Wikipedia* entries end with notes that identify primary sources of information on the term in question. Be sure to check these sources for any entry you research; in addition carefully check its information against other, better vetted, more academically accepted sources. If you make *Wikipedia* your initial source as you research, make sure that it is not the *only* source you consult.

See the Theory Into Practice feature for recommendations about evaluating information you find on the Internet.

Library Resources

Though it's certainly not necessary to start your research from your school library these days, that facility contains many resources that you won't find anywhere else. One of the most helpful sources of information is the library staff, particularly reference librarians. A good reference librarian can (1) acquaint you with the library's services and holdings, (2) guide you to particularly helpful sources of information, and (3) instruct you in the use of library equipment. He or she can also guide you to your library's areas of strength, making your research more efficient and your life easier.

Magazines and Journals

Magazine and journal articles are probably the most common source of information for student speeches. With more than 218,000 magazines from which to choose, however, it's helpful to use an index to filter useful from extraneous information.¹⁵ Hundreds of excellent indexes of periodicals exist, and many standard indexes are now available online. These can guide you as you focus your search even more.

The true monster trucks of academic research in periodicals today are full-text **databases**. These databases are powerful because each gives you access to articles in hundreds or even thousands of periodicals and scholarly journals. You can print useful articles or email them to another address. Moreover, if you are a registered college or university student, you have already paid to use these research tools from any computer with Internet access through your school's library website.

Some of the general full-text databases likely available to you are listed in Table 7.1. In addition, specialized indexes exist for almost every academic field. Subject-specific computer databases include *Alternative Health*



College libraries provide computer terminals to help you research your speech topic. With a few keystrokes you can unlock a wealth of information in and beyond the library.

database

A huge collection of information arranged for quick retrieval by computer using key words stipulated by a researcher.

Good libraries are deeply conservative in that they guard and archive the culture's diverse wisdom & beauty, its vast oddities & amusements. But they're also radical bastions of mutual aid. In a "knowledge society" where information carries an ever-steeper price where the rich get wealthier and the poor have less, libraries are one of the few ways still available for many to educate themselves—

Ideally, an American right

—Chris De

TABLE 7.1 Subscription Databases and Indexes

DATABASE/INDEX	WHAT IT PROVIDES
<i>Academic Search Premier</i>	Full-text database of more than 4,600 academic journals, 3,900 of which are peer-reviewed. See the subject and journal databases designed specifically for colleges and universities.
<i>AccuNet/AP Multimedia Archive</i>	Searchable archive of Associated Press (AP) photos, charts, logos, maps, and other graphics produced for AP, nineteenth century to present. Brief stories accompany most photos 48 hours after publication.
<i>CQ Researcher</i>	Articles on all sides of current, controversial issues. Archive of past articles is searchable by key word, dates, and other criteria.
<i>ERIC</i>	An online digital library with access to more than 1.3 million bibliographic records of journal articles and other education-related materials.
<i>General OneFile</i>	Approximately 80 million articles and records in refereed journals, general interest magazines, newspapers, National Public Radio transcripts, subject-specific collections, and other sources. From this website you can also access InfoTrac Student Edition with access to nearly 9 million articles, updated daily.
<i>LexisNexis Academic</i>	International business, health, law, news, and reference articles, most in full text. Updated continually.
<i>Opposing Viewpoints in Context</i>	Pro-con essays on controversial topics. Includes text of reference works, magazine and newspaper articles, websites, statistics, and images.
<i>Project Muse</i>	Full-text articles from nearly 500 scholarly journals published by scholarly presses in the arts, humanities, social sciences, and mathematics.
<i>Science in Context</i>	Full-text articles from more than 200 magazines, scholarly journals, and links to quality websites. Includes biographies, experiment descriptions, pictures, illustrations, topic overviews, and news of recent scientific discoveries.

Similar print indexes in the reference section of your library may include titles such as *Education Index*, *Hispanic American Periodicals Index*, and *Music Index*. Because these indexes are so specialized, the periodicals and journals they lead you to will likely be written for a specific audience; they may use jargon and technical language familiar only to people in that field. Even if you understand these articles easily, you may have to simplify their language and ideas for a more diverse listening audience.

If you have particular magazines and journals in mind at any stage in your research, you can also check the online versions of these publications. Some magazines provide the full text of current issues along with searchable archives; others give you only sample articles and subscription information. Though browsing individual magazines is not an efficient use of limited research time, searchable online periodicals can be useful

Newspapers

Newspapers offer abundant information—local, national, or international in scope. Large newspapers such as the *New York Times*, the *Washington Post*, and the *Christian Science Monitor* have been indexed individually in the past. The computer index to the *New York Times*, for example, provides full text of all articles from 1851 to the present.

Today, however, your campus library is more likely to subscribe to powerful databases such as *LexisNexis Academic* that contain full-text newspaper articles in addition to other sources.

Most newspapers now have websites and provide indexes to their own archives. If you have selected a localized topic, you may want to research specific newspapers using a search engine like Google. If you're unsure about newspaper titles, *Newslink* (<http://newslink.org>) lets you browse lists of U.S. newspapers by state as well as world newspapers by continent or country; click on links to specific papers.

Government Documents

The most prolific publisher in the United States is the federal government. Much of our bureaucracy is devoted to collecting, cataloguing, and disseminating information. Luckily, most of what's available is accessible online: presidential speeches and transcripts of press conferences, pending legislation, contact information for senators and representatives, agency reports, and ordering information for documents not available online in full text. Online, you can take a virtual tour of the White House, listen to audio files of unedited arguments before the Supreme Court, and see digital photographs of historical documents. In short, almost every federal agency has a website.

Your library probably subscribes to several government databases, among them *LexisNexis Government Periodicals Index*, *Federal Register Online*, and *MarciveWeb DOCS*. Searchable by keyword, these databases save you time.

With just a couple of Web addresses, you can access virtually any area of the government. The Library of Congress maintains *THOMAS: Legislative Information on the Internet* at <http://thomas.loc.gov>. The Government Printing Office maintains a list of links to government information products at www.access.gpo.gov. At those two sites, you can get any information you need from the legislative, executive, or judicial branches of the government.

Books

Books are excellent sources of information. Because they are longer than magazine and newspaper articles, books allow authors to discuss topics in greater depth and often provide an index to key ideas and a list of sources consulted. However, if your speech topic requires the most up-to-date data you can find, information in magazines and newspapers may be more current and accessible than what you find in books. Despite this limitation, books can be an integral part of your research plan. Today the online catalog in most academic libraries permits you to search by subject, title, author, and keyword.

EXPLORING ONLINE

Government Documents

<http://thomas.loc.gov>

This Library of Congress website helps you obtain information from the U.S. Congress. You can download House and Senate committee reports, summaries of bills being considered and notes about their status, copies of laws enacted, and even remarks recorded in the *Congressional Record*. Click on "Help" and access the FAQ (frequently asked questions) feature that provides information that will enhance your research skills as well as instructions on how to conduct a search in *THOMAS*. You can download a bill or committee report, contact your representative or senators, and view the documents.

There are times when I think that the ideal library is composed solely of reference books. They are like understanding friends—always ready to meet your mood, always ready to change the subject when you have had enough of this or that.

—J. Donald Adams

Additionally, books you need may be available as ebooks that you can access—“check out”—in your choice of formats after you establish a library account. On the Internet, full-text literary works are also well represented by Literature Online (LION, <http://lion.chadwyck.com>), a searchable subscription database of more than 350,000 British and American works.

Reference Works

Reference works, usually available for use only in the library, include many types of collections to aid you in your research. Many reference works are now online. Whether you are using hard-copy versions in the library, accessing databases through your library's web page, or logging on to the Internet, a few of the reference works you will find most helpful are dictionaries, encyclopedias, almanacs, and books of quotations.

Dictionaries. Dictionaries help you clarify the meanings, spellings, and pronunciations of words. Many good general dictionaries exist, and you undoubtedly use these regularly. A number of more specialized dictionaries covering a wide range of topic areas are also available such as *The Dictionary of Advertising*, *A Dictionary of Slang*, and *A Dictionary of Statistical Terms*.

Thousands of dictionaries exist on the Internet. At YourDictionary.com alone, you can access 2,500 dictionaries, glossaries, and thesauruses in more than 300 languages. Examining some of these dictionaries may generate topics for future speeches and provide information about your current topic.

Encyclopedias. You might have used general encyclopedias, such as *Encyclopedia Americana*, *Encyclopædia Britannica*, and *World Book*, to prepare reports and papers. These multivolume sets of books exist today along with their electronic counterparts, such as *Britannica Online*, the *Video Encyclopedia of the 20th Century*, and the *Encyberpedia*. Some electronic encyclopedias, such as *Encyclopedia.com*, are free. Unless you access others from a library or through a library website, however, you may have to pay for a subscription.

Either in print or as electronic files, encyclopedias organize information on many branches of knowledge. However, you may be less familiar with encyclopedias that focus on specific bodies of knowledge, such as: *Encyclopedia of American Shipwrecks*, *Encyclopedia of Black America*, *Encyclopedia of Jazz*, and *Encyclopedia of Medical History*. Consult your college librarian for advice about subject-specific encyclopedias in the library or online.

Almanacs. Almanacs contain a wide range of specific and statistical information about topics such as education, politics, sports, entertainment, and significant events of a particular year. Almanacs are excellent sources when you need specific facts and background information. What is the exact wording of the Second Amendment of the United States Constitution? In what year was the first *Star Wars* movie released? A good almanac answers these questions and many others. If you selected the history of space flights as your speech topic, an almanac would be a ready reference for the dates, duration, and description of those flights.

Almanac, the *New York Public Library Reference*, and the heavily used *Statistical Abstract of the United States*. Specialized print almanacs cover a wide range of subjects, as illustrated by these examples: *Almanac for Computers*, *Almanac for American Politics*, *Almanac of Higher Education*, and *Almanac of World Crime*.

Today you can find a host of searchable almanacs online. At the online version of the *Information Please Almanac* (www.infoplease.com) you will find more than 50 almanacs grouped into categories ranging from sports to business to science and technology.

Books of Quotations. Captivating quotations, both serious and funny, can enliven the language of your speech. As we noted earlier, they are particularly appropriate in speech introductions and conclusions. Quoting another person also adds authority to your comments and strengthens the development of your ideas. Fortunately, many excellent books of quotations are available in bookstores, libraries, and online. At www.bartleby.com/100, you can access the long-popular *Bartlett's Familiar Quotations*, *The Columbia World of Quotations*, and *Simpson's Contemporary Quotations*. Some other books of quotations include *The American Heritage Dictionary of American Quotations*, *Collins Quotation Finder*, *Famous Last Words*, *Respectfully Quoted: A Dictionary of Quotations from the Library of Congress*, and *The Quotable Woman*. In books or online, collections of quotations are organized alphabetically by author or subject, with handy indexes or search functions.

Television and Radio

You can find ideas for excellent speech topics and materials to support them among the investigative reports on television and radio. Many programs provide transcripts for purchase, with ordering information given at the show's conclusion. Networks now offer transcripts of many of these shows for print or download at their websites. If you require older transcripts, you may have to order them online for a fee. Many National Public Radio programs are archived for downloading as podcasts after their initial broadcast. Some examples of television and radio websites include:

Network	URL
ABC	http://abcnews.go.com
CBS	www.cbsnews.com
CNN	www.cnn.com
CNN/SI	http://sportsillustrated.cnn.com
C-SPAN	www.c-span.org
Fox News	www.foxnews.com
MSNBC	www.msnbc.msn.com
NBC	www.nbc.com/News_&_Sports
NPR	www.npr.org
PBS	www.pbs.org

Scorsese's *Bob Dylan: No Direction Home*. Through informational videos, you can research topics such as military battles, McCarthyism, and space exploration, to name just a few. Commercial videos (as well as websites) can take you on tours of museums such as the Louvre or the Museum of Modern Art and of distant places such as Australia and Italy. Instructional DVDs can teach you how to garden, refinish furniture, and make a sales presentation.

Interviews

Depending on your topic, an interview may be the best source of firsthand information. Today you can interview people by email, instant messaging, Skype; by telephone; or in person. The personal interview can aid you in four ways. First, if published sources are inaccessible, the personal interview may be your only option. The topic you have chosen may be so recent that sufficient information is not yet in print or online. Your topic may also be so localized as to receive little or no coverage by area media.

A second advantage of the personal interview is that it permits you to adapt your topic to your specific audience. Take, for example, the topic of recycling. If you interview the director of your school's physical plant to find out how much trash custodians collect and dispose of each day, you give your speech a personal touch. You could take your speech one step further by figuring out how much your college could contribute to resource conservation. This shows your audience how this topic affects them directly. You will grab their attention.

Third, personal interviews provide opportunities for you to secure expert evaluation of your research and suggestions for further study. The experts you interview may challenge some of your assumptions or data. If this happens, encourage their feedback and don't get defensive. Knowing all the angles can only help you give a more thoughtful speech. Near the end of your interview, ask your interviewee to suggest additional sources that will help you better research and understand your topic.

Finally, personal interviews can enhance your image as a speaker. Listeners are usually impressed that you went beyond library research in preparing your message for them.

Prepare for the Interview. Once you decide to conduct a personal interview, you must take several steps in preparation. First, determine whom you want to interview. Your interviewee should be someone who is both knowledgeable on the topic and willing to speak with you.

Second, decide on the format for the interview. Will you conduct it face to face, by phone, or online? A face-to-face interview may give you the most information. People tend to open up more when they interact both verbally and nonverbally. In a face-to-face interview, you can listen to what the interviewee says and also observe the nonverbal messages. A phone interview is another possibility when you cannot travel to the expert. A third option, conducting an interview by email or Skype, has both advantages and disad-



open questions, such as those that begin with the phrase, "How do you feel about," can elicit more substantive responses from interviewees than do closed yes or no questions.

the added disadvantage of not allowing for immediate follow-up questions. If something needs clarification, you must email another question. An interview via Skype or by instant messaging eliminates this time lag. However, the email interview often results in more thoughtful and better worded responses than face-to-face, telephone, or Skype interviews.

The third preparation step is to schedule the interview. When requesting an interview, identify yourself and the topic on which you seek information. Let the person know how you intend to use that information, the amount of time needed for the interview, and any recording procedures you plan to use. Some people may object to being quoted or recorded. You are likely to discover that most people you seek to interview are flattered that you selected them as experts and are therefore happy to cooperate.

Fourth, research the interviewee beforehand. Obviously, your selection of this person suggests that you already know something about him or her. In addition, read any articles the interviewee has published on your topic. This enables you to conduct the interview efficiently. You won't ask questions that the person has already answered in print, and your prior reading may prompt some specific questions on points you would like clarified. Also, your research will show that you are prepared. The interviewee will take you and the interview seriously.

Fifth, prepare a list of questions. Always have more questions than you think you will be able to ask, just in case you are mistaken. Mark those that are most important to your research, and ask them first. You may want to have some closed and some open questions, as Joel did when he interviewed a professor of recreation for his speech on how American adults spend their leisure time. *Closed questions* are those that can be answered with a yes, a no, or a short answer. For example, Joel asked, "Do American adults have more time for leisure activities today than they did a generation ago?" and "How many hours per week does the typical adult spend watching TV?" The first question can be answered by a yes or a no, the second with a specific figure.

Open questions invite longer answers and can produce a great deal of information. Joel asked this open question: "How do American adults typically spend their leisure time?" When you ask open questions, sit back and prepare to listen for a while! The less time you have for the interview, the fewer open questions you should ask. Open questions can sometimes result in rambling responses. At times, the interviewee's rambling will trigger questions you would not have thought of otherwise. Joel was surprised to learn that American adults spend approximately 2 hours a week in adult education, a venture he had not included on his initial list of adult leisure activities. When you and the interviewee have plenty of time, and particularly if you are recording the interview, open questions can provide the richest information.

Conduct the Interview. The face-to-face interview is an excellent opportunity to practice your interpersonal communication skills. Specifically, you should follow these guidelines. First, introduce yourself when you arrive, thank the person for giving you time, and restate the purpose of the interview.

Second, conduct the interview in a professional manner. Make sure

KEY POINTS

To Prepare for the Interview

1. Determine whom you want to interview.
2. Decide the format of the interview.
3. Schedule the interview.
4. Research the person to be interviewed.
5. Prepare a list of questions.

would have knowledge,
ust get a world of new
ions.

—Susanne H. Langer

any recording equipment with a minimum of distractions. Try to relax the interviewee—establish a professional atmosphere, pose questions that are clear and direct, listen actively, take notes efficiently, and follow up when necessary. You should control the interview without appearing to be pushy or abrupt.

Third, when you have finished, thank the person again for the interview.

Follow up on the Interview. After the interview, review your notes or listen to your recording. Do this as soon as possible after the interview, when your memory is still fresh. If you are unclear about something that was said, do not use that information in your speech. You should contact your interviewee to clarify the point if you think it will be important to the audience's understanding of the topic.

As a matter of courtesy, you should write to the people you interviewed, thanking them for the time and help they gave you. You may even want to send them a copy of your finished speech if it is in manuscript form.

Calling, Writing, and Emailing for Information

Some years ago, one of our students, Lindahl, wanted to develop an informative speech on the savant syndrome. This was before the film *Rain Man* made many people aware of the special talents and disabilities of savants. Lindahl had seen a *60 Minutes* segment on the syndrome but could not find recent written sources. Her best source, she said, was an article from a 3-year-old issue of *Time*. Others might have abandoned their research and switched topics, but Lindahl followed a hunch that paid off.

The *Time* article quoted several university professors and medical doctors who were engaged in ongoing research on the savant syndrome. Lindahl got their office telephone numbers and called these experts to see if they could recommend new sources she had been unable to locate. The people Lindahl called were flattered by her attention and complimented her perseverance as a researcher. One psychologist mailed her a photocopy of a book chapter she had written on the savant syndrome; a medical doctor mailed Lindahl a packet of journal articles, including the galley of an article he was about to publish; a psychology professor sent her a tape of savants playing piano concertos they had heard for the first time only moments before. In short, Lindahl received a gold mine of new, expert research as a result of her few long-distance calls. If Lindahl were to conduct such a search today, she might find that email would be a quicker, if less personal, way to contact the experts.

Lindahl was lucky that she began her research more than a month before her speech was due. To take advantage of pamphlets and brochures available through the mail, you will need to plan ahead as well. Thousands of organizations, such as the American Cancer Society and United Way, publish their own informational literature. Political parties and lobbying groups prepare position papers on issues that affect them. Corporations distribute annual reports to their stockholders and will share these on request. You can write to or email any of these organizations. Most post contact information on their websites. You can locate IIRIs for companies

can be helpful is the three-volume *Encyclopedia of Associations*. Each volume lists names, addresses, telephone numbers, email addresses, and URLs for websites, along with descriptions of the organizations. If time permits and research warrants, writing, calling, or emailing these organizations to request information can add relevant primary research to your speech.

Record Your Information

Once you have located information, you must determine what to record and how to record it.

What to Record

When in doubt, record more rather than less. Certainly, it is possible to copy too much information. If you find everything potentially important, your topic probably needs better focus. Without some focus, you risk becoming so bogged down in research that you leave little time for organizing and practicing your speech.

On the other hand, if you are too selective, you may be inefficient. As you research your speech, you may shift your topic focus; hence the supporting material you previously thought was irrelevant becomes important. Discarding unnecessary information is easier than trying to remember a source, retracing your steps, hoping that the information is still on the library shelves or that the Internet source is still live, and then recording that information.

How to Record Information

Traditional advice to researchers is to record each piece of information on a separate notecard, along with the source citation, as you find it. With this strategy, you can organize your speech visually and experiment with different structures. The disadvantage of this method is that it consumes a great deal of library time that might be better devoted to searching for other sources. In addition, much of what you record on notecards may not be used in your speech at all.

SPEAKING WITH CONFIDENCE

Once I choose my speech topic, the fun begins. Sometimes I already know the main points I want to discuss in my speech; sometimes I don't. Either way, what really builds my speech are the interesting and credible supporting materials I find in my research. Of course, it's great to have an informative source like the Internet at my fingertips, but it's also rewarding to use sources that may take a little more time and effort to obtain.

A trip to the library, for example, puts books, newspapers, and journals at my disposal. My favorite source, however, is the interview. Asking an expert specific questions on my topic can yield lots of really helpful information. The person can also direct me to other sources I may not know about. The more I research, the more confident I feel about my speech. So, remember to start researching early and use all the resources available.



Matthew Williams
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the American Psycho-
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ay be more current
those in their published
manuals. The APA site
re its guidelines for
information from the
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elines for MLA documen-
n authorized by the MLA
available at its site.

Another, more common, method is to photocopy material at the library or to print articles you find online. Later, you can review, evaluate, and select from the materials. However, be aware that photocopies or printed articles may lull you into a false sense of accomplishment. What you have copied may turn out to be of little or no use. To avoid this problem, read your material before or very shortly after copying it. Don't wait until the night before your speech to read the information you have been collecting.

Also, remember to note your sources on the copied pages. If the web page URL does not appear as a header or footer on printed pages, be sure to note it. Copy the page or pages containing publication information for each book you use. If you follow these simple directions, photocopying and printing have two additional advantages over using notecards. First, you may not know what you want to use from an article at the time you first find it. If the focus of your speech changes, a different part of the article may become important (indeed, sometimes your research forces you to refocus the speech topic). Second, if you are quoting from or paraphrasing one specific part of an article, you may need to check to make sure that you are not quoting the author out of context. Having a copy of the book chapter, the journal article, or the encyclopedia entry lets you check the context and the accuracy of your quotation.

TABLE 7.2 APA Form for Some Common Types of Sources

Book	Turkle, S. (2011). <i>Alone together: Why we expect more from technology and less from each other</i> . New York, NY: Basic Books.
Edited book	Farthing, S. (Ed.). (2010). <i>Art: From cave painting to street art</i> . New York, NY: Universe.
Article in weekly magazine	Adee, S. (2011, July 2). Your seventh sense. <i>New Scientist</i> , 211, 32–36.
Article in monthly magazine	Warner, J. (2011, May). The humor code. <i>Wired</i> , 140–145.
Newspaper article	Stelter, B. (2011, June 21). Upending anonymity, these days the Web un.masks everyone. <i>New York Times</i> , pp. A1, A3.
Article in online magazine	Wood, G. (2011, April). Secret fears of the super-rich. <i>The Atlantic</i> . Retrieved from http://theatlantic.com/magazine/print/2011/04/secret-fears-of-the-super-rich/8419/
Article in online newspaper	Perlman, D. (2011, July 11). Gray whales—a study in climate change survival. <i>San Francisco Chronicle</i> . Retrieved from http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2011/07/10/MN0J1K7LKM.DTL
Document available on university website	Osborn, A. (2011, July 7). <i>Studying abroad in China: A firsthand account</i> . Retrieved from http://www.american.edu/cas/news/amanda-osborn-boren-award.cfm
Organization website	United States Olympic Committee. (2011, July 11). USOC internships: Frequently asked questions. Retrieved from http://www.teamusa.org/jobs/usoc-internships/frequently-asked-questions

If you are gathering information from the Internet, be sure to print the pages you will need or download the information to a disk or flash drive. Remember that what appears on the Internet disappears quickly. If you do not capture it in print or store it in a file when you find it, you may have to forgo using the information in your speech. If you do not know how to create a storage file for Internet material, ask your librarian or computer lab instructor for help.

It is important to record full citations of sources you have consulted in your research in your list of works cited at the end of your speech. Most writer's handbooks recommend a particular form. Two popular forms are presented in the *Publication Manual of the American Psychological Association*, sixth edition (APA) and the *Modern Language Association Handbook for Writers of Research Papers*, seventh edition (MLA). Be sure to check with your instructor, who may prefer one of these or some other bibliographic form.

Copies of the two style manuals we just listed are probably in your library's reference section. Tables 7.2 and 7.3 compare APA and MLA

TABLE 7.3 MLA Form for Some Common Types of Sources

Book	Turkle, Sherry. <i>Alone Together: Why We Expect More from Technology and Less from Each Other</i> . New York: Basic Books, 2011. Print.
Edited book	Farthing, Stephen, ed. <i>Art: From Cave Painting to Street Art</i> . New York: Universe, 2010. Print.
Article in weekly magazine	Adee, Sally. "Your Seventh Sense." <i>New Scientist</i> 2 July 2011: 32–36. Print.
Article in monthly magazine	Warner, Joel. "The Humor Code." <i>Wired</i> May 2011: 140–145. Print.
Newspaper article	Stelter, Brian. "Upending Anonymity, These Days the Web Unmasks Everyone." <i>New York Times</i> 21 June 2011, late ed.: A1+. Print.
Article in online magazine	Wood, Graeme. "Secret Fears of the Super-Rich." <i>The Atlantic</i> .com. Atlantic Monthly Group. April 2011. Web. 10 July 2011.
Article in online newspaper	Perlman, David. "Gray Whales—a Study in Climate Change Survival." <i>San Francisco Chronicle</i> . Hearst Communications. 11 July 2011. Web. 12 July 2011.
Document available on university website	Osborn, Amanda. <i>Studying Abroad in China: A Firsthand Account</i> . American University. 7 July 2011. Web. 11 July 2011.
Organization website	United States Olympic Committee. "USOC Internships: Frequently Asked Questions." U.S. Olympic Committee, 11 July 2011. Web. 11 July 2011.
Posting to online forum	Downs, Donald A. Online posting. "Civility and Free Speech on Campus." Online posting. <i>NASOnline Forum</i> . 19 Dec. 2007. Web. 12 July 2011.

Note: MLA no longer requires the word "Print."

bibliographic styles. Whether you want to cite a segment of National Public Radio's *All Things Considered*, a stop-smoking DVD, or lecture notes you took in an anthropology class, the most recent editions of these reference books are likely to give you a pattern to follow.

Conclude Your Search

As you prepare your speech, you must make choices. Your goal is to support your ideas with the most compelling evidence and arguments you can find. The more you know about your topic, the greater your flexibility in determining its content and, subsequently, its impact. This concept of choice can make your task more complex, but it will also produce a more effective speech.

There is a limit, however, to the time you can spend researching. An important part of effective research is knowing when to stop accumulating materials and when to start using them. In his book *Finding Facts Fast*, Alden Todd provides the following guideline for research projects:

If the last 10 percent of your planned research time has brought excellent results, you are doubtless on a productive new track and should extend the project. But if the last 25 percent of your scheduled time has brought greatly diminished results, this fact is a signal to wind up your research.¹⁷

Although Todd's 10/25 formula may not be wholly applicable to your researching a speech for this class, it does highlight an important issue: at some point you must stop researching and start structuring your speech.

In the next chapter, we discuss the purposes and types of supporting material. Understanding these topics will help you evaluate your research and select the best information to support the ideas of your speech.

SUMMARY

Purposes of Research

- Research is the process of gathering information and evidence to understand, develop, and explain your topic. Learning to research is fundamental to mastering public speaking. Knowing your subject thoroughly greatly reduces your speech anxiety.

The Process of Research

- Thorough research of a subject involves five steps. (1) Assess your knowledge of the subject. (2) Develop a research plan for your topic. (3) Collect information from a variety of sources: magazines and journals, newspapers, government documents, books, reference works, electronic media, and interviews. (4) Record the information you consider important and useful. Be sure to record the source of the information—author, title, and publication information—using a current *reference* form. (5) Conclude your search. The quality and quantity of the information you collect will help you focus and organize the subject and will signal when you have exhausted your research efforts.