PUBLIC SPEAKING

An Audience-Centered Approach
Dedicated to our parents, Russell and Muriel Beebe and Herb and Jane Dye
To our children, Mark and Amanda Beebe and Matt and Kara Beebe
And to our granddaughter, Mary Jensen
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The eleventh edition of Public Speaking: An Audience-Centered Approach is written to be the primary text in a course intended to help students become better public speakers. We are delighted that since the first edition of this book was published three decades ago, educators and students of public speaking have found our text a distinctively useful resource to enhance public speaking skills. We’ve worked to make our latest edition a preeminent resource for helping students enhance their speaking skills by adding new features and retaining the most successful elements of previous editions.

Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors’ narrative let students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel
www.pearson.com/revel

Special Features in Revel for Public Speaking Students  Revel offers students a whole new way to study the content and topics relevant to public speaking. Rather than simply offering opportunities to read about and study public speaking, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, in Chapter 2, students are presented with the authors’ hallmark audience-centered model as an interactive figure diagramming the various tasks involved in the speech-making process. Students can interact with this figure to learn more about each task involved in designing and presenting a speech. And in Chapter 13, students can test their knowledge using a drag-and-drop assessment to put the stages of the model in order. In addition, students are presented with video examples throughout the course. For the eleventh edition, new videos have been added on topics such as virtual presentations, plagiarism, the fear of public speaking, listening, outlining, giving constructive feedback, capturing an online audience, writing a perfect 60-second hook, Q&A sessions, podcasting, spotting faulty arguments, and presenting a great toast, among other topics. There are also three new TED Talk videos that have been added to the course. As part of our commitment to boosting students’ communication confidence, Chapter 1 features the Personal Report of Public Speaking Anxiety (PRPSA). This interactive survey automatically calculates students’ scores, helping them easily assess their level of public speaking anxiety. Students can take this assessment in the context of our chapter, get their score, and continue reading about how to improve their own level of confidence. By providing opportunities to read about and practice public speaking in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor...
resources and interactive materials can be found within Revel. Some of our favorites include the following:

- **Module Audio and Audio Excerpts** Students can listen to audio of the entire book while on the go. Throughout the text, audio excerpts highlight effective speech examples. Students can listen to audio clips while they read, bringing examples to life in a way that a printed text cannot. These audio examples reinforce learning and add dimension to the printed text.

- **Videos and Video Self-Checks** Videos on topics such as persuading an audience, ethics, audience analysis, structuring speeches, and signposting appear throughout the course to boost mastery of these essential concepts. These engaging videos enhance existing content and most are bundled with correlating self-checks (in the form of multiple-choice questions), enabling students to test their knowledge. For example, the following video self-check, “Why Are Ethics Important When Giving a Speech?,” which appears in Chapter 3, discusses the importance of being truthful and thoughtful when presenting a speech.

- **Interactive Figures** Interactive figures are designed to engage and help students understand hard-to-grasp concepts, such as the transactive model of communication, through interactive visualizations. For example, students can interact with Figure 1.3 (A Transactive Model of Communication) by clicking the “Next” and “Previous” buttons to reveal each element of the model one step at a time.

- **Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two types of writing prompts: (1) the Journal prompt, which elicits free-form, topic-specific responses addressing content at the module level, and (2) the Shared Writing prompt, which encourages students to share and respond to one another’s brief responses to high-interest topics in the chapter. Most of the Journal prompts, which appear in every module, help students make connections between public speaking topics and their own experiences. At the end of each chapter, a Shared Writing prompt allows students to see and respond to their classmates’ comments, thereby facilitating discussion online as well as in the classroom. Instructors have access to students’ responses to these writing activities and can also assign them as homework.

For more information about all the tools and resources in Revel and access to your own Revel account for *Public Speaking: An Audience-Centered Approach*, Eleventh Edition, go to www.pearsonhighered.com/revel.
New and Updated Features

With this edition, we’ve refined and updated the text to create a powerful and contemporary resource for helping speakers connect to their audience. We’ve added several new features and revised features that both instructors and students have praised. Here are some more reasons to give this new edition a close look.

New Speeches  We’ve added new speech examples throughout the text. For example, in Chapter 2, there is a new sample speech on conquering the fear of public speaking, and the Developing Your Speech Step by Step boxes feature a new speech on the concept of Afro-pessimism. In addition, two speeches in our revised Appendix C are new and were selected to provide readers with a variety of positive models of effective speeches. Not only can students read these new speeches, but they can also watch and listen to them in Revel. In addition, many of these new speeches have accompanying self-check questions so students can test their knowledge of the speech content.

New Examples and Illustrations  New examples and illustrations provide both classic and contemporary models to help students master the art of public speaking. As in previous editions, we draw on both student speeches and speeches delivered by well-known people.

New Material in Every Chapter  In addition to these new and expanded features, each chapter has been revised with new examples, illustrations, and references to the latest research conclusions. In addition, in Revel we’ve added dozens of new videos, many with accompanying self-check quizzes. We’ve also added new writing prompts, as well as new interactive figures and self-assessments. Because the rapid growth of communication technology has changed the way we live and our interactions with people, we’ve added a new appendix on mediated public speaking. We have also incorporated other mediated public speaking topics into the text and in the new Public Speaking Today feature boxes, which appear in every chapter. Here’s a summary of the changes and revisions we’ve made:

Chapter 1: Speaking with Confidence

In Revel, author Chimamanda Ngozi Adichie’s TED Talk video about the concept of a “single story” introduces the chapter. The introduction to the communication process has been revised for greater clarity. A new Public Speaking Today box discusses mediated public speaking and the importance of analyzing and adapting to an audience you cannot see. Figures 1.1 (A Linear Model of Communication), 1.2 (An Interactive Model of Communication), and 1.3 (A Transactive Model of Communication) have been revised to show how noise influences the transfer of meaning from source to receiver. Additional research on public speaking anxiety has also been added to the chapter. There are also new Journal prompts in Revel on public speaking anxiety, as well as on external and internal noise. A new Shared Writing prompt on the fear of public speaking provides an opportunity for students to have a “threaded” discussion among class members.

Chapter 2: Presenting Your First Speech

Figures 2.1 and 2.3 have been redesigned to more clearly indicate how considering the audience is at the center of the model of the speechmaking process. A new Public Speaking Today box discusses the importance of seeking technical support before you need it. At the end of the chapter, there is a new sample speech on conquering your fear of public speaking. In Revel, a video and self-check multiple-choice questions accompany this speech. Additional discussion of mediated public speaking has also been incorporated into this chapter.

Chapter 3: Speaking Freely and Ethically

To capture students’ interest, Chapter 3 opens with a new example about San Francisco 49ers quarterback Colin Kaepernick. The discussion of how free speech has historically been challenged and defended by law, in the courts, in popular movements, and on the
Internet and social media has been significantly revised and reorganized for greater clarity. In Revel, students can test their knowledge of the First Amendment by taking an online quiz. The chapter also includes new content on the importance of honesty in ethical speechmaking. There is a new video in Revel on the importance of ethics in free speech. The discussion of plagiarism includes a new example and video about Melania Trump’s address to the Republican National Convention in 2016. A new Public Speaking Today box discusses ethical responsibilities when using social media. In addition, the sample oral citation box has also been updated with a new example on fatal opioid overdoses.

Chapter 4: Listening to Speeches

This chapter includes a new Public Speaking Today box on how to enhance your understanding of mediated messages. The discussion about what to do as a listener and as a speaker to overcome various barriers to effective listening has been revised and streamlined. In addition, material on how to evaluate the quality of evidence has been updated and revised. Research has also been added on mindful listening. There is a new discussion on how the study of communication can reinforce students’ critical listening and thinking skills. The chapter features new videos and accompanying self-checks in Revel on obstacles to effective listening and how to give constructive feedback on someone’s speech. There is also a new TED Talk video on the concept of unconscious bias titled, “What Does My Headscarf Mean to You?” In addition, there is a new Journal prompt on evaluating the quality of evidence.

Chapter 5: Analyzing Your Audience

A new Public Speaking Today box discusses how to adapt to an amorphous audience of undetermined size, such as one encountered online. In Revel, the chapter includes new videos on getting to know your audience and how to give virtual presentations. The definitions of culture, ethnicity, and race have been updated and revised. This chapter also introduces the first of the updated Developing Your Speech Step by Step boxes, which provide students with an extended example of how to implement audience-centered speechmaking concepts.

Chapter 6: Developing Your Speech

The Developing Your Speech Step by Step boxes in this chapter have been updated with a new speech on the concept of Afro-pessimism. New speech examples on topics such as food deserts, the gender gap in healthcare treatment, the global penicillin shortage, and sexual abuse have been added to the chapter. A new Public Speaking Today box provides strategies for generating speech topics using online resources. In Revel, there is a new video and accompanying self-check on how to select the right speech topic. The chapter also features a new video of a TED Talk by comedian Jill Shargaa titled, “Please, Please, People. Let’s Put the ‘Awe’ Back in ‘Awesome.’” In addition, there is also a new Journal prompt about the Associated Press (AP) top 25 poll.

Chapter 7: Gathering and Using Supporting Material

New speech examples, selected to spark students’ interest, have been added throughout the chapter on topics such as Yellowstone National Park, the Parkland shooting, medical waste, and foster care. The discussion of literal and figurative analogies has been revised and updated. A new Public Speaking Today box provides criteria for evaluating information found on the Internet. In Revel, there is a new video and accompanying self-check about identifying, navigating, and evaluating supporting materials for a speech. There is also a new Journal prompt on building a preliminary bibliography.

Chapter 8: Organizing and Outlining Your Speech

A new Sample Preparation Outline gives students a complete model of the best practices in organization and outlining. In addition, a new figure illustrates how the repetition of key words or ideas, transitional words or phrases, and enumeration can provide
verbal transitions from one idea to the next. Using the outlining feature in word processing programs can be challenging, so we’ve added a new feature box offering some useful tips for creating a correctly formatted and logically organized outline. In Revel, new videos explain how to select the right structure for your speech and how to use signposts to keep your audience on track. To illustrate chapter concepts, new speech examples have been added throughout the chapter. There is also a new Journal prompt in Revel on verbal and nonverbal transitions.

Chapter 9: Introducing and Concluding Your Speech
New speech examples illustrating how to effectively use humor, questions, illustrations and anecdotes, and startling facts and statistics in the introduction of a speech have been added to the chapter. In addition, a new Public Speaking Today box explains how to capture and sustain your audience’s attention online. In Revel, a new video explains why referring to your introduction in your speech conclusion is an excellent way to provide closure.

Chapter 10: Using Words Well: Speaker Language and Style
A new Public Speaking Today box explains why it is especially important to make sure your message is easy to understand when delivering an asynchronous, prerecorded message on video or audio. A new video in Revel discusses how Abraham Lincoln, John F. Kennedy, and Barbara Jordan used language in their most famous speeches. The discussion about the importance of using specific, concrete words has been revised and streamlined for greater clarity. In addition, material on using respectful and unbiased language has been revised. In Revel, there are new Journal prompts on disrespectful and biased language, and on how to use words more effectively.

Chapter 11: Delivering Your Speech
The chapter features new material on how silence can be an effective tool in emphasizing a particular word or sentence in a speech. The discussion on how to make the most of your rehearsal time has been updated with new suggestions for preparing speaking notes and mentally rehearsing your speech. The Developing Your Speech Step by Step boxes in this chapter have been updated with a new speech on the concept of Afro-pessimism. The new Public Speaking Today box in this chapter provides tips for presenting a speech via video, either recorded or in real time.

Chapter 12: Using Presentation Aids
The chapter features a new discussion of storyboards and how they can help students plan where to use visual images in their speeches. A new figure (12.8) provides an illustrated example of a storyboard for a speech on “Conquering Your Fear of Public Speaking.” The chapter also includes updated tips and guidelines for using images, text, and videos in presentation aids. In Revel, a new video discusses how the typefaces used in your presentation aids can influence your audience’s impression of your presentation. A new Public Speaking Today box provides tips on how to effectively present a webinar. The examples of bar, pie, and line graphs in the chapter have been updated with new data.

Chapter 13: Speaking to Inform
A new Public Speaking Today box provides tips for producing your own podcast. In Revel, an accompanying video discusses the growing popularity of podcasts and how they can help you become a better public speaker. New research on how stories help listeners remember messages and maintain attention has been added to the chapter. A new video in Revel explains how storytelling can make your speech more engaging and powerful. Material on clarifying unfamiliar ideas and complex processes has been reorganized and revised for greater clarity.

Chapter 14: Understanding Principles of Persuasive Speaking
A new Public Speaking Today box discusses “fake news” and how to identify online content that is false, deliberately misleading, or based on fabricated stories or images
designed to evoke strong emotional reactions. The discussion on how to organize your persuasive speech has been revised and updated. In Revel, the chapter opens with a new video on the differences between informative and persuasive speeches, while another video reviews Aristotle’s three general methods of persuasion: ethos, logos, and pathos. A new Shared Writing prompt asks students to consider the ethics of persuasion.

Chapter 15: Using Persuasive Strategies
This chapter now includes material on the Toulmin Model of Argument, including a new figure to help students visualize the relationship between the three essential elements of the model. We’ve also added new speech examples throughout the chapter on topics such as overmedicating the elderly, climate change, and childhood immunizations. A new Public Speaking Today box explains the strategies website developers use to persuade. Material on the motivated sequence has also been revised and updated with a new speech example. In Revel, a new video explains how to spot faulty arguments online. There is also a new Journal prompt about faulty reasoning.

Chapter 16: Speaking for Special Occasions and Purposes
A new Public Speaking Today box explains what steps to take when technology fails when giving a speech. The discussion of keynote and commencement addresses has been updated and revised with new speech examples. There are also new examples in the discussion of humorous topics. In Revel, students can watch new videos about how to give a great toast and how to incorporate humor into an upcoming speech. There is also a new Journal prompt about group presentations.

Appendix A: Speaking in Small Groups
This appendix has been streamlined for clarity and to eliminate repetitive topics. New research has been added about how the way group members contribute can determine the success of the deliberations. There is a new Shared Writing prompt on leadership responsibilities in small groups.

Appendix B: Mediated Public Speaking
Our new appendix on mediated communication was created in conjunction with Pearson and Ohlinger Studios; it is based on cutting-edge research and includes the latest innovations and information about communicating in a mediated setting. The appendix clarifies the differences among synchronous, asynchronous, and hybrid presentations. It also offers strategies on how to engage an audience in a mediated setting. In addition, it covers how to prepare, rehearse, and deliver an online presentation. There is also a discussion on how to be a good digital citizen.

Appendix C: Speeches for Analysis and Discussion
George W. Bush’s address to the nation on September 11, 2001, has been added to this appendix. In addition, a new student speech on audio and video manipulation has been included.

Successful Features Retained in This Edition
The goal of the eleventh edition of Public Speaking: An Audience-Centered Approach remains the same as that of the previous ten editions: to be a practical and user-friendly guide to help speakers connect their hearts and minds with those of their listeners. While adding powerful new features and content to help students become skilled public speakers, we have also endeavored to keep what students and instructors liked best. Specifically, we retained five areas of focus that have proven successful in previous editions: our audience-centered approach, our focus on overcoming communication apprehension, our focus on ethics, our focus on diversity, and our focus on skill development. We also continue our partnership with instructors and
students by offering a wide array of print and electronic supplements to support teaching and learning.

Our Audience-Centered Approach

The distinguishing focus of the book is our audience-centered approach. More than 2,300 years ago, Aristotle said, “For of the three elements in speechmaking—speaker, subject, and person addressed—it is the last one, the hearer, that determines the speaker’s end and object.” We think Aristotle was right. A good speech centers on the needs, values, and hopes of the audience, who should be foremost in the speaker’s mind during every step of the speech development and delivery process. Thus, in a very real sense, the audience writes the speech. Effective and ethical public speaking does not simply tell listeners only what they want to hear—that would be a manipulative, speaker-centered approach. Rather, the audience-centered speaker is ethically responsive to audience interests without abandoning the speaker’s end and object.

It is not unusual or distinctive for a public speaking book to discuss audience analysis. What is unique about our audience-centered approach is that our discussion of audience analysis and adaptation is not confined to a single chapter; rather, we emphasize the importance of considering the audience throughout our entire discussion of the speech preparation and delivery process. From the overview early in the text of the public speaking process until the final chapter, we illuminate the positive power of helping students relate to their audience by keeping their listeners foremost in mind.

Preparing and delivering a speech also involve a sequence of steps. Our audience-centered model integrates the step-by-step process of speech preparation and delivery with the ongoing process of considering the audience. Our audience-centered model of public speaking, shown here and introduced in Chapter 2, reappears throughout the text to remind students of the steps involved in speech preparation and delivery, while simultaneously emphasizing the importance of considering the audience. Viewing the model as a clock, the speaker begins the process at the 12 o’clock position with “Select and Narrow Topic” and moves around the model clockwise to “Deliver Speech.” Each step of the speech preparation and delivery process touches the center portion of the model, labeled “Consider the Audience.” Arrows connecting the center with each step of the process illustrate how the audience influences each of the steps involved in designing and presenting a speech. Arrows pointing in both directions around the central process of “Consider the Audience” represent how a speaker may sometimes revise a previous step because of further information or thought about the audience. A speaker may, for example, decide after having gathered supporting material for a speech that he or she needs to go back and revise the speech purpose. Visual learners will especially appreciate the illustration of the entire public speaking process provided by the model. The colorful, easy-to-understand synopsis will also be appreciated by people who learn best by having an overview of the entire process before beginning the first step of speech preparation. For the eleventh edition, we’ve revised this figure to more clearly indicate how considering the audience is at the center of the speechmaking process.

After introducing the model early in the book, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book. A highlighted version of the model appears in several chapters.
as a visual reminder of the place the chapter’s topic occupies in the audience-centered speechmaking process. Similarly, highlighted versions appear in the Developing Your Speech Step by Step boxes. Another visual reminder comes in the form of a miniature version of the model, the icon shown here in the margin. When you see this icon, it will remind you that the material presented has special significance for considering your audience. In Revel, students can interact with this audience-centered model to learn more about each stage of the speechmaking process. At the end of Chapter 13, they can also test their knowledge using a drag-and-drop assessment to put the stages of the model in order.

Our Focus on Communication Apprehension

One of the biggest barriers that keeps a speaker, especially a novice public speaker, from connecting to his or her audience is apprehension. Fear of failure, forgetting, or fumbling words is a major distraction. In our text, we help students to overcome their apprehension of speaking to others by focusing on their listeners rather than on their fear. Our discussion of communication apprehension is covered in Chapter 1. We have continued to add the most contemporary research conclusions we can find to help students overcome the anxiety that many people experience when speaking publicly. For example, in Chapter 1 of the Revel course, students can complete the Personal Report of Public Speaking Anxiety and immediately get their score. In addition, as students read through the narrative in Revel, they will find videos, interactive activities, and assessment questions to engage their interest, enliven the content, and increase their confidence. Finally, a new sample speech in Chapter 2 focuses on conquering the fear of public speaking.

Our Focus on Ethics

Being audience-centered does not mean that a speaker tells an audience only what they want to hear; if you are not true to your own values, you will have become a manipulative, unethical communicator rather than an audience-centered one. Audience-centered speakers articulate truthful messages that give audience members free choice in responding to a message, while they also use effective means of ensuring message clarity and credibility.

From the first chapter onward, we link being an audience-centered speaker with being an ethical speaker. Our principles and strategies for being rhetorically skilled are anchored in ethical principles that assist speakers in articulating a message that connects with their audience. We not only devote an entire chapter (Chapter 3) to being an ethical speaker, but we also offer reminders, tips, and strategies for making ethical speaking and listening an integral part of human communication. As part of the Study Guide at the end of each chapter, students and instructors will find questions to spark discussion about and raise awareness of ethical issues in effective speechmaking. In Revel, students can watch a short video about why ethics are important when giving a speech and complete a video self-check to evaluate their knowledge on the topic.

Our Focus on Diversity

Just as the topic of audience analysis is covered in most public speaking textbooks, so is diversity. Sometimes diversity is discussed in a separate section; sometimes it is presented in “diversity boxes” sprinkled throughout a book. We choose to address diversity not as an add-on to the main discussion but rather as an integral part of being an audience-centered speaker. To be audience-centered is to acknowledge the various ethnic and cultural backgrounds, attitudes, beliefs, values, and other differences present when people assemble to hear a speech. We suggest that inherent in the process of being audience-centered is a focus on the diverse nature of listeners in contemporary audiences. The topic of adapting to diverse audiences is therefore not a boxed afterthought but is integrated into every step of our audience-centered approach.
Our Focus on Skill Development

We are grateful for our ongoing collaboration with public speaking teachers, many of them who have used our audience-centered approach for more than two decades. We have retained those skill development features of previous editions that both teachers and students have applauded. What instructors tell us most often is, “You write like I teach” or “Your book echoes the same kind of advice and skill development suggestions that I give my students.” We are gratified by the continued popularity of Public Speaking: An Audience-Centered Approach.

Clear and Interesting Writing Style  Readers have especially valued our polished prose, concise style, and engaging, lively voice. Students tell us that reading our book is like having a conversation with their instructor.

Outstanding Examples   Students need to be not only told how to speak effectively, but also shown how to speak well. Our powerful and interesting examples, both classic and contemporary and drawn from both student speakers and famous orators, continue to resonate with student speakers.

Built-in Learning Resources   We’ve retained the following built-in pedagogical features of previous editions:

• Learning Objectives appear at the start of each chapter to provide students with strategies and key points for approaching the chapter. Objectives reappear at the beginning of each section and in the end-of-chapter Study Guide to help students gauge their progress and monitor their learning.

11.1 Identify three reasons why delivery is important to a public speaker.

11.2 Identify and describe four methods of delivery.

11.3 Identify and illustrate the characteristics of effective delivery.

11.4 Describe the steps to follow when rehearsing your speech.

• An updated Study Guide at the end of each chapter reviews the learning objectives and key terms, and guides students to think critically about chapter concepts and related ethical issues.
For the eleventh edition, we have added a brand new box called *Public Speaking Today*, which explores contemporary digital trends and potential technology roadblocks in public speaking. These new feature boxes, which appear in every chapter, cover topics such as identifying fake news, preparing a podcast, participating in a webinar, speaking well asynchronously, listening to mediated messages, getting technical support before you need it, catching attention online, recognizing how a website persuades you, and communicating with an audience you can’t see or hear, among other topics.

**Recap boxes and tables help students check their understanding and review for exams.**

**RECAP**

The Power of Speech Delivery

Nonverbal communication:

- creates a major portion of the meaning of a speech;
- disappoints audiences when it violates their expectations;
- expresses almost all the emotion in a speech;
- can help listeners “catch” the speaker’s feelings; and
- is usually more believable than words.

**DEVELOPING YOUR SPEECH STEP BY STEP**

**REHEARSE YOUR SPEECH**

Abigail begins to rehearse her speech. From the beginning, she stands and speaks aloud, practicing gestures and movement that seem appropriate to her message. At first, Abigail uses her preparation outline as speaking notes. These early rehearsals go pretty well, but the speech is running a little short. Abigail knows that she tends to speak fairly rapidly, so she decides to plan more pauses throughout the speech, at points strategically chosen to allow her listeners to absorb an important idea. When she prepares her speaking notes, Abigail writes the delivery cue “Pause” at these points on her note cards.

**PUBLIC SPEAKING TODAY**

**VIDEO DELIVERY TIPS**

When your speech is presented via video, either recorded or in real time, here are several tips to keep in mind:

- When you rehearse, imagine you are speaking to a live audience so that you maintain a lively and immediate delivery style using your natural, conversational voice.
- Consider toning down your gestures and facial expressions since the camera lens is generally only a few feet away from you. TV, phone, or computer screens tend to amplify the intensity of your gestures and movements.
Instructor and Student Resources

Public speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on support from textbook publishers. To support instructors and students who use *Public Speaking: An Audience-Centered Approach*, Pearson provides an array of supplementary materials for students and instructors. Key instructor resources include an Instructor’s Resource Manual (978-0-13-572908-3), Test Bank (978-0-13-572890-1), and PowerPoint™ Presentation Package (978-0-13-572900-7). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (978-0-13-572933-5) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearsonhighered.com/communication.

Shared Media and Video Quiz Assignments

Share, assign, and assess a variety of media easily and meaningfully with Shared Media and Video Quiz assignments in Revel.

Shared Media assignments allow instructors and students to comment on videos and other media, including recorded public speaking performances, and assess them using instructor and peer review rubrics. Robust privacy settings ensure that student videos are uploaded and managed in a secure learning environment.

Video Quiz assignments make a typically passive activity into an active learning experience. Set up time-stamped questions on video assignments to ensure students are really engaged with and mastering concepts.

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