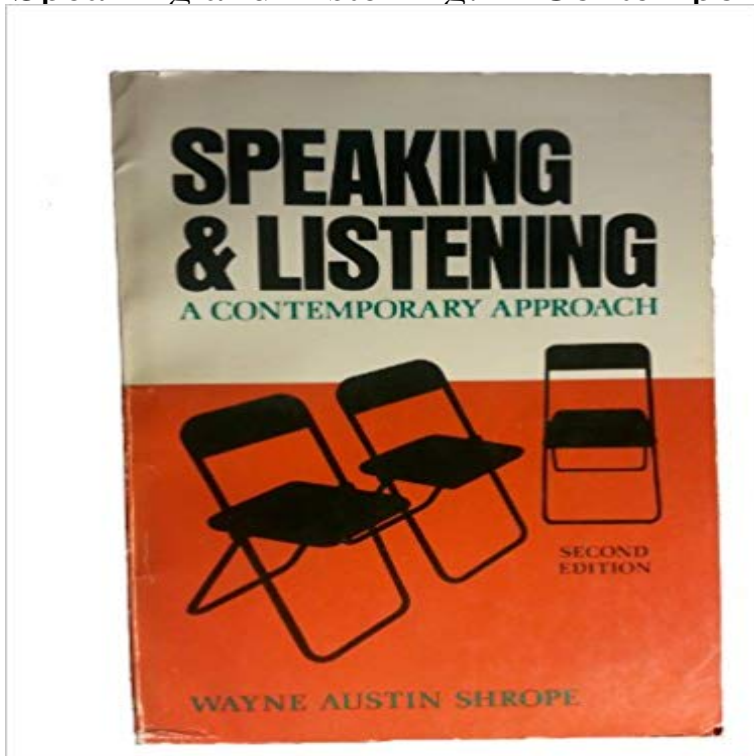


## Speaking and Listening: A Contemporary Approach



I have to look forward to preparing a second edition for several reasons:(1) students and colleagues have indicated a number of places in the book where additional explanation, definition, or example would help to clarify the activities. (2) I have been eager to replace the reprint selections at the beginning of each section with articles or speeches more attuned to the interests of today's students. (3) I wanted to add two new chapters that I have tried in my own classes and found particularly valuable. The first of the new chapters (16) examines different kinds of communication. Though the major emphasis of the book remains on public speaking, the student is encouraged to understand and engage in other, related types of oral communication. The second new chapter (17) discusses fact, inference, and judgment. Perhaps the most basic skills are the ability to think clearly and communicate once thought orally and in writing. Essential to these is the ability to differentiate between facts, inferences, and judgment. This chapter is designed to help students make those distinctions in both speaking and listening. The overall aim of the book is not so much to train students in the specialized art of public speaking as to help them develop the ability to communicate. The principles described in traditional public speaking textbooks are presented in full, but they are treated as tools for use in the context of specific communication activities. And chapters one through 11, these activities take the form of assignments simple at first and then more complex. The purpose of the assignment format is to start students speaking immediately, to provide a specific context for all general points, and to free the instructor from the need to give detailed instructions and reminders. Step by step directions are given for each task, and forms for outlines and other written work are provided. The pages in the book

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