Public Speaking: 
Breaking Down Barriers and Building Confidence 
__________________________________________________
A Project 
Presented to the Faculty in Communication and Leadership Studies 
School of Professional Studies 
Gonzaga University 
__________________________________________________
Under the Supervision of Professor Nobuya Inagaki 
Under the Mentorship of Dr. Carolyn Cunningham 
__________________________________________________
In Partial Fulfillment 
Of the Requirements for the Degree 
Master of Arts in Communication and Leadership Studies 
__________________________________________________
By 
Cameron S. Knauerhaze 
April 2012
We the undersigned, certify that we read this thesis and approve it as adequate in scope and quality for the degree Master of Arts.

[Signature]
Thesis or Project Director

[Signature]
Faculty Mentor

[Signature]
Faculty Reader

Gonzaga University
MA Program in Communication and Leadership Studies
Abstract

This paper is a consulting project for prospective public speakers. This project is intended to help break down barriers and build confidence of students when faced with public speaking situations. The project is designed for adult students. Students will be introduced to public speaking from a historical perspective with the hope they will build a foundation for accepting the remaining course material. The theory of Communication Apprehension (CA) is identified and discussed throughout the paper. As students start to recognize what barriers they possess in public speaking, they will learn simple methods in how to create and deliver a speech.

The content is delivered in a multi-sensory approach for students in effort to reach all of their learning abilities. A portfolio containing the tools to teach different class types was created. A website named Speaktothem.com was made for the project. The portfolio and website are separate components with separate aims.
Table of Contents

Chapter One: Introduction ................................................................. 3
  The Problem .............................................................. 4
  Definitions and Terms Used .......................................................... 5
  Organization of the Remaining Chapters ........................................ 5

Chapter Two: Review of the Literature ..................................................... 7
  Philosophical Assumptions .......................................................... 7

Chapter Three: Scope and Methodology .................................................... 15
  Scope of the Project ......................................................... 16
  Methodology of the Project ..................................................... 17
  Limitations of the Study ......................................................... 18

Chapter Four: The Project and Product ...................................................... 19
  Discussion ................................................................. 44

Chapter Five: Summaries and Conclusions ................................................ 46
  Limitations of the Study ......................................................... 46
  Further Study or Recommendations ................................................ 46

References ................................................................. 48
Public speaking can be one of the most stressful events, yet it seems to be one of the most unavoidable. Being able to verbally communicate effectively to other individuals or to groups is essential in business, school, as well as your personal life. This necessary life skill requires training, self-confidence, credibility, and personal attributes that can often times be difficult to exercise. An experienced trainer/consultant in this area of expertise can provide the tools needed to succeed in the challenges of public speaking. This is why I have chosen the project topic of Public Speaking: Breaking down Barriers and Building Confidence. This project will be from a consultant perspective with an emphasis on the pedagogy of public speaking.

I am a Public Information Officer for the Westminster Police Department in Orange County, California. I am also the President of a non-profit organization named Crime Survivors, Incorporated in Irvine, California. This project is designed in the context for working with public sector employees and employees of non-profit organizations. In both of these types of organizations, strong public speaking skills are essential in communicating to perspective audiences. These audiences can be dyads, small groups, large groups, and massive groups if there is media coverage involved.

This project is designed with particular emphasis on teaching adult students. Although the format is designed this way, the information provided is still simple enough to be molded into a curriculum for any kind of student with the need to enhance their public speaking skills. Strong public speaking skills are essential in effective communication for perspective audiences. The audience will always remember the person who delivered the message and how they delivered it to the crowd.

Within this project, a functional portfolio of training materials and a curriculum of consulting strategies were designed for working in organizational and adult student settings. This
portfolio presents a multi-sensory approach at delivering the material through the curriculum, PowerPoint, handouts, group exercises, individual assignments, and analysis of public speaking scenarios.

The Problem

Many people fear public speaking, and in fact fear even thinking about the idea of speaking in front of any size group. This is a problem. Students can learn how to be an effective speaker by following the steps taught in books and most standard curriculums. However, very little emphasis is placed on how one can deal with stage fright, also known as Communication Apprehension (CA). A special emphasis was placed in this curriculum on CA in an effort to address the issues of stage fright.

In the spirit of adult learning, I also employ two key perspectives to help address CA and the course content: the transmission perspective and constructivism. According to Mohammed (2010), the transmission perspective focuses on the content of the topic and how the information is delivered to the student. Constructivism is the theory that students need to discover, examine, construct, co-construct, and re-construct the new knowledge before applying it (Mohammed, 2010).

The fear of public speaking will be forever relevant. This creates a high demand for ongoing training on this topic. This project will lay the foundation for students to learn the history, importance, and challenges of public speaking. By breaking this information into thoughtful segments, students will progress in their public speaking ability at a comfortable rate in hopes to minimize the level of stage fright they possessed before the course.
Definitions of Terms Used

Stage Fright: Also known as Communication Apprehension (CA) or Public Speaking Anxiety, is defined as the level of fear or anxiety associated with either real or anticipated communication with another person (McCroskey, 1984).

Expectancy Violations Theory: (EVT) is described as positive violations that produce more favorable communication outcomes than conformity to expectations, while negative violations produce less favorable ones, and that reward characteristics of the communicator mediate the interpretation and evaluation of violations (Burgoon, 1988).

Dyad: Two people involved in a communication situation.

Imagined Interactions: Or (II) is the use mental imagery before and after to prepare and review communication (Honeycutt, Choi, & DeBerry, 2009). This can also be referred to as Visualization (VIS).


Organization of Remaining Chapters

The second chapter provides a review of the empirical and theoretical literature as it pertains to the history of public speaking, communication apprehension (CA), expectancy violation theory, and speech organization and preparation.

The third chapter discusses the scope and methodology of this project. This paper, the website, and the portfolio are discussed as three separate ideas. All three are explained as separate learning tools in this project. This chapter is concluded with the limitations of the project.
The fourth chapter describes the format, order, and topics covered in the portfolio. An overview of the material presented in the portfolio is discussed in order to provide a clear understanding of the material in the portfolio. The fifth and final chapter provides a summary of the research study findings and a conclusion to this paper. It includes further recommendations based upon an analysis of the data.
Chapter Two: Literature Review

Philosophical Assumptions

The philosophical bases for effective public speaking lies within the core teachings and principles expressed by Aristotle. According to Aristotle (Griffin 2006), the available means of persuasion are based on three kinds of proof: logical (logos), ethical (ethos), and emotional (pathos). In this paper, these proofs act as a road map to the student as they engage the curriculum. The ethical proof is the way the speaker’s character is revealed through the message, and emotional proof is the feeling the speech draws out of the hearers and the logical proof comes from the line of argument in the speech (p. 320).

This paper presents a framework on how Aristotle’s rhetoric is used in teaching adults effective public speaking through how they speak (epistemology), why public speaking is important (axiology) and what effective public speaking looks like (ontology). These philosophical assumptions combined with adult teaching methodologies are explored in a teaching curriculum with the primary goal of students becoming effective public speakers.

Whether giving a speech, delivering a presentation, or communicating an important idea to a client, good speaking and communication style build credibility and inspire others. However, many people of us have barriers when it comes to public speaking due to fear and anxiety. This continued fear creates a supply for the demand of highly qualified public speaking trainers. Public speaking trainers can operate in the form of consultants. Consultants who train in the field of public speaking use many methods depending on their client’s needs. In this chapter, I will review the literature available to support a public speaking curriculum geared toward the basics of public speaking for the adult learner. I examine four different learning domains designed to address the basic public speaking student’s needs (Silberman, 2006). The domains are:
1. The History of Public Speaking

2. A Look at Stage Fright (Communication Apprehension Theory and Expectation Violations Theory) and the Fears Related to Public Speaking

3. Speech Organization and Preparation

4. Practice, Practice, Practice

The History of Public Speaking

As early as the fourth century B.C., Aristotle developed the *topics* to help his students discover what could be used to develop a speaking subject. The *topics*, in Greek “*topoi*” or in Latin “*loci*” (words that mean “*places*”) are conceived as places where ideas can be assigned within categories or classifications, or under headings. This process can help speakers and writers invent ideas and group relevant material to develop a subject (Huang, 2007; Speight 2010).

Three other important topics arise from the teachings of Aristotle. They are Logos, Pathos, and Ethos. Ethos is appeal based on the character of the speaker. Logos is appeal based on logic or reason. Pathos is appeal based on emotion. These ideas along with Aristotle’s recognition of “*topoi*” (topic), lend credence to a historical look at the evolution of public speaking (Dascal & Gross, 2005; Elden 2005; Poggi, 2005).

More recently, scholars have recognized the connection between history and rhetoric, public speaking and democracy. Current public speaking students are taught various skills and techniques for speaking in a variety of contexts, but are not taught to see their efforts as playing a role in the maintenance of or as a challenge to those contexts. Students construct speeches designed solely for the public speaking classroom and have difficulty seeing them as anything
other than a class assignment. A glimpse into history can offer the necessary insight to broaden a student’s public speaking horizon (Fisher, 2010).

*A Look at Stage Fright and the Fears Related to Public Speaking*

Before someone can get in front of an audience they should be prepared to face the crowd with confidence and poise. However, this will be difficult if they are afraid. One of the most relevant topics on the issue of public speaking fear is Communication Apprehension Theory (CA); also know as Public Speaking Anxiety (PSA). Communication Apprehension Theory (CA) is defined as the level of fear or anxiety associated with either real or anticipated communication with another person (McCroskey, 1984). Instruction in this area of research will contribute to the communication-consulting field and give the student/client an understanding of CA. Discussion on CA will also allow for more conversant ways to confront CA, and help those individuals who experience it (Feeny, 2008).

Although CA has been a topic of research for a long time, advancements in how to treat the problem has continued to grow over the last 40 years. Another advancement was the creation of more interpersonal communications classes at the collegiate level instead of the traditional mandated public speaking graduation requirement (McCroskey, 2009).

Further studies have revealed a correlation between CA and a set of human predictors in an effort to understand the problem. In recent studies, an examination of the influence of unwillingness to communicate, self-esteem, and biological sex of students’ communication apprehension levels in a public speaking classroom setting were able to support the idea that CA can be predicted among certain people (Bodie, 2010; Pearson, Vevea, Child & Semlak, 2008; Richardson, 2003).

Scholar Judee Burgoon’s Expectancy Violation Theory (EVT) is another important theory
that helps us understand how we interact with others in a public speaking setting (Griffin, 2006). EVT is described by Burgoon as positive violations that produce more favorable communication outcomes than conformity to expectations, while negative violations produce less favorable ones, and that reward characteristics of the communicator mediate the interpretation and evaluation of violations. The theory suggests that expectancy will influence the outcome of the communication as positive or negative and predicts that positive violations increase the appeal of the violator and negative violations decrease the appeal of the violator. In a consulting environment, I am likely to face a non-traditional student than a traditional classroom student found at a school. Understanding EVT in the context of working with adult learners will help identify the communicator characteristics, Relationship factors, and the expectancy of these students (Houser, 2006).

In a study by Brogan, Jowi, McCrosky, and Wrench (2008) developed and tested a new research measure for examining social communication apprehension (CA). The variables that were employed in the research were: human temperament (extraversion, neuroticism, & psychoticism), communication apprehension, willingness to communicate, desire for control, and individual’s level of social CA. Results from the study found that extraversion and neuroticism accounted for 72% of the variance in the individual’s level of social CA. Furthermore, the linear combination of CA, willingness to communicate, and desire for control accounted for 47% of the variance in individual’s level of social CA. The results also found that people have higher social CA levels with strangers than they do with acquaintances, and people have more social communication apprehension with an acquaintance than they do a friend. Lastly, the results indicated that the context (casual meeting, dinner party, or club setting) where people are interacting socially affected an individual’s social CA.
With an understanding of EVT and CA, I also address ways to manage both conditions. One such method is known as Imagined Interactions (II). This practice can help reduce the fear of communication in which individuals use mental imagery before and after to prepare and review communication (Honeycutt, Choi, & DeBerry, 2009). This practice of visualization is also used in other public exposure type activities by athletes, musicians, actors, and comedians.

Exposure therapy has also been noted as a practice to help CA. Gains in speaker confidence and competence are often cited as major benefits for undergraduates taking basic communication classes. Studies of basic course effectiveness frequently report decreases in CA accompanied by increases in speaking skill (Finn, Sawyer & Schrodt, 2009). Exposure therapy can also be effectively used by students who participate in learning communities. Learning communities can also be described as small sub-groups of students characterized by a common sense of purpose that can be used to build a sense of group identity, cohesiveness and uniqueness that encourages continuity and the integration of diverse curricular and co-curricular experiences (Edwards & Walker, 2007).

During the creation of a speech, it is tempting to apply humor in an effort to keep the perspective audience interested. In a study by Ubel, Routsong, Turk, Koesten, and Liang (2008), they discovered that the only factor that proved to be a significant predictor of student CA was the success of the humor applied to their speech. Their research indicates that humor makes people feel less stress and less anxious. Their study confirmed that the positive effect of successful humor is also present equally for men and women despite whether they planned or did not plan the humor in their speech.

The course I designed is for a diverse cultural context here in Southern California. According to Savage (2007) many studies that have cross-culturally compared high and low CA
show that culture and national origin influence individuals’ levels of CA. In this project, I also explore how CA relates to audience verbal and non-verbal feedback.

In a study by Hsu (2009), she investigated the relationships among trait anxiety, audience nonverbal feedback, attributions, and public speaking state anxiety. Fifty-nine undergraduate students randomly assigned to either a positive or negative condition of audience nonverbal feedback delivered an impromptu speech and completed a trait anxiety measure, state anxiety scale, and attributional questionnaire about audience nonverbal feedback. The results provided some support for a path model indicating that negative nonverbal feedback increased external attributions, which, in turn, increased state anxiety and CA. Trait anxiety was not more predictive of state anxiety than nonverbal feedback.

*Speech Organization and Preparation*

Coming up with a speech topic is only half the battle. Preparation and organization is essential in carrying out an effective speech and grasping the interest of any audience. In an article by Wiksell (1960), he provides a list of 25 tips on preparation and delivery in speech making. Suggestions like, “Choose a specific phase of a subject of special interest to your audience” and “Be sure you have had direct experience with your subject” is just a couple of the noteworthy ideas he provides to keep a speech writer on track toward a successful speech.

We have often heard the metaphor of “Breaking the ice” as discussed by Brue (1985). Icebreakers in a speech or public address can help set the tone of the meeting or adjust the climate of the room to the speaker’s advantage. Knowing the audience is just as important as doing well on the creation of a speech. In a training article by Magnecca (2009) he brings to light the importance of communicating a message to a listener in such a way that it draws the question of, “What’s in it for me?” After all, the message to the listener must be one that evokes
thoughts of persuasion and even benefit in order to keep them interested.

*Practice, Practice, Practice*

This project is geared toward the adult student and, as such, certain techniques and practices should be followed. Jackson (2009) addresses the issue of adult students revisiting theories of learning through their now different adult lens. This adult lens is important in working with adult students because they bring their life experience to the classroom, whereas traditional students found themselves in school to gain life experience. Merriam (2008) proposed that adult learning theory is attending more to the various contexts where learning takes place and to its multidimensional nature.

Adult learning methods for the communication trainer are also discussed by Putnam (1985). Her research shows that there is an interpersonal relationship between a target group and the trainer. This process, in turn, may contribute to role conflicts as practitioners attempt to justify the scope and cost of communication training while preserving the relationship with their client.

As with all learning environments, the success of the student is dependent on numerous factors controlled by the student as well as the instructor. Certain attributes like course engagement (homework and class preparation, previous public speaking experience, and writing skills); dispositions (perceived value of classroom attendance, motivation, affective learning, critical thinking, communication apprehension, willingness to communicate, and self-esteem); and demographics (biological sex, other family members with college degrees, number of class credits attempted, and employment status) can contribute or take away from the students ability to learn (Pearson, Vevea, Child & Semlak, 2008).
Conclusion

This project is designed to provide the adult student basic training in public speaking. As a consultant, I can morph this material into many different forms depending on the audience. There is a tremendous amount of research on CA and adult learning. Overcoming Communication Apprehension seems to be one of the largest obstacles in the practice of public speaking. Although some solutions were discussed in this chapter, like Imagined Interactions (II), it should be noted that not all people will be receptive to just consulting alone. There may be deeper personal issues for the student that may be better attended to by a licensed psychologist. A progressive and flexible lesson plan is necessary when teaching this topic and instruction should not be limited to the literature in this review.
Chapter Three: Scope and Methodology

The need for training in public speaking is of high demand, both personally and professionally. One can be called to conduct a sales presentation at work, or deliver a eulogy for a family member. In either case, there is a need for a foundation to strengthen one’s public speaking platform. As mentioned in Chapter 2, the primary objective of this project is to incorporate four different learning domains to assist students in feeling more proficient and confident in their public speaking abilities.

In this paper, material is presented from the perspective of a consultant/trainer. This project is designed in the context of the adult student. The focus will be on enhancing the students’ existing public speaking skills. It is assumed that students in this public speaking course who are adults have already had some sort of public speaking training in their educational background (e.g., K-12 or college), or have made some type of oral presentation in front of an audience. This affects the design of this training due to the student’s ability to draw from life experience and or previous public speaking situations they have been involved with in the past. These experiences will create an environment where students will not only learn from the material presented, but they will also learn from each other. There is no research component to this project. However, it is important to outline why certain materials and ideas are included and why some were excluded for the purposes of this particular project.

The Scope of the Project

The curriculum is introduced and presented in Chapter 4 in the form of a consultant portfolio and introduction to a comprehensive website named Speaktothem.com. The guide outlines and defines the goals and objectives of each section of study, as well as a clear philosophical path for the course. The portfolio and guide are divided in four sections: 1.) The
History of Public Speaking 2.) A Look at Stage Fright (Communication Apprehension Theory and Expectation Violations Theory) and the Fears Related to Public Speaking, Speech Organization and Preparation 3.) Speech Organization and Preparation 4.) Practice, Practice, Practice. Within these four sections, a theoretical guidance outline for the consultant and several applications and exercises for the student will be provided in accordance with the latest adult and group learning strategies. The consultant portfolio is designed for a short, one day course of instruction, but can be expanded based on the need of the client or audience. The content of the instruction serves as a tool to enhance the adult students already existing public speaking experience.

A website was created to complement or supplement the content of this course. This added production element contains the same theoretical content as the course outline, but is delivered via the web for the purpose of instructing and attracting the working professional who is on the go. There is just enough information on the site for the reader to glean some tips on public speaking along with the hope he/she will contact the consultant for additional services.

The focus of this project is centered on the basics of public speaking as previously described in chapter 2 as; Aristotelian rhetoric; speech writing tips and organization; Communication Apprehension Theory; and Expectancy Violations Theory. Public speaking is an art in and of itself and many theories and teachings are available. The actual age of the student and ethnicity of the potential student were not included in this project as the goal is to master the fundamentals of public speaking. The only reference to age pertains to adult learning considerations where no specific ages are discussed. The setting and the audience dynamics were not explored as part of this project. Again, the primary focus is to provide the student with the basic skills to go before an audience of any size and or any situation. Once these skills are
obtained the student is encouraged to research other areas of public speaking that may fit their situation.

Methodology of the Project

This project seeks to improve the study and application of public speaking for adults through the development of their existing skills and by providing them the tools necessary to hone those skills. As mentioned earlier in this paper, there is no research component in this project. In addition, professional journal articles and books that center on best and latest practices regarding public speaking were examined. This was done in an effort to provide credible information for the student regarding public speaking and the fears and barriers commonly faced by most people performing in front of an audience.

The website, Speaktothem.com, was chosen as a tool to reach anyone with computer or web access. The content was designed to give the reader a glimpse of services rendered by Axiom Communications and the importance of effective public speaking. Website development is an excellent promotional tool in the growing age of e-commerce.

According to Vrontis (2007), for the successful design, development, implementation, and evaluation of a web-based marketing communication plan, the principles that are examined are defining a website’s main objectives, designing a website through applying principles of best practice usability, tracking website visitor activity, and maximizing the site’s visibility. All of these ideas were implemented in the design of Speaktothem.com. Speaktothem.com was purchased from a web page design service called Weebly.com, which is located in San Francisco, California. The site allows a multitude of functions for the customer such as: video, slideshows, podcasts, and easy user content control. All of these functions are necessary and crucial for this project as the primary goal is to connect with potential clients and students who
are interested in public speaking.

Limitations of the Study

The public speaking class is designed in such a way as to encourage students to overcome fear of speaking in public and to enjoy it at the same time. The content of the class was developed for the adult student in a public sector or non-profit profession from the perspective of a consultant/trainer. Therefore, this project is directed with the following limitations: 1) designed as a one day course (8 hour session) and/or webinar; and 2) Basic content of public speaking practices and Communication Apprehension (CA) awareness.
Chapter Four: The Project

The primary goal of this project was to create a credible and viable portfolio of resources and a website for anyone seeking to become a better public speaker. Often times, reading books and taking a course in school are not sufficient enough in overcoming the barriers that exist in public speaking. However, they seem to be the only resource available at a moment’s notice. This is why a consultant with the expertise in the area of public speaking can be a vital tool in helping students/clients overcome the obstacles they face when encountering public speaking situations.

For the purposes of this project, I named my consulting practice Axiom Communications. An Axiom, as defined by the American Heritage Dictionary (1994), is a self evident or universally recognized truth; maxim or principal that is accepted as true without proof; postulate. Public speaking or the act there of, is an axiom in and of itself as any one of us can find ourselves in a public speaking situation at any given moment.

In the development of this project, it became obvious that a tremendous amount of research existed on the general methods to become a good public speaker. The approach in this project was not only to help a person become a better speaker, but to give them a foundation as to why the topic of public speaking and awareness of speech anxiety is important. The chapters in the curriculum are:

1. The History of Public Speaking
2. A Look at Stage Fright and the Fears Related to Public Speaking
3. Speech Organization and Preparation
4. Practice, Practice, Practice
The History of Public Speaking

In the first chapter of the curriculum, the history lesson is from the teachings of Aristotle. According to Dascal and Gross (2001) about 2300 years ago, Aristotle wrote down the key to being a persuasive speaker. In this case, persuasive is defined by Poggi (1975) as having the influence through communicative goal hooking based on the free choice of the person who is being influenced. Since then, Aristotle’s teachings have formed the foundation for almost every public speaking book known to be on the market.

According to Griffin (2006), Aristotle explored the tools of rhetoric four centuries before the birth of Christ. Aristotle, a student of Plato, noted that success requires wisdom and eloquence. He saw rhetoric as a neutral means by which, “The orator could either accomplish noble ends or further fraud” (p. 319). He went on to uncover the “available means of persuasion” (p. 319). According to Aristotle, the means of persuasion are based on three kinds of proof: logical (logos), ethical (ethos), and emotional (pathos). These means of persuasion are considered key elements to public speaking, as they are what every speaker should understand in relation to the art of public speaking.

What are Ethos, Pathos, and Logos? In simple terms, they are defined as:

1.) Ethos: credibility (or character) of the speaker
2.) Pathos: emotional connection to the audience
3.) Logos: logical argument

Ethos

Before an audience can be convinced to accept anything that is said, they have to accept the source as credible. There are many parts to building credibility:

1.) Does the audience respect you as a person?
2.) Does the audience believe you are of good character?

3.) Does the audience believe you are generally a trustworthy person?

4.) Does the audience believe you are an authority or expert on this speech topic?

Keep in mind that it is not enough for the speaker to know that they are a credible source. The audience must know this as well. Ethos is the level of credibility possessed as perceived by a respective audience.

**Pathos**

Pathos is the quality of a persuasive presentation, which appeals to the emotions of the audience.

1.) Do your words induce feelings of love, sympathy, or fear?

2.) Do your visuals evoke feelings of compassion or envy?

3.) Does the way you characterize the competition evoke feelings of hate or disdain?

Emotional connection can be created in many ways by a speaker, perhaps most notably by storytelling. The goal of a story, anecdote, analogy, simile, and metaphor is often to link an aspect of our primary message with a triggered emotional response from the audience.

**Logos**

Logos is synonymous with a logical argument.

1.) Does your message make sense?

2.) Is your message based on facts, statistics, and evidence?

3.) Will your call-to-action lead to the desired outcome that you promise?

Logos may arguably be one of the most important of these three pillars. By basing a speech on facts and evidence, you can have the ability to strengthen the ethos of the message. When presented in a logical order, these facts along with the evidence presented should promote a level
of trust from the audience.

Together, they are the three persuasive appeals. In other words, these are the three essential qualities that your speech or presentation must have before your audience will accept your message. They are the difference between your audience sitting on the edge of their seat—focused on every word, or staring at you with their eyes glazed over, completely uninterested. These ideas set the stage for rest of the material presented on the website and in the course curriculum.

A Look at Stage Fright and the Fears Related to Public Speaking

One of the biggest concerns that are most often heard regarding speeches is stage fright. According to Lucas (1998), a survey conducted in 1973 asked more than 2500 Americans to list their greatest fears. To the surprise of researchers, the largest number of people—41 percent—listed speaking before a group among their greatest fears. Communication Apprehension Theory (CA) appears to be the most relevant theory in regards to stage fright. Communication Apprehension Theory (CA) is defined as the level of fear or anxiety associated with either real or anticipated communication with another person (McCroskey, 1984). Instruction in this area of research contributes to the communication-consulting field and gives the student/client an understanding of CA. There are many studies regarding this theory and how it affects public speakers. With that said, I explore dealing with nervousness, preparation, thinking positively, and the process of visualization. In the curriculum, students will actually participate in a coached visualization exercise by the instructor in a peaceful classroom setting. This exercise will illustrate one method to cope with nervousness and thinking positively.

Lucas describes visualization as mental imaging in which a speaker vividly pictures himself or herself giving a successful presentation. Athletes, musicians, and actors, all of which
routinely find themselves performing before a crowd, have used this technique. In this study, I would like to introduce visualization as a way for speakers to cope with Communication Apprehension (CA).

Scholar Judee Burgoon’s (1988) Expectancy Violation Theory (EVT) is another important theory that helps us understand how we interact with others in a public speaking setting. EVT is described as positive violations that produce more favorable communication outcomes than conformity to expectations, while negative violations produce less favorable ones, and that reward characteristics of the communicator mediate the interpretation and evaluation of violations. The theory suggests that expectancy will influence the outcome of the communication as positive or negative and predicts that positive violations increase the appeal of the violator and negative violations decrease the appeal of the violator. This applies to the public speaking setting and the audience. EVT is integrated into the curriculum through the management of speech topics by the instructor. All speech topics for the final speech shall be approved by the instructor in an effort to present a diverse and thought provoking discussion. Students are encouraged to take on topics outside their expertise and comfort zone in an effort to learn new material. Students are even more encouraged to talk about topics that are controversial in nature in an effort to stimulate debate and/or positive and negative violations. Once this happens, students will be able to see how EVT influence or detracts from the speech and audience participation.
Expectancy Violation Theory: Non-Traditional Students

This course and the website is designed for the non-traditional student, which in this case is the adult learner. At first glance, this poses some challenges that go beyond the traditional student, which in this case should be considered college level. While age may be the most obvious method distinguishing traditional from nontraditional undergraduate students, recent research has presented additional discriminating characteristics. According to Houser (2006) traditional students are those between the ages of 18 and 25 and chose to pursue college immediately following their completion of high school. In Houser’s (2006) study, The U.S. Department of Education’s National Center for Education Statistics profiles traditional students as dependents between the ages of 18 and 23. Though the age ranges for traditional students vary, researchers in adult education have typically represented the nontraditional student as those above the age of 25. With this distinction in mind, a look into Expectancy Violation Theory was conducted while creating the website and course content.

Expectancy Violation Theory (EVT) is defined by Burgoon (1976) “as the exchange of information that is high in relational content and can be used to violate the expectations of another, who will perceive the exchange either positively or negatively depending on the liking between the two people” (p. 59). In short, EVT attempts to explain people’s reactions to unexpected behavior. Burgoon (1975) went on to explain that expectancies are based upon social norms and particular characteristics of the communicators. Violations of expectancies cause arousal and require the recipient to initiate a sequence of cognitive appraisals of the violation. The theory suggests that expectancy will influence the outcome of the communication as positive or negative and predicts that positive violations increase the attraction of the violator and negative violations decrease the attraction of the violator.
Typical teaching methods used in the classroom were amended and put forth for the adult student viewing the website in this project. This paper explores some adult learning methods when andragogical and pedagogical techniques are discussed.

A Look at Stage Fright

Again, coming from a foundational perspective it seems as though it would be counter-productive to teach public speaking without addressing the issues related to stage fright. Stage fright is also known as public speaking anxiety or communication apprehension (CA).

Communication Apprehension Theory (CA) is defined as the level of fear or anxiety associated with either real or anticipated communication with another person (McCroskey, 1984). This condition alone can keep someone from even stepping foot on the stage or in front of an audience. CA is briefly addressed on the website I created in order to evoke an awareness of the issue. For those who are nervous or who have fears related to public speaking, CA must be addressed before they can move forward. It would be like riding a bike without learning how to balance.

The theory of Communication Apprehension (CA) is an important part of the curriculum in this project. CA is addressed in the beginning of the course in an effort to identify the students who may have apprehension right from the onset of the class. Engaging students in this topic brings a level of awareness to the class that promotes conversation and self-disclosure among students. Discussion and open group exercises will hopefully minimize or decrease levels of CA to a degree where students can participate in the remainder of the course.

As a consultant, I will address CA by teaching a practice known as Imagined Interactions (II). This practice can help reduce the fear of communication in which individuals use mental imagery before and after to prepare and review communication (Honeycutt, Choi, & DeBerry,
This practice of visualization (VIS) is also used in other public exposure type activities by athletes, musicians, actors, and comedians.

In essence, students will be taught to close their eyes, relax, and imagine themselves performing in the event they are preparing for. Specific details are involved in the imagery. For instance, students should incorporate sight, smell, sound, and mental pictures of the location where they plan to perform as well imagining their performance. The theory of II suggests that repeating this imagery in a controlled environment will decrease the level of CA experienced by the speaker, which is why the theory was added to the curriculum. Having an awareness of CA is not enough to cope with public speaking fears. Providing student tools like II is one step in public speaking training that should help students with the final speaking project in the course. As the consultant, I am merely a facilitator in guiding the student through his or her own mental imagery and anticipated experience. It is entirely up to the student to open their mind to this type of cognitive exercise.

Exposure therapy is also another remedy to CA, which was explored by Finn, Sawyer & Schrodt (2009). In their study they posit that, “increased public speaking confidence is often cited as a major benefit for undergraduates taking the basic communication course. Several scholars have reported that the state anxiety of novice speakers declines progressively during performance, a phenomenon called within-session habituation” (p.92). Exposure therapy, in lay terms, is the act of making someone face his or her fears. This can be done gradually in second intervals and progress to minute intervals. In theory, the repeated exposure is thought to decrease CA levels of the participant. Finn, Sawyer & Schrodt (2009) explain that these time intervals may be classified according to the length of time that clients are in the presence of a fear-arousing stimulus and whether that exposure is imagined or carried out in real life.
Throughout the course curriculum in this project, students are given opportunities to perform in front of one another and the instructor. Whether it is through a short personal introduction, or the final speech project, students will be exposed to an audience as an exercise of exposure therapy.

There are many facets to treating and understanding those who suffer from CA. Personal identity can have influence over a person's level of CA. In the communication community, it is well recognized that identity is a social function that is influenced by social factors. In turn, this effects social actions of those who find themselves in social situations. In Feeny (2008), her research indicates that the relationship of self-concept and identity to communication apprehension (CA) may be a major motivational force that influences perceptions of anxiety or fear of communication. In her study, she reports “individuals who show discrepancies between their personal and relational identities will have high communication apprehension” (p.2).

Self-esteem and self-disclosure are major factors in how individuals respond to any type of CA therapy/training. As a consultant on this topic, careful thought should be considered in an effort not to paint all people suffering from CA with a broad brush, as some may have issues with their self-esteem which will inhibit their growth as a public speaker. With that said, public speaking is not for everyone, however, those with a desire to learn and thrive in this arena should do well with some basic training.

Speech Organization and Preparation

Organization is an important factor in creating and conducting a successful speech. In this portion of the curriculum, I focus on the three basic parts of a speech—introduction, body, and conclusion. According to Lucas (1998), forming the body of a speech is the most important
part. Identifying a specific purpose, a central idea, and main talking points are critical in the preparation of the final speech product. This is where I would use a number of visual aids for adult learners. I provide written examples for participants so they can see how to organize their thoughts on paper. I have students watch speeches on video that demonstrate the importance of organization. These videos will consist of some of the great speeches in our history (to be announced).

The focus of this website will be to lend support to my teaching in regards to the power of public speaking. This website will also act as a tool to reach potential clients who may need my help with their public speaking needs. Since I have a media relation’s background, I have also added this feature to the site in an effort to lend credibility to experience and to reach out to potential clients who may find themselves dealing with the media.

In the previous chapter, the history of public speaking and stage fright was introduced and discussed. These topics lay a good foundation for a student to start organizing and preparing for their speech topic and presentation. Organization and preparation has a strong connection to ideas discussed earlier in this paper when logos, pathos, and ethos were examined. All three of these public speaking pillars are monumental in the design and implementation of a successful speech.

While working with students, they will be reminded of these pillars every step of the way. In Wiksell (1953) he offers a multitude of ideas, which are essential for the creation of a speech. On the website, a list of these ideas in outlined that acts as somewhat of a cheat sheet for readers who are interested in speech preparation. Expanding on Wiksell’s list, here are some basic thoughts on how to plan a speech.
Plan to Improve Your Speech

Training and education are essential in public speaking. This can be done by attending a college communications course or joining your local Toastmasters Club. You will not be a hit over night as this type of training and education should be ongoing, from birth to death. By enrolling in a class a practicing in front of a sympathetic group, a student is likely to get the constructive criticism by their peers and their instructor. This criticism can pay dividends in the end when mistakes are corrected and banished from the student’s speech.

Purchase a nice digital tape recorder or video camera to help practice your speech. Subscribe to a public speaking newsletter or join an online forum for communication professionals. If public speaking is a crucial component to a student’s profession, they should consider a public speaking coach/ consultant that can provide the personal attention needed.

Be Worthy to Speak

As the student goes through all the preparation to speak, they must never overlook the ethics involved in delivering their message. Again, we refer back to *ethos* as the message is developed for the perspective audience. The message should be believable and factual. If there are weaknesses in the material presented, they should be addressed in an honest manner. The audience will appreciate this measure.

Organize Your Speech

There are many methods to organizing a speech. The speaker should use whatever method he/she in comfortable with. This may be memorization, outlines, cue cards, a laptop, or any other way to cue thoughts during a speech. Formulate the body of the speech, and then add an introduction and closing statement. In the introduction, make a strong point in order to grasp the attention of the audience. This point can be revisited later in the speech to keep the audience
and the topic connected. Enumerating ideas throughout your outline can help keep the speech organized and keep the speaker from drifting off topic or out of order. Memorization comes with a bit more expertise and should be avoided. People expect a speaker to have some form of notes, especially if the topic is lengthy, political, or involving factual data.

*Employ Visual Aids*

Visual aids are a useful tool in public speaking and should be used when applicable. They can range from something as simple as photos and charts, to a computer generated slideshow. Whatever aid is used should be clear enough and big enough for the whole audience. In today’s day and age, it is easy to become engrossed with technology-based visual aids. Do not let this happen. Keep the aid as a simple tool complimented by your speech. According to Wiksell (1953) visual aids are better presented directly center, in front of the audience rather than off to any one side. As the visual aid is used, the speaker should remain focused on the audience. The speaker should know what is on the aid in advance, which will help keep attention away from the aid and on the audience. This when it becomes most tempting to turn away from the audience where they now will end up focusing on the back of the speaker.

Do not go too slow or fast

Pay attention to tone, pitch, volume, and rate. The delivery of the message is largely based on how you control these behaviors. The speaker does not want to come across as a bore. This is the time to figure out where volume change is necessary in order to keep the crowd engaged. The speaker must pay close attention to the use of their lips, tongue, jaw, and teeth. This would be good time to use a recording device or a friend to evaluate your delivery. As with anything else, work to improve any faults. Practice over and over and make perfection the goal.
**Practice, Practice, Practice**

I have always been a strong believer in learning by doing. Practice and the repetition of public speaking seem to be the mantra of most successful public speakers I have spoken with on the topic. In this portion of the curriculum, I have designed and implemented a fun and interactive series of learning by doing practical scenarios. For example, at the beginning of the course, students interview and introduce each other to the class by addressing a series of personal questions. This exercise throws the student right into a public speaking scenario, which helps the instructor gauge, their abilities while at the same time, exposes the student to an audience. This impromptu assignment gives students a chance to practice, work in teams, and gain self-confidence in their public speaking abilities. The curriculum incorporates activities that will give students the chance to perform in front of each other as well as evaluate each other’s performance. The instructor is a facilitator that can manage, motivate participation and direct participants’ activities as discussed in the book *Active Training* (Silberman, 2006). This curriculum can be modified for group or individuals based on the client or students needs. As a consultant on this topic, I will be flexible in how the material will be presented without losing on the content.

In the spirit of adult learning, two key perspectives were used: The Transmission perspective and constructivism. According to Mohammed (2010), the Transmission perspective focuses on the content of the topic and how the information is delivered to the student. Constructivism is the theory that students need to discover, examine, construct, co-construct, and re-construct the new knowledge before applying it (Mohammed, 2010).

The fear of public speaking will be forever relevant. This creates a high demand for ongoing training on this topic. This project lays the foundation for my future endeavors as a
communications consultant and further strengthens my professional foundation in working with the public as a public information officer and non-profit executive.

So the adage goes, “practice makes perfect.” When it comes to public speaking, practice seems to be a sure way to increase the chance of success. If you can get past stage fright and manage any CA you possess, the battle is half won. As stated by Bodie (2010), “some suggest that simply practicing a speech can help to reduce anxiety; however, other research shows that high trait CA speakers do not effectively utilize their preparation time calling into question the universal utility of practice”. The less you practice, the higher the CA you may experience and worse off your speech may be.

In the, the history lesson is from the teachings of Aristotle. According to Dascal and Gross (2001), about 2300 years ago, Aristotle wrote down the key to being a persuasive speaker. In this case, persuasive is defined by Poggi (1975) as having the influence through communicative goal hooking based on the free choice of the person who is being influenced. Since then, Aristotle’s teachings have formed the foundation for almost every public speaking book known to be on the market.

According to Aristotle Ethos, pathos, and logos are the key elements to public speaking. They are what every speaker needs to understand about the art of public speaking.

What are Ethos, Pathos, and Logos? In simple terms, they are defined as:

1.) Ethos: credibility (or character) of the speaker
2.) Pathos: emotional connection to the audience
3.) Logos: logical argument

Together, they are the three persuasive appeals. In other words, these are the three essential qualities that your speech or presentation must have before your audience will accept your
message. They are the difference between your audience sitting on the edge of their seat--focused on every word, or staring at you with their eyes glazed over, completely uninterested.

**Ethos**

Before an audience can be convinced to accept anything that is said, they have to accept the source as credible. There are many parts to building credibility:

1.) Does the audience respect you as a person?
2.) Does the audience believe you are of good character?
3.) Does the audience believe you are generally a trustworthy person?
4.) Does the audience believe you are an authority or expert on this speech topic?

Keep in mind that it is not enough for the speaker to know that they are a credible source. The audience must know this as well. Ethos is the level of credibility possessed as perceived by a respective audience.

**Pathos**

Pathos is the quality of a persuasive presentation, which appeals to the emotions of the audience.

1.) Do your words induce feelings of love, sympathy, or fear?
2.) Do your visuals evoke feelings of compassion or envy?
3.) Does the way you characterize the competition evoke feelings of hate or disdain?

Emotional connection can be created in many ways by a speaker, perhaps most notably by storytelling. The goal of a story, anecdote, analogy, simile, and metaphor is often to link an aspect of our primary message with a triggered emotional response from the audience.

**Logos**

Logos is synonymous with a logical argument.
1.) Does your message make sense?

2.) Is your message based on facts, statistics, and evidence?

3.) Will your call-to-action lead to the desired outcome that you promise?

   Logos may arguably be one of the most important of these three pillars. By basing a speech on facts and evidence, you can have the ability to strengthen the ethos of the message. When presented in a logical order, these facts along with the evidence presented should promote a level of trust from the audience.

   These ideas set the stage for rest of the material presented on the website and in the course curriculum.

A Look at Stage Fright

   Again, coming from a foundational perspective it seems as though it would be counter-productive to teach public speaking without addressing the issues related to stage fright. Stage fright is also known as public speaking anxiety or communication apprehension (CA). Communication Apprehension Theory (CA) is defined as the level of fear or anxiety associated with either real or anticipated communication with another person (McCroskey, 1984). This condition alone can keep someone from even stepping foot on the stage or in front of an audience. CA is briefly addressed on the website I created in order to evoke an awareness of the issue. For those who are nervous or who have fears related to public speaking, CA must be addressed before they can move forward. It would be like riding a bike without learning how to balance. As a consultant, I will address CA by teaching a practice known as Imagined Interactions (II). This practice can help reduce the fear of communication in which individuals use mental imagery before and after to prepare and review communication (Honeycutt, Choi, & DeBerry, 2009). This practice of visualization (VIS) is also used in other public exposure type
activities by athletes, musicians, actors, and comedians.

In essence, students will be taught to close their eyes, relax, and imagine themselves performing in the event they are preparing for. Specific details are involved in the imagery. For instance, students should incorporate sight, smell, sound, and mental pictures of the location where they plan to perform as well imagining their performance. The theory of II suggests that repeating this imagery in a controlled environment will decrease the level of CA experienced by the speaker. As the consultant, I am merely a facilitator in guiding the student through his or her own mental imagery and anticipated experience.

Exposure therapy is also another remedy to CA, which was explored by Finn, Sawyer & Schrodt (2009). In their study they posit that, “increased public speaking confidence is often cited as a major benefit for undergraduates taking the basic communication course. Several scholars have reported that the state anxiety of novice speakers declines progressively during performance, a phenomenon called within-session habituation” (p.92). Exposure therapy, in lay terms, is the act of making someone face his or her fears. This can be done gradually in second intervals and progress to minute intervals. In theory, the repeated exposure is thought to decrease CA levels of the participant. Finn, Sawyer & Schrodt (2009) explain that these time intervals may be classified according to the length of time that clients are in the presence of a fear-arousing stimulus and whether that exposure is imagined or carried out in real life.

There are many facets to treating and understanding those who suffer from CA. Personal identity can have influence over a persons level of CA. In the communication community, it is well recognized that identity is a social function that is influenced by social factors. In turn, this effects social actions of those who find themselves in social situations. In Feeny (2008), her research indicates that the relationship of self-concept and identity to
communication apprehension (CA) may be a major motivational force that influences perceptions of anxiety or fear of communication. In her study, she reports “individuals who show discrepancies between their personal and relational identities will have high communication apprehension”.

Self-esteem and self-disclosure are major factors in how individuals respond to any type of CA therapy/training. As a consultant on this topic, careful thought should be considered in an effort not to paint all people suffering from CA with a broad brush, as some may have issues with their self-esteem which will inhibit their growth as a public speaker. With that said, public speaking is not for everyone, however, those with a desire to learn and thrive in this arena should do well with some basic training.

Expectancy Violation Theory: Non-Traditional Students

This course and the website I designed is for the non-traditional student, which in this case is the adult learner. At first glance, this poses some challenges that go beyond the traditional student, which in this case should be considered college level. While age may be the most obvious method distinguishing traditional from nontraditional undergraduate students, recent research has presented additional discriminating characteristics. According to Houser (2006) traditional students are those between the ages of 18 and 25 and chose to pursue college immediately following their completion of high school. In Houser’s (2006) study, The U.S. Department of Education’s National Center for Education Statistics profiles traditional students as dependents between the ages of 18 and 23. Though the age ranges for traditional students vary, researchers in adult education have typically represented the nontraditional student as those above the age of 25. With this distinction in mind, a look into Expectancy Violation Theory was conducted while creating the website and course content.
Expectancy Violation Theory (EVT) is defined by Burgoon (1976) “as the exchange of information that is high in relational content and can be used to violate the expectations of another, who will perceive the exchange either positively or negatively depending on the liking between the two people” (p. 58). In short, EVT attempts to explain people’s reactions to unexpected behavior. Burgoon (1975) went on to explain that expectancies are based upon social norms and particular characteristics of the communicators. Violations of expectancies cause arousal and require the recipient to initiate a sequence of cognitive appraisals of the violation. The theory suggests that expectancy will influence the outcome of the communication as positive or negative and predicts that positive violations increase the attraction of the violator and negative violations decrease the attraction of the violator.

Typical teaching methods used in the classroom were amended and put forth for the adult student viewing the website in this project. We will explore some adult learning methods later in this paper when andragogical and pedagogical techniques are discussed.

*Speech Organization and Preparation*

We have covered the history of public speaking and stage fright. These topics lay a good foundation for a student to start organizing and preparing for their speech topic and presentation. Organization and preparation have a strong connection to ideas discussed earlier in this paper when logos, pathos, and ethos were examined. All three of these public speaking pillars are monumental in the design and implementation of a successful speech.

While working with students, they will be reminded of these pillars every step of the way. In Wiksell (1953) he offers a multitude of ideas, which are essential for the creation of a speech. On the website, I outlined a list of these ideas that act as somewhat of a cheat sheet for
readers who are interested in speech preparation. Expanding on Wiksell’s list, here are some basic thoughts on how to plan a speech.

**Plan to Improve Your Speech**

Training and education are essential in public speaking. This can be done by attending a college communications course or joining your local Toastmasters Club. You will not be a hit over night as this type of training and education should be ongoing, from birth to death. By enrolling in a class a practicing in front of a sympathetic group, a student is likely to get the constructive criticism by their peers and their instructor. This criticism can pay dividends in the end when mistakes are corrected and banished from the student’s repertoire.

Purchase a nice digital tape recorder or video camera to help practice your speech. Subscribe to a public speaking newsletter or join an online forum for communication professionals. If public speaking is a crucial component to a student’s profession, they should consider a public speaking coach/consultant that can provide the personal attention needed.

**Be Worthy to Speak**

As the student goes through all the preparation to speak, they must never overlook the ethics involved in delivering their message. Again, we refer back to *ethos* as the message is developed for the perspective audience. The message should be believable and factual. If there are weaknesses in the material presented, they should be addressed in an honest manner. The audience will appreciate this measure.

**Organize Your Speech**

There are many methods to organizing a speech. The speaker should use whatever method he/she is comfortable with. This may be memorization, outlines, cue cards, a laptop, or any other way to cue thoughts during a speech. Formulate the body of the speech, and then add
an introduction and closing statement. In the introduction, make a strong point in order to grasp the attention of the audience. This point can be revisited later in the speech to keep the audience and the topic connected. Enumerating ideas throughout your outline can help keep the speech organized and keep the speaker from drifting off topic or out of order. Memorization comes with a bit more expertise and should be avoided. People expect a speaker to have some form of notes, especially if the topic is lengthy, political, or involving factual data.

*Employ Visual Aids*

Visual aids are a useful tool in public speaking and should be used when applicable. They can range from something as simple as photos and charts, to a computer generated slideshow. Whatever aid is used should be clear enough and big enough for the whole audience. In today’s day and age, it is easy to become engrossed with technology-based visual aids. Do not let this happen. Keep the aid as a simple tool complimented by your speech. According to Wiksell (1953) visual aids are better presented directly center, in front of the audience rather than off to any one side. As the visual aid is used, the speaker should remain focused on the audience. The speaker should know what is on the aid in advance, which will help keep attention away from the aid and on the audience. This when it becomes most tempting to turn away from the audience where they now will end up focusing on the back of the speaker.

Do not go too slow or fast

Pay attention to tone, pitch, volume, and rate. The delivery of the message is largely based on how you control these behaviors. The speaker does not want to come across as a bore. This is the time to figure out where volume change is necessary in order to keep the crowd engaged. The speaker must pay close attention to the use of their lips, tongue, jaw, and teeth.
This would be good time to use a recording device or a friend to evaluate your delivery. As with anything else, work to improve any faults. Practice over and over and make perfection the goal.

Practice, Practice, Practice

So the adage goes, “practice makes perfect.” When it comes to public speaking, practice seems to be a sure way to increase the chance of success. If you can get past stage fright and manage any CA you possess, the battle is half won. As stated by Bodie (2010), “some suggest that simply practicing a speech can help to reduce anxiety; however, other research shows that high trait CA speakers do not effectively utilize their preparation time calling into question the universal utility of practice”. The less you practice, the higher the CA you may experience and worse off your speech may be.

Website Design: Speaktothem.com

Speaktothem.com was created as an entry-level portal to public speaking with the goal of selling consulting services as an option. The name is simple and correlates to the overall essence of the website. The Website was purchased from Weebly.com. They are based in San Francisco, California. The purchase and entire design of the website was done all online with no human interaction. The Operation of the site is simple and functional for the end-user. Weebly offers more options on the site for more money.

My intentions and objectives when creating this site were to keep it simple and user friendly for both the client and me. Although the topic of public speaking is supported by many layers of academia, “simple” seems to be the common theme of most service based sites. Objectives are paramount in website development. According to Vrontis (2007) a website’s main objectives are the most important part of the overall web communications program. The objectives for this site are:
1. Simple
2. Accessible
3. Credible
4. Not too flashy (e.g. loud colors, graphics, videos)
5. Persuasive

I designed this site to attract and engage visitors. I did this by not only offering a service, but by offering value in the information provided. Vrontis (2007) states, “A website can deliver the most value when it provides answers to questions prospective customers might have, and when it allows them to take the action they desire quickly, enjoyably, securely, and easily”. Here is a brief explanation and blue print of the website design.

Home Page

I designed the home page with every detail in mind, from font to colors. I use the metaphoric photo of a hand planting a seedling to give the viewer an inspiration of growth. My initial introduction is written in the form of an elevator pitch, or short personal introduction about me. This is followed by the services I offer in short bullet pointed terms for simplicity.

About Me

This page reflects who I am and why I am a credible source of knowledge. I placed a picture of me on the page to give the content a personal touch and to show the reader that I am a real person just like them. In addition to introducing myself, I added my educational background. This information lends to my credibility and may give the reader the idea that I am qualified to help them. This level of transparency, along with my photo should make the client that much more comfortable in hiring me.
Why Axiom?

In this page, I get to the heart of the matter and that is stage fright or Communication Apprehension (CA). Through much of the research conducted in chapter one of this paper, I have learned that CA is one of the greatest and most relevant barriers in public speaking. The theoretical implications of CA need to be addressed at the onset of this training in order to provide awareness of the condition to the student before they get started in public speaking. Although there is an abundance of information on the topic of CA, I kept the content simple and short in hope the reader would contact me to find out more information.

Media Relations Page

I added this page in an effort to reach out to people who want to engage the media more effectively. Much of this content is related to being an effective public speaker and conquering stage fright. I currently work with the media as a public information officer, which lends to my ability to teach on this topic. Many of the topics in this paper can be used when dealing with media, especially when it comes to the ethos, pathos, and logos of the intended message. I added a picture of myself in this page as well. The picture is from an interview I did with Channel 7 (KABC). Again, this relates to the credibility of the consultant.

Pillars of Public Speaking

As mentioned earlier in this chapter, Dascall And Gross (2001) ethos, pathos, and logos are the pillars of public speaking as taught by Aristotle over 2300 years ago. This page defines these ideas in depth and provides examples for the reader. This is a value for the website visitor. Upon being a value, this page lays the groundwork for a journey into the pedagogy of public speaking. If gives the reader the idea that this website is no gimmick, there is real knowledge to be learned on this topic.
Some Basics

This page offers a very comprehensive list of public speaking basics as expressed by Professor M. Wiksell (1953). Again, this is a value added feature that is free for the reader/visitor. Although these tips are from 1953, they are time tested and still stand true today in any public speaking arena. This list was created in simple bullet points and absent any confusing rhetoric or jargon used in communications studies.

Fees & More

The fees page is rather self-explanatory. The fees are within range of the current market here in Orange County, California. An additional page was created for helpful links that send the visitor to another site. These particular links are public speaking specific, one of which is a YouTube link to one of my favorite speeches: Drum Major Instinct by Dr. Martin Luther King. I use the Dr. King example because it exemplifies the qualities discussed in the webpage.

The Pedagogy of Public Speaking

As previously discussed in this chapter, teaching public speaking to non-traditional students has different dynamics than teaching traditional students. As a consultant on this topic, adult-teaching methods should be employed for maximum teaching effectiveness. Under adult learning theory, Constructivism as described by Mohammed (2010) is, “The theory that students need to discover, examine, construct, co-construct, and re-construct the new knowledge before applying it” (p.16). Adult learning is a lifetime exercise, and should be treated as such. Adult students need to accept this new knowledge and apply it to their own context, which is why consulting or coaching on the topic of public speaking may be more effective than traditional methods. Adults need real life application outside of the classroom in order for them to apply what they are learning.
Social Cognitive Theory is another theory applicable to adult learning that would assist in teaching of public speaking. Social Cognitive Theory is defined by Merriam, Caffarella, & Baumgartner in Jackson (2010) “by observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes” (p.22). In the consultant/client relationship, this theory can prove to be important, as the setting will more likely be intimate, one-on-one type training. In a small group setting, Social Cognitive Theory would also suggest that students cannot only learn from the teacher but they can learn from each other. By working in small groups, adult students can interact with their classmates on a more personal level. In this case, this would be the ideal setting for public speaking training. Practice in front of a sympathetic audience where there is an increased comfort level may reduce communication apprehension as previously noted in this project.

Discussion

Overall, the teaching curriculum is centered on the theory of communication apprehension (CA). This was done in an effort to address issues of stage fright, which seem to be most common among public speakers. Without addressing CA first, the rest of the curriculum may be difficult to navigate if students are still afraid to be in front of an audience. Once students have a firm idea of how CA is defined and how to address stage fright, they will move on to the next theories to support their public speaking learning experience.

Social cognitive theory applies to the learning environment and how the students work together and learn from each other in this course. Social cognitive theory ties into adult humanist theory in this case because the students elect to take this course. Adult humanist theory establishes the perspective that an individual has the potential to grow, and further, has the desire to grow. This theory points to the fact that people strive to be the best that they can be (Jackson,
2009). Although this curriculum and format is designed for short courses, students who attend are there because they want to grow.

Imagined interaction (II) was added to the curriculum to offer the student a series of exercises to help them address CA. The theory of II will not only increase the students ability to learn in this course, but also acts as an exercise they can practice themselves after the course.

Expectancy violation theory (EVT) is an added element to the curriculum. EVT will be discussed in an effort to engage students in thought provoking topics that will engage their audience. Bugoon (1988) suggests that positive violations produce more favorable communication outcomes than conformity to expectations, while negative violations produce less favorable ones, and that reward characteristics of the communicator mediate the interpretation and evaluation of violations. The goal of the curriculum is for students to become effective public speakers, but at the same time be willing to engage in unpopular or controversial speech topics in a cogent manner.

All of these theories are delivered throughout the curriculum with the use and understanding of transmission theory. As part of the pedagogical strategy, transmission theory pays particular attention to how the information is delivered to the student. Use of visual aids, group exercises, and video are just a few of the methods used to give the student the total learning experience. Constructivism theory suggests students need to discover, examine, construct, co-construct, and re-construct the new knowledge before applying it (Mohammed, 2010). This theory ties into the several course exercises in the curriculum along with the dynamics of the group-learning environment. The exercises in the course ultimately prepare the student for a final speech in front their peers.
Chapter Five: Summaries and Conclusions

Limitations of the Study

This project is primarily focused on the instruction of basic public speaking from the perspective of a consultant. At this time, the information contained in this project and the website is limited to historical perspectives, speech organization and preparation, and Communication Apprehension Theory (CA). Although some other theories are touched on, there is a great deal of exploration that can be considered in the further development of public speaking curriculums. This project is not meant for the teaching of a college course. It is a compilation of material that can be adjusted based on the need of the client (e.g. coaching situation, small group).

Further Study or Recommendations

The topic of Communication Apprehension (CA) has many facets. For the purpose of this study, the definition, signs, and symptoms were described. Possible solutions were discussed through the practice of Imagined Interaction (II). However, treatment and resolution of CA is much more complex and should be further studied.

Expectancy Violation Theory (EVT) was defined in the context of the audience and the speaker. However, EVT has many other implications that are dependent on the different social interactions in different social situations. These situations were not explored in this project.

Conclusion

In closing, this project provides the basic ingredients for a speaker to be successful in their public speaking endeavors. The content of the portfolio provides a solid foundation for those who may find themselves challenged by being in front of an audience. The materials
will students understand the elements of effective public speaking and how they can integrate the ideas into their personal and professional lives successfully.
References


