

TENTH EDITION



COMMUNICATION MAKING CONNECTIONS

WILLIAM J. SEILER • MELISSA BEALL • JOSEPH P. MAZER

Communication

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Communication

Making Connections

TENTH EDITION

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Preface

Facebook founder Mark Zuckerberg said, “*The thing that we are trying to do at Facebook is just help people connect and communicate more effectively.*” This is exactly why we wrote *Communication: Making Connections*—to help students “make connections” in their daily lives, to communicate more effectively, and to strive to be successful and productive citizens. Imagine what life would be like without iPods, iPads, wireless Internet access, GPSs, or the many forms of social media such as Facebook, Twitter, and Snapchat that we use every day. Perhaps we cannot imagine it because these tools are woven into the very fabric of our lives; we take them for granted as they become more and more an extension of who we are. It is clear that Zuckerberg and the founders of Google, Apple Computers, and many other high-tech companies have, in fact, attained their ambitious goal of changing how we live.

Clearly our world, particularly our social world, has changed and will continue to change, perhaps more quickly and dramatically than at any time in our past. Further—and a key point we’ll emphasize throughout the text—these changes have important implications for our communication and for the communication field. As in previous editions, we are committed to bringing readers the latest and most up-to-date information regarding communication and its importance to our everyday lives.

We continue to be gratified and grateful that so many instructors have chosen *Communication: Making Connections* for their students. With this new edition, we remain committed to our primary goal of helping students become more competent communicators in a variety of contexts. We also continue to strive for balance between thorough, straightforward explanations of basic communication principles and a solid theoretical foundation supported by the latest research findings.

What’s New in the Tenth Edition?

REVEL™

Educational technology designed for the way today’s students read, think, and learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an immersive learning experience designed for the way today’s students read, think, and learn. Built in collaboration with educators and

students nationwide, REVEL is the newest, fully digital way to deliver respected Pearson content.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors’ narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

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Rather than simply offering opportunities to read about and study communication, REVEL facilitates deep, engaging interactions with the concepts that matter most. For example, in Chapter 1 while learning about the basics of communication, students will encounter the “Self-Perceived Communication Competence” self-assessment instrument to gauge their comfort in various communication scenarios ranging from presenting a speech to talking with a friend. After completing the survey, the student is shown what his or her responses say about his or her level of self-perceived communication competence. By providing opportunities to read about and practice communication 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:

- **Short Speech and Conversation Excerpts** Abundant in-text excerpts from speeches and interpersonal conversations let students listen to audio clips while they read, bringing examples to life in a way that a printed text cannot.
- **Videos and Video Quizzes** Video examples of sample conversations, presentations, and discussions as well as expert advice throughout the narrative boost mastery, and many videos are bundled with correlating self-checks, enabling students to test their knowledge.
- **Interactive Figures** Several interactive figures (such as Chapter 2’s “Perceptual Differences” and Chapter 4’s “Ladder of Abstraction”) give students a hands-on experience, increasing their ability to grasp difficult concepts. For instance, by interacting with the Perceptual Differences figure, students are able to more closely examine specific differences to help provide a complete understanding of the concept. The interactive “Ladder of Abstraction” also serves a unique purpose, allowing

students to take a step-by-step walk through the process of refining language use to lessen the chance for misunderstanding.

- **Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: the Journal prompt, which elicits free-form topic-specific responses, and the Shared Writing prompt, which encourages students to share and respond to each other's responses to high-interest topics in the chapter.

For more information about all the tools and resources in REVEL and access to your own REVEL account for *Communication: Making Connections* Tenth Edition, go to www.pearsonhighered.com/REVEL.

In addition to the immersive learning experience offered by REVEL, we've refined and updated the content in this new edition. The introductory communication course, with a solid foundation of rhetorical tradition, is constantly evolving, but its central premise, that communication remains the number-one skill that leads to success in both our professional and personal lives, remains a constant. We take each revision seriously to ensure we make it fresher, more useful, and more readable. This edition is no exception, and we believe we have met our goal.

- **Increased Emphasis on Technology** We provide updated information in this edition on communication technologies, from texting to online social networking, from blogging to web video. We explore the influence of technologies on our communication, beginning with an expanded discussion of communication and technology in Chapter 1.
- **Particular Focus on the Implication of Communication via Social Media** We emphasize the implications of new communication technologies for the messages we send and receive, such as the use of Facebook, Twitter, Snapchat, Vine, and other social media tools; for how emotions are communicated online; and, ultimately, for our interactions and relationships.
- **Streamlined Coverage** We recognize the increased demands on time, so we have re-evaluated every line, streamlining and editing to ensure that only the most relevant information and research findings are presented in the most useful and concise ways.
- **Numerous new examples** In recognition of the need to continuously update and refresh the book to keep up with both the ever-changing world and the communication discipline, we have replaced, updated, or added examples to be relevant to today's students. All new chapter openings make communication come alive to students as they encounter real-world experiences.

- **New Research Findings** Every chapter is updated with the newest and most recent research findings and theoretical perspectives.
- **New Goal-Oriented Learning Objectives** Learning objectives appear at the start of each chapter, and each one is tied to a specific section of the product (in both REVEL and print). They highlight the specific concepts, principles, and practices students will learn and actions or behaviors they will gain. Chapter summaries highlight each objective and provide a usable way to review the chapter and ensure that objectives have been met.
- **New Pedagogical Aids** This edition, like previous ones, retains our commitment to the "making connections" theme—helping students understand communication as the means of connecting with others. We have added and updated research to support our theme, as well as included several features:
 - **Sample Speech Excerpts** In Chapter 9, a sample informative speech is used to illustrate both the full-sentence and the presentational outlines. In Chapter 10, a sample outline illustrates the effective use of PowerPoint for an informative speech. In Chapter 11, the sample speech from Chapter 9 is repeated, this time to illustrate an analysis and evaluation of informational speaking. Finally, in Chapter 12, a sample outline for a persuasive speech illustrates comprehensive analysis and evaluation of persuasive speaking.
 - **Chapter Summaries and Discussion Starters** Chapter summaries are organized by learning objectives to help students focus on what they were to have learned and understood in each chapter. They help students clarify what should be gained from reading each chapter. Discussion starter questions can be used as a springboard for classroom discussions or used for individual study and review.
 - **Guidelines** Boxed guidelines succinctly summarize key skill-oriented concepts.

In addition, we have made specific changes in every chapter.

- **Part 1, Making Connections through Communication: Chapter 1**, on process and principles, includes a completely revised and updated section on communication and our technological society, an addition on social media in the communication and career development section, a completely rewritten section on communication as transactional, a revised mass communication section, a revised section on communication via social media, and a new section on distinguishing social media from face-to-face communication. Chapter 2, on perception, includes a new and revised section on the perception process and a new section on interpretation based

on verbal communication. Chapter 3, on the self, has an expanded section on the personal-social identity continuum that provides insight into intergroup connections that help us form our self-concept. Chapter 4, on verbal communication, features a stronger connection between thinking and language choice. Our language choices reflect our thinking, and thus we need to choose language carefully and be prepared to explain ourselves to others who may not think as we do. Chapter 5, on nonverbal communication, includes a revised and updated section on what nonverbal communication is, expansion of information on cultural emotional cues and nonverbal differences, and a completely rewritten section combining the ability to send and interpret nonverbal communication. Chapter 6, on listening, covers more on the ways we think and how that affects listening. A new model of listening, the Harfield Cognitive Listening Model, shows how different preferred modes of thinking affect the way we listen and respond to others.

- **Part 2, Connecting in the Public Context:** Chapter 7, on topic selection and audience analysis, has a new emphasis on the thought process and discusses the effect of social media as we search for speaking topics. Chapter 8, on gathering and using information, has been reorganized and now includes a new section on the research plan. Chapter 9, on organizing and outlining, places more emphasis on the analysis of organizing and outlining. Chapter 10, on communication anxiety and speech delivery, has major changes, including discussions on the use of social media to enhance presentations and using Prezi and PowerPoint as presentational aids, and additional discussions on the cognitive aspect of managing anxiety. Chapters 11 and 12, on informative and persuasive speaking, show how technology and social media aid speech development. Both include outlines, speeches, greater emphasis on analyzing and applying information in chapters, and strategies for putting it all together for effective finished presentations.
- **Part 3, Connecting in Relational Contexts:** Chapter 13, on interpersonal communication, is updated and now provides a solid understanding of the significant theories (uncertainty management theory, social information processing theory, social exchange theory, interpersonal needs theory, dialectical theory, and social penetration theory) related to interpersonal communication. Chapter 14, on developing and maintaining relationships, includes new sections on interpersonal communication competence and relationship maintenance strategies. Chapter 15, on group and team communication, includes revised sections on defining what makes a group and a new section on using social media to establish group culture. Chapter 16, group and team participation, includes an expanded section on

leadership, a revised section on discussing the problem and its solution (with the addition of functional theory, which outlines three conditions for group success), and a new section on online conflict.

- **Appendix, Career Development: Preparing for Your Future:** The fully updated appendix now includes a revised section on understanding qualities employers seek, a section on conducting the job search, an updated list of suggestions for applying electronically, a section on creating a website or blog, a section on creating a favorable first impression, and a new section on writing a thank you note.

Organization of the Text

As in all previous editions, the chapters are arranged to provide a practical and workable approach to teaching the fundamentals of communication. Part One, “Making Connections through Communication,” provides the necessary background and basic principles for all communication. Part Two, “Connecting in the Public Context,” helps students develop their speaking skills as they learn to select a topic, analyze an audience, gather and use supporting and clarifying materials, organize and outline speech material, deliver a speech with confidence, and effectively inform and persuade an audience. Part Three, “Connecting in Relational Contexts,” describes communication in relationships and small groups and teams.

Foundations are presented first. Then public communication skills are discussed, followed by interpersonal and group communication. We discuss public communication skills early, before interpersonal communication, because we believe the confidence and skills of public speaking are fundamental to all communication. To communicate effectively throughout life—whether socially, on the job, in one-to-one situations, in small groups, or before an audience—a person must be able to communicate with confidence, support and clarify his or her thoughts, organize information, analyze those with whom he or she is communicating, and inform and persuade effectively.

This sequence of concepts is also based on the recognition that, although students in an introductory communication course must master a great deal of information before they give a speech, because of time constraints they need to begin preparing and presenting speeches as early in the term as possible. Introducing public speaking skills first provides a more even balance between speech presentations and other classroom activities, and curbs the tendency to focus exclusively on speech making at the end of the term.

Considerable demands are placed on instructors and students of introductory communication courses and a wide variety of ways to teach them are available. Instructors should feel free to organize the course in whatever way is appropriate and meets the needs of their students.

Special Features of the Text

MAKING EVERYDAY CONNECTIONS In this edition we have strengthened and reinforced our “making connections” theme by bringing in more student and real-life examples illustrating our connections in today’s world. Each chapter opens with a “Making Everyday Connections” scenario that describes communication situations or issues likely to be part of students’ real-life everyday communication encounters, such as what to disclose and not to disclose on Facebook and other social networking sites or how texting is affecting family relationships. Each scenario is followed by thought-provoking questions that ask students to think about the issues and apply them to their own lives.

Making Everyday Connections

Carly slowly walks into her apartment. She looks as if she has just seen a ghost. Tears form as she sits down on the sofa, and she begins to cry openly and uncontrollably.

Her friend Dana puts her arm around her and pats her on the shoulder gently. Carly looks at Dana. Carly’s face and demeanor tell Dana something is really wrong, as if Carly’s whole world has just come crashing down. Dana doesn’t know what to say, so she continues to comfort Carly by holding her hand. Carly is unable to control her emotions or speak. Finally, Carly looks at Dana, and her face shows concern as if to say, “What is going on?”

Neither uttered one word as they held each other tightly. Their expressions and touch said everything.

Questions to Think About

1. How does nonverbal communication make communication easier? More difficult?
2. Why do you think we give so little thought to our nonverbal communication?
3. Why do you think nonverbal communication is considered more believable than verbal communication?
4. Explain what nonverbal communication is and is not.

Making Connections for Success

What You Say Can Hurt You! It’s All about Perception

The following quotation was given in an interview and reported in the *New York Times* when a potential candidate for a U.S. Senate seat was asked why she believed she would make a good senator:

So I think in many ways, you know, we want to have all kinds of different voices, you know, representing us, and I think what I bring to it is, you know, my experience as a mother, as a woman, as a lawyer, you know.²

1. Based solely on what the person said in the interview, what are your initial perceptions of who she is?
2. In what ways would your initial perceptions of the person change if you learned that in the course of the interview she said “you know” 142 times?
3. How would your perceptions of the person’s communication alter if you found out that she had written seven books, including two on the Constitution and two on American politics; that she had graduated from Harvard University and Columbia Law School; and that her family name was well known in national politics?
4. How would your perceptions of the person change if you learned that she had a Ph.D. in psychology from George Washington University?

MAKING CONNECTIONS FOR SUCCESS We live in a connected world. Communication helps us make daily connections with each other and with events around the world as they unfold. Technology allows communication to take many forms and has changed the avenues through which communication occurs and how it occurs on the web.

The ever-changing array of technological options has added to the challenge of presenting and receiving messages—of communicating effectively with others. This tenth edition focuses not only on the different communication channels available but also on the implications of media for our communication, for the quality of the messages we send and receive.

“Making Connections for Success” boxes in each chapter are designed to encourage students to think critically about communication in their lives. Each box contains skill-building activities and stimulating questions

to help students reflect on issues and their own communication behavior, and become more competent communicators. Many of these boxes are designed to emphasize the role and importance of technology in our interactions. In addition, we’ve expanded our discussions of communication via social media within the text and have emphasized technology and its influence in numerous other boxed features and text discussions. This feature allows students to see how technology influences the messages we send and how it can both help and hinder competent communication.

MAKING CONNECTIONS AS YOU STUDY Numerous pedagogical aids help students review, retain, and master important chapter concepts. Boxed features reinforce the “making connections” theme throughout, demonstrating how communication connects us in a variety of contexts: the workplace, family, friends, community, school, public communication settings, the Internet, and across cultures. They will provide students with real-life examples and help them better understand how to send and receive communication more competently. In addition, each chapter contains one, or more, “Guidelines” box. These guidelines clearly and quickly summarize each chapter or section’s key skill-oriented concepts.

Guidelines

Check Your Perceptions: Competent Communicators Do!

1. **Separate fact from assumptions.** It is easy to accept assumptions, but we must realize that assumptions are not facts, nor are they always accurate. When we make assumptions we are drawing conclusions with little or no basis of fact. Thus, we should label assumptions so that when we communicate them, they are differentiated from facts.
2. **Recognize your personal biases.** We all have biases that can influence our perceptions, and we must be careful that those biases don’t inaccurately slant our perceptions. We should always qualify, when recognized, that our biases may have influenced our communication about events, people, and people.
3. **Remember that perceptions are a function of the perceiver, the perceived, and the situation in which the perception occurs.** To ensure accuracy it is important to understand that perception is in the eye of the beholder, to understand what is perceived and why, and to take into account the background of the perceiver, the perceived, and the situation.

that not everyone sees the world as you do, and this is especially true of people who come from different cultural backgrounds. For example, it is not unusual for someone who lives in Europe or the Middle East to walk with someone of the same sex holding hands or kissing them on the cheek. How this might be perceived depends on differences in cultural norms or background.

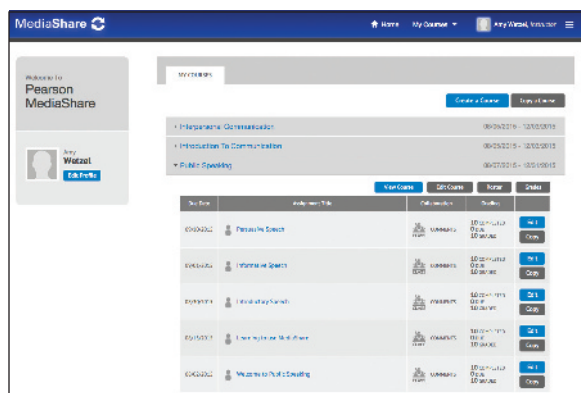
Instructor and Student Resources

Key instructor resources include an **Instructor's Manual** (ISBN 0-13-419997-9), **Test Bank**, (ISBN 0-13-420000-4), and **PowerPoint Presentation Package** (ISBN 0-13-419998-7). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test

generating software (ISBN 0-13-420002-0) is available at www.pearsonmytest.com (instructor login required).

For a complete listing of the instructor and student resources available with this product, please visit the *Communication: Making Connections* e-Catalog page at www.pearsonhighered.com/communication.

Pearson MediaShare



Pearson's comprehensive media upload tool allows students to post video, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, group projects, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.

Structured like a social networking site, MediaShare helps promote a sense of community among students. In face-to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by providing contextual feedback.

- Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel.

- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.
- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.
- Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.
- Set up learning objectives tied to specific assignments, rubrics, or quiz questions to track student progress.
- Embed video from YouTube to incorporate current events into the classroom experience.
- Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Sync images to media submissions for more robust presentation options.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.
- Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store and GooglePlay; search for Pearson MediaShare.

Pearson MediaShare is available as a standalone product, as part of MyCommunicationLab, or in a package with REVEL.

Acknowledgments

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Some Concluding Comments...and a Request for Your Thoughts

It is time to ask for *your* help again. As we have in previous editions, we spared no effort to make this new edition the best ever. Although we are always striving for perfection, we more often than not fall short on some things. There is always room for improvement! We sincerely request your comments. If there's something you feel can be improved, please let us know. Write, call, fax, or email us at one of the contacts below. We will listen and respond to your comments as quickly as possible. Thank you in advance for your help.

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About the Authors



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Award was renamed the William J. Seiler Undergraduate Leadership Award to honor him and his leadership of the department. Other honors include Outstanding Educator of America, Outstanding University and College Teacher by the Nebraska Communication Association, Outstanding Young Alumni and Distinguished Alumni Awards from the University of Wisconsin at Whitewater, and 2002 Boss of the Year Award. Bill received the 2013 National Communication Association's Basic Course Division's "Distinguished Faculty" award and was named to the 2013 Central States Association's "Hall of Fame," and in 2015 he received the National Communication's "Wallace A. Bacon Lifetime Teaching Excellence Award." Bill earned a bachelor's degree in education from the University of Wisconsin at Whitewater, a master of arts from Kansas State University, and a doctorate from Purdue University. He is an experienced educator, consultant, researcher, and author in the area of communication and has an adjunct appointment in the Education & Human Sciences College.

He is an avid golfer who plays every chance he gets, which unfortunately for him is never enough. He loves his Nebraska Huskers. Bill and his wife Kathi's family includes two daughters, Dana and Dionne; two sons-in-law, Lee and Wade; two grandchildren, Grant and Will; and three step-grandchildren, Zach, Stephanie, and Taylor.



Melissa Beall is a professor in the Communication Studies Department and a member of the teacher education faculty at the University of Northern Iowa. Dr. Beall, a proud Husker fan, received all three degrees from the University of Nebraska-Lincoln. Her areas of expertise include listening, intercultural listening, intercultural

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thinking, college teaching, communication and technology, intercultural communication, interpersonal communication, and communication theory. Dr. Beall currently serves as the chair of the UNI Graduate faculty. Her honors include Iowa Board of Regents Faculty Excellence recipient, 2012 Central States Communication Association Hall of Fame, International Listening Association's Outstanding Listening Educator, Listening Hall of Fame, and numerous teaching awards. She has served on numerous editorial boards; presented over 600 papers, programs, or workshops; is past president of the Iowa Communication Association and the Nebraska Speech Communication and Theatre Association; and is vice president of three organizations: the World Communication Association, the Pacific and Asian Communication Association, and the International Association of Communication Sciences. She is an officer in her local AAUP chapter and is a past president of the Central States Communication Association and of the International Listening Association; she has also served as an officer in many divisions of the National Communication Association.



Joseph Mazer is an associate professor and associate chair of the Department of Communication Studies at Clemson University. At Clemson, he is Director of the Social Media Listening Center, an interdisciplinary research lab and teaching facility that provides a platform to listen, measure, and

engage in more than 650 million sources of social media conversations. His research and teaching interests are in instructional communication, social media and interpersonal relationships, quantitative research methods, and the introductory communication course. Joe is listed among the top 1 percent of prolific scholars in the discipline of Communication Studies spanning 2007-2011, according to a study published in *Communication Education*, a journal published by the National Communication Association. He has received international, regional, university-wide, and departmental recognition for outstanding teaching. Joe is a past recipient of the Outstanding New Teacher Award from the Central States Communication Association and the Outstanding Professor of the Year Award from Clemson University's Department of Communication Studies undergraduate student body.

Joe is an active member of the National Communication Association and Central States Communication Association, where he has held several leadership roles; serves on editorial boards for several journals; and is Consulting Editor for Forums for *Communication Education* and an Associate Editor for *Journal of the Scholarship of Teaching and Learning*. Joe received his Ph.D. in communication studies from Ohio University, a master's degree in communication from Illinois

State University, and a bachelor's degree in mass communication from Mansfield University. Joe resides in Clemson, South Carolina, with his wife, Chrissy, and their children, Claire and Owen. As of this writing, they are participating in Clemson University's Faculty in Residence program and make their home in a first-year student residence hall on campus. Together, they enjoy spending time with students in their community and cheering for the Clemson Tigers!

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Chapter 1

Connecting Process and Principles



✓ Learning Objectives

This chapter will help you:

- 1.1 Explain** how communication competence allows you to make connections with the outside world.
- 1.2 Define** communication.
- 1.3 Identify** four reasons for studying communication.
- 1.4 Explain** the fundamental principles of communication.
- 1.5 Define** the essential components in the communication process.
- 1.6 Differentiate** the various types of communication: intrapersonal, interpersonal (including group), public, mass, and communication via social media.
- 1.7 Differentiate** social media from face-to-face communication.
- 1.8 Summarize** five common myths about communication.

CHAPTER OUTLINE

- Communication: Making Connections
- What Is Communication?
- Why Should We Study Communication?
- Principles of Communication
- Essential Components of Communication
- Types of Communication
- Distinguishing Social Media From Face-to-Face Communication
- Misconceptions About Communication

Making Everyday Connections

Think for a moment about how many social media tools you have at your fingertips: Facebook, Twitter, Vine, Snapchat, Yik Yak, Tinder, LinkedIn, Pinterest, Tumblr, Instagram, Flickr, Meetup—the list could go on and on. Without a doubt, there are many benefits to these tools, but there are some drawbacks as well. Nearly all social media tools allow us to make fast connections with people. However, some social media require us to remain anonymous, which can cause some people to send messages that others may perceive as hurtful and offensive. Apps like Tinder allow for online dating, but the speed with which connections can be made can lead to dangerous encounters with users who have ulterior motives for using the tool.¹

While drawbacks to using social media do exist, the benefits can far outweigh the consequences. President Barack Obama forever changed the nature of political campaigning as well as communication by and with a president of the United States. Obama's campaign made extensive use of YouTube, blogs, tweets through Twitter, and other tools on the Internet. Pope Francis, head of the Roman Catholic Church, maintains Twitter accounts in several languages to connect with people across the globe. And even the Pope points to the key characteristic of social media—it is “a network not of wires but of people.”²

A U.S. president, a pope, and most students and professors are highly dependent on social media to communicate and connect in everyday life and remain in touch with family, friends, and others. At the end of September 2014, Facebook reported that it surpassed 1.35 billion monthly active users. Approximately 80 percent of those monthly active users were outside the United States and Canada. Available in more than 70 languages, Facebook also reported that 1.12 billion monthly active users used the

social network's mobile applications on their smartphones and other digital devices.³ The International Association for the Wireless Telecommunications Industry notes that, as of June 2013, nearly 90 percent of U.S. households use wireless service while 39 percent of U.S. households are “wireless-only households”—meaning the family abandoned its landline telephone and uses only cell phones. In June 2013, the Association estimated that nearly four out of every 10 American adults and 45 percent of American children live in wireless-only households. Nearly 45 million Americans use mobile phones as their primary Internet device.⁴ Furthermore, the Pew Research Center found that 18-24-year-olds will, on average, send and receive approximately 4,000 text messages per month—or about 130 per day.⁵ In May 2014, Snapchat users were sending over 700 million photos and videos each day.⁶ Where will this communication lead? And how will it affect each of us as communicators?

Questions to Think About

1. How much time do you spend texting, on Twitter, Facebook, Instagram, or with some other form of social media?
2. What different forms of communication do you use on a given day?
3. How much time do you spend listening to others?
4. Can you explain the characteristics of an effective communicator?
5. What public figures are effective communicators? Why?
6. How often do you think about how effectively you communicate with others face-to-face and through social media?

communication competence

The ability to take part in effective communication that is characterized by skills and understandings that enable communicators to exchange messages successfully.

Communication: Making Connections

1.1 Explain how communication competence allows you to make connections with the outside world.

We live in a connected world. Everywhere we look we see someone talking on a cell phone or listening to an iPod or MP3 player. At work and for our studies, we are connected to the Internet. The Internet is *the* source of information on every aspect of our lives, from resources for class papers and presentations, to emails that allow us to contact our professors, to Facebook, which allows us to present ourselves in the ways we choose and to connect with our friends and family. In our free time, we are linked to the Internet, TV, cell phones, music, or video games. Life is a series of connections, mediated or face-to-face. Despite these connections, we don't really reflect much on how we make and maintain them. Communication is something we take for granted. We talk—therefore, we communicate. But just because we can talk, can we *really* communicate effectively? What is competent communication? For our purposes, **communication competence** is the ability to take part in effective communication that is characterized by skills and understandings that enable communicators to exchange messages successfully.

Communication helps us *make connections* with each other and with the world. We communicate daily with many people in a variety of situations. We listen to professors, employers, coworkers, family members, friends, and many others every hour. We continually text our friends and family. Facebook allows us to tell the world how we're feeling and connect with others whether close or distant. Twitter provides a way to stay socially linked in 140 characters or less. Whatever your cultural background, learning style, or geographical location, you'll find that your communication proficiency can mean greater academic success, improved relationships, a better job, and greater satisfaction in your life.

When you stop to really think about a typical day in your life, you'll discover that you spend a lot of time *making connections*. And, you'll realize that communication allows you to make those connections. Communication takes many forms and you, as a communicator, must have a wide range of behaviors that will allow you to adapt to the various situations in which you find yourself. In this text, we provide a variety of ideas and approaches to help you learn more about the exciting ways people make connections through communication. This chapter presents the concepts and processes of effective communication in everyday life. We examine the essential components and principles, the types and contexts, and the myths about communication. You will have the opportunity to think about the role of communication in an increasingly multicultural and technological world. We will differentiate face-to-face communication from that occurring via social media. We'll provide hands-on activities and reflective questions to apply to your personal life and to use communication to *make connections* in all areas of your life.

What Is Communication?

1.2 Define communication.

What is communication? And what do we mean when we say that communication occurs? How do we know when we have communicated effectively? How do we use communication to *make connections* in our lives? The answers to these questions require an understanding of the principles and process of communication as well as some guidelines for achieving success.

Generally, we can say that communication is a process that allows us to share and create meaning. More formally, we define **communication** as the simultaneous sharing and creating of meaning through human symbolic interaction. It might seem obvious but bears repeating: Communication is complex. If it were simple, people would have few difficulties with it, and we would not need to study it! This complex and challenging process, however, is critical to making connections in all of our relationships, from the professional to the romantic and everything in between.

Communication as a discipline has existed for thousands of years. Scholars in ancient Greece and Rome recognized communication as a powerful means of influence. Classical rhetoricians studied the principles of effectively composing and delivering persuasive speeches. In the Middle Ages in Western Europe, such religious leaders as St. Augustine developed written and spoken communication, including letter writing and preaching, to spread the Christian faith. In the Western world, public speaking, storytelling, and debating have been important means of changing public opinion and persuading others to take political action. African, Eastern, and Middle Eastern cultures, too, have long emphasized the importance of effective communication. According to intercultural communication scholars Samovar and Porter, "the Buddha advised his disciples to avoid 'harsh speech.'"⁷ Communication colleagues in Japan, Korea, and Malaysia confirm that the study of communication is an ancient and valued tradition in their cultures. Well-known practitioners of this art include Barack Obama, Condoleezza Rice, Hillary Rodham Clinton, Maya Angelou, Toni Morrison, Abraham Lincoln, Mother Teresa, Eleanor Roosevelt, Oprah

communication

The simultaneous sharing and creating of meaning through human symbolic interaction.

Making Connections for Success

Communication Competence

Communication is central to our ideas of a “good” life. Communication is even identified as a way to make the world a better, safer place. In the United States numerous public figures are identified as competent communicators. Presidents Barack Obama, Ronald Reagan, Bill Clinton, and Franklin Delano Roosevelt have been known as effective communicators. Reagan, on leaving the presidency, reportedly said, “I’ve been called The Great Communicator. If I am it’s because I have great things to communicate.” Media figures Oprah Winfrey, Ellen DeGeneres, and Dr. Phil have award-winning talk shows that draw large audiences because each knows how to connect with people. Think

about these examples and then answer the following questions:

1. What qualities do you think “great communicators” have?
2. Do the seven people identified above have any communication characteristics in common? What are they?
3. How do you think the ability to communicate effectively made a difference in the lives of these public figures?
4. Which people in your life do you consider to be effective communicators? Why are they effective?

Compare and discuss your answers and reasons with others in your class or in your workplace. How many on your list were on the lists of others? Were their reasons similar to yours?

communications

Generally used to denote the delivery systems for mediated and mass communication.

Winfrey, Franklin Delano Roosevelt, Ronald Reagan, Bill Clinton, Winston Churchill, Mohandas Gandhi, Martin Luther King Jr., Mao Tsetung, and Colin Powell.

While *communication* refers to the process by which we create and share meanings, **communications** is the word generally used to denote the delivery systems for mediated and mass communication. People often confuse the two words, but they are quite different. Communication is what you and your friend do when you discuss the next speech assignment. Communications involve ways of disseminating information, as in “The Internet is a vital communications link for humans.”

According to the definition used in this text, communication involves a range of behaviors and occurs in a variety of situations: public and private, business and social, home and school, formal and informal. The diverse situations are all linked by one common thread—*human symbolic interaction*, or people using a symbol system (language) to share thoughts, feelings, beliefs, attitudes, customs, and ideas. As you read this text, you will learn about human symbolic interaction as it occurs within and among individuals, groups, organizations, cultures, and co-cultures. You will discover more about the nature of the communication *process*: listening, thinking, speaking in public settings, speaking in small-group settings, and speaking with one, two, or a small number of people in your interpersonal relationships. Your ability to communicate by using speech will be one of the determining factors in your success in the classroom, in the workplace, and in your personal life. Being an effective communicator saves time, makes life more enjoyable, allows people to establish and maintain relationships successfully, and facilitates accomplishing personal goals.

Why Should We Study Communication?

1.3 Identify four reasons for studying communication.

Although you have communicated for many years, you probably have not had the opportunity to learn about communication competence. The ability to communicate might seem natural because, unless disabilities are present, most of us readily develop speaking skills. But the ability to *communicate* (not simply to utter words) is learned; the process of becoming a competent communicator is a difficult, lifelong project. You can make progress quickly, however, if you work hard to learn the principles and concepts and then apply them in everyday situations. These skills will enable you to reap benefits in career development, ethical behavior, and the promotion of positive relationships among

people of diverse cultural backgrounds. We live in a time of rapid technological change. Put simply, effective communication is critical to living successfully in today's society.

Communication and Our Technological Society

Can you remember a time when you did not rely on some form of technology to communicate? Your answer to this question is most likely a definite “no.” Even if you reflect back to when you were an infant, your parents may have placed a two-way baby monitor by your crib to alert them when you started crying. In many ways, that two-way monitor was probably your first interaction with the rapidly developing world of communication and technology. Today, the baby monitor is gone, but you rely on a host of technological tools to remain connected with the people in your life. We use **social media**—highly accessible technologies that facilitate communication, interaction, and connection with others.

The way technology has sped the pace of communication adds to the challenge of both presenting and receiving meaningful messages. We use social media to remain connected with others in our **social network**—a group of individuals who are connected by friendship, family, common interests, beliefs, or knowledge. Our social networks are now larger than ever. Take a look at Figure 1.1. The evolution of technology is depicted along this continuum. In the mid-1800s to mid-1900s, people likely had simple social networks made up of close friends and family they saw on a regular basis and others with whom they connected via postal mail or maybe a rare telephone call. When the first telephone call was made in the late 1800s, families and friends were likely quite excited because they were now better able to remain connected with others. Notice the large gaps between important points on the first half of the continuum. Technology was evolving, but at a slow rate. Now, look at the points on the right half of the continuum. Since the first communication satellite (Telstar 1) was launched in 1962 and the first cell phone call was made in 1973, technology has evolved at a rapid rate. In the span of a few short years, the first text message was sent, Google entered the Internet scene, and Facebook, MySpace, YouTube, and Twitter emerged as popular social media outlets.

Now, our social networks are significantly more complex than those of our ancestors. We rely heavily on Facebook to remain connected with our friends across the country and the world; we text our friends to check in and maybe make plans for later in the day; we access YouTube for those informative and sometimes hilarious videos (we may even post some ourselves); we update the world (our followers) through “tweets” on Twitter; we may get breaking news alerts on our iPhones or other smartphones. Perhaps most fascinating, we can do *all* of these things in a matter of seconds from our desktop computers, our laptops, and even our cell phones. These social media may constitute the bulk of what we use to practice communication. No matter where we are, we are *plugged in* to our social networks and what is happening in the world.

Social media often make it possible for us to experience historic events just moments after they occur, sometimes even *while* they are occurring. Memorable images are frequently repeated courtesy of modern technology. The Islamic State in Iraq and Syria (ISIS) has used social media and the Internet to control the stories told of the conflict in Iraq and Syria. In essence, social media users are able to experience news as it happens anywhere in the world. Natural disasters such as earthquakes and tornadoes on the news bring others' devastation into our homes. We use digital cameras on our computers or cell phones and send images or visit face-to-face with people around the globe. If you happen to be in the right place at the right time, witnessing a news event or simply crossing the path of a reporter in search of a story or a curious individual with a cell phone camera, your image, words, or voice may be instantaneously transmitted to your community, the nation, or the world. Consider Sohaib Athar, who tweeted on May 2, 2011, “Helicopter hovering above Abbottabad

social media

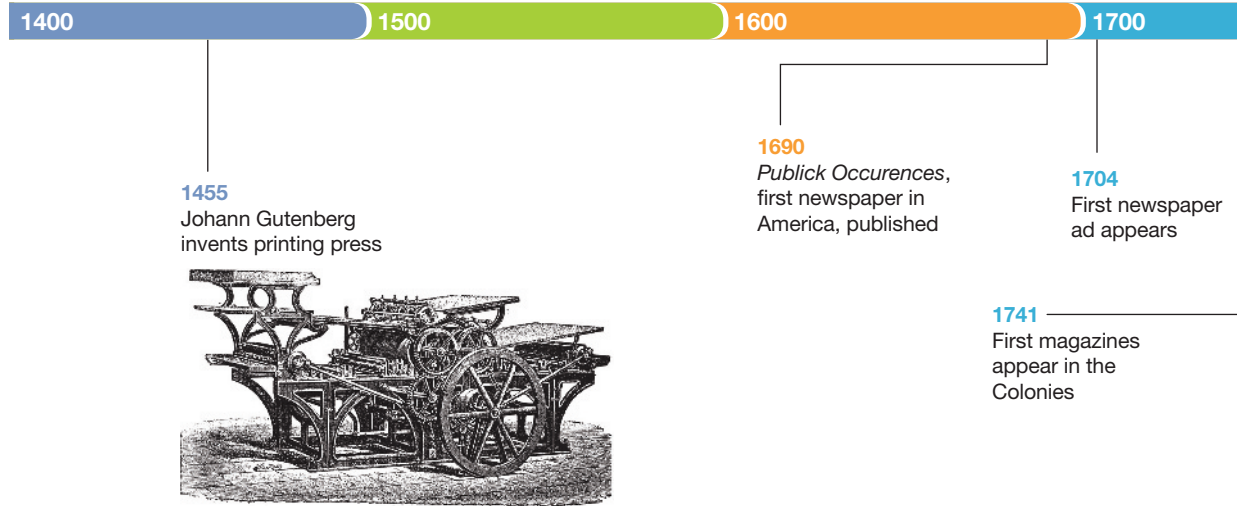
Highly accessible technologies that facilitate communication, interaction, and connection with others

social network

A group of individuals who are connected by friendship, family, common interests, beliefs, or knowledge.

Figure 1.1 The Evolution of Social Media

Notice the large gaps between the important points on the first half of the continuum. Technology was evolving, but at a slow rate. As the points on the right half of the continuum illustrate, technology has rapidly evolved in recent years.



at 1AM (is a rare event).” Little did he know U.S. Navy SEAL Team 6 was preparing to invade the compound of Osama bin Laden, the founder of al-Qaeda, the militant organization that claimed responsibility for the September 11 terrorist attacks on the United States. Athar’s tweet was displayed in media across the world.

The sheer volume of communication presented through electronic media can seem overwhelming. How does the competent communicator choose the appropriate channel and materials from among many options? What does technology do to the quality of one’s messages? Do social media harm or help the quality of interactions? These questions and answers are some you will need to address, and this text will provide guidelines and ideas to help with that. Developments in social media are exciting because they increase avenues of communication and make the process quick and easy. Those who take time to learn and practice the principles of sound communication will best utilize social media to develop and maintain connections with others.

Technology allows us to make connections with each other and with the world. At the same time, the many communication tools available sometimes make our messages less personal than they would be in face-to-face communication. Social media are indeed changing our way of communicating and how we connect with and relate to others.

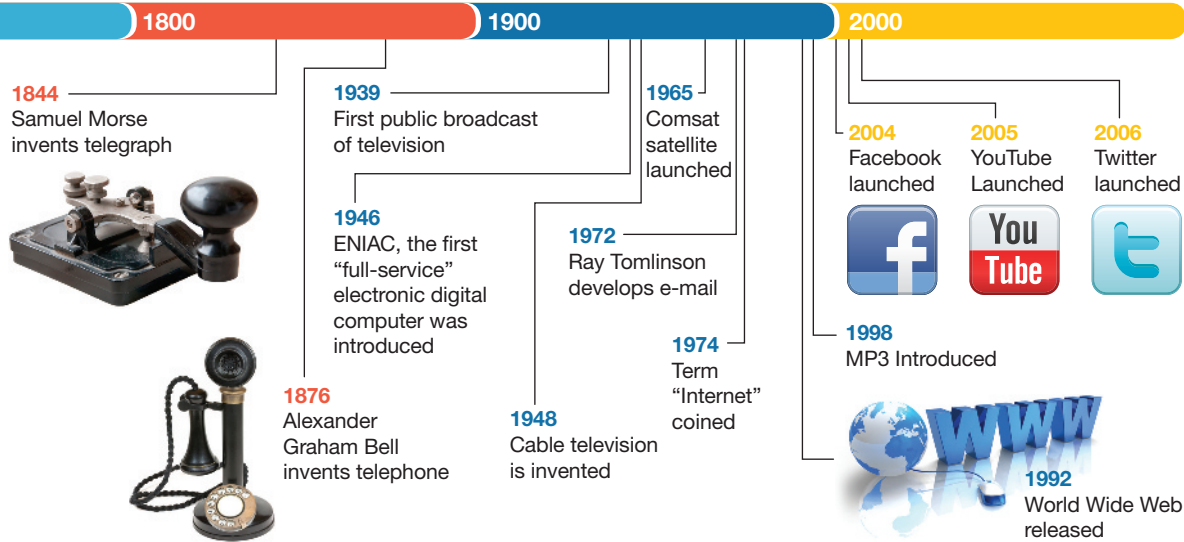
Communication and Career Development

Most of us aspire to succeed in our chosen careers. We enter college to better ourselves and prepare for satisfying jobs. Communication plays an important role in career success. Leaders in education, business, and industry have identified several life skills

critical to success in the workforce, and communication is one of the most valued areas of expertise. For example, several recent studies⁹ reinforce what previous research had already shown: Employers want workers at all levels who know how to communicate and relate to others both verbally and in writing. They want workers who work well in groups and teams and exhibit strong analytical, problem-solving, and computer/technical skills. And finally employers want workers who are flexible and able to adapt to new situations on the job, and they demand a strong work ethic and initiative.

In other words, effective workplace communicators can explain ideas clearly and give good directions. Effective communicators are good listeners who work harmoniously with others and represent their companies well in small and large group





Making Connections for Success

How Do You Remain Connected?

Most of us cannot begin to imagine life without the gadgets and the instant access we have to everyone and everything. It was a tweeted image that first captured the forced miracle landing of US Airways flight 1549 in the Hudson River. Biz Stone and Evan Williams conceived of Twitter as a basic communication tool providing social networking applications. It has grown into one of the "world's most valuable real-time information caches." Twitter has now evolved into a powerful new marketing and communication tool. Regional emergency preparedness organizations are looking at Twitter as a way to reach millions of people during a disaster. NASA is using it to regularly update interested parties about the status of space shuttle flights. A Manhattan bakery tweets when warm cookies come out of the oven.⁸ Through our Facebook profiles we present what we want to the world. We use Vine to record and share six-second looping videos of our daily lives. Snapchat lets us take photos and record videos and quickly share our Snaps with people—before our Snaps are automatically deleted forever. LinkedIn allows us to make contacts with people in our profession or those in the profession to which we aspire. It can help us

get recommendations as well as networking possibilities. Facebook was initially created for college students but is now populated by people of all ages (including your authors), who use this to maintain connections with friends and colleagues both near and far. With that in mind, answer the following questions and share them with friends/classmates to compare your stories.

1. Do you tweet? When? Why?
2. Have you or a friend ever experienced an online relationship? How did the relationship develop?
3. What rules did you and your friend follow in establishing and maintaining this relationship?
4. What concerns do you have about this kind of relationship? Why?
5. Did anyone ever attempt to monitor or stop your use of the Internet? How? For what reasons?
6. How is communication through social media easier or more difficult than face-to-face communication with family and friends?
7. Do you have a Twitter, Facebook, or LinkedIn account? How and for what do you use each?

settings. Too often, employers believe these skills are lacking in their employees. Introductory courses in communication, such as the one to which this text is geared, focus on these skills.

Personnel directors have described their needs regarding prospective employees as follows: Send me people who know how to speak, listen, and think, and I'll do the

rest. I can train people in their specific job responsibilities, as long as they listen attentively, know how to think, and can express themselves well.¹⁰ In fact, most careers involve contact with others and require the ability to communicate effectively with them. Business and industry often look for the most competent communicators when they hire new employees. Although some companies provide on-the-job training in communication skills, it is most advantageous to develop excellent speaking, listening, and analytical abilities before applying for the exciting job that could launch or enhance your career.

Effective social media skills are vital for professional success. In fact, many employers and college professors acknowledge the ease of communication and access to information offered by these media. At the same time, some of those same people decry the poor spelling and damage done to the quality of both written and oral messages. For text messages “gr8” is fine. Using that kind of message in work-related reports, memos, emails, or class papers, however, may result in lower grades, demotions, or job loss. While some research suggests that communication through social media is as effective at building and maintaining relationships, given enough time,¹¹ other research indicates that it reduces social skills, harms society, and generally interferes with face-to-face communication.¹² Perhaps you share personal information via Facebook that you otherwise might not share face-to-face, but this is a double-edged sword in that employers search social networking sites to learn more about future employees and, on that basis, have been known to rescind interviews and job offers. Facebook page content has cost some employees their jobs. This text will suggest how to effectively use social media in your personal and professional life.

Communication and Ethical Behavior

All societies hold certain ethical standards—ideals about what is right and what is wrong—and unethical behavior often carries a penalty. **Ethics** refers to an individual’s system of moral principles. People have been removed from political office, lost their jobs, or been publicly chastised for violating ethical standards and codes. Such behaviors often involve unethical acts related to communication. Consider former New York Congressman Anthony Weiner. In May 2011, Weiner sent via Twitter a sexually suggestive photograph of himself to a 21-year-old woman. For days the congressman denied the allegations, until he admitted to his unethical use of social media during a planned news conference. His credibility as an honorable public servant now tarnished, Weiner resigned from Congress. As an additional example, financiers have received prison terms for participating in insider trading—using illegally obtained information to make money on the stock market. Sharing such information constitutes an illegal act of communication. Another unethical behavior is telling lies, whether done to hurt someone else or to protect or enhance one’s

own position. Though politicians spring to mind as typical offenders in this category, the problem is more widespread: for instance, enhancing one’s résumé to increase the chances of being hired or “borrowing” a friend’s old term paper or speech to pass a course.

Sometimes people think they need to find so-called shortcuts to accomplish tasks, whether they involve questionable accounting procedures in business, insider trading to keep more money, or stealing ideas to complete a presentation or paper. **Plagiarism** is the use of another person’s information, language, or ideas without citing the originator and making it appear that the user is the originator. Technology allows us to find and use all kinds of information, but it also presents new ethical dilemmas. Technology may tempt us to use someone

ethics

An individual’s system of moral principles.

plagiarism

The use of another person’s information, language, or ideas without citing the originator and making it appear that the user is the originator.

Employers want workers who can speak effectively, listen carefully and efficiently, and think critically. Strong communication skills are vital to today’s global workplace.



Making Connections for Success

Your Communication Effectiveness in the Workplace

In the surveys cited in the text, executives indicated that all employees need to improve their communication skills. The executives also noted that greater flexibility and higher ethical standards should be a focus of career preparation. If a prospective employer asked you the following questions, how would you respond?

1. Are you an effective communicator at work? Why? Why not?
2. What are five of your workplace communication concerns?
3. What anxieties about communication do you have? (James McCroskey and his colleagues developed the Personal Report of Communication Apprehension [PRCA] to help identify the strength of your communication anxiety. Try a web search on communication apprehension and complete a PRCA found on the web. We discuss communication apprehension more fully in the public speaking section.)
4. What areas of communication do you need to improve at work? How do you know you need to work on these areas?
5. Describe one instance in which you found yourself wishing that you were a better listener at work.
6. What were you doing the last time you found yourself wishing you were a better communicator? What did you mean by the term?
7. In what recent situations did you find yourself wondering how to be more effective in workplace relationships?

else's work or perhaps information that hasn't been carefully screened or evaluated for authenticity or truthfulness. A quick search of the Internet provides numerous sources for A, B, or even C papers for a "minimal cost" and "minimal risks to you." While those papers can save time and effort, they can also cost you a passing grade, or even a diploma from your institution.

The Internet creates more opportunity for plagiarism because of easy access to information. So many sites exist, with so much information, that people often believe they can go to a site, take what they want, and never be caught. Social media can foster plagiarism and also make it more likely that you will get caught. For example, on Twitter, communication is meant to be short and fast. An initial tweet may properly attribute the original source, but as the message is retweeted, somewhere along the way the attribution can be lost. Plagiarism, in whatever form, is still unethical; and just as it has consequences in educational institutions, in the workplace, plagiarism and other unethical behaviors can result in a demotion or even job loss.

Ethical communicators speak responsibly and give credit to any sources that contribute to the message being conveyed. An ethical communicator does not plagiarize and does not lie. Aristotle, a Greek rhetorician (384–322 BC), suggested that communication was most powerful when the speaker's character, or *ethos* (ethical appeal), was engaged in presenting the truth.¹³ (Chapter 10 further develops this concept.) Quintilian (ca. AD 35–100), another rhetorician, stated (before the days of inclusive language) that communication needed presentation by "a good man speaking well."¹⁴

An important distinction to make here is that unethical communication may, in fact, constitute effective communication. If one person persuades another to do something morally wrong, the communication has been effective, but it is not virtuous. Unethical communication should never be condoned, even when it has appeared to succeed. We need a good deal of critical thinking in our attempt to be effective *and* ethical communicators who evaluate others' communication to determine its ethical content.

Today, many colleges and universities offer or require ethics classes to encourage students to take ethical responsibilities seriously and to remind them that the need for responsible, ethical behavior pervades all aspects of life. Throughout this text, examples of ethical dilemmas and perspectives will help you become aware of the need for ethical communication behaviors.