



FOURTEENTH EDITION

Human Communication

THE BASIC COURSE

Joseph A. DeVito

Human Communication

The Basic Course

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Human Communication

The Basic Course
Fourteenth Edition

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Printer/Binder: RRDonnelley / Owensville
Cover Printer: Phoenix Color
Cover Design: Lumina Datamatics, Inc.
Cover Credit: Image #1 ymgerman/Getty Images description: three doors; Image #2 g-stockstudio/Getty Images description: creative brainstorming; Image #3 © Ute Grabowsky / photothek images UG / Alamy Stock Photo description: Businesswomen conversing in an office; Image #4 © zoranm/Getty Images description: Business person holding staff meeting

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Library of Congress Cataloging-in-Publication Data

Names: DeVito, Joseph A., author.
Title: Human communication: the basic course/Joseph A. DeVito.
Description: Fourteenth edition. | Hoboken, NJ: Pearson Higher Education, 2016.
Identifiers: LCCN 2016036694 | ISBN 9780134407081 | ISBN 0134407083
Subjects: LCSH: Communication.
Classification: LCC P90.D485 2016 | DDC 302.2—dc23
LC record available at <https://lcn.loc.gov/2016036694>



Student Edition

ISBN-10: 0-13-440708-3

ISBN-13: 978-0-13-440708-1

Books a la Carte

ISBN-10: 0-13-440940-X

ISBN-13: 978-0-13-440940-5

Brief Contents ◦

Part One Foundations of Human Communication

1	Fundamentals of Human Communication	1
2	Culture and Communication	25
3	Perception of Self and Others	48
4	Listening in Human Communication	78
5	Verbal Messages	98
6	Nonverbal Messages	118

Part Two Interpersonal, Small Group, and Organizational Communication

7	Interpersonal Communication and Conversation	145
8	Interpersonal Relationship Stages and Theories	168
9	Friends, Lovers, and Families	190
10	Small Group Communication	208
11	Members and Leaders	227
12	Human Communication in the Workplace: Organizational Communication	243
13	Interpersonal, Group, and Workplace Conflict	263

Part Three Public Speaking

14	Public Speaking Topics, Audiences, and Research	282
15	Supporting and Organizing Your Speech	309
16	Style and Delivery in Public Speaking	342
17	The Informative Speech	364
18	The Persuasive Speech	379

Appendix of Speeches: Public Speaking Sample Assistants	403
Glossary	422
References	436
Index	456
Credits	475

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Contents

Welcome to Human Communication: The Basic Course	xiv		
Part One Foundations of Human Communication	1		
1 Fundamentals of Human Communication	1		
The Nature of Human Communication	2		
The Forms of Human Communication	2		
The Benefits of Studying Human Communication	4		
The Myths of Human Communication	6		
Elements of Human Communication	7		
Communication Contexts	7		
Source–Receiver	8		
Messages	8		
Channels	9		
Noise	9		
Effects	10		
Principles of Human Communication	10		
Communication is Purposeful	10		
Communication is Transactional	11		
Communication is a Package of Signals	13		
Communication is a Process of Adjustment	13		
Communication Involves Content and Relationship Dimensions	13		
Communication is Ambiguous	14		
Communication is Punctuated	16		
Communication is Inevitable, Irreversible, and Unrepeatable	16		
The Competent Communicator	17		
The Competent Communicator Makes Reasoned Choices	18		
The Competent Communicator Thinks Critically and Mindfully	18		
The Competent Communicator is an Effective Code Switcher	18		
The Competent Communicator is Culturally Sensitive	19		
The Competent Communicator is Ethical	20		
The Competent Communicator is an Effective Listener	20		
The Competent Communicator is Media Literate	20		
Summary 22 • Key Terms 23 • Exercises and Questions 23			
2 Culture and Communication	25		
The Nature of Culture	26		
Sex and Gender	27		
The Transmission of Culture	27		
The Importance of Culture in Communication	27		
The Aim of a Cultural Perspective	29		
Cultural Differences	31		
Individual and Collective Orientation	32		
High- and Low-Context Cultures	32		
High- and Low-Power-Distance Cultures	33		
Masculine and Feminine Cultures	33		
High- and Low-Ambiguity-Tolerant Cultures	34		
Long- and Short-Term Orientation	35		
Indulgence and Restraint	36		
Intercultural Communication	36		
The Nature and Forms of Intercultural Communication	37		
Improving Intercultural Communication	39		
Summary 45 • Key Terms 46 • Exercises and Questions 46			
3 Perception of Self and Others	48		
Self-Concept, Self-Awareness, and Self-Esteem	49		
Self-Concept	49		
Self-Awareness	50		
Self-Esteem	52		
Self-Disclosure	55		
Factors Influencing Self-Disclosure	56		
The Rewards and Dangers of Self-Disclosure	58		
Guidelines for Self-Disclosure	59		
Perception	60		
Stage 1: Stimulation	61		
Stage 2: Organization	61		
Stage 3: Interpretation–Evaluation	62		
Stage 4: Memory	63		
Stage 5: Recall	63		
Forming Impressions	64		
Impression Formation Processes	64		
Increasing Accuracy in Impression Formation	68		
Managing Impressions	69		
To Be Liked: Affinity-Seeking and Politeness Strategies	70		
To Be Believed: Credibility Strategies	71		
To Excuse Failure: Self-Handicapping Strategies	71		

To Secure Help: Self-Deprecating Strategies	72	6 Nonverbal Messages	118
To Hide Faults: Self-Monitoring Strategies	73	The Principles of Nonverbal Communication	119
To Be Followed: Influencing Strategies	73	Nonverbal Messages Interact with Verbal Messages	120
To Confirm Self-Image: Image-Confirming Strategies	73	Nonverbal Messages Help Manage Impressions	120
Summary 74 • Key Terms 75 • Exercises and Questions 75		Nonverbal Messages Help Form Relationships	121
4 Listening in Human Communication	78	Nonverbal Messages Help Structure Conversation	122
The Importance and Process of Listening	79	Nonverbal Messages Can Influence and Deceive	122
The Importance of Listening	79	Nonverbal Messages Are Crucial for Emotional Expression	123
The Process of Listening	80	Ten Channels of Nonverbal Communication	123
Listening Barriers	85	Body Communication	123
Physical and Mental Distractions	85	Facial Communication	124
Biases and Prejudices	85	Eye Communication	126
Lack of Appropriate Focus	85	Space Communication	127
Premature Judgement	85	Artifactual Communication	129
Hearing Impairment	87	Touch Communication	131
Styles of Effective Listening	87	Paralanguage	132
Empathic Listening	88	Silence	132
Polite Listening	88	Time Communication	133
Critical Listening	90	Smell Communication	135
Active Listening	90	Culture and Nonverbal Communication	136
Listening, Culture, and Gender	92	Gesture and Culture	136
Culture and Listening	92	Facial Expression and Culture	136
Gender and Listening	93	Eye Communication and Culture	137
Summary 95 • Key Terms 95 • Exercises and Questions 96		Colors and Culture	137
5 Verbal Messages	98	Touch and Culture	138
Principles of Verbal Messages	99	Paralanguage, Silence, and Culture	138
Meanings Are in People	99	Time and Culture	139
Meanings Are Both Denotative and Connotative	99	Nonverbal Communication Competence	139
Meanings Depend on Context	100	Encoding Skills	139
Messages Vary in Politeness	101	Decoding Skills	140
Messages Can Be Onymous or Anonymous	102	Summary 142 • Key Terms 143 • Exercises and Questions 143	
Messages Vary in Assertiveness	102	Part Two Interpersonal, Small Group, and Organizational Communication	145
Messages Can Decieve	103	7 Interpersonal Communication and Conversation	145
Disconfirmation and Confirmation	106	The Nature of Interpersonal Communication and Conversation	146
Racism	106	Definition of Interpersonal Communication	146
Heterosexism	107	The Interpersonal Continuum	146
Ageism	108	The Stages of Conversation	147
Sexism	109	Principles of Conversation and Interpersonal Communication	148
Cultural Identifiers	109	The Principle of Turn-Taking	148
Using Verbal Messages Effectively	111	The Principle of Dialogue	149
Intensional Orientation	111	The Principle of Immediacy	150
Allness	112	The Principle of Flexibility	151
Fact–Inference Confusion	112		
Static Evaluation	113		
Indiscrimination	113		
Polarization	114		
Summary 115 • Key Terms 115 • Exercises and Questions 116			

The Principle of Politeness: Conversation is (Usually) Polite	151	Virtual Groups and Teams	210
Everyday Conversations	153	Advantages and Disadvantages of Groups	210
Making Small Talk	153	Small Group Apprehension	212
Introducing People	155	Small Group Stages, Formats, Culture, and Power	212
Making Excuses	157	Small Group Stages	212
Apologizing	158	Small Group Formats	213
Giving and Receiving Compliments	160	Small Group Culture	214
Giving and Receiving Advice	162	Small Group Power	216
Summary 165 • Key Terms 165 • Exercises and Questions 166		Brainstorming and Focus Groups	218
		Brainstorming Groups	218
		Focus Groups	219
		Problem-Solving Groups	219
		The Problem-Solving Sequence	220
		Problem-Solving Groups at Work	223
		Summary 225 • Key Terms 226 • Exercises and Questions 226	
8 Interpersonal Relationship Stages and Theories	168	11 Members and Leaders	227
Interpersonal Relationships	169	Membership in Small Group Communication	228
Advantages and Disadvantages of Interpersonal Relationships	169	Member Roles	228
Relationship Stages	171	Interaction Process Analysis	230
Contact	171	Member Functions and Skills	230
Relationship Theories	176	Leadership in Small Group Communication	232
Attraction Theory	176	Myths About Leadership	233
Relationship Rules Theory	178	Approaches to Leadership	233
Relationship Dialectics Theory	180	Functions and Skills of Leadership	236
Social Exchange Theory	181	Membership, Leadership, and Culture	238
Equity Theory	182	Individualism and Collectivism	238
The Dark Side of Interpersonal Relationships	184	Member Roles	239
Jealousy	184	Belief Systems	239
Relationship Violence	185	Leadership Style	239
Summary 187 • Key Terms 188 • Exercises and Questions 188		Summary 241 • Key Terms 241 • Exercises and Questions 242	
9 Friends, Lovers, and Families	190	12 Human Communication in the Workplace: Organizational Communication	243
Friendships	191	Organizations	244
Friendship Types	191	The Importance of Organizational Communication	244
Friends with Benefits	191	The Nature of an Organization	244
Friendship and Communication	192	Characteristics of Organizations	245
Friendships, Culture, Gender, and Technology	194	Organizational Messages	249
Romantic Relationships	195	Formal Communication	249
Love Types	195	Informal Organizational Communication: The Grapevine	251
Love and Communication	197	Communication Channels in Organizations	252
Love, Culture, Gender, and Technology	197	Communication Networks	252
Families	199	Information Overload	253
Couple and Family Types	200	Information Isolation	253
Family Characteristics	202	Organizational Message Competence	254
Families and Communication	203	Organizational Relationships	254
Families, Culture, Gender, and Technology	203	Mentoring	254
Summary 205 • Key Terms 206 • Exercises and Questions 206			
10 Small Group Communication	208		
Preliminaries to Small Group Communication	209		
The Small Group	209		
The Team	209		

Networking 255
 Romance in the Workplace 256
 Bullying 256
 Sexual Harassment 257
 Organizational Relationship Competence 258
 Summary 260 • Key Terms 261 • Exercises and Questions 261

13 Interpersonal, Group, and Workplace Conflict 263

Interpersonal, Group, and Workplace Conflict 264
 The Nature of Interpersonal Conflict 264
 Online and Workplace Conflicts 265
 Myths About Conflict 266
 Principles of Conflict 266
 Conflict Can Center on Content and Relationship Issues 266
 Conflict Can be Negative or Positive 268
 Conflict Takes Place in a Context 269
 Conflict Styles have Consequences 269
 Preliminaries to Conflict Management 271
 Before the Conflict 272
 After the Conflict 272
 Influences on Your Choice of Conflict Strategies 272
 The Stages of Conflict Management 273
 Ten Conflict Management Strategies 274
 Win-Lose and Win-Win Strategies 275
 Avoidance and Active Fighting 275
 Force and Talk 275
 Blame and Empathy 276
 Gunnysacking and Present Focus 276
 Manipulation and Spontaneity 276
 Personal Rejection and Acceptance 277
 Fighting Below and Above the Belt 277
 Face-Detracting and Face-Enhancing Strategies 278
 Aggressiveness and Argumentativeness 278
 Summary 280 • Key Terms 280 • Exercises and Questions 281

Part Three Public Speaking 282

14 Public Speaking Topics, Audiences, and Research 282

Introducing Public Speaking 283
 The Benefits of Public Speaking 284
 Managing Your Apprehension 285
 Step 1: Select Your Topic, Purposes, and Thesis 289
 Your Topic 289
 Finding Topics 289
 Limiting Topics 290
 Your Purposes 291
 Your Thesis 292

Step 2: Analyze Your Audience 295
 Analyzing the Sociology of the Audience 295
 Analyzing the Psychology of the Audience 296
 Analyzing and Adapting During the Speech 298
 Step 3: Research Your Topic 298
 Sources of Information 299
 Integrating and Citing Research 303
 Summary 307 • Key Terms 307 • Exercises and Questions 308

15 Supporting and Organizing your Speech 309

Step 4: Collect Supporting Materials 310
 Examples, Illustrations, and Narratives 310
 Analogies 311
 Definitions 311
 Testimony 312
 Numerical Data 313
 Presentation Aids 314
 Step 5: Develop Your Main Points 322
 Step 6: Organize Your Speech Materials 323
 Time Pattern 324
 Spatial Pattern 324
 Topical Pattern 324
 Problem-Solution Pattern 324
 Cause-Effect / Effect-Cause Pattern 325
 Structure-Function Pattern 325
 Comparison and Contrast Pattern 325
 Pro and Con Pattern 326
 Claim-and-Proof Pattern 326
 Multiple-Definition Pattern 326
 Who? What? Why? Where? When? Pattern 326
 Fiction-Fact Pattern 326

Step 7: Construct Your Introduction, Conclusion, and Transitions 327
 Introduction 327
 Conclusion 329
 Transitions 332
 Pitfalls in Introductions, Conclusions, and Transitions 332

Outlining Your Speech 333
 Constructing the Outline 333
 Sample Outlines 334

Summary 340 • Key Terms 340 • Exercises and Questions 341

16 Style and Delivery in Public Speaking 342

Step 8: Style Your Speech 343
 Choosing Words 343
 Phrasing Sentences 348
 Step 9: Rehearse Your Speech 348
 Rehearse Your Speech as a Whole 349

Time Your Speech	349	The Speech of Presentation or Acceptance	375
Approximate Your Actual Speech Situation	349	The Toast	376
See Yourself as a Speaker	349	Summary 377 • Key Terms 377 • Exercises and Questions 377	
Incorporate Changes and Make Delivery Notes	349		
Rehearse Often	350	18 The Persuasive Speech	379
Undertake a Long-Term Delivery Improvement Program	350	Principles for Effective Persuasive Speaking	380
Step 10: Present Your Speech	350	Know Your Specific Goals	380
Methods of Presentation	351	Focus on Your Audience	380
Strategies of Presentation	352	Identify with Your Audience	381
Voice	353	Secure a <i>Yes</i> Response	381
Body Action	354	Anticipate Selective Exposure	381
Handling Audience Questions	355	Use Positive Labeling	381
Speech Criticism	357	Ask for Reasonable Amounts of Change	381
The Nature of Criticism	357	Provide Social Proof	382
Culture and Criticism	357	Follow a Motivated Sequence	382
Guidelines for Criticizing More Effectively	359	The Three Persuasive Proofs	386
Summary 361 • Key Terms 362 • Exercises and Questions 362		Logical Proof (<i>Logos</i>)	386
		Emotional Proof (<i>Pathos</i>)	388
		Credibility Proof (<i>Ethos</i>)	390
17 The Informative Speech	364	Persuasive Speeches on Questions of Fact	394
Principles for Effective Informative Speaking	365	Thesis and Main Points	394
Focus on Your Audience	365	Support	394
Stress Relevance and Usefulness	365	Organization	395
Limit the Information	365	Persuasive Speeches on Questions of Value	395
Adjust the Level of Complexity	365	Thesis and Main Points	396
Relate New Information to Old	366	Support	397
Vary the Levels of Abstraction	367	Organization	397
Make Your Speech Easy to Remember	367	Persuasive Speeches on Questions of Policy	397
Speeches of Description	369	Thesis and Main Points	397
Thesis and Main Points	369	Support	398
Support	369	Organization	398
Organization	369	Special Occasion Speeches (Mainly Persuasive)	398
Speeches of Definition	371	The Speech to Secure Goodwill	398
Thesis and Main Points	371	The Commencement Speech	399
Support	372	The Speech of Inspiration	399
Organization	372	Summary 401 • Key Terms 402 • Exercises and Questions 402	
Speeches of Demonstration	373	Appendix of Speeches: Public Speaking Sample	
Thesis and Main Points	373	Assistants	403
Support	373	Glossary	422
Organization	374	References	436
Special Occasion Speeches (Mainly Informative)	375	Index	456
The Speech of Introduction	375	Credits	475
The Eulogy	375		

Specialized Table of Contents ◉

MAKING ETHICAL CHOICES

- Culture and Ethics (Chapter 2, p. 29)
- The Ethics of Impression Management (Chapter 3, p. 72)
- Listening Ethically (Chapter 4, p. 94)
- Lying (Chapter 5, p. 105)
- Silence (Chapter 6, p. 134)
- Gossip (Chapter 7, p. 161)
- Relationship Ethics (Chapter 8, p. 182)
- Your Obligation to Reveal Yourself (Chapter 9, p. 196)
- Telling Secrets (Chapter 10, p. 215)
- The Leader's Ethical Responsibilities (Chapter 11, p. 240)
- The Five Cs of Organizational Ethics (Chapter 12, p. 258)
- Ethical Fighting (Chapter 13, p. 277)
- Plagiarism (Chapter 14, p. 304)
- Ethical Support (Chapter 15, p. 313)
- Criticizing Ethically (Chapter 16, p. 358)
- Speaking Ethically (Chapter 17, p. 367)
- The Ethics of Emotional Appeals (Chapter 18, p. 390)

UNDERSTANDING THEORY AND RESEARCH

- Communication Theories and Research (Chapter 1, p. 12)
- Language and Thought (Chapter 2, p. 43)
- The Just World Hypothesis (Chapter 3, p. 67)
- Reconstructing Memory (Chapter 4, p. 82)
- Theories of Gender Differences (Chapter 5, p. 101)
- The Facial Feedback Hypothesis (Chapter 6, p. 126)
- Opening Lines (Chapter 7, p. 158)
- Online Relationship Theories (Chapter 8, p. 176)
- Love Styles and Personality (Chapter 9, p. 200)
- Social Loafing and Facilitation (Chapter 10, p. 211)
- Approaches to Leadership (Chapter 11, p. 236)
- Approaches to Organizations (Chapter 12, p. 246)
- Conflict and Gender (Chapter 13, p. 268)
- Two Theories for Reducing Apprehension (Chapter 14, p. 288)
- Primacy and Recency (Chapter 15, p. 314)

- One-Sided versus Two-Sided Messages (Chapter 16, p. 344)
- Information Theory (Chapter 17, p. 371)
- Foot-in-the-Door and Door-in-the-Face (Chapter 18, p. 382)

SELF-TESTS

The self-tests in this edition were reconfigured and are now integrated into the text narrative.

- Myths of human communication (Chapter 1, p. 6)
- Ethical behavior and communication (Chapter 1, p. 20)
- What's your cultural orientation? (Chapter 2, p. 31)
- How's your self-esteem? (Chapter 3, p. 53)
- How willing to self-disclose are you? (Chapter 3, p. 56)
- How do you listen? (Chapter 4, p. 87)
- Assertive behavior (Chapter 5, p. 113)
- Distinguishing fact from inference (Chapter 5, p. 113)
- Nonverbal communication myths (Chapter 6, p. 119)
- Body appearance (Chapter 6, p. 123)
- Consider your time orientation (Chapter 6, p. 133)
- My own levels of politeness (Chapter 7, p. 152)
- How do you small talk? (Chapter 7, pp. 153–154)
- Advantages of interpersonal relationships (Chapter 8, p. 169)
- Disadvantages of interpersonal relationships (Chapter 8, p. 169)
- Your attraction preferences (Chapter 8, pp. 176–177)
- Is violence a part of your relationship? (Chapter 8, p. 185)
- How apprehensive are you in group discussions? (Chapter 10, p. 212)
- What's your power dynamic? (Chapter 10, p. 216)
- What kind of member are you? (Chapter 11, p. 228)
- What kind of leader are you? (Chapter 11, p. 234)
- What's your management style? (Chapter 12, p. 249)
- Your conflict management style (Chapter 13, p. 274)
- McCroskey's Measure of Public Speaking Apprehension (Chapter 14, p. 286)
- How much do you know about designing slides? (Chapter 15, p. 320)
- How's your credibility? (Chapter 18, p. 391)

EXPANDING MEDIA LITERACY

Media Messages “Construct” Reality (Chapter 3, p. 64)
 Media Messages Are Value-Laden
 (Chapter 5, p. 110)
 Product Placement (Chapter 6, p. 122)
 Conversation and Social Media (Chapter 7, p. 156)
 Parasocial Relationships (Chapter 8, p. 171)
 The Knowledge Gap (Chapter 11, p. 233)
 Advertising and Public Relations
 (Chapter 12, p. 250)
 Agenda Setting (Chapter 15, p. 318)
 Reversing Media’s Influence
 (Chapter 16, p. 346)
 The Third-Person Effect (Chapter 18, p. 383)

PUBLIC SPEAKING SAMPLE ASSISTANTS**Speeches:**

“Biases” (A Poorly Constructed Informative Speech)
 (Appendix, p. 404)
 “Prenups” (A Poorly Constructed Persuasive Speech)
 (Appendix, p. 407)
 “A Lot of Heart” (An Excellent Informative Speech)
 (Appendix, p. 409)
 “The FBI Entrapment Program” (An Excellent Persuasive
 Speech) (Appendix, p. 413)
 “Funding Alzheimer’s Research” (An Excellent Persuasive
 Speech) (Appendix, p. 417)

Outlines:

Preparation Outline with Annotations (Topical Organization)
 (Chapter 15, p. 336)
 A Template Outline (Chapter 15, p. 338)
 A Phrase/Key-Word Presentation Outline (Chapter 15, p. 339)
 Preparation Outline with Annotations (Motivated Sequence
 Organization) (Chapter 18, p. 385)

Welcome to *Human Communication: The Basic Course,* Fourteenth Edition



Human Communication: The Basic Course is designed for the introductory college course that offers comprehensive coverage of the fundamentals of human communication. The text covers classic approaches and new developments; it covers research and theory but gives coordinated attention to communication skills.

This book is addressed to students who have little or no prior background in studying communication. If this will be your only communication course, *Human Communication* will provide you with a thorough foundation in the theory, research, and skills of this essential liberal art. For those of you who will take additional and advanced courses or who are beginning a major in communication, it will provide the significant foundation needed for more advanced and more specialized study.

What's New in the Fourteenth 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.

Learn more about Revel

<http://www.pearsonhighered.com/revel/>

Rather than simply offering opportunities to read about and study communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about small group communication, students are presented with a self-assessment that scores their level of apprehension when participating in group discussions. The results of the assessment prompt students to examine their level of anxiety in groups and consider how they could reduce their apprehension in these situations. By providing opportunities to read about and practice communication in tandem, Revel engages students directly and immediately, which leads to a greater mastery of course material.

A wealth of student and instructor resources and interactive materials can be found within Revel, such as:

- **Self-Assessments** Interactive self-assessments allow students to analyze their own communication styles, enabling them to learn and grow over the duration of the course. A variety of self-assessment styles are offered, including fill-in-the-blank, True or False, and numerical ratings.

How's Your Self-Esteem?

Interactive

1. Generally, I feel I have to be successful in all things.
 T
 F

2. Despite outward signs of success, I still think of myself as unsuccessful.
 T
 F

Previous Next

- **Dialogue and Speech Audio Examples** Examples of effective and ineffective communication approaches are enhanced with in-line audio clips, adding dimension and reinforcing learning in a way that a printed text cannot. In the public speaking chapters, speeches include audio annotations by the author.
- **Videos and Video Quizzes** A variety of videos are interspersed throughout the narrative. Sketchnote videos walk students through important core concepts, while clips of interpersonal and group scenarios and speech samples in public speaking chapters boost mastery of the concepts. Many videos are bundled with correlating self-checks, enabling students to test their knowledge.

Watch: Culture and Communication

HOW DO CULTURES DIFFER? EDWARD T. HALL

HIGHER-CONTEXT CULTURES (ASIA, AFRICA, SOUTH AMERICA)

- CONTEXT
- FOCUS ON SITUATION, PLACE & PEOPLE
- RELATIONSHIPS
- COLLECTIVIST
- GROUP HARMONY

LOWER-CONTEXT CULTURES (NORTH AMERICA, WESTERN EUROPE)

- VERBAL
- FOCUS ON WHAT IS SAID
- LOGIC & FACTS
- INDIVIDUALISTIC

THEORY OF HIGH & LOW CONTEXT CULTURES

Ready to check your understanding of this video? Select the best answers in the short quiz below.

- **Interactive Figures** Interactive figures (such as Figure 3.1: The Sources of Self-Concept and Figure 3.6: Impression Management Goals and Strategies) allow

Figure 3.1 The Sources of Self-Concept

Interactive

Click the information circles to learn more.

How do I compare to my peers? Do people like me as much as they like Dick and Jane?

SELF-CONCEPT

Comparisons with others

Others' images of you

Cultural teachings

Self-evaluations

This diagram depicts the four sources of self-concept, the four contributors to how you see yourself. As you read about self-concept, consider the influence of each factor throughout your life. Which factor influenced you most as a preteen? Which influences you most now? Which will influence you most 25 or 30 years from now?

students to interact with the illustrations, increasing their ability to grasp difficult concepts. By allowing students to examine specific parts of a model and offering accompanying real-life examples, broad and theoretical concepts suddenly become easier to understand.

- **Interactive Cultural Maps** recall the major cultural differences (such as ambiguity tolerance, masculine or feminine orientation, and high or low context) and illustrate how the impact on communication differs around the world. In Revel, readers are given the opportunity to manipulate and interact with the maps.

Cultural Map: Ambiguity Tolerance

Interactive

Click the checkboxes at bottom to show or hide details. Click the zoom (+) button to get a closer look at the highlighted countries.

High-Ambiguity Tolerant

In these high-ambiguity tolerant cultures (generally, the top 10 countries are highlighted in these cultural maps), uncertainty is considered normal and expected. High-ambiguity tolerant people are comfortable in uncertain situations and with unfamiliar tasks and assignments. They are also tolerant of ethnic differences and diversity and are generally positive to foreigners.

Low-Ambiguity Tolerant

- **Integrated Writing Opportunities** To help students connect chapter content with their own personal and social lives, each chapter in Revel offers two varieties of writing prompts: the journal prompt elicits a free-form response to topics in each major section, while the shared writing prompt (one per chapter) elicits a brief response to discussion-oriented questions which students can share with each other.

Journal 3.2 Communication Choice Point - Corrective Self-Disclosure

When you met your current partner—with whom, you now realize, you want to spend the rest of your life—you minimized the extent of your romantic past. You now want to come clean and disclose your “sordid” past. *What are some of your options for introducing this topic? In what context would you want to do this? What channel would you use? What would you say?*

The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

To access your own Revel account and get more information about the tools and resources in Revel, go to www.pearsonhighered.com/revel.

Updated Coverage

In addition to the interactive enhancements of Revel, the fourteenth edition of *Human Communication: The Basic Course* fully integrates the latest research as well as new examples, exercises, graphics, and photos to keep the text current and pedagogically effective.

PART ONE (FOUNDATIONS OF HUMAN COMMUNICATION, CHAPTERS 1–6)

Covers the fundamental concepts and principles of human communication, culture, the self and perception, listening, and verbal and nonverbal messages (Chapters 1–6).

Changes to Part One include more focused explanations of online and offline communication as well as code switching and a major revision on the styles of listening section. Expanded topics include the benefits of studying human communication and nonverbal encoding and decoding competence. New nutshell tables summarize the principles of effective messages and the styles of listening. New tables and figures highlight the process of human communication, the importance of culture, disconfirmation, ethnocentrism, power, and ambiguity tolerance in a Cultural Map feature.

Some new exercises included in Part One chapters focus on the concepts of easy and difficult communication in Chapter 1, understanding politeness in terms of positive

and negative face in Chapter 3, and responding with empathy in Chapter 4.

PART TWO (INTERPERSONAL, SMALL GROUP, AND ORGANIZATIONAL COMMUNICATION, CHAPTERS 7–13)

Covers interpersonal interaction and relationships, small group membership and leadership, organizational communication, and conflict (Chapters 7–13).

Important changes to Part Two include discussions of reciprocity of liking, friends with benefits, advantages and disadvantages of groups, small group apprehension, and social allergens. Also new is a self-test on relationship violence. Social penetration, covered as a theory in the last edition, is now integrated with the discussion of intimacy. The discussion of types of groups has been restructured and now focuses on brainstorming, focus groups, and problem solving groups (with a table on personal growth groups). The discussion of the development of interpersonal communication, formerly an “Understanding Theory and Research” feature, is now integrated with the definition of interpersonal communication.

New nutshell tables summarize everyday conversations, key concepts in organizations, organizational messages, and organizational relationships. Several new Cultural Maps appear in this part of the text on topics that include apologies, relationship length, power distance, high and low context, and success.

PART THREE (PUBLIC SPEAKING, CHAPTERS 14–18)

Covers the preparation and presentation of public speeches (Chapters 14–18).

Among the important changes to Part Three are a new model of public speaking, a new ethics box on testimony, a new table on avoiding procrastination, a new exercise on estimating audience favorableness, and a new way of limiting a speech topic.

The section on presentation aids has been restructured to include additional examples. The motivated sequence has been moved from the organization chapter to the persuasion chapter.

Lots of new speech excerpts illustrate a variety of public speaking principles and three new annotated speeches appear in the appendix. The special occasion speeches are now more fully integrated into the informative and persuasive speaking chapters.

Pedagogical Features

This new edition contains a variety of pedagogical and structural improvements. Many of the chapters have been reorganized into three to five main sections, a structure that is more conducive to learning and retention. All of these changes were made to make the text narrative flow

more freely and should make the book easier to read and more easily adaptable to different teaching and learning styles. Other pedagogical improvements in this edition include the following:

- **Understanding Theory and Research** boxes have been streamlined to one per chapter. Some of the discussions from the other such boxes have been integrated into the text narrative or into other boxes. In Revel, each Understanding Theory and Research feature concludes with an opportunity to respond in writing to a critical thinking question.
- **Media Literacy** boxes, reduced from 18 to 10, are spread throughout the text and focus on the most important aspects of media literacy—the ability to understand, analyze, evaluate, and create media messages.
- **Learning Objectives** Learning objectives that highlight the major concepts and skills of each chapter appear at the beginning of each chapter, at the start of each major section, and in the summary at the end of the chapter. These learning objectives identify in precise terms what the student should be able to do after reading the text.
- **Exercises and Questions** that cover a wide variety of essential communication skills appear at the end of each chapter and ask students to work actively with the concepts discussed in the text. Completing these experiences will help readers apply the material in the chapter to specific situations and thereby increase and perfect their own communication skills. Revel includes at least two interactive Exercises and Questions or short-answer writing opportunities in each chapter.
- **New summary tables and bulleted lists** throughout the text summarize major sections, making it easier for students to review section content and retain it.
- **Viewpoints Photos and Captions** ask readers to consider a variety of communication issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture.
- **Essential terms** in boldface and a glossary at the end of the text help students learn and review essential terms. In Revel, key terms appear in boldface with pop-up definitions, and each chapter concludes with a flashcard deck for study and review.
- **The Public Speaking Sample Assistant feature** in the Appendix provides sample annotated speeches and outlines. In Revel, these features include audio annotations that allow students to hear constructive commentary about the samples. Some of the speech examples are included with accompanying videos.

Essential Content and Themes of *Human Communication*

This fourteenth edition builds on the successful features of previous editions (in addition to incorporating much that is new).

The Concept of Choice

The concept of choice as central to all communication continues to be emphasized in this edition; it is a major characteristic of communication competence. This focus on choice is highlighted in the Journal: Communication Choice Points that appear in each major section of the chapter. In Revel, the Communication Choice Points appear as journal writing prompts.

Balance of Theory/Research and Skills

This edition continues to emphasize to research and theory on the one hand and practical communication skills on the other. **Understanding Theory and Research** boxes (one per chapter) explain how we know what we know about communication, describe how researchers go about expanding our knowledge of communication in all its forms, and introduce a variety of interesting theories and research findings. In a similar way, communication skills are not only integrated throughout the text but also emphasized in special exercises at the end of each chapter.

Emphasis on Cultural Issues

Like the previous editions, this edition reflects the crucial role of culture and intercultural differences in all forms of human communication. To highlight this role, an entire chapter (Chapter 2, Culture and Communication) explains the nature of culture, some of the ways in which cultures differ from one another and the influences these differences have on communication, and some of the ways you can improve your own intercultural communication. Cultural issues also are integrated throughout the text with topics such as the different notions of politeness and conversation or how to take cultural differences into account when engaging in group communication and audience analysis. In addition, a new feature, **The Cultural Map**, presents cultural differences on a wide variety of issues.

Coverage of Ethical Issues

Because communication functions to influence the thoughts and behaviors of others, ethics is central to all forms of communication. **Making Ethical Choices** boxes

appear in each of the chapters (with the exception of Chapter 1, where ethics is integrated into the text). These discussions raise ethical principles, pose ethical dilemmas, and ask you to make a choice. The purpose of this feature is to connect ethical issues with the various topics of human communication and to encourage you to think about your own ethical system. Among the ethical issues considered are censoring messages and interactions; listening, speaking, and criticizing ethically; the ethics of lying, gossip, and emotional appeals; ethics on the job; and the group leader's ethical responsibility.

Coverage of Social Media

Numerous sections throughout the text cover the ways computer-mediated communication, particularly social media, has changed the way you communicate. Examples include the ways in which online communication and face-to-face communication are similar and different, the role of technology in increasing intercultural communication, the ease of misperception in Internet interactions, self-disclosure on the Internet, social media listening, netiquette, the advantages and disadvantages of online relationships, how online and face-to-face relationships differ, the development of online relationships, online conflicts, how to conduct and evaluate Internet research, and computer-assisted presentations in public speaking.

Thorough Coverage of Public Speaking

The book devotes five full chapters to public speaking. The first three of these chapters cover the 10 essential steps for preparing and presenting a public speech. The last two cover the informative speech and the persuasive speech.

- **Chapter 14, Public Speaking Topics, Audiences, and Research**, introduces the study of public speaking, shows you how to manage your fear, and explains the first three steps for speech preparation: (1) selecting the topic, purposes, and thesis; (2) analyzing the audience; and (3) researching the topic.
- **Chapter 15, Supporting and Organizing Your Speech**, covers the next four steps: (4) collecting supporting

materials; (5) developing main points; (6) organizing the main points; and (7) constructing the introduction, conclusion, and transitions. In addition, this chapter considers outlining and offers a variety of sample outlines.

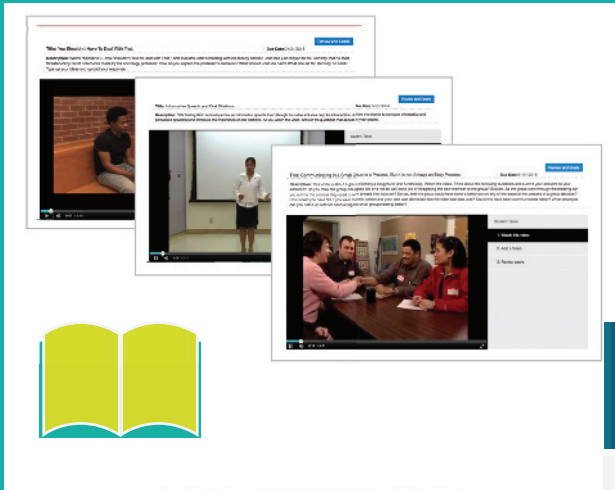
- **Chapter 16, Style and Presentation in Public Speaking**, covers the remaining three steps: (8) wording the speech, (9) rehearsing the speech, and (10) presenting the speech.
- **Chapters 17, The Informative Speech, and Chapter 18, The Persuasive Speech**, cover informative and persuasive speeches in detail—the types of speeches and the strategies for informing and persuading. Each of these chapters contains a section on special occasion speeches, such as presenting or accepting an award or giving a eulogy or a toast.

A special appendix, *Public Speaking Sample Assistants*, presents a variety of annotated speeches. This appendix contains several excellent speeches that illustrate what you'll want to do in your own public speeches. In addition, two purposely poorly written speeches are included to illustrate what you'll want to avoid. The aims of these sample speeches are (1) to provide specific examples of what you should and what you shouldn't do and (2) to enable you to see clearly the steps involved in preparing and presenting a public speech. In Revel, audio annotations that highlight key parts of the speeches and offer commentary are included.

Instructor and Student Resources

Key instructor resources include an Instructor's Manual (ISBN 0-13-440937-X), TestBank, (ISBN 0-13-440939-6), and PowerPoint Presentation Package (ISBN 0-13-440938-8). These supplements are available at www.pearsonhighered.com/irc (instructor login required). MyTest online test-generating software (ISBN 0-13-440947-7) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearsonhighered.com/communication.

MediaShare A one-stop media-sharing tool that facilitates interactive learning



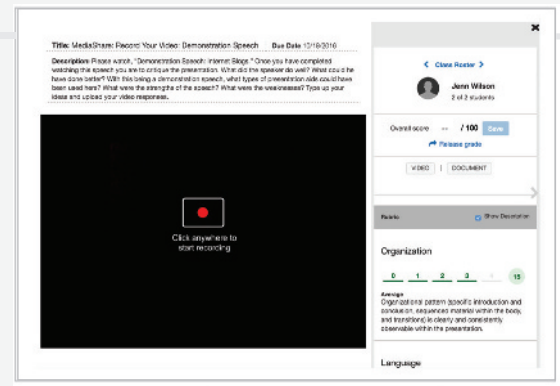
MediaShare is a learning application for sharing, discussing, and assessing multimedia. Instructors easily can assign instructional videos to students, create quiz questions, and ask students to comment and reflect on the videos to facilitate collaborative discussion. MediaShare also allows students to record or upload their own videos and other multimedia projects, which they can submit to an instructor and peers for both evaluation via rubrics and review via comments at time-stamped intervals. Additionally, MediaShare allows students working in a group to submit a single artifact for evaluation on behalf of the group.

← MediaShare offers a robust library of pre-created assignments, all of which can be customized, to give instructors flexibility.



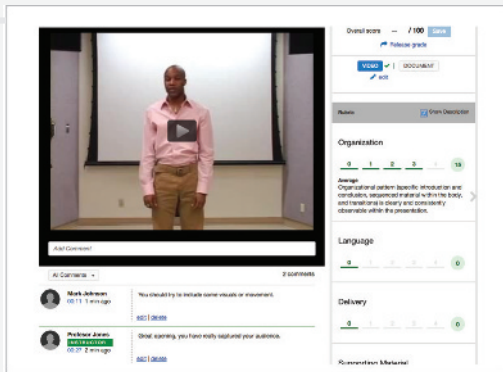
→ Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.

- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.
- Grade in real time during in-class presentations or review recordings and assess later.
- Set up learning objectives tied to specific assignments, rubrics, or quiz questions to track student progress.
- Sync slides to media submissions for more robust presentation options.



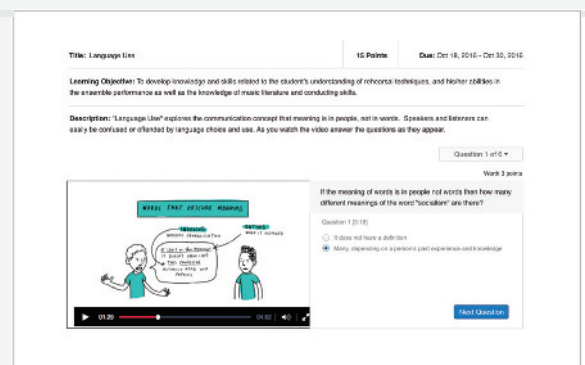
- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.
- Use MediaShare to assign or view speeches, outlines, presentation aids, video-based assignments, role plays, group projects, and more in a variety of formats including video, Word, PowerPoint, and Excel.

← Time-stamped comments provide contextualized feedback that is easy to consume and learn from.



→ Create quiz questions for video assignments to ensure students master concepts and interact and engage with the media.

- Embed video from YouTube via assignments to incorporate current events into the classroom experience.
- Ensure a secure learning environment for instructors and students through robust privacy settings.
- Upload videos, comment on submissions, and grade directly from our MediaShare app, available free from the iTunes store and GooglePlay. To download, search for "Pearson MediaShare."



Acknowledgments

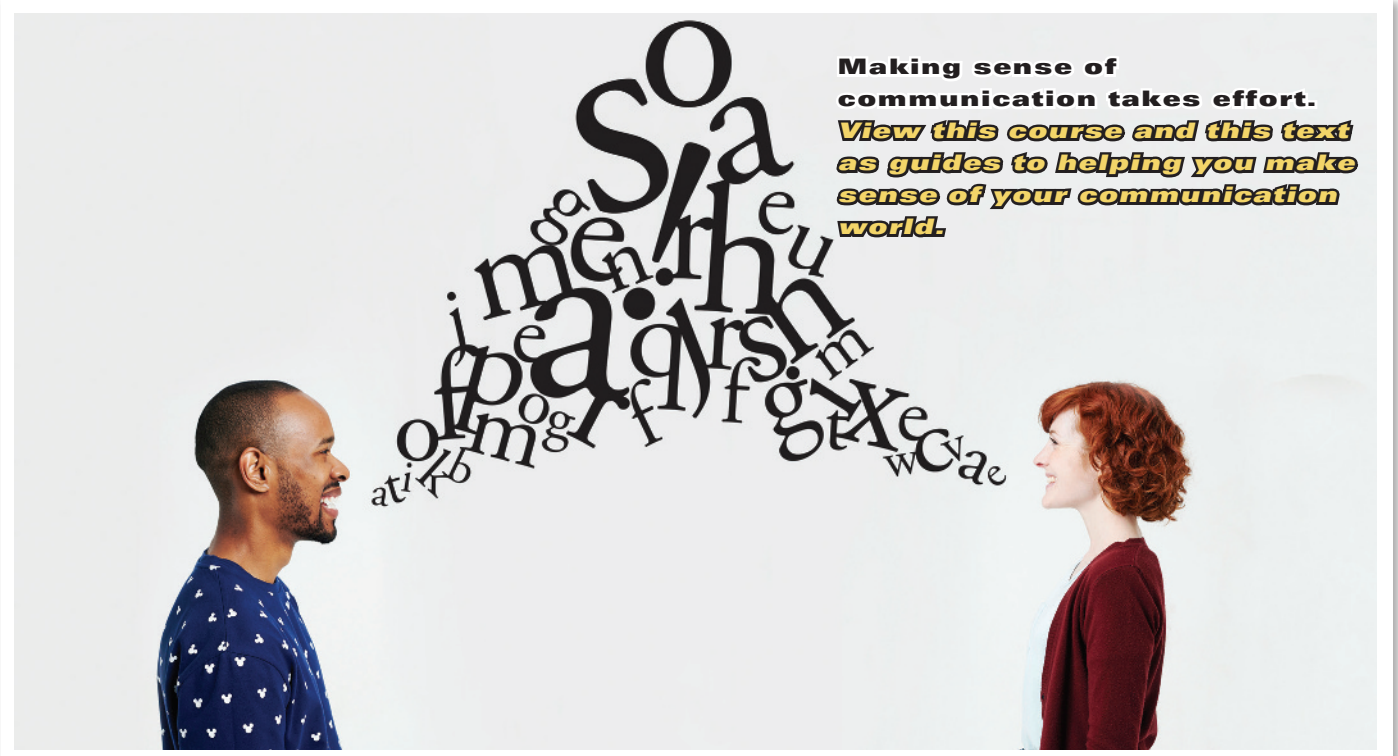
I want to thank those who reviewed the text at the various stages of revision; they gave generously of their time and expertise and I am, as always, in their debt.

Sonja Stetzler, Queens University of Charlotte
William Maze, NW Mississippi Community College
Becky Roberts, Jackson College
Neely Scheucraft, Nashville State Tech Community College
Karen Alman, Wenatchee Valley College
Megan Fitzgerald, Nova Southeastern University
Kimberly Boren Dumas, Columbia College Orlando
Kim Nyman, Collin County Community College

I also want to thank the many people who worked so hard to turn a manuscript into this book. I'm especially grateful to the people at Pearson who make revisions so enjoyable, especially communication editor Karon Bowers for her wise counsel and patience; Angela Kao and Elizabeth Rice for their developmental work and for turning printed material into interactive content for Revel; Diana Murphy for managing the book's assessment questions; Barbara Cappuccio, content producer; Dea Barbieri, editorial assistant; Kelly Ross, senior field marketing manager; Chris Brown, product marketer; Ron Watson, Integra-Chicago project editor; and Liz Kincaid, the rights and permissions editor at SPi-Global.

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Fundamentals of Human Communication



CHAPTER TOPICS

The Nature of Human Communication

Elements of Human Communication

Principles of Human Communication

The Competent Communicator

LEARNING OBJECTIVES

- 1.1** Define *human communication* and identify the major forms, benefits, and myths.
- 1.2** Define the major elements of human communication: *context, source–receiver, messages, channels, noise, effects, and ethics*.
- 1.3** Paraphrase the principles of human communication.
- 1.4** Explain the characteristics of the competent communicator.

Human communication is a vast subject area and one that is likely new to you. In this chapter we look at the nature of human communication, its elements, its principles, and the characteristics of a competent communicator.

The Nature of Human Communication

1.1 Define *human communication* and identify the major forms, benefits, and myths.

Of all the knowledge and skills you have, those concerning **human communication**—communication between and among people—will prove among the most useful. Your ability to communicate will always play a crucial part in how effectively you live your personal and professional lives. Let's begin this introductory chapter with a clear explanation of the forms of communication that will be discussed, the benefits that you'll derive from your study of these forms of communication, and some myths about communication.

The Forms of Human Communication

Human communication can vary from one-person communication (in which you talk to yourself) to communication with millions (as in public speaking, mass communication, and computer-mediated communication). Table 1.1 identifies and arranges the forms of communication in terms of the number of persons involved, from one (in intrapersonal communication) to thousands and millions (in mass communication). It also offers a general preview of topics in this text. With the exception of intrapersonal communication, all other forms can be and are likely to be intercultural, a topic considered in depth in the next chapter.

INTRAPERSONAL COMMUNICATION

Intrapersonal communication is communication you have with yourself. Through intrapersonal communication you talk with, learn about, and judge yourself. You persuade yourself of this or that, reason about possible decisions to make, and rehearse messages that you plan to send to others. In intrapersonal communication you might, for example, consider how you did in an interview and what you could have done differently.

You might conclude you did a pretty good job but that you need to be more assertive when discussing salary. Increasing your self-awareness, your mindfulness, and your ability to think critically about all types of messages will aid you greatly in improving your own intrapersonal communication.

INTERPERSONAL COMMUNICATION

Interpersonal communication is communication between two persons or among a small group of persons. Most often, the communication emphasized in the study of interpersonal communication is communication of a continuing personal (rather than temporary and impersonal) nature; it's communication between or among intimates or those involved in close relationships—friends, romantic partners, family, and coworkers, for example. These relationships are interdependent, meaning that the actions of one person have some impact on the other person; whatever one person does influences the other person. Sometimes interpersonal communication is pleasant, but sometimes it erupts into conflict—making each person's communication especially significant for the other.

INTERVIEWING

Interviewing is communication that proceeds by question and answer. Through interviewing you learn about others and what they know; you counsel or get counseling from others; or you get or don't get the job you want and ultimately the career you're preparing for in college. Today much interviewing (especially initial interviews) takes place through e-mail and (video) phone conferencing. Many of the skills for interviewing are the same skills noted for interpersonal and small group communication.








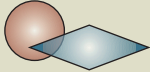
SMALL GROUP COMMUNICATION

Small group communication is communication among members of groups of about five to ten people. Small group communication serves relationship needs such as those for companionship, affection, or support as well as task needs such as balancing the family budget, electing a new chairperson, or designing a new ad campaign. Through small group communication you interact with others, solve problems, develop new ideas, and share knowledge and experiences. You live your work and social life largely in groups, from school orientation meetings to executive board meetings; from informal social groups to formal meetings discussing issues of local or international concern. You also may live a good part of your life through social media and social networking (for example, Facebook, Google+, and LinkedIn) where you interact with a wide variety of people, many of whom are from widely different cultures.

ORGANIZATIONAL COMMUNICATION

Organizational communication is communication that takes place within an organization among members of the organization. Conferencing with colleagues, working in teams, talking with a supervisor, or giving employees directions are just a few examples of organizational communication. The study of organizational communication offers guidelines for improving your own formal and informal communication in an organizational setting.

TABLE 1.1 Forms of Communication

Forms of Communication	Some Theory-Related Concerns	Some Skills-Related Concerns
Intrapersonal: communication with oneself 	How do self-concept and self-esteem develop? How do they effect communication? How can problem-solving abilities be improved? What is the relationship between personality and communication?	Enhancing self-esteem, increasing self-awareness, improving problem solving and analyzing abilities, increasing self-control, managing communication apprehension, reducing stress, managing intrapersonal conflict
Interpersonal: communication between two or a few persons 	What is interpersonal effectiveness? Why do people develop relationships? What holds relationships together? What tears them apart? How can relationships be repaired?	Increasing effectiveness in one-to-one communication, developing and maintaining productive relationships, improving conflict management abilities
Interviewing: communication that proceeds through questions and answers 	What are the legal issues in interviewing? How can interviewing responses be analyzed? What is the role of nonverbal communication?	Phrasing questions to get the information you want, presenting your best self, writing résumés and cover letters
Small group: communication within a small group of people (say, 5 to 10) 	What roles do people play in groups? What do groups do well, and what do they fail to do well? What makes a leader? What types of leadership works best?	Increasing effectiveness as a group member, improving leadership abilities, using groups to achieve specific purposes (brainstorming, problem solving)
Organizational: communication within an organization 	How and why do organizations grow and deteriorate? What role does culture play in the organization? What leadership styles prove most productive?	Transmitting information; motivating workers; dealing with feedback, the grapevine, and gossip; increasing worker satisfaction, productivity, and retention
Public: communication of speaker with audience 	How can audiences be analyzed and adapted to? How can ideas be developed and supported for presentation to an audience? What kinds of organizational structures work best in informative and persuasive speeches?	Communicating information more effectively; increasing persuasive abilities; developing, organizing, styling, and delivering messages effectively; becoming a more critical listener
Computer-mediated: communication between people via computers 	Are there gender and age differences? In what ways is CMC more efficient? How can the various channels be incorporated into CMC?	Increasing security in e-communications, combining CMC with face-to-face communication; networking for social and professional purposes; beginning and maintaining relationships through social media
Mass: communication addressed to an extremely large audience, mediated by audio and/or visual means 	What functions do media serve? How do media influence us? How can we influence the media? In what ways do the media filter the information we receive?	Improving abilities to use the media to greater effectiveness, increasing ability to control the media, avoiding being taken in by the media, becoming a more media-literate consumer and creator

PUBLIC SPEAKING

Public speaking, also termed *public communication* or *presentational speaking*, is communication between a speaker and an audience, which may range in size from several people to hundreds, thousands, and even millions. Through public communication, others inform and persuade you. And you, in turn, inform and persuade others—to act, to buy, or to think in a particular way.

Much as you can address large audiences face-to-face, you also can address such audiences electronically and through the mass media. Through forums, blogs, or social media, for example, you can post a “speech” for anyone to read and then read their reactions to your message. And

with the help of the more traditional mass media of radio and television, you can address audiences in the hundreds of millions as they sit alone or in small groups scattered throughout the world.

MASS COMMUNICATION

Mass communication is communication from one source to many receivers, who may be scattered throughout the world. Mass communication takes place via at least the following media outlets: newspapers, magazines, television, radio, film, and video. The coverage of mass communication in this book focuses on media literacy and aims to help you to become a wiser, more critical user of media

communication. Several “Increasing Media Literacy” boxes appear throughout the text when relevant to the chapter topic. In addition, there are frequent references to the media in choice points, viewpoints, and text examples.

As you can see if you glance through your college catalog, each of these forms of communication is likely to be covered in separate and more detailed courses in public speaking, small group communication, interpersonal communication, mass communication, and so on. In this course and in this text, the essentials of these communication forms are introduced, giving you the knowledge and skills to become a more effective communicator and at the same time giving you the background to move on to more detailed study, whether in more in-depth courses or in your own reading.

COMPUTER-MEDIATED COMMUNICATION

Computer-mediated communication (CMC) is a general term that includes all forms of communication between people that take place through some computer, electronic, or Internet connection, for example, e-mail, texting, blogging, instant messaging, tweeting, networking on LinkedIn, or connecting on social network sites such as Facebook or Instagram. All of these computer-mediated forms, like their face-to-face counterparts, are used both socially and in the world of business.

Some CMC (such as e-mail or blogging) is **asynchronous**, meaning that it does *not* take place in real time. You may send your message today, but the receiver may not read it for a week and may take another week to respond. Consequently, much of the spontaneity created by face-to-face real-time communication is lost in asynchronous communication. You may, for example, be very enthusiastic about a topic when you send your e-mail or post on your blog but practically forget it by the time someone responds. Other forms of CMC (such as tweeting, posting on social network sites, online forums, and instant messaging) are often **synchronous**—they occur at the same time and are similar to phone communication.

In this text, face-to-face communication and online/social media communication are integrated for a number of important reasons:

- **It’s the way we communicate.** We interact face-to-face and online. Some interactions are likely exclusively face-to-face while others are exclusively online. Increasingly, our interactions are with people with whom we communicate both online and offline.
- **Communication today is a combination of online and offline interaction.** The research and theory discussed here on face-to-face and on online communication inform each other. Most of the theories discussed here were developed for face-to-face interaction but have much to say about online relationships as well.
- **Employers expect their employees to communicate effectively online and offline.** The ability to communicate orally and in writing (and of course that includes online and offline) is consistently ranked among the most important qualities employers are looking for.
- **Off- and online forms of communication are vital to developing, maintaining, and even dissolving relationships.** More and more relationships are started and maintained online with many of them moving to face-to-face interactions if the online interaction proves satisfying.
- **Face-to-face and online communication are important to your achieving your goals.** For example, your employability will depend, in great part, on how effectively you communicate in your e-mails, in your phone conferences, in your Skype interviews, and in your in-person interviews. Social networking recruiting is perhaps the major means used to hire new employees (Bersin, 2013).

Throughout this text face-to-face and computer-mediated communication are discussed, compared, and contrasted. Table 1.2 presents some of the similarities and differences between face-to-face and computer-mediated communication. As you review the table, you may wish to add other similarities and differences or take issue with the ones identified here.

The Benefits of Studying Human Communication

A perfectly legitimate question to ask before beginning your study of any subject is “why?” Why should I learn about human communication? What will it do for me? What will I be able to do after taking this course that I wasn’t able to do before? In short, how will I benefit from the study of human communication presented in this course and in this text?

Actually, you’ll benefit in lots of ways (Figure 1.1). Your knowledge of human communication and your mastery of many of its skills will enable you to improve a variety of abilities that will prove vital to your success and that are covered throughout this text. Here are some of the skills you’ll acquire or improve as you study human communication to give you some idea of how important this study of human communication is: critical and creative thinking skills, interaction skills, relationship skills, leadership skills, presentation skills, and media literacy skills.

- **Critical and creative thinking skills** Emphasized throughout this book, critical and creative thinking skills help you approach new situations mindfully—with full conscious awareness—increase your ability to distinguish between a sound and valid argument and one that is filled with fallacies, and improve your ability to use language to reflect reality more accurately.

TABLE 1.2 Face-to-Face and Computer-Mediated Communication

Human Communication Element	Face-to-Face Communication	Computer-Mediated Communication
Sender		
<ul style="list-style-type: none"> • Presentation of self and impression management • Speaking turn 	<ul style="list-style-type: none"> • Personal characteristics (sex, approximate age, race, etc.) are open to visual inspection; receiver controls the order of what is attended to; disguise is difficult. • You compete for the speaker's turn and time with the other person(s); you can be interrupted. 	<ul style="list-style-type: none"> • Personal characteristics are hidden and are revealed when you want to reveal them; anonymity is easy. • It's always your turn; speaker time is unlimited; you can't be interrupted.
Receiver		
<ul style="list-style-type: none"> • Number • Opportunity for interaction • Third parties • Impression formation 	<ul style="list-style-type: none"> • One or a few who are in your visual field. • Limited to those who have the opportunity to meet; often difficult to find people who share your interests. • Messages can be overheard by or repeated to third parties but not with complete accuracy. • Impressions are based on the verbal and nonverbal cues the receiver perceives. 	<ul style="list-style-type: none"> • Virtually unlimited. • Unlimited. • Messages can be retrieved by others or forwarded verbatim to a third party or to thousands. • Impressions are based on text messages and posted photos and videos.
Context		
<ul style="list-style-type: none"> • Physical • Temporal 	<ul style="list-style-type: none"> • Essentially the same physical space. • Communication is synchronous; messages are exchanged at the same (real) time. 	<ul style="list-style-type: none"> • Can be in the next cubicle or separated by miles. • Communication may be synchronous (where messages are sent and received at the same time) or asynchronous (where messages are exchanged at different times).
Channel		
	<ul style="list-style-type: none"> • All senses participate in sending and receiving messages. 	<ul style="list-style-type: none"> • Visual (for text, photos, and videos) and auditory.
Message		
<ul style="list-style-type: none"> • Verbal and nonverbal • Permanence 	<ul style="list-style-type: none"> • Words, gestures, eye contact, accent, vocal cues, spatial relationships, touching, clothing, hair, etc. • Temporary unless recorded; speech signals fade rapidly. 	<ul style="list-style-type: none"> • Words, photos, videos, and audio messages. • Messages are relatively permanent.



VIEWPOINTS

Introducing Human Communication Viewpoints

Paired with each photo is an invitation to express a viewpoint or several viewpoints on some communication issue. These viewpoints are designed to encourage you to work actively with the communication concepts and skills covered throughout the text. *To start off, how would you describe your communications on a typical day, and what does this say about your interests and goals?*

Figure 1.1 The Benefits of Studying Human Communication



- **Interaction skills** Interaction skills help you improve your communication in a wide range of forms, from the seemingly simple small talk to the employment interview for the job of a lifetime. Interaction skills will enable you to communicate with greater ease, comfort, and effectiveness whether you're proposing a lifelong relationship or apologizing for some transgression.
- **Relationship skills** Relationship skills enable you to build friendships, enter into love relationships, work with colleagues, and interact with family members. These are the interpersonal and relationship skills for initiating, maintaining, repairing, and sometimes dissolving relationships. And unless you're going to be living totally alone, these are skills you'll use every day, in every encounter. These are the skills that businesses of all kinds have on their lists of most important competencies for organizational success; they are an essential part of business competence (Bassellier & Benbasat, 2004; Morreale & Pearson, 2008).
- **Group membership and leadership skills** Group membership and leadership skills enable you to communicate information effectively in small groups or with large audiences and to influence others in these same situations. In a workplace world that operates largely on group interaction, these skills are increasingly essential if you are to be an effective organizational member and will help you rise in the organization. After all, people in power will often come to know you best through your communications. As you rise in the hierarchy, you'll need leadership skills to enable you to lead groups and teams in informative, problem-solving, and brainstorming sessions.

- **Presentation skills** Self-presentation skills—whether in face-to-face interpersonal interaction, online, or in public speaking situations—enable you to present yourself as a confident, likable, approachable, and credible person. Your effectiveness in just about any endeavor depends heavily on your self-presentation—your ability to present yourself in a positive light through your verbal and nonverbal messages.
- **Media literacy skills** These skills will help you interact with both mass and social media more effectively. These skills will help you understand how the media operate, how you can interact more effectively with the media, and how you can be a more effective media creator.

The Myths of Human Communication

One last point needs to be made to clarify what communication is before identifying its major elements, and that is the myths about human communication, the things many people believe that simply aren't true. Which of the following statements do you believe are true, and which do you believe are false?

- _____ 1. Good communicators are born, not made.
- _____ 2. The more a couple communicates, the better their relationship will be.
- _____ 3. When two people are in a close relationship for a long period of time, one person should not have to communicate his or her needs and wants; the other person should know what these are.
- _____ 4. Complete openness should be the goal of any meaningful interpersonal relationship.
- _____ 5. Interpersonal or group conflict is a reliable sign that the relationship or group is in trouble.
- _____ 6. Like good communicators, leaders are born, not made.
- _____ 7. Fear of speaking in public is detrimental and must be eliminated.

As you may have figured out, all seven statements are generally false. As you read this text, you'll discover not only why these beliefs are false but also the trouble you can get into when you assume they're true. Briefly, here are some of the reasons why each of the statements is generally false:

1. Effective communication is a learned skill. Although some people are born brighter or more extroverted than others, all can improve their abilities and become more effective communicators.
2. If you practice bad communication habits, you're more likely to grow less effective than to become more effective; consequently, it's important to learn and follow the principles of effectiveness.
3. This assumption is at the heart of many interpersonal difficulties: People aren't mind readers, and to assume

that they are merely sets up barriers to open and honest communication.

4. Although you may feel ethically obligated to be totally honest, this is generally not an effective strategy. In fact, “complete” anything is probably a bad idea.
5. Conflict does not have to involve a winner and a loser; both people can win.
6. Leadership, like communication and listening, is a learned skill that you’ll develop as you learn the principles of human communication in general and of group leadership in particular.
7. Most speakers are nervous; managing, not eliminating, the fear will enable you to become effective regardless of your current level of fear. ■

JOURNAL 1.1 COMMUNICATION CHOICE POINT

Journals in this Book

Throughout this book, you’ll find marginal items labeled **Journal Communication Choice Point**. These brief scenarios are designed to encourage you to apply the material in the text to specific situations by first analyzing your available choices and then making a communication decision. In making your choices, try to identify as specifically as possible your reasons for selecting one choice and rejecting the others; ask yourself what are the advantages and disadvantages of each choice. *How might considering these choices help you in the course? How might they help you in life?*

Elements of Human Communication

- 1.2** Define the major elements of human communication: *context, source–receiver, messages, channels, noise, effects, and ethics.*

Communication occurs when one person (or more) sends and receives messages that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback. Figure 1.2 illustrates the elements present in all communication acts, whether intrapersonal, interpersonal, small group, public speaking, or mass communication—or whether face-to-face, by telephone, or over the Internet: (1) context, (2) sources and receivers, (3) messages, (4) channels, (5) noise, and (6) effects.

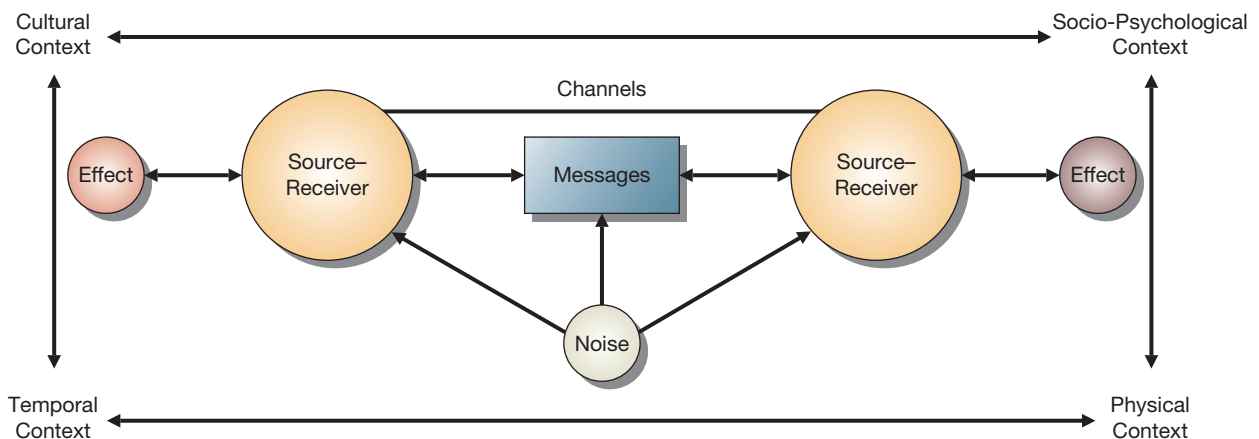
Communication Contexts

All communication takes place in a **context** that has at least four dimensions: **physical context**, **social–psychological context**, **temporal context**, and **cultural context**.

- **The physical context** The physical context is the tangible or concrete environment in which communication takes place—the room or hallway or park, for example. This physical context exerts some influence on the content of your messages (what you say) as well as on the form (how you say it).
- **The social–psychological context** The social–psychological context focuses on the relationships among the communicators, for example, the status relationships among the participants, the roles and the games that people play, their friendliness or

Figure 1.2 The Elements of Human Communication

This is a simplified view of the elements of human communication and their relationship to one another. Messages (including feedforward and feedback) are sent simultaneously through a variety of channels from one source–receiver to another. The communication process takes place in a context (physical, cultural, social–psychological, and temporal) and is subjected to interference by noise (physical, psychological, and semantic). The interaction of messages with each source–receiver leads to some effect.



hostility, their cooperativeness or competitiveness. It also includes the formality or informality and the seriousness or humorousness of the situation. For example, communication that would be permitted at a graduation party might not be considered appropriate at a funeral.

- **The temporal (or time) context** The temporal (or time) context includes (1) the time of day (for example, for some the morning is not a time for communication; for others, it's ideal), (2) the time in history in which the communication takes place (for example, messages on racial, sexual, or religious attitudes cannot be fully understood outside of their time in history), and (3) how a message fits into the sequence of communication events (for example, the meaning of a compliment would be greatly different depending on whether you said it immediately after your friend paid you a compliment, immediately before you asked your friend for a favor, or during an argument).
- **The cultural context** The cultural context has to do with your (and others') culture: the beliefs, values, and ways of behaving that are shared by a group of people and passed down from one generation to the next. Cultural factors affect every interaction and influence what you say, how you say it, and how you respond to what others say.

These four dimensions of context interact with one another (symbolized by the double-headed arrows in Figure 1.2). For example, arriving late for a scheduled lunch meeting (*temporal* context) might violate a *cultural* rule, which might lead to changes in the *social-psychological* context, perhaps creating tension and unfriendliness, which in turn might lead to changes in the *physical* context—for example, choosing a less intimate restaurant for your meeting.

Source–Receiver

The compound term *source–receiver* emphasizes that each person involved in communication is both a **source** (or speaker) and a **receiver** (or listener). You send messages when you speak, write, gesture, or smile. You receive messages in listening, reading, smelling, and so on. As you send messages, however, you're also receiving messages. You're receiving your own messages (you hear yourself, you feel your own movements, you see many of your own gestures), and you're receiving the messages of the other person—visually, aurally, or even through touch or smell.

The act of producing messages—for example, speaking or writing—is called **encoding**. By putting your ideas into sound waves or into a computer program, you're putting these ideas into a **code**, hence encoding. The act of

receiving messages—for example, listening or reading—is called **decoding**. By translating sound waves or words on a screen into ideas you take them out of code, which is decoding. Thus, speakers or writers are called **encoders**, and listeners or readers, **decoders**.

As with sources–receivers, the compound term *encoding–decoding* emphasizes that you perform these functions simultaneously, at least in face-to-face communication. As you speak (encode), you also decipher the **responses** of the listener (decode). In computer communication this simultaneous exchange of messages occurs only sometimes. In e-mail (as well as snail mail) and social media, for example, the sending and receiving may be separated by several days or much longer (they're asynchronous). In online forums and instant messaging, on the other hand, communication takes place in real time; the sending and receiving take place (almost) simultaneously (they're synchronous).

Messages

Communication **messages**—any signals transmitted from source to receiver—take many forms. You send and receive messages through any one or any combination of sensory organs. Although you may customarily think of messages as being verbal (oral or written), you also communicate nonverbally. Everything about you communicates. For example, the clothes you wear and the way you walk, shake hands, tilt your head, comb your hair, sit, and smile all communicate messages.

In face-to-face communication, the actual message signals (the movements in the air) are evanescent; they fade almost as they're uttered. Some written messages, especially computer-mediated messages such as those sent via e-mail, are unerasable. E-mails that are sent among employees in a large corporation, for example, are often stored on hard drives.

Three special types of messages include metamesages, feedback messages, and feedforward messages.

METAMESSAGES

A **metamessage** is a message that refers to another message; it is communication about communication. For example, remarks such as “This statement is false” or “Do you understand what I am trying to tell you?” refer to communication and are therefore **metacommunication**. Nonverbal behavior may also be metacommunicational. Obvious examples include crossing your fingers behind your back or winking when telling a lie. On a less obvious level, consider the blind date. As you say, “I had a really nice time,” your nonverbal messages—the lack of a smile, the failure to maintain eye contact, the extra-long pauses—metacommunicate and contradict the verbal “really nice time,” suggesting that you did not enjoy the evening.



VIEWPOINTS

The Importance of Communication

How important, compared with all the other factors you might take into consideration in choosing a partner, is the ability to communicate? What specific communication skills would you consider “extremely important” in a life partner?

FEEDBACK MESSAGES

Throughout the listening process, a listener gives a speaker **feedback**—messages sent back to the speaker reacting to what is said. Feedback tells the speaker what effect he or she is having on the listener(s). This can take many forms: A frown or a smile, a yea or a nay, a pat on the back, or a punch in the mouth are all types of feedback. Another type of feedback is the feedback you get from listening to yourself: You hear what you say, you feel the way you move, you see what you write. On the basis of this self-feedback you adjust your messages; for example, you may correct a mispronunciation, shorten your story, or increase your volume.

FEEDFORWARD MESSAGES

Feedforward is information you provide before sending your primary messages; it reveals something about the messages to come (Richards, 1968). Feedforward includes

such diverse examples as the preface or table of contents in a book, the opening paragraph of a chapter, movie previews, magazine covers, and introductions in public speeches. Before you open your e-mail you get feedforward that tells you the sender’s name and the subject matter. In communicating bad news, you might give feedforward that aims to prepare the person to receive this news with something like, “I’m sorry I have to tell you this, but ...”

Channels

The communication **channel** is the medium through which the message passes. Communication rarely takes place over only one channel; you may use two, three, or four different channels simultaneously. For example, in face-to-face interactions you speak and listen (vocal channel), but you also gesture and receive signals visually (visual channel). In online forums you type and read words and use various symbols and abbreviations to communicate the emotional tone of the message and, in many cases, audio and video means as well. In addition, in face-to-face communication you emit and detect odors (olfactory channel). Often you touch another person, and this too communicates (tactile channel).

Noise

Noise is anything that interferes with your receiving a message. At one extreme, noise may prevent a message from getting from source to receiver. A roaring noise or line static can easily prevent entire messages from getting through to your receiver. At the other extreme, with virtually no noise interference, the message of the source and the message received are almost identical. Most often, however,

JOURNAL 1.2 COMMUNICATION CHOICE POINT

Silence

Your partner (who is extremely sensitive to criticism) talks constantly. There is never any silence, which you desperately crave. You’re determined to combat this and create periods of occasional silence. Yet you don’t want to start an argument. *What are some of your choices for introducing the topic? What are some of the things you might say? What are some of the things you’d want to be sure not to say?*