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Ninth Edition

INTERPERSONAL COMMUNICATION

Everyday Encounters

Julia T. Wood

Interpersonal Communication

Everyday Encounters

edition
9

Julia T. Wood

*Lineberger Distinguished Professor of Humanities Emerita
Caroline H. and Thomas S. Royster Distinguished
Professor of Graduate Education Emerita*

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



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Julia T. Wood

Product Manager: Carolyn Lewis

Project Manager: Julie Dierig

Content Developer: Katy Gabel

Product Assistant: Camille Beckman

Marketing Manager: Andrea Shaw

Content Manager: Kathy Sands-Boehmer

Production Service: Lumina Datamatics, Inc.

Art Director: Marissa Falco

Text and Cover Designer: Chrissy Kurpeski

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Analyst: Ann Hoffman

Project Manager: Kathryn Kucharek

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For Michelle, whose vision, values, and daring inspire me.

BRIEF CONTENTS

Contents	v
Communication in Everyday Life	xiv
Preface	xv
Introduction	1

PART ONE The Fabric of Interpersonal Communication

chapter ONE A FIRST LOOK AT INTERPERSONAL COMMUNICATION	9
chapter TWO COMMUNICATION AND PERSONAL IDENTITY	47
chapter THREE PERCEPTION AND COMMUNICATION	77
chapter FOUR THE WORLD OF WORDS	108
chapter FIVE THE WORLD BEYOND WORDS	139
chapter SIX MINDFUL LISTENING	168

PART TWO Weaving Communication into Relationships

chapter SEVEN EMOTIONS AND COMMUNICATION	196
chapter EIGHT COMMUNICATION CLIMATE: THE FOUNDATION OF PERSONAL RELATIONSHIPS	225
chapter NINE MANAGING CONFLICT IN RELATIONSHIPS	255
chapter TEN FRIENDSHIPS IN OUR LIVES	290
chapter ELEVEN COMMITTED ROMANTIC RELATIONSHIPS	316
chapter TWELVE COMMUNICATION IN FAMILIES	343
<i>Epilogue: Continuing the Conversation</i>	370
<i>Glossary</i>	374
<i>References</i>	380
<i>Index</i>	404

CONTENTS

<i>Communication in Everyday Life</i>	xiv	PRINCIPLES OF INTERPERSONAL COMMUNICATION	29
<i>Preface</i>	xv	Principle 1: We Cannot Not Communicate	30
<i>Introduction</i>	1	Principle 2: Interpersonal Communication Is Irreversible	30
PART ONE The Fabric of Interpersonal Communication		Principle 3: Interpersonal Communication Involves Ethical Choices	30
chapter ONE		Principle 4: People Construct Meanings in Interpersonal Communication	31
A FIRST LOOK AT INTERPERSONAL COMMUNICATION	9	Principle 5: Metacommunication Affects Meanings	32
THE INTERPERSONAL IMPERATIVE	12	Principle 6: Interpersonal Communication Develops and Sustains Relationships	33
Physical Needs	12	<i>Communication in Everyday Life—Insight: Poor Interpersonal Communication as the Number One Cause of Divorce</i>	33
Safety Needs	13	Principle 7: Interpersonal Communication Is Not a Panacea	34
Belonging Needs	13	Principle 8: Interpersonal Communication Effectiveness Can Be Learned	35
<i>Communication in Everyday Life—Social Media: Social Networking on the Job</i>	14	SOCIAL MEDIA IN EVERYDAY LIFE	35
Self-Esteem Needs	14	GUIDELINES FOR INTERPERSONAL COMMUNICATION COMPETENCE	36
Self-Actualization Needs	15	Develop a Range of Skills	37
<i>Communication in Everyday Life—Diversity: Missing Socialization</i>	15	Adapt Communication Appropriately	37
Participating Effectively in a Diverse Society	17	Engage in Dual Perspective	38
<i>Communication in Everyday Life—Diversity: Communicating in a Multicultural World</i>	18	Monitor Your Communication	39
DEFINING INTERPERSONAL COMMUNICATION	18	Commit to Ethical Communication	40
A Communication Continuum	19	<i>Interactive Video Activity: Continuing the Conversation</i>	41
<i>Communication in Everyday Life—Workplace: Diagnosis: Cultural Miscommunication</i>	19	<i>Chapter Summary</i>	41
Features of Interpersonal Communication	21	<i>Flashcards and Chapter Quiz</i>	42
MODELS OF INTERPERSONAL COMMUNICATION	26	<i>Application Activities</i>	43
Linear Models	27	<i>Assessing Yourself</i>	43
Interactive Models	28	<i>Everyday Skills</i>	44
Transactional Models	28		

Engaging with Ideas	45
Thinking Critically	45
Additional Interactive Video Activities	46

chapter **TWO** **COMMUNICATION AND PERSONAL IDENTITY**

WHAT IS THE SELF?	49
The Self Arises in Communication with Others	49
<i>Communication in Everyday Life—Social Media: Wonderful Me</i>	49
Particular Others	50
<i>Communication in Everyday Life—Workplace: A New Job for Dad</i>	52
The Generalized Other	57
<i>Communication in Everyday Life—Diversity: What Does Learning Mean?</i>	58
<i>Communication in Everyday Life—Diversity: David and Brenda</i>	60
PRESENTING AND NEGOTIATING IDENTITY	63
SOCIAL MEDIA AND PERSONAL IDENTITY	64
GUIDELINES FOR ENRICHING THE SELF	65
Make a Firm Commitment to Personal Growth	65
Gain and Use Knowledge to Support Personal Growth	66
Self-Disclose When Appropriate	67
Set Goals That Are Realistic and Fair	68
Seek Contexts That Support Personal Change	70
<i>Interactive Video Activity: Continuing the Conversation</i>	71
Chapter Summary	72
Flash Cards and Chapter Quiz	72
Application Activities	73
Assessing Yourself	73

Everyday Skills	74
Engaging with Ideas	75
Thinking Critically	75
Additional Interactive Video Activities	76

chapter **THREE** **PERCEPTION AND COMMUNICATION**

THE PROCESS OF HUMAN PERCEPTION	79
Selection	79
<i>Communication in Everyday Life—Social Media: Inattention Blindness</i>	80
<i>Communication in Everyday Life—Diversity: Which Line Is Longer?</i>	81
Organization	82
<i>Communication in Everyday Life—Workplace: Racial Stereotypes in the Workplace</i>	85
<i>Communication in Everyday Life—Diversity: “I Can’t Understand the Teacher’s Accent.”</i>	86
Interpretation	86
<i>Communication in Everyday Life—Insight: Thinking Your Way to a Good Relationship</i>	88
INFLUENCES ON PERCEPTION	89
Physiology	89
Expectations	90
Age	90
Culture	91
<i>Communication in Everyday Life—Insight: Peaceful Demonstration or Violent Protest?</i>	92
Cognitive Abilities	93
Self	95
<i>Communication in Everyday Life—Insight: Come Join Us ... or Not</i>	95
SOCIAL MEDIA AND PERCEPTION	96

GUIDELINES FOR IMPROVING PERCEPTION AND COMMUNICATION	97	Language and Culture Reflect Each Other	113
Recognize That All Perceptions Are Partial and Subjective	97	<i>Communication in Everyday Life—Social Media: Google R Us</i>	113
Avoid Mind Reading	98	<i>Communication in Everyday Life—Diversity: Our Multicultural Language</i>	114
Check Perceptions with Others	98	The Meanings of Language Are Subjective	115
Distinguish between Facts and Inferences	99	Language Use Is Rule-Guided	115
Guard against the Self-Serving Bias	99	Punctuation Shapes Meaning	116
Guard against the Fundamental Attribution Error	100	SYMBOLIC ABILITIES	118
Monitor Labels	100	Language Defines Phenomena	118
<i>Communication in Everyday Life—Insight: The Truth, the Whole Truth, and Nothing but the Truth</i>	102	<i>Communication in Everyday Life—Diversity: Everything Has a Name!</i>	118
<i>Interactive Video Activity: Continuing the Conversation</i>	103	Language Evaluates	120
Chapter Summary	103	Language Organizes Perceptions	121
Flash Cards and Chapter Quiz	104	Language Allows Hypothetical Thought	122
Application Activities	105	Language Allows Self-Reflection	123
Everyday Skills	105	<i>Communication in Everyday Life—Workplace: Police Have a New Tool for Detecting Lies</i>	124
Engaging with Ideas	107	SPEECH COMMUNITIES	125
Thinking Critically	107	Gendered Speech Communities	126
Additional Interactive Video Activities	107	SOCIAL MEDIA AND VERBAL COMMUNICATION	128
		<i>Communication in Everyday Life—Social Media: Urban Dictionary in the Courtroom</i>	129
chapter FOUR	108	GUIDELINES FOR IMPROVING VERBAL COMMUNICATION	129
THE WORLD OF WORDS		Engage in Dual Perspective	129
THE SYMBOLIC NATURE OF LANGUAGE	110	Own Your Feelings and Thoughts	130
Symbols Are Arbitrary	110	Respect What Others Say about Their Feelings and Thoughts	132
<i>Communication in Everyday Life—Insight: They Is a Singular Pronoun</i>	110	<i>Communication in Everyday Life—Diversity: Respecting Others' Experiences</i>	132
<i>Communication in Everyday Life—Insight: My Name Is ...</i>	111	Strive for Accuracy and Clarity	133
Symbols Are Ambiguous	111	<i>Interactive Video Activity: Continuing the Conversation</i>	134
Symbols Are Abstract	112	Chapter Summary	135
PRINCIPLES OF VERBAL COMMUNICATION	113		

<i>Flash Cards and Chapter Quiz</i>	136	<i>Communication in Everyday Life—Insight: Kiss = 6.4 Calories</i>	151
<i>Application Activities</i>	136	<i>Physical Appearance</i>	152
<i>Assessing Yourself</i>	136	<i>Communication in Everyday Life—Insight: Beauty for Sale</i>	152
<i>Everyday Skills</i>	137	<i>Artifacts</i>	153
<i>Engaging with Ideas</i>	138	<i>Communication in Everyday Life— Diversity: Kwanzaa</i>	154
<i>Thinking Critically</i>	138	<i>Environmental Factors</i>	155
<i>Additional Interactive Video Activities</i>	138	<i>Proxemics and Personal Space</i>	155
		<i>Chronemics</i>	156
		<i>Paralanguage</i>	157
		<i>Communication in Everyday Life—Insight: Sonic Chip</i>	157
		<i>Silence</i>	158
		SOCIAL MEDIA AND NONVERBAL COMMUNICATION	158
chapter FIVE		GUIDELINES FOR IMPROVING NONVERBAL COMMUNICATION	160
THE WORLD BEYOND WORDS	139	<i>Monitor Your Nonverbal Communication</i>	160
DEFINING NONVERBAL COMMUNICATION	141	<i>Interpret Others' Nonverbal Communication Tentatively</i>	160
Similarities between Verbal and Nonverbal Communication	141	<i>Communication in Everyday Life—Diversity: Policing a Multicultural Society</i>	161
Differences between Verbal and Nonverbal Communication	143	<i>Interactive Video Activity: Continuing the Conversation</i>	162
PRINCIPLES OF NONVERBAL COMMUNICATION	144	<i>Chapter Summary</i>	163
Nonverbal Communication May Supplement or Replace Verbal Communication	144	<i>Flash Cards and Chapter Quiz</i>	164
Nonverbal Communication May Regulate Interaction	144	<i>Application Activities</i>	164
Nonverbal Communication Often Establishes Relationship-Level Meanings	145	<i>Assessing Yourself</i>	164
<i>Communication in Everyday Life—Social Media: FoMO</i>	145	<i>Everyday Skills</i>	165
Nonverbal Communication Reflects and Expresses Cultural Values	147	<i>Engaging With Ideas</i>	166
<i>Communication in Everyday Life— Workplace: Cultural Differences in Workplace Nonverbal Communication</i>	149	<i>Thinking Critically</i>	166
TYPES OF NONVERBAL COMMUNICATION	149	<i>Additional Interactive Video Activities</i>	167
Kinesics	150		
<i>Communication in Everyday Life—Career: Take Me Out to the Ball Game</i>	150		
Haptics	151		

chapter SIX	
MINDFUL LISTENING	168
THE LISTENING PROCESS	170
<i>Communication in Everyday Life—Workplace:</i>	
<i>Good Listening = Career Advancement</i>	170
Mindfulness	171
Physically Receiving Messages	171
<i>Communication in Everyday Life—</i>	
<i>Social Media: The Illusion of Competence</i>	172
Selecting and Organizing Material	172
Interpreting Communication	173
Responding	174
Remembering	174
OBSTACLES TO MINDFUL LISTENING	175
External Obstacles	175
<i>Communication in Everyday Life—Social</i>	
<i>Media: Technological Overload</i>	176
Internal Obstacles	177
<i>Communication in Everyday Life—</i>	
<i>Workplace: Cookbook Medicine</i>	178
FORMS OF NONLISTENING	180
Pseudolistening	180
Monopolizing	181
Selective Listening	182
Defensive Listening	182
Ambushing	183
Literal Listening	183
ADAPTING LISTENING TO	
COMMUNICATION GOALS	184
Listening for Pleasure	184
Listening for Information	184
Listening to Support Others	186
SOCIAL MEDIA AND LISTENING	188
<i>Communication in Everyday Life—Insight:</i>	
<i>Listener of the Year</i>	189
GUIDELINES FOR EFFECTIVE LISTENING	189
Be Mindful	189
Adapt Listening Appropriately	189
Listen Actively	190
<i>Interactive Video Activity: Continuing the</i>	
<i>Conversation</i>	190
Chapter Summary	192
Flashcards and Chapter Quiz	193
Application Activities	193
Everyday Skills	193
Engaging with Ideas	195
Thinking Critically	195
Additional Interactive Video Activities	195
PART TWO Weaving	
Communication into Relationships	
chapter SEVEN	
EMOTIONS AND	
COMMUNICATION	196
EMOTIONAL INTELLIGENCE	198
<i>Communication in Everyday Life—</i>	
<i>Workplace: EQ and Career</i>	
<i>Advancement</i>	199
UNDERSTANDING EMOTIONS	200
Physiological Influences on Emotions	201
<i>Communication in Everyday Life—</i>	
<i>Social Media: The Dragonfly Effect</i>	201
Perceptual Influences on Emotions	201
Cultural Influences on Emotions	204
<i>Communication in Everyday Life—Diversity:</i>	
<i>The Social Shaping of Grief</i>	204
<i>Communication in Everyday Life—Diversity:</i>	
<i>Who's Entitled to Show Anger?</i>	205
OBSTACLES TO COMMUNICATING	
EMOTIONS EFFECTIVELY	208
Reasons We May Not	
Express Emotions	208

<i>Communication in Everyday Life—Diversity: Sugar and Spice and Bullying!</i>	209	Investment	228
The Ineffective Expression of Emotions	211	Commitment	229
<i>Communication in Everyday Life—Workplace: EQ on the Job</i>	212	Trust	229
<i>Communication in Everyday Life—Workplace: What the ####!***! Is Going On at This **@#@#!!! Company?</i>	213	Comfort with Relational Dialectics	231
SOCIAL MEDIA AND EMOTIONS	214	<i>Communication in Everyday Life—Diversity: Dialogue and Doing: Alternate Paths to Closeness</i>	233
GUIDELINES FOR COMMUNICATING EMOTIONS EFFECTIVELY	214	CONFIRMING AND DISCONFIRMING CLIMATES	234
Identify Your Emotions	215	Levels of Confirmation and Disconfirmation	235
Choose Whether and How to Express Emotions	215	Confirming and Disconfirming Communication	237
Own Your Feelings	217	<i>Communication in Everyday Life—Diversity: Guidelines for Confirming Communication with People with Disabilities</i>	238
Monitor Your Self-Talk	217	<i>Communication in Everyday Life—Social Media: Online Support</i>	239
Adopt a Rational–Emotive Approach to Feelings	217	<i>Communication in Everyday Life—Workplace: Scolding Doesn't Motivate</i>	240
Respond Sensitively When Others Communicate Emotions	219	<i>Communication in Everyday Life—Workplace: Mentoring Relationships</i>	242
<i>Interactive Video Activity: Continuing the Conversation</i>	220	SOCIAL MEDIA AND COMMUNICATION CLIMATE	243
<i>Chapter Summary</i>	221	GUIDELINES FOR CREATING AND SUSTAINING CONFIRMING CLIMATES	244
<i>Flash Cards and Chapter Quiz</i>	221	Actively Use Communication to Build Confirming Climates	244
<i>Application Activities</i>	222	Accept and Confirm Others	244
<i>Assessing Yourself</i>	222	Affirm and Assert Yourself	245
<i>Everyday Skills</i>	223	Respect Diversity in Relationships	246
<i>Engaging with Ideas</i>	224	Respond Constructively to Criticism	247
<i>Thinking Critically</i>	224	<i>Interactive Video Activity: Continuing the Conversation</i>	248
<i>Additional Interactive Video Activities</i>	224	<i>Chapter Summary</i>	249
chapter EIGHT		<i>Flash Cards and Chapter Quiz</i>	250
COMMUNICATION CLIMATE: THE FOUNDATION OF PERSONAL RELATIONSHIPS	225	<i>Application Activities</i>	250
FEATURES OF SATISFYING RELATIONSHIPS	227	<i>Everyday Skills</i>	251
<i>Communication in Everyday Life—Insight: What Keeps Relationships Together?</i>	228	<i>Engaging with Ideas</i>	253

<i>Thinking Critically</i>	253	The Loyalty Response	270
<i>Additional Interactive Video Activities</i>	254	The Voice Response	271
chapter NINE		COMMUNICATION PATTERNS DURING CONFLICT	271
MANAGING CONFLICT IN RELATIONSHIPS	255	Unproductive Conflict Communication	271
DEFINING INTERPERSONAL CONFLICT	258	Constructive Conflict Communication	274
Expressed Tension	259	Conflict Management Skills	277
Interdependence	259	<i>Communication in Everyday Life–Workplace: Conflict in the Workplace</i>	278
Perceived Incompatible Goals	259	SOCIAL MEDIA AND CONFLICT	279
The Felt Need for Resolution	260	<i>Communication in Everyday Life–Social Media: Using Social Media to Reduce Conflict</i>	280
PRINCIPLES OF CONFLICT	260	GUIDELINES FOR EFFECTIVE COMMUNICATION DURING CONFLICT	280
Principle 1: Conflict Is Natural in Most Western Relationships	260	Focus on the Overall Communication System	281
Principle 2: Conflict May Be Expressed Overtly or Covertly	261	Time Conflict Purposefully	281
<i>Communication in Everyday Life–Insight: Conflict is Bad for Your Health</i>	262	Aim for Win-Win Conflict	282
Principle 3: Social Groups Shape the Meaning of Conflict Behaviors	263	Honor Yourself, Your Partner, and the Relationship	283
Principle 4: Conflict Can Be Managed Well or Poorly	265	Show Grace When Appropriate	283
Principle 5: Conflict Can Be Good for Individuals and Relationships	265	<i>Communication in Everyday Life–Insight: Communicating Forgiveness</i>	284
ORIENTATIONS TO CONFLICT	266	<i>Interactive Video Activity: Continuing the Conversation</i>	285
Lose-Lose	267	<i>Chapter Summary</i>	286
Win-Lose	267	<i>Flash Cards and Chapter Quiz</i>	287
Win-Win	268	<i>Application Activities</i>	287
<i>Communication in Everyday Life–Workplace: Japanese and American Styles of Negotiation</i>	268	<i>Assessing Yourself</i>	287
RESPONSES TO CONFLICT	269	<i>Everyday Skills</i>	288
The Exit Response	269	<i>Engaging with Ideas</i>	289
The Neglect Response	270	<i>Thinking Critically</i>	289
		<i>Additional Interactive Video Activities</i>	289

chapter **TEN**

FRIENDSHIPS IN OUR LIVES **290**

THE NATURE OF FRIENDSHIP **292**

Willingness to Invest	292
Emotional Closeness	292
Acceptance	295
Trust	295
Support	296
<i>Communication in Everyday Life— Workplace: Workplace Friendships</i>	298

THE DEVELOPMENT OF FRIENDSHIP **298**

Growth Stages	298
Deterioration Stages	301
<i>Communication in Everyday Life— Diversity: Friendships around the World</i>	301

PRESSURES ON FRIENDSHIPS **302**

Internal Tensions	302
<i>Communication in Everyday Life— Insight: Just Friends?</i>	303
External Pressures	304
<i>Communication in Everyday Life— Diversity: Friendships across the Life Span</i>	304

SOCIAL MEDIA AND FRIENDSHIPS **306**

<i>Communication in Everyday Life— Social Media: Cyberbullying</i>	307
--	-----

GUIDELINES FOR COMMUNICATION BETWEEN FRIENDS **307**

Engage in Dual Perspective	308
Communicate Honestly	308
Grow from Differences	309
<i>Communication in Everyday Life— Diversity: “I’ve held you in my heart”</i>	310
Don’t Sweat the Small Stuff	310
<i>Interactive Video Activity: Continuing the Conversation</i>	311

Chapter Summary	312
-----------------	-----

Flash Cards and Chapter Quiz	312
------------------------------	-----

Application Activities	313
------------------------	-----

Assessing Yourself	313
--------------------	-----

Everyday Skills	314
-----------------	-----

Engaging with Ideas	315
---------------------	-----

Thinking Critically	315
---------------------	-----

Additional Interactive Video Activities	315
---	-----

chapter **ELEVEN**

COMMITTED ROMANTIC RELATIONSHIPS **316**

COMMITTED ROMANTIC RELATIONSHIPS **318**

Dimensions of Romantic Relationships	318
Styles of Loving	320

THE DEVELOPMENT OF ROMANTIC RELATIONSHIPS **323**

Growth	324
<i>Communication in Everyday Life— Diversity: Development of Interracial Relationships</i>	325

<i>Communication in Everyday Life— Insight: Valentine’s Day</i>	327
---	-----

Navigation	328
------------	-----

<i>Communication in Everyday Life— Workplace: Work-Life Balance</i>	329
---	-----

<i>Communication in Everyday Life— Insight: Ambiguous Loss</i>	330
--	-----

Deterioration	330
---------------	-----

<i>Communication in Everyday Life— Social Media: Cybermemorials</i>	331
---	-----

SOCIAL MEDIA AND ROMANTIC RELATIONSHIPS **332**

GUIDELINES FOR COMMUNICATING IN ROMANTIC RELATIONSHIPS **333**

Engage in Dual Perspective	333
----------------------------	-----

<i>Communication in Everyday Life—Insight: Facts about Sexually Transmitted Infections</i>	334
--	-----

Practice Safer Sex	334	Stage 3: Developing a Family	356
Manage Conflict Constructively	335	Stage 4: Encouraging Independence	357
Adapt Communication to Maintain Long-Distance Relationships	337	Stage 5: Launching Children	357
<i>Interactive Video Activity: Continuing the Conversation</i>	338	Stage 6: Postlaunching of Children	358
Chapter Summary	339	Stage 7: Retirement	359
Flash Cards and Chapter Quiz	340	<i>Communication in Everyday Life— Social Media: Connecting Generations</i>	359
Application Activities	340	SOCIAL MEDIA AND FAMILY COMMUNICATION	360
Assessing Yourself	340	GUIDELINES FOR EFFECTIVE COMMUNICATION IN FAMILIES	361
Everyday Skills	341	Maintain Equity in Family Relationships	361
Engaging with Ideas	341	<i>Communication in Everyday Life— Workplace: The Second Shift</i>	362
Thinking Critically	342	Make Daily Choices That Enhance Intimacy	363
Additional Interactive Video Activities	342	Show Respect and Consideration	364
		Don't Sweat the Small Stuff	364
		<i>Interactive Video Activity: Continuing the Conversation</i>	366
chapter TWELVE	343	Chapter Summary	368
COMMUNICATION IN FAMILIES		Flash Cards and Chapter Quiz	368
DIVERSITY IN FAMILY LIFE	345	Application Activities	368
Diverse Forms of Families	346	Everyday Skills	369
Diverse Goals for Families	348	Engaging with Ideas	369
<i>Communication in Everyday Life— Insight: Voluntary Kin</i>	348	Thinking Critically	369
Cultural Diversity of Family Forms	349	Additional Interactive Video Activities	369
<i>Communication in Everyday Life— Workplace: Breadwinning— Increasingly a Shared Responsibility</i>	350	Epilogue: Continuing the Conversation	370
Diverse Family Types	350	Glossary	374
COMMUNICATION IN FAMILIES	351	References	380
Elements in Family Communication	351	Index	404
<i>Communication in Everyday Life— Diversity: Love Languages</i>	352		
Communication Patterns	353		
THE FAMILY LIFE CYCLE	354		
<i>Communication in Everyday Life— Insight: Difficult Dialogues</i>	354		
Stage 1: Establishing a Family	354		
Stage 2: Enlarging a Family	355		

COMMUNICATION IN EVERYDAY LIFE

DIVERSITY

<i>Missing Socialization (Ch. 1)</i>	15
<i>Communicating in a Multicultural World (Ch. 1)</i>	18
<i>What Does Learning Mean? (Ch. 2)</i>	58
<i>David and Brenda (Ch. 2)</i>	60
<i>Which Line Is Longer? (Ch. 3)</i>	81
<i>"I Can't Understand the Teacher's Accent." (Ch. 3)</i>	86
<i>Our Multicultural Language (Ch. 4)</i>	114
<i>Everything Has a Name! (Ch. 4)</i>	118
<i>Respecting Others' Experiences (Ch. 4)</i>	132
<i>Kwanzaa (Ch. 5)</i>	154
<i>Policing a Multicultural Society (Ch. 5)</i>	161
<i>The Social Shaping of Grief (Ch. 7)</i>	204
<i>Who's Entitled to Show Anger? (Ch. 7)</i>	205
<i>Sugar and Spice and Bullying! (Ch. 7)</i>	209
<i>Dialogue and Doing: Alternate Paths to Closeness (Ch. 8)</i>	233
<i>Guidelines for Confirming Communication with People with Disabilities (Ch. 8)</i>	238
<i>Friendships around the World (Ch. 10)</i>	301
<i>Friendships across the Life Span (Ch. 10)</i>	304
<i>"I've held you in my heart" (Ch. 10)</i>	310
<i>Development of Interracial Relationships (Ch. 11)</i>	325
<i>Love Languages (Ch. 12)</i>	352

INSIGHT

<i>Poor Interpersonal Communication as the Number One Cause of Divorce (Ch. 1)</i>	33
<i>Thinking Your Way to a Good Relationship (Ch. 3)</i>	88
<i>Peaceful Demonstration or Violent Protest? (Ch. 3)</i>	92
<i>Come Join Us ... or Not (Ch. 3)</i>	95
<i>The Truth, the Whole Truth, and Nothing but the Truth (Ch. 3)</i>	102
<i>They Is a Singular Pronoun (Ch. 4)</i>	110
<i>My Name Is ... (Ch. 4)</i>	111
<i>Kiss = 6.4 Calories (Ch. 5)</i>	151
<i>Beauty for Sale (Ch. 5)</i>	152
<i>Sonic Chip (Ch. 5)</i>	157
<i>Listener of the Year (Ch. 6)</i>	189
<i>What Keeps Relationships Together? (Ch. 8)</i>	228
<i>Conflict is Bad for Your Health (Ch. 9)</i>	262
<i>Communicating Forgiveness (Ch. 9)</i>	284
<i>Just Friends? (Ch. 10)</i>	303
<i>Valentine's Day (Ch. 11)</i>	327

<i>Ambiguous Loss (Ch. 11)</i>	330
<i>Facts about Sexually Transmitted Infections (Ch. 11)</i>	334
<i>Voluntary Kin (Ch. 12)</i>	348
<i>Difficult Dialogues (Ch. 12)</i>	354

SOCIAL MEDIA

<i>Social Networking on the Job (Ch. 1)</i>	14
<i>Wonderful Me (Ch. 2)</i>	49
<i>Inattention Blindness (Ch. 3)</i>	80
<i>Google R Us (Ch. 4)</i>	113
<i>Urban Dictionary in the Courtroom (Ch. 4)</i>	129
<i>FoMO (Ch. 5)</i>	145
<i>The Illusion of Competence (Ch. 6)</i>	172
<i>Technological Overload (Ch. 6)</i>	176
<i>The Dragonfly Effect (Ch. 7)</i>	201
<i>Online Support (Ch. 8)</i>	239
<i>Using Social Media to Reduce Conflict (Ch. 9)</i>	280
<i>Cyberbullying (Ch. 10)</i>	307
<i>Cybermemorials (Ch. 11)</i>	331
<i>Connecting Generations (Ch. 12)</i>	359

WORKPLACE

<i>Diagnosis: Cultural Miscommunication (Ch. 1)</i>	19
<i>A New Job for Dad (Ch. 2)</i>	52
<i>Racial Stereotypes in the Workplace (Ch. 3)</i>	85
<i>Police Have a New Tool for Detecting Lies (Ch. 4)</i>	124
<i>Cultural Differences in Workplace Nonverbal Communication (Ch. 5)</i>	149
<i>Good Listening = Career Advancement (Ch. 6)</i>	170
<i>Cookbook Medicine (Ch. 6)</i>	178
<i>EQ and Career Advancement (Ch. 7)</i>	199
<i>EQ on the Job (Ch. 7)</i>	212
<i>What the ###!***! Is Going On at This **@#! Company? (Ch. 7)</i>	213
<i>Scolding Doesn't Motivate (Ch. 8)</i>	240
<i>Mentoring Relationships (Ch. 8)</i>	242
<i>Japanese and American Styles of Negotiation (Ch. 9)</i>	268
<i>Conflict in the Workplace (Ch. 9)</i>	278
<i>Workplace Friendships (Ch. 10)</i>	298
<i>Work-Life Balance (Ch. 11)</i>	329
<i>Breadwinning—Increasingly a Shared Responsibility (Ch. 12)</i>	350
<i>The Second Shift (Ch. 12)</i>	362

I wrote this book to introduce students to knowledge and skills that will allow them to live fuller, more satisfying lives than they could without competence in interpersonal communication. To achieve that goal, *Interpersonal Communication: Everyday Encounters* is distinct in three ways. First, it gives prominence to theories, research, and practical skills from the field of communication and supplements these with scholarship from other fields. Second, this book gives strong attention to three issues that are vital for students in the 21st century: social diversity, social media, and workplace contexts. Finally, this book offers unique pedagogical features that encourage personal learning. Throughout the book, I encourage students to engage theory and concepts personally and to apply theoretical information and skills to their everyday lives.

In this book, I focus on communication research and theory and complement them with work from other fields. Interpersonal communication is a well-established intellectual area, complete with a base of knowledge, theories, and research developed by communication scholars. The maturation of interpersonal communication as an intellectual discipline is evident in the substantial original research published in academic journals and scholarly books. Consistent with this scholarly growth, *Interpersonal Communication: Everyday Encounters* features current research on communication. For example, Chapter 2 discusses communication strategies that we use to present our face and, if it's threatened, to protect it. Chapter 6, which focuses on listening, invites students to consider research showing that social media increasingly interfere with mindful, attentive listening. Chapter 11 discusses ways that social media facilitate and sometimes constrain communication in intimate relationships and offers information on long-distance romantic relationships, which are increasingly common. And Chapter 12 highlights family communication patterns that influence how parents and children interact.

Scholarship in other fields can enhance understanding of communication. For this reason, *Interpersonal Communication: Everyday Encounters* incorporates

research from other fields. Ongoing work in anthropology, sociology, philosophy, psychology, and other disciplines enriches insight into differences in communication that are influenced by gender, economic class, sexual orientation, ethnicity, and race.

Attention to Significant Social Trends

Interpersonal Communication: Everyday Encounters speaks to the context of students' lives today. I give attention to the social trends, issues, and concerns that characterize the 21st century in Western culture.

Social Diversity The United States, like many other countries, is enriched by a cornucopia of people, heritages, customs, and ways of interacting. *Interpersonal Communication: Everyday Encounters* reflects and addresses social diversity by weaving it into the basic fabric of interpersonal communication.

Truly incorporating diversity into this book entails more than adding an isolated chapter on the topic or tacking paragraphs about gender or race onto conventional coverage of topics. To achieve a more organic approach to diversity, I weave discussion of race, ethnicity, economic class, gender, age, religion, and sexual orientation into the book as a whole. This approach allows students to appreciate the relevance of diversity to all aspects of interpersonal communication. For example, in exploring personal identity, I examine race, gender, socioeconomic class, and sexual orientation as the core facets of identity. You'll also find numerous examples of ways in which diversity affects communication in the contemporary workplace, which is populated by people from different cultures and social communities. Chapters 4 and 5, which cover verbal and nonverbal communication, respectively, feature examples of communication in non-Western cultures. Chapter 11, on romantic relationships, discusses research on interracial, gay, and lesbian romance. And Chapter 12, on family communication, includes research on a range of families, including ones that are not white, middle-class, and heterosexual.

To discourage stereotyped thinking about groups of people, I use qualified language. For instance, when citing research about differences between Hispanic and European American communication patterns, I refer to “most Hispanics” and what is “typical of European Americans.” My intent is to remind students that generalizations are limited and may not apply to every member of a group.

To further weave diversity into this book, I include “Communication in Everyday Life” features that emphasize connections between communication and diversity.

Social Media Another defining feature of our era is the pervasive presence of social media in our lives. We email, tweet, and text to stay in touch with friends and family. We join online support groups. We blog, check Facebook, Skype, and send instant messages (IMs). We participate in online religious and political discussions. We meet people, make friends, network, flirt, and date—all online. As with social diversity, this topic is better covered by integrating it organically into all chapters rather than by relegating it to a separate chapter.

Every chapter in this edition includes a main section in which I discuss how social media pertain to the chapter’s content. In addition, this edition includes “Communication in Everyday Life” features that highlight social media. Finally, I have integrated technology into the text itself. I suggest a number of websites and online sources for students who want to learn more about particular topics in “Communication in Everyday Life.”

Ethics Ethical issues infuse interpersonal interaction. We are frequently confronted with ethical choices: Do we tell a “white lie” when a friend asks us how we like a very expensive new coat or do we say honestly that we don’t think it’s flattering? Do we exaggerate our attractiveness when creating our profile for an online dating site? Do we pretend to be listening when we are really not? Do we judge people from other cultures by the norms and standards of our own culture? These are just a few of the ethical choices that arise in our everyday encounters. To underline the ethical character of interpersonal communication, I call attention to such issues both in the chapter content and in the “Thinking Critically” exercises at the end of each chapter.

Coverage of Timely Topics

Interpersonal Communication: Everyday Encounters provides coverage of topics and issues that have increased importance in this era. There is a **full chapter on friendships**, because so many of my students tell me that friendships are essential to them in the face of the growing number of broken marriages and geographically dispersed families. Social media make it possible for friends to stay in touch with each other across distances that separate them. The chapter on romantic relationships addresses some of the **“dark side” issues** in personal relationships such as stalking, abuse, and violence between intimates. This chapter also discusses using communication to negotiate safer sex.

Students are also increasingly career-focused. They want to know how what they are studying pertains to the world of work and how it will help them succeed in that world. This edition of *Interpersonal Communication: Everyday Encounters* gives **prominence to connections between interpersonal communication concepts and skills and the workplace** in four ways. First, I include research about on-the-job communication within each chapter. Second, I call attention to particularly interesting connections between interpersonal communication and careers by highlighting them in “Communication in Everyday Life–Workplace” boxes. Third, at the end of each chapter, I feature a workplace application. Finally, for instructors who want fuller coverage of on-the-job communication, I have prepared a chapter on organizational communication that can be bundled with this text as a part of our customization program; contact your sales representative for details.

Changes in the Ninth Edition

Interpersonal Communication: Everyday Encounters has evolved in response to feedback from instructors and students as well as new research in communication and kindred disciplines.

I have made several significant content changes in this edition:

- As noted earlier, this edition provides stronger and more integrated attention to social media. Every chapter includes a section that discusses

connections between chapter themes and social media. In addition, every chapter includes one or more “Communication in Everyday Life” features that highlight social media.

- This edition emphasizes connecting theories and concepts covered in the chapters with students’ real lives. Each chapter includes a new feature, Reach Out, that invites students to communicate with someone about material presented in the chapter in order to discover the concrete implications of ideas they’ve read about.
- The text gives heightened attention to ethics. In addition to coverage of ethical choices woven throughout the text, a Thinking Critically question focused specifically on ethics appears at the end of each chapter.
- I have included findings from more than 150 new sources that reflect the latest research related to interpersonal communication. Attention to current research ensures that *Interpersonal Communication: Everyday Encounters* remains grounded in strong scholarship while also being accessible to students.

Pedagogy for Personal Learning

In addition to this book’s distinct conceptual emphases, I adopt a **conversational and personal tone** to encourage students to feel they are full participants in a dialogue. I use contractions, as people do in everyday conversations. Also, I include examples of everyday interactions so that abstract ideas are clarified in practical ways. In my writing, I share with students some of the communication challenges and encounters that have surfaced in my life. The conversational writing style aims to prompt students to think of their own examples and applications of material presented in the book. As students do this, they interact personally with the concepts, principles, and skills presented in this book.

My voice is not the only one that students will encounter in this book. All chapters are enhanced by a second personal learning feature—**student commentaries** that were written by students in interpersonal communication classes at my university and other colleges and universities around the nation. Their

experiences, insights, and concerns broaden the conversation to include a wide range of perspectives. The student commentaries also encourage active learning through observation, comparison, and analysis. As students read the commentaries, they observe others and compare and contrast others’ experiences and perspectives with their own. If students wish to write their own commentaries for future editions of this book, I invite them to send those to me at Cengage.

In particular, this edition’s pedagogy is built on a strengthened learning architecture, based on skill building, application, and critical thinking, reflected and integrated carefully in **MindTap**—a personalized teaching experience with assignments that guide students to analyze, apply, and improve thinking, allowing instructors to measure skills and outcomes with ease. At MindTap students are able to use dynamic technological resources, including interactive videos and simulations; find high-value gradable activities; and practice in an engaging, personalized online environment.

Each chapter now previews the chapter content for students with an easily reviewed set of **Learning Objectives** paired with a list of chapter topics. Each Learning Objective has been carefully matched with one or more activities that will demonstrate its mastery.

The **photo program** now includes more stills from popular media, with thought-provoking captions.

“Everyday Skills” now cover most Learning Objectives and emphasize that they are all about skill building. They may be answered in the book or online, in MindTap.

“Communication in Everyday Life” features—with the subcategories “Diversity,” “Insight,” “Social Media,” and “Workplace”—highlight interesting research and examples of interpersonal communication in real life. These items encourage students to observe how principles and concepts actually work in concrete situations, to witness the application of theory and concepts to particular cases, and to compare their own experiences and values with those presented in the “Communication in Everyday Life” features. I often suggest ways to apply the boxed material via reflection, action, or written responses in MindTap.

An unparalleled collection of skill-building, application, and critical thinking activities appears at chapter’s end and online in MindTap, beginning with the highly engaging “Continuing the Conversation”

video situations. Chapter-end features provide a logical learning sequence for all activities, building up to progressively more challenging levels of practice and application. The levels move from the simplest review (“Chapter Summary” and “Key Concepts”) to the most challenging application (“Thinking Critically”).

High-value, gradable versions of all activities are incorporated in MindTap, and MindTap is cued in the text wherever appropriate, to remind students that they may take activities there interactively. End-of-chapter highlights:

“**Continuing the Conversation**” case studies continue the conversation of the chapter by allowing students to see how the theories and principles that they just read about show up in everyday life. Video is available for students in MindTap.

“**Assessing Yourself**” self-assessment quizzes in most chapters allow students to apply chapter concepts at the most basic level: themselves.

“**Everyday Skills**” emphasize the next level of application: skill building with author support. “Everyday Skills” icons in the book’s margins point students to these skill-building application exercises at the end of the chapter. In MindTap these exercises may be taken exactly where they are referenced in the text.

“**Engaging with Ideas**” reflections and “**Thinking Critically**” activities allow students to reflect and write in more depth—in MindTap—by considering questions about personal, on-the-job, and ethical applications.

Additional Resources for Instructors

Accompanying *Interpersonal Communication: Everyday Encounters* is an Instructor Companion Website where you will find an Instructor’s Resource Manual, Cengage Learning Testing Powered by Cognero, and PowerPoint presentations.

The extensive **Instructor’s Resource Manual**, co-authored by Narissra Punyanunt-Carter of Texas Tech University and me, supplements the textbook. The manual discusses philosophical and pragmatic considerations involved in teaching the introductory course in interpersonal communication. It also includes suggestions for course emphases, sample syllabi, exercises, and films appropriate for each chapter, journal items, and panel ideas.

Cengage Learning Testing Powered by Cognero is a flexible, online system that allows you to

- Author, edit, and manage test bank content from multiple Cengage Learning solutions.
- Create multiple test versions in an instant.
- Deliver tests from your LMS, your classroom, or wherever you want.

The **Microsoft® PowerPoint® presentations** are predesigned for use with the book and fully customizable.

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ABOUT THE AUTHOR

Julia Wood joined the faculty at the University of North Carolina at Chapel Hill when she was 24. During her 37 years on the faculty, she taught classes and conducted research on personal relationships and on gender, communication, and culture. She was named the Lineberger Distinguished Professor of Humanities and the Caroline H. and Thomas S. Royster Distinguished Professor of Graduate Education.

She has published 25 books and 100 articles and book chapters. In addition, she has presented more than 100 papers at professional conferences and campuses around the United States. She has

received 14 awards honoring her teaching and 16 awards recognizing her scholarship.

Professor Wood lives with her partner, Robert Cox, who is a Professor Emeritus of Communication Studies at the University of North Carolina at Chapel Hill. Sharing their home are their dog, Sydney, and two cats, Rigby and Always Rowdy.

Professor Wood continues to write and conduct research. In addition, she volunteers and serves on the board of Carolina Tiger Rescue and chairs the communication committee for her community.



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INTRODUCTION

STARTING THE CONVERSATION

When I was 20 years old, something happened that changed the rest of my life: I took an interpersonal communication class. A new world of meaning opened up for me as I learned about the power of communication to enhance or harm our relationships. The more courses I took, the more fascinated I became, so I decided to make a career of studying and teaching interpersonal communication. I wrote *Interpersonal Communication: Everyday Encounters* because I wanted to awaken you, as my first course awakened me, to the power of interpersonal communication to enrich us and the relationships in our lives.

In the opening pages of this book, I'll introduce you to the field of interpersonal communication, to myself, to the features of this book, and to some of the special concerns and issues that surround interpersonal communication in this era.

THE FIELD OF COMMUNICATION

The field of communication has a long and distinguished intellectual history. It dates back to ancient Greece, where great philosophers such as Aristotle and Plato taught rhetoric, or public speaking, as a necessary skill for participation in civic life. In the 2,000 years since the communication field originated, it has expanded to encompass many kinds of interaction, including interpersonal communication, group discussion, family communication, health communication, oral traditions, organizational communication, and nonverbal communication.

Interpersonal communication is one of the most popular and vibrant areas in the discipline. Student demand for courses in interpersonal communication is consistently strong. Faculty respond by offering more classes, including advanced ones, that help students learn to interact effectively in their everyday interpersonal encounters.

Reflecting the intellectual maturity of the field, communication theory and research offer rich insight into the impact of interpersonal communication on individual identity and on personal, social, and professional relationships. Because interpersonal communication is central to our lives, it naturally intersects with other disciplines that are concerned with human behavior. Thus, research in communication contributes to and draws from work in such fields as psychology, business, sociology, anthropology, and counseling. The interdisciplinary mingling of ideas enriches the overall perspective on human interaction that you will find in *Interpersonal Communication: Everyday Encounters*.

A PERSONAL INTRODUCTION

When I was an undergraduate, most of the books I read seemed distant and impersonal. I never had the feeling a real human being had written them, and authors never introduced themselves except by stating their titles. Certainly, that's no way to begin a book about interpersonal communication! I want to introduce myself personally to you and explain my reasons for writing this book.

As I've already mentioned, I became fascinated by interpersonal communication when I was an undergraduate student. Today, I'm more excited than ever about the study and practice of interpersonal communication. It has been exciting to watch and participate in the growth of research on interpersonal communication and to observe how strong scholarship has facilitated applications to people's everyday lives.

Although research and writing occupy a great deal of my time, I have other interests as well. For instance, I work with wild cats at the Carolina Tiger Rescue and I volunteer at a library. I also cherish my relationships with my partner, Robbie, and close friends and family. Interacting with these people continuously enlarges my appreciation of the vital role of interpersonal communication in our everyday lives.

In describing myself to you, I can also tell you that I am European American, southern, middle class, middle aged, and heterosexual and that I strive to live in ways that are consistent with my spiritual values. Each facet of my identity shapes how I communicate, just as your age, race, class, gender, spirituality, and sexual orientation shape your communication. For instance, I don't know what it is like to be a man, to be in a same-sex romantic relationship, or to live in poverty. However, that doesn't mean that I, or you, can't learn to understand and respect the experiences of people who differ—sometimes radically—from us.

All of us are limited by our own identities and the experiences and understandings they have—and have not—given us. Yet this doesn't mean we have to be completely uninformed about those who differ from us. In fact, the more we interact with a range of people, the more we discover important similarities as well as interesting differences. Learning about both is essential for ethical, effective participation in our pluralistic world.

Communication in Everyday Life

DIVERSITY A Kaleidoscopic Culture

The United States has always been a country of many races and ethnicities, and it's only going to become more so in years ahead. Today, minorities represent more than one-third of the U.S. population. By 2060, minorities are predicted to represent 57% of the U.S. population (Samovar, Porter, McDaniel, & Roy, 2015).

	2005	2050
African American	13%	13%
Asian	5%	9%
Caucasian	67%	47%
Hispanic	14%	29%

The Census also predicts that there will be more older Americans in the years to come. Currently one in seven Americans is 65 or older; by 2050, that should grow to one in five (Cooper, 2012; Gross, 2016).

To learn more about changing demographics in the United States, go to <http://www.census.gov>. Read information in the "People" category under "Estimates and Projections."

Living and Learning in a Diverse World

In our era, it is essential to learn about and respect perspectives that differ from our own and from those of the communities in which we were raised. It's very likely that you will have friends and neighbors whose ethnic backgrounds differ from your own. It's even more likely—almost guaranteed—that you will work with people of diverse ages, races, sexual orientations, gender identities, and spiritual commitments. You may date people of many races and religious backgrounds, and if you have children, it's very likely they will do the same. Personal effectiveness in our era requires skill in communicating well with a range of people.

Interacting with people who differ from us not only teaches us about them but also prompts insights into ourselves. Westerners can see their competitive attitude toward athletics in a new light if they consider the Japanese preference for tied or

very close scores in sporting events so that neither side loses face. It is difficult to understand what whiteness is if you interact only with whites; it's hard to recognize the character of heterosexuality if you know only straight people. Thus, learning about people in other cultures and people who are outside of what the culture defines as mainstream inevitably teaches us about the mainstream as well. This explains why students who encounter diversity score higher on critical thinking than students who do not, and white students reap the most benefit from engaging diversity (Berrett, 2012).

The diversity of our society offers both opportunities and challenges. Exploring variations in gender, race, class, cultural heritage, gender identity, sexual orientation, age, physical and mental ability, and spiritual belief can enhance our appreciation of the range of human behavior and the options open to us as people and as communicators. At the same time, diversity can complicate interaction because people may communicate in dissimilar ways and misunderstand one another, as Yih-Tang Lin notes in her commentary.

Communication in Everyday Life

DIVERSITY

About Vocabulary in This Book

Because social diversity is woven into this book, it's important to think carefully about the language used to refer to social groups. Whenever possible, I cite research done by members of the groups we are discussing so we understand groups from the perspectives of insiders. Drawing on research, I present generalizations about various groups. But the generalizations are only that: generalizations. They are not universal truths that apply to all members of a group. There are always exceptions to generalizations. As you read, you may discover that you are a living exception to some of the generalizations about groups to which you belong. If so, you may want to reflect on the reasons you depart from group tendencies.

Generalizations should not be used to stereotype members of particular groups. For instance, in Chapter 4 you will read about gendered speech communities. You will learn how women and men typically—but not always, not in every case—differ in their communication styles. You will also learn about communication patterns in some traditional African American communities. The general patterns you read about don't describe every woman, man, or African American. Any of us may depart from the usual patterns of our groups, because of individual differences and because we belong to multiple groups.

The key point to keep in mind as you read is this: Generalizations are both important and limited. They are important because they inform us of broad patterns that can be useful starting points in our efforts to understand and interact with others. At the same time, generalizations are limited because they do not necessarily tell us about any single individual who belongs to a group. Thus, it's important to qualify generalizations. You'll notice that I use words such as *usually*, *typically*, and *in general*. These are to remind us that there are exceptions to generalizations, so we can never assume that a generalization applies to a specific person.



Dougal Waters/Digital Vision/Getty Images

YIH-TANG LIN

When I first came here to school, I was amazed at how big the rooms in dormitories are, so I remarked on this. All of the Americans had a laugh at that and thought I was joking. In my country, individuals have very little space, and houses are tight together. The first time an American disagreed with me, I felt angry that he would make me lose face. We don't ever contradict another person directly. I have had many miscommunications in this country.

In this book, we will consider many ways in which diversity intersects with communication. For instance, we'll see how the same gestures mean very different things in different cultures, and we'll discover that women and men, in general, rely on both similar and distinct types of communication to create closeness. We'll also learn that race and ethnicity influence how people interact. And, as the Communication in Everyday Life: Social Media feature on page 6 shows, we will learn how age differences affect interpersonal communication. Weaving diversity into how we think about interpersonal communication enlarges understandings of communication and the range of people and perspectives it involves. Cherrie, a student in one of my courses, makes this point effectively in her commentary.

CHERRIE

I am Hispanic, and I am tired of classes and books that ignore my people. Last year, I took a course in family life, and all we talked about was Western, middle-class white families. Their ways are not my ways. A course on family should be about many kinds of families. I took a course in great literature, and there was only one author who was not Western and only three who were women. It's not true that only white men write great literature.



Cherrie and others who were not born and raised in the United States also have much to teach students who are native citizens of the United States, as Carl's commentary reveals.

Communication in Everyday Life

SOCIAL MEDIA

What's Digitally Polite?

Is it polite to leave a voice message when someone doesn't answer the phone? How about sending an email to tell someone you left a voice mail—is that polite? Should you open emails with “hello” and close with “bye”? It turns out that whether you think those are polite courtesies or not may depend on your age.

Younger people are rewriting the rules of etiquette to fit an era saturated by social media. When you are sending dozens or even hundreds of messages a day, “hello” and “goodbye” become superfluous. So do emails or texts that say “thank you”—no need for those. If you call someone who doesn't answer his or her cell phone, he or she will see that you called and should call or text you back to talk, so there's no need to leave a voice message (Bilton, 2013).

People who aren't digital natives, however, often operate by the rules that regulated communication as they were growing up. To them, it is polite to start messages with “hello” and end them with “goodbye”; in fact, it's impolite not to do so. And, to them, you should leave a message if the person you called doesn't answer—it's only polite to let him or her know why you called.

Communicating via social media, like communicating face to face, is most effective when we adapt our communication to the people with whom we are interacting. If you're calling a 60-year-old, it's probably fine to leave a voice message that you wouldn't leave when calling a 20-year-old.

This isn't the first time that new technologies have presented etiquette puzzles. When the telephone was invented in the 1870s, people weren't sure how to answer the phone. Many picked up the phone and said nothing, waiting for the caller to start the conversation. Alexander Graham Bell, who had invented the phone, proposed “Ahoy” as the proper greeting (Bilton, 2013).

At first, I was really put off by the two students in our class who were from China. Like when we talked about conflict and they just didn't get it—I mean, that's the way it seemed to me when they said they tried to avoid it. But the more I listened to them, the more I saw that they were really saying there are ways for people to work around differences without having to attack each other or make the other person look bad. It's really different than how I was brought up—you know, stand your ground, muster your arguments, win! I'm still not sure I really get their perspective, but it does make me think about whether I always need to be so fast to try to beat the next guy.



Like many of us, Carl's first inclination is to view ways other than his own as inferior. But Carl moved beyond that starting point. He worked to consider his Chinese classmates' perspectives on conflict on their terms, in the context of their culture. In turn, they enlarged Carl's perspective on ways to deal with conflict. Like Carl, most of us will not always find it easy to appreciate or respect ways that are different from our own. Yet the struggle is worthwhile because it can enrich us personally and enable us to participate more effectively in a world characterized by many perspectives on life and communication.

INTRODUCTION TO FEATURES OF THIS BOOK

Woven into this book are four features that I hope will make it more interesting to you and more helpful as a resource for understanding and improving your own interpersonal communication.

First, I've written this book in a **conversational tone** so that you can connect with the ideas in the pages that follow. Like you, I am interested in interpersonal communication, and I am continually trying to figure out how to be more effective in my everyday encounters with others. In this book, I share some of my experiences and some of the perspectives and skills that enhance my interactions.

Second, in each chapter I feature **comments from students** such as Cherrie, Carl, and Yih-Tang Lin. Because students teach me so much, I've included many of their comments in the chapters that follow. These are taken from journals they've kept in interpersonal communication classes taught by me and by instructors at other schools. In reading their commentaries, you'll discover that some of these students seem much like you and that others seem quite different. It's likely that you'll agree with some of the students' comments, disagree with others, and want to think still further about others. However you respond to their ideas, I suspect that, like me, you will find them interesting, insightful, and often challenging.

Third, each chapter includes several "Communication in Everyday Life" features that extend chapter coverage by **spotlighting interesting research and news items** about interpersonal communication. When this information is particularly relevant to cultural diversity, social media, or the workplace, I call that to your attention with special titles for each of those themes.

Fourth, this book emphasizes **personal learning**. Most of us, especially students, are familiar with impersonal learning, which occurs when someone else tells or shows us something. In other words, we receive knowledge passively.

Personal learning, in contrast, occurs when we interact with subject matter. Rather than just receiving information, we do something active—we reflect, observe, assess ourselves, discuss, debate, engage in action, or write about ideas; we experiment with principles and skills; we contrast, compare, and analyze. All of these activities involve us in generating and testing knowledge rather than just receiving it. The personal learning approach assumes that effective learning involves some kind of experience and some dialogue with the self (reflection, application) or others.

Several specific end-of-chapter and online features in this book foster personal learning. First is a feature titled “Interactive Video Activity: Continuing the Conversation.” This is a case study that allows you to see, on the web, how concepts, theories, and principles discussed in the chapter show up in real-life interactions. Second, each chapter includes one “Reach Out” feature, which invites you to apply something covered in the chapter to your own life. Third, in most chapters, you will find an “Assessing Yourself” quiz whose answers will be revealed if you take it online. Fourth, you’ll find several “Everyday Skills” activities that give you an opportunity to extend and apply material discussed in the text to your own life by doing something or engaging in dialogue with yourself or others. Some of the “Everyday Skills” show you how to develop a particular communication skill; others ask you to reflect on ideas we’ve discussed to observe communication principles and patterns in your everyday encounters. Fifth, there are “Engaging with Ideas” features that ask you to reflect on one question that requires personal learning, as well as two other questions that focus on the workplace and ethics. Finally, there are “Thinking Critically” questions for you to reflect on and write about in more depth.

I hope this book will enhance your appreciation of the power of interpersonal communication in our relationships. I also hope it will motivate you to apply the principles and skills presented here in your everyday life.

Julia T Wood

chapter
ONE



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A FIRST LOOK AT INTERPERSONAL COMMUNICATION