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Human Communication



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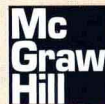
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dedication

We dedicate this book to our children
Emma, Rebekah, Benjamin, Kathryn,
Christopher, Chip, and Dana

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HUMAN COMMUNICATION

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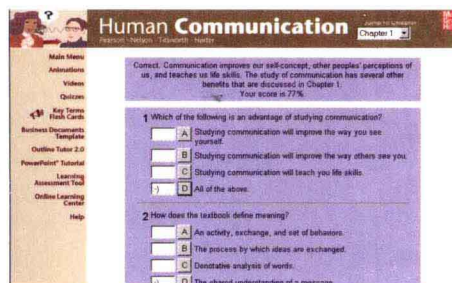
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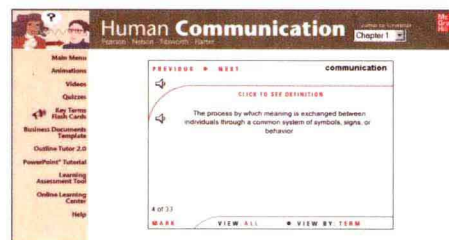
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that test comprehension and provide immediate feedback.



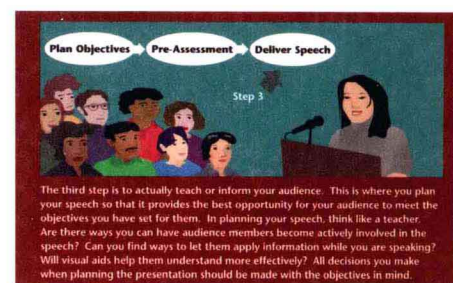
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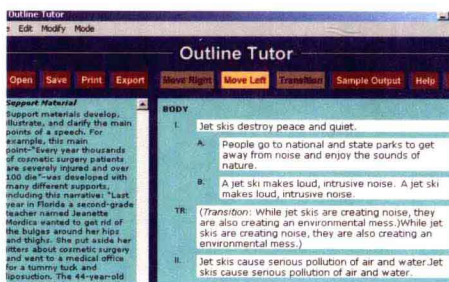
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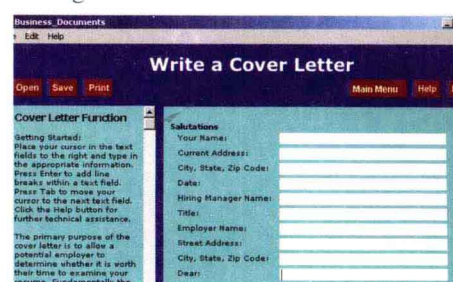
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Multiple Choice Quiz

1 William Marsteller once said that, "Communication is not just words, paint on a canvas, math symbols, or the equations and models of scientists; it is the interrelations of human beings trying to escape _____, trying to share experience, trying to implant ideas."

☐ A) Loneliness
☐ B) Compartmentalization
☐ C) Boredom
☐ D) Their own cages
☐ E) None of the above

2 Communication is the _____ or accidental transfer of meaning.

☐ A) Unintentional
☐ B) Deliberate
☐ C) Strategic

Glossary Crossword Puzzles

that review key terms for each chapter

Peek Errors? Chapter One

About Crossword Express Help Time 6:41

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7 persons who formulate, encode, and transmit a message

3 the digital world of computers and online communication

Crossword puzzle grid with words like ANALOGIC, CYBER, SENDERS, and SPACE.

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Internet Exercises

Exercise 1 Subject: Identifying the major components of communication

Your first web exercise will require you to do a little homework. First, locate the definition for communication in your textbook. Closely examine it, and identify its major elements. Second, use your web browser to go to one of the various "search engines" available online (we suggest using www.altavista.com, www.google.com, or www.northernlight.com). Then, search the web for other definitions of the term communication by entering different combinations of the words communication, definition, communicate, communicating, et cetera.

Compare and contrast the elements of these newfound definitions to the one provided by your textbook. How are they different? How are they the same?

Exercise 2 Subject: Understanding how communication helices work

Your second web exercise requires that you be familiar with Frank E. X. Dance's

Internet Exercises that apply
communication concepts to activities using the Web

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with a variety of resources and activities
for students and instructors.**

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We dedicate this book to our children
Emma, Rebekah, Benjamin, Kathryn,
Christopher, Chip, and Dana

preface

P R E F A C E

As communication professors, the authors have spent many of their days in the classroom. Their commitment to the discipline, belief in the essential nature of communication to meet 21st Century challenges, and interest in extending their knowledge to others encouraged them to collaborate and coauthor this text. Although they cannot be physically present in multiple classrooms, they hope that this book will enhance learning and add to the excitement and fulfillment that people experience in the communication classroom.

Written for the basic course, *Human Communication* is a hybrid text that teaches principles and skills in interpersonal communication, small group discussion, organizational communication, public speaking, and mediated communication (including both mass media and computer-mediated communication). With its distinctive student-friendly voice, the text continues the tradition of Pearson and Nelson's *Understanding and Sharing* by coaching students through the foundations of human communication. With the new edition, the authors, Judy Pearson, Paul Nelson, Scott Titsworth, and Lynn Harter continue to place relevant skills, engaging theory, and energizing pedagogy at the forefront of the book.

Human Communication introduces students to the main contexts of human communication following these key themes:

Key Elements

- *A Student-Centered Approach*—We try to simplify complex ideas without significant distortion, to illustrate as much as possible, and to provide examples that will help students understand.
- *Cooperative and Collaborative Learning*—This text encourages active learning throughout the book by asking students to think about a concept, share their ideas with a classmate, and reveal their thinking to the class when invited to do so.
- *Learning Incrementally*—The text moves from simple to complex so students will not be overwhelmed with information overload.
- *Challenging Thought*—The text challenges students to think intelligently about communication concepts. Every chapter concludes

with an issue that invites students to think more deeply about communication concepts, issues, and practices.

- *Practical Application*—This text presents practical knowledge, useful application, and skills that are highly valued in American culture.
- *Finding and Evaluating Information*—College-educated individuals know how to critically assess information. They know how to size up assertions, to weigh arguments and evidence, and to judge the value of information and ideas. This text teaches the trials and satisfaction of finding and evaluating information.
- *Behaving Ethically*—The text encourages positive, moral and ethical communication practices.
- *Using Technology*—Technology has changed the world of communication. Students are introduced to a variety of mediated forms of communication and are encouraged to critically assess the resources found on the Web.
- *Understanding Diversity*—Students will meet people of different cultural backgrounds in their professional and personal lives. This text encourages cultural competence by addressing diversity issues throughout the book and in a separate chapter on culture and co-cultural understanding.
- *Working in Teams*—Organizations thrive on collaborative and cooperative teams. In this book, college students will learn the skills necessary for successful work teams.
- *Using Visualization*—Some students learn best through visual images. This text is replete with images in the form of photos, illustrations, graphics, models, tables, figures, and stills of the animations found on the CD-ROM.

Edition Highlights

Human Communication includes a great deal of new and revised information. Research, examples, explanations, and exercises all have been updated. Some of the highlights are detailed here.

CD-ROM

The accompanying CD-ROM provides students and instructors with multiple tools for learning and teaching. These include:

- **Video *The Elliotts: Communicating Everyday*.** The six episodes of *The Elliotts* each run approximately 7 minutes. With consistent characters and plot lines that illustrate concepts discussed in the

chapters, *The Elliotts* follows a television drama/sitcom format. Icons throughout the text indicate connections to this video series. And the “Video Link” features in the chapter review sections establish strategies for viewing specific episodes.

- **Animations.** The CD-ROM includes 18 dynamic animations that illustrate key concepts in the text. Written by the authors and created by renowned West Coast animator, Alexander Elko, these exclusive animations bring communication to life. The animations are represented in the text as illustrations, also created by Elko.
- **PowerPoint Tutorial.** Students will learn the rules of design and helpful tips on implementation when working with presentation software such as PowerPoint.
- **Self-Quizzes.** There are 15 multiple-choice and 5 true/false questions for each chapter. All questions include feedback for the student.
- **Flashcards with Sound, Business Document Templates, and Outline Tutor.** These tools enable students to prepare efficiently and professionally for exams, group projects, oral presentations, and actual assignments at work.

Chapter Features

Exciting, innovative chapter features include: *Team Challenges*, which are related to cooperative learning; *E-notes*, which highlight technology; *Think-Pair-Share*, which aids in critical thinking; *Cultural Notes*, which encourage sensitivity to diversity; and *Issues in Communication* vignettes, with real-life applications for critical thinking and further discussion.

Chapter Revisions

Human Communication is a first edition text. Nonetheless, the authors drew a great deal of material from previous editions of *An Introduction to Human Communication: Understanding and Sharing*. In this section of the preface, we provide the distinctive features of this book and the dramatic changes that have occurred.

Chapter 1: Introduction to Human Communication

- A new section on why the study of communication is essential is included.
- A definition and description of communication competence are added.
- A new section discusses ethics and includes the tenets of the National Communication Association Credo on Ethics.

Chapter 2: Perception, Self, and Communication

- This chapter has a new title: Perception, Self, and Communication. The title reflects a change in organization and approach, which relates perception, self, and communication in a coherent manner.
- A new section discusses errors that people make in their perceptions of others.
- Self-efficacy is defined and described in a new section.
- Impression management is defined and described.
- The component parts of impression management—actors, performance, and face—are explained in detail.

Chapter 3: Verbal Communication

- Language has been redefined and related concepts have been updated.
- A more complete description of the sets of rules that govern language use has been added.
- The richness of the relationship between language and culture is now explored.
- Communication on the Internet is an entirely new section and includes a discussion of the rules that guide communication on the Net—netiquette.
- In the past, the various forms of unique language that exist were described as providing barriers to communication; a new and more complete description reveals how they can also add beauty to language.
- A discussion of heterosexist language has been added.
- The discussion of differences between observations and inferences now leads into a natural discussion of differences between members of different cultures.
- Cultural competence is defined and a new section on cultural competence concludes the chapter.

Chapter 4: Nonverbal Communication

- This chapter is significantly updated with a new definition and description of nonverbal communication taken from contemporary scholarship.
- A discussion of emoticons—the symbols used in electronic communication to express emotions—is now incorporated into the discussion.

- The relationship between verbal and nonverbal communication is clearly delineated with sections on how they work together and how they are distinctive.
- New research on the accuracy of decoding nonverbal cues is added.
- Cultural differences in nonverbal communication have been added.
- New research on proxemics has been added.
- A discussion of expectancy violation theory has been added and current research, which tests this theory, has been included.
- A new section on chronemics, or the way that people organize and use time and the messages that are created because of our organization and use of it, is now included in this chapter.
- Silence—and all of its complexities—is the point of a new discussion in this chapter.

Chapter 5: Listening and Critical Thinking

- The definition of listening has been updated to reflect literature produced by the International Listening Association.
- A new section on “the importance of listening” addresses listening in students’ personal and professional lives.
- A new section describes the relationship between listening and the thinking process (information processing theory), including how listening plays a role in attention, working memory, short-term memory, and long-term memory.
- The types of listening discussed in the chapter have been expanded to include reference to listening for enjoyment. The new section on “enjoyment listening” discusses interesting research on how enjoyment listening can help reduce pain!
- Examples in the “Barriers to Listening” section have been updated to be more relevant to traditional undergraduates.
- A new section has been added that covers listening strategies in specific situations including personal relationships, professional situations, classroom settings, and in mediated communication situations.

Chapter 6: Interpersonal Communication

- This chapter has been significantly changed, with dozens of new studies incorporated into the material.
- Interpersonal communication is defined differently than in the past.

- Distinctions between interpersonal and noninterpersonal communication are offered.
- The significance of interpersonal relationships is highlighted.
- The dark sides of interpersonal relationships are discussed.
- Why do people initiate new relationships? This chapter suggests some of the reasons as gleaned from the current literature.
- Uncertainty reduction theory is described and shown to apply to a variety of relationships; it is also shown to have limitations and potential weaknesses.
- The chapter reveals ways that people can maintain positive relationships over time.
- Dialectic theory is introduced and delineated.
- Co-cultural differences and conversational difficulties both mitigate against maintaining relationships, and these factors are depicted in detail.
- Why do people terminate relationships? This chapter identifies some of the individual's characteristics and some of the message characteristics that may lead to relational termination.
- The chapter concludes with a discussion of four essential interpersonal communication behaviors.
- The material on self-disclosure is totally rewritten to reflect more current thought and research.
- The importance of self-disclosure is given an updated perspective.
- The factors that affect appropriate self-disclosure are identified and described.
- A new section on affectionate and supportive communication has been added.
- A new section on influencing others in interpersonal settings has been included.
- The development of a unique relationship is described in detail.

Chapter 7: Intercultural Communication

- New material on Low Context and High Context Cultures is included.
- New material on P-Time Cultures and M-Time Cultures has been added.

Chapter 8: Interviewing

- This chapter was expanded from the appendix in the 8th edition of *Introduction to Human Communication: Understanding and Sharing*.
- An expanded section explains how interviewing is both similar and different from other contexts of communication.

- A new section has been added on using hypothetical and behaviorally-based questions.
- A section on employment interviews introduces the concept of anticipatory socialization.
- An integrated discussion of job descriptions and EEO laws can be found in the section on employment interviewing.
- The expanded discussion of résumés contains an integrated example.
- An example of a cover letter is included.
- The employment interviewing section includes a section on being prepared for “illegal” questions.
- An updated section on probing interviews is provided.

Chapter 9: The Dynamics of Small-Group Communication

- This chapter combines key elements of two small-group chapters found in Pearson and Nelson’s *Understanding and Sharing*, 8th edition.
- Updated examples (including one of a group formed in response to the 9/11 tragedy) of how groups facilitate social change are presented.
- In addition to delineating between task-oriented (secondary) and relationship-oriented (primary) groups, the chapter distinguishes between assigned and emergent groups.
- A new section called “Embedding Groups in Our Lives” was added to illustrate how real-life groups blur boundaries between primary vs. secondary and assigned vs. emergent groups.
- Theoretical approaches to group leadership section have been condensed to focus on three broad themes: style approaches, contingency approaches, and distributed approaches.
- The section on culture in small groups makes a new distinction between observable and implicit within-group diversity.
- A new section on implicit characteristics of diversity discusses differences in cognitive paradigms and how they potentially influence group interaction.
- A section on groupthink has been added.
- A new section discusses group work that does not necessarily involve traditional problem-solving models. The section discusses the following concepts: decision-making, effecting social change, negotiating conflict, fostering creativity, and maintaining ties among stakeholders.
- How technology influences the group communication process is the topic of a new section, which includes a discussion of computer networking and group decision support systems.

Chapter 10: Communicating at Work

- This chapter is new.
- The section on “What is the Study of Organizational Communication” discusses structuration, types of organizations, bureaucratic structures, and information management.
- The section on “Internal Organizational Communication” discusses communication networks and organizational assimilation.
- The section on “External Organizational Communication” discusses organizational image, customer service, aggressive communication in the workplace, and sexual harassment.

Chapter 11: Mediated Communication and Media Literacy

- The chapter was retitled to emphasize a combined focus on both mass communication and computer-mediated communication.
- The role of mediated communication in the wake of 9/11 is discussed.
- The chapter discusses theoretical differences between mass communication (primarily linear) and computer-mediated communication (more interactive).
- The issue of television stations broadcasting faulty information in order to be first with the story uses 9/11 as a key example.
- The discussion of professional journals is enhanced by noting the importance of blind peer reviews.
- Research cited in the media effects section has been updated to reflect the findings of the comprehensive UCLA National TV Violence Study as well as current research in communication journals.
- The discussion of agenda setting has been augmented with the example of youth violence (e.g., Columbine and other school violence) as well as recent research on news reports of crime in general.
- Research discussing the issue of race and stereotypes in mass media has been updated.
- A new section on the cultivation effect (Gerbner’s media cultivation theory) is included.
- A new primary section on computer-mediated communication (CMC) covers these general topics: (1) types of CMC including e-mail, bulletin board systems, instant messaging/chat, audio-video conferencing, and multi-user environments; (2) CMC and the communication process, which discusses the nature of CMC interactions, the role of CMC in community formation, and the relationship between CMC, gender, and culture.
- A new section on “Becoming a literate consumer of mediated communication” addresses both media literacy and CMC literacy.

Chapter 12: Communication Apprehension and Source Credibility

- This reconfigured chapter links two concepts that were in different chapters in the previous edition.
- Considerably more information on communication apprehension has been provided, with special attention to therapies for improvement and the cautions of communibiologists.
- The category of “identification” has been added to source credibility. It includes the influence of celebrity as an aspect of credibility.

Chapter 13: Topic Selection and Audience Analysis

- Some of the long lists of suggested topics have been shortened in favor of a focused selection of topics that are more attractive both to student audiences and to teachers.

Chapter 14: Finding Information

- A new section discusses how research plays a role in each step of the speech preparation process.
- The discussion of how to use the Internet effectively was greatly expanded.
- A new section on evaluating Web sources includes a table on how to decipher a domain name and Web address.
- Our discussion of verbal source citations has been expanded and includes a table illustrating common examples.
- A new section on evaluating the source of supporting material discusses issues of clarity, verification, competence, objectivity, and relevance.

Chapter 15: Organizing Your Presentation

- New examples of speech organization are provided.

Chapter 16: Delivery and Visual Resources

- This chapter has been reconfigured. In the prior edition, this chapter also included these two topics plus communication apprehension.
- Extensive coverage is provided of modes of delivery and methods of reinforcing the message through many types of visual resources—from blackboards to electronic transmissions.

Chapter 17: Informative Presentations

- The perspective has been changed from the informative speech to presenting information because students do not believe that they will give an informative speech outside the classroom, but they do anticipate having to present information.
- Principles of learning, information processing, and memory are included.

Chapter 18: Persuasive Presentations

- Called persuasive speaking in *An Introduction to Human Communication*, this chapter is now about how oral discourse functions in social influence—a bit broader, more current, and more interesting than persuasive speaking.