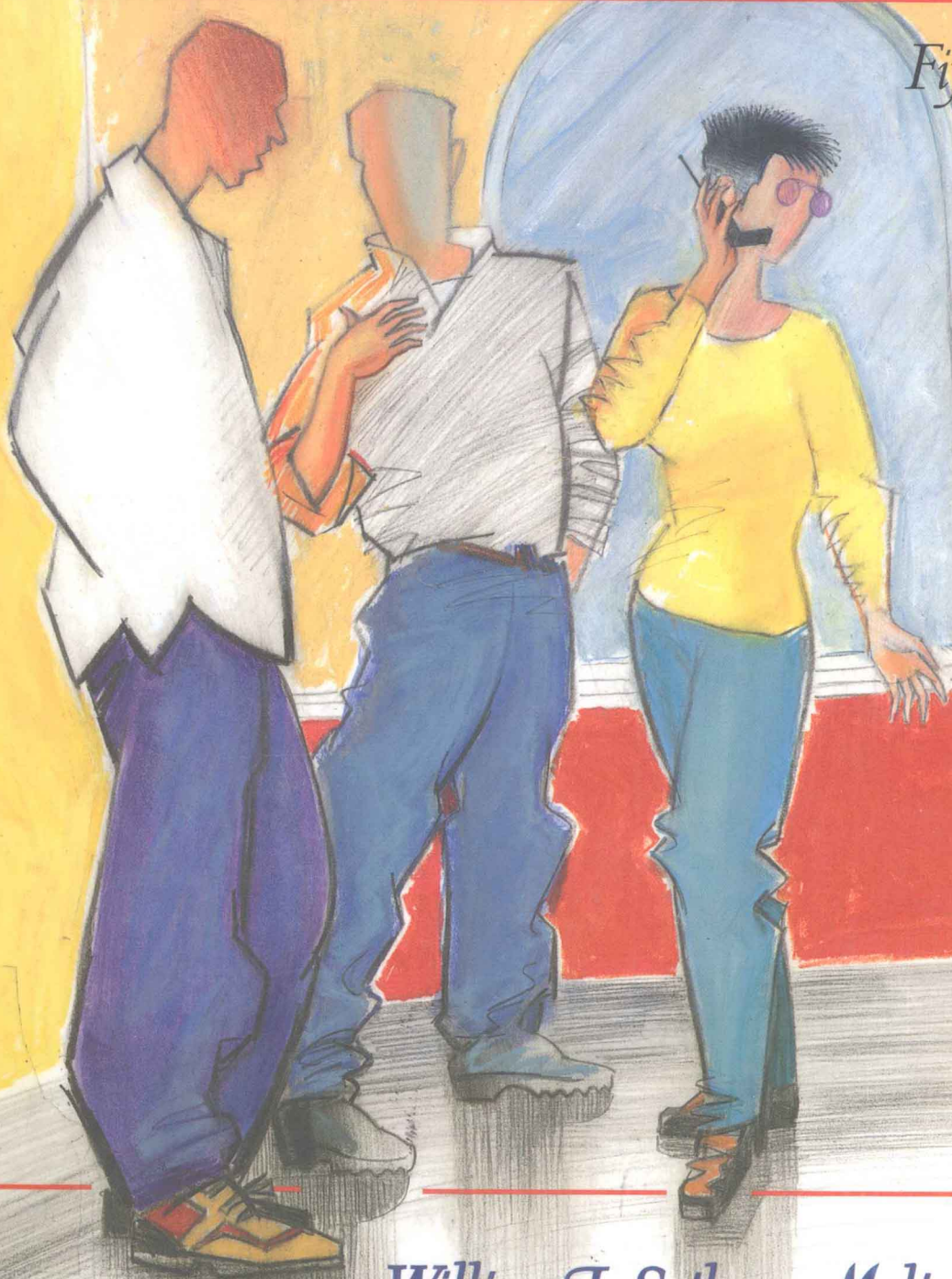


# Communication

MAKING CONNECTIONS

*Fifth Edition*



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*William J. Seiler • Melissa J. Beall*

EDITION

FIFTH

# **C**OMMUNICATION

## MAKING CONNECTIONS

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# PREFACE

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This book is about the way communication connects people in their everyday lives. The authors of this textbook came together because we both have a love for the introductory communication course and have similar backgrounds, but many different experiences in teaching the introductory course. We are extremely pleased that so many instructors have used our previous editions in their classes. When the fourth edition was published, you may have noticed substantial changes in the book's design and in its content. We also changed the title to reflect that communication is the one central force in our lives that allows us to make connections with those around us. Because communication is the link to everything people do, our overall theme remains "showing students how to make connections between communication and their daily lives." We believe that communication is all about connecting. We have continued and strengthened this focus in the fifth edition.

We also further integrated technology, diversity, ethics, and communication competency throughout this edition to emphasize their influences on our everyday lives. It is important for all of us to be able to make connections with a diverse and ever-changing society in the twenty-first century. Those who are able and willing to make these connections will find themselves well positioned for success, not only today but also tomorrow.

We believe that it is important for students to read about communication, to think critically about it, and to make connections with the way communication affects their lives. Our purpose in this edition, as in previous editions, is to help students learn about communication principles, public speaking, and interpersonal and group communication. This edition, like its predecessors, provides a solid foundation for the understanding of communication along with information to develop and improve students' communication competencies.

## Our Goal

The goal of the fifth edition is to provide students with a comprehensive, practical, readable, enjoyable, and, most important, intellectually sound book from which to learn about communication. As a result, the fifth edition of *Communication: Making Connections* is adaptable to the teaching styles of beginning instructors, who will be assisted by its thoroughness, pertinent and student-oriented examples, and well-organized pedagogy, as well as of experienced teachers, who will complement its content with their personal knowledge and experience.

As both authors and educators with combined experience of more than fifty years teaching the basic course, we know how important it is to have an introductory book with content and pedagogy that balance theory, research, and skills. We have made every effort to provide a reasonable and very practical connection among theory, research, and skills so that students are challenged but not overwhelmed.



In this edition, we made every effort to ensure that social diversity is integrated throughout the book's content. For example, we included examples of people with different ethnic backgrounds, ages, physical and mental abilities, and other important differences such as gender and sexual orientation. We believe differences in people help to shape the world around us as well as influence our everyday communication; our differences help us understand each other. We encourage students to appreciate diversity as part of our cultural life as it connects to and influences our communication.

## Changes in the Fifth Edition

The fifth edition, like its predecessors, represents input from many talented and helpful individuals. We listened to instructors and students in the communication discipline and made many changes in this edition:

- **We have integrated even more information and activities and added links to websites related to technology.** Our last edition was considered by many to be a leader and a model for other texts; in this edition, there are even more sections exclusively related to the practical applications of technology to help students to learn its influences and effects on their lives. We have thoroughly examined each website for its usefulness and ensured that each Internet address is accurate and accessible as of this printing. You will find links and periodic updates on our website ([www.ablongman.com/seiler](http://www.ablongman.com/seiler)).
- **We have expanded coverage of gender, cultural diversity, ethics, and critical thinking.** These topics are relevant to a wide range of students, including nontraditional students. There is more information about gender differences as they relate to interpersonal, presentational, and small group communication; more about critical thinking and listening; and much more balanced coverage of cultural and ethical issues throughout the text to provide a better understanding of the communication competencies needed to succeed in our global environment. Critical thinking exercises and many new thought-provoking questions are integrated throughout the text and in many new end-of-chapter discussion questions.
- **New and expanded Making Connections boxes appear in every chapter.** We reviewed each Making Connections box, examining its relevancy and how it would aid students in becoming better critical thinkers and competent communicators. The boxes are placed whenever possible to avoid interrupting the flow of the text and to enhance students' understanding of the communication theories, concepts, and principles they are reading about.
- **Additional information throughout helps students improve communication competence.** The text emphasizes understanding what it means to be a competent communicator. We discuss competence throughout the text, provide examples of competent communicators, ask students to assess their ability to communicate effectively in a variety of situations, and provide guidelines for communicating competently.
- **Meaningful quotations and scenarios, many new in this edition, introduce each chapter.** These are all student oriented to show the relevance of communication to their lives, to attract their attention, and to make the chapters more meaningful.

- **New photos and updated contemporary examples of communication situations are included.** These bolster existing examples and make the content relevant to all students.
- **This edition provides the most recent research.** When appropriate, current research studies and the names of important researchers have been added to help students understand the relationship between content and the research it supports.
- **Electronic information sources—Using the Internet for Research—are new to this edition in Chapter 8.** Many students, for better or worse, use the Internet as a default option for researching their speeches. This section explains how to find information by using a search engine. Instructors who want to give even greater attention to the Internet can do so with *Speech Communication on the 'Net*, which is available as a supplement to *Communication: Making Connections*. Taken together, these resources provide the most up-to-date, thorough, and helpful coverage of the Internet available with any introductory textbook.
- **The expanded and revised section on public communication includes more student-oriented examples, information on topic selection, and broader coverage of organization and outlining.** We have provided more about the use of computer searches to obtain information, expanded coverage of vocal delivery, and engaged in more discussion of speech anxiety and how to eliminate it. A new section on technology and the development of visuals also has been added to aid students in using the most up-to-date technology in their speeches. Finally, we have provided new student sample speeches and commentary as well as an accompanying video library of student speeches as part of the supplement package to aid students in developing their own speeches.
- **Chapter 15, Group and Team Communication, and Chapter 16, Participating in Groups and Teams, now include online discussion.** We cover the research relevant to online discussions and how they can be used. We also discuss their advantages and disadvantages. The information provided instructs students on how to make the most of online discussions.
- **The Appendix, Employment Interviewing: Preparing for Your Future, has been updated to include more information about online job searches, preparation for the employment interview, and many other aspects of the employment interview.** It contains information specifically written for first- or second-year students to help prepare them for their futures. Nevertheless, the information in the appendix is useful to all students because it addresses many of the important issues of preparing for and participating in the employment interview. It also has one of the best sections on using the Internet for job searches and résumé development of any introductory communication textbook.
- **Two new chapters—Chapter 17, Connecting to Mediated and Mass Communication, and Chapter 18, Connecting in the Organizational Context—are now available on the Internet.** These two chapters can be accessed with the PIN code available with every new copy of the book, as of spring 2002.
- Finally, our online *Interactive Companion Website* ([www.abinteractive.com/login](http://www.abinteractive.com/login)), accessed with a PIN code, contains a transcript of an interview that Bill Seiler conducted with Mr. Gary Danek, a retired account executive with Fortune 500 company Procter & Gamble for more than thirty years. During that time Danek recruited and hired hundreds of students. In addition, you can email your questions about the interview or anything related to employment interviews, and Mr. Danek will respond.

## Specific Changes in the Fifth Edition

### Part One: Making Connections Through Communication

- The section on what communication is contains a new emphasis on historical perspective, including additional reasons it is important to study communication and the role communication plays in having a successful career.
- A new section on understanding perception includes awareness, cognitive processing, and the influence of language on perception. New sections on attribution discuss attribution error, ethnocentrism, and cultural relativism.
- A new model helps explain the eight components of self-concept, and an expansion and update of relevant research related to gender and self-concept has been included.
- A new listing of the key principles of nonverbal communication, new research related to eye gaze, a new model on space and how it connects to and influences communication, and an expanded discussion of deceptive communication all provide the latest information available.
- New sections cover the role of remembering, guidelines for effective and competent listening, and critical listening and thinking skills.

### Part Two: Connecting in the Public Context

- New examples apply to students of all ages who come from a variety of occupational backgrounds.
- A new informative speech with commentary provides a model for students to read.
- A new section on electronic information sources offers tips on researching your speech.
- A helpful section describes how to determine the source and purpose of a web page by looking at its URL (e.g., edu denotes an educational institution, whose purpose is to provide factual information).
- Updated information explains how to evaluate web sources.
- A new section on guidelines and caveats shows how to use computer-generated presentational aids.
- Updated websites help students find information for speeches.
- Additional guidelines for using the Web help students find topics and information.
- New website addresses provide additional information on communication apprehension.
- Websites provide examples of persuasive and other notable speeches and debates.
- Updated topic suggestions are included for informative and persuasive speeches.

### Part Three: Connecting in Relational Contexts

- New sections provide the latest information on social exchange theory, online relationships, self-disclosure and privacy, coming together on the Internet, dialectical theory, causes of conflict, and conflict management strategies.

- New sections describe individuals and collectivistic orientations, why some group members fail to share information, disadvantages of small groups, technology and groups, team building, roles of group members, applying reflective thinking to problem solving and decision making, and brainstorming via technology.
- New sections cover researching a company via the Internet, behavioral-based interview questions, and how to email your résumé.

## **Features**

Effectiveness in speech communication is an acquired skill. Although natural speaking ability is an asset, any person's capabilities in communication can be improved through (1) an understanding of communicative theories and principles, (2) training in its basic principles, (3) practice, and (4) improving communication competence. This edition meets students' needs in all four areas by providing:

- Simply stated and specific learning objectives at the beginning of each chapter
- Thorough and systematic explanations of basic principles
- Clear, concrete, student-oriented examples, photos, cartoons, and other visual materials that support and expand on key concepts
- Thought-provoking Making Connections boxes that encourage students' active involvement throughout each chapter
- Guidelines boxes with lists of down-to-earth hints and recommendations for transforming theory into practice
- Thorough end-of-chapter summaries that review key terms and concepts
- Discussion questions at the end of each chapter
- Complete glossary of key terms at the end of the book

## **Organization**

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

Public communication skills are discussed early, before interpersonal communication, because we believe that they are fundamental to all communication. All communication is goal oriented. Therefore, in order to communicate effectively throughout life—whether socially or on the job, in one-to-one situations, in small groups, or before an audience—a person must be able to communicate with confidence, support and clarify his or her thoughts, organize information, analyze those with whom he or she is communicating, and inform and persuade effectively. This sequence of



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

Considerable demands are placed on the introductory communication course, and as a result, there is a wide variety of ways to teach it—with emphasis on interpersonal communication, with emphasis on public speaking, with equal emphasis on all types of communication, and so forth. To meet these differing needs, each chapter is completely self-contained so that an instructor can easily arrange the sequence to meet the demands of the specific teaching situation.

## The Instructor's Resource Manual

The *Instructor's Resource Manual* is authored by Melissa Beall and Marilyn Shaw, University of Northern Iowa, with contributions from Mary Bort and Bill Seiler. It provides nuts-and-bolts information about designing and developing an introductory communication course and methods for aiding instruction. Included in the manual are suggestions for managing and organizing the course; exercises and assignments for use in the classroom as well as outside the classroom; resources for instruction, including additional readings, games, simulations, and films; a section on evaluating speeches; a section on training and working with part-time instructors and graduate teaching assistants; and finally, a section on the Personalized System of Instruction (PSI), which is an efficient and effective method for teaching the introductory course.

## Other Instructor's Supplements

- The *Test Bank*, by Scott Titsworth of Minnesota State University, Moorhead, contains multiple-choice, true/false, and short-answer questions for each chapter. All questions are referenced by text chapter and page number and include an indicator of difficulty.
- The *Computerized Testing Program* is an ideal test-generation system that features all test items in the *Test Bank*, with answers keyed to the text. Users can easily mix, scramble, edit, or create questions of their own.
- *A Guide for New Teachers of Introduction to Communication*, prepared by Susanna G. Porter of Kennesaw State University, helps new teachers teach the introductory course effectively. It covers such topics as preparing for the term, planning and structuring the course, evaluating speeches, utilizing the textbook, integrating technology into the classroom, and much more.
- The *Teaching Tool for the Interactive Companion* booklet (available spring 2002) provides teaching tips, class activities, and test questions to help instructors and students get the most from the *Interactive Companion* website.
- *The ESL Guide for Public Speaking* provides strategies and resources for instructors teaching in a bilingual or multi-lingual classroom. It also includes suggestions for further reading and a listing of related websites.

- ***The Blockbuster Approach: Teaching Interpersonal Communication with Video***, Second Edition, by Thomas E. Jewell, Marymount College, provides lists and descriptions of commercial videos that can be used in the classroom to illustrate interpersonal concepts and complex interpersonal relationships. Sample activities are available.
- A ***PowerPoint Presentation*** (on the Web) written and developed especially for this text by Paul Lakey and Jennifer Pulley at Abilene Christian University includes teaching outlines as well as a set of slides to enhance and enrich lectures. It is available on our website at [www.ablongman.com/ppt](http://www.ablongman.com/ppt).
- A ***PowerPoint Presentation for Introduction to Communication*** (on the Web) is a package of approximately fifty PowerPoint slides that cover a range of communication topics: public speaking, interpersonal communication, group communication, mass media, and interviewing. It is available on our website at [www.ablongman.com/ppt](http://www.ablongman.com/ppt).
- A ***PowerPoint Presentation for Public Speaking*** (on the Web) includes 125 slides and a brief User's Guide. It is available on our website at [www.ablongman.com/ppt](http://www.ablongman.com/ppt).
- ***The Allyn & Bacon Communication Studies Digital Media Archive CD-ROM***, Version 2, is a collection of communication media images and sound bites available on CD-ROM that illustrates concepts in all areas of communication. It includes more than two hundred still images, thirty video excerpts, web links, and a complete set of lecture resources.
- ***The Allyn & Bacon Public Speaking Transparency Package***, including 100 full-color transparencies created with PowerPoint, provides visual support for classroom lectures and discussion.
- ***The Allyn & Bacon Student Speeches Video Library*** includes student speeches covering a wide range of informative and persuasive topics (including a sample speech that is annotated in the text). Some restrictions apply.
- ***The Allyn & Bacon Communication Video Library*** includes a collection of videotapes highlighting a wide variety of communication topics, such as body language, group decision making, and presentation skills. Restrictions apply. Please contact your Allyn & Bacon representative for details.
- ***The Allyn & Bacon Public Speaking Video*** includes excerpts of classic and contemporary speeches as well as student speeches to illustrate the speaking process.
- ***Video: Interpersonal Communication***, with Guidebook, includes eight scenarios that illustrate various concepts in interpersonal communication.
- ***The Allyn & Bacon Interpersonal Communication Video***, with User's Guide, contains three scenarios that illustrate concepts in interpersonal communication.
- ***The Allyn & Bacon Public Speaking Key Topics Video Library*** contains three videos that address core topics covered in the classroom: Critiquing Student Speeches, Speaker Apprehension, and Addressing Your Audience. Some restrictions apply.
- ***CourseCompass*** (available spring 2002), powered by Blackboard, is the most flexible online course management system on the market today. By using this powerful suite of online tools in conjunction with Allyn & Bacon's pre-loaded textbook and testing content, you can create an online presence for your course in under thirty minutes. Log on at [www.coursecompass.com](http://www.coursecompass.com), and find out how you can get the most out of this dynamic teaching resource.



## Student Supplements

- The ***Communication: Making Connections E-Book*** (available spring 2002) is a digitized version of your textbook, enhanced with versatile study tools and a powerful search engine. The e-book duplicates the print textbook, following the exact page format and numbering of the print book. Students can search, highlight, make notes, and print text directly from their e-books.
- The ***Companion Website with Online Practice Tests***, ([www.ablongman.com/seiler](http://www.ablongman.com/seiler)) offers an array of study materials.
- The ***Interactive Companion with Online Practice Tests*** (available spring 2002) offers video and audio clips, activities, and practice tests, all keyed to the text objectives. The site can be accessed when you activate the PIN code available with a new text at [www.abinteractive.com/login](http://www.abinteractive.com/login).
- The ***Allyn & Bacon Communication Studies Website*** provides enrichment materials and activities. Access this site at [www.ablongman.com/commstudies](http://www.ablongman.com/commstudies).
- ***Speech Communication on the 'Net***, by Terrence Doyle, Northern Virginia Community College, contains material on the basics of using the Internet, conducting web searches, and critically evaluating and documenting Internet sources. It contains material specific to using the Internet in the study of speech communication through Internet activities and lists of URLs related to the discipline.
- The ***Speech Preparation Workbook***, by Jennifer Dreyer and Gregory H. Patton, San Diego State University, takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides guidelines, tips, and easy-to-fill-in pages.
- ***Public Speaking in the Multicultural Environment***, Second Edition, by Devorah A. Lieberman, helps students think about the effects of the diverse backgrounds of audience members, not only on how speeches are prepared and delivered but also on how those speeches are perceived. It will help students learn to analyze the cultural diversities within their audiences and provide them with specific tools to adapt their presentations.
- The ***Interactive Speechwriter***, Version 1.1, by Martin R. Cox, provides supplemental material and enhances students' understanding of key concepts discussed in the text. It includes tutorials, self-test questions, sample speeches, and templates for writing outlines as well as informative, persuasive, and motivated sequence speeches. (It is available for Windows and Macintosh platforms.)
- ***Preparing Visual Aids for Presentations***, Second Edition, by Dan Cavanaugh, provides a host of ideas for using today's multimedia tools to improve presentations, including suggestions for how to plan a presentation, guidelines for designing visual aids, storyboarding, and a walkthrough that shows how to prepare a visual display using PowerPoint.
- The ***Outlining Workbook***, by Reeze L. Hanson and Sharon Condon, Haskell Indian Nations University, includes activities, exercises, and answers and will help students develop and master the critical skill of outlining.
- The ***Speech Writer's Workshop CD-ROM***, Version 2, will assist students with speech preparation and enable them to write better speeches. The software includes four separate features: (1) a speech handbook with tips for researching and

preparing speeches plus information about grammar, usage, and syntax; (2) a speech workshop that guides students through the speech writing process while displaying a series of questions at each stage; (3) a topics dictionary that gives students hundreds of ideas for speeches—all divided into subcategories to help students with outlining and organization; and (4) a citation database that formats bibliographic entries in MLA or APA style.

- **PSI-Study Guide Manual** provides students with questions and exercises to aid them in studying. The manual is designed for use at the University of Nebraska at Lincoln but can be modified to meet different uses. For a sample manual, contact Bill Seiler, Department of Communication Studies, University of Nebraska at Lincoln, Lincoln, Nebraska 68588-0329 or call 402-472-2069. His email address is bseiler@unl.edu.

## The Authors

Bill Seiler is currently Professor and Chair of the Department of Communication Studies, University of Nebraska at Lincoln, where he has taught since 1972. He received his doctorate from Purdue University and has an adjunct appointment in Teachers College as a professor of curriculum and instruction. Professionally trained in the areas of business and organizational communication, instructional communication, psycholinguistics, statistics, and speech communication, Dr. Seiler is an experienced educator, consultant, researcher, and author. He has published numerous monographs, articles, and educational materials in the area of communication.

In addition, Dr. Seiler has presented lectures and speeches throughout the Midwest. He has published two other textbooks, *Communication in Business and Professional Organizations* and *Communication for the Contemporary Classroom*. He has served on the editorial boards for several of his discipline's major research journals and has held a variety of offices in his discipline's professional associations.

Dr. Seiler has been honored as an Outstanding Educator of America and Outstanding University and College Teacher by the Nebraska Communication Association; received the Outstanding Young Alumni and Distinguished Alumni Awards from the University of Wisconsin at Whitewater (the only person to receive both awards in the university's history); and is listed in the International Who's Who in Education.

Dr. Seiler is also the director of the basic communication course at the University of Nebraska at Lincoln. He has been directing the course since his arrival there some twenty-nine years ago. Dr. Seiler was one of the first people in the nation to use a Personalized System of Instruction (PSI) in a large, multiple-section basic communication course. Currently, the University of Nebraska teaches over a thousand students a year using the PSI method in the basic communication course.

Melissa Beall is a professor in the Communication Studies Department at the University of Northern Iowa. She came to UNI in 1990 as the basic course director and is also a member of the teacher education faculty. An avid Husker fan, she always wears red and white on football Saturdays. Dr. Beall received all three of her degrees from the University of Nebraska at Lincoln and appreciates having two home states, Iowa and Nebraska. Her expertise includes communication education, listening, communication and technology, intercultural communication, and communication theory, but she considers herself a generalist in the field of communication. She has taught at

all levels, pre-kindergarten through adult education, and loves to teach. When she was a high school teacher in Nebraska, she taught English, theater, speech, and debate; directed plays; and coached the speech and debate teams. In her “spare time,” she taught classes at UNL and Doane College–Lincoln. At UNI, she presents weekly lectures to two hundred students in the basic course (Oral Communication) and also teaches courses such as Public Speaking, Critical Thinking in Communication, Listening, Organizational Communication, Communication Education: College Teaching, Communication and Technology, Language and Communication, and Communication Theory.

Dr. Beall was selected as a Scottish Rite Distinguished Educator, an Outstanding Young High School Teacher by the Nebraska Speech Communication and Theatre Association, the National Communication Association’s Marcella E. Oberle Outstanding K–12 Teacher, and a Master Teacher by the National Communication Association, Central States Communication Association, and Western States Communication Association. She has served on numerous editorial boards and has presented more than three hundred papers, programs, and workshops for professional organizations. She also presents technology, listening, and critical thinking workshops for schools, departments, and business organizations. Dr. Beall is a past president of the Central States Communication Association and is a former National Communication Association Administrative Committee member and a past Chair of the Educational Policies Board. She also serves on the executive boards of both the International Listening Association and the World Communication Association.



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