



生活中的传播

第三版

COMMUNICATION IN OUR LIVES

third edition

Julia T. Wood



北京大学出版社
PEKING UNIVERSITY PRESS



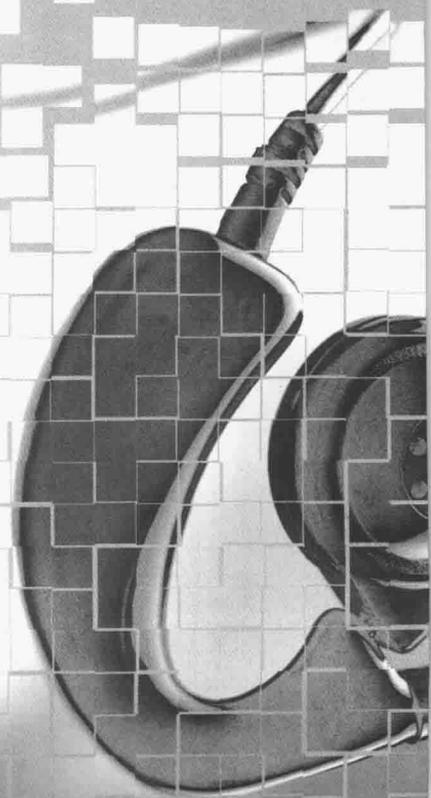
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朱莉亚·T·伍德



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《世界传播学经典教材》总序

龚文庠

传播学是上个世纪诞生于美国和欧洲的一门新兴学科,引进中国只有二三十年之久。五年前国家教育部才将它列入正式学科目录。中国经济持续高速发展,带动了媒体产业的大改革、大发展,传播学就成了顺应时代潮流的热门学科。

然而由于这是一门年轻的“舶来”学科,按照一些学者的说法,尚处在从“译介”到“本土化”的初级阶段。在教学、研究的过程中,我们常感到对一些术语、概念、理论难以把握,往往是众说纷纭、莫衷一是,有时在激烈争论之后才发觉问题出现在翻译上。例如将 communication 译为“传播”,有人就方便地将传播误解为“宣传+广播”。有人将新闻与传播混为一谈,用“新闻传播学”(news communication)来涵容传播学。有人说,新闻学研究新闻媒体,新闻媒体就是大众媒体,所以新闻学与传播学没有多大区别,因为新闻学研究的就是大众传播。于是出现了将传播学视为新闻学之分支的怪现状。究其原因,一些模糊或错误概念的产生,根子还在对原义的理解。例如英文 communication 在中文里没有对等词,译为“传播”是很勉强的。communication 含有双向的意思,如: to share or exchange opinions (*Longman Dictionary of Contemporary English*),而中文的“传播”有明显的从一方传往另一方的倾向。如果直接阅读英文词典或原著中对 communication 的界定和解释,就很容易把握原义,在讨论中也可以避免因译文歧义而白费口舌。

以本人阅读译文的亲身体验为例。在读亚里士多德的《修辞学》时我查看了几种英文译本,其中最令我受益的是1926年的译本,它采用希腊文原文与英译文逐页对照的版式。其他英译本多将书名译为“Rhetoric”(中国人民大学出版社的最新中文译本也译为《修辞学》),而1926年英译本却译为“*Aristotle's 'Art' of Rhetoric*”。这是按照希腊文原版本直译出来的,中文对应译文为《亚里士多德的讲演“读本”》。希-英对照译本传达了其他译本中“损失”掉的一个重要的意义:“art”在希腊文中是多义词,此处的 art 意为 handbook(读本、手册),也就是讲演手册。亚氏写此书的背景是,他不满于当时“智者派”(Sophists)们撰写的多种读本(art),于是自己写一部读本来正本清源,因而书名为《亚里士多德的讲演“读本”》。如果不是读到1926年的希-英对照译本,笔者就无法了解原著书名所含有的如此重要而丰富的信息。

我们当然不能一概否定和取消翻译,因为没有翻译,不同文化之间就无法交流,艺术家、科学家、思想家的智慧就不可能为全世界共享,人类文明也不可能像今天这样灿烂。

然而目前我们的翻译作品,尤其是学术著作的翻译中,存在着浮躁、不负责任的风气。我们需要大力提倡认真、严谨的译风,像严复那样,“一名之立,旬月踟躇”。对于学术译作,如果有条件,我们还应当尽量提供方便,让读者在遇到疑问时能够查对原文。

基于以上理由,北京大学新闻与传播学院决定编选这套《世界传播学经典教材》书系,分为英文版和中文版两类。英文版为原著影印本,加上我们的导读和部分译文;中文版为全文翻译,而每部英文中译本都有原作可以对照。

这套书系选取下列类型的著作:1. 传播学中有影响的名著,如曾10次再版的《说服:接受与责任》(*Persuasion: Reception and Responsibility*)。2. 传播学的重要分支学科,如《组织传播:理论学派与传播过程》(*Organizational Communication: Approaches and Processes*)、《跨文化交流》(*Communication Between Cultures*)、《媒介法原理》(*Major Principles of Media Law*)、《电子媒介经营管理》(*Management of Electronic Media*)等。3. 综合性研究,如《媒介研究:文本、机构与受众》(*Media Studies: Texts, Institutions and Audiences*)、《影响的互动:新闻、广告、政治与大众媒介》(*The Interplay of Influence: News, Advertising, Politics, and the Mass Media*)等。书系中所有影印本和中译本都将依据我们获得版权的原著最新版本。

书系的编选将采取开放式,除已经取得版权的十几种著作,还将陆续纳入新的选题。传播学理论的译介是一项庞大的工程,我们欢迎并希望更多同行、专家和有志者参与其事,互相切磋,共同推进传播学在中国的发展。

书籍的前言中经常流行一句套话:由于时间仓促,水平有限,错误在所难免,请读者见谅。有人批评说,时间仓促就不要急着出书,水平有限就应当等水平够格再发表,怎么反过来要求读者原谅呢?这话说得真好。我们将以严肃负责的态度,尽力把好本书系的质量关。读者诸君如发现问题,恳请不吝赐教。

导 读

吴 靖

传播学是一个年轻的学科,上个世纪 50 年代才开始正式在美国的大学中悄然兴起。但传播学要回答的,却是一个和人类社会一样古老的命题:人们如何生活在一起,如何在充满争斗和利益冲突的历史中还能携手前行?这个命题在 20 世纪到来的时候显得异常尖锐,世界大战的硝烟、大工业机器的轰鸣、市场中的你争我夺、离散社会里孤独的灵魂,无一不呼唤着新鲜的思想来为这一切做出解释。但仅仅是这些,还不足以成为传播学出现的充分条件,因为传统的社会科学与社会理论一直没有放弃对现代性这一历史进程的追问。

当社会学、人类学、社会心理学、政治学、文学、修辞学等“古典学科”发现自己在解释各自领域内的现象时开始经常地引入一个新的变量——电子技术支撑下的大众传媒时,“传播”逐步成为新出现的核心概念。而新兴的传播学由于渊源庞杂,且关注的议题与现代传媒生态下的各种社会形态息息相关,因此,其发展初期就推崇的跨学科的研究范式也预示了其他社会科学在 20 世纪后半叶的发展方向。

说来奇怪,一方面是传播技术的飞速发展——从电报的发明使信息的传递不再依赖于货物运输(邮政)开始,电子传媒以各种方式大大延伸了人类的感知与告知的能力;而另一方面,却是真正有意义的传播(交流)的缺失,以致于充满了各种接收天线和传播机器的现代城市,在现代艺术的描述中只不过是冰冷的钢铁丛林和心灵的荒原。难怪当杜威(John Dewey)等实用主义学者在 20 世纪初的美国谈论传播(communication)的时候,总是充满理想主义地将其与记忆里和想象中温馨融洽的传统社区(community)联系在一起。杜威对现代社会的批判是建立在将以面对面交流的方式组织起来的传统社区理想化的基础之上的。在他看来,现代社会的发展轨迹明显背叛了启蒙主义所确定的原则。对民主、理性、独立的社会生活的想象无法与被大规模的传播手段宰制并虚拟化了的现实联系起来。人们的认知一旦来自于由各种利益集团操控的传媒网络,而不是在相互交流中逐步增长见识并不断进行反思,不但思想会变得狭隘和格式化,人类对自己未来命运的掌握能力也是大可担忧的。人类对传播技术的热衷和应用,就像夏娃偷吃了禁果,既得到了新鲜的感受和渴望中的各种自由,又不得不永远面对无法回归伊甸园的焦虑。被历史叙事描绘成人与人可以赤诚相见的传统社区成为主流传播学视角中抵制现代传播体系种种弊端的历史与现实的彼岸。

相对于经济体制和政治制度,杜威认为传播(交流)方式的转型更能解释现代社会的

病灶；而相对于宏观层面的革命、改革，他更倾向于通过微观层面的公民教育来逐步改变社会。杜威希望教育能唤回已经消逝的社区及其面对面的传播（交流）方式。他认为我们应当做的是将社区传统扩大到整个现代社会，按其原则来规范人们的交往与互动，而不是任其消亡，懒惰地让媒体来代替我们生活、交往和思考。这种教育理念是否有效，它到底能够在多大程度上缓解现代社会的精神危机，甚至改变现代人的生活状态，恐怕是一个需要严密的理论论证和实证考察的问题，但它对美国高校公民教育类课程的课程设置、课程内容的选择确实产生了深刻的影响。对每一个人思想的启蒙和行为的指导，被认为是整个社会进步与改革的根基所在。《生活中的传播》正是体现类似微观努力推动宏观变革教育理念的典型文本。

这是一本教科书，为了教学需要，书中专门设计了方便学生理解、记忆、讨论、实践等方面的内容，这在本书的前言中都有介绍，这里就不再赘述。概括来说，这本书关注的是微观层面的传播活动——人际传播和小群体传播，一般是以面对面的方式进行，很少利用传播媒体作中介。作者将本书的内容分为三个部分：传播学基础、人际传播和公共传播。所谓公共传播，是指传统上的面对众多听众的现场公共演讲，一般不包括借助大众传媒所进行的各类传播活动。

因此，这本书也可以大致分为两部分。第一部分是传播学基础，它除了介绍传播学的基本概念、分支、社会意义等，还专门针对日常生活中碰到的传播现象做了总结和指导性的阐述。由于是教科书，文中内容很少思辨和论述，大都是描述和概括。这部分旨在强调日常人际传播对人类社会与精神生活的重要性，并着重指出在现代社会应该推崇的各种传播观念，如：多元的文化视角，对异质文化的理解和包容；对自我身份的动态认同，并以积极、变化的态度不断进行自我塑造；将传播看成一个互动互利的社会过程，而不仅仅是满足个人私利的工具；通过传播确立指导我们生活、工作的各类价值观念，并且能够开放、辩证地看待这些价值观念等等。由此可见，本书希望通过帮助学生对日常传播行为的总结与反思，培养既适合现代社会的要求、又保留古老社区亲密传统的行为、观念、心态和人格，重新树立人际传播、人类情感、微观交流在充斥着技术化、体制化传播的大众社会中的重要地位。所不同的是，传统社区要求人们不加选择和批判地接受权威和习俗制定的传播交流规则，而现代社会允许将这些规则相对化，并对它们进行置疑和反思，在一个理性的过程后主动接受传统中美好的部分。

第二部分对三类传播活动进行了规律性的总结和技巧、策略上的指导。第一类是帮助确立、维护和发展个人亲密关系的传播行为，如家庭关系、朋友关系和爱情关系。学生需要了解不同亲密关系的性质和基础，它们发展和破裂的过程，以及如何通过对传播交流行为的注意和改进来维护人与人之间相互信任和依赖的亲密关系。第二类是在工作中为了完成某项目标而与他人形成的传播关系，通常以群体和小组的形态出现，其中对不同传播文化如何影响群体目标和效率的讨论也是管理学和组织传播关注的议题。这

里的讨论为人的社会性提出了最微观最具体的例证。群体与其他人际关系和传媒一样,都是建构个人思想和行为的重要因素。第三类就是公共传播中所要遵循的原则和技巧,如参加面谈、面试、准备演讲时的标准程序、注意事项、以及各类资源的调用等。如此细致地对大体属于私人领域和个人行为的传播活动进行理论概括和实践上的指导,是现代专业分工的一种体现。人们生活的各个层面,包括人际关系、心理健康、情感发展、甚至一言一行都有专家提供专门的呵护和培训。因此,这样的传播教育同时也是构建符合现代社会要求的规范型人格和文化的过程。

传播学为自己设置的传统社区的彼岸有很强的理想主义成分。现代社会中的人际传播并不是不存在了,而是必然受到大众传播的渗透和影响。商业体制下的流行文化对大众文化、包括私人交流方式的构造与规划,远远大于微观行为中产生的传统对传媒文化的撼动。因此,作为大众传播的“他者”,人际传播的概念必须保持一定的单纯性才能保证其对现代社会的批判张力。然而,在批判、反思社会与适应社会两者之间,本书明显倾向于后者,它致力于向读者提供一些既不违反大众社会的基本规则,又引发类似传统社区的温情想象和人情关怀的技巧与行为规范。这种妥协也许与杜威的初衷有一定的差距,但它毕竟提供了个人和群体传播在大众传媒的宰制中赢得一定空间的方式,是他们在现代社会的生存指南。

Preface

When I was an undergraduate student, I fell in love with the field of communication. My first communication course convinced me that communication was more central to my life than anything else I had studied or could study. That feeling grew stronger with each communication course I took during my undergraduate and graduate studies. I wrote *Communication in Our Lives* to share with students my love of communication and my belief that it is critically important in our everyday lives. Because I want this book to engage students, I've tried to make it as interesting and substantive as communication itself is. I use a conversational style of writing and weave into the chapters examples, reflections from students, and applications that invite students to become engaged personally with the ideas presented. Because I want this book to help students develop their competence as communicators, I emphasize concrete skills and hands-on applications.

Distinguishing Features of *Communication In Our Lives*

Communication in Our Lives differs from other textbooks for introductory communication courses in several ways. There are distinct conceptual emphases to my approach. In addition, I include a number of special features designed to heighten the relevance of communication to students' everyday lives and experiences.

Distinct Conceptual Emphases

Three conceptual features set this book apart from other textbooks for the introductory communication course: (1) emphasis on theories and research developed by scholars of communication, (2) integrated coverage of social diversity as it relates to communication, and (3) evolution in response to student and faculty feedback.

Emphasis on Communication Theory, Research, and Skills One distinctive conceptual emphasis of this book is the prominence of theory, research, and skills developed by scholars of communication. The first books written for the hybrid courses in communication relied extensively on theories and research from disciplines such as psychology and sociology. Doing so made sense when communication was a young field without its own base of knowledge and theories. Although communication continues to contribute to and draw from other disciplines, it is a substantive field in its own right. Scholars of communication have

developed an impressive range of theories and research that shed light on the dynamics of human interaction.

Communication in Our Lives highlights theories, research, and skills developed by scholars of communication. For example, Chapter 9 provides coverage of relational dialectics, a theory primarily developed by Leslie Baxter, a professor of communication at the University of Iowa. Chapter 9 also discusses research conducted by communication scholars, such as Sherryl Bowen, on the topic of negotiating safer sex in an era shadowed by HIV and AIDS. Chapters 13 through 17 discuss research by a number of communication scholars who have enlarged our understanding of principles of effective public communication. I emphasize the work of professionals in communication both because that research is sound and valuable and because accenting it allows students to appreciate the substantive depth of the communication field.

At the same time, this book draws on research and theories in other fields. Communication scholars are not the only people who contribute to our knowledge of communication. Although their work is prominent, it should not be isolated from relevant research conducted by scholars in fields such as sociology, psychology, and anthropology.

Integrated Attention to Social Diversity I have woven discussion of social diversity into the basic framework of this book. I do not do this to be “politically correct” or to advance a liberal social agenda. Instead, I aim to provide integrated attention to social diversity because it is one of the most significant features of contemporary life in the United States. Our culture includes people of different ethnicities, ages, genders, physical and mental abilities, sexual orientations, economic classes, and religious or spiritual commitments. The notion of America as a melting pot in which all differences are homogenized has given way to metaphors such as the family quilt. Just as a family quilt consists of squares with distinct integrity, our culture consists of people with unique histories and identities; just as the individual squares in a family quilt create an exquisite whole, the different people in America make up a rich, complex overall culture. We do not need to erase or dilute differences between people to have a vibrant society.

Communication in Our Lives encourages students to appreciate social diversity as a fact of cultural life that has profound implications for how we communicate with others. Because social diversity affects our communication in all contexts, I weave discussion of diverse cultures and communication practices into the basic fabric of this book. Rather than segregating diversity into sidebars that are set apart from the main text, I have infused every chapter with material on race, economic class, gender, sexual orientation, age, ethnicity, and other anchors of individual identity and communication style. For example, in Chapter 10 I note how cultural values affect communication in groups and teams. In discussing personal identity in Chapter 3, I point out how social views of race, economic class, gender, and sexual orientation affect self-concept. In addition to weaving social diversity into all chapters, Chapter 4 is devoted exclusively to communication and culture as one of the foundations of effective interaction in today’s world. This chapter provides a sustained and focused exploration of the reciprocal relationship between culture and communication.

Evolution in Response to Student and Faculty Feedback Like communication, books are dynamic—they evolve and change over time. This edition of *Communication in Our Lives* attempts to retain the strengths of earlier editions while

also adapting to suggestions offered by students and faculty. Before beginning work on this edition, I read feedback from forty faculty members and more than a hundred students who used the previous edition. Their suggestions and comments led me to make a number of changes in this edition.

Many faculty and students asked me to enlarge coverage of public speaking. In response, I have made a number of changes. First, this edition includes two new chapters: one on informative speaking, the other on persuasive speaking. These chapters provide students with detailed guidance on how to prepare and present effective informative and persuasive speeches. In addition, Chapter 15 offers an expanded discussion of delivery with concrete advice on effective presentational behaviors. Greater guidance is provided in defining general and specific speaking purposes, developing effective thesis statements, conducting surveys, evaluating on-line research, and using computerized visual aids such as PowerPoint. In discussing how to organize public speeches I furnish more detailed instruction on outlining, and I cover two non-traditional organizational patterns for speeches: the star and wave patterns, both of which are effective. Also, Chapter 17 discusses the cornerstones of effective persuasive speaking: ethos, pathos and logos. Finally, I've increased attention to effective reasoning and fallacies in reasoning.

A second significant change in this edition is better integration of theory and skills throughout the book. In response to requests from adopters and reviewers, I've added more hands-on activities to encourage students to apply the concepts and principles covered in the book. Also in response to feedback from teachers and students, this edition more thoroughly integrates skills and principles into various communication contexts. For example, Chapter 6's coverage of nonverbal communication notes specific ways in which nonverbal behaviors affect effectiveness in public speaking, interviewing, and group discussion. Because many faculty assign speeches in the first weeks of a term, I've woven speech activities into early chapters of the book. For instance, Chapter 1 includes a Sharpen Your Skill activity in which students present a short speech of introduction. By completing public speaking activities in early chapters, students gain valuable speaking experience and they appreciate connections between different aspects of communication.

Along with these major changes, this edition of *Communication in Our Lives* has evolved to reflect changes in scholarship and modes of interaction. Those familiar with the second edition of this book will notice that the current edition includes more than 180 research sources that were not in the last edition. I've also amplified attention to technologies of communication that affect interaction in a range of settings and included more Web sites that invite students to extend coverage in the book. Finally, throughout the book I've increased attention to communication in the workplace.

Features in the Text

In addition to the conceptually distinctive aspects of this book, there are several other features designed to make it interesting and valuable to students. First, as I said earlier, I adopt a **conversational style of writing** rather than the more distant and formal style often used by textbook authors. I share with students some of my experiences in communicating with others, and I invite them to think with me about important issues and difficult challenges surrounding communication in our everyday lives. The accessible, informal writing style encourages students to interact personally with the ideas I present.

A second feature of this book is the **student commentaries**. Every chapter is enriched by reflections on experience that were written by students in my classes and other classes around the country that adopted previous editions of this book. The questions, insights, and concerns expressed by diverse students enlarge the viewpoints represented in this book. Furthermore, they invite readers to reflect on their own experiences as communicators.

Communication in Our Lives also includes pedagogical features that promote learning and skill development. Punctuating each chapter are **Sharpen Your Skill** exercises that encourage students to apply concepts and develop skills that are discussed in the text. Many of these exercises end with a prompt to the *Student Companion* or the Web site which offer additional opportunities for skill application. Each chapter also includes a number of **Communication Highlights**, which call attention to interesting communication research and examples of communication issues in everyday life. **Focus Questions** open each chapter so that students have a preview of the main ideas to be covered. Concluding each chapter are a list of key terms and a series of questions that encourage students to reflect on and discuss material that has been presented. Each chapter includes at least one question that uses *InfoTrac® College Edition*, which is explained in detail later. These questions are marked with appropriate icons.

Readers familiar with previous editions of this book will notice two significant changes in this edition. The first is inclusion of two new chapters on informative and persuasive speaking which I discussed on the previous page.

The second significant addition to this edition is a new feature, **Experiencing Communication In Our Lives**. This dynamic feature allows students to apply theories, concepts, and principles to everyday communication experiences. At the end of each chapter I present a short case study that puts into action the material covered in the chapter. These case studies are either communication scenarios or sample speeches, and they help students appreciate how what they are studying applies to real-life interaction. To bring the case studies to life, each new book comes with an interactive CD-ROM that features videos of professional actors enacting each case study, or student speakers delivering each speech. This allows instructors and students to analyze not only verbal messages but also the nonverbal communication that enhances or distracts from them. The CD-ROM videos for chapters on public speaking are located under "Speech Interactive" and the videos for all other chapters are under "Communication Scenarios" on the CD-ROM.

Resources for Instructors

The *Annotated Instructor's Edition* of *Communication in Our Lives*, written by Kelly Herold and Rita L. Rahoil-Gilchrest of Winona State University, can serve as the foundation for managing an extensive array of resources for teaching.

The *Annotated Instructor's Edition* provides marginal annotations written exclusively for the instructor, making this a key resource for graduate teaching assistants, adjunct faculty, and experienced professors. Marginal annotations include chapter-at-a-glance, teaching tips, suggested class activities, discussion prompts, speech assignments, cross-references, and tips for integrating supplements such as the *Communication in Our Lives* CD-ROM, *CNN Videos*, the *Student Companion*, and the *Instructor's Resource Manual*. If you did not receive the *Annotated Instructor's Edition* as your examination copy, please contact your

local Wadsworth Sales Representative or call Wadsworth/Thomson Learning Customer Service at 1-800-423-0563.

Roberta Davilla, Lori Johnson, Susan Cusmano-Reans, Lynette M. Long, and I have written an *Instructor's Resource Manual* that describes approaches to teaching the basic course, provides a wealth of class-tested exercises including new teaching resources for the public speaking segment of your course, and provides suggested journal topics and sample test items.

ExamView computerized testing allows you to create, deliver, and customize tests and study guides (both print and online) in minutes in its easy-to-use assessment and tutorial system. *ExamView* offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests, while the unique "WYSIWYG" ("What You See Is What You Get") capability allows you to see the test you are creating on the screen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using *ExamView's* complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

To enhance your lecture presentations with professionally created PowerPoint slides, request a copy of the *Multimedia Manager for Communication In Our Lives: A Microsoft PowerPoint® Link Tool* from your local representative or by calling Wadsworth's Customer Service. This CD-ROM was developed and class-tested by Linda Loomis Steck of Indiana University-South Bend. In addition to multiple text slides which highlight important concepts covered in the text, Linda includes animations of text line art and numerous video clips. All of the video clips that appear on the text CD-ROM and several CNN video clips are included in the program, so if you have a computer and LCD display you do not also need a TV and VCR in the classroom. Since it is created in PowerPoint, the Multimedia Manager is flexible. You can add your own slides, make changes to or delete existing slides and rearrange slide order.

The Teaching Assistant's Guide to the Basic Course, by Katherine G. Hendrix is also available to adopters of this text. Designed specifically for the new communication teacher and based on leading teacher-training programs in communication, this guide includes general teaching and course management topics and specific strategies such as giving performance feedback, managing sensitive class discussions, and conducting mock interviews.

Instructors who adopt this book have access to Wadsworth's extensive Video Library. Included in this series are the *CNN Today Videos* for Human Communication, Public Speaking and Interpersonal Communication. There are four volumes for each of these course areas and all volumes include a number of one- to ten- minute CNN segments that directly address topics covered in this text. "Student Speeches for Critique and Analysis" and "Communication Scenarios for Critique and Analysis" are additional video series which include sample student speeches and the interpersonal and group communication scenarios featured as case studies at the end of each chapter in this text. These videos provide realistic examples of communication that allow students and teachers to identify specific communication principles, skills, and practices, and to analyze how they work in actual interaction. For a complete listing of the clips featured on each tape, check out the Wadsworth Communication Café at http://www.wadsworth.com/communication_d/resources/videos/cnninfo.html

The *Communication in Our Lives Web Site* offers extensive resources and information for students and faculty. You and your students can bookmark

this site and access it throughout the class for interactive activities, *InfoTrac* exercises, maintained and updated Web links, crossword puzzles and chapter quizzes. As an instructor, you can download a majority of the ancillary material described above, including the *Instructor's Resource Manual* and PowerPoint slides. For a username and password to access the online Instructor Resources, contact your local Wadsworth/Thomson Learning representative or Wadsworth Marketing at 877-999-2350 x875.

Finally, *InfoTrac College Edition* and *WebTutor™* for *WebCT™* or *Blackboard™* are invaluable Web-based teaching and learning tools. These resources are described in detail below. I encourage you to contact your local Wadsworth/Thomson Learning sales representative for more information and a demonstration of these products.

Resources for Students

To complete the pedagogical support for this book are leading print and technological Student Resources. First, a *Student Companion*, co-authored by Michelle T. Violanti, Lynette M. Long and Julia Wood. The *Student Companion* provides practical exercises and inventories that guide students in applying concepts and developing skills discussed in the book. It includes chapter outlines, class-tested activities and self-tests. *Student Companion* Icons are integrated throughout the text and signal to students opportunities to use the companion to apply text concepts and build their communication skills.

Second, and free with every new copy of this text is a four-month subscription to *InfoTrac College Edition*. *InfoTrac College Edition* is a world-class online library that gives students and faculty access to the full text of articles from hundreds of well-known magazines and academic journals such as *U.S. News and World Report*, *Communication Quarterly* and *Vital Speeches*. This is an incredible reference which students can use to select and refine their speech topic as well as complete their speech research. Numerous *InfoTrac College Edition Student Activities Workbooks* are published by Wadsworth and available as bundle items with this text. These 75–100 page workbooks feature individual and group activities that utilize *InfoTrac College Edition* to reinforce communication concepts. Contact your local Wadsworth/Thomson Learning representative for more information.

Third, *WebTutor Advantage™* for *WebCT™* or *Blackboard™* is a text-specific resource that can be used for an online or Web-enhanced course. *WebTutor* offers students real-time access to a full array of study tools, including chapter outlines, summaries, learning objectives, glossary flashcards (with audio), practice quizzes, Web links, *InfoTrac College Edition* exercises, and Web links. With pre-formatted content and total flexibility, *WebTutor* lets faculty easily create and manage the course Web site including the ability to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and much more. For students, *WebTutor Advantage* also provides robust communication tools, such as a course calendar, asynchronous discussion, real-time chat, a whiteboard, and an integrated e-mail system. For more information and to test drive this program go to <http://webtutor.thomsonlearning.com>

Fourth, *A Guide to the Basic Course for ESL Students*, by Esther Yook of Mary Washington College is an aid for non-native speakers. This guide includes