HUMAN COMMUNICATION

Make it Smart.

Keep it Real.

PEARSON · NELSON · TITSWORTH · HARTER

Human Communication

FOURTH EDITION

Judy C. Pearson
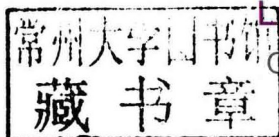North Dakota State University

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Behind every McGraw-Hill education product is research. Thousands of instructors participate in our course surveys every year, providing McGraw-Hill with longitudinal information on the trends and challenges in your courses. That research, along with reviews, focus groups, and ethnographic studies of both instructor and student workflow, provides the intensive feedback that our authors and editors use to assure that our revisions continue to provide everything you need to reach your course goals and outcomes.

Some KEY FINDINGS from our Introduction to Communication survey:

cultural note

What's in a Name?

Americans name their children after relatives, entertainers, famous people, and biblical figures. Many Spanish-speaking males are named after Jesus, and thousands of Muslim males are named after Mohammed. In China, too, names have meanings that can influence how a person feels about him- or herself. Wen Shu Lee (1998), a professor originally from Taiwan, published an article about the names of women in China. She claims that naming practices often reflect gender- and class-based oppression. The name *Zhao Di*, for example, "commands a daughter to bring to the family a younger brother, while 'expelling' more younger sisters." The name reflects a higher value on male children. Does your name influence what you think of yourself? Does your name affect how, when, and with whom you communicate? What's in a name?

82% of communication instructors state that teaching their students how to communicate effectively in an increasingly diverse population is a top goal of their course, while 92% say that teaching students to understand intercultural communication is a top course objective.

How Can ESL Speakers Improve Their Language Skills?

If you speak English as a second language, you know that language skills take time and effort to develop. Although much work still needs to be done to better understand how to help non-native speakers build their language skills, the National Teachers of English as a Second Language (www.tesol.org) provides this advice:

1. *Keep language functional.* Rather than initially learning a second language through vocabulary lists and formal rules of grammar, you should try to learn how to use language in conversation. By learning the functional rules of language, you will develop skills more quickly.

2. *Be aware of language nuances.* As you learn the English language, recognize that how it functions differs depending on who you are talking to and in what context. As with your native language, there are many nuances to the English language. As you pay attention to slight variations in how English is used, your skills in English will accumulate rapidly. Being flexible, observant, and patient is important as you learn about these differences.

3. *Recognize that language learning is long-term.* Native speakers begin learning language from infancy, so it should be no surprise that non-native speakers need time to develop skills. For many non-native speakers it may take up to

> **Communicating with people from different backgrounds is more important than ever before.** *Human Communication* encourages cultural understanding by exploring issues of diversity throughout the text.

CHAPTER

7

WHAT WILL YOU LEARN?

When you have read and thought about this chapter, you will be able to

1. Explain why you should study intercultural communication.
2. Distinguish between cultures and co-cultures.
3. Provide examples of co-cultural strategies.
4. Explain potential intercultural communication problems.
5. Identify broad cultural characteristics.
6. Practice strategies for improving communication with people from other cultures and co-cultures.

This chapter introduces you to communication between cultures and co-cultures. Being an effective communicator means interacting positively with people from various racial, ethnic, and cultural backgrounds. The goal of this chapter is to increase your confidence in your ability to communicate with people of other cultures and co-cultures. The chapter stresses the importance of communicating effectively in an ever-changing world. It explains cultures and co-cultures, reveals strategies used by co-cultures to interact with dominant cultures, identifies broad characteristics of several cultures, and provides strategies for improving intercultural communication. When you have completed this chapter, you should know more about people outside your own group, and you should feel more confident about communicating successfully with others.

INTERCULTURAL COMMUNICATION

61% of Communication instructors state that teaching their students to think critically about communication issues is a top goal of their course.

> *Human Communication's* **unique features help students learn to critically evaluate information.**

MYTHS, METAPHORS, & MISUNDERSTANDINGS

A rhetorical debate has taken place among scholars and practitioners over the labeling of individuals who experience sexual harassment (e.g., Clair, 1996, 1998). Metaphors such as "target," "victim," and "survivor" have been proposed as symbolic choices. Which do you think is most appropriate? What understandings are constructed through the different symbolic choices (survivor, victim, target) that refer to people who have encountered sexual harassment? Are some meanings more empowering than others?

Critical Thinking

1. Singer states that people's perceptions are largely learned because what people see, hear, taste, touch, and smell is conditioned by their culture. What parts of your culture are key factors in how you perceive events in day-to-day life?

2. The book discusses how people form impressions of who they are and how communication affects self-perceptions. How do you see yourself? How is this affected by your past, present, and projected future? How do you see yourself differently now than you did when you were in elementary school or high school? How have conversations you have had with friends, co-workers, or other people at college altered the way you see yourself?

Preface

Human Communication is an introductory college textbook designed to make communication studies immediate and relevant to students. This textbook embraces the field's rich rhetorical traditions and practices and presents the results of current research to enlighten students about how communication works in personal relationships, interviews, work teams, and public speaking. Rooted in current scholarship with an eye on practical, everyday communication scenarios, its focus has been to "Make it Smart, Keep it Real." As teachers we know that this is a time challenged course and we developed this focus to help instructors with their course goals—to help students understand the foundations and latest research/theories of communication as a discipline and to apply them outside the classroom.

Make it Smart; Keep it Real

Our writing mantra—"Make it Smart; Keep it Real"—reflects our goal of producing a text that strikes a practical balance of definitive content and everyday application. To "make it smart," we read hundreds of articles from communication journals. To "keep it real," we show readers how research findings can be applied to a variety of communication contexts in their everyday lives and provide tools to help them develop the skills to do so effectively.

Make it Smart

Some highlights of our coverage of recent communication research include the following studies published in 2009 on topics that highlight gender differences, technology and communication, workplace communication skills, language development and MTV.

- A study of which shows that men with tattoos are viewed as more dominant than non-tattooed men while women with tattoos are seen as less healthy than women with them (chapter 4).
- A study linking language development with working memory efficiency that underscores the importance of helping children develop language skills at an early age (chapter 5). Studies that suggest that personal electronics (iPods, Smart Phones, etc.) are potentially diminishing the development of listening and face-to-face communication skills (chapter 5). A study based on recent controversies surrounding the financial crisis of 2009 which shows "honesty" as a key workplace communication skill (chapter 8). A study that describes how MTV's *Real World* is serving as a model for corporations trying to develop interdependence among corporate team members (chapter 9).

Keep it Real

To keep it real, our text helps students to apply what they learn to everyday communication contexts. It provides tools that encourage students to think intelligently, actively, and critically about communication concepts, findings, and theories and to share their ideas and experiences in class. Every chapter features skill-building and critical thinking activities and 21st century examples that are relevant to students.

Get Involved, a new feature, guides students in making connections between basic communication concepts and what is happening in their communities so that they may develop a better understanding

of how they can apply what they learn in class to make a difference. Examples include political involvement and action by students at Illinois State University who helped raise awareness during the 2008 presidential election by registering new voters, a service learning project at Brigham Young University in Hawaii in which students coached Special Olympics contestants, and a discussion of public speaking opportunities in their communities such as at elementary schools and elder care facilities.

Sizing Things Up, new to this edition is a series of survey questionnaires that allows students to assess their communication skills and attitudes. After completing the surveys which appear in each chapter, they can compare their results to those of other students during class discussions or use the results as a starting point for understanding their potential strengths.

Skill Builder and *Try This* activities call on students to apply their skills to communication challenges.

Chapter Opening Vignettes: An abundance of real examples and scenarios offer students effective and realistic models and connect students to issues they may encounter in their everyday lives. Engaging vignettes introduce topics as varied as a discussion of the Dress for Success organization that provides women with suits to wear while job hunting as well as mentoring and other assistance, a young man's experiences with hate groups and hate crimes and his current work with an organization that promotes tolerance, and Michelle Obama's on-campus speech to promote public service.

Resources for Instructors and Students

The *Online Learning Center Web Site* for *Human Communication* at www.mhhe.com/pearson4e provides instructors and students with creative and effective tools that make teaching and learning easier and more engaging. These include the following:

- An updated **Instructor's Manual with Resource Integrator, and Test Bank** (written by the authors) that provides a wealth of teaching strategies, activities, resources, and test items.
- Power Point slides and Professional Resources for instructors.
- **Videos:** An original video series written in the style of a contemporary television drama, *Communicating Everyday* illustrates many of the concepts discussed in the text in a thought-provoking way; 11 full-length speeches and 18 speech excerpts by students are included in the *Public Speaking* videos.
- **Self-quizzes with feedback.** To prepare for exams, students can take a practice test for each chapter consisting of 15 multiple-choice and five true/false questions.
- **Key-Term Flashcards with audio.** Students can prepare for quizzes and exams by reviewing the key terms in each chapter.
- **Power Point Tutorial.** For building confidence in public speaking and managing speech assignments, students can use this tutorial to learn the rules of design and receive tips on implementation when working with presentation software.
- **Outline Tutor**—This interactive program and outlining template shows the various parts of an outline and makes it easy for users to insert appropriate content into the parts.
- **Business Documents Templates.** Because so many students either work while attending college, or soon expect to pursue a career, these templates provide a set of forms for creating professional cover letters, résumés, agendas, and memos.
- **Animations.** Written by the authors, these animations bring important communication topics and concepts to life.

Tegrity Campus

Tegrity Campus is a service that makes class time available all the time by automatically capturing

every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start and stop process, you capture all computer screens and corresponding audio. Students replay any part of any class with easy-to-use browser-based viewing on a PC or Mac.

Educators know that the more students can see, hear, and experience class resources, the better they learn. With Tegrity Campus, students quickly recall key moments by using Tegrity Campus's unique search feature. This search helps students efficiently find what they need, when they need it, across an entire semester of class recordings. Help turn all your students' study time into learning moments immediately supported by your lecture.

To learn more about Tegrity, watch a 2-minute Flash demo at http://tegritycampus.mhhe.com.
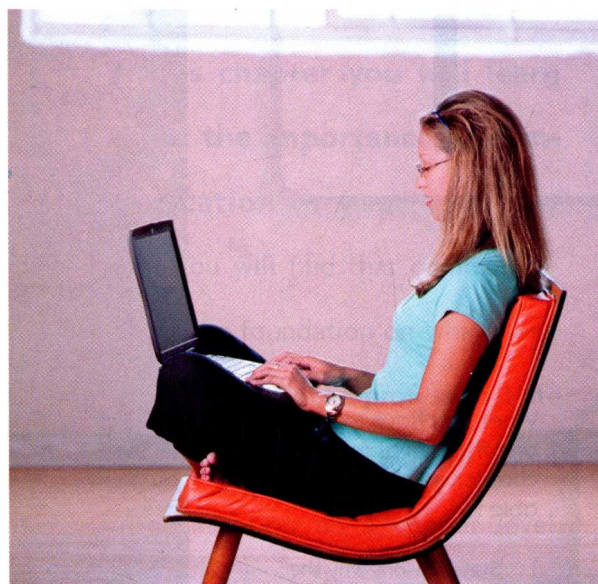
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Acknowledgments

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Online Unit: Mediated Communication and Media Literacy: This section is found on the book's Online Learning Center website at www.mhhe.com/pearson4

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