

THIRD EDITION

---

Communication

Communication

COMMUNICATION

---

A FIRST LOOK AT

COMMUNICATION  
THEORY

---

EM GRIFFIN

---

# A FIRST LOOK AT COMMUNICATION THEORY

THIRD EDITION

---

EM GRIFFIN

*Wheaton College*

THE MCGRAW-HILL COMPANIES, INC.

*New York St. Louis San Francisco Auckland Bogotá Caracas  
Lisbon London Madrid Mexico City Milan Montreal New Delhi  
San Juan Singapore Sydney Tokyo Toronto*

**McGraw-Hill**

*A Division of The McGraw-Hill Companies*



## A FIRST LOOK AT COMMUNICATION THEORY

Copyright © 1997, 1994, 1991 by The McGraw-Hill Companies, Inc. All rights reserved.  
Printed in the United States of America. Except as permitted under the  
United States Copyright Act of 1976, no part of this publication may be  
reproduced or distributed in any form or by any means, or stored in a data  
base or retrieval system, without the written permission of the  
publisher.

Acknowledgments appear on pages 519 to 520, and on this page by reference.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 FGR FGR 9 0 9 8 7

ISBN 0-07-022822-1

This book was set in Palatino by Ruttle, Shaw & Wetherill, Inc.  
The editor was Marjorie Byers;  
the production supervisor was Leroy A. Young;  
the designer was Karen K. Quigley.  
Project supervision was done by Ruttle, Shaw & Wetherill, Inc.  
Quebecor Printing/Fairfield was printer and binder.

### **Library of Congress Cataloging-in-Publication Data**

Griffin, Emory A.

A first look at communication theory / Em Griffin. — 3rd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-022822-1

1. Communication—Philosophy. I. Title.

P90.G725 1997

302.2'01—dc20

96-23219

<http://www.mhcollege.com>

---

# ABOUT THE AUTHOR

---

**Em Griffin** is Professor of Communication at Wheaton College in Illinois, where he has taught for the past twenty-six years and has been chosen Teacher of the Year. He received his bachelor's degree in political science from the University of Michigan, and his M.A. and Ph.D. in Communication from Northwestern University. His research interest centers on the development of close friendships.

Professor Griffin is the author of three applied communication books: *The Mind Changers* analyzes practical techniques of persuasion; *Getting Together* offers research-based suggestions for effective group leadership; and *Making Friends* describes the way that quality interpersonal communication can build close relationships. He also speaks and leads workshops on these topics in the United States, Singapore, and the Philippines. Professor Griffin's wife, Jean, is an artist. They have two adult children, Jim and Sharon.

# PREFACE FOR INSTRUCTORS

---

*A First Look* is written for students who have no background in communication theory. It's designed for undergraduates enrolled in entry-level courses. In the past, many departments reserved systematic coverage of communication theory for a capstone course or senior seminar, so communication theory texts were addressed to a sophisticated audience. Now the trend in the field is to offer a broad introduction to theory relatively early in a student's program. *A First Look* is written for that beginning student.

***Balance as a Guide in Theory Selection*** The aim of this book is to present thirty-three specific theories in a way that makes them both interesting and understandable. By the time readers complete the book they should have a working knowledge of theories that explain a wide range of communication phenomena. My ultimate goal is to help students see the relationship between different theoretical positions, and the final chapter offers an integrative synthesis. But before students can integrate the leading theoretical ideas in our field, they need to have a clear understanding of what the theories are. The bulk of the book provides that raw material.

With the help of journal and yearbook editors, and feedback from over 100 communication theory professors, I've selected a wide range of theories that reflect this diversity within the discipline. Some theories are proven candidates for a Communication Theory Hall of Fame. For example, Aristotle's analysis of logical, emotional, and ethical appeals continues to set the agenda for many public-speaking courses. Shannon and Weaver popularized terms such as *channel capacity*, *information loss*, *noise*, and *feedback*, and many interpretive and critical scholars use the information transmission model as a foil to introduce their own ideas. Watzlawick's axioms continue to be debated by interpersonal scholars, and no student of persuasion should be ignorant of Festinger's cognitive dissonance theory. I include these theories for their historical and foundational significance.

It would be shortsighted, however, to limit the selection to the classics of communication. Some of the discipline's most creative approaches have only recently emerged. For example, Leslie Baxter and Barbara Montgomery's dia-

lectical perspective is a powerful explanation of the ongoing tensions inherent in personal relationships. And Gerry Philipsen's speech codes theory upgrades the ethnography of communication from a methodology to a theory that can be used to explain, predict, and control discourse about discourse. So I've also included cutting-edge theories generated by communication scholars who currently test and hone their ideas at conventions, workshops, and seminars sponsored by ICA, SCA, and other communication associations.

**Organizational Plan of the Book** Each chapter introduces a single theory in about ten pages. I've found that most undergraduates think in terms of discrete packets of information, so the coverage-in-depth approach gives them a chance to focus their thoughts while reading a single assignment. In this way students can gain a true understanding of important theories rather than acquire only a vague familiarity with a confusing jumble of related ideas. The one-chapter-one-theory arrangement also gives teachers the opportunity to drop theories or rearrange the order of presentation without tearing apart the fabric of the text.

The opening two chapters lay the groundwork for understanding different types of communication theory. Chapter 3 presents two sets of criteria for determining a good theory. I apply these standards to Bormann's symbolic convergence theory because he has dual scientific and rhetorical agendas. Then in the successive thirty-two self-contained chapters I present the other theories featured in the book. Each theory is discussed within the context of a communication topic: verbal messages, nonverbal messages, cognitive processing, relationship development, relationship maintenance, influence, group decision-making, organizational communication, public rhetoric, media and culture, media effects, intercultural communication, gender and communication. These communication context sections usually contain two or three theories. Each section has a brief introduction which outlines the crucial issues that the theorists address and places the subsequent chapters within that context. The placement of theories in familiar categories helps students recognize that theories are answers to questions they've been asking all along. The final chapter cuts across these contextual categories and integrates theories by the choices and commitments their authors have made.

Because all theory and practice have value implications, I've interspersed eleven one- to two-page Ethical Reflections throughout the text. Consistent with the focus of this text, each ethical principle is the central tenet of a specific ethical theory. I also raise ethical questions throughout the text. Other disciplines may ignore these thorny issues, but to discuss communication as a process that is untouched by questions of good and bad, right and wrong, virtue and vice would be to disregard an ongoing concern in our field.

**Features of Each Chapter** Most people think in pictures. Students will have a rough time understanding a theory unless they apply its explanations and interpretations to concrete situations. The typical chapter uses an extended example to illustrate the "truth" a theory proposes. Sometimes I use a well-known event—the 1996 presidential election, the *Challenger* disaster, the New



Era charity scam. In other chapters readers are encouraged to test theorists' ideas by visualizing a first meeting of freshman roommates; responding to conflict in a dysfunctional family; taking part in a group dynamics seminar held on a remote island; trying to decipher what is meant when someone says, "I love you," and many more. I also use the films *Nell*, *Roger & Me*, *When Harry Met Sally* and *Children of a Lesser God* to illustrate the principles of the theories. The case study in each chapter follows the pedagogical principle of explaining what students don't yet know in terms of ideas and images already within their experience.

Some theories are tightly linked with a well-known research project. For example, cultivation theory is supported by Gerbner's annual index of societal fear that is cultivated by violence on television. When such an exemplar exists, I describe the research in detail so that students can learn and appreciate the benefits of grounding theory in systematic observation. Thus readers of *A First Look* are walked through a variety of research designs and data analyses.

Students will encounter the names of Baxter, Berger, Burke, Burgoon, Deetz, Fisher, Gudykunst, Kramarae, Pacanowsky, Pearce, Philipsen, Ting-Toomey, and many others in later communication courses. I therefore make a concerted effort to link theory and theorist. By linking a particular theory with its originator I try to promote both recall and respect for a given scholar's effort.

The text of each chapter concludes with a section that critiques the theory. This represents a hard look at the ideas presented in light of the criteria for a good theory outlined in Chapter 3. I usually provide a brief summary of the theory's strengths and then turn to the weaknesses, unanswered questions, and possible errors that still remain. I try to stimulate a "That makes sense, but . . ." response among students.

I include a short list of thought questions after the text of each chapter. Labeled "Questions to Sharpen Your Focus," these probes encourage students to make connections between ideas in the chapter and also to apply the theory to their everyday communication experience. The words printed in italics also remind students of the key terms of a given theory.

Every chapter ends with a short list of readings entitled "A Second Look." The heading refers to resources for students who are interested in a theory and want to go further than a ten-page introduction allows. The top item is the resource I recommend as the starting point for further study. The other annotated listings identify places to look for material about each of the major issues raised within the chapter. The format is designed to offer practical encouragement and guidance for further study without overwhelming the novice with multiple citations. The sources of quotations and citations of evidence are listed in a "Notes" section at the end of the book.

I believe you and your students will get a good chuckle out of the cartoons I've selected, but their main function is to illustrate significant points in the text. I was committed to using "Calvin and Hobbes," "The Far Side," "Dilbert," "Cathy," and quality art from the pages of *The New Yorker* and *Punch* maga-

zines. Perceptive cartoonists are modern-day prophets. Their humor serves the educational process well when it slips through mental barriers or attitudinal defenses that didactic prose can't penetrate.

While no author considers his or her style ponderous or dull, I believe I've presented the theories in a clear and lively fashion. Accuracy alone does not communicate. I've tried to remain faithful to the vocabulary each theorist uses so that the student can consider the theory in the author's own terms, but I also translate technical language into more familiar words and terms. Students and reviewers cite readability and interest as particular strengths of the text. I encourage you to sample a chapter dealing with a theory you regard as difficult so you can decide for yourself.

***New Features in the Third Edition*** Although I've retained the features that students appreciated in earlier editions of the text—writing style, short chapters, extended examples, cartoons—I've made several changes in response to suggestions from those who teach communication theory courses. The most consistent request was for expanding coverage in the group decision-making, organizational communication, and intercultural communication sections. I have responded by adding four new theories:

Ernest Bormann's symbolic convergence theory

Randy Hirokawa and Dennis Gouran's functional perspective

Stanley Deetz's critical theory of communication approach to organizations

Gerry Philipsen's speech codes theory

In addition to these new chapters, I've vastly improved the cultural approach chapter by overlaying the applied theoretical insights of Michael Pacanowsky onto the foundational work of Geertz. As for the other theories in these sections, I've included new insights from the theorists and new applied examples.

Perhaps less obvious to someone merely browsing through the table of contents, I've totally revised and rewritten the seven chapters that present coordinated management of meaning, symbolic interactionism, expectancy violations theory, constructivism, relational dialectics, social judgment theory, and social penetration theory. The last one bears further comment. Since Altman and Taylor cite social exchange processes as the motivational basis for self-disclosure, I've folded the core of what was a chapter on Thibaut and Kelley's social exchange theory into the chapter on social penetration—a two-for-one bargain.

Whereas the previous edition had a single chapter at the end of the book that dealt with ethical dilemmas, the new Ethical Reflections feature places ethical theories in the text where they are most appropriate. Five of these capsule positions were presented previously, but new to this edition are the ideas of Sissela Bok, Thomas Nilsen, Cornel West, Jürgen Habermas, Cliff Christians, and Seyla Benhabib. I strongly urge you to assign these brief ethical reflections throughout the term so that students will grapple with the moral issues embedded in communication theory.



From my standpoint, the single most significant change in the book is the new integrative summary presented in the final chapter, "Order out of Chaos." The chapter moves beyond the scientific/humanistic dichotomy of the introductory chapters to a more sophisticated display of gradations along a scale anchored by objective scholarship on one end and interpretive scholarship on the other. I locate each theory along that continuum, but students are encouraged to consider how and why they might alter a particular placement.

**Acknowledgments** I am pleased to acknowledge the wisdom and counsel of the generous people who have helped me complete this project. I'm particularly grateful for ten advisors and friends who repeatedly answered questions, offered suggestions, combed through drafts of chapters, and encouraged me when I got bogged down. They are:

Glenn Sparks, Purdue University, who contributed the Coke commercial analysis for the opening chapter and also advised me on the media sections.

Marty Medhurst, Texas A & M, who also wrote a Coke commercial critique for Chapter 1 and enriched my understanding of rhetoric.

Larry Frey, Loyola University of Chicago, who had a strong influence on the introductory framework in Chapters 1, 2, and 3 and on the group decision-making section.

Linda Putnam, Texas A & M, who graciously invested many hours that I might gain an understanding of organizational communication.

Cliff Christians, University of Illinois, who over many years has helped me appreciate the scope of communication ethics.

Brant Burleson, Purdue University, who led me through a vast quantity of constructivist research and made me aware of cutting-edge developments in our field.

Ron Adler, Santa Barbara City College, whose fingerprints are over the symbolic interaction chapter and who graciously regards me as a kindred spirit in our approach to writing.

Charles Roberts, East Tennessee State University, who carefully reviewed the original manuscript and continues to invent creative ways to teach the theories.

James Anderson, University of Utah, who helped me construct and apply the objective-interpretive continuum that is the backbone of the final chapter.

Glen McClish, Southwestern University in Georgetown, Texas, whose extensive participation in this third edition has far exceeded what any author has a right to hope for or expect. Glen's hand is most evident in the revisions of the introductory overview and public rhetoric sections, but he also offered insightful critiques and edits for every other chapter in the book. The research and comments of Glen's students—Chris Pieper, Julianne Pierce, Jeremy Roberts, and Susan Wolf—have been an extra plus in our

working relationship. Their lucid analyses and helpful suggestions give cause to be optimistic about the next generation of communication scholars. Glen's interaction with these and other students has well equipped him to write an instructor's manual that you will find an incredibly valuable resource for teaching communication theory.

The unselfish assistance of these ten scholars gives fresh meaning to the term "collegiality." If any of the portions of the text cited above are less than helpful or in error, it's undoubtedly because I didn't sufficiently heed the advice and counsel of these tremendously forthcoming colleagues.

Many other communication professionals helped shape the final product. Bradford "J" Hall (University of New Mexico) expanded my knowledge of intercultural communication. Diana Ivy (Texas A & M University, Corpus Christi) helped me understand major issues in gender and communication. Ed Appel (Conestoga Valley High School) directed my study of Kenneth Burke. Thomas Duncanson (University of Illinois) helped me make sense of the complex world of semiotics, and Richard Johannesen sensitized me to a variety of ethical issues. Gerald Pepper (University of Minnesota, Duluth) helped me decide what changes I needed to make in the organizational section; David Wright (Illinois State University) did the same for group decision-making. My colleagues at Wheaton—Lynn Cooper, Mark Fackler, Myrna Grant, Ed Hollatz, and Ken Chase—were always willing to drop what they were doing to discuss an idea, suggest a resource, or review a chapter. Ken willingly undertook a Burkean review of a Malcom X address. Russ Proctor (Northern Kentucky University) helped me select the feature films listed in Appendix C.

Since the inception of *A First Look*, McGraw-Hill has enlisted the aid of a number of speech communication scholars to review the manuscript at different stages of development. I am thankful for the wisdom of Rusalyn Andrews, Troy State University; Richard Armstrong, Wichita State University; Richard Bartone, William Patterson College; W. Steven Brooks, Northern Kentucky University; Randall Bytwerk, Calvin College; Paul Cameron, Hunter College; Stanley Deetz, Rutgers University; Kent Drummond, University of Wyoming; Samuel Edelman, California State University, Chico; Marjorie Fish, St. Cloud State University; Kenneth Frandsen, University of New Mexico; Susan Jarboe, Pennsylvania State University; Lenore Langsdorf, Southern Illinois University, Carbondale; Susan Mackey-Kallis, Villanova University; C. David Mortensen, University of Wisconsin; Charles Self, University of Alabama, Tuscaloosa; Thomas Socha, Old Dominion University; Richard Stovall, Southwest Missouri State University; Richard Street, Texas A & M University; Sharon Strover, University of Texas, Austin; Sari Thomas, Temple University; Carol Ann Valentine, Arizona State University; David Willock, Texas Christian University; and Michelle Wolf, San Francisco State University. I'm grateful for their comments and questions, which invariably stimulated further research and a deeper understanding of communication theory.

A number of communication theory instructors "field tested" the first two

editions of this text in their classrooms and then provided extensive reviews. Their comments had a significant impact on the choices I made for this edition and provided a humbling reminder that we are all beginners in the evolving field of communication theory. My thanks goes to Carey Adams, Southwest Missouri State University; George Borden, West Chester University; David Bullock, Walla Walla College; Jerry Butler, University of Arkansas, Little Rock; John Caputo, Gonzaga University; Leda Cooks, University of Massachusetts; Robert Craig, University of Colorado, Boulder; Harold Drake, Millersville University; Dean Farmer, Ohio University; Janie Harden Fritz, Duquesne University; Roger Garrett, Central Washington University; Betsy Gordon, McKendree College; Ray Gozzi, Ithaca College; John Gribas, University of Wisconsin–Eau Claire; Marian Huttenstine, Jacksonville State University; Craig Johnson, George Fox College; Chris Kennedy, Western Wyoming Community College; David Levasseur, Villanova University; Roxane Lulofs, Azusa Pacific University; Robert McPhee, University of Wisconsin, Milwaukee; Mary McPherson, Boise State University; Michael Netzey, University of Minnesota; Richard Olsen, Radford University; James Rosene, University of South Alabama; Hazel Rozema, Millikin University; Wallace Schmidt, Rollins College; David Schuelke, University of Minnesota; John Sherblom, University of Maine, Orono; Milt Thomas, Metropolitan State University; Teresa Thompson, University of Dayton; Richard Watson, Chapman University; and Keith Williamson, Wichita State University.

I am fortunate to have Marge Byers as my sponsoring editor at McGraw-Hill. She shares my vision of a text accessible to the student with no prior knowledge of communication theory and continually encourages me to reach out to this reader. As with Hilary Jackson who worked with me on the first two editions, her warm professionalism is a constant reminder of why I'm glad I chose McGraw-Hill as my publisher. The care and competence of editorial assistant Gwyn Meeks, editing manager David Damstra, and publisher Phillip Butcher reinforces that decision.

Because McGraw-Hill used the production services of Ruttle, Shaw & Wetherill, senior project manager Peg Markow was the person charged with transforming my piecemeal manuscript, figures, cartoons, and notes into the book you are reading. Through three months of almost daily phone conversations I marveled at her commitment to enact my vision and maintain my "voice," while using her skill to better what I had written. She was always available, never seemed rushed, and convinced me that she wasn't bothered by my last-minute changes or nonstandard requests. Other authors are envious when they hear of my experience.

I was also fortunate to have the services of Shawn Spomer, a Wheaton computer art major who created most of the new figures for this edition. See Figures 6.1, 10.1, 14.2, and 36.1 for examples of his work.

Without the help of three student research assistants—Cheryl Baucum, Alexis Beggs, and Christine Boe—this revised edition would still be "in press." They ran computer searches, designed figures, looked up quotations, obtained

permissions, and were relentless in spotting fuzzy thinking. Christine's tireless work and warm encouragement are especially noteworthy. Her full year of working on the book was sandwiched between a six-month social work internship in Kenya and four months of service on an Israeli kibbutz near the Lebanese border with Katyusha rockets exploding nearby. When she returned for graduation, Christine spent weeks working with me to create an extensive index.

Finally I want to recognize the continued tolerance, understanding, and loving support of my wife, Jean. Her love, sense of humor, and parallel passion to create art have made it possible for me to throw myself into this project.

EM GRIFFIN

# CONTENTS

## *Preface for Instructors*

## PART ONE OVERVIEW

### *Introduction*

#### Chapter 1

#### **Talk About Theory**

Art or Science: Two Views of a Swimming  
Elephant

Glenn: A Scientific Perspective

Marty: A Humanistic Perspective

Ways of Knowing: Discovering the Truth  
Versus Creating Multiple Realities

Human Nature: Determinism Versus Free  
Will

What Do We Value Most? Objectivity  
Versus Emancipation

The Purpose of Theory: Universal Laws  
Versus Rules for Interpretation

Research Methods: Experiments, Surveys,  
Textual Analysis, Ethnography

1. Experiments

2. Surveys

3. Textual Analysis

4. Ethnography

A Look Ahead: Surviving and Thriving in  
the Theoretical Tension

Questions to Sharpen Your Focus

A Second Look

#### Chapter 2

#### **Talk About Communication**

The Early Years (1900–1950): The Rise of  
Rhetoric

xvii

Communication and Social Science  
(1930–1960): Media Effects

21

The Empirical Revolution (1950–1970):  
Theory in a Test Tube

23

1 The Turbulent Sixties (1960–1970): A  
Launching Pad for Interpersonal

2 Communication

24

The New Rhetorics (1965–1980)

25

The Hunt for a Universal Model

6 (1970–1980)

26

Ferment in the Field (1980–Present)

28

Questions to Sharpen Your Focus

30

A Second Look

31

8 Chapter 3

#### **Weighing the Words**

9 *of Ernest Bormann's Symbolic  
Convergence Theory*

32

10 A Test Case: Ernest Bormann's Symbolic  
Convergence Theory

33

11 What Makes a Good Scientific Theory  
Good?

34

13 Scientific Standard 1: Explanation of the  
Data

34

13 Scientific Standard 2: Prediction of  
Future Events

35

14 Scientific Standard 3: Relative Simplicity

36

15 Scientific Standard 4: Hypotheses That  
Can Be Tested

37

17 Scientific Standard 5: Practical Utility

38

18 What Makes a Humanistic Theory Good?

39

18 Humanistic Standard 1: New Under-  
standing of People

39

Humanistic Standard 2: Clarification of  
Values

40

Humanistic Standard 3: Aesthetic Appeal

41

Humanistic Standard 4: A Community of  
Agreement

41

Humanistic Standard 5: Reform of Society	42	Critique: Finding the Problem Is Easier Than Fixing It	66
Balancing the Scale: Similar Weights and Measures	43	Questions to Sharpen Your Focus	67
Questions to Sharpen Your Focus	44	A Second Look	67
A Second Look	44		
<b>PART TWO</b>		<b>Chapter 6</b>	
<b>MESSAGES</b>	<b>45</b>	<b>Coordinated Management of Meaning</b>	<b>69</b>
		<i>of W. Barnett Pearce &amp; Vernon Cronen</i>	
<b>Verbal Messages</b>	<b>46</b>	Social Constructionists: Curious Participants in a Pluralistic World	69
		Persons-in-Conversation: A First-Person Perspective	71
<b>Chapter 4</b>		Stories Told, Stories Lived, Stories Unexpressed	72
<b>Information Theory</b>	<b>48</b>	Coherence—A Unified Context for Stories Told	74
<i>of Claude Shannon &amp; Warren Weaver</i>		Coordination—The Meshing of Stories Lived	75
Technical Solutions to Social Problems	48	Mystery—A Sense of Wonder for Stories Not Yet Heard	77
A Linear Model of Communication	49	Serpentine Conversations—A Third-Person Perspective	78
Information: The Reduction of Uncertainty	50	The Practice of Ethical Competence	79
Reducing Entropy Bit by Bit	51	Critique: What Do They Think They Are Doing?	80
Noise vs. Information	52	Questions to Sharpen Your Focus	81
Learning Through Feedback	53	A Second Look	81
Narrow Applications of Information Theory	53		
Critique: Is Transmission of Information Overrated?	54	<b>Chapter 7</b>	
Questions to Sharpen Your Focus	55	<b>Symbolic Interactionism</b>	
A Second Look	56	<i>of George Herbert Mead</i>	<b>83</b>
		Meaning: The Construction of Social Reality	84
<b>Chapter 5</b>		Language: The Source of Meaning	85
<b>The Meaning of Meaning</b>	<b>57</b>	Thought: Taking the Role of the Other	86
<i>of I. A. Richards</i>		The Self: Reflections in a Looking Glass	87
The New Rhetoric: A Study of How Words Work	57	Community: The Socializing Effect of Others' Expectations	89
Words as Symbols Interpreted in Context	58	A Symbolic Sampler of Applied Interactionism	90
Thinking as a Sorting of Experiences	58	Critique: A Theory Too Grand?	92
The Semantic Triangle: Picturing the Problem	60	Questions to Sharpen Your Focus	92
Linguistic Remedies for Misunderstanding	62	A Second Look	93
1. Definitions	63		
2. Metaphor	64		
3. Feedforward	65		
4. Basic English	65		

<b>Nonverbal Messages</b>	<b>94</b>	<b>Ethical Reflections</b>	<b>121</b>
Chapter 8		Immanuel Kant's Categorical Imperative	121
<b>Expectancy Violations Theory</b>		Sissela Bok's Principle of Veracity	122
<i>of Judee Burgoon</i>	<b>97</b>	Augustine's Divine Will	123
Personal Space Expectations: Conform or Deviate?	98	PART THREE	
An Applied Test of the Original Model	100	<b>INTERPERSONAL COMMUNICATION</b>	<b>125</b>
A Convoluted Model Becomes an Elegant Theory	101	<b>Cognitive Processing</b>	<b>126</b>
Core Concepts of EVT	102	Chapter 10	
Expectancy	103	<b>Constructivism</b>	
Violation Valence	104	<i>of Jesse Delia</i>	<b>128</b>
Communicator Reward Valence	105	Role Category Questionnaire	128
Critique: Work in Progress	107	Personal Constructs as Evidence of Cognitive Complexity	129
Questions to Sharpen Your Focus	108	The Three Faces of Cognitive Complexity: Differentiation, Abstraction, and Organization	129
A Second Look	108	Sophisticated Communication: Person-Centered Messages . . . and More	130
Chapter 9		Message Design Logic—The Missing Link Between Complexity and Sophistication	132
<b>Semiotics</b>		Expressive Design Logic	132
<i>of Roland Barthes</i>	<b>110</b>	Conventional Design Logic	133
Surveying the Field of Semiotics: Where to Draw the Line	111	Rhetorical Design Logic	133
Wrestling with Signs	113	Beneficial Effects of Sophisticated Communication	134
1. A Sign Is the Combination of a Signifier and a Signified	113	Socializing a New Generation of Sophisticated Speakers	136
2. A Sign Does Not Stand on Its Own: It Is Part of a System	114	Critique: Second Thoughts About Cognitive Complexity	137
The Yellow Ribbon Transformation: From Forgiveness of Stigma to Pride in Victory	115	Questions to Sharpen Your Focus	138
The Making of Myth: Stripping the Sign of History	116	A Second Look	138
Unmasking the Myth of a Homogeneous Society	118	<b>Relationship Development</b>	<b>140</b>
Critique: Will the Real Semiologist Please Stand Up?	118	Chapter 11	
Principle 1: Every Sign Has Meaning	119	<b>Social Penetration Theory</b>	
Principle 2: Denotation Precedes Connotation	119	<i>of Irwin Altman &amp; Dalmas Taylor</i>	<b>143</b>
Questions to Sharpen Your Focus	120	Personality Structure: A Multilayered Onion	144
A Second Look	120		



Closeness Through Self-Disclosure	144	Axiom 4: The Nature of a Relationship	
The Depth and Breadth of Self-Disclosure	145	Depends on How Both Parties	
Regulating Closeness on the Basis of		Punctuate the Communcation	
Rewards and Costs	147	Sequence	171
Outcome: Rewards Minus Costs	148	Axiom 5: All Communcation Is Either	
Satisfaction—Comparison Level (CL)	148	Symmetrical or Complementary	172
Stability—Comparison Level of		Trapped in a System with No Place	
Alternatives (CL <sub>alt</sub> )	149	to Go	173
Critique: Pulling Back from Social		Changing the Game by Changing the	
Penetration	150	Rules	174
Questions to Sharpen Your Focus	151	Critique: Adjustments Needed Within the	
A Second Look	151	System	176
		Questions to Sharpen Your Focus	177
		A Second Look	177
<b>Chapter 12</b>			
<b>Uncertainty Reduction Theory</b>		<b>Chapter 14</b>	
<i>of Charles Berger</i>	<b>153</b>	<b>Relational Dialectics</b>	
Uncertainty Reduction: To Predict and		<i>of Leslie Baxter &amp; Barbara Montgomery</i>	<b>179</b>
Explain	154		
An Axiomatic Theory: Certainty About		The Push-Me-Pull-You Dialectics of	
Uncertainty	154	Close Relationships	180
Theorems: The Logical Force of		Three Relational Dialectics:	
Uncertainty Axioms	157	Connectedness-Separateness,	
Added Thoughts on the Quest to Know	157	Certainty-Uncertainty,	
1. Motivation to Search for Information	157	Openness-Closedness	181
2. Strategies for Removing Doubt	158	Connectedness and Separateness	182
3. A New Axiom	159	Certainty and Uncertainty	184
Critique: Nagging Doubts About		Openness and Closedness	184
Uncertainty	160	Parallel Dialectics Between Couple and	
Questions to Sharpen Your Focus	161	Community: Inclusion-Seclusion,	
A Second Look	162	Conventionality-Uniqueness,	
		Revelation-Concealment	185
<b>Relationship Maintenance</b>	<b>163</b>	Inclusion and Seclusion	185
		Conventionality and Uniqueness	186
<b>Chapter 13</b>		Revelation and Concealment	186
<b>The Interactional View</b>		Dealing with Dialectical Tension:	
<i>of Paul Watzlawick</i>	<b>167</b>	Competence in the Face of	
The Family as a System	168	Contradiction	187
Axiom 1: One Cannot Not		Critique: What Do We Do with a	
Communicate	169	Relational Mess?	189
Axiom 2: Human Beings		Questions to Sharpen Your Focus	190
Communicate Both Digitally		A Second Look	190
and Analogically	170		
Axiom 3: Communication =			
Content + Relationship	170	<b>Influence</b>	<b>192</b>

<b>Chapter 15</b>		<b>Chapter 17</b>	
<b>Social Judgment Theory</b>		<b>Elaboration Likelihood Model</b>	
<i>of Muzafer Sherif</i>	<b>195</b>	<i>of Richard Petty &amp; John Cacioppo</i>	<b>216</b>
Attitudes as Latitudes: Acceptance, Rejection, and Noncommitment	196	The Central Route vs. the Peripheral Route: Alternative Paths to Persuasion	216
Ego-Involvement—The Certainty of Those Who Care	197	Motivation for Elaboration: Is It Worth the Effort?	217
Judging the Message: Contrast and Assimilation Errors	199	Ability for Elaboration: Can They Do It?	219
Discrepancy and Attitude Change	200	Type of Elaboration: Objective vs. Biased Thinking	219
Practical Advice for the Persuader	201	Elaborated Arguments: Strong, Weak, and Neutral	220
Evidence That Argues for Acceptance	202	Peripheral Cues: An Alternative Route of Influence	221
Critique: How Wide Is Your Theoretical Latitude of Acceptance?	203	Pushing the Limits of Peripheral Power	223
Questions to Sharpen Your Focus	204	Scrutinizing the Evidence	223
A Second Look	204	Choosing a Route: Practical Advice for the Persuader	224
		Critique: Elaborating the Model's Weakness	224
<b>Chapter 16</b>		Questions to Sharpen Your Focus	225
<b>Cognitive Dissonance Theory</b>	<b>206</b>	A Second Look	226
<i>of Leon Festinger</i>			
Dissonance: Discord Between Behavior and Belief	206	<b>Ethical Reflections</b>	<b>227</b>
Three Hypotheses: Ways to Reduce Dissonance Between Attitudes and Actions		Martin Buber's Dialogic Ethics	227
Hypothesis 1: Selective Exposure Prevents Dissonance	207	Thomas Nilsen's Significant Choice	228
Hypothesis 2: Postdecision Dissonance Creates a Need for Reassurance			
Hypothesis 3: Minimal Justification for Action Induces a Shift in Attitude	208	<b>PART FOUR</b>	
Tracking Down the Cause and Effect of Dissonance	210	<b>GROUP AND PUBLIC COMMUNICATION</b>	<b>231</b>
Would I Lie to You?	210		
Saving Face: The Rationalizing Animal	211	<b>Group Decision Making</b>	<b>232</b>
Personal Responsibility for Bad Outcomes	213		
Critique: Dissonance over Dissonance	213	<b>Chapter 18</b>	
Questions to Sharpen Your Focus	214	<b>Groupthink</b>	
A Second Look	215	<i>of Irving Janis</i>	<b>235</b>
		The Challenger Launch: A Model of Defective Decision Making	235
		Groupthink: A Concurrence-Seeking Tendency	237