# COMMUNICATION

## *Embracing Difference*

DANIEL M. DUNN LISA J. GOODNIGHT

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# Preface

We teach a very diverse population of students. Our students range widely in age, ethnicity, race, religion, sexual orientation, social role, and socioeconomic status. Many are first generation college students and often attend our colleges or universities part-time while holding a full-time job. They are mothers, fathers, grandparents, and teenagers. *Communication: Embracing Difference* is written for them. It is also written for you, teachers of all different types of students. It reflects the full lives of our students in their work, family life, community, and here at school. This text is a tool that will help you provide students with opportunities to explore and celebrate the richness of their lives and the overall richness of difference and diversity in society.

## Themes of the Book

Humans approach communication and communication situations from diverse and unique positions. Because communication is an interdependent process that includes at least two people, multiple approaches to any given communication situation exist. Understanding the diversity of communication approaches leads to a greater overall understanding of others. By understanding and celebrating difference, students become more effective communicators in a variety of settings and, ultimately, feel more confident. They are better able to navigate successfully in an increasingly diverse society.

In this book, we want to move beyond the narrow definition of diversity, often defined as "political correctness." Thus, the theme of embracing difference is integrated throughout the text in all of its features and includes every aspect of students' lives.

This book is also based on the premise that although students need to learn and understand theories of human communication, it is the practical application of communication skills that helps students become effective communicators. In other words, applied communication skills help students learn and create effective strategies. Students must be able to effec-

tively interpret, adjust, and respond to a variety of different approaches and situations. These skills can and should be practiced in several settings, including interpersonal, small group, and public communication.

## Organization of the Book

*Communication: Embracing Difference* includes three units containing sixteen chapters. Unit One, The Process of Communication, includes chapters on perception, language, nonverbal behavior, and listening. Unit Two, Interpersonal Communication, emphasizes theories and skills of interpersonal communication including self-disclosure, conflict, and an entire chapter on communication climate. A chapter on interviewing covers the principles and practices of interviewing with special attention to informative and employment interviewing. The unit also includes an overview of small-group communication, small-group decision making, and leadership. Unit Three, Public Communication, discusses the process and practice of public speaking in six chapters. Topics such as speech topic selection, research, audience analysis, delivery, presentational aids, informative speaking, and persuasive speaking are covered in depth.

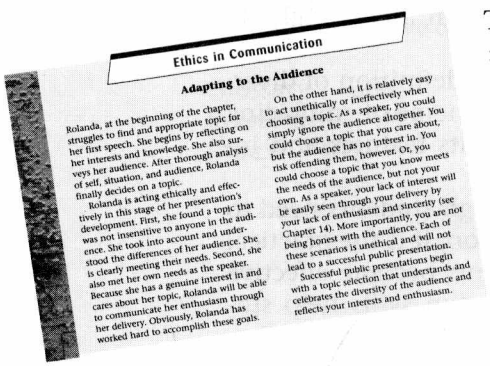
## Pedagogical Features

The theme of **embracing difference** is integrated into every aspect of the text. The following pedagogical features will help students to reflect on, apply, and critically think about communication:

### Chapter Opening Scenarios

Each chapter begins with a scenario that describes a real-life communication situation faced by our students. These stories not only resonate with our students' lives at work, home, and school, they also highlight the increasing diversity of student populations across the country.

### Ethics in Communication


Ethics in Communication

**Adapting to the Audience**

Rolanda, at the beginning of the chapter, struggles to find and appropriate topic for her first speech. She begins by reflecting on her interests and knowledge. She also surveys her audience. After thorough analysis of self, situation, and audience, Rolanda finally decides on a topic.

Rolanda is acting ethically and effectively in this stage of her presentation's development. First, she found a topic that was not insensitive to anyone in the audience. She took into account and understood the differences of her audience. She is clearly meeting their needs. Second, she also met her own needs as the speaker. Because she has a genuine interest in and cares about her topic, Rolanda will be able to communicate her enthusiasm through her delivery. Obviously, Rolanda has worked hard to accomplish these goals.

On the other hand, it is relatively easy to act unethically or ineffectively when choosing a topic. As a speaker, you could simply ignore the audience altogether. You could choose a topic that you care about, but the audience has no interest in. You could choose a topic that you know meets the needs of the audience, but not your own. As a speaker, your lack of interest will be easily seen through your delivery by your lack of enthusiasm and sincerity (see Chapter 14). More importantly, you are not being honest with the audience. Each of these scenarios is unethical and will not lead to a successful presentation.

Successful public presentations begin with a topic selection that understands and celebrates the diversity of the audience and reflects your interests and enthusiasm.

This feature brings students back to the situation presented at the beginning of the chapter, following up on the ethical dilemmas posted there. It helps students to see and understand the ethical choices people make in a variety of real-life circumstances. The feature may be used as a starting point for class discussion or for a reflection assignment such as a journal.

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### Communication and Technology

This feature discusses how technological advances have changed the way we communicate. Topics such as email and computer-mediated communication, the use of the Internet for research, the role of presentational software in public speaking, and working in virtual teams are discussed.

COMMUNICATION and TECHNOLOGY

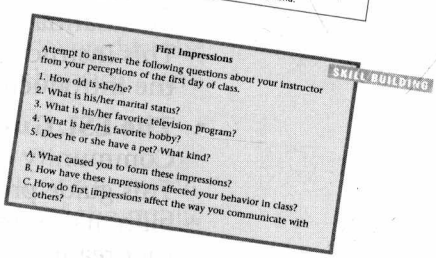
Presentation of Self on the Internet

According to Sherry Turkle in her book *Life on the Screen*, when we enter cyberspace, we create virtual identities (1995). In other words, we can reconstruct our "self" or "selves" as we communicate on the World Wide Web in chat rooms, bulletin boards, through email, and on personal web pages. She says, "Many roles that can be mixed and matched, whose diverse demands need to be negotiated" (1995, p. 180). Thus, our email "style" is different when sending a memo to our boss than it is when we send a joke to our best friend. We have always adjusted our "self" or image to more effectively communicate. Because of the nature of technology, however, we can create or reconstruct our image and identity specifically for cyberspace. As Turkle argues, "your image is a textual description. So, the obese can be slender, the beautiful plain, the nerdy sophisticated" (1995, p. 12).

One popular way to reconstruct identity is through personal web pages. These web sites present to the world the image of yourself you want to send. So, you don't have to worry about your clothing, hair, or speaking style. In other words, "On the Internet, you can't smell my breath, catch the tremor in my voice, or realize that I'm watching the rest of the party over your shoulder" (Miller, 1995, p. 4). According to Hugh Miller, personal web pages may contain the following categories:

1. *An introduction of self.* This could include a photograph of yourself or family members (children), a background about where you live and work, and a listing of personal interests or hobbies.
2. *"This is what I think is cool."* These pages are a subset of the introduction and provide links to interesting web pages, chat rooms, music, video, or other web material.
3. *Electronic resume or curriculum vitae.* This is used as a tool to find employment. These sites could be picked up with an effective search engine and might be seen by potential employers. Also, you could send potential employers to the page as a way to communicate your skills and abilities.

Miller cautions that the personal web page can be easily fabricated. "The homepage provides a locus for the electronic self. There's more possibility for misrepresentation than in email because web pages are carefully set up before presentation to the world, and are only slightly interactive" (1995). So, whether you are setting up your own page or viewing others, be aware that the personal homepage is a presentation of self and that self is constantly changing and adapting to the ever-changing technological world.

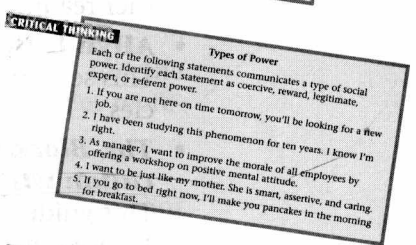

SKILL BUILDING

First Impressions

Attempt to answer the following questions about your instructor from your perceptions of the first day of class.

1. How old is she/he?
2. What is his/her marital status?
3. What is his/her favorite television program?
4. What is her/his favorite hobby?
5. Does he or she have a pet? What kind?

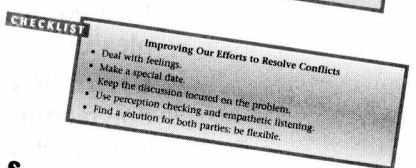
A. What caused you to form these impressions?
B. How have these impressions affected your behavior in class?
C. How do first impressions affect the way you communicate with others?


CRITICAL THINKING

Types of Power

Each of the following statements communicates a type of social power. Identify each statement as coercive, reward, legitimate, expert, or referent power.

1. If you are not here on time tomorrow, you'll be looking for a new job.
2. I have been studying this phenomenon for ten years. I know I'm right.
3. As manager, I want to improve the morale of all employees by offering a workshop on positive mental attitude.
4. I want to be just like my mother. She is smart, assertive, and caring.
5. If you go to bed right now, I'll make you pancakes in the morning for breakfast.


CHECKLIST

Improving Our Efforts to Resolve Conflicts

- Deal with feelings.
- Make a special date.
- Keep the discussion focused on the problem.
- Use perception checking and empathetic listening.
- Find a solution for both parties; be flexible.

Summary

Communication is the interdependent process of sending, receiving, and understanding messages. Although it is an ongoing, dynamic process that changes from one communication setting to the next, there are certain components that are always present: people, a message, encoding, decoding, the channel, feedback, the context, and noise.

Communication functions in several ways. It can create our sense of self, form relationships and communities, be used to persuade, and convey and create information.

Communication can take place when we interact with one other person, when we interact with a small group, and when we speak to an audience. In all these situations, intrapersonal communication (communication with ourselves) can be expected. Interpersonal communication is the informal exchange that occurs between two or more people; the interaction between two people is called dyadic communication, whereas an interaction involving three to eight people is called small-group communication. A final type of communication, public communication, involves having an individual share information with a large group.

The last section of this introductory chapter included a discussion of difference and diversity and their relationship to communication. First encounters with new people and public speaking are two common causes of anxiety, yet there are ways for us to become better, more effective communicators. Most importantly, we must celebrate and appreciate the different approaches to communication we all have as a means of improving our communication effectiveness. Throughout this book specific techniques for improving our communication will accompany the discussions of each communication topic.

### Student-Oriented Pedagogy

Generously sprinkled throughout each chapter are activities designed to help students think about and practice effective communication. These include:

- **Self-Assessment activities:** Self-reflection activities that allow students to analyze, understand, and refine their own communication skills.
- **Skill Building activities:** Opportunities for students to develop and practice the skills taught in the text and apply them to real-life situations.
- **Critical Thinking activities:** Opportunities to analyze the communication of others in a variety of settings and situations and to strategize about these communication challenges.
- **Learning Objectives** help students focus on overall concepts, theories, and skills discussed in the chapter.
- **Checklists** in each chapter summarize the most important theories or skills.
- **Chapter summaries** review the main themes of each chapter.
- **Review questions** help students reflect on the chapter material and can also be used for study guides, quizzes, or exams.
- **Glossary of Terms** serves as a helpful reference tool at the end of the text.

## Instructor Supplements

### Print

- **Instructor's Manual** by Patricia Mellon, Purdue University–Calumet
  This Instructor's Manual includes chapter objectives, chapter outlines, and a wealth of thought-provoking discussion topics and activities.

- **Test Bank** by Erin Okamoto Protsman, Purdue University–Calumet
  This Test Bank contains hundreds of challenging multiple-choice, true–false, short answer, and essay questions, along with an answer key. The questions closely follow the text chapters and are cross-referenced with corresponding page numbers.
- **Computerized Test Bank**
  The printed Test Bank is also available electronically through Allyn & Bacon's computerized testing system, TestGen EQ. The fully networkable test generating software is now available on a multiplatform CD-ROM. The user-friendly interface enables instructors to view, edit, and add questions; transfer questions to tests; and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in a preferred order.
- **A Guide for New Teachers of Introduction to Communication** by Susanna G. Porter, Kennesaw State University
  This instructor's guide is designed to help new teachers effectively teach the introductory communication course.
- **The ESL Guide for Public Speaking** by Debra Gonsher Vinik, Bronx Community College of the City University of New York
  This guide provides strategies and resources for instructors teaching in a bilingual or multilingual classroom. It also includes suggestions for further reading and a listing of related web sites.
- **Allyn & Bacon Public Speaking Transparency Package**
  This set, produced using PowerPoint, includes 100 full-color transparencies.
- ***The Blockbuster Approach: Teaching Interpersonal Communication with Video,* 2/e,** by Thomas E. Jewell, Marymount College
  This guide 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 included.
- ***Great Ideas for Teaching Speech*** by Raymond Zeuchsner, California Polytechnic State University
  This book provides descriptions of and guidelines for assignments successfully used by experienced public speaking instructors in their classrooms.

Electronic Supplements

- **Allyn & Bacon Digital Media Archive for Communication, Version 2.0**
  This CD-ROM offers still images, video clips, and assorted lecture resources that can be incorporated into multimedia presentations in the classroom.

- ***PowerPoint* Presentation for *Communication: Embracing Difference*** (available on the Web—www.ablongman.com/ppt). This text-specific package consists of a collection of lecture outlines and graphic images keyed to every chapter in the text.
- **Allyn & Bacon *PowerPoint* Presentation for Introduction to Communication** (available on the Web—www.ablongman.com/ppt).
- **Allyn & Bacon *PowerPoint* Presentation for Public Speaking** (available on the Web—www.ablongman.com/ppt).
- **Allyn & Bacon Student Speeches Video Library**
  Instructors have their choice of one video from a collection of seven videos that includes three 2-hour American Forensic Association videos of award-winning student speeches and four videos with a range of student speeches delivered in the classroom. Some restrictions apply.
- **Allyn & Bacon Public Speaking Key Topics Video Library**
  This library contains three videos that address core topics covered in the classroom: Critiquing Student Speeches, Speaker Apprehension, and Addressing Your Audience. Some restrictions apply.
- **Allyn & Bacon Public Speaking Video**
  This video includes excerpts of classic and contemporary public speeches and student speeches to illustrate various aspects of the public speaking process.
- **Allyn & Bacon Communication Video Library**
  A collection of communication videos produced by Films for the Humanities and Sciences. Contact your local Allyn & Bacon sales representative for ordering information. Some restrictions apply.
- **Allyn & Bacon Interpersonal Communication Video**
  This interpersonal video contains three scenarios illustrating key concepts in interpersonal communication with a guide featuring transcripts and teaching activities. A separate video guide is available as well.
- **Video: Interpersonal Communication with Guidebook**
  Eight interpersonal scenarios examine a wide range of interpersonal issues. An extensive guide provides a script, class discussion questions, and exercises for each of the episodes.

## Student Supplements

Print

- ***Preparing Visual Aids for Presentations*, 3/e,** by Dan Cavanaugh
  This 32-page booklet provides ideas to improve presentations, including suggestions for planning a presentation, guidelines for designing visual aids and storyboarding, and a *PowerPoint* presentation walk-through.

- ***Public Speaking in the Multicultural Environment, 2/e,*** by Devorah Lieberman, Portland State University
  This booklet helps students learn to analyze cultural diversity within their audiences and adapt their presentations accordingly.
- ***Speech Preparation Workbook*** by Jennifer Dreyer and Gergory H. Patton, San Diego State University
  This workbook takes students through the various stages of speech creation—from audience analysis to writing the speech—and provides supplementary assignments and tear-out forms.
- ***Outlining Workbook*** by Reeze L. Hanson and Sharon Condon, Haskell Indian Nations University
  This workbook includes activities, exercises, and answers to help students develop and master the critical skills of outlining.
- ***iSearch for Speech Communication***
  This resource guide for the Internet covers the basics of using the Internet, conducting Web searches, and critically evaluating and documenting Internet sources, as well as Internet activities and URLs specific to the discipline of speech communication. The book also contains an access code for ContentSelect, our online research database.

Electronic

- **Interactive Speechwriter Software, Version 1.1 (Windows)** by Martin R. Cox
  This interactive software package for student purchase provides supplemental material, writing templates (for the informative, persuasive, and motivated sequence speeches, as well as for outlines), sample student speeches (text only), and more! This program enhances students' understanding of key concepts discussed in the text and is available for Windows and Macintosh.
- **Speech Writer's Workshop CD-ROM, Version 2.0**
  This interactive software assists students with speech preparation and enables 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 and includes a series of questions at each stage; (3) a topics dictionary containing hundreds of speech ideas—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.
- **Companion Website with Online Practice Tests (http://www.ablongman.com/dunn)** by Elsa Peterson
  This site includes chapter objectives, weblinks, and a wealth of questions and assignments, including multiple-choice, true–false, and essay options.

- **ContentSelect**
  This free research database (available via an access code in *iSearch for Speech Communication*), searchable by key-word, gives you immediate access to hundreds of scholarly journals and other popular publications. Ask your local representative for details.

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