

eightth edition



the
INTERPERSONAL
COMMUNICATION
book

Joseph A. DeVito

THE INTERPERSONAL COMMUNICATION BOOK

EIGHTH EDITION

Joseph A. DeVito

*Hunter College
of the City University of New York*



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PREFACE

This eighth edition of *The Interpersonal Communication Book* has provided the opportunity and the challenge to bring interpersonal communication into the twenty-first century and at the same time make it more accessible to those who are totally new to this exciting and growing field. It is truly an honor to write a preface to a text that has proven so popular with students and teachers over the last 20 years. The many revisions have enabled me to fine tune a presentation of interpersonal communication that keeps pace with the rapid research advances in the field and meets the ever-changing needs of today's students.

The philosophical foundation of the text continues to be the notion of choice. Choice is central to interpersonal communication because the speaker, listener, and communication analyst are constantly confronted with choice points at every stage of the communication process. The text provides readers with worthwhile options in a wide variety of interpersonal situations and discusses the theory, research, and evidence bearing on these communication choices. As a result, after completing this text, the reader should be better equipped to make more reasoned, more reasonable, and more effective communication decisions.

The Text

This text is a complete learning package that provides students with the opportunity to learn about the research and theory in interpersonal communication and to practice the skills necessary for effective interpersonal interaction.

The unit divisions of the previous editions have been retained. Students continue to favor their brevity and their clear and limited focus, making them easier to read and review. As in the previous edition, the units are grouped into three parts: Preliminaries, Messages, and Relationships.

Each unit opens with **Unit Topics** and **Unit Objectives** to give the reader an overview of what to expect in the unit. In addition, the Unit Opener contains suggestions for experiential learning vehicles or exercises, contained in the Handbook at the back of the book, that will help illustrate and personalize the concepts of the unit. The **Summary: Unit in Brief** charts at the end of each unit highlight and review the major issues considered. The questions for **Thinking Critically** in the margins invite responses to a variety of issues concerning both the theory and research and the skills and applications of interpersonal communication. **Experiential vehicles** appear at the end of the text in a Handbook of Experiential Vehicles in Interpersonal Communication. A combined **Glossary of Concepts and Skills** appears at the end of the text.

Thirteen **Media and Technology** and six **Interpersonal Ethics** boxes are integrated throughout the text. Twenty-four **Self-Tests** are positioned throughout the text to promote more active involvement. These features are explained in more detail below and are identified in the specialized table of contents on page xvii.

What's New in the Eighth Edition

This eighth edition is a significant revision, so the major changes and improvements (and there are many) should be noted:

1. **Cultural aspects** of interpersonal communication are given much greater attention than in the previous edition. Because of the growing importance of culture in interpersonal communication, an entire unit (Unit 3, Culture in Interpersonal Communication) is now devoted to culture and is presented early in the text as one of the foundation concepts for understanding interpersonal communication. In addition, major sections throughout the text elaborate on culture in connection with the specific topic discussed. These include the following:
 - ◆ an introduction to culture and interpersonal communication (the relevance of culture, the aim of a cultural perspective) (Unit 1)
 - ◆ culture as an influencing factor in self-disclosure (Unit 4)
 - ◆ culture and speaker apprehension (Unit 5)
 - ◆ culture and listening (Unit 7)
 - ◆ cultural sensitivity as a skill of interpersonal competence (Unit 8)
 - ◆ culture and directness (Unit 9)
 - ◆ racism, sexism, heterosexism (Unit 10)
 - ◆ cultural identifiers, ethnocentrism (Unit 11)
 - ◆ the influence of culture on facial communication, cultural differences in touching, and cultural differences and silence (Unit 12)
 - ◆ color and culture, gifts and culture, cultural time (displaced-diffused, monochronism-polychronism, the social clock) (Unit 13)
 - ◆ conversational taboos, conversational maxims and culture (peaceful relations, self-denigration, politeness) (Unit 14)
 - ◆ equity and culture (Unit 16)
 - ◆ relationships in a cultural context (Unit 18)
 - ◆ conflict and culture (Unit 20)
 - ◆ cultural differences in friendship, cultural differences in loving (degree of love, romantic experiences and attitudes, romantic breakups) (Unit 21)
2. **Media and technology** boxes, a new feature of this edition, relate the concepts of interpersonal communication to a world heavily influenced by both traditional media and new computer technologies. The boxes address the following issues:
 - Interpersonal Communication: Face-to-Face vs. Computer (Unit 2)
 - Outing (Unit 4)
 - Censorship in Cyberspace (Unit 6)
 - Talk Radio (Unit 7)
 - Effective Computer Communication (Unit 8)
 - Emoticons (Unit 9)
 - Learning the Jargon (Unit 10)
 - The Spiral of Silence (Unit 12)
 - The Rules of Netiquette (Unit 14)
 - Parasocial Relationships (Unit 15)
 - Developing Relationships Online (Unit 16)
 - Online Relationship Communication (Unit 18)
 - New Directions (Unit 22)

3. **Interpersonal ethics** is covered differently in this edition. A series of 6 ethics boxes distributed throughout the text replace the ethics unit. The use of boxes permits closer coordination of the ethic and specific unit topics and serves to emphasize that ethics is a part of all interpersonal transactions. For those who prefer reading all the ethics material as a single unit, each box contains a note identifying the location of the next ethics box.
4. **Research and theory** is given greater coverage and attention. Recent research findings support just about every topic considered and reflect the changes that have taken place in the field of interpersonal communication over the last ten years. This research emphasis is also reflected in the marginal questions that focus on seeking answers on a wide variety of issues. A new section, Theory and Research in Interpersonal Communication, including a new self-test, has been added and appears in Unit 2.
5. **Critical thinking** has been emphasized even further in this edition. Additional questions and numerous specific sections throughout the text focus on critical thinking as it relates to interpersonal communication, for example: perception (Unit 3), listening (Unit 4), effectiveness (Unit 6), language barriers (Unit 12), and nonverbal communication (Units 10, 13, and 14). Questions for thinking critically about the contents of the unit have been revised and updated and now appear in the margins. These questions focus on evaluating principles and suggestions, synthesizing material covered in the unit, and furthering the understanding of research and theory.
6. Some **organizational changes** have been made.

In Part One the new unit on culture appears as Unit 3. The effectiveness unit, formerly Unit 6, appears as Unit 8 following the units on the self. The three units on the self have been recast into two more manageable units (Units 4 and 5). And the ethics unit (Unit 5 in the previous edition), as already noted, has been reconceived into integrated boxes. The organization of this first part, then, is as follows:

1. Universals of Interpersonal Communication
2. Axioms of Interpersonal Communication
3. Culture in Interpersonal Communication
4. The Self in Interpersonal Communication
5. Apprehension and Assertiveness
6. Perception in Interpersonal Communication
7. Listening in Interpersonal Communication
8. Effectiveness in Interpersonal Communication

The organization of Part 2 remains as in the previous edition:

9. Universals of Verbal and Nonverbal Messages
10. Verbal Messages: Principles and Pitfalls
11. Verbal Messages: Barriers to Interaction
12. Nonverbal Messages: Body and Sound
13. Nonverbal Messages: Space and Time
14. Messages and Conversation

The organization of Part 3 remains the same except that the unit on dysfunctional relationships has been eliminated. Important sections of that

unit, however, have been incorporated elsewhere in the text. The discussion of sexual harassment (formerly in a box in the dysfunctional relationship unit), in slightly reduced form, now appears in the unit on Power (Unit 19). The discussion of verbal abuse and verbally abusive relationships appears in the unit on Conflict (Unit 20), integrated more closely with the concepts of verbal aggressiveness and argumentativeness. Part 3, then, is as follows:

15. Universals of Interpersonal Relationships
 16. Relationship Development and Involvement
 17. Relationship Deterioration and Dissolution
 18. Relationship Maintenance and Repair
 19. Power in Interpersonal Relationships
 20. Conflict in Interpersonal Relationships
 21. Friends and Lovers
 22. Primary and Family Relationships
7. **Self-tests**, so popular in previous editions, have been increased to 24. New self-tests include research in interpersonal communication, cultural beliefs and values, the ethics of lying, interpersonal flexibility, relationship commitment, and Machiavellianism. A complete list of self-tests appears in the Specialized Tables of Contents on pages xvii–xviii.
 8. **Experiential vehicles**, formerly at the ends of units, have been reconfigured to make them more useful. Those experiences that can be done alone and that are closely connected with understanding the principles of interpersonal communication have been integrated into the text. Those experiences that are best completed in groups or with the class as a whole have been placed at the end of the text in a Handbook of Experiential Vehicles in Interpersonal Communication. The unit openers identify the vehicles most closely related to the concepts of the unit. In addition, the Handbook is prefaced by a chart that identifies the units for which the vehicles seem most appropriate.
 9. **A Glossary of Concepts and Skills** integrates the two glossaries of the previous edition. This new integrated glossary provides both definitions of key terms and, where appropriate, the corresponding skills (*in italics*).
 10. Other material has been updated, expanded, or substantially revised; by unit, the most notable are these:
 1. A new section on Culture in Interpersonal Communication (including the relevance of culture and the aim of a cultural perspective) introduces the importance of culture and establishes it as a major theme in this edition; the discussion of feedback has been expanded to include person versus message focus and a corresponding interactive visual (Figure 1.2); a new visual for the purposes of interpersonal communication (Figure 1.3) has been created.
 2. A new section on Theory and Research in Interpersonal Communication with a brief self-test now prefaces the axioms of interpersonal communication; a new figure explaining the transactional view of interpersonal communication (Figure 2.1) has been added; communication accommodation has been added to the discussion of the process of adjustment axiom; the material on communication being culture-specific has been repositioned and now appears in Unit 3.

3. A new unit on the nature of culture, how cultures differ, theories of culture and communication, and intercultural communication has been added to this first part of the text to introduce cultural concepts and a cultural perspective that recur throughout the book.
4. This new unit combines in more streamlined form self-concept, self-awareness, self-esteem, and self-disclosure and new material on cultural influences on self-disclosure. The box on facilitating self-disclosure has been deleted but appears in the third edition of *Messages: Building Interpersonal Communication Skills*.
5. Theories of speaker apprehension (cognitive restructuring, systematic desensitization, and skill acquisition) and cultural influences on speaker apprehension have been added; a clearer identification of assertive communications has been developed; the section on how apprehension and assertiveness begin has been deleted.
6. Discussion of attribution has been restructured and the stability factor has been deleted; more attention is paid to errors of attribution, for example, the fundamental attribution error is now included, and the discussion of perception checking has been repositioned and placed in the expanded section on increasing perceptual accuracy.
7. A major section on Listening, Culture, and Gender has been added; new tables on problem-causing ways of responding (Table 7.2) and on critical listening pitfalls (Table 7.3) have been added.
8. A new self-test on communicator flexibility (from Matthew Martin and Rebecca Rubin) and new cultural perspectives have been added.
9. Gender and cultural differences in directness have been added.
10. A new section on disconfirmation through listening has been added; the principles of criticism and the discussion of inclusive language have been expanded.
11. A new table on the assumptions about the world and about language now prefaces the discussion of barriers (Table 11.1); a major section on cultural identifiers and reprinted guidelines from The Lighthouse, Inc. "What Do You Do When You Meet a Blind Person?" have been added; and a discussion of pragmatic implication has been added as a part of the fact-inference discussion.
12. The discussion of the facial feedback hypothesis has been enlarged a bit; cultural differences and silence has been expanded and updated; and a discussion of smell has been added.
13. Discussion of color communication has been updated and given a cultural emphasis; discussions of monochronism and polychronism and the social clock have been added to the discussion of cultural time; and a new section on "Artifacts and Culture: The Case of Gifts" has been added.
14. The discussion of politeness theory has been expanded; a new table on the functions of backchanneling cues has been added as has new material on the best types of excuses.
15. Major new sections on the disadvantages of interpersonal relationships and on culture and interpersonal relationships have been added; the visual on the stages of relationships has been revised (Figure 15.1); and the stage talk box has been repositioned in the Handbook (Vehicle No. 16).

16. The discussion of equity and its cultural variations has been updated and “The First Encounter” section has been reworked and streamlined.
17. The discussion of unrealistic beliefs about relationships has been integrated into the discussion of causes of relationship deterioration and research on deterioration has been updated.
18. A new self-test on commitment (from Mark Knapp and Eric Taylor) has been added and the discussion of maintenance behaviors has been streamlined.
19. A new discussion with a self-test on Machiavellianism has been added; other new sections include empowering others and communicating power (verbally, nonverbally, and through listening).
20. New discussions on conflict and culture, the issues people argue about, the factors influencing the choice of conflict management strategies, and face-detracting and face-enhancing strategies have been added; the section on conflict management strategies now integrates aggressiveness, verbal abuse, and argumentativeness.
21. New discussions include cultural differences in both friendship and love and love and personality; love and communication and romanticism are both integrated into the discussion of love.
22. New material has been added on shared living space as a defining feature of family; a new section on rules in the family and the role of culture in establishing these rules has been added; and the relationship between equality and equity has been clarified.

The Pedagogy

In this edition, I have increased efforts to make the text even more interactive than previous editions. Some examples of this emphasis are:

- ◆ **Unit opening grids** combine the major topics covered in the text (the major headings in the unit) and their corresponding objectives to give a clearer picture of both the theoretical and the applied dimensions of interpersonal communication.
- ◆ **Integrated interactive discussions** that ask readers to reflect on their own interpersonal communication and relationships appear throughout the text and in every unit.
- ◆ **24 self-tests**, approximately one per unit, ask students to assess their communication behaviors or beliefs (many with instructions for analyzing their own responses so they can see how their behaviors compare with those of other groups). The 24 self-tests are integrated throughout the book.
- ◆ **Questions for thinking critically** about the contents of each unit appear in the margins and should prove useful for stimulating discussion and for extending and applying the principles to other areas.
- ◆ **Captions** for photos, tables, and figures have been extended beyond what is customary practice; the captions draw more focused attention to the visuals and better integrate them into the text.
- ◆ **Experiential vehicles** (several new to this edition) in the appendix, Handbook of Experiential Vehicles, provide opportunities to work actively with the concepts discussed in the text.



- ◆ **Summary: Unit in Brief** charts highlight and review the major issues considered in each chapter.
- ◆ **Learning aid notes** appear next to the first appearance of each of the major pedagogical features and explain their purpose and how to get the most value out of them.

Ancillaries

To enhance the teaching and learning experiences in interpersonal communication, a variety of ancillaries are available with this textbook for the instructor and student.

ANCILLARIES FOR THE INSTRUCTOR

Interpersonal Communication Video

Designed especially for use with this edition, a video of eight interpersonal episodes coordinated with the text material, has been prepared by Professors Jean Civikly-Powell and Tom Jewell of the University of New Mexico. With segments written and performed by students from the University of New Mexico, the video covers concepts such as perception, ethics, self-disclosure, sexual harassment and dysfunctional relationships.

This video comes with a guide containing suggestions for using and coordinating the video with the text.

Instructor's Manual/Test Bank

The **Instructor's Manual/Test Bank** written by Marquita L. Byrd of San Jose State University provides suggestions for teaching the course, sample syllabi, chapter outlines and summaries, additional class exercises and experiences, suggestions for using the text's Experiential Vehicles, additional references, over 100 transparency masters, and over 700 test questions including multiple choice, true-false and essay.

Interpersonal Communication TestGen EQ

Our print test bank is available digitally through Longman's TestGen-EQ with QuizMaster-EQ. This fully networkable testing software is available in Windows and Macintosh versions. TestGen-EQ's friendly graphical interface enables instructors to easily view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts and forms. Search and sort features let the instructor quickly locate questions and arrange them in a preferred order including an ability to print the same test with questions in different order and multiple choice alternatives in different order. QuizMaster-EQ enables instructors to create and save tests and quizzes using TestGen-EQ so students can take them on a computer network. Instructors can set preferences for how and when tests are administered. QuizMaster-EQ automatically grades the exams and allows the instructor to view or print a variety of reports for individual students, classes, or courses.

Transparencies

In addition to the more than 100 transparency masters included in the Instructor's Manual, Longman is pleased to offer for the first time with this book,

a package of 74 full color transparencies. These transparencies reproduce many of the figures and tables from the text and include content summaries to facilitate instructor's lecture presentation and to use as lecture outlines. Included in this transparency packet is a convenient grid developed by the author which offers suggestions for using transparencies in the classroom and how to best integrate them with the text material.

ANCILLARIES FOR THE STUDENT

Studying Communication

A booklet—*Studying Communication*—can be packaged with this edition. Written by the author, this booklet introduces the student to the field of communication and to the way research is conducted—topics that we have too long neglected. In addition, it contains a variety of practical suggestions for helping the student get the most out of the course and the text and covers, for example, how to read a textbook, how to take a test, and how to write a paper in communication.

Brainstorms

Also available is a brief creative thinking booklet subtitled, "How to Think More Creatively About Communication or About Anything Else." Also written by the author, this booklet integrates creative thinking into the introductory communication course and thus complements the critical thinking emphasis in the text. **Brainstorms** introduces the creative thinking process (its nature, values, characteristics, and stages) and its relationship to communication (or anything else). The discussion of each tool includes its purposes, the specific techniques to follow in using the tool, and at least one exercise or application to get started using the tool. Creative thinking sidebars and relevant quotations add to the interactive pedagogy. Guides for coordinating the creative thinking tools with the topics of the textbook are provided as well.

The Interpersonal Challenge 3

This highly interactive game has been expanded and streamlined and is keyed to the eighth edition. The game now contains 200 questions covering such topics as perception, interpersonal relationships, ethical dilemmas, and intercultural communication. Instructions for playing the game have been completely revised; as a result, the game will play faster and more smoothly with small groups in and out of the classroom.

Instructors should contact their local Longman sales representative to request an examination copy of any of these ancillaries or to find out more about our packaging options. One or more of the student ancillaries listed above can be packaged with the eighth edition of *The Interpersonal Communication Book* for a discount.

You may also request examination copies of this material and learn about additional Longman Communications titles by visiting us at our web site: <http://longman.awl.com>

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