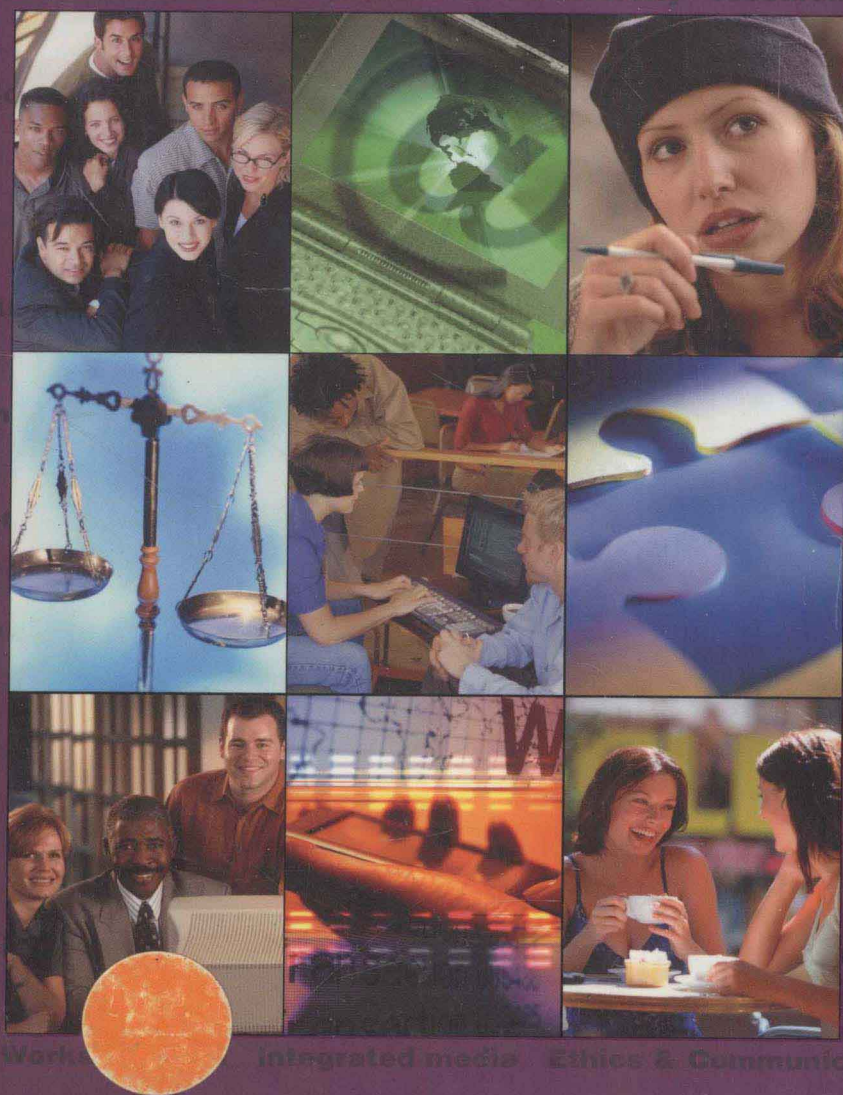


SEVENTH EDITION

Communication Works



Teri Kwal
Gamble

Michael
Gamble

SEVENTH EDITION

Communication Works

Teri Kwal Gamble

College of New Rochelle

Michael Gamble

New York Institute of Technology



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COMMUNICATION WORKS

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For **Matthew Jon** and **Lindsay Michele**, our children, who grew up with this book and taught us more about how and why communication works than they will ever know.

ABOUT THE AUTHORS

Teri Kwal Gamble and Michael W. Gamble both have Ph.Ds in communication from New York University. Teri is a full professor of communication at the College of New Rochelle, and Michael is a full professor of communication at New York Institute of Technology in Manhattan. Both are award-winning teachers, and as cofounders of Interact Training Systems, a communication consulting firm, have conducted seminars, workshops, and short courses for numerous business and professional organizations across the United States.

The Gambles are also professional writers of educational and training materials. They are co-authors of several textbooks including *Literature Alive!*, *Public Speaking in the Age of Diversity*, and *Contacts: Communicating Interpersonally*. They also write for the trade market: their trade books include *Sales Scripts that Sell*, *The Answer Book*, and *Phone Power*.

Teri and Michael live in New Jersey and spend much of their time interacting with and following the academic, athletic, and professional careers of their favorite communicators, their son, Matthew Jon, age 25, a Ph.D. candidate in Cell and Molecular Biology, and their daughter, Lindsay Michele, 19, a division I, scholar-athlete.



■ Teri and Michael Gamble with daughter Lindsay and son Matthew

COMMUNICATION WORKS! IN THE TWENTY-FIRST CENTURY

Whether we are communicating in professional settings, with family or friends, with persons whom we love, with colleagues at work and school, or with strangers, the presence or absence of effective communication plays a crucial part in determining how both our interactions and our relationships evolve.

With this new edition of *Communication Works*, we hope to help foster an appreciation of the kinds of communication understandings and skills students need in order to function as competent communicators in the twenty-first century. We all bring different backgrounds and experiences to the exploration of communication. We can use our past to enrich our present exploration of the myriad roles that communication plays in our professional and personal, online and offline lives. To this end, our approach and organization strengthen students in their pursuit of learning how communication works by giving them a way to explore how to:

- (1) enhance their communication skills,
- (2) assess the extent to which students are prepared to meet the challenges posed by their living in an increasingly socially diverse society,
- (3) make ethical decisions regarding the communicative behaviors available to them,
- (4) identify how media and technology are changing the nature of the communication environment in which they interact,
- (5) and think more critically about communication.

Building on the Strengths of Earlier Editions: Twenty-First Century Approach

The seventh edition is our first edition in the new century. Thus the reader will find consistent attention given to how technology shapes our individual communication styles and our communication culture in general. The book also *uses* technology to help students—from understanding communication basics to mastering skills. New to this edition are e-Searches and Media Wise boxes, and Resources for Further Inquiry and Reflections. The first two have been added to emphasize the importance of media and

Our approach encourages students to use their understanding of communication as a means to explore how social diversity, a sense of ethics, technology, and critical thinking skills influence the nature of communication experiences.

technology in the totally wired, ethically challenged world that is our communication arena. The last feature—with its “Listen to Me,” “View Me,” and “Read Me,” sections—has been added to help students apply their learning to content—music, movies, and books—with which they are comfortable.

We continue to offer numerous Skill Builder boxes throughout the book to help students apply theory to real communication situations.

Because we believe that people learn best when they are actively involved, we continue to offer a wide selection of Skill Builder boxes—learning activities that appear in both the text and the instructor’s manual for use in or outside class. We developed these activities to help students

look at communication, assess its effects, and experience the insights and practice they will need to become strong communicators. Instructors report that they find these exercises make this book a complete teaching-learning package and help make the study of communication active, exciting, involving, and rewarding. Of course, we do not expect any instructor to use all the Skill Builders or other exercises, or even all the chapters in the text in a single course or semester. The text has built-in flexibility, allowing each instructor to choose those elements that fit the needs of her or his students and the time available.

We want students to recognize how they can use interpersonal, intercultural, small-group, public, and mass communication in their futures.

To meet the needs and reflect the interests of an increasingly diverse student audience, and to encourage critical inquiry, we continue to pay significant attention to the influence of culture and the importance of ethics. This attention is reflected in chapter content as well as in Exploring Diversity and Ethics & Communication boxes, and the

Thinking Critically exercises, which appear throughout the text. These three features support content and are designed to prompt student questioning, compel students to become involved, and serve as promoters for individual assignments or group or class discussions. Now more than ever before, it is essential for students to develop a more comprehensive understanding of how culture and technology are shaping their communication experiences. It is equally important for them to understand the ethical issues related to communication and to be able to think critically and speak cogently about them.

All the special features—Skill Builders, Exploring Diversity, Ethics and Communication, Media Wise, e-Search, Thinking Critically, and Resources for Further Inquiry and Reflection—are listed in the table of contents so that instructors and students can locate them easily.

The publisher has also made a special effort to design and produce a book that students will enjoy reading. The way information is presented affects students’ level of interest. Thus we have aimed to create a book that exhibits clarity

of language, encourages reader participation, and does so in a lively, colorful format. As always, we have tested the materials incorporated in the text with students of different ages, cultures, and ethnic groups. We have also retained several popular pedagogical features from the previous editions. Each chapter begins with a preview of behavioral objectives that illuminate the material, establish goals, and prepare the readers for the concepts that will be introduced. Within the chapters, students are periodically expected to complete self-assessment scales to evaluate their

Now more than ever before it is essential for students to develop a more comprehensive understanding of how culture and technology are shaping their communication experiences.

attitudes and reactions and to measure their mastery of skills. The chapters also present a broad range of career-oriented examples. Of special interest are the marginal comments and questions, which, like the boxes, help arouse students' curiosity and prompt them to ask and answer questions. Also included in the margins, and new to this edition, is a running glossary. At the end of each chapter is a summary, now keyed to chapter objectives, that recapitulates the content and relevant skills that were emphasized, as well as a list of key chapter terminology, and instructions for Test Your Understanding Self-quizzes. Included at book's end is a glossary designed to help students master the field's vocabulary.

As we have with previous editions, we found working on the seventh edition of *Communication Works* both challenging and fun. We hope you enjoy the new information and exercises we include. We would love to hear from you. You can reach us via e-mail at gamble@carroll.com.

ACKNOWLEDGMENTS

The seventh edition of *Communication Works* reflects the continuing changes in our communication environment, society, students, and ourselves. As in previous editions, the improvements we have made are the result of input from students and the suggestions of colleagues; they truly reflect a team effort.

The contributions of our editors at McGraw-Hill need to be singled out. We would like to thank our editors, Phil Butcher for his continuing belief in and commitment to the book, Nanette Kauffman for her fresh vision and innovative ideas, and Jennie Katsaros, who has learned to read our minds and gives so freely of her time and energy to see that this book succeeds, and that it surpasses expectations. In addition, kudos to project manager, Kelly Delso, whose attention to detail and schedules kept us all on target, Keith McPherson, our designer, who ensured that the new design would enhance the content and revisions, and to David A. Tietz, who oversaw the photo research.

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Finally, once more with feeling, we again thank our children, Matthew and Lindsay, who continue to grow and develop with each edition of this book and whose communicative instincts and spirit have helped us learn so much. They continue to provide our motivation, and are the best proof we can offer that communication works!

Teri Kwal Gamble

Michael Gamble

Communication Works

COMMUNICATION WORKS!

Skill building, social diversity, a sense of ethics, media technology, and critical thinking are the five unifying themes used in Communication Works to help students synthesize their communication experiences.



DIVERSITY

Communication Works' integration of diversity prepares students to meet the challenges of communicating in a socially diverse society.

Exploring Diversity

Exploring Diversity boxes prompt students to consider the effects of diversity and encourage classroom discussion.

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Part I The Essentials of Communication



Side by Side

"The National Study of the Changing Work Force," a report issued by the Families and Work Institute, notes that, contrary to expectations, younger employees are unprepared to work in a diverse workplace.

The report, based on interviews with almost 3,000 workers, pointed out that employees under age 25 showed no greater preference than older employees for working with people of other races, ages, or ethnic groups. Just over half of surveyed workers of all ages said they prefer working with people of the same race, gender, and educational level.

Despite this finding, according to diversity expert Robert Lattimer, when they are used, "diverse employee teams tend to outperform homogeneous teams of any composition. Homogeneous groups may reach consensus more quickly but are not able to generate new ideas or solve problems as well because their collective perspective is narrower."¹⁴

Compile a list of other reasons why a diverse group might outperform a homogeneous one. How, for example, might diversity affect the group's perception of both the problem and its solution?



Diverse teams of employees frequently outperform homogeneous teams.

Gender and Perception

Chapter 8 Understanding Relationships

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Survivor Mentality

At the outset of this chapter we wrote briefly about the inaugural run of the television series "Big Brother." Another program, "Survivor," was introduced to television viewers at approximately the same time. In this show, instead of inhabiting a house, a group of people were taken from civilization and placed on an isolated island where they were divided into teams that worked together to survive but at the same time competed with each other to not be voted off the island, in an effort to be the sole winner of the \$1 million top prize. As with "Big Brother," cameras recorded their every move. The first million-dollar prize winner of the series was Richard Hatch, a corporate trainer. What did Hatch do to contribute to his being the last survivor on the island? To what extent, if any, was his win gender-related?

The creators of "Survivor" designed their game to require players to eject other members of their own group and to betray their allies. Richard Hatch was the player who made it clear from the outset that he was playing a game of strategy and alliances. Co-players such as Susan, who emphasized relationships instead of strategizing, did not triumph in this game. Research reveals that while men excel at competitive tasks, women notice social nuances and cultivate personal relationships. Women, it appears, prefer indirect aggression, while men seek to publicly vanquish their rivals instead. Richard Hatch was successful at forming ruthless utilitarian coalitions that allowed him to accomplish his goal. He was able to focus on the immediate task and ignore the social background and the personal relationships that were important to the women. According to social psychologist James McBride Dabbs, "Women are more interested in complex, lasting relationships based on affection than getting a one-time task done."¹⁵

In your opinion, did the triumph of a man over a woman capture a truth about survival in our society? What role, if any, should mutual caring and cooperation play in our personal lives? What would happen, do you imagine, if you played the game of life just for profit, much like Richard Hatch played "Survivor"?

Women, Intimacy, and Isolation

According to the sociologist Deborah Tannen, for women, life is a struggle to preserve intimacy and avoid isolation. Do you agree with Tannen? If so, do you believe this true only of American women? What about women from other cultures? What about men?

Source: Deborah Tannen. *You Just Don't Understand: Women and Men in Conversation*. New York: Ballantine, 1991.

Culture and Relationships

These same factors influence the effectiveness of the relationships shared by persons from different cultures. Acceptance, for instance, is one necessary factor for relationship satisfaction. Researchers report that to be satisfied in their relationships with whites, both African Americans and Mexican Americans need to feel that whites respect, confirm, and accept them.¹⁶



A Speech: Racial Profiling²³

Accusations of racial prejudice by police officers sparked riots in the 1960s, grand juries in the '70s, and disorder in the '80s. Now, in the year 2000, the prejudice has moved from accusation to blatant reality—a reality that unfortunately has always existed, but can no longer be ignored. In the past, terms used to describe stereotyping of this nature included the words *prejudiced* or *racist*, but now there are new terms. Minorities refer to it as “DWB,” driving while black. Politicians call it racial profiling. According to the *Los Angeles Times*, March 10, 2000, racial profiling is the police practice of singling out minorities for questioning at airports, on highways, and on the street.

The racial profiling problem is not an isolated one. It is a coast-to-coast epidemic, and anyone with any color is a potential victim of the practice. According to a June 9, 1999, speech he delivered in Washington, D.C., President Clinton referred to racial profiling as “a morally indefensible, deeply corrosive practice that has affected members of Congress, students, doctors, even off-duty police officers.” This speech is not about fixing the system that is at fault. It is about the attitudinal change that needs to occur on a national scale if we are to solve the racial profiling problem. This issue should touch all of us, even those of us in the majority, because if it doesn’t that only multiplies the problem’s magnitude. In order to end these crimes against people of color, we must first paint an accurate picture of the problem; second, explore the problem’s root causes; and finally, put in place a solution that can erase the practice of racial profiling.

Perhaps the most distressing fact about racial profiling is that we aren’t shocked by it. We have two typical reactions when forced to face it. We either deny that racial profiling exists or accept it as a mere fact of life. Neither reaction is appropriate. First, racial profiling does exist.

According to the *Denver Post* of February 27, 2000, New Jersey Governor Christine Todd Whitman admitted after an internal investigation that New Jersey State Troopers had engaged in racial profiling when deciding which cars to stop on the highway. New Jersey resident Dr. Elmo Randolph has been pulled over on his way to work fifty times, yet, he has never been issued a ticket. The police approach his gold BMW and request his license and registration. The officers involved are always white and Dr. Randolph is always black. According to *Newsweek*, May 7, 1999, officers will park along the road and shine their headlights into passing cars, looking for minorities to pull over. Then they radio ahead to fellow officers that “a carload of coal, or a group of porch monkeys is headed their way.”

Also, racial profiling is not limited to our local agencies and highways. It is a national problem. For example, the September 13, 1999, edition of the *New Republic* explains that after getting off a plane in Kansas City, a young man was taken into custody and questioned by DEA officers. When asked to explain their reasons for stopping him, one officer declared, “The young man was black.” According to the *Chicago Sun Times*, March 12, 2000, “Blacks, Hispanics, or any [other] people of color are five times more likely to be stopped than Whites.” New Jersey, Chicago, and Kansas are not alone. Law enforcement agencies in Michigan, California, and even right here in Florida have openly admitted that some of their officers have specifically targeted minorities. In addition, studies have been performed along highways across America. Results have caused the NAACP to launch a campaign against it. Even President Clinton has gone on record in support of abolishing racial profiling. That’s a lot of attention given to something that supposedly doesn’t exist.

The second aspect of the problem is the widespread acceptance of the notion that racial profiling is “just the way things are.” How often have you been pulled over for apparently no reason? You weren’t speeding or weaving. Maybe your car looked too expensive. Maybe you didn’t fit the norm for the neighborhood. Chances are, never, particularly if you are white. Docile acceptance of the practice of racial profiling comes from members of the majority. The *Chicago Sun Times*, March 8, 2000, states that some

The speaker begins by bridging past and present and introducing and defining the topic of the speech.

The speaker uses testimony to reinforce the problem’s magnitude.

The speaker previews what she will accomplish during the speech. She clearly states her goals.

The speaker does a good job of involving us in considering our positions on her subject.

Integrated Diversity

Ethnic Diversity is woven throughout the text and included in examples and sample speeches.

TAKING THE DEMOGRAPHIC PICTURE: DIVERSITY IN FOCUS

The United States is the most demographically diverse country in the world. Have you taken advantage of the opportunities you have to interact with persons from different cultures?

melting pot philosophy
the view that different cultures should be assimilated into the dominant culture

cultural pluralism
adherence to the principle of cultural relativism

To what extent has the amount of contact you have with persons of diverse cultural backgrounds changed since you were a child? When you were younger, you were more apt to interact with persons just like yourself. Your experience today most likely is different. Continuing developments in technology and changes in demography are influencing the nature of our interactions.

Society and the world have been transformed into a mobile, global village, much as Marshall McLuhan, a communication theorist, forecast over three decades ago. We now have a global economy, a global marketplace, and global media. Whether we travel abroad or stay at home, we are now regularly in contact with individuals who are significantly different from us.

Intercultural communication is fast becoming the norm. In fact, living in the United States gives you an incredible opportunity to interact interculturally without having to pay for international travel. But it hasn’t always been that way. Years ago, the United States embraced a **melting pot philosophy**. According to that theory, when individuals from other countries came here, they lost or gave up their original heritage and became Americans. The national motto, *E pluribus unum*—a Latin phrase meaning “one out of many”—reflected this way of thinking. It was believed that diverse cultural groups should be assimilated into the parent, or dominant, culture. As a result, cultural differences were submerged and eradicated as quickly as possible rather than accepted by the parent culture and allowed to thrive.

Over time, this philosophy was replaced by one that stressed **cultural pluralism**. Cultural pluralists advocate respect for uniqueness, tolerance for difference, and adherence to the principle of cultural relativism. In a multicultural society, every group, it is believed, will do things differently, and that’s OK.

Demographers tell us that diversity will shape our country’s future. According to U.S. Census Bureau statistics, the five largest ethnic groups are composed of people who identify themselves as white (207.7 million), African-American (30.3 million), Hispanic (19.4 million), Asian-American (6.4 mil-

Example—sample speech discussing racial profiling shows how cultural values influence attitudes toward conflict and its resolution.

GENDER AND CONFLICT: COMPARING APPROACHES

Women and men have been socialized to approach conflict situations differently. While most makes have been socialized to be demanding and competitive, females have been taught to practice cooperativeness, compromise, and accommodation instead. Recall our discussions in Chapter 8 about “Survivor.” While males tend to become verbally aggressive and adopt a fight mentality, women are more likely to engage in protracted negotiation in an attempt to avoid a fight.³ Males are apt to give orders and assert themselves, while females are more prone to make proposals, give reasons for their positions, and attempt to resolve disagreements nonaggressively. When asked to describe how their style of handling conflict differed from that of men, women noted that men are overly concerned with power and content issues and underconcerned with relational issues. When compared with men, women place more emphasis on preserving their relationships during conflict; instead of focusing on content, they focus on feelings.⁴

Men, however, are more likely to withdraw from a conflict situation than are women. Researchers believe this may occur because men become substantially psychologically and physiologically aroused during conflict and may opt to withdraw from the conflict rather than risk further arousal.⁵ Women, in contrast, prefer to talk about conflict in an effort to resolve it.⁶ Women, when compared with men, are more likely to reveal their negative feelings and become emotional during conflict. Men, on the other hand, are more apt to keep their negative feelings to themselves and argue logically instead.⁷

DIVERSITY AND CONFLICT: COMPARING VIEWS

Cultural values can influence attitudes toward conflict. In cultures that value individualism (such as the United States and Australia), the importance of the individual over the group is emphasized; conflict is viewed as a way of airing differences. As a result, conflict is usually not repressed, but is handled openly

Have you ever observed gender differences during conflict? Do you think you handle conflict more like the typical man or the typical woman? Why?

Example—The Gender and Conflict section shows how gender influences attitudes toward conflict.



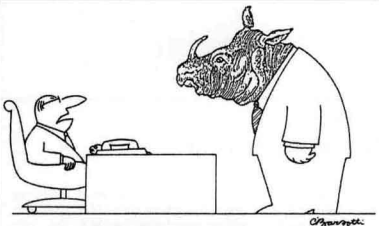
ETHICS

Ethical coverage throughout the text examines how ethics affects our communication in family, social groups, the workplace, and more.

Honesty in Interviews

How essential is it to be absolutely honest during an interview? Are lies of omission or commission ever justified? If so, under what circumstances?

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"It has come to my attention, Pickarelli, that you may have been somewhat less than forthcoming in your résumé."

Parachute? writes: "This is one of the most essential steps in the whole job-seeking process—and the one most overlooked by job-seekers."²¹ In fact, one of the authors was actually told that a person who interviewed her for a teaching position had recommended her because she was the only applicant to send him a thank-you note after the interview.²²

The Interviewer

It should be remembered that in any interview, the interviewer who judges is also judged by the interviewee. To the extent that this judgment is favorable, the interviewer can elicit the interviewee's fullest cooperation in accomplishing the aims and objectives of the interview.

The interviewer's ability to set the tone by reducing the interviewee's initial anxiety is an extremely important factor in the interviewee's first impression. During the body of the interview, the interviewer must work to (1) maintain control of the interchange, (2) deliver information so that it is clearly understood, (3) listen for both facts and feelings, (4) build trust, and (5) distinguish relevant from irrelevant information. Finally, at the conclusion, it is up to the interviewer to explain to the applicant the next course of action to be taken and to terminate the encounter smoothly and graciously.

Like interviewees, interviewers must be adept at using nonverbal cues. They must know when to pause and when to speak.

For example, three- to six-second silences by interviewers have been found effective in getting interviewees to provide more in-depth information; this is one way the interviewer can increase the amount of time an applicant spends answering a question. Another way to increase the length of an applicant's

Ethics & COMMUNICATION



Ethics and Communication

Ethics & Communication boxes present a range of the ethical quandries communicators face as they work to define what the words "ethical communicator" mean in the 21st century.

city, every group, it is believed, will do things differently, and that's OK.

Demographers tell us that diversity will shape our country's future. According to U.S. Census Bureau statistics, the five largest ethnic groups are composed of people who identify themselves as white (207.7 million), African-American (30.3 million), Hispanic (19.4 million), Asian-American (6.4 mil-

Ethics & COMMUNICATION



Who Is Teaching Culture's Lessons?

According to the intercultural communication theorist William B. Gudykunst, our parents, our teachers, our religious institutions, our peers, and the mass media are involved in teaching us to be members of our culture. In particular, the media now play instrumental roles in showing us how others expect us to behave, teaching us the day-to-day norms of our culture, and helping us internalize its reality.²³

Since it is often through the media that we become aware of world issues, develop our sense of self, internalize social norms, formulate our beliefs, learn how to solve problems, and develop images of success and failure, is it ethical for the content of media offerings in any one country to be created, controlled, or monopolized by those of another country or by a single cultural group? To what extent, if any, do you believe that repeated exposures to media offerings will change a person's view of reality and make it difficult for him or her to interact with members of his or her own culture? Has global communication made it possible for one country or culture to socially dominate another by the images it exports or presents? How, in your opinion, is the globalization of the media affecting different cultures?

Ethics &

COMMUNICATION



Where Do You Draw the Line?

When Diana, the Princess of Wales, was involved in a fatal automobile accident and lay dying in a wrecked car, the first photographers at the scene, instead of calling for help, snapped photos of her. When the shooting began at Columbine High School several years ago, the speed with which survivors turned up on camera was astounding. What led to such behavior on the part of the media? What is the impact of such media attention and intrusiveness?

Before you answer those questions, consider the insights of a photographer who describes an incident that occurred over two decades ago.

It was early in the spring—a day of pale sunlight and trees just beginning to bud. I was a young police reporter, driving to a scene I didn't want to see. A man, the police-dispatcher's broadcast said, had accidentally backed his pickup truck over his baby granddaughter in the driveway of the family home. It was a fatality.

As I parked among police cars and TV-news cruisers, I saw a stocky, white-haired man in cotton work clothes standing near a pickup. Cameras were trained on him, and reporters were sticking microphones in his face. Looking totally bewildered, he was trying to answer their questions. Mostly he was only moving his lips, blinking and choking up.

After a while the reporters gave up on him and followed the police into the small white house. I can still see in my mind's eye that devastated old man looking down at the place in the driveway where the child had been. Beside the house was a freshly spaded flower bed, and nearby a pile of dark, rich earth.

"I was just backing up there to spread that good dirt," he said to me, though I had not asked him anything. "I didn't even know she was outdoors." He stretched his hand toward the flower bed, then let it flop to his side. He lapsed back into his thoughts, and I, like a good reporter, went into the house to find someone who could provide a recent photo of the toddler.

A few minutes later, with all the details in my notebook and a three-by-five studio portrait of the cherubic child tucked in my jacket pocket, I went toward the kitchen, where the police had said the body was.

MEDIA ISSUES

Controversial issues abound in the volatile world of mass and machine-assisted communication. Among the many issues hotly debated today are privacy and media responsibility, the effects of violence, media-induced passivity and anxiety, and the advertising of unhealthy products.

Personal Privacy and Media/Technological Responsibility

There is a difference between what the media and technology can and cannot do according to law (the legal constraints placed on the media) and what the should should not do (the ethical constraints that govern the decision-making processes of today's media/technology practitioners).

In the business world, for example, managers are increasingly monitoring the computer activities of employees. New monitoring software programs afford them access every online or offline message an employee sends, every Web site she or he vi-

Students are encouraged to consider ethics as it relates to communication. In this example, the behavior of media practitioners provokes thought and opinion regarding their sense of ethics.

Example—Ethical behavior in the workplace.

structions, make decisions based on information received orally, and generate and receive feedback.

The Ethics of Listening

While all of us continually engage in activities that require us to listen, some of us fail to pay enough attention to the role listening plays in these activities. The tragic shootings in 1999 at Columbine High School in Littleton, Colorado, however, should put us on notice that we need to listen to each other. Listening, as well as the failure to listen, has an impact on our relationships.

How Responsive a Listener Are You?

Although we expect others to listen to us, we sometimes fail in our ethical responsibility to listen to them. We may fake listening or not listen as carefully as we could. Consequently, problems due to ineffective listening occur.

Effective listeners focus their attention. What difficulties do you have when attempting to focus?



Chen Day © 1992 from The New Yorker Collection. All rights reserved.

Chen Day

"I'm sorry, dear, I must have lost consciousness. What were you saying?"

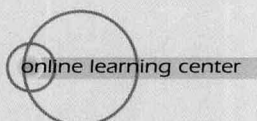
An example of ethics of listening



MEDIA AND TECHNOLOGY

Media and Technology are reshaping the world around us. Communication Works examines how new technology is changing our interactions in interpersonal, small group communication, and one-to-many communication.

Communication Works



The new **Communication Works CD-ROM 1.0 and Online Learning Center** are fully integrated with the textbook. Icons in the margins guide students to one of the following interactive tools:

Communication Concepts Video Clips—six 5-minute communication segments that help illustrate key points in the text

Self-Quizzes—20 questions per chapter to reinforce key concepts from the chapter

Glossary Flashcards—key terms from the text to help students quiz themselves

PowerPoint Tutorial—a tool to guide students through the process of using PowerPoint

Guide to Electronic Research—a learning aid providing an in-depth look at using a computer and the Internet as a research tool

Internet Primer—a refresher course about the basics of computer and Internet use

Study Skills Primer—tips and advice that help students take maximum advantage of all that college has to offer

Learning Assessment—helps students identify better ways to learn

Links—to the text-specific Online Learning Center

members face as they try to cope with their tragedy. What, if anything, do family members do to improve their communication climate and get in touch with their emotions?

Key Chapter Terminology

Use the Communication Works CD to further your knowledge of the following terminology and to find other examples to help with your understanding.

acquaintanceships 280	DESC script 276
aggressiveness 275	ego conflict 272
assertiveness 282	emotion state 281
complementarity 277	emotion traits 274
conflict 280	emotional contagion 276
content conflict 280	emotional intelligence 282

Read Me

Robert B. Cialdini. *Influence: The Psychology of Persuasion*, rev. ed. New York: Quill, 2000.

Anthony Pratkanis and Elliot Aronson. *Age of Propaganda: The Everyday Use and Abuse of Persuasion*, rev. ed. New York: Friedman, 2000.

In what ways, if any, do tactics of persuasion influence the susceptibility of receivers?

Key Chapter Terminology

Use the Communication Works CD-ROM and the Online Learning Center at www.mhhe.com/gamble to further your knowledge of the following terminology.

argumentum ad hominem 535	Maslow's hierarchy of needs 539
argumentum ad populum 536	Monroe's motivated sequence 540
argumentum ad verecundiam 536	persuasive speech 528
attitudes 531	post hoc, ergo propter hoc 536
balance 538	proposition 529
beliefs 532	proposition of fact 530
causal reasoning 534	proposition of policy 530
consistency 533	proposition of value 530
credibility 543	reasoning from analogy 534
deduction 533	red herring 535
derived credibility 543	social proof 533
false division 536	terminal credibility 543
induction 534	
initial credibility 543	

Test Your Understanding

Go to the *Self Quizzes* on the Communication Works CD-ROM and the book's Online Learning Center at www.mhhe.com/gamble.

Media

WISE



The Storyteller

Over the years, some media producers have made the effort to remove stereotypes from films and television programs. Disney, for example, changed the sound of the original Bad Wolf in the *Three Little Pigs* from that of a heavy Jewish accent to a falsetto voice. Similarly, the lyrics to the opening song in *Aladdin* were revised after complaints by the American-Arab Anti-Discrimination Committee. In the film, however, both Jasmine and her father, though Arabian, speak unaccented, standard American English, while the "bad guys" speak with foreign accents.²⁸

Latino advocates report that while Black men seem to be getting meatier roles on television shows, they, Native Americans, and Asian Americans are not. They criticize the networks for a lack of racial and ethnic diversity in their schedules. Joining forces with the NAACP, the Asian Pacific American Media Coalition, and the American Indians in Film and Television, they negotiated agreements with the major networks to increase minority participation both on and off the screen.²⁹

Like film, television has been called a cultural storyteller, an agent of norms and values. Watch a week's prime-time programming on a particular station. Count the

number of characters in each program that are from another culture. What did you learn from each character about his or her culture? In your opinion, were cultural stereotypes used to develop each character from another culture? If so, describe them. To what extent, if any, did what you viewed reinforce and/or alter your existing attitudes toward members of that culture? What emotional reactions, if any, were triggered in you by each character? Did you find that the shows contributed to your having predominantly positive or negative attitudes toward the members of another culture? Finally, using one or two words, identify the key value of each show viewed. For example, the message of one show may focus on materialism, the message of another, on force and violence.



**virtual neighborhoods
or communities**
on-line, surrogate
communities

widened. Virtual neighborhoods or communities now also populate the communication landscape. Perhaps the neighborhoods in which we actually live are not delivering the person-to-person neighborhoods, millions of people communicate. Increased electronic congestion, we appear, hunger to connect with others via our networks. The Internet, with its worldwide reach, has become a new communication lives.³⁰

Being able to reach so many different places so quickly gives us a new sense of

word *slow*, was replaced by the word *retarded*, which was changed to *challenged* and then to *special*. Similarly, over a half century, the defining term for persons of African ancestry has shifted from *colored* to *Negro* to *black* to *Afro-American*, to *people of color*, to *African American*.⁴⁶ When we use politically correct

it is through words that we are dehumanized.

Ashley Montagu,
The Language of Self-Deception

Tug of Words

"60 Minutes" commentator Andy Rooney was suspended from the program after he lumped homosexual unions with drug addiction and alcoholism as self-destructive activities. Similarly, a news reporter for the *Washington Post*, Richard Cohen, ran into trouble with his paper when he suggested that store owners in Washington had reason to be wary of young black men. And a Long Island school decided to cancel a student production of *Peter Pan* because it was deemed offensive to American Indians. The National Stuttering Project protested Nike ads that starred the cartoon character Porky Pig because the stuttering pig is often presented as a victim. It appears that the media is under pressure not to offend a single perceived interest group and as a result, has begun to broadcast through a politically correct, sensitive lens.

Contrast these examples with the response of Kermit, the Frog. When asked whether he would like to be called an amphibian American, Kermit answered that he's a frog.

Where do you stand? In your opinion, does using politically correct language make its user appear more thoughtful? Or is the political correctness movement a form of thought control that threatens free speech and individuality, and causes language to become content-free?

Media Wise

Media-Wise boxes are designed to develop media literacy skills and an understanding of issues such as the influence of media and the ethics of media practitioners.

Media

WISE



e-SEARCH

**Web Site Evaluation**

Using a URL (uniform resource locator) or Web address, locate one of the following Web sites or a Web site of your choice:

- Quotations (<http://www.columbia.edu/acis/bartleby/bartlett>)
- Organization and outlining (http://www.inspiration.com/general_biz.html)
- Almanacs and encyclopedias (<http://www.infoplease.com>)
- Centers for Disease Control and Prevention (<http://www.cdc.gov>)
- A great weather map (<http://mit.edu:8001/usa.html>)
- Apple Computer (<http://www.education.apple.com>)
- CNN (<http://www.cnn.com>)
- Greenpeace International (<http://www.greenpeace.org>)

On the basis of your knowledge of effective organization, evaluate the extent to which the site is either well or poorly organized. Pay attention to your first impression of the site, the difficulty or ease you experience in trying to make sense out of it, the last impression you are left with prior to exiting the site, and whether you would choose to visit the site again.

Once you've researched your topic, identified your supporting materials, and outlined your presentation, it's time to become your own audience—to explore the sound and feel of your speech. Three essential ingredients in your first tryout are your speech notes, a clock or wristwatch, and a tape or video recorder so that you can review the exact words you use to express your ideas. Before starting, check the time and turn on the recorder. You can then begin speaking. In effect, what you are doing is preparing an oral rough draft of your presentation.

**E-SEARCH****E-search**

E-search boxes lead students to discover how the Internet affects their communication both on- and off-line.

The Cyberspace Job Search

Visit "Career Mosaic" and "Yahoo!" and any other sites you discover to see what online résumés look like and to explore links to résumé posting resources.

Visit the home pages of companies that you are interested in working for. Record what is presented there. How does information on each Web site help you prepare your résumé and plan for an interview? Based on what you discover on the Web sites and in printed materials, such as annual reports, about the company and its needs, identify what you would include in your online résumé to showcase your experience, education, and unique talents and skills.

e-SEARCH



résumé. Many provide you with templates that you can complete as is or customize. You can also post your résumé on the Net by e-mailing it to a server.

In fact, in increasing numbers, more and more companies now request that potential employees submit an electronic résumé (a résumé that is obtained and analyzed electronically by the employer).²⁷ An electronic résumé should include key words that describe the person's competencies and skills. Once the employer scans the résumé into the company's computer tracking system, when a job becomes available, the employer can efficiently search the résumés contained in the database by key words that describe the characteristics a person should have. Electronic résumés require