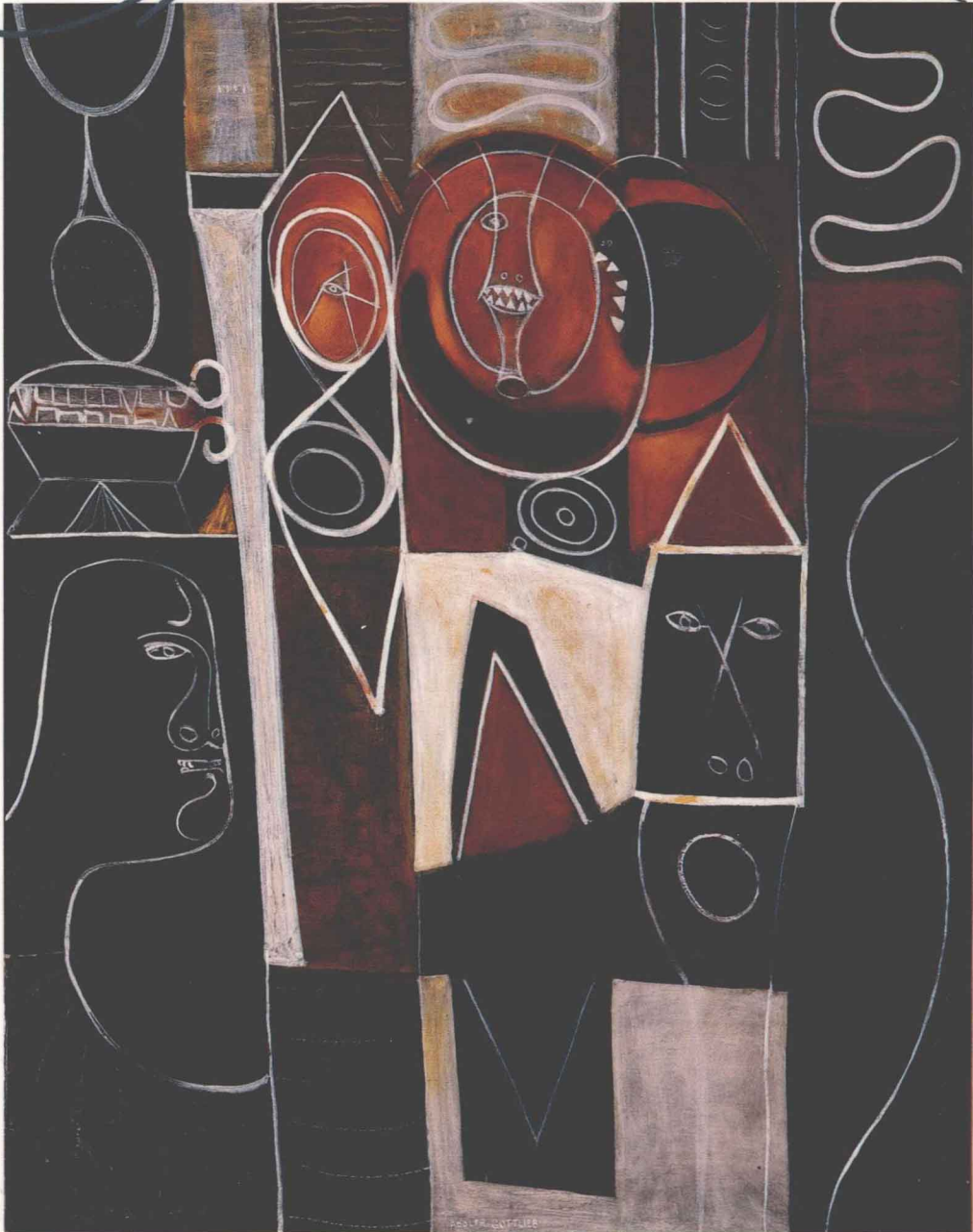


# Communication in Our Lives

SECOND EDITION

*Julia T. Wood*



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*Julia T. Wood*

University of North Carolina

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**For Carolyn**

*For so many reasons.*

# Preface

I wrote *Communication in Our Lives* to share with students my view of the importance of communication in our everyday lives. I strive to make the book as interesting, substantive, and engaging as communication itself is. I use a conversational style of writing and weave into the chapters examples, reflections from students, and applications that invite students to become engaged personally with the ideas presented.

*Communication in Our Lives* provides insight into communication in a range of contexts and helps students develop concrete skills as communicators. This book is unique in its incorporation of social diversity and in its emphasis on theories, research, and skills developed by scholars of communication.

## Integrated Attention to Social Diversity

Social diversity is one of the most significant features of life in the United States. Our culture includes people of different ethnicities, ages, genders, physical and mental abilities, and sexual orientations. The notion of America as a melting pot in which all differences are homogenized has given way to metaphors such as the family quilt. Just as a family quilt consists of squares with distinct integrity, so does our culture consist of people with unique histories and identities; just as the individual squares in a family quilt create an exquisite whole, so do the different people in America make up a glorious overall culture. We do not need to erase or dilute differences to have a vibrant, rich society.

*Communication in Our Lives* encourages students to appreciate social diversity as a strength of cultural life and weaves social diversity into the basic fabric of human communication. Rather than segregating diversity into sidebars that are set apart from the main text, I have infused every chapter with material on race, class, gender, sexual orientation, ethnicity, and other anchors of individual identity and communication style. For example, in Chapter 10 I note how cultural values affect communication in groups and teams. In discussing personal identity in Chapter 3, I point out how social views of race, class, gender, and sexual orientation affect self-concept. In addition to weaving social diversity into my basic approach to communication, Chapter 4 is devoted exclusively to communication and culture as one of the foundations of effective interaction in today's world. This chapter provides a sustained and focused exploration of the reciprocal relationship between culture and communication.

## Emphasis on Communication Theory, Research, and Skills

The first books written for the hybrid courses in communication relied extensively on theories and research from disciplines such as psychology and sociology. Doing so made sense when communication was a young field without its own base of knowledge and theories. Although communication continues to contribute to and draw from other disciplines, it is a substantive field in its own right. Scholars of communication have developed an impressive range of theories and research that shed light on the dynamics of human interaction.

*Communication in Our Lives* highlights theories, research, and skills developed by scholars of communication. For example, Chapter 9 provides coverage of relational dialectics, a theory developed by Leslie Baxter, a professor of communication at the University of Iowa. Chapter 9 also discusses research conducted by communication scholars on the topic of negotiating safer sex in an era shadowed by HIV and AIDS. I emphasize the work of professionals in communication, both because that research is sound and valuable and because accenting it allows students to appreciate the substantive depth of the communication field.

This edition of *Communication in Our Lives* attempts to retain the strengths of its predecessor while also incorporating new material. Those familiar with the first edition of this book will notice that the current edition draws on more than 100 research studies that were published since the first edition went to press. I've also amplified focused attention on new technologies of communication that affect interaction in a range of settings. In response to requests from adopters and reviewers, I've added two new chapters: Chapter 12, "Interviewing," and Chapter 16, "Analyzing Public Speeches." Chapter 12 takes a practical career focus covering types of interviews, interview patterns, challenges to interviewing (including what topics cannot legally be raised), and how best to prepare for interviews. Chapter 16 demonstrates how the principles of public speaking apply in a specific, concrete speech. This chapter features an annotated speech that helps students recognize how introductions and conclusions are crafted, how the body of the speech is organized, how transitions are woven into a speech, how sources are cited, and how evidence is used to support claims. Sample speeches in the appendix provide additional models of the principles presented in this chapter.

## Special Features of *Communication in Our Lives*

I've already noted two distinct features of this book: incorporation of social diversity into all chapters and emphasis on theories, research, and skills developed by scholars of communication. In addition to those two features, there are several other aspects of this book that make it interesting and valuable to students.



## Features in the Text

First, as I said earlier, I adopt a conversational style of writing, rather than the more distant and formal style often used by textbook authors. I share with students some of my experiences in communicating with others, and I invite them to think with me about important issues and difficult challenges surrounding communication in our everyday lives. The accessible, informal writing style encourages students to interact personally with the ideas that I present.

A second feature of this book is the student commentaries. Every chapter is enriched by reflections on experience that were written by students in my classes. The questions, insights, and concerns expressed by diverse students enlarge the viewpoints represented in this book. Further, they invite readers to reflect on their own experiences as communicators.

*Communication in Our Lives* also includes pedagogical features that promote learning and skill development. Punctuating each chapter are **Sharpen Your Skill** exercises that encourage students to apply concepts and develop skills that are discussed in the text. Each chapter also includes a number of **Communication Highlights**, which call attention to interesting communication research and examples of communication issues in everyday life. Focus Questions open each chapter so that students have a preview of the main ideas to be covered. Concluding each chapter are a list of key terms and a series of questions that encourage students to reflect on and discuss material that has been presented. Each chapter includes at least one question that utilizes *InfoTrac College Edition*, which is explained in detail below, and a question that helps students develop their critical thinking skills. These questions are marked with appropriate icons.

## Resources for Instructors

The *Annotated Instructor's Edition* of Wood's *Communication in Our Lives*, written by Roberta Davilla of the University of Northern Iowa, is new to this edition and can serve as the foundation for managing an extensive array of resources for teaching.

A student version of the text with marginal annotations written exclusively for the instructor, this is a key resource for the graduate teaching assistants, adjunct faculty and the experienced professor. Marginal annotations include: chapter at-a-glance, teaching tips, suggested class activities, discussion prompts, speech assignments, cross references, and tips for supplements integration such as CNN Video References, the *Student Companion*, and *Instructor's Resource Manual*. If you did not receive the Annotated Instructor's Edition as your examination copy, please contact your local Wadsworth Sales Representative or call Wadsworth Customer Service at 800.354.9706.

Lynette M. Long and I have written an *Instructor's Resource Manual* that describes alternative approaches to teaching the basic course, provides a wealth of class-tested exercises including new teaching resources for the public speaking segment of your course, and provides suggested journal topics, transparency masters, and sample test items.

*The Teaching Assistant's Guide to the Basic Course* is also available to adopters of this text. Designed specifically for the new communication teacher and based on leading teacher-training programs in communication, this guide includes general teaching and course management topics—plus specific strategies such as giving performance feedback, managing sensitive class discussions, and conducting mock interviews (available January 2000). Full-color digital transparencies created in PowerPoint, four-color acetate transparencies, and computerized testing are also available to instructors who adopt this text.

## Resources for Students

Also accompanying the second edition of *Communication in Our Lives* are a ***Student Companion*** co-authored by Lynette M. Long and Julia Wood, an ***InfoTrac College Edition Activities Workbook for Communication*** by Nancy Rost Goulden, and ***A Guide to the Basic Course for ESL Students***. The *Student Companion* provides students with practical exercises and inventories that guide them in applying concepts and developing skills discussed in the book. It includes exercises, observation forms, and other activities that instructors may assign either outside of class or as part of classroom activity. Pages in the *Student Companion* are perforated so that assigned activities may be turned in to instructors. The *InfoTrac College Edition Activities Workbook for Communication* features extensive individual and group activities that utilize InfoTrac College Edition and guidelines for both faculty and students on how best to maximize this resource. *A Guide to the Basic Course for ESL Students*, available January 2000, is an aid for non-native speakers. This guide includes strategies for accent management and overcoming speech apprehension, in addition to helpful Web addresses and answers to frequently asked questions. These three ancillaries can be purchased by the student or bundled with the text at a discount.

## Technology Resources for Students and Instructors

To complete the pedagogical support for this book are leading technological resources. First, an exciting new resource, **Web Tutor** is a Web-savvy learning companion that reinforces the concepts and skills presented in the text and extends your connection to your students beyond the classroom. This dynamic resource can be purchased by students and features a multitude of resources: real-time chat; a comprehensive, virtual study guide including presentation of chapter objectives and lessons; flashcards that include audio support; exercises that students can download, complete, and return to you; online review questions and tutorials with automatic and immediate feedback; and links to real-world locations for timely topical information.

Second, and free to adopters of this text, is the ***Multimedia Presentation and Lecture Tool*** CD-ROM, which includes professionally created text and images to illustrate important concepts in this text. Designed to work with the PowerPoint presentation program, the program is flexible and lets you add your own slides, make changes to or delete existing slides, and rearrange slide order.

Third, **InfoTrac College Edition**—a world-class, online library that gives students access to the full text of articles from hundreds of well-known magazines such as *Discover*, *U.S. News and World Report*, *Vital Speeches of the Day*,

*Smithsonian*, and *Popular Science*, as well as scholarly publications—is free to instructors and students adopting this edition. Both adopters and their students receive unlimited access for one academic term (four months).

Fourth, instructors who adopt this book have access to Wadsworth's extensive Video Library. In addition to videos specific to the speechmaking process, Wadsworth has created *CNN Today: Videos for Human Communication*. Each volume of this library includes a number of one- to ten-minute CNN segments that directly address topics covered in this text.

Finally, Wadsworth's Communication Café is a dynamic Web site offering resources and information for students and faculty. I encourage you to visit them at <http://communication.wadsworth.com>. For more information and a demonstration of some of these materials, please contact your local Wadsworth Sales Representative or call Customer Service at 800.354.9706.

## Acknowledgments

All books grow out of the efforts of many people, and *Communication in Our Lives* is no exception. A number of people have helped this book evolve from an early vision to the final form you hold in your hands. My greatest debt is to my editor, Deirdre Cavanaugh. From start to finish, she has been an active partner in the project who offered her own insights, responded thoughtfully to my questions and goals, and collaborated with me and others on the Wadsworth team to design the overall book. The professionals at Wadsworth have also contributed significantly to *Communication in Our Lives*. Along with Deirdre Cavanaugh, others have been remarkable in their creativity, attention to detail, and unflagging insistence on quality. Perhaps just as important is the patience they have shown in dealing with my quirks and weaknesses as an author. I thank Patty O'Connell of Electronic Publishing Services, production editor; Carol Anne Peschke, copy editor; Christy Butterfield, text designer; Sarah Evertson, photo researcher; Megan Gilbert, world's greatest associate development editor; Dory Schaeffer, editorial assistant; Robert Kauser, permissions editor; Barbara Britton, print buyer; and Cathy Linberg, project editor.

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I could not have written this book without the support of the Department of Communication Studies at the University of North Carolina at Chapel Hill. There I am blessed by generous and helpful colleagues who are always willing to discuss ideas and to share insights. In addition, the undergraduate and graduate students in my classes have allowed me to experiment with new approaches to communication and have helped me refine ideas and activities that appear in this book. Invariably, my students teach me at least as much as I teach them, and for that I am deeply grateful.

Finally, and always, I acknowledge my partner Robbie Cox. As is the case with everything I do, this book has benefited from his presence in my life. Living with him for more than 25 years has enriched my appreciation of the possibilities for love, growth, kindness, understanding, and magic between people. In addition to being the great love of my life, Robbie is my most demanding critic and my greatest fan, and both his criticism and support have shaped the final form of this book.

*Julia T. Wood*  
*Spring 1999*

## About the Author

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**Julia T. Wood** is a professor of Communication Studies at the University of North Carolina at Chapel Hill. Since completing her Ph.D. (Pennsylvania State University) at age 24, she has conducted research and written extensively about communication in personal relationships and about gender, communication, and culture. In addition to publishing over 60 articles and chapters, she has authored or co-authored 15 books and edited or co-edited 6 others. The recipient of seven awards for outstanding teaching and seven awards for distinguished scholarship, Professor Wood divides her professional energies between writing and teaching.

Professor Wood lives with her partner, Robbie Cox, who is also a professor of Communication Studies at the University of North Carolina and is actively involved with the national Sierra Club. She also lives with Madhi-the-Wonder-Dog and two cats, Sadie Ladie and Ms. Wicca. When not writing and teaching, Professor Wood enjoys traveling, legal consulting, and spending time talking with students, friends and family.

# Brief Contents

Preface	xxi
About the Author	xxvii

## Part One

### Foundations of Communication

---

Introduction	1
1 The World of Communication	8
2 Perception and Communication	37
3 Communication and Personal Identity	60
4 Communication and Cultures	85
5 The Verbal Dimension of Communication	115
6 The Nonverbal Dimension of Communication	141
7 Listening Effectively	167

## Part Two

### Contexts of Communication

---

8 Foundations of Interpersonal Communication	193
9 Communication in Personal Relationships	219
10 Foundations of Group and Team Communication	244
11 Effective Communication in Task Groups	265
12 Interviewing	288
13 Planning Public Speaking	312
14 Researching and Developing Support for Public Speeches	340
15 Organizing and Presenting Public Speeches	370
16 Analyzing Public Speeches	400
Closing: We've Come a Long Way	408
Appendix: Annotated Sample Speeches	413
Glossary	423
References	429
Index	443



# Contents

Preface	xxi
About the Author	xxvii

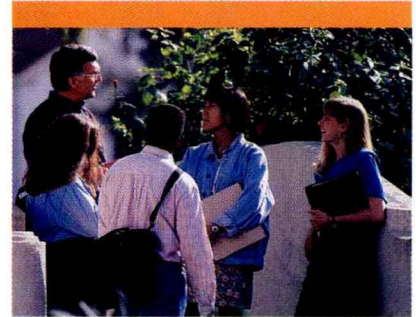
## Part One

## Foundations of Communication

---

### Introduction 1

Introduction to the Author	2
Introduction to the Book	3
Coverage	4
Students	4
Theory and Practice	4
Features	5
Focus Questions	5
Integrated Attention to Cultural Diversity	5
Student Commentaries	6
Communication Highlights	6
Sharpen Your Skill	6
Critical Thinking	6
For Further Reflection and Discussion	7



## Chapter 1

### The World of Communication 8

Why Study Communication?	9
Values of Communication	11
Personal Values	11
Relationship Values	12
Professional Values	13
Cultural Values	14
Defining Communication	14
Features of Communication	15
Models of Communication	16
Linear Models	16
Interactive Models	16
Transactional Models	18

<b>Breadth of the Communication Field</b>	<b>19</b>
Intrapersonal Communication	19
Interpersonal Communication	22
Group Communication	23
Public Communication	23
Media and New Communication Technologies	24
Organizational Communication	26
Intercultural Communication	28
Ethics and Communication	29
<b>Unifying Themes in the Field</b>	<b>30</b>
Symbolic Activities	30
Meaning	30
Critical Thinking	31
<b>Careers in Communication</b>	<b>33</b>
Research	33
Education	33
Training and Consulting	34
Human Relations and Management	34
<b>Chapter Summary</b>	<b>35</b>
<b>For Further Reflection and Discussion</b>	<b>35</b>
<b>Key Terms</b>	<b>36</b>

## Chapter 2



## Perception and Communication 37

<b>Human Perception</b>	<b>38</b>
Selection	39
Organization	41
Interpretation	44
<b>Influences on Perception</b>	<b>46</b>
Physiology	46
Culture	47
Social Roles	50
Cognitive Abilities	50
<b>Enhancing Communication Competence</b>	<b>53</b>
Perceptions, Communication, and Abstraction	53
Guidelines for Enhancing Competence	54
<b>Chapter Summary</b>	<b>58</b>
<b>For Further Reflection and Discussion</b>	<b>59</b>
<b>Key Terms</b>	<b>59</b>

## Chapter 3

## Communication and Personal Identity 60

### What Is the Self? 61

The Self Arises in Communication with Others 61

The Self Is Multidimensional 68

The Self Is a Process 69

The Self Internalizes and Acts from Social Perspectives 70

Social Perspectives on the Self Are Constructed and Variable 75

### Enhancing Self-Concept 77

Make a Strong Commitment to Improve Your Self-Concept 78

Gain Knowledge as a Basis for Personal Change 78

Set Realistic Goals 80

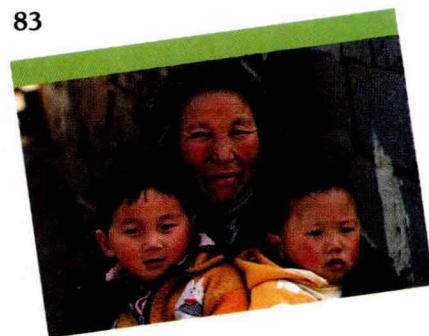
Accept Yourself as Being in Process 81

Create a Supportive Context for Change 81

### Chapter Summary 83

For Further Reflection and Discussion 83

Key Terms 84



## Chapter 4

## Communication and Cultures 85

### Understanding Culture 87

Multiple Social Communities May Coexist in a Single Society 87

Cultures Are Systems 94

Communication's Relationship to Culture and Social Communities 96

Communication Expresses and Sustains Cultures 96

Cultures Consist of Material and Nonmaterial Components 97

Cultures Are Shaped by Historical and Geographic Forces 101

We Learn Culture in the Process of Communicating 103

Cultures Are Dynamic 105

### Improving Communication Between Cultures 108

Resist the Ethnocentric Bias 108

Recognize That Responding to Diversity Is a Process 109

### Chapter Summary 113

For Further Reflection and Discussion 113

Key Terms 114