

KORY FLOYD

communication

MATTERS



COMMUNICATION MATTERS

Kory Floyd

ARIZONA STATE UNIVERSITY





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Dear Readers:

I can still recall how my family reacted when I told them I wanted to study communication. “*You already know how to communicate,*” I remember one relative saying. Communication seemed like common sense to my family members, so they weren’t entirely sure why I needed a PhD just to understand it.

As it turns out, my relatives are like a lot of other people in this regard. Because each of us experiences communication in some form nearly every day, it’s hard not to think of communication as completely intuitive. What can we possibly learn from research and formal study that we don’t know from our lived experience? Aren’t we all experts in communication already?

For the sake of argument, let’s say we are. Why, then, do we so often misunderstand one another? Why is the national divorce rate so high? How come it seems at times as if women and men are speaking different languages? What explains the popularity of self-help books, relationship counselors, and afternoon talk shows? If we’re all experts at communicating, why do we often find it so challenging? Maybe communication isn’t as intuitive as we might think.

My goal for *Communication Matters* is to help readers see how communication not only affects their social relationships but also influences their happiness, career objectives, and quality of life. *Communication Matters* guides readers through their **personal** experience of communication and illuminates the value of engaging in a **critical** investigation of communication processes and behaviors. *Communication Matters* targets those goals while encouraging readers to **actively** use both the program’s content and its pedagogical tools to relate the course material to their own life experiences.

In short, *Communication Matters* makes the study of communication a meaningful endeavor that readers can positively extend to daily living. I hope you will find *Communication Matters* to comprise a fresh, contemporary, well-integrated program of materials for the introductory course.





Name: Kory Floyd

Education: I got my undergraduate degree from Western Washington University, my Masters degree from the University of Washington, and my PhD from the University of Arizona.

Current jobs: Professor, book writer

Favorite job growing up: Singing busboy

Worst childhood memory: Getting sent to the principal's office in third grade. (It's possible I haven't told my parents about that.)

Best childhood memory: The birth of my sister and brother

Hobbies: Playing piano, singing, reading, traveling, playing Wii tennis

Pets: I have a kitty, whose name is Kitty. I also have a family of goldfish in the pond in my back yard.

Favorite recent book: Outliers, by Malcolm Gladwell

Favorite TV show: NCIS (the original one)

Places I love: New Zealand, Starbucks, my parents' house

BRIEF CONTENTS

PART ONE

Communication in Principle 1

- Chapter 1** Communication: A First Look 1
- Chapter 2** Communication and Culture 27
- Chapter 3** Perceiving the Self and Others 51
- Chapter 4** How We Use Language 75
- Chapter 5** Communicating Nonverbally 101
- Chapter 6** Listening Effectively 127

PART TWO

Communication in Context 151

- Chapter 7** Communicating in Social and Professional Relationships 151
- Chapter 8** Communicating in Intimate Relationships 179
- Chapter 9** Communicating in Small Groups 207
- Chapter 10** Decision Making and Leadership in Groups 233

PART THREE

Communication in the Public Sphere 259

- Chapter 11** Choosing, Developing, and Researching a Topic 259
- Chapter 12** Organizing and Finding Support for Your Speech 283
- Chapter 13** Presenting a Speech Confidently and Competently 311
- Chapter 14** Speaking Informatively 337
- Chapter 15** Speaking Persuasively 359

APPENDIX Workplace Communication and Interviewing 385

Glossary 407 | Notes 417 | Credits 435 | Index 439



BOXES

THE DARK SIDE OF COMMUNICATION

- Tell Me Lies: Misrepresentations in Online Dating Profiles 17
- Cultural Intolerance: Discrimination Against Muslim Students on U.S. College Campuses 31
- Risks of Disclosing HIV-Positive Status 69
- Crossing the Line: When Criticism Becomes Abuse 88
- Eating Disorders and the Pressure to Be Attractive 116
- Times of Grief: Providing Effective Empathic Listening 148
- Cyberbullying 155
- When Commitment Becomes Obsession 182
- Working at Odds: Dysfunctional Groups 211
- When Coercion Becomes Abuse 246
- A Joke Gone South: Offending Your Listeners 271
- Stretching the Truth: Exaggeration or Deception? 287
- Stressing Out: Public Speaking Elevates Stress Hormone Levels 318
- Listener Beware: When "Information" Becomes Propaganda 352
- Misleading to Persuade: A Threat to Credibility 378
- Sexual Harassment in the Workplace 394

FACT OR FICTION?

- You Cannot Not Communicate 13
- Change Is Inevitable: The United States Is Becoming More Culturally Diverse 35
- More Is More: When It Comes to Forming Perceptions, More Information Is Always Better 53
- I Speak, Therefore I Think: Language Determines Thought 82
- In the Eye of Which Beholder? Cultures Vary Widely in Perceptions of Beauty 110
- Sex Matters: Men and Women Listen Differently 142
- Magnetic Force? When It Comes to Forming Friendships, Opposites Attract 159
- Still Going Nuclear: The Average U.S. Family Remains a Nuclear Family 196
- Small Groups Can Aid Weight Loss 221
- Work at It: Groups Can Resolve Any Conflict If They Try Hard Enough 252
- All Information Found Online Is Equally Valuable 277
- Using Information from the Internet Constitutes Plagiarism 306
- My PowerPoint Slides Need Bells and Whistles—Right? 332
- Show and Tell: People Learn Best by Seeing *and* Hearing 342
- Hooked on a Feeling: Emotion Persuades 363

THE COMPETENT COMMUNICATOR

- Stepping into Others' Shoes: How Empathic Are You? 23
- Who, Me? Being Aware of Ethnocentrism 45
- Are You Happy with You? Measure Your Self-Esteem 66
- How Well Can You Distinguish Opinions from Factual Claims? 95
- Nonverbal Know-How: Rate Your Interpretation and Expression Skills 123
- People, Action, Content, Time: What's *Your* Listening Style? 136
- What Draws You? Attraction in Your Closest Friendship 158
- So, What Do You Expect? Your Expectations for Romantic Relationships 187
- One on One: Mentoring a New Group Member 227
- Your Self-Monitoring—High, Low, or No? 243
- What Moves You? Selecting Your Speech Topic 265
- Speech Preparation Checklist—Dot Your i's and Cross Your t's 301
- Personal Appearance Checklist 325
- It's All Relative: Framing Your Informative Topic 347
- Name That Fallacy! 373

PUTTING COMMUNICATION TO WORK

- Erika Lake, Editorial Coordinator 20
- Deborah Therrien, Logistics Management Specialist 41
- Jennifer Hesse, Assistant Managing Editor 79
- Robert Schlehuber, Peace Corps Volunteer 118
- Mary Dawson, Grant Administrator and Membership Development Consultant 173
- Mary Peternel, Manager of Vendor Relations 229
- Isaac "Zac" Wright, Political Communication and Public Policy Consultant 273
- Cristina Lane, Donor Relations Coordinator 320
- Chris Folkens, Freelance Film/Music Video/Commercial Director 376
- Sunmit Singh, Small Business Owner 388





With *Communication Matters*, students move beyond their intuitive appreciation of communication to examine the discipline's core principles. By helping students to take **personal** responsibility for their communication, by encouraging **critical** reflection about communication behavior, and by **actively** applying the key concepts to the challenges of contemporary living, *Communication Matters* builds understanding of the many important ways that communication principles matter in personal relationships, classrooms, careers, and communities both real and virtual.

PERSONALLY.

Communication Matters invites students to explore the ways in which their personal background and circumstances influence communication behavior, and the processes by which they make sense of that behavior.

Personal Diversity

Communication Matters probes the ways that students' personal roots and contexts, and those of their communication partners, affect their communication. To set the foundation for this central theme, Chapter 2, "Communication and Culture," introduces the topics of culture and co-culture and surveys the crucial role of culture in communication. That chapter also illuminates how differences in individuals' mental and physical abilities can be the basis of a co-culture—examining, for example, the values and customs of the deaf community and the impact of those factors on members' communication. Other chapters consider the communicative diversity of socially marginalized groups such as the elderly, the homeless, and sexual minorities.

The Dark Side of Communication

The "dark side" of human communication, as it is called in the research literature, is a significant area of interest for both scholars and the public at large. The dark side encompasses the array of negative emotions and behaviors that can play a role in individuals' relational experiences. In each chapter, a Dark Side of Communication feature takes a close-up look at a specific dark side topic and promotes discussion of mature, effective ways of dealing with the challenges the issue presents to the lives (and communicative experiences) of individuals. For example, in Chapter 7, this feature investigates the serious problem of cyberbullying, and in Chapter 10 the selection looks at how the use of coercive power in communication can sometimes constitute emotional abuse.

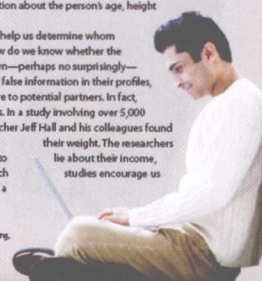
THE DARK SIDE of Communication

Tell Me Lies: Misrepresentation in Online Dating Profiles

Online dating services—such as Match.com and Chemistry.com—have become enormously popular in recent years as a venue for meeting people and starting new relationships. On many such sites, participants create individual profiles for others to view. Profiles commonly include one or more photographs of the participant as well as information about the person's age, height and weight, profession, and interests.

Browsing the profiles of other participants can help us determine whom we might contact and communicate with, but how do we know whether the information in a profile is true? Research has shown—perhaps no surprisingly—that a large proportion of online date-seekers put false information in their profiles, usually to make themselves appear more attractive to potential partners. In fact, women and men tend to lie about different things. In a study involving over 5,000 online dating participants, communication researcher Jeff Hall and his colleagues found that women are more likely than men to lie about their weight. The researchers also found that men are more likely than women to lie about their income, studies encourage us

Source: Hall, J. A., Park, H., Song, H., & Cook, M. J. (2010). Strategic misrepresentation in online dating: The effects of gender, self-monitoring, and personality traits. *Journal of Social and Personal Relationships*, 27, 117-131.



PERSONALLY

CRITICALLY.

Communication Matters encourages students to think analytically, to question their assumptions, and to use their insights to communicate successfully with others.

Fact or Fiction?

When it comes to forming perceptions, is more information always better? Is it always possible to resolve a conflict? The Fact or Fiction? selections in Chapter 3 and Chapter 10 challenge students to consider those intriguing questions. Showcased in every chapter, Fact or Fiction? fosters reflective analysis about applied research and issues related to communication. Ask Yourself questions are included for class discussion or homework.

Fact or Fiction?



Small Groups Can Aid Weight Loss

People who want to lose weight often choose to undertake that task in a small group. With others in the group to encourage them and share their struggle, many people believe the support and accountability they will receive from the group will help them lose more weight than they could on their own. Is that belief an illusion, or will people in a weight-loss group actually lose more weight than those working individually?

According to research, taking part in a weight-loss group is more effective than trying to lose weight individually. In one study, overweight adults worked with a weight-loss counselor for 26 weeks either on their own or in groups of 8 to 12. During each group session, participants reported on their progress and the counselor led a group discussion focused on rewarding progress and overcoming obstacles. Participants were also weighed and instructed in proper diet and exercise strategies. Those who worked with a counselor individually received all the same information and encouragement, just not in a group setting. By the end of the study, the participants who worked in groups had reduced their weight and body mass significantly more than had the participants who worked individually. Studies have similarly found that people more successfully quit using nicotine and cocaine when they take part in small groups designed to help them achieve those goals than when they try to quit alone.

ASK YOURSELF

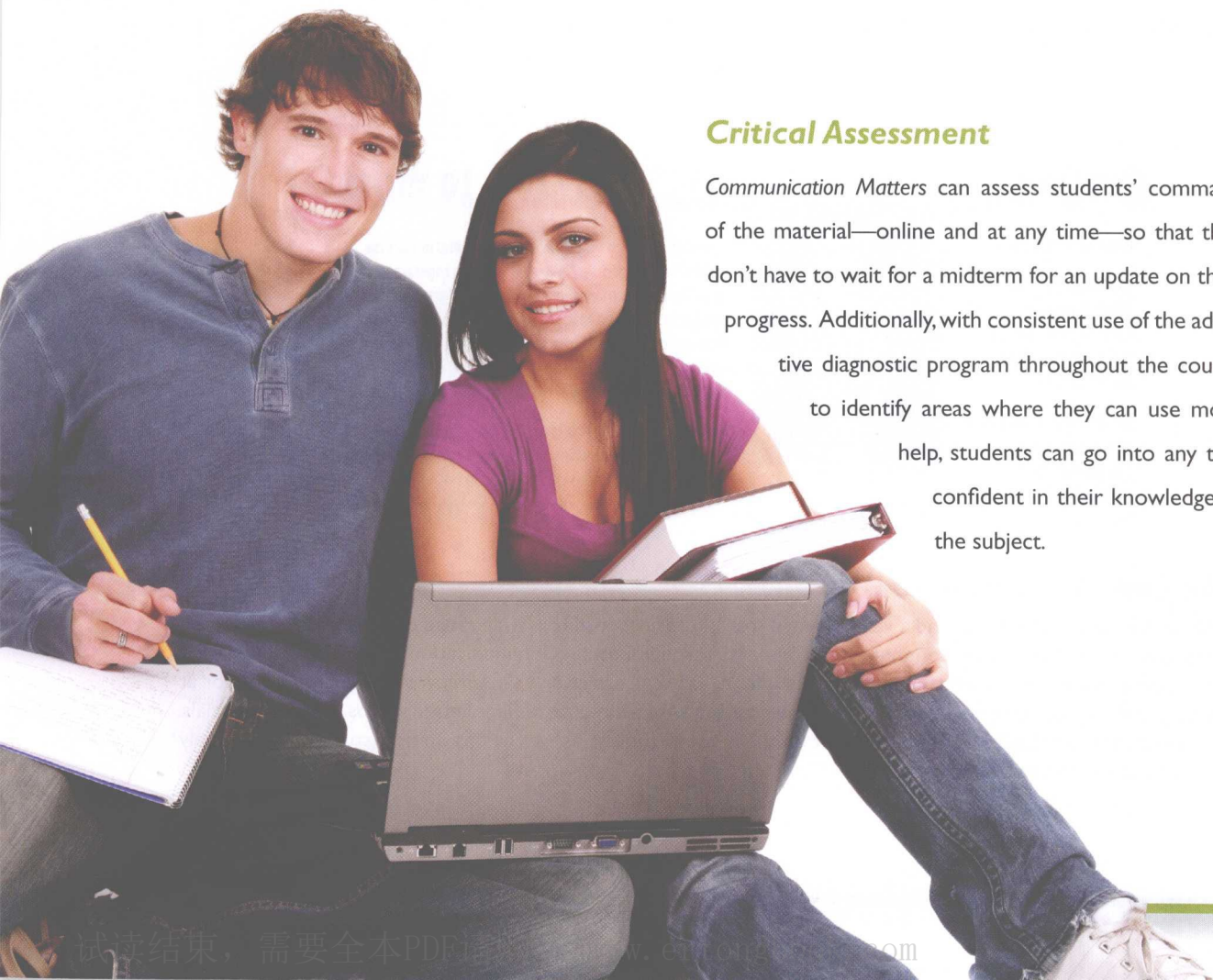
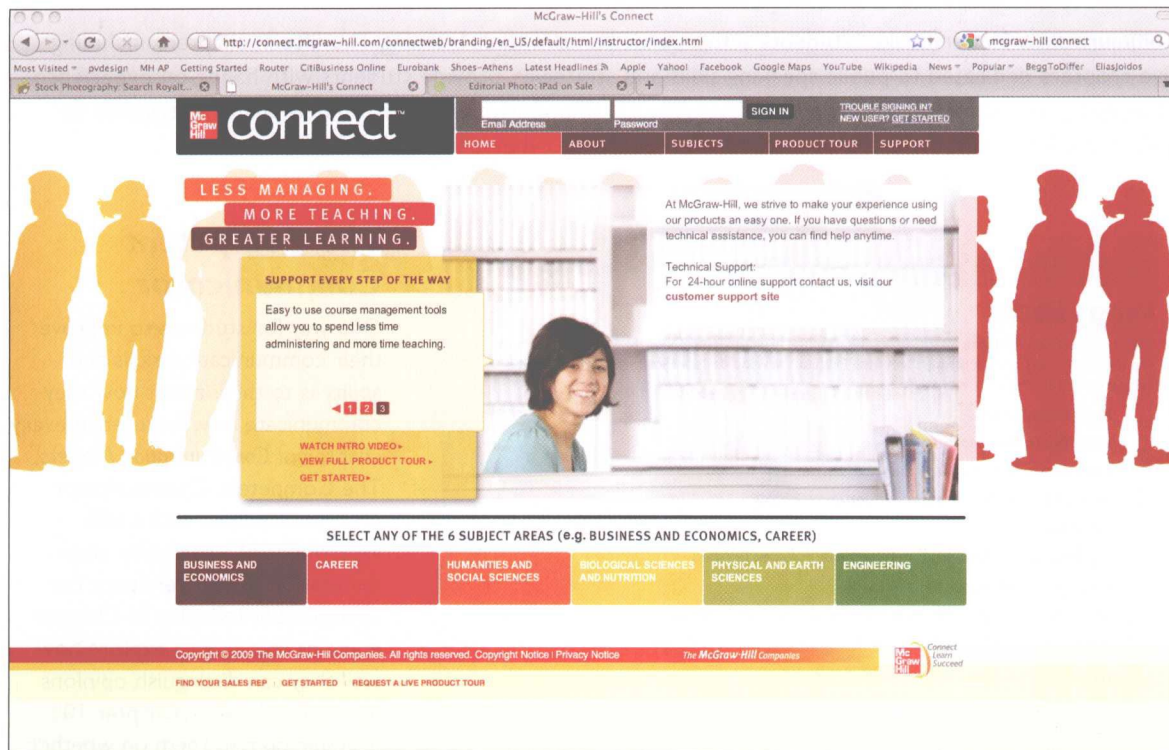
- Why do you suppose working in small groups helps people improve their health more than working alone?
- What health problems, if any, do you think most people would solve more effectively alone than in groups?



Computer-Mediated Communication

In integrated examples in every chapter, as well as in various sidebar features and illustrations, *Communication Matters* analyzes how ever-evolving communication technologies are impacting individuals' sense of identity, expanding their communication choices and audiences, reshaping interactions in the workplace, and raising provocative new issues. The text critically investigates—and gives students invaluable insight into—the safe and responsible use of electronic media and resources, along with the ethical dimensions of using the new technologies.





Critical Assessment

Communication Matters can assess students' command of the material—online and at any time—so that they don't have to wait for a midterm for an update on their progress. Additionally, with consistent use of the adaptive diagnostic program throughout the course to identify areas where they can use more help, students can go into any test confident in their knowledge of the subject.

ACTIVELY.

Communication Matters makes students active participants in their learning. The fifteen chapters, including five chapters dedicated to public speaking skills and strategies, provide students with hands-on experience in applying communication principles to everyday communicative tasks—from personal conversation to public speaking, from the classroom to the community to cyberspace, and more.

THE COMPETENT COMMUNICATOR

Being a Mentor

One of the most important skills for socializing new members to groups is mentoring. How good a mentor are you already? For each of the following statements, indicate how well it describes you by assigning a number between 1 ("not at all") and 7 ("very well").

- ☐ I enjoy helping people.
- ☐ People frequently turn to me for advice.
- ☐ I like to take someone "under my wing" and help him or her succeed.
- ☐ I feel bad if a new person in my group seems uncomfortable.
- ☐ I am a good listener.
- ☐ Supporting people intellectually and emotionally makes me feel good.
- ☐ People tell me I am good at giving guidance.
- ☐ I like to "show people the ropes" when they are new to a group or situation.
- ☐ I try to be the kind of person that others can trust.
- ☐ I take my responsibilities toward other people seriously.

When you're finished, add up your scores. Your total score should fall between 10 and 70. A score of 10–25 suggests that mentoring is a skill you can build, and learning about small group communication is one way to do so. If you scored between 25 and 55, you are fairly good at mentoring, and as you have more opportunity to be a mentor, you can improve this skill even more. If you scored above 55, you are probably an experienced mentor already. As a result, you are well poised to help socialize new members into the small groups to which you belong.

The Competent Communicator

One way for students to improve their communication skills and ability is to think about how they communicate *now*. Featured in every chapter of *Communication Matters*, The Competent Communicator presents students with a self-assessment of a particular communication skill or tendency. For example, the selection in Chapter 4 invites students to explore how well they can distinguish opinions from factual claims; Chapter 10's example quizzes them on whether they are a high or low self-monitor.

Putting Communication to Work

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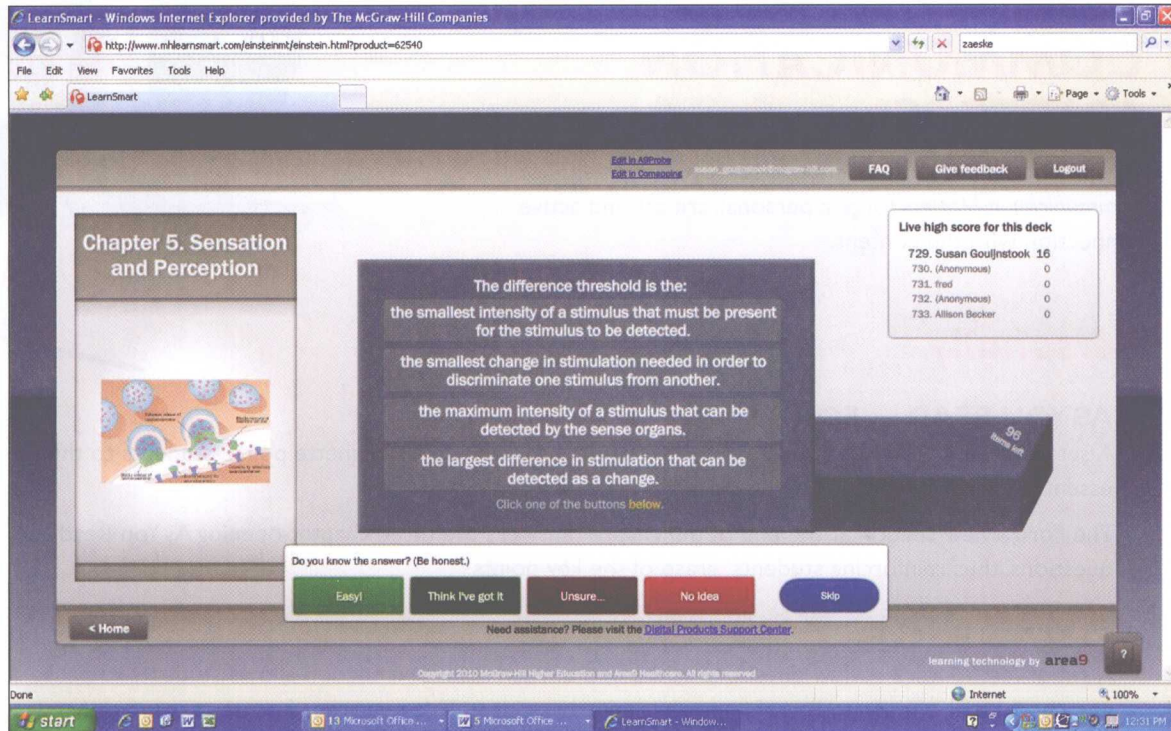


want to say with this feature? How will this text be perceived externally?" We are sending messages to our customers in everything we do—I got a better understanding of that concept from taking classes in communication studies. It makes you more in tune with what those around you are saying (verbally, non-verbally, visually) and what your own responses are.

Why Communication? I was a journalism major in college and went into communication studies for graduate school because I was unsure if I wanted to go to graduate school specifically for

Putting Communication to Work

Communication is an exciting major and a versatile field that is a springboard to a wide range of careers. *Communication Matters* explores career options for communication students through Putting Communication to Work selections that profile the diverse careers of former communication students—such as Chapter 4's interview with a managing editor at a multimedia publishing company and Chapter 15's conversation with a director of films, music videos, and commercials. The interviewees offer invaluable advice and insight on their career choices, as well as tips on how students can actively pave the way to their own career success.



Active Assessment

Communication Matters puts students in charge of their learning with an adaptive diagnostic tool that generates a study plan specifically designed to address each student's strengths and weaknesses. Interwoven with the text content, the online assessment directs students to the exact section or paragraph where they need to clarify and reinforce their understanding. Once students demonstrate mastery of the topic at hand, they move on to the other concepts in their personal learning plan.



LEARNING WITH COMMUNICATION MATTERS

The practical, outcomes-oriented pedagogical elements of *Communication Matters* forge a personal, critical, and active connection with the content.



Personally.

- **AS YOU READ ... FOR REVIEW**

A set of three As You Read questions following the chapter-opening vignette points students to the essential ideas of each chapter.

The For Review section at the end of the chapter answers the three chapter-opening As You Read questions, thus reinforcing students' grasp of the key points.

- **TEST YOURSELF**

A set of Test Yourself review questions at the end of each main text section allows students to pause and check their understanding of important take-away ideas. This recurrent feature serves as a handy tool for review, retention, and test preparation.

- **POP QUIZ**

The chapter-ending Pop Quiz allows students to assess their understanding of the chapter as a whole and to prepare for tests.

Critically.

- **THOUGHT BUBBLES**

These recurring questions, suitable for class discussion and journaling assignments, call on students to reflect analytically on the book's central concepts and ideas and to apply their learning to their own experiences.

- **BY THE NUMBERS**

Interspersed throughout the chapters, By the Numbers presents statistically-based fun facts related to the topic at hand. This thought-provoking feature is suitable for generating class discussions and launching lectures.

Actively.

- **SHARPEN YOUR SKILLS**

These regularly occurring, stand-alone skill-builders comprise active-learning exercises that may be carried out in a group or individually.

SHARPEN Your Skills

With a few students from your class, role-play a conversation in which you must decide on a policy for a controversial issue, such as stem-cell research or the use of prisoner torture during interrogations. Encourage your fellow students to voice their opinions even if others disagree. If conflict arises during the discussion, take note of when it arises and how the group deals with it. After the conversation, allow time for each student to assess how the group handled conflict during the role-play.

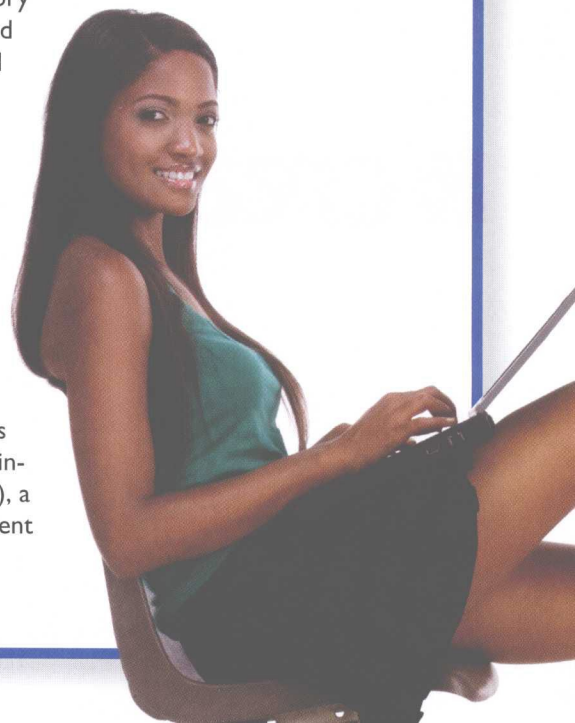


TEACHING WITH COMMUNICATION MATTERS

The complete content of *Communication Matters* is available to instructors and students in traditional print format, as well as online with integrated and time-saving tools that involve students personally, critically, and actively.

The online tools, collectively called Connect Communication, make managing assignments easier for instructors—and make learning and studying more motivating and efficient for students.

- **Adaptive Diagnostic** This tool helps students “know what they know”—while guiding them to experience and learn what they don’t know through interactive exercises and readings. Instructors using Connect report that their students’ performance has jumped by a letter grade or more.
- **Speech Videos** More than two hours of student speech videos and video excerpts with assessment are featured, along with links to YouTube videos that illustrate communication concepts in action (with accompanying questions). In addition, Reel Interpersonal videos dramatize key concepts in interpersonal relationships.
- **Connect Speech Tools** Web-based speech preparation tools help students to select an appropriate speech topic, to outline effectively, and to conduct research geared toward analyzing their audience. Speech Capture allows students to upload their speech online for instructor review, grading, and feedback. Instructors have the option to assign peer review for the rest of the class.
- **Real-time Reports** These printable, exportable reports show how well each student (or section) is performing on each course segment. Instructors can use this feature to spot problem areas before they crop up on an exam.
- **Learning Objectives** Every assignment and every course resource can be sorted by learning objective, with point-and-click flexibility. Instructors can use this feature to customize the content and course materials to meet the particular needs of their syllabus.
- **Instructor’s Manual** Written by Meredith K. Ginn of Georgia Highlands College, this rich resource provides learning objectives, ideas for lectures and discussions, key terms, additional readings, and websites. The Instructor’s Manual incorporates tips for both new and experienced instructors.
- **PowerPoint Slides** Developed by *Communication Matters* author Kory Floyd, the PowerPoint slides present the key points of each chapter and include charts and graphs from the text. A time-saving organizational and navigational tool, the slides are integrated with examples and activities from an expert teacher. The selections can be used as is or modified to meet the needs of individual instructors.
- **Application & Assessment Source** Written by Marcie Pachter of Palm Beach State College–Lake Worth, this resource offers 70 multiple-choice and 20 scenario-based application questions for each chapter. Sample midterm and final exams are also included, and all test items are tied to Bloom’s taxonomy. McGraw-Hill’s computerized EZ Test allows the instructor to create customized exams using the publisher’s supplied test items or the instructor’s own questions. A version of the test bank is also provided in Microsoft Word files for instructors who prefer that format. Additional questions are available for use with in-class clicker systems through the Classroom Performance System (CPS), a wireless polling system that provides immediate feedback from every student in the class. A CPS tutorial is available at www.einstruction.com.





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