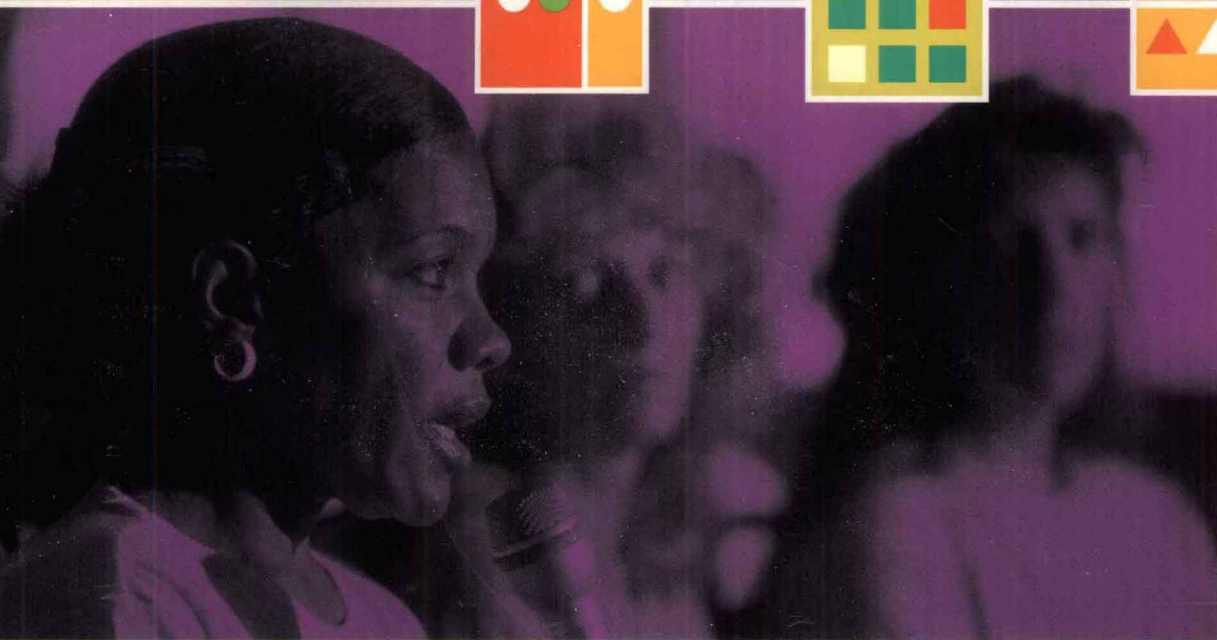
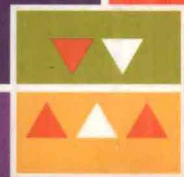
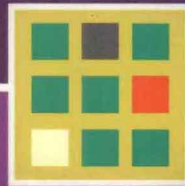
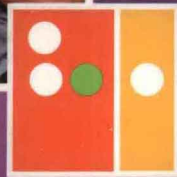




Communication in a Changing World



Bethami A. Dobkin
Roger C. Pace



Communication in a Changing World

Bethami A. Dobkin

University of San Diego

Roger C. Pace

University of San Diego



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto



COMMUNICATION IN A CHANGING WORLD

Published by McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2003 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

2 3 4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6 5 4 3

ISBN 0-07-233212-3

Publisher: *Phillip A. Butcher*

Senior sponsoring editor: *Nanette Kauffman*

Director of development & Media technology: *Rhona Robbin*

Senior marketing manager: *Sally Constable*

Producer, media technology: *Jessica Bodie*

Project manager: *Karen Nelson*

Production supervisor: *Susanne Riedell*

Coordinator of freelance design: *Mary E. Kazak*

Lead supplement producer: *Marc Mattson*

Photo research coordinator: *Brian J. Pecko*

Cover design: *Ryan Brown*

Interior design: *Amanda Kavanagh/Ark Design Studio*

Cover images: *Mark Richards/PhotoEdit, Kathy Ferguson-Jobson/PhotoEdit, Sondra Dawes/The Image Works*

Typeface: *10/12 Garamond Book*

Compositor: *GAC Indianapolis*

Printer: *R. R. Donnelley and Sons Company*

Library of Congress Cataloging-in-Publication Data

Dobkin, Bethami A.

Communication in a changing world / Bethami A. Dobkin, Roger C. Pace.
p. cm.

Includes bibliographical references and index.

ISBN 0-07-233212-3 (softcover : alk. paper)

1. Interpersonal communication. 2. Public speaking. I. Pace, Roger C. II. Title.

BF637.C45 D625 2003

302.2-dc21

2002037995

www.mhhe.com

PREFACE

Communication is the social glue that bonds humans together in relationships, groups, communities, and countries. The strength and quality of those bonds depends on our ability to understand and use communication well. Our belief in the transforming possibilities of communication and education led us first to accept positions in an institution that places a priority on teaching undergraduate students, and eventually to write *Communication in a Changing World*. The better our students can think and communicate, the more likely they will be to effectively and ethically guide the ways that the world is changing.

We wrote this text because of our excitement about the field of communication and our commitment to helping students become responsible citizens in a multicultural world. To us, this responsibility means promoting thoughtful consideration of others and improving the efficiency and competency of students as communicators. Our goal is to cultivate good communicators who are both skilled in their construction, presentation, understanding, and evaluation of messages, and who have the knowledge and willingness to take responsibility for their communication behaviors.

Our Approach

The content and form of *Communication in a Changing World* integrate issues of ethics, diversity, technology, and civic participation in ways that are consistent with our concern for developing knowledge, self-awareness, critical thinking, and practical communication skills. We constructed examples that will appeal to both traditional college students and to those from a range of ages and backgrounds. Anecdotes, contemporary news accounts, images, and references to popular culture and historical records are all included. We discuss not only formal public speeches, but also more spontaneous and informal presentations such as those typical of professional work teams. Finally, throughout the text, we address contemporary changes in communication contexts, including the influence of broadcast media and computer-mediated communication.

Our selection of concepts and examples was guided by our desire to make *Communication in a Changing World* accessible and to challenge students to think about the impact of communication on their lives. We recognize that students are diverse in their identities, personal experiences, and learning styles. With every explanation and activity, we try to meet students at various levels and move them to new levels of understanding and skill. We also appreciate the speed and magnitude of change in our discipline. Although we worked hard to include standard and expected information in the text, we worked equally hard to include fresh and new approaches and concepts. We want our text to reflect the changing world of students and professors and the contemporary research emerging from the discipline.

One advantage to writing a first edition is the ability to weave contemporary issues in communication, such as ethics, diversity, and technology, into every aspect of the book. From the perspectives of our scholarly interests, our classroom expertise, and our commitment to undergraduate teaching, we try to inspire both students and instructors.

In addition to our own experiences, this text was informed greatly by the most rigorous review and evaluation of any professional writing in our careers. More than 20 experienced instructors who regularly teach the basic communication course

evaluated an initial draft of the text. Several of these “first round” reviewers met with us for a weekend conference to discuss potential changes to the text, leading to thorough revisions. The text then came under the scrutiny of a demanding developmental editor. After another set of revisions, the text was submitted to a second panel which included instructors who had followed the text since its inception and several new reviewers who, once again, provided detailed comments about every chapter. We hope this extensive critical process and our professional experiences have resulted in a text that instructors will want to adopt.

Content and Organization

Communication in a Changing World is divided into three parts, 15 chapters and an appendix. Part One, “Foundations of Communication,” includes six chapters that establish basic communication theories and skills.

Chapter 1, Understanding the Process of Communication, defines communication, presents a model of basic communication elements, and discusses the importance of civility, diversity, and ethics in the study of communication. *Highlights:* Discussions of shared meaning and coconstructed messages; the variety of communication channels and their influence on meaning; the prominence of culture as a fundamental element of the communication context; and ways to communicate civilly, value diversity, and behave ethically.

Chapter 2, Constructing the Self through Communication, examines the importance of communication in the development of a self-concept, the cultural influences on this development, and communicating about identity. *Highlights:* Discussions of the relationship between identity and the development of the self; the role of the media in developing one’s identity; and communicating an authentic self.

Chapter 3, Perceiving and Communicating with Others, defines and illustrates each stage of the perception process and identifies potential problems for communication in this process. *Highlights:* Discussions of overcoming attribution bias, perception checking, and practicing perspective taking.

Chapter 4, Listening and Responding to Others, explains the stages of the listening process, identifies obstacles to successful listening, and suggests guidelines for becoming a more effective listener. *Highlights:* Discussions of the importance of responsible and effective listening in the communication process; listening critically to media messages; and responding to messages as part of the listening process.

Chapter 5, Understanding and Shaping the World through Verbal Communication, explains the power of language, explores the influence of words on thoughts and perceptions, and discusses relationships between meaning and symbols. *Highlights:* Discussions of the power of language in the formation of identity; the importance of codes in verbal communication; communicating culture through language; deception and gossip; and speaking with cultural sensitivity.

Chapter 6, Appreciating and Using Nonverbal Communication, examines various ways of communicating beyond words such as through facial expressions, body movement, hand gestures, and touching. *Highlights:* Discussions of the impact of culture on the meaning and variance of nonverbal messages; gender and nonverbal communication; nonverbal symbols in computer-mediated communication; cultural differences in display rules; and the ethics of intrusive nonverbal messages.

Part Two, "Communication in Context," has four chapters that look at specific communication situations.

Chapter 7, Communicating in Interpersonal Relationships, defines interpersonal communication and presents a model of relational development and dissolution. *Highlights:* Discussions of the influence of culture on interpersonal communication; gender differences in interpersonal communication; contemporary patterns of relationship development; and the benefits and risks of self-disclosure.

Chapter 8, Building Common Ground in Interpersonal Relationships, examines the types of conflict that occur in relationships and how communication can build common ground between people who have different attitudes and backgrounds. *Highlights:* Discussions of dialectical tensions in interpersonal relationships; high- and low-context cultures; communicating across cultures in business relationships; handling conflict constructively; and creating common ground from conflict.

Chapter 9, Communicating in Groups, examines the importance of communication in small groups and presents a model, the Problem Solving Agenda, for effective group decision making. *Highlights:* Discussions of virtual groups that communicate through the Internet; the power of civic and community-based groups; cultural influences on group norms including collectivism/individualism, power distance, uncertainty avoidance, and masculinity/femininity; and advice for leading a community-based group.

Chapter 10, Exploring Mediated Communication, examines the differences between mediated communication and mass media, the evolution of communication technologies, and the importance of media literacy. *Highlights:* Discussions of the role of media in everyday communication; technological convergence; using television to promote positive social change; and developing media literacy.

Part Three, "Public Communication," the final part of the text, contains five chapters on public speaking.

Chapter 11, Planning Public Presentations, teaches students how to analyze a speaking situation, select appropriate speech goals, and research a topic. *Highlights:* Discussions of the dangers of relying solely on demographics to analyze an audience; finding and evaluating information on the Internet; selecting appropriate topics according to the audience and occasion; presenting a balanced perspective; and avoiding plagiarism.

Chapter 12, Organizing and Outlining Public Presentations, explains how to structure a speech, develop main points, and construct effective introductions and

conclusions. *Highlights:* Discussion of the use of narrative as a speech structure and the appropriate use of attention steps in speech introductions.

Chapter 13, Delivering a Confident Presentation, discusses various types of delivery, the use of nonverbal gestures in presentation of the speech, and managing speech anxiety. *Highlights:* Discussions of speech anxiety; civility and appropriate words and gestures; using technology such as PowerPoint to support a speech; and advice on avoiding sexist language.

Chapter 14, Speaking to Inform and Inspire, examines the importance of credibility in public speaking, various types of informative speaking, and special occasion speeches such as those of introduction and tribute. *Highlights:* Discussions of cultivating and assessing credibility in speaking situations; speeches of narration as a form of informative speaking; using appropriate humor in speaking situations; inspirational speaking; and responsible speaking.

Chapter 15, Speaking to Persuade, explains how to build a persuasive argument and organize a persuasive speech. *Highlights:* Discussions of the relationship between informative and persuasive speaking; building persuasive arguments with statements of fact, value, and policy; using emotional appeals effectively and ethically; advice for speaking to a “tough crowd”; avoiding fallacies, and the importance of integrity in persuasive speaking.

Appendix, A Brief Guide to Interviewing, explains how to conduct an interview and answer questions effectively.

Pedagogical Elements

The text is carefully structured to enhance learning. Chapters open with a series of questions to help students focus their attention and anticipate the material to be presented. These questions also serve as **learning objectives** and are answered in summary form at the end of the chapter to help students review their reading. Important and **recurring concepts are cross-referenced** within the text to help students review material and easily see the relationships among key terms and ideas. **Key terms** are highlighted in boldface where they appear and defined in the text margin. They are also listed at the end of each chapter with corresponding page references. A glossary at the end of the text defines not only these key terms but also other **new vocabulary words** that students might not know. The **Connections** student CD-ROM and Online Learning Center website (mhhe.com/dobkin) feature a variety of interactive teaching and learning environments with content that is based on the learning objectives and key terms for each chapter. Tools such as flash cards and crossword puzzles are designed to accommodate different learning styles.

Boxed material highlights some of our objectives.

“Think It Over.” Throughout each chapter, students are asked questions, or to “think it over.” These questions, which can be used to start discussions, attempt to generate critical thinking and ethical consideration of important communication concepts by asking students to think about the consequences of communication.



Consider the following examples: Do we have a true self? Do animals communicate? What can you learn from a bad relationship? Is literacy necessary for critical thinking? Do school honor codes help prevent plagiarism?

“Exploring Communication Concepts.” These boxes invite students to broaden their perspectives on basic communication concepts. They often extend basic discussions by drawing on communication research and theoretical models. For example, when discussing intrapersonal communication in Chapter 1, we present a box on how communicators use “self-talk” to regulate their behavior and build or lower their self-esteem. Subsequent chapters include “exploring” boxes on topics such as gender differences in nonverbal communication, cognitive dissonance and perception, technology and the diminishing role of human contact in interpersonal communication, television and positive social change, the consequences of being the first person to say, “I love you” in a relationship, and the challenges of communicating with business associates in different cultures. All “Exploring Communication Concepts” boxes end with questions that ask students to ponder the implications of research or theories. These questions are useful for journal assignments, in-class writing assignments, or group discussions.

“Applying Communication Concepts.” These boxes apply theories and concepts directly to communication situations. They give students practical suggestions for using communication principles or concepts in their lives. Each box also presents an opportunity for self-reflection. For example, the text includes boxes that teach students how to lead a community-based group, communicate with elderly people, use emoticons, establish norms and expectations about sharing living space with others, manage speech anxiety, speak to the media, use humor appropriately, select a topic for a classroom speech, and recognize doublespeak. Questions for reflection and discussion conclude each box.

The final section of each chapter explicitly addresses **responsible communication behaviors** by providing guidelines for communicating that promote thoughtful consideration of others. These “capstone” sections relate relevant chapter content to the book’s themes of communicating with civility, valuing diversity, and emphasizing appropriate and ethical communication. These sections also give students practical suggestions for improving their communication. For example, they contain the following guidelines:

- Using language to qualify inferences and include others.
- Speaking with cultural sensitivity.
- Avoiding the use of intrusive nonverbal cues.
- Choosing appropriate contexts for self-disclosure.
- Communicating across differences in interpersonal relationships.
- Being a democratic leader in a small group.
- Creating responsible media messages.
- Avoiding plagiarism and using inclusive language in public speeches
- Treating audiences with care and respect.
- Demonstrating integrity in persuasive appeals.



Each chapter concludes with a variety of group and individual activities to reinforce the material in the text. These activities encourage **critical thinking and discussion**, **skill development**, and **application to contemporary media** such as film, music, or television. Also included are “virtual” or Internet activities that reinforce the chapter concepts while cultivating computer literacy and proficiency.

Key Features

Communication in a Changing World contains many special features to help students understand and remember concepts and to develop communication skills. These features are integrated throughout the text and appear in useful places in each chapter.

The Beginning of Each Chapter

- **Questions to Focus Your Reading.** Five or six questions at the beginning of each chapter help students anticipate the most important concepts they will be studying.
- **Opening Vignettes.** Each chapter begins with a story that gains the reader’s attention and exemplifies important concepts. These opening vignettes are frequently referenced throughout the chapter to further illustrate relevant concepts.
- **Learning Objectives.** Following the opening narrative is a list of learning objectives for each of the main sections of the chapter. These objectives are based on the focus questions that open each chapter.

Chapter Features

- **Margin Glossary of Key Terms.** Approximately 25 key terms have been carefully selected for each chapter. These terms are defined in clear yet simple language that enables students to understand the basic principles and practices of communication. These definitions appear in the margin next to the key terms, which are printed in boldface type in the text.
- **New Terms.** Other vocabulary words and phrases that might be unfamiliar to students are italicized in the chapters and defined in the glossary at the end of the text.
- **Cross References.** Important concepts are cross-referenced by page number to the initial explanations of these concepts within the text.
- **Tables.** Many chapters summarize information in easy-to-read tables.
- **Figures.** Concepts are explained visually with figures that illustrate and complement the description in the text.
- **Concept Maps.** Concept maps throughout the text illustrate visually the relationship between ideas.
- **Photos and Captions.** Attractive and meaningful photos have been carefully paired with captions that make a point or extend analysis of a chapter concept.
- **Quotations.** The text includes numerous quotes from a variety of sources that highlight or reinforce key points in each chapter.
- **Guidelines for Responsible Communication.** Chapters end with a section that includes guidelines that promote ethical and responsible communication skills.

- **CD Icons.** References in the text margins direct students to the *Connections* CD-ROM which offers students study tools and video clips that illustrate key concepts.
- **Online Learning Center Icons.** References in the text alert students to resources found on the website developed for this text (mhhe.com/dobkin).

End of Chapter Resources

- **Summary.** All chapters include a summary organized around the focus questions at the beginning of the chapter.
- **List of Key Terms.** A list of all key terms appears at the end of each chapter with page numbers for quick reference.
- **For Further Reflection.** These end-of-chapter questions ask students to reflect about concepts discussed in the chapter and make connections to other ideas or skills.
- **Building Communication Skills.** These activities reinforce concepts discussed in the chapter and help students develop practical skills.
- **Net Work.** These activities refer students to websites that extend or reinforce chapter concepts.
- **Media Moments.** These activities draw on films, radio and television programs, and popular songs to illustrate key points in the chapter. Like all the end-of-chapter activities, these contain questions that can be used to stimulate group discussions or as journal prompts.

End of the Text

- **Comprehensive Glossary.** All key words and new terms are listed alphabetically and defined for easy reference.
- **References.** All works cited in the text are listed in American Psychological Association format and can be used as a starting point for additional research on course concepts.

Supporting Materials for Students and Instructors

Connections CD-ROM. The CD that accompanies the text contains several learning tools to help students comprehend and remember course concepts. These tools are designed to be “student friendly” as well as instructive. They are fully integrated with the text through the use of CD icons in the text margins that notify students which CD tool to use at the appropriate time. The CD contains the following components:

- **Video.** Fifty-five minutes of video clips illustrate important concepts discussed in each chapter. These include both excerpts and full speeches by students as well as clips that illustrate basic communication concepts. A CD icon in the margin alerts students to these video resources.
- **Animated Communication Model.** A series of animations on the CD illustrates each element of the basic communication model with a brief scenario related to the opening vignette in Chapter 1.
- **Audio Flash Cards.** Students can use these digital flash cards to hear how key terms are pronounced and to study for exams.





- **Interactive Test Questions.** Students can assess their comprehension of concepts covered in each chapter by taking a self-scoring practice test that provides feedback on why an answer is right or wrong.
- **Public Speaking Tools.** The CD contains several tools to help students prepare, organize, and deliver a speech. These include outlining software, a PowerPoint tutorial, a listing of suggested speech topics, a checklist for preparing and delivering a speech, bibliography formats, and speech evaluation software.

Online Learning Center. This website (mhhe.com/dobkin) provides instructors with professional resources, PowerPoint slides, and downloadable supplements and provides students with additional learning tools to help them master course concepts. Icons in the text direct students to relevant resources on this website. The Online Learning Center contains the following elements:

- **Threaded Discussion Groups.** Students from around the country can join each other online to reflect on or apply chapter concepts to events in their lives or contemporary social issues. Questions will be posed based on chapter learning objectives, and the text authors will moderate online discussion groups.
- **Interactive Test Questions.** Practice questions with feedback help students reinforce their learning and comprehension.
- **Chapter Outlines.** A detailed outline of each chapter helps students locate information.
- **Case Studies.** Case studies for each chapter ask students to apply course concepts to real-life situations. Often these situations involve ethical challenges to responsible communication.
- **Net Work.** Students can access the Web activities that appear at the end of each chapter, complete them online, and e-mail responses to their instructors.
- **Crossword Puzzles.** Students use key words and definitions to solve these popular puzzles.
- **Glossary.** Students have ready access to the book's comprehensive glossary for review purposes and assistance in completing the crossword puzzles.
- **PowerWeb.** PowerWeb is a component of the Online Learning Center that brings the information on the Internet to a course. It features current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, research tools, and additional resources. PowerWeb helps students with online research by directing them to more than 6,000 high-quality academic sources. This premium content, which is password protected, is offered free with new copies of the text.

Instructor's Resource Manual. The resource manual, written by this text's authors, contains suggestions, activities, and aids to help instructors organize and teach the material in the text. The manual contains the following elements:

- **Tips for New Instructors.** The Instructor's Manual begins with suggestions about constructing a syllabus, conducting the first class, and modeling responsible communication in the classroom.

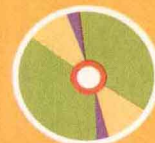
- **Sample Course Schedules.** The instructor's manual offers ideas about structuring learning modules for 12- and 15-week semesters and 10-week quarters.
- **Lecture Outlines.** Each chapter is outlined for ease of class presentation.
- **Strategies for Integrating Media Resources into the Course.** The Instructor's Manual includes suggestions for using the *Connections* CD-ROM, the Online Learning Center, and media resources such as popular films for course discussion and assignments.
- **Lecture Enhancements.** The material in each chapter is extended with advanced concepts that instructors can use to promote class discussion, challenge students, or enrich accelerated or honors courses.
- **Classroom Exercises.** The instructor's manual contains a variety of classroom exercises for each chapter.
- **Test Questions.** The instructor's manual contains a large bank of true/false, multiple choice, and essay questions for use in course examinations, organized around the book's learning objectives.

Instructor's Resource CD-ROM. This CD-ROM includes the following resources:

- **Computerized Test Bank.** Brownstone's Diploma Computerized Testing is a flexible, powerful, and easy-to-use electronic testing program. The Diploma system allows the test maker to create a print version, an online version (to be delivered to a computer lab), or an Internet version of each test. Diploma includes a built-in instructor grade book, into which student rosters and files can be imported. Diploma is for Windows users; the CD-ROM includes a separate testing program, Exam IV, for Macintosh users.
- **Test Bank in Word Format.** Instructors who prefer to access test items in Word can do so.
- **PowerPoint Slides.** This set of slides includes illustrations and concept maps, chapter outlines, quotations, and questions from the text. Instructors are welcome to generate transparencies from the slides.
- **Instructor's Resource Manual.** The contents of the Instructor's Resource Manual are also available on the Instructor's Resource CD-ROM.

Communication Concepts Video. This VHS videotape contains six five-minute segments that help to illustrate aspects of small-group discussion, interpersonal communication, presentation skills, and interviewing strategies.

PageOut: The Course Website Development Center. All online content for this text is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.



PageOut®

Create a custom course website with PageOut.
Free to instructors using a McGraw-Hill textbook.
To learn more, contact your McGraw-Hill publisher's representative or visit www.mhhe.com/pageout.

Acknowledgments

Our work on *Communication in a Changing World* has benefited from the contributions of the many reviewers whose names appear on page xxvii. In particular, we would like to thank Steve Braden (Georgia State University) and Christy Coons (Valdosta State University) for their encouragement and insight. We are also greatly indebted to the reviewers who participated in a conference held after we completed the first draft of the text. In addition to Christy, Jane Wypiszynski (University of Wisconsin Oshkosh), Julie Simanski (Des Moines Area Community College), Dawn Craner (Boise State University), Scott Britten (Bowling Green State University), Marcia Dixson (Indiana University–Purdue University Fort Wayne), and Tony Gattis (University of Kansas) generously shared their time and considerable knowledge with us. The insights gained from this conference became an integral part of the revision process.

Several members of the McGraw-Hill team contributed to the development of the manuscript and the eventual design of the book. Nanette Kauffman offered substantial support and wisdom. Rhona Robbin provided thorough, helpful, and compassionate editorial direction. We are also grateful to Phil Butcher for his support. Leslie Carr and Glenn Turner contributed their expertise as freelance editors, and we are indebted to Jessica Bodie for the originality of our CD and Online Learning Center. Karen Nelson guided the text through production, offering clear direction and helping us stay on schedule. Brian Pecko did a superb job of researching photographs, and we are confident in the expertise Sally Constable brings in generating excitement about the book.

We also wish to thank our students and colleagues at the University of San Diego. Our students have inspired us, and our colleagues have generously provided advice, support, and expertise at every stage in the writing of this book. Patrick Drinan, Dean of the College of Arts and Sciences, provided the institutional resources that make writing a textbook possible while also enabling us to teach and maintain our research programs.

Finally, our greatest debt is owed to our families. They have heard about our plans and progress on the book for longer than we care to admit. We have dedicated *Communication in a Changing World* to them for their support, patience, and love.

Visual Preview

The production staff of McGraw-Hill worked hard to design a beautiful text that uses attractive colors and formats which help students access and comprehend concepts and skills. A visual preview of the design and pedagogical features of the text appear on pages xxix.

REVIEWERS

Richard Abel <i>South Texas Community College</i>	John Gilgun <i>California State University, Sacramento</i>	Gail Medford <i>Bowie State University</i>
Marcee Andersen <i>Anoka Ramsey Community College</i>	Bethany Girton <i>Indiana State University</i>	Susan J. Messman <i>Arizona State University</i>
Marco Benassi <i>College of DuPage</i>	Jonathan Gray <i>Southern Illinois University</i>	Bernadette Mink <i>University of Arkansas</i>
Vince Bloom <i>California State University, Fresno</i>	Ernest Hakanen <i>Drexel University</i>	Becky Mostyn <i>Southwest Texas State University</i>
Steve Braden <i>Georgia State University</i>	Susan Holton <i>Bridgewater State College</i>	Kay Neal <i>University of Wisconsin, Oshkosh</i>
Scott Britten <i>Bowling Green State University</i>	Ron Howell <i>Illinois Central College</i>	Doug Parry <i>University of Alaska, Anchorage</i>
Ann Burnett <i>Southwest Texas State University</i>	Lawrence Hugenberg <i>Youngstown State University</i>	Nan Peck <i>Northern Virginia Community College</i>
Lori Carrell <i>University of Wisconsin, Oshkosh</i>	Diana Hutchinson <i>Scottsdale Community College</i>	Charlotte Pillar <i>College of DuPage</i>
April Chatham-Carpenter <i>University of Northern Iowa</i>	Deborah A. Kernisky-Worley <i>Indiana State University</i>	Craig Rickett <i>Spokane Falls Community College</i>
Christina B. Coons <i>Valdosta State University</i>	Bobbie Klopp <i>Kirkwood Community College</i>	Karen Rudick <i>Eastern Kentucky University</i>
Dawn Craner <i>Boise State University</i>	Mary Jane Leary <i>Kirkwood Community College</i>	David E. Schneider <i>Saginaw Valley State University</i>
Roberta A. Davilla <i>University of Northern Iowa</i>	Carole Lewandowski <i>Oral Roberts University</i>	Julie Simanski <i>Des Moines Area Community College</i>
Dale Davis <i>University of Texas, San Antonio</i>	Ronna Liggett <i>University of Nevada, Reno</i>	Jennifer Waldeck <i>University of Kansas</i>
Marcia Dixon <i>Indiana University-Purdue University Fort Wayne</i>	Elizabeth Lindsey <i>New Mexico State University</i>	David Worley <i>Indiana State University</i>
Dennis Dufer <i>St. Louis Community College, Meramec</i>	Shirley Maase <i>Chesapeake College</i>	Jane Wypiszynski <i>University of Wisconsin, Oshkosh</i>
Tony Gattis <i>University of Kansas</i>	William C. McConkey <i>University of Wisconsin, Oshkosh</i>	Ray Young <i>Valdosta State University</i>
	James B. McOmber <i>Valdosta State University</i>	

LIST OF BOXES

Think It Over

Can Animals Communicate? 10
 Do You Have a "True Self"? 42
 Categorizing Others and Creating Scripts 78
 Do Deaf People Listen? 95
 Do Words Really Matter? 127
 Television and Display Rules 162
 Learning from Relationships 184
 Communication, Community, and Responses to Racial Conflict 229
 Cultural Influences and Group Roles 253
 Logic and Literacy 274
 Expectations about Classroom Topics 309
 Plagiarism and Honor Codes 318
 Inappropriate Attention 337
 Using Dramatic Speech Aids 371
 How Do You Evaluate Credibility? 382
 "Stealth Sites" on the Web 405

Exploring Communication Concepts

Self-Talk 21
 Saving Face and Communicating Resistance in Intimate Contexts 57
 Media and Perceptions of Violence 76
 Cognitive Dissonance 103
 Evaluative Listening and Narratives 111
 Communication Codes and Talk Shows 133
 Gender Differences in Nonverbal Communication 155
 Technology and Human Contact in Relationships 189
 Who Says, "I Love You" First? 195
 Communicating across Cultures in Business 219

Group Involvement and College Success 241
 Irving Janis and Groupthink 252
 Using Television to Promote Positive Social Change 280
 Uncovering the Patterns in Television's Reality 287
 Difficulties with Demographics 308
 Hand Gestures 367
 What Constitutes Desirable Humor? 396
 Fear Appeals and the Boomerang Effect 417

Applying Communication Concepts

Ethical Guidelines for Communicators 31
 Communicating with the Elderly in Health Care Settings 49
 Preserving Face in Communication 60
 Categorizing Inkblots 74
 Listening Effectively to Electronic Media 112
 Listening and Responding during Interviews 116
 A Doublespeak Quiz 139
 Emoticons 160
 New Relationships 192
 Building a History of Shared Expectations 213
 Leading a Community-Based Group 264
 Speaking to the Media 292
 Selecting a Topic 301
 Analyzing the Speaking Situation 306
 Identifying Speech Structures 330
 Conquering Stage Fright 357
 Tongue Twisters 365
 Sample Speech to Inform 389–390
 Recognizing Good Speeches of Introduction 392
 Speaking to a Tough Crowd 421

VISUAL PREVIEW

Communication in a Changing World . . .

Communication in a Changing World was written to help students become competent communicators who are willing to take responsibility for their communication behaviors. To achieve this goal, the text integrates issues of ethics, civility and diversity, and challenges students to consider the impact of communication on their lives. At the same time, it provides students with the tools they need to become more thoughtful and effective communicators.

Chapter 1 Understanding the Process of Communication 31

Applying Communication Concepts



ETHICAL GUIDELINES FOR COMMUNICATORS

Each chapter in your text will offer suggestions for ethical communication in a variety of contexts. Although situations vary, some general guidelines are worth remembering during any interaction (Frohnmayr 1994). Ask yourself the following questions:

- Am I communicating in ways that are consistent with what I believe?
- Am I showing respect for others, even if they are different?
- Am I speaking from a position of knowledge?
- Did I fulfill both my own right to speak and my duty to listen?
- Can I fairly restate the argument of one with whom I disagree?
- Am I prepared not only to admit my mistakes, but also to undo the damage?
- When I am in a position of power, am I willing to give something up?
- Can I make the distinction between passionate support and hostility?
- Do my actions bring people together or pit them against each other?

ASK YOURSELF:

1. On the basis of these questions, can you devise a code of conduct for your communication classroom?
2. How might participants demonstrate their respect for others?
3. What kind of behaviors will ensure that everyone gets to participate?

you develop these skills, you will build a communication *repertoire*, or a range of effective and ethical communication behaviors from which to choose. No one can tell you the ideal behavior for every situation, but the greater your repertoire, the more effective and principled communicator you will become. The box on "Ethical Guidelines for Communicators" should help you develop and refine your own communication repertoire in ways consistent with your personal values.

Some students enroll in communication courses with the belief that good communication will solve all of their personal, academic, and professional problems. The challenge lies in knowing when improving communication can help solve problems and when other kinds of change are needed as well. Often, misunderstanding is the source of conflict. Communicators need to use good, clear, ethical communication to reach shared understanding about everything from simple requests, such as "Would you please take out the garbage?" to the meaning of terms such as "best friend," "joint custody," and "excellent work." Conflicts ranging from marital dissatisfaction to civil wars have been caused by the failure to communi-

Communication in a Changing World . . .

teaches students to become **skilled** and **responsible** communicators in a diverse world.

28 Communication in a Changing World

Public conversations and debates are good opportunities for civil communication.
© Mark Richards/PhotoFest



The choice to be a civil communicator might feel like a constraint, and it can become stifling if used as a way to silence people with deep disagreements (McKerrow 2001). Civil communication allows people to express their interests and values. For example, two men who disagree about the value of civility to each other about their love for the country may intensify their conflict. Understanding each other perfectly well but disagreeing about a person, group, or country has criminal implications might be a good start at repairing the damage.

Civility is a key to politeness.

Using Language Responsibly

Thus far, we have focused attention on verbal communication practices that carry with them considerable potential for harm. Although all language use has this potential, there are practical steps that can be taken to communicate verbally in effective and appropriate ways. This section asks you to consider ways to use language clearly, precisely, creatively, and with the needs of others in mind.

Qualifying Inferences

As we discussed in Chapter 4, inferences are the interpretations or conclusions we draw based on specific statements or facts. All generalizations and stereotypes are based on inferences. Two verbal communication skills, indexing and dating, help to counter the potential confusion and damage caused by some inferences.

Indexing ties evaluations to a specific circumstance to make them unique. We often need to index our statements to explain our judgments. For instance, if we say that our partner is lazy, he or she will want us to provide specific information to understand the basis on which we have made that judgment. Similarly, if we hear someone say that “kids today have no manners,” we might want the speaker to index this statement by noting a particular circumstance in which this seemed to be true.



indexing
A process that ties evaluations to a specific circumstance to make them unique.

Guiding Principles for Communicators

Thus far, we have taken an initial look at how communication is defined and the tradition from which the study of communication was drawn. Our definition has emphasized communication as a process of creating and sharing meaning that occurs between at least two people and which can have broad social implications. As we move into the 21st century, the importance of communication in our personal, professional, and public lives has never been greater. Increasingly, people are turning to communication as a way to improve their personal and communal lives. For communication to improve lives, it must be civil and it must be ethical.

Communicating with Civility

Most of us were raised to observe basic rules of etiquette, such as saying “please” and “thank you.” Although **civility** can be reduced to simple politeness, it also means accepting others as equal partners in reaching common goals. In the context of your text, civility refers to faith in the power of argument, the celebration and protection of individual freedom of speech, and the recognition of the importance of community standards (Benson 1986). This definition is based on the idea that a vibrant and responsive community requires the participation of all its members.

civility
Accepting others as equal partners in reaching common goals.

