



Communication Mosaics

An Introduction to the
Field of Communication

7e

Julia T Wood

Set your sights on success with these
interactive online resources



Communication CourseMate™

ISBN: 978-1-285-06701-8

The more you study, the better the results.
Make the most of your study time with
CourseMate's variety of study tools—all in one place.



CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook:

- An **integrated eBook** with highlighting and note-taking tools, and an interactive glossary
- **Interactive learning tools**, including an online appendix on interviewing, an online companion workbook, interactive video activities, self-assessments, **InfoTrac College Edition**, chapter outlines, flash cards, and chapter quizzes. Links to related TED Talks videos from global TED conferences are also provided.

How can you gain access to CourseMate? If the access code card was not ordered with your text, you can still purchase access to this remarkable program at **CengageBrain.com**, our preferred online store, where easy-to-follow instructions will help you purchase an electronic access code (see below).

CengageBrain

... Access, Rent, Save and Engage.

At **CengageBrain.com**, you can save up to **60%** on course materials through our full spectrum of options. You also have the option to rent textbooks, purchase print textbooks, eTextbooks, or individual eChapters and Audio Books, all for substantial savings over average retail prices.

CengageBrain.com also includes single sign-on access to Cengage Learning's broad range of homework and study tools, and features a selection of free content.

Buy the way you want and save at **www.cengagebrain.com**. Visit **CengageBrain.com** to view more than 10,000 print, digital, and audio study tools.

CENGAGE **brain**.com

For more information go to

www.cengage.com/communication

Communication Mosaics

An Introduction to the
Field of Communication

7e

Julia T Wood

Lineberger Distinguished Professor of Humanities
Caroline H. and Thomas S. Royster Distinguished Professor of Graduate Education
The University of North Carolina at Chapel Hill



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

**Communication Mosaics: An Introduction
to the Field of Communication,
Seventh Edition**
Julia T. Wood

Editor in Chief: Lyn Uhl

Publisher: Monica Eckman

Development Editor: Julie Martinez

Editorial Assistant: Colin Solan

Media Editor: Jessica Badiner

Marketing Manager: Jo Confalone

Marketing Coordinator: Brittany Blais

Marketing Communications Manager:
Linda Yip

Content Project Manager: Dan Saabye

Art Director: Linda May

Print Buyer: Doug Bertke

Rights Acquisition Specialist: Alex Ricciardi

Production Service: Integra

Text Designer: Ke Design

Cover Designer: Ke Design

Cover Image Student Edition: Erick Davis

Cover Image International Student Edition:
Shutterstock

Compositor: Integra

© 2014, 2011, 2008 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at **www.cengage.com/permissions**.

Further permissions questions can be emailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2012935927

ISBN-13: 978-0-840-02818-1

ISBN-10: 0-840-02818-0

Wadsworth

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at **international.cengage.com/region**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit **www.cengage.com**.

Purchase any of our products at your local college store
or at our preferred online store **www.cengagebrain.com**.

Instructors: Please visit **login.cengage.com** and log in to access instructor-specific resources.



Brief Contents

Preface xv

Part I: Communication Careers and Foundations

- 1 A First Look at Communication 1
- 2 The Field of Communication from
Historical and Contemporary Perspectives 22

Part II: Communication Processes and Skills

- 3 Perceiving and Understanding 43
- 4 Engaging in Verbal Communication 65
- 5 Engaging in Nonverbal Communication 89
- 6 Listening and Responding to Others 112
- 7 Creating Communication Climates 133
- 8 Adapting Communication to Cultures and Social Communities 156

Part III: Contexts of Communication

- 9 Communication and Personal Identity 177
- 10 Communication in Personal Relationships 198
- 11 Communication in Groups and Teams 221
- 12 Communication in Organizations 243
- 13 Public Communication 262
- 14 Mass Communication 287
- 15 Digital Media and the Online World 306

Epilogue 330

Glossary 331

References 340

Index 364



Contents

Preface xv

Part I: Communication Careers and Foundations

1	A First Look at Communication	1
	An Introduction to the Author	2
	An Introduction to <i>Communication Mosaics</i>	4
	The Value of Studying Communication	4
	Personal Life	5
	Personal Relationships	5
	Professional Life	7
	Civic Life	8
	Defining Communication	10
	Process	10
	Systems	11
	Symbols	13
	Meanings	13
	Models of Communication	14
	Linear Models	14
	Interactive Models	14
	Transactional Models	15
	Careers in Communication	16
	Research	16
	Education	16
	The Nonprofit Sector	17
	Mass Communication: Journalism, Broadcasting, Public Relations, and Advertising	18
	Training and Consulting	18
	Human Relations and Management	18
	Summary	19
2	The Field of Communication from Historical and Contemporary Perspectives	22
	The History of the Communication Field	23
	Classical Roots: Rhetoric and Democratic Life	23
	Liberal Education	24

Broadening the Field	25
Communication, Power, and Empowerment	26
Conducting Research in Communication	28
Quantitative Research	28
Qualitative Research	29
Critical Research	29
Rhetorical Criticism	30
The Breadth of the Communication Field	31
Intrapersonal Communication	31
Interpersonal Communication	32
Group and Team Communication	33
Public Communication	33
Organizational Communication	34
Mass Media	35
Mediated Communication	35
Intercultural Communication	36
Other Curricular Emphases	37
Blurring the Lines	37
Unifying Themes in the Communication Field	37
Symbolic Activities	38
Meaning	38
Ethics	39
Summary	39

Part II: Communication Processes and Skills

3 Perceiving and Understanding 43

The Perception Process	44
Selection	44
Organization	45
Interpretation	48
Influences on Perception	50
Physiological Factors	51
Expectations	52
Cognitive Abilities	53
Social Roles	56
Membership in Cultures and Social Communities	57
Guidelines for Improving Skill in Perceiving	58
Avoid Mind Reading	58
Check Perceptions with Others	58
Distinguish Facts from Inferences and Judgments	59
Monitor the Self-Serving Bias	60
Summary	61

4 Engaging in Verbal Communication 65

Language and Meaning 66

- Features of Language 67
- Principles of Communication 71

Symbolic Abilities 75

- Language Defines Phenomena 75
- Language Evaluates Phenomena 77
- Language Organizes Experiences 78
- Language Allows Hypothetical Thought 79
- Language Allows Self-Reflection 80
- Language Defines Relationships and Interaction 82

Guidelines for Effective Verbal Communication 83

- Engage in Person-Centered Communication 83
- Be Aware of Levels of Abstraction 83
- Qualify Language 84
- Own Your Feelings and Thoughts 84

Summary 86

5 Engaging in Nonverbal Communication 89

Principles of Nonverbal Communication 90

- Nonverbal Communication Is Ambiguous 91
- Nonverbal Behaviors Interact with Verbal Communication 91
- Nonverbal Communication Regulates Interaction 92
- Nonverbal Communication Establishes Relationship-Level Meanings 92
- Nonverbal Communication Reflects Cultural Values 94

Types of Nonverbal Behaviors 95

- Kinesics 95
- Haptics 96
- Physical Appearance 98
- Olfactics 99
- Artifacts 100
- Proxemics and Personal Space 101
- Environmental Factors 102
- Chronemics 103
- Paralanguage 104
- Silence 105

Guidelines for Effective Nonverbal Communication 106

- Monitor Your Nonverbal Communication 106
- Interpret Others' Nonverbal Communication Tentatively 106

Summary 108

6 Listening and Responding to Others 112

The Listening Process 114

- Being Mindful 114
- Physically Receiving Communication 115

- Selecting and Organizing Communication 116
- Interpreting Communication 116
- Responding 117
- Remembering 117

Obstacles to Effective Listening 118

- Situational Obstacles 118
- Internal Obstacles 119
- Forms of Ineffective Listening 121

Guidelines for Effective Listening 123

- Develop Skills for Informational and Critical Listening 124
- Develop Skills for Relationship Listening 126
- Develop Skills for Other Listening Goals 129

Summary 130

7 Creating Communication Climates 133

Levels of Confirmation and Disconfirmation 134

- Recognition 134
- Acknowledgment 135
- Endorsement 136

Defensive and Supportive Climates 137

- Evaluation versus Description 137
- Certainty versus Provisionalism 138
- Strategy versus Spontaneity 139
- Control versus Problem Orientation 139
- Neutrality versus Empathy 140
- Superiority versus Equality 140

Conflict and Communication 141

- Conflict Can Be Overt or Covert 142
- Components in the Conflict Process 142
- Third Party Assistance in Resolving Conflict 146

Guidelines for Creating and Sustaining Healthy Communication Climates 148

- Communicate in Ways That Confirm Others 148
- Communicate in Ways That Confirm Yourself 148
- Respect Diversity among People 150
- Time Conflict Effectively 150
- Show Grace When Appropriate 151

Summary 152

8 Adapting Communication to Cultures and Social Communities 156

Understanding Cultures and Social Communities 157

- Multiple Social Communities May Coexist in a Single Culture 158
- Dimensions of Cultures and Social Communities 162

Relationships between Culture and Communication 163

- We Learn Culture in the Process of Communicating 164
- Communication Is a Primary Indicator of Culture 164
- Communication Expresses and Sustains Cultures 166
- Communication Is a Source of Cultural Change 166

Guidelines for Adapting Communication to Diverse Cultures and Social Communities 168

- Engage in Person-Centered Communication 168
- Respect Others' Feelings and Ideas 168
- Resist Ethnocentric Bias 169
- Recognize That Adapting to Cultural Diversity Is a Process 170

Summary 173

Part III: Contexts of Communication

9 Communication and Personal Identity 177

Understanding the Self 178

- The Self is Multidimensional 178
- Society Shapes the Self 178
- Individuals Shape the Self 182

The Self Arises in Communication with Others 185

- Reflected Appraisal 185
- Direct Definition 186
- Social Comparison 187
- Self-Disclosure 188

Guidelines for Communicating with Ourselves 191

- Reflect Critically on Social Perspectives 191
- Commit to Personal Growth 192
- Create a Supportive Context for the Change You Seek 194

Summary 195

10 Communication in Personal Relationships 198

Understanding Personal Relationships 199

- Features of Personal Relationships 199
- The Evolutionary Course of Personal Relationships 204

Guidelines for Communicating in Personal Relationships 212

- Adapt Communication to Manage Distance 212
- Ensure Equity in Family Relationships 213
- Avoid Intimate Partner Violence 215
- Insist on Safer Sex 216

Summary 218

11	Communication in Groups and Teams	221
	Understanding Communication in Groups and Teams	222
	Defining Groups and Teams	223
	The Rise of Groups and Teams	224
	Potential Limitations and Strengths of Groups	226
	Potential Limitations of Groups	226
	Potential Strengths of Groups	228
	Features of Small Groups	229
	Cohesion	229
	Group Size	230
	Power Structure	231
	Interaction Patterns	232
	Group Norms	232
	Methods of Group Decision Making	233
	Standard Agenda	233
	Nominal Group Technique	234
	Guidelines for Communicating in Groups and Teams	234
	Participate Constructively	235
	Provide Leadership	236
	Manage Conflict Constructively	238
	Summary	239

12	Communication in Organizations	243
	Key Features of Organizational Communication	244
	Structure	244
	Communication Networks	245
	Links to External Environments	245
	Organizational Culture	246
	Vocabulary	247
	Stories	248
	Rites and Rituals	249
	Structures	252
	Guidelines for Communicating in Organizations	254
	Adapt to Diverse Needs, Situations, and People	254
	Expect to Move In and Out of Teams	256
	Manage Personal Relationships on the Job	257
	Summary	259

13	Public Communication	262
	Public Speaking as Enlarged Conversation	263
	Distinctive Features of Public Communication	264
	The Purposes of Public Communication	265

Planning and Presenting Public Speeches 267

- Earning Credibility 267
- Planning Public Speeches 268
- Researching and Supporting Public Speeches 272
- Developing Effective Delivery 274

Guidelines for Public Speaking 276

- Understand and Manage Speaking Anxiety 276
- Adapt Speeches to Audiences 278
- Listen Critically 279

Summary 281**14 Mass Communication 287****Understanding Mass Communication 288**

- Changes in Mass Communication Change Human Life 288
- Mass Communication Serves Individuals' Needs and Desires 290
- Mass Communication Influences Human Knowledge and Perspectives 292
- Mass Communication Advances the Dominant Ideology 295

Guidelines for Engaging Mass Communication 298

- Develop Media Literacy 298
- Respond Actively 301

Summary 302**15 Digital Media and the Online World 306****Understanding Digital Media 307**

- Features of Digital Media 308
- A History of Communication Technologies 309
- Uses of Digital Media 311

Controversies about Digital Media 320

- Who Benefits? 321
- How Do Digital Media Affect Thinking? 321

Guidelines for Interacting with Digital Media 324

- Consciously Manage Information Flow 324
- Participate in Deciding How to Regulate Digital Media 325

Summary 327**Epilogue 330****Glossary 331****References 340****Index 364**



List of Boxes

SHARPEN YOUR SKILL

Noticing Levels of Meaning in Communication	13
Analyze Your Self-Talk	32
Your Mediated World	36
Sizing Up Others	49
Appreciating Multiple Perspectives	56
Noticing Individualism	57
Perception Checking	59
Distinguishing Facts from Inferences and Judgments	60
Using Tentative Language	60
Communicating Clearly	71
Communication Rules	74
Punctuating Interaction	75
Learning to Use <i>I</i> -Language	85
Noticing Spatial Clues to Power Relations	94
Increasing Awareness of Environmental Factors	103
Using <i>I</i> -Language about Nonverbal Behaviors	107
Developing Mindfulness	115
Improving Recall	126
Practice Paraphrasing	129
Confirmation and Disconfirmation in Online Communication	137
Using Descriptive Language	138
Assessing Communication Climates	141
Communicating Assertively	150
Communicating Culture	158
Becoming Self-Reflective about Your Culture	170
Reflecting on Your Life Scripts	184
Identifying Social Values in Media	192
Good Endings	211
Connect with Others in Long-Distance Relationships	212
Test Your Knowledge about Sexually Transmitted Diseases	217
Noticing Communication in Groups	236
Noticing Your School's Culture	252
Get Informed about On-the-Job Relationships	257

Noticing Conversational Speaking Style	264
Noticing Oral Style	274
Testing the Mean World Syndrome	294
Detecting Dominant Values in Media	300
Responding Actively	302

FYI CAREER

Communication and Marriage	6
Careers in Communication	18
We Failed and We're Sorry	50
An Empathic Judge	56
Attribution Patterns and Relationship Satisfaction	61
Talking a Union into Existence	67
Weighty Matters	97
Kissing: 2 Weeks of a Lifetime	97
Kangaroo Care	99
Branded	101
Who Listens?	113
The Power of Responsive Listening	115
Listening As an Act of Love	117
Uppers, Downers, and Vultures	195
Friends of the Heart and Friends of the Road	206
Coping with Geographic Separation	213
A New Job for Dad	215
Teamwork Lacking in the Operating Room	225
Young Presidents' Organization	226
Einstein's Mistakes	228
Five Bases of Power	231
Servant Leadership	238
Not Exactly a Slam Dunk	247
Workplace Bullying	251
Common Fallacies in Reasoning	280
Puffery: The Best of Its Kind!	301

FYI—ENGAGEMENT

A Time for Civic Engagement	27
A Positive Prophecy	187
The First Amendment	263

Moved to Speak	266
Adapting to Listeners	274
Constructing the News	297

FYI—DIVERSITY

Ghadya Ka Bacha	6
Bowling Together?	9
U.S. Demographics in the 21st Century	10
The Census Bureau's Dilemma	48
The Languages of Race and Ethnicity	72
Cultural Rules about Artifacts	101
Listening to a Second Language	125
Disconfirming Others	135
Crisis = Danger + Opportunity	142
An Attorney's Perspective	147
Racial Bias Starts Early	159
If You Woke Up Tomorrow	159
Proverbs Express Cultural Values	165
World Traveling	172
Multiracialism	180
Styles of Loving	207
Stages in the Escalation of Interracial Relationships	209
Employee Mistreatment in Culturally Diverse Organizations	255
Media-Created Body Ideals	295
Race on Television and in Real Life	298
What Kind of Person Would You Become?	325

FYI—TECHNOLOGY

Learning from Ancient Theorists	23
LOL dotcom BFF	67
Language Creates Reality	68
Videoconferencing for Deaf Education	116
Supersaturation	119
Laptop versus Lecture	124
Virtual Identity Development	188
Staying in Touch	202
Meeting New People through Facebook	205
Virtual Teams	223

Keeping Track of Employees	253
Tomorrow Organizations	256
The Medium Is the Message/Massage	289
Romance on the Run	291
Holder of Precious Things	309
Time Travel	310
Big Parent Is Watching	311
Uncle Sam Wants You, PacBot	312
Lez Get Real	314
Job DISqualifications	316
Cyberbullying	317
Digital Media on Campus	318
Drvng whl txtng	322
Falling through the Net?	324
Enduring Fame	326
Cyberhate	326



Preface

I wrote *Communication Mosaics* to support survey courses that introduce students to the broad and exciting field of communication. Unlike other versions of the introductory course, the survey approach usually doesn't include performance assignments such as giving speeches. Instead, the survey course aims to provide a comprehensive view of the communication field, giving attention to topics beyond those that can be covered in performance oriented introductory classes—such topics include mass communication, organizational communication, and digital communication—and focusing on conceptual understanding of the breadth and importance of communication in many spheres of our lives.

Responses to earlier editions of this book indicate that many faculty appreciate a textbook specifically designed to support a survey approach to the introductory course. Student feedback to previous editions and fifteen years of class testing indicate that students, too, find *Communication Mosaics* useful in giving them an expansive introduction to the communication discipline. In addition to welcoming the approach of this book, faculty and students have been generous in offering suggestions, which I've used to improve this edition.

In the pages that follow, I explain my vision of this book and the features I've woven into it and then call attention to changes I made in preparing the current edition.

Communication as a Mosaic

As the title of the book suggests, communication is an intricate mosaic composed of parts that are distinct yet interrelated. All of the parts work together to create the whole of communication. This book increases students' awareness of the importance of basic communication skills and processes and shows students how those common elements surface in specific forms and contexts of communication.

The book is divided into three parts. Part I introduces students to the discipline of communication, discusses foundations for the study of communication, and describes careers for people who have strong communication backgrounds and skills. Chapter 1 introduces the book, identifies values of studying communication, defines and models communication, and describes careers for people who have strong academic training in communication. Chapter 2 surveys the discipline's evolution and methods of conducting research so that students understand the long and rich intellectual history of the field. This chapter also highlights the discipline's breadth by identifying its primary areas of study and teaching. Part II consists of six chapters, each of which focuses on one of the basic processes and skills that are central to a range of communication situations and goals. These basic communication skills and processes are:

- ▶ Perceiving and understanding
- ▶ Engaging in verbal communication

- ▶ Engaging in nonverbal communication
- ▶ Listening and responding
- ▶ Creating communication climates
- ▶ Adapting communication to cultures and social communities

These basic skills and processes shape the character and effectiveness of communication in a wide range of settings, although how each functions varies from one context to another. For example, we may use different listening skills when trying to understand a close friend and attending to television news.

Part III shows how the basic communication processes and skills covered in Part II function in seven specific contexts:

- ▶ Communication and personal identity
- ▶ Communication in personal relationships
- ▶ Communication in groups and teams
- ▶ Communication in organizations
- ▶ Public speaking
- ▶ Mass communication
- ▶ Digital media

The CourseMate for *Communication Mosaics* includes a chapter-length discussion of how the processes and skills covered in Part II apply to interviewing.

Features of *Communication Mosaics*

Accenting this book are six features that enhance students' learning and ensure the scholarly integrity of content.

Accessible, Conversational Style

Students who have reviewed this book say that the personal writing style motivated them to read the chapters and made it easier for them to apply ideas in the book to their lives. For this reason, in the current edition I retain the conversational style that encourages students to engage the ideas in this book. I refer to myself as “I” rather than “the author,” and I address students as “you” rather than “the student.” I also use informal language, such as contractions, just as people do in everyday conversations. In the opening chapter of the book, I introduce myself to students so they know something about my view of communication and my motivations for writing this book.

Another way in which I've personalized my writing style is by including examples from a range of people. At times, I offer reflections from my own life. In addition, I enlarge the conversation beyond just the reader and me by including in all chapters

reflective comments from students at my university and other campuses around the country. To protect privacy, I've changed the names of the students who wrote the commentaries.

Learning about communication should be enjoyable. I don't think textbooks have to be dry or burdened with unnecessary jargon. When it's necessary to use specialized terms, I define them so that students understand what they mean, but I've written this book in an accessible, personal style to make it more interesting to read.

Foundation in Research and Theory

A textbook is only as good as the research and theory on which it is built. *Communication Mosaics* draws on the impressive body of research and theory developed by scholars of communication. Although I include important work from scholars in other fields, I draw most heavily on the published research of communication scholars because it is most directly relevant to the topics discussed in this book.

Communication Mosaics reflects my belief that theory and practice go together. Years ago, renowned scholar Kurt Lewin said, "There is nothing so practical as good theory." His words remain true today. In this book, I blend theory and practice so that each draws on and enriches the other. Effective practice is theoretically informed: It is based on knowledge of how and why the communication process works and what is likely to result from different kinds of communication. At the same time, effective theories have pragmatic value: They help us understand experiences in our everyday lives. Each chapter in this book is informed by the impressive theories and research generated by scholars of communication and other fields. To ensure that the perspectives and skills in this book reflect current knowledge of effective communication practices, this edition includes more than 170 new references.

Integrated Attention to Social Diversity

Social diversity is a defining feature of our era. The United States and the world include people of different ages, sexual orientations, gender identities, races and ethnicities, sexes, abilities, spiritual commitments, and economic circumstances.

These differences affect how we communicate. Thus, the idea of universal communication goals and principles must be replaced with understandings of how diverse people use communication to accomplish distinct goals and how they adapt communication to fit a range of social and cultural contexts. *Communication Mosaics* emphasizes social diversity in three specific ways. First, Chapter 8 offers in-depth coverage of the relationships between communication and culture: how cultural factors influence communication style, how communication shapes culture, and how we adapt our ways of communicating to particular people and contexts. Second, I weave research on social diversity into all chapters of the book. For example, Chapter 10 explains differences in how women and men typically communicate in personal relationships. Third, examples in the chapters, as well as photographs, feature a wide range of people and contexts.

Coverage of Digital Media

Online communication, Facebook, texting, tweeting, and other digital media increasingly infuse our lives, and this is reflected throughout this edition of *Communication*

Mosaics. Every chapter includes examples and research related to both mass communication and digital media we use for social, educational, professional, and political purposes. For example, Chapter 4 notes how language has changed in response to digital technologies. We have coined new words (*hypertext*, *IM*) and developed new meanings for existing words (*mouse*, *hamster*). Email, IMs and texting have led to abbreviated ways of communicating: brb (be right back), h8 (hate), AYT (are you there?), 2G2BT (too good to be true), 9 (parent in room) 99 (parent is no longer watching or no longer in room) and dropping vowels in words (whl = while, nxt = next, dnt = don't, tmrw or 2mrw = tomorrow). Chapter 10's coverage of personal relationships examines how personal and social media affect the ways in which we meet and get to know friends and romantic partners and the means we have for maintaining long-distance relationships. You will also find a full chapter, Chapter 15, on digital media. In this chapter, I discuss the ways we use digital media and then explore how they affect the ways we think, relate, and act in personal, professional, and social contexts. Finally, I've integrated FYI: Digital Media boxes throughout the book to highlight emerging information about computer-mediated communication.

I've also included technology to extend students' learning online. You and your students have access to the CourseMate for *Communication Mosaics*—for details, see Resources for Students and Instructors, below.

Student Commentaries

Woven into each chapter are commentaries from students' journals and papers. Although students in my classes wrote many of these, students at other universities have also sent me their reflections, many of which are included in this edition. I include student commentaries because in more than 30 years of teaching I've learned that students have much to teach each other and their instructors. The commentaries show how different people relate communication principles and research to their own lives. I encourage students who use this edition to send me their comments and reflections so the next edition can reflect their perspectives and experiences too.

Pedagogical Features

This book includes six features that are specifically designed to maximize learning.

Focus Questions

Opening each chapter are focus questions that orient students to the chapter and help them organize how they read and study the material.

For Your Information (FYI)

Featured in each chapter are "For Your Information" boxes that highlight communication research and the role of communication in everyday life. I use these boxes to call students' attention to particularly interesting and important aspects of communication in a variety of settings. In this edition, some of the FYI boxes specifically focus on communication relevant to careers (FYI: Career), digital media and the online environment (FYI: Digital Media), and diversity (FYI: Diversity), all of which are key themes of communication in our era.

Practical Application

More than previous editions, this edition emphasizes practical application of communication principles and concepts. Every chapter in Parts II and III of this edition provides concrete guidelines for communicating effectively (appearing in a highlighted section under the heading “Guidelines for ...”). In addition, each chapter includes selected “Sharpen Your Skill” exercises that invite students to apply skills and principles as they read about them. Some of these exercises encourage students to practice a particular skill, perhaps by engaging in civic life or service learning. Others invite students to observe how communication concepts and principles discussed in the text show up in everyday interactions. Still others ask students to reflect on the ways in which particular skills, theories, or concepts have shaped who they are and how they communicate. Finally, at the end of each chapter, I include questions that invite students to discuss, reflect on, and apply what they’ve learned in the chapter.

End-of-Chapter Resources

Following each chapter are study resources gathered under the heading Review, Reflect, Extend. These resources include questions that encourage students to reflect on what they have read and to extend and apply the material presented in the chapter, as well as a list of key concepts (with page references), and further recommended resources, including articles, books, films, and Web sites.

Highlighted Key Terms

Within each chapter, I’ve boldfaced key concepts and terms that students should learn. All boldfaced terms are repeated in a list at the end of each chapter to encourage students to check their retention after they have read the chapter. By each term, I’ve noted the page on which the term first appears and is defined so that students can easily review concepts. Boldfaced terms are also defined in the glossary at the end of the book.

Experience Communication Case Study

At the end of each chapter, I present a short case study that illustrates how ideas covered in the chapter show up in actual communication. To make the cases engaging and realistic, the CourseMate for *Communication Mosaics* also provides videos in which professional actors perform the scenarios presented in each case study. Questions that encourage students to apply chapter theories and principles accompany the case studies.

Please note that the transcripts at the ends of Chapters 2 and 13, and the online videos available for each are not case studies. Instead, the scenario for Chapter 2 features Tim Muehlhoff, a professor of communication at Biola University, being interviewed by a student about the relevance of ethics to communication, and the video for Chapter 13 is a speech by Elizabeth Lopez, a student in an introductory public speaking class.

Changes in This Edition

Because I teach at a public university, I’m very sensitive to the cost of textbooks. I am not willing to publish new editions of my books with only cosmetic changes. Instead, I insist that a new edition offer substantive changes to justify the expense to students. I believe instructors who are familiar with previous editions of this book will notice

significant changes in this edition that are responsive to generous feedback from instructors and students.

As I mentioned, to prepare this edition I read many reviews of the previous editions. Some reviews were written by instructors who teach a basic communication course. Instructors' feedback led me to make the following changes.

Revised Coverage of Digital Media

Faculty who have adopted previous editions of this book will notice that Chapter 15, Digital Media, has been significantly revised in response to reviewers' and students' feedback. I have abbreviated coverage of the history of media technologies, and added new material on how we use digital media to craft identities, connect with others, and participate in education, work, and political and social organizing. I've also enriched the discussion of controversies about digital media.

In addition to revising Chapter 15, this edition further integrates attention to digital media into all chapters by discussing the ways they affect how we live, learn, work, and interact. Throughout the book, I identify related online resources for students that can be accessed via WebLinks provided at the CourseMate for *Communication Mosaics*. Finally, I've also included more FYI boxes (FYI: Digital Media) that focus on digital media that affect communication in our everyday lives.

Increased Intercultural Communication Coverage

In Chapter 8, Adapting Communication to Cultures and Social Communities, I added a new section on cultural values and discussed the five dimensions of culture.

The Latest Knowledge about Human Communication

This edition includes more than 170 new references. This strong infusion of new research ensures that *Communication Mosaics* reflects up-to-date scholarship. For example, Chapter 8 (Cultures and Social Communities) has expanded coverage of cultural values that shape how people communicate. Chapter 11 (Group Communication) includes new material on arbitration and mediation, which are third-party methods of managing conflict, and discusses the nominal group technique as a method of organizing group work. Chapter 14 (Mass Communication) has been revised to include greater attention to the ways we use mass media and are used by it. And, as noted above, I have rewritten Chapter 15 (Computer-Mediated Communication) to reflect the latest knowledge about how personal and social media fit into our lives.

Streamlined Presentation

I've worked to avoid the phenomenon of "page creep," which happens when authors add new material to each new edition of a book without condensing or eliminating any of the material in previous editions. Throughout the book, I've reduced the number of features, tightened prose, and eliminated dated research. This edition is no longer than the previous one, yet it includes new information and the most essential application of concepts and principles.

As part of streamlining the book and reducing production costs, I decided not to include coverage of interviewing. Previous editions included an appendix on interviewing. That appendix is now available online at CourseMate for *Communication Mosaics*.

I hope that this edition of *Communication Mosaics* retains the strengths that instructors and students found in previous editions while also benefiting from their generous suggestions for improvement.

Resources for Students and Instructors

Accompanying this book is an integrated suite of resources to support both students and instructors, many of which are available free of charge when you order them or access to them for your students.

Please note: If you want your students to have access to the online resources for this handbook, please be sure to order them for your course. The content in these resources can be bundled with every new copy of the text or ordered separately. If you do not order them, your students will not have access to these online resources. Please consult your local Wadsworth Cengage Learning sales representative or www.cengagebrain.com for more information, user names and passwords, examination copies, or a demonstration of these ancillary products. Available to qualified adopters.

Instructor Resources

Instructors who adopt this book can request a number of resources to support their teaching.

- ▶ **The Instructor's Resource Manual**, by Ronald Shope of Grace University, offers guidelines for setting up your course, sample syllabi, chapter-by-chapter outlines of content, suggested topics for lectures and discussion, and a wealth of class-tested exercises and assignments. It also includes a test bank with questions marked according to varying levels of difficulty.
- ▶ **Instructor's Web site.** The password-protected instructor's Web site includes electronic access to the Instructor's Resource Manual and downloadable versions of the book's Microsoft® PowerPoint® slides. To gain access to the Web site, simply request a course key by opening the site's home page.
- ▶ **PowerLecture.** This one-stop lecture tool makes it easy for you to use using Microsoft PowerPoint to assemble, edit, publish, and present custom lectures for your course. The PowerLecture CD-ROM lets you bring together text-specific lecture outlines and art, along with video and animations from the Web or your own materials—culminating in a powerful, personalized, media-enhanced presentation. Additionally, the CD-ROM offers an electronic version of the Instructor Resource Manual, test bank, ExamView® software, videos, and JoinIn™ on Turning Point® lecture slides.
- ▶ **ExamView Computerized Testing** enables you to create, deliver, and customize tests and study guides (both print and online) in minutes using the test bank questions from the Instructor's Resource Manual. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests, while its “what you see is what you get” interface allows you to see the test you are creating on-screen exactly as it will print or display

online. You can build tests of up to 250 questions, using up to 12 question types. Using the complete word processing capabilities of ExamView, you can even enter an unlimited number of new questions or edit existing ones.

- ▶ **JoinIn on TurningPoint.** JoinIn content for Response Systems is tailored to *Communication Mosaics*, allowing you to transform your classroom and assess your students' progress with instant in-class quizzes and polls. TurningPoint software lets you pose book-specific questions and display students' answers seamlessly within the Microsoft PowerPoint slides of your own lecture, in conjunction with the "clicker" hardware of your choice. Enhance how your students interact with you, your lecture, and each other.
- ▶ **ABC News DVDs for Human Communication, Interpersonal Communication, and Public Speaking.** Launch your lectures with riveting footage from ABC. Footage from *Nightline*, *World News Tonight*, and *Good Morning America* provides context and real-life examples of communication theories and practices. Footage includes discussion of dozens of communication topics—including family "virtual visitation," cell phone spam, and professional nonverbal communication—as well as significant speeches by public figures.
- ▶ **Student Speeches for Critique and Analysis on Video and DVD.** These eight volumes offer a variety of sample student speeches that your students can watch, critique, and analyze on their own or in class. All of the speech types are included, as well as speeches featuring nonnative English speakers and the use of visual aids.
- ▶ **ABC News DVD: Speeches by Barack Obama.** This DVD includes nine famous speeches by President Barack Obama, from 2004 to present day, including his speech at the 2004 Democratic National Convention; his 2008 speech on race, "A More Perfect Union"; and his 2009 inaugural address. Speeches are divided into short video segments for easy, time-efficient viewing. This instructor supplement also features critical thinking questions and answers for each speech, designed to spark class discussion.
- ▶ **Special-Topic Instructor's Manuals.** Written by Deanna Sellnow, University of Kentucky, these three brief manuals provide instructor resources for teaching public speaking online, with a service-learning approach, and with a problem-based learning approach that focuses on critical thinking and teamwork skills. Each manual includes course syllabi; icebreakers; information about learning cycles and learning styles; and public speaking basics such as coping with anxiety, outlining, and speaking ethically.
- ▶ **The Teaching Assistant's Guide to the Basic Course** is available to instructors who adopt this textbook. Katherine G. Hendrix, who is on the faculty at the University of Memphis, prepared this resource specifically for new instructors. Based on leading communication teacher training programs, this guide discusses some of the general issues that accompany a teaching role and offers specific strategies for managing the first week of classes, leading productive discussions, managing sensitive topics in the classroom, and grading students' written and oral work.

- ▶ **TLC Technology Training and Support.** Get trained, get connected, and get the support you need for seamless integration of technology resources into your course with Technology Learning Connected (TLC). This unparalleled technology service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit <http://academic.cengage.com/tlc> to sign up for online seminars, first days of class services, technical support, or personalized, face-to-face training. Our online or onsite training sessions are frequently led by one of our lead teachers, faculty members who are experts in using Wadsworth Cengage Learning technology and can provide best practices and teaching tips.
- ▶ **Flex-Text customization program.** Create a text as unique as your course: quickly, simply, and affordably. As part of our flex-text program you can add your personal touch to *Communication Mosaics* with a course-specific cover and up to 32 pages of your own content, at no additional cost. Bonus chapters available now include chapters from *Communication in Our Lives* about public speaking (Planning Public Speaking, Researching and Developing Support for Public Speeches, Organizing and Presenting Public Speeches, Informative Speaking, and/or Persuasive Speaking), as well as discussions of public speaking and civic engagement, advice on conquering speech anxiety, and tips for helping ESL students master the basic course.

Student Resources

Students have the option of utilizing a rich array of resources to enhance and extend their learning while using *Communication Mosaics*.

- ▶ **CourseMate for *Communication Mosaics*.** This comprehensive site offers a variety of rich learning resources designed to enhance the student experience. These resources include an online appendix on interviewing, an online student companion, interactive video activities, Web Links, self-assessments, Audio Study Tools chapter downloads, InfoTrac College Edition, chapter outlines, flash cards and other resources for mastering glossary terms, and chapter quizzes that help students check their understanding of key concepts. Links to related TED Talks videos from global TED conferences are also provided. All resources are mapped to both key discipline learning concepts as well as specific chapter learn lists.
- ▶ The **Student Companion** to this edition, which I wrote with L.M. Edmonds of Arizona State University, is available online through the CourseMate and provides students with interactive summaries of chapter content, vocabulary lists, self-tests, and practical activities that help them to develop skills in communicating and apply those skills in their everyday interactions.
- ▶ The **interactive video activities** feature video of all the Experience Communication Case Studies in the book. These activities let students view the communication scenarios; compare the student speakers with three types of outlines; embed notes on the video; and complete critique and evaluation assignments, which students can check against my suggested answers.

- ▶ **Audio Study Tools.** This text's mobile content provides a fun and easy way for students to review chapter content whenever and wherever. For each chapter of the text, students will have access to a brief communication scenario example and a five- to seven-minute review consisting of a brief summary of the main points in the text and five to seven review questions. Students can purchase these tools through iChapters (see below) and download files to their computers, iPods, or other MP3 players.
- ▶ **InfoTrac College Edition™ with InfoMarks™.** This online library provides access to more than 18 million reliable, full-length articles from over 5,000 academic and popular periodicals. Students also have access to InfoMarks—stable URLs that can be linked to articles, journals, and searches to save valuable time when doing research—and to the InfoWrite online resource center, where students can access grammar help, critical thinking guidelines, guides to writing research papers, and much more. For more information about InfoTrac College Edition and the InfoMarks linking tool, visit <http://www.infotrac-college.com> and click on “User Demo.”
- ▶ ***The Art and Strategy of Service-Learning Presentations, Second Edition,*** is available bundled with *Communication Mosaics*. Authored by Rick Isaacson and Jeff Saperstein of San Francisco State University, this handbook provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations.
- ▶ ***A Guide to the Basic Course for ESL Students*** is available bundled with the book. Specifically for communicators whose first language is not English, it features FAQs, helpful URLs, and strategies for managing communication anxiety.
- ▶ **iChapters.com.** This online store provides students with exactly what they've been asking for: choice, convenience, and savings. A 2005 research study by the National Association of College Stores indicates that as many as 60 percent of students do not purchase all required course material; however, those who do are more likely to succeed. This research also tells us that students want the ability to purchase “à la carte” course material in the format that suits them best. Accordingly, iChapters.com is the only online store that offers eBooks at up to 50 percent off, eChapters for as low as \$1.99 each, and new textbooks at up to 25 percent off, plus up to 25 percent off print and digital supplements that can help improve student performance.



Acknowledgments

Although my name is the only one that appears as the author of this book, I could not have written it without the help of many people. I want to take a moment to acknowledge the support and assistance of a number of people who have influenced how I think and write.

I am deeply indebted to the Wadsworth Cengage Learning team. Everyone on that team has been extraordinarily professional and helpful throughout the evolution of this book. Leading the group is Monica Eckman, executive editor for Communication Studies, whose energy, support, and insight seem infinite. In addition to Monica, I am grateful to other key members of the team: Lyn Uhl, senior publisher; and Rebekah Matthews, assistant editor. Also integral to the development of this edition were Joanna Confalone, marketing manager; Colin Solan, editorial assistant; Jessica Badiner, media editor; Heather Preston, copy editor; Dan Saaybe, content production manager; Michelle Dellinger, project manager; Kathleen Shapiro, proofreader; Alex Ricciardi, rights acquisition specialist; Pradeep Kumar, image permissions researcher; and Melissa Tomaselli, text permissions researcher. This book is truly a collaborative effort that involved and reflects the contributions of everyone on the team.

I am particularly grateful to scholars and teachers of communication who contributed helpful comments and suggestions that guided this revision: Emily Anzicek, Bowling Green State University; Tyler Bagwell, College of Coastal Georgia; Farah Chase-Dunn, Utah Valley University; Janet Colvin, Utah Valley University; Jill Hall, Jefferson Community and Technical College; Bruce McKinney, University of North Carolina Wilmington; Greg Rickert, Bluegrass Community & Technical College; Kathleen J. Turner, Davidson College; and Bruce Wickelgren, Suffolk University.

I am also indebted to the reviewers of this book's previous editions: Jess K. Alberts, Arizona State University; Mary Allen, Valencia Community College; Bob Alexander, University of Louisiana at Monroe; Karen Anderson, University of North Texas; Cheryl Bailey, Western Illinois University; Marcia Berry, Azusa Pacific University; Jodi Bromley, Old Dominion University; Peggy Brønn, Norwegian School of Management; Eric Carlson, Collin College; Mary Carpenter, New York University; Diane O. Casagrande, West Chester University; Anita Chirco, Keuka College; Robert A. Cole, State University of New York Oswego; Stephanie J. Coopman, San Jose State University; Janine Crouch, Tidewater Community College; Marcia Dixson, Indiana–Purdue at Fort Wayne; Carol Dostal, Indiana–Purdue at Fort Wayne; Michelle Douglas, University of Arkansas at Little Rock; Wesley Durham, University of Southern Indiana; Tresha Dutton, Whatcom Community College; Belle A. Edson, Arizona State University; Ann Bainbridge Frymier, Miami University; Darin Garard, Santa Barbara City College; Susan Cain Giusto, Augusta State University; Jo Anna Grant, California State University, San Bernardino; Jonathan M. Gray, Southern Illinois University–Carbondale; Jonathan M. Gray, Southern Illinois University Carbondale; Jill Hall, Jefferson Community College; Joy L. Hart, University of Louisville; Javette Hayes, California State University, Fullerton; Patrick Herbert, Northeast Louisiana University; Christine Hirsch, State University of New York at Oswego; Jodee Hobbs,

Northeast Louisiana University; Shannon Hokanson, Monmouth University; Bobbie R. Klopp, Kirkwood Community College; Branislav Kovacic, University of Hartford; Ee Lin Lee, Western Washington University; Krista Longtin, Indiana University–Purdue University Indianapolis; Matt McAllister, Virginia Tech; Shannon McCraw, Southeastern Oklahoma State University; Sandra Metts, Illinois State University; Darrin S. Murray, Loyola Marymount University; Teresa A. Nance, Villanova University; Mark Nelson, University of Alabama; Kim P. Niemczyk, Palm Beach Community College; Shirley Oakley, Coastal Georgia Community College; Marjukka Ollilainen, Virginia Tech; Clark D. Olson, Arizona State University; Lynn Orr, William Paterson University; Rebecca Parker, Western Illinois University; Beth Patrick-Trippel, Olivet Nazarene University; Nan Peck, Northern Virginia County College; Laura Wheeler Poms, George Mason University; Doug Radke, Blue Mountain Community College; Valerie Renegar, San Diego State University; Cynthia A. Ridle, Western Illinois University; Diane Ryan, Tidewater Community College; Mark A. Schlesinger, University of Massachusetts–Boston; Helen M. Sterk, Marquette University; Sharlene R. Thompson, University of Oklahoma; Kyle Tusing, University of Arizona; Scott Vitz, Indiana–Purdue at Fort Wayne; Guy Warner, Augusta State University; John T. Warren, Bowling Green State University; Sue L. Wenzlaff, Austin Peay State University; David W. Worley, Indiana State University; Catherine Wright, George Mason University; and Joseph B. Zubrick, University of Maine–Presque Isle.

The ideas in this book were also influenced by students in my classes and by students at other colleges and universities around the country. They provided insightful feedback and suggestions for ways to improve *Communication Mosaics*. In class discussions, conferences, e-mail notes, and written comments, students push me to do more and tell me which communication issues are prominent in their lives. Invariably, students teach me at least as much as I teach them. Because students are so thoughtful, I include many of their reflections as Student Voices in this book.

Finally, I thank those with whom I am closest. For more than 38 years, Robert (Robbie) Cox has been my partner in love, life, and work. Robbie is my greatest fan and my most rigorous critic, and both his support and his criticism shape all that I write. Special friends, Shelly and Robin, sharpen my thinking and writing by testing my ideas against their experiences communicating with others. My sister Carolyn remains one of the most positive, perceptive, and delightful presences in my life, as do my youngest friends: Michelle, who is 23; Daniel, who is 19; and Harrison, who is 15. These young people continuously remind me of the magic and wonder in human relationships. And of course I must express my appreciation to the four-legged members of our family: our dog, Cassidy, and our kittens, Rowdy and Rigby. When I am having a bad writing day, these three remind me that playing ball and brushing them are important parts of life.



What we do in life is determined by how we communicate. . . . In the modern world, the quality of life is the quality of communication. Tony Robbins

1

A First Look at Communication

- ▶ Whenever there is a hint of disagreement between members of your community service team, the leader jumps in and smooths things over. What can you do to ensure that conflict is allowed and managed well so the team can be thorough and critical in its work?
- ▶ At the end of this term, the person you've been dating will graduate and take a job in a city a thousand miles away. You're concerned about sustaining the relationship when you have to communicate across the distance.
- ▶ At work, you're on a team that includes people from Mexico and Germany. You've noticed that in some ways they communicate differently from American-born workers. You aren't sure how to interpret their styles of communicating or how to interact effectively with them.
- ▶ You can't keep up with your e-mail, texts, and voice mail. You don't want to be out of touch with the world, but you sometimes feel overwhelmed by the sheer amount of information that comes in every day.
- ▶ You volunteer at a literacy center where you teach children as well as adults to read. You believe the program would be more effective if the director did more to build a sense of

FOCUS QUESTIONS

1. What are the benefits of studying communication?
2. How is communication defined?
3. What communication processes and skills are relevant in all contexts?
4. How do different models represent the process of human communication?
5. What careers are open to people with strong backgrounds in communication?

community among volunteers. You're wondering how you might encourage her to do that without seeming to criticize her.

- ▶ A major political figure speaks at your campus, and you attend. You try to listen carefully, but you aren't sure how to evaluate what the speaker says.

From the moment we arise until we go to bed, our days are filled with communication challenges and opportunities. Unlike some subjects you study, communication is relevant to every aspect of your life. We communicate with ourselves when we psych ourselves up for big moments and talk ourselves into or out of various courses of action. We communicate with others to build and sustain personal relationships, perform our jobs, advance in our careers, and participate in social and civic activities. Even when we're not around other people, we are involved in communication as we interact with mass media, personal media, and social media. All facets of our lives involve communication.

Although we communicate continually, we aren't always effective. People who do not have strong communication knowledge and skills are limited in their efforts to achieve personal, professional, civic, and social goals. In contrast, people who communicate well have a strong advantage in personal, social, civic, and professional life. Therefore, learning about communication and developing your skills as a communicator are keys to a successful and fulfilling life.

Communication Mosaics is written for anyone who is interested in human communication. If you are a communication major, this book and the course it accompanies will give you a firm foundation for more-advanced study. If you are majoring in another discipline, you will gain a basic understanding of communication, and you will have opportunities to strengthen your skills as a communicator so that you are effective in your personal and professional life.

This first chapter provides an overview of the book and the discipline of communication. To open the chapter, I first introduce myself and point out the perspective and features of the book. Second, I describe how communication affects our personal, social, civic, and professional life. Third, I define communication and discuss progressively sophisticated models of the communication process. Finally, I identify careers that people with strong backgrounds in communication are qualified to pursue.

An Introduction to the Author

As an undergraduate, I enrolled in a course much like the one you're taking now. In that course, I became fascinated by the field of communication, and my interest has endured for more than 40 years. Today, I am still captivated by the field—more than ever, in fact. I see communication both as a science that involves skills and knowledge and as an art that reflects human imagination and wisdom. Because communication is central to personal, social, professional, and civic life, it is one of the most dynamic, fastest-growing areas of study in higher education.

When I was a student, I always wondered about the authors of my textbooks. Who were they? Why did they write the books I was assigned to read? Unfortunately, the authors never introduced themselves, so I didn't get answers to my questions about them. I want to start our relationship differently by telling you something about myself. I am a 60-year-old, middle-income, European-American woman who has strong



© Julia T. Wood

spiritual beliefs and a deep commitment to public education. For 38 years, I have been married to Robbie (Robert) Cox, a professor and a leader of the national Sierra Club.

As is true for all of us, who I am affects what I know and how I think, feel, and communicate. Therefore, some of what you'll read in this book reflects what I have learned in my research, teaching, and life. I grew up in a small rural town in the South. I also grew up in a time marked by movements for civil rights and women's rights, which shaped my values and fueled my commitment to civic engagement. Research by other scholars also informs my perspective. The hundreds of references at the end of this book have shaped both my understanding of human communication and the way I introduce you to the field.

Other facets of my identity also influence what I know and how I write. My thinking is influenced by my roles as a daughter, sister, romantic partner, friend, aunt, teacher, and member of civic groups. On a broader level, I am defined by the categories that Western culture uses to classify people—for instance, race, gender, socioeconomic level, and sexual orientation. Belonging to these culturally created categories has given me certain insights and has limited other insights. As a woman, I understand discrimination based on sex because I've experienced it multiple times. Being middle class has shielded me from personal experience with hunger, poverty, and bias against the poor; and being heterosexual has spared me from being the direct target of homophobia. Because Western culture tends to treat whites as the norm, not as a racial category, I was not socialized to think about my race and its meaning. However, critical race theorists have taught me to interrogate whiteness as fully as any other racial category.

Although I can use cultural categories to describe myself, they aren't as clear or definitive as we sometimes think. For instance, the category "woman" isn't homogeneous. Women differ from one another because of race–ethnicity, sexual orientation, socioeconomic status, ability and disability, and a range of other factors. Likewise, a particular race is not a homogenous category. Members of any race differ greatly as a result of factors such as ethnic background, gender, sexual orientation, socioeconomic status, spiritual and religious values, abilities and disabilities, and so forth. The same is true of people we can place in any category—they are alike in the particular way that defines the category, yet they are also different from one another in many ways.

Like me, your experiences and group memberships have shaped your identity and your perspectives. How are you similar to and different from others who belong to the same culturally defined groups in which you place yourself? If you are a man, for instance, how is your identity as a man influenced by your racial and ethnic background, socioeconomic status, sexual orientation, spiritual commitments, and so forth? What insights does your identity facilitate and hamper?

Although our identities limit what we personally know and experience, they don't completely prevent us from gaining insight into people and situations that are different from our own. As I mentioned before, critical race theorists have taught me to think analytically about whiteness as a racial category. I've also learned from watching others communicate in situations at my workplace and in community groups. Mass media and computer-mediated communication have given me insight into diverse people and situations all over the world. All of these resources allow me—and will allow you, if you choose—to move beyond the limits of personal identity and experiences to appreciate and participate in the larger world. What we learn by studying and interacting with people from different cultures and social communities expands our appreciation of the richness and complexity of humanity. In addition, interacting with people whose lives and communication differ from our own enlarges our repertoires of communication skills.

An Introduction to Communication Mosaics

To provide a context for your reading, let me share my vision for this book. Its title reflects the idea that communication is an intricate mosaic composed of basic processes and skills that are relevant to the range of situations in which we interact. Although all of the basic processes and skills affect communication in every situation, the prominence of each one varies according to context. For instance, in public speaking, presentation style stands out, and communication climate is less obvious. Conversely, in team interaction, communication that nurtures a productive climate may be more pronounced than a commanding presentational style.

Communication Mosaics is divided into three parts. The first part comprises two chapters that introduce you to the discipline of communication by explaining its history, research methods, contemporary breadth, and career options. Part II introduces you to six basic communication processes, concepts, and skills:

- ▶ Perceiving and understanding others
- ▶ Engaging in verbal communication
- ▶ Engaging in nonverbal communication
- ▶ Listening and responding to others
- ▶ Creating and sustaining communication climates
- ▶ Adapting communication to cultural contexts

Each of these skills relates to all the others. For example, how we perceive other people is related to the ways we create and interpret verbal and nonverbal communication. The interaction climates we establish in personal and professional relationships are shaped by our listening skills and our verbal and nonverbal communication.

Because communication is a continuous part of life, we need to understand how the basic processes and skills covered in Part II relate to a broad spectrum of communication encounters. Part III explores seven communication contexts that are common in our lives:

- ▶ Communication with yourself
- ▶ Interaction with friends and romantic partners
- ▶ Communicating in groups and on teams
- ▶ Communication in organizations
- ▶ Public speaking
- ▶ Mass communication
- ▶ Digital media

The Value of Studying Communication

Communication is the seventh most popular field of undergraduate study (McKinney, 2006). One reason for this popularity is the relevance of communication knowledge and skills to career success. In order to advance in professional

life, you'll need to know how to build good climates, monitor your perceptions, manage conflicts constructively, present your ideas effectively, and listen carefully. To have healthy, enduring relationships, you'll need to know how to communicate support, deal with conflicts, and understand communication styles that are different from your own. To be an engaged citizen, you'll need critical thinking skills and the verbal ability to express your own points of view. In short, communication skills are vital to personal and professional well-being and to the health of our communities and society.

Because you've been communicating all your life, you might ask why you need to study communication formally. One reason is that formal study can improve skill. Some people have a natural talent for music or athletics. Yet they can become even better musicians or athletes if they take voice lessons or study theories of offensive and defensive play. Likewise, even if you communicate well now, learning about communication can make you more effective. Theories and principles of communication help us make sense of what happens in our everyday lives, and they help us to have the impact we desire.

Personal Life

George Herbert Mead (1934) said that humans are talked into humanity. He meant that we gain our personal identities by interacting with others. In our earliest years, our parents told us who we were: "You're smart," "You're so strong," "You're such a clown." We first see ourselves through the eyes of others, so their messages form the foundations of our self-concepts. Later, we interact with teachers, friends, romantic partners, and co-workers who communicate their views of us. In addition, we learn who we are and how others perceive us as we engage mass communication and computer-mediated communication.

The profound connection between communication and identity is dramatically evident in children who are deprived of human contact. Case studies of children who have been isolated from others for a long time show that they have no concept of themselves as humans, and their mental and psychological development is severely hindered by lack of language. The FYI box on page 6 presents an extreme example of what can happen when human infants are deprived of interaction with other humans.

Substantial research shows that communicating with others promotes health, whereas social isolation is linked to stress, disease, and early death (Crowley, 1995; Fackelmann, 2006; Kupfer, First, & Regier, 2002; McClure, 1997). College students who are in committed relationships have fewer mental health problems and are less likely to be obese (Braithwaite, Delevi, & Fincham, 2010). Heart disease is more common among people who lack strong interpersonal relationships (Ornish, 1998), and cancer patients who are married live longer than single cancer patients ("Cancer," 2009). Clearly, healthy interaction with others is important to our physical and mental well-being.

Personal Relationships

Daniel Goleman, author of *Social Intelligence* (2007), says humans are "wired to connect" (p. 4). And communication—verbal and nonverbal, face to face or mediated—is the primary way that we connect with others. For that reason, effective communication



DIVERSITY

Ghadya Ka Bacha

Ghadya Ka Bacha, or the “wolf boy,” was found in 1954 outside a hospital in Balrampur, India. He had callused knees and hands, as if he moved on all fours, and he had scars on his neck, suggesting he had been dragged about by animals.

Ramu, which was the name the hospital staff gave the child, showed no interest in others but became very excited once when he saw wolves on a visit to the zoo. Ramu lapped his milk from a glass instead of drinking as we do, and he tore apart his food.

Most doctors who examined Ramu concluded that he had grown up with wolves and therefore acted like a wolf, not a person (Shattuck, 1980).



© Hulton Archive/Getty Images

In this photo, Ramu is eating raw meat. What do Ramu's behaviors suggest about how we develop self-concepts?

is the heart of personal relationships. We build connections with others by revealing our private identities, asking questions, working out problems, listening, remembering shared history, and making plans for the future. To learn more about Daniel Goleman's work, visit his site and blog by going to the book's online resources for this chapter and clicking WebLink 1.1.

A primary distinction between relationships that endure and those that collapse is the presence of effective communication. Couples who learn how to discuss their thoughts and feelings, adapt to each other, and manage conflict constructively tend to sustain intimacy over time. Friends also rely on good communication to keep in touch, provide support, and listen sensitively. The FYI box on the left demonstrates the centrality of good communication to marriage.

Communication in personal relationships does a lot more than solve problems or allow partners to make personal disclosures. For most of us, everyday talk and nonverbal interaction are the essence of relationships (Schmidt & Uecker, 2007; Wood & Duck, 2006a,b). Although dramatic moments affect relationships, it is our unremarkable, everyday interaction that sustains the daily rhythms of our intimate connections (Duck & McMahon, 2009; Wood & Duck, 2006a, b). Partners weave their lives together through small talk about mutual friends, daily events, and other mundane topics. Couples involved in long-distance romances miss being able to share small talk.



Communication and Marriage

How important is communication to marriage? How much does poor communication contribute to divorce? A national poll conducted in 1998 found answers to these questions. Regardless of age, race, sex, or economic standing, Americans say communication problems are the number one cause of divorce. Fifty-three percent of those polled said lack of effective communication was the principal cause of divorce. Other causes lagged far behind. When asked the primary reason for divorce, 29 percent said money problems, 7 percent said interference from relatives, and 5 percent said sexual problems.

In addition to studying how communication enhances relationships, interpersonal communication scholars investigate the role of communication in destructive relationship patterns such as abuse and violence. Teresa Sabourin and Glen Stamp (1995) have identified strong links between verbal behaviors and reciprocal violence between spouses. Other communication scholars (Lloyd & Emery, 2000; Meyers, 1997; Wood, 2001b, 2004b) have documented a range of social and interpersonal influences on violence between intimates.

Sandy's comment is the first of many student voices you'll encounter in this book. In my classes, students teach me and each other by sharing their insights, experiences, and questions. Because I believe students have much to teach us, I've included reflections written by students at my university and other campuses. As you read these, you will probably identify with some, disagree with others, and be puzzled by still others. Whether you agree, disagree, or are perplexed, I think you will find that the student voices expand the text and spark thought and discussion in your class and elsewhere. I also welcome your comments about issues that strike you as you read this book. You may send them to me in care of Wadsworth Cengage Learning, 20 Channel Center Street, Boston, MA 02210.



When my boyfriend moved away, the hardest part wasn't missing the big moments. It was not talking about little stuff or just being together. It was like we weren't part of each other's life when we didn't talk about all the little things that happened or how we felt or whatever.

Professional Life

Communication skills are critical for success in professional life. The value of communication is clearly apparent in professions such as teaching, law, sales, and counseling, where talking and listening are central to effectiveness.

In other fields, the importance of communication may be less obvious, but it is nonetheless present. Leaders at organizations such as *The New York Times*, FedEx, and GlaxoSmithKline list communication as vital to their organizations' success (O'Hair & Eadie, 2009). Health-care professionals rely on communication skills to talk with patients about medical problems and courses of treatment and to gain cooperation from colleagues, patients, and families for continued care. Doctors who do not listen well are less effective in treating patients, and they're more likely to be sued than doctors who do listen well (Beckman, 2003; Levine, 2004; Milia, 2003). Further, good communication between doctors and patients is related to effective treatment and to patients' mental well-being (Fleishman, Sherbourne, & Crystal, 2000). The pivotal role of communication in health care makes it unsurprising that an increasing number of medical schools base admissions, in part, on applicants' communication skills, especially their ability to work in teams (Harris, 2011).

It's not surprising that 89 percent of employers surveyed in 2010 said colleges should focus on teaching students to communicate effectively to increase job success (Rhodes, 2010). Even highly technical jobs require communication skills. Specialists have to be able to listen carefully to their clients and customers in order to understand their



needs. Specialists also need to be skilled in explaining technical ideas to people who lack their expertise. Ann Darling and Deanna Dannels (2003) asked engineers whether communication skills were important to their professional effectiveness. The engineers reported that their success on the job depended on listening well, presenting ideas clearly, and negotiating effectively with others. Fully 75 percent of the engineers said that communication skills had consequences for their career advancement. Sean, an older, returning student, makes this observation about the relevance of communication skills to his professional success:



I'm taking this course because I need communication skills to do my job. I didn't think I would when I majored in computer science and went into technology development. But after two years, another guy and I decided to launch our own technical support company. We had trouble getting investors to provide start-up capital, because neither of us knew how to give an effective presentation. We had the tech skills but not the communication ones. Finally, we got our company launched and discovered that we didn't know much about how to supervise and lead either. Neither of us had ever taken courses in how to motivate and support people who work for you. So I'm taking this course as a night student, and I think it will make a major difference in how I do my job and whether our company succeeds.

Civic Life

Communication skills are vital to the health of our society. From painting on the walls of caves to telling stories in village squares to interacting on the Internet, people have found ways to communicate with each other to organize and improve their common social world (Keith, 2009). To be effective, citizens in a democracy must be able to express ideas and evaluate the ethical and logical strength of communication by public figures. To make informed judgments, voters need to listen critically to candidates' arguments and responses to questions. We also need to listen critically to proposals about goals for our communities, the institutions at which we work, and the organizations on which we depend for services.

Civic engagement is more than paying attention to politics and voting. It is also working with others—formally and informally, in small and large groups—to identify needs of communities and society and then to find ways of meeting those needs. John Dewey, a distinguished American philosopher, believed that democracy and communication are intricately connected. He argued that while democracy depends on citizens' voting, it is more basic and important that citizens interact. Dewey insisted that it's vital that citizens talk and listen to each other—they must share ideas, question each other's positions, debate and argue, and collaborate to build communities that are stronger than any individual could build. Without sustained, vigorous communication among citizens, democracy fails. To learn more about John Dewey and his philosophy, go to the book's online resources for this chapter and click WebLink 1.2.



DIVERSITY

Bowling Together?

When Robert Putnam published *Bowling Alone* in 2000, it caused quite a stir. In it, he claimed that Americans are increasingly disconnected from one another and their communities. Putnam, a professor of public policy at Harvard, amassed evidence showing that Americans at the end of the 20th century were 25 to 50 percent less connected to others than they had been in the late 1960s.

Because he believed that diversity is a strength and that working together makes individuals and the country stronger, Putnam wanted to know what could bring us back together. Working with Lewis Feldstein, who has devoted his life to civic activism, Putnam began searching for examples of people who were connecting with each other to work on community and collective projects.

In *Better Together* (2003) Putnam and Feldstein present 12 stories of diverse people who are working together to build and strengthen their communities. Although the 12 examples are diverse—ranging from Philadelphia’s Experience Corps, in which volunteers tutor children from impoverished backgrounds, to UPS: Diversity and Cohesion, which has changed the UPS company from one run almost exclusively by white males to one in which minorities and women have a strong presence in management—they have one thing in common: building and using social capital. The people involved in these efforts realize that they need to build networks of relationships and then draw on those networks to reach goals that are not attainable by individuals working (or bowling) alone.

To promote civic engagement, Putnam, Feldstein, and others established a Better Together initiative at Harvard University’s Kennedy School of Government. If you’d like to learn more about building and using social capital, go to the Better Together website by going to the book’s online resources for this chapter and clicking on WebLink 1.3.

Communication skills are especially important for effective interaction in our era, which is characterized by social diversity. In pluralistic cultures such as ours, we need to understand people who communicate differently from us. We also need to understand diverse kinds of families and communities and the ways that all of them are sustained. Friendships and workplace relationships between people with different cultural backgrounds enlarge perspective and appreciation of the range of human values and viewpoints. Scott Page (2008), a professor of complex systems, points out that people with greatly different backgrounds and perspectives make for more productive, creative organizations. In much the same way that the health and evolution of a species depends on a rich genetic mixture, the well being of human societies depends on diversity. A recent survey shows that nearly half of first-year students at colleges and universities think that learning about other cultures is essential or very important (Hoover, 2010).



I used to feel it was hard to talk with people who weren't raised in the United States like I was. Sometimes it seems that they have a totally different way of talking than I do, and we don't understand each other naturally. But I've been trying to learn to understand people from other places, and it really is making me realize how many different ways of communicating people have. With so many cultures now part of this country, nobody can get by without learning how to relate to people from other cultures.