Human Communication

The Basic Course

THIRTEENTH EDITION

Joseph A. DeVito

MyCommunicationLab

13TH EDITION

HUMAN COMMUNICATION
The Basic Course

Joseph A. DeVito

**Hunter College of the
City University of New York**

PEARSON

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text (or on pages 461–462).

10 9 8 7 6 5 4 3 2 1

To the memory of James C. McCroskey for his amazing contributions to the teaching of human communication.

Brief Contents

iv

Detailed Contents

Specialized Table of Contents

Human Communication:

THE BASIC COURSE

THIRTEENTH EDITION

It's really an honor to present this new edition that has helped teach so many students about the amazing and fascinating subject of human communication. With this edition, as with all others, I hope to continue to serve that important function.

Human Communication: The Basic Course is designed for the introductory college course that offers comprehensive coverage of the fundamentals of human communication. The text covers classic approaches and new developments; it covers research and theory, but gives coordinated attention to communication skills.

This book is addressed to students who have little or no prior background in studying communication. If this will be your only communication course, *Human Communication* will provide you with a thorough foundation in the theory, research, and skills of this essential liberal art. For those of you who will take additional and advanced courses or who are beginning a major in communication, it will provide the significant foundation for more advanced and more specialized study.

NEW TO THIS EDITION: IN BRIEF

This thirteenth edition of *Human Communication: The Basic Course* contains a variety of structural and content changes. All of these changes were made to make the text narrative flow more freely and should make the book easier to read and more easily adaptable to different teaching and learning styles.

Structural Changes

Among the major structural changes are these:

- The chapter-opening objectives have been restructured into behavioral terms and highlight knowledge, application, and problem solving.

The chapter-opening grid identifies these alongside the chapter's major headings/topics (which are repeated in the summary headings at the end of the chapter). This change helps coordinate the learning objectives and the chapter material and phrases the objectives in behavioral, measurable terms.

- The sample speeches in the public speaking chapters, formerly in boxes in the chapters, have been moved to a Public Speaking Sample Assistant Appendix. This change makes the text flow more smoothly and makes the speeches available whenever most appropriate. The outlines remain in the text chapter.

- The self-tests, formerly in boxes, have been integrated into the text narrative. This change was made to make these self-reflections a more integrated and integral part of the text.

- The Building Communication Skills boxes, from the previous edition, have been moved to the end of the chapters and now preface a variety of exercises and discussion starters. This change increases flexibility, making these features available at any point in the chapter coverage.

- The videos, formerly presented as chapter openers, now appear as the last item in the chapter. This change was made to emphasize the value of using these videos after the chapter material has been covered. This change also enabled us to brighten up the chapter openers with new photos that illustrate principles of communication from very different perspectives.

Content Changes

In addition to an updating of research, new examples, greater emphasis on social media, new exercises, and

improved graphics, among the major content changes are these:

- **Part One (Foundations of Human Communication, Chapters 1–6).** New materials in these six introductory chapters include the addition of media literacy and choice making as characteristics of communication competence, a media literacy box on media imperialism, a table on the metaphors of culture, discussions of dialects and accents, online social comparisons, self-disclosure in the workplace, the impostor phenomenon, onymous and anonymous messages, and interpersonal time. In addition, new "In a Nutshell" tables summarize the principles of human communication, the competent communicator, improving intercultural communication, guidelines for self-disclosure, impression formation processes and strategies, listening styles, principles of verbal messages, and proxemic distances.

- **Part Two (Interpersonal, Small Group, and Organizational Communication, Chapters 7–13).** New materials include a self-test on small talk, politeness as a principle of conversation, an exercise on introductions, and discussions of types of families, the intervention group, social loafing, and the transition from membership to leadership. New "In a Nutshell" tables summarize the principles of conversation, relationship theories, small group types, membership, and leadership.

- **Part Three (Public Speaking, Chapters 14–18).** New materials include three new speeches with annotations and new excerpts to illustrate the various principles. Extensively revised sections include those on finding topics, research, voice, and bodily action. New "In a Nutshell" tables summarize the principles of informative speaking, the principles of persuasive speaking, and the types of persuasive speeches.

MAJOR FEATURES OF *HUMAN COMMUNICATION*

The thirteenth edition builds on the successful features of previous editions, in addition to incorporating much that is new.

Coverage of the Fundamentals of Communication

- **Part One (Foundations of Human Communication)** covers the fundamental concepts and

principles of human communication, the self and perception, listening, and verbal and nonverbal messages (Chapters 1–6).

- **Part Two (Interpersonal, Small Group, and Organizational Communication)** covers interpersonal interaction and relationships, small group membership and leadership, organizational communication, and conflict (Chapters 7–13).

- **Part Three (Public Speaking)** covers the preparation and presentation of public speeches (Chapters 14–18).

- Because some courses cover interviewing but others do not, the interviewing material, included in earlier editions, is now a separate book, *The Interviewing Guidebook*, Second Edition, which is available for purchase, as a packaging option with new copies of this book, or on MyCommunicationLab (access code required).

The Concept of Choice

The concept of choice as central to all communication has been given greater prominence in this edition; it is now identified as a major characteristic of communication competence. This text aims to identify some of the available choices for a wide variety of communication situations and present the evidence and argument bearing on these various choices. This focus on choice is discussed throughout the text and is also highlighted in the online Analyzing Video Choices and in the photo program. In both of these features, at the point at which a communication decision needs to be made, the reader is asked to consider the available choices and the likely advantages and disadvantages of each.
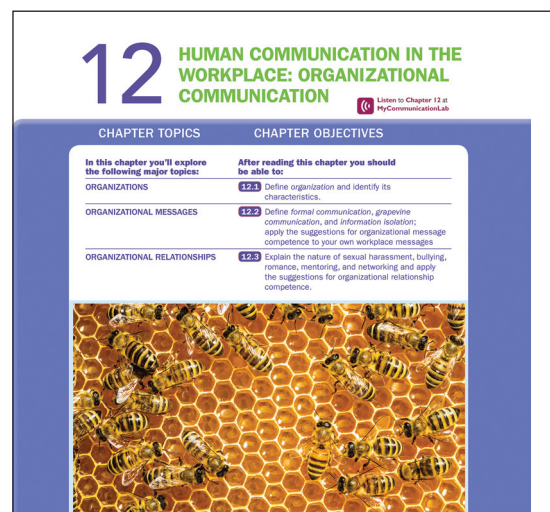
Balance of Theory/Research and Skills

The thirteenth edition continues the pattern of the previous editions in giving emphasis to research and theory, on the one hand, and practical communication skills, on the other. Supplementing the discussions of theory and research throughout the text, **Understanding Theory and Research** boxes (two per chapter) focus on just a small sampling of the many theories and research findings in communication. These boxes explain how we know what we know about communication, describe how researchers go about expanding our knowledge of communication in all its forms, and introduce a variety of interesting theories and research findings. In a similar way, communication skills are not only integrated throughout the text but also emphasized in special exercises at the end of each chapter.

Thorough Coverage of Public Speaking

The book devotes five full chapters to public speaking. The first three of these chapters cover the 10 essential steps for preparing and presenting a public speech.

- **Chapter 14, Public Speaking Topics, Audiences, and Research,** introduces the study of public speaking, shows you how to manage your fear, and explains the first three steps for speech preparation: (1) selecting the topic, purposes, and thesis; (2) analyzing the audience; and (3) researching the topic.
- **Chapter 15, Supporting and Organizing Your Speech,** covers the next four steps: (4) collecting supporting materials; (5) developing main points; (6) organizing the main points; and (7) constructing the introduction, conclusion, and transitions. In addition, this chapter considers outlining and offers a variety of sample outlines.
- **Chapter 16, Style and Presentation in Public Speaking,** covers the remaining three steps: (8) wording the speech, (9) rehearsing the speech, and (10) presenting the speech.
- **Chapters 17, The Informative Speech,** and **Chapter 18, The Persuasive Speech,** cover informative and persuasive speeches in detail—the types of speeches and the strategies for informing and persuading. Each of these chapters contains a special box on Special Occasion Speeches, such as presenting or accepting an award or giving a eulogy or a toast.

A special appendix, Public Speaking Sample Assistants, presents a variety of annotated speeches. This appendix contains several excellent speeches that illustrate what you'll want to do in your own public speeches. In addition, two purposely poorly written speeches are included to illustrate what you'll want to avoid. The aims of these sample speeches are (1) to provide specific examples of what you should and what you shouldn't do and (2) to enable you to see clearly the steps involved in preparing and presenting a public speech.

Emphasis on Cultural Issues

Like the previous editions, this edition reflects the crucial role of culture and intercultural differences in all forms of human communication. There are few communications that are not influenced by culture in some way. Thus, a cultural consciousness is essential in any communication text. In this thirteenth edition this cultural consciousness and coverage takes several forms.

An entire chapter (Chapter 2, Culture and Communication) explains the nature of culture, some of the ways in which cultures differ from one another and the influences these differences have on communication, and some of the ways you can improve your own intercultural communication. Cultural issues also are integrated throughout the text. Here are major examples:

- **Part One, Foundations of Human Communication,** establishes the central role of the cultural context in all forms of communication and also considers the role of culture and gender differences in the principles of communication. Cultural and gender differences are discussed as they operate in listening, in verbal messages (rules of directness and politeness; racist, ageist, heterosexist, and sexist language; and the cultural identifiers people prefer); and in nonverbal messages (cultural influences on nonverbal communication channels such as facial expression, color, touch, silence, and time).
- **Part Two, Interpersonal, Small Group, and Organizational Communication,** examines cultural influences on conversational rules, cultural sensitivity as a general conversational skill, and cultural differences in turn taking and in the qualities of conversational effectiveness. Cultural influences on the stages of interpersonal relationships, on relationship rules, and on friendship, love, and family relationships are considered as well as the cultural bias in relationship research.

Small groups as cultures, the role of cultural norms in small group communication, and the distinctions between high- and low-power-distance groups are considered in the discussion of the small group and team. The influence of culture on small group membership and leadership, on the organization, and on conflict are discussed throughout this section.

- **Part Three, Public Speaking,** covers cultural sensitivity and speech topics, the roles of culture and gender in audience analysis, cultural considerations in speech organization (high- and low-context cultures), the role of culture in emotional display, and some cultural differences in the ways people use and respond to persuasive strategies.

People with and without disabilities also may be viewed from a cultural perspective. Four special tables offer suggestions for improving communication between people with and without disabilities. These tables provide tips for communication between people with and without mobility problems, for example, people with cerebral palsy or who use wheelchairs (Chapter 2), between people who have hearing difficulties and those who don't (Chapter 4), between people with and without visual problems (Chapter 6), and between people with and without speech or language disorders (Chapter 7).

Coverage of Media Literacy

The discussion of mass communication in this text focuses on media literacy, a topic that is (as it should be) a crucial part of the study of human communication. Each chapter (with the exception of Chapter 1, which introduces the concept in the text narrative) contains an **Expanding Media Literacy** box that explains an important aspect of media literacy and suggests ways to increase your own media literacy.

Coverage of Social Media

Numerous sections throughout the text cover the ways computer-mediated communication, particularly social media, has changed the way we communicate. Examples include the ways in which online communication and face-to-face communication are similar and different; the role of technology in increasing intercultural communication; the ease of misperception in Internet interactions; self-disclosure on the Internet; social media listening, politeness (netiquette) on the Net; the advantages and disadvantages of online relationships; how online and face-to-face relationships differ; the development of online relationships;

online conflicts; how to conduct and evaluate Internet research; and computer-assisted presentations in public speaking.

Coverage of Ethical Issues

Ethics is central to all forms of communication, and therefore a **Making Ethical Choices** box appears in each of the chapters (with the exception of Chapter 1, where ethics is integrated into the text). These discussions raise ethical principles and pose ethical dilemmas and ask you to make a choice. The purpose of this feature is to connect ethical issues with the various topics of human communication and to encourage you to think about your own ethical system. Among the ethical issues considered are censoring messages and interactions; listening, speaking, and criticizing ethically; the ethics of lying, gossip, and emotional appeals; ethics on the job; and the leader's ethical responsibility.

eth·ics *noun* morality, standards of conduct, moral judgment

MAKING ETHICAL CHOICES
The Ethics of Emotional Appeals

Emotional appeals are all around. Persons who want to restrict the media's portrayal of violence may appeal to your fear of increased violence in your community; the real estate broker may appeal to your desire for status; the friend who wants a favor may appeal to your desire for social approval; the salesperson may appeal to your desire for sexual rewards. But are such appeals ethical?

Most communication theorists would argue that emotional appeals are ethical when, for example, they are used in combination with logical appeals, used in moderation, and directed at our better selves. Emotional appeals are considered unethical when, for example, they're used instead of logical evidence, directed at our baser selves, or aimed at children. In actual practice, however, it's often difficult to distinguish between the ethical and unethical use of emotional appeals.

Ethical Choice Point
You want to dissuade your teenaged sons and daughters from engaging in sexual relationships. Would it be ethical to use emotional appeals to scare them so that they'll avoid sexual relationships? Would it be ethical to use the same appeals to get them to avoid associating with teens of other races? What ethical obligations do you have in using emotional appeals in these situations? What would you do?

Interactive Pedagogy

Of course, a printed textbook cannot literally be interactive. Yet *Human Communication,* together with the accompanying MyCommunicationLab (**www.mycommunicationlab.com**; access code required), comes very close. This edition continues to emphasize new and useful pedagogical aids, especially those that are interactive, to help you better understand the theory and research and to enable you to effectively build and polish your communication skills.

- **Boxed Interactives.** All the Making Ethical Choices, Understanding Theory and Research, and Expanding Media Literacy boxes contain experiences and questions designed to encourage you to interact with the concepts and to relate these insights to your own everyday communication.
- **Self-Tests.** Interactive self-tests, now integrated into the text, appear throughout the text and are designed to help personalize the material.

■ **Exercises and Discussion Questions.** At the end of each chapter are exercises and discussion questions to stimulate you to expand on, evaluate, and apply the concepts, theories, and research findings discussed in the text to your own communications and to stimulate class discussion.

■ **Key Terms and Glossaries.** A list of key terms at the end of each chapter will help you review the major terms discussed in the chapter. These terms are accompanied by references to the pages of the text on which they're introduced and defined. In addition, a combined glossary of concepts and skills provides brief definitions of the significant concepts in the study of human communication and of communication skills (skills appear in italics).

■ **Choice Points.** The photo captions and the *Analyzing Video Choices* at the end of the chapter invite participation in working actively with the concepts discussed in the chapter. You can log on to MyCommunicationLab (**www.mycommunicationlab.com**; access code required) to view this end-of-the-chapter video. Click through to see how the characters make various communication choices and how these choices affect their effectiveness as communicators, and then answer the discussion questions to help you analyze each situation.

■ **In a Nutshell Tables.** The few summary tables in the previous edition, praised by users, have been increased to 19 and are called "In a Nutshell." These tables summarize significant portions of the text and appear throughout the text as appropriate.

■ **Summary Statements.** At the end of each chapter, a summary reviews the essential concepts and principles covered in the chapter. The summary is organized with the headings used in the chapter-opening grid and in the chapter itself.

RESOURCES IN PRINT AND ONLINE

Key instructor resources include an Instructor's Manual (ISBN 0-205-98105-4), Test Bank (ISBN 0-13-374647-X), and PowerPoint Presentation Package (ISBN 0-205-98094-5). These supplements are available at **www.pearsonhighered.com/irc** (access code required). MyTest online test generating software (ISBN 0-205-98106-2) is available at **www.pearsonmytest.com** (access code required).

For a complete listing of the instructor and student resources available with this text, please visit the *Human Communication* e-Catalog page at **www.pearsonhighered.com/communication**.

The student print version of this title is a three-hole punched, loose-leaf text packaged with a MyCommunicationLab access card (ISBN 0-205-99592-6). A MyCommunicationLab standalone access card is also available (ISBN 0-205-99595-0).

Analyzing Video Choices

Margo, a student mentor at an entertainment magazine publisher, wants to say the right thing in her mentoring discussions with a group of interns. She's just learned that they've done questionable things on Facebook—posted inappropriate pictures, used biased language, and in general portrayed themselves as not serious enough. She wants to make them aware of how damaging this could be in their eventual pursuit of a career, but wonders how she should communicate it to them. She considers the topics covered in this chapter as she contemplates her communication choices. What options do Margo have in determining the form of communication (say, the difference among face-to-face one-on-one, face-to-face group, or online), and what are the likely advantages and disadvantages of each? What options does she have for expressing her message in terms, say, of formality–informality or friendly–businesslike, and what differences will these choices play in her effectiveness? Log on to mycommunicationlab.com to view this video, to see how Margo's choices play out, and to answer the related discussion questions.

Watch the Video "Summer Internship" at MyCommunicationLab

MyCommunicationLab

www.mycommunicationlab.com

MyCommunicationLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course.

It provides educators a dynamic set of tools for gauging individual and class performance. And MyCommunicationLab comes from Pearson, your partner in providing the best digital learning experiences.
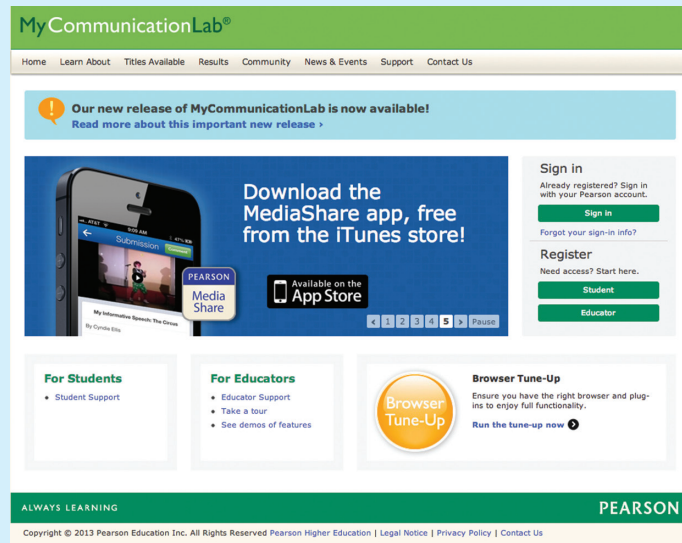
- **Assessment** tied to videos, applications, and chapter content enables both instructors and students to track progress and get immediate feedback—and helps instructors find the best resources with which to help students.

- The **Pearson eText** lets students access their textbook anytime, anywhere, and any way they want—including listening online or accessing on a smartphone or tablet device.

- **Videos and Video Quizzes:** Sample student and professional speeches offer students models of the types of speeches they are learning to design and deliver. Many interactive videos include short, assignable quizzes that report to the instructor's gradebook.

- **PersonalityProfile:** Pearson's online library for self-assessment and analysis provides students with opportunities to evaluate their own and others' communication styles. Instructors can use these tools to show learning and growth over the duration of the course.

- **MediaShare:** A comprehensive file upload tool that allows students to post speeches, outlines, visual aids, video assignments, role plays, group projects, and more in a variety of formats, including video, Word, PowerPoint, and Excel. Structured much like a social networking site, MediaShare helps promote a sense of community among students. Uploaded files are available for viewing, commenting, and grading by instructors and class members in face-to-face and online course settings. Integrated video capture functionality allows students to record video directly from a webcam to their assignments, and allows instructors to record videos via webcam, in class or in a lab, and attach them directly to a specific student and/or assignment. In addition, instructors can upload files as assignments for students to view and respond to directly in MediaShare. Grades can be imported into most learning management systems, and robust privacy settings ensure a secure learning environment for instructors and students. Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store; search for Pearson MediaShare.

- **Class Preparation Tool:** Finding, organizing, and presenting your instructor resources is fast and easy with Pearson's class preparation tool. This fully searchable database contains hundreds of resources such as lecture launchers, discussion topics, activities, assignments, and video clips. Instructors can search or browse by topic and sort the results by type. You can create personalized folders to organize and store what you like or download resources, as well as upload your own content.

- **Pearson's Writing Space** is the best way to develop and assess concept mastery and critical thinking through writing. Writing Space provides a single place within MyCommunicationLab to create, track, and grade writing assignments, access writing resources, and exchange meaningful, personalized feedback quickly and easily. Plus, Writing Space will have integrated access to Turnitin, the global leader in plagiarism prevention.

ACKNOWLEDGMENTS

1 PRELIMINARIES TO HUMAN COMMUNICATION

(((**Listen** to **Chapter 1** at **MyCommunicationLab**

CHAPTER TOPICS

In this chapter you'll explore the following major topics:

FORMS, BENEFITS, AND MYTHS OF HUMAN COMMUNICATION

ELEMENTS OF HUMAN COMMUNICATION

PRINCIPLES OF HUMAN COMMUNICATION

THE COMPETENT COMMUNICATOR

CHAPTER OBJECTIVES

After reading this chapter you should be able to:

1.1 Identify the major forms of human communication, its benefits, and its myths.

1.2 Define the major elements of human communication: *context*, *source–receiver*, *messages*, *channels*, *noise*, *effects*, and *ethics*.

1.3 Paraphrase the principles of human communication.

1.4 Explain the characteristics of the competent communicator.

The aim of life is growth.

Human communication is a vast subject area and one that is likely new to you. In this chapter we look at some of the many benefits you'll derive from your exposure to the study of the forms of human communication, the elements involved in the communication process, some of the principles governing the way communication operates, and the nature of the effective or competent communicator.

1.1 FORMS, BENEFITS, AND MYTHS OF HUMAN COMMUNICATION

Of all the knowledge and skills you have, those concerning **communication** will prove among the most useful. Your ability to communicate will always play a crucial part in how effectively you live your personal and professional lives. It's vital to your success to learn how communication works and to master its most essential skills. Let's begin this introductory chapter with a clear explanation of the forms of communication that will be discussed and the benefits that you'll derive from your study of these forms of communication.

The Forms of Human Communication

You'll derive the benefits just mentioned through your exposure and mastery of the major forms of human communication, which can vary from one-person communication (in which you talk to yourself) to communication with millions (as in public speaking, mass communication, and computer-mediated communication). Here we look briefly at each of these forms (see the preview summary in Table 1.1).

Intrapersonal Communication

Intrapersonal communication is communication you have with yourself. Through intrapersonal communication you talk with, learn about, and judge yourself. You persuade yourself of this or that, reason about possible decisions to make, and rehearse messages that you plan to send to others. In intrapersonal communication you might, for example, wonder how you did in an interview and what you could have done differently.

You might conclude you did a pretty good job but that you need to be more assertive when discussing salary. Increasing your self-awareness, your mindfulness, and your ability to think critically about all types of messages will aid you greatly in improving your own intrapersonal communication. And this information—on the self, perception, listening, and verbal and nonverbal messages—will provide a foundation for learning about the various forms of human communication.

Interpersonal Communication

Interpersonal communication is communication between two persons or among a small group of persons. Most often, the communication emphasized in the study of interpersonal communication is communication of a continuing personal (rather than temporary and impersonal) nature; it's communication between or among intimates or those involved in close relationships—friends, romantic partners, family, and coworkers, for example. These relationships are interdependent, meaning that the actions of one person have some impact on the other person; whatever one person does influences the other person. Sometimes interpersonal communication is pleasant, but sometimes it erupts into conflict—making each person's communication especially significant for the other.

Interviewing
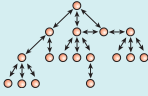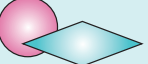
Interviewing is communication that proceeds by question and answer. Through interviewing you learn about others and what they know; you counsel or get counseling from others; or you get or don't get the job you want and ultimately the career you're preparing for in college. Today much interviewing (especially initial interviews) takes place through e-mail and (video) phone conferencing. Many of the skills for interviewing are the same skills noted for interpersonal and small group communication. The skills more specific to interviewing are covered in the companion text, *The Interviewing Guidebook,* second edition.

Small Group Communication

Small group communication is communication among members of groups of about five to ten people. Small group communication serves relationship needs such as those for companionship, affection, or support as well as task needs such as balancing the family budget, electing a new chairperson, or designing a new ad campaign. Through small group communication you interact with others, solve problems, develop new ideas, and share knowledge and experiences. You live your work and social life largely in groups, from school orientation meetings to executive board meetings; from informal social groups to formal meetings discussing issues of local or international concern. You also may live a good part of your life in online chat rooms,

TABLE 1.1   FORMS OF COMMUNICATION

This table identifies and arranges the forms of communication in terms of the number of persons involved, from one (in intrapersonal communication) to thousands and millions (in mass communication). It also offers a general preview of topics in this text. With the exception of intrapersonal communication, all other forms can be and are likely to be intercultural, a topic considered in depth in the next chapter.

Forms of Communication	Some Theory-Related Concerns	Some Skills-Related Concerns
Intrapersonal: communication with oneself	How do self-concept and self-esteem develop? How do they effect communication? How can problem-solving abilities be improved? What is the relationship between personality and communication?	Enhancing self-esteem, increasing self-awareness, improving problem solving and analyzing abilities, increasing self-control, managing communication apprehension, reducing stress, managing intrapersonal conflict
Interpersonal: communication between two or a few persons	What is interpersonal effectiveness? Why do people develop relationships? What holds relationships together? What tears them apart? How can relationships be repaired?	Increasing effectiveness in one-to-one communication, developing and maintaining productive relationships, improving conflict management abilities
Interviewing: communication that proceeds through questions and answers	What are the legal issues in interviewing? How can interviewing responses be analyzed? What is the role of nonverbal communication?	Phrasing questions to get the information you want, presenting your best self, writing résumés and cover letters
Small group: communication within a small group (say, 5 to 10) of people	What roles do people play in groups? What do groups do well and what do they fail to do well? What makes a leader? What types of leadership works best?	Increasing effectiveness as a group member, improving leadership abilities, using groups to achieve specific purposes (brainstorming, problem solving)
Organizational: communication within an organization	How and why do organizations grow and deteriorate? What role does culture play in the organization? What leadership styles prove most productive?	Transmitting information; motivating workers; dealing with feedback, the grapevine, and gossip; increasing worker satisfaction, productivity, and retention
Public: communication of speaker with audience	How can audiences be analyzed and adapted to? How can ideas be developed and supported for presentation to an audience? What kinds of organizational structures work best in informative and persuasive speeches?	Communicating information more effectively; increasing persuasive abilities; developing, organizing styling, and delivering messages effectively; becoming a more critical listener
Computer-mediated: communication between people via computers	Are there gender and age differences? In what ways is CMC more efficient? How can the various channels be incorporated into CMC?	Increasing security in e-communications, combining CMC with face-to-face communication; networking for social and professional purposes; beginning and maintaining relationships through social media
Mass: communication addressed to an extremely large audience, mediated by audio and/or visual means	What functions do media serve? How do media influence us? How can we influence the media? In what ways do the media filter the information we receive?	Improving abilities to use the media to greater effectiveness, increasing ability to control the media, avoiding being taken in by the media, becoming a more media-literate consumer and creator

where you may interact with people from different cultures living thousands of miles away, and in social networking (for example, Facebook, Google+, and LinkedIn) where you learn about and communicate with others.

Organizational Communication

Organizational communication is communication that takes place within an organization among members of the organization. Conferencing with colleagues, working in teams, talking with a supervisor, or giving employees directions are just a few examples of organizational communication. The study of organizational communication offers guidelines for improving your own formal and informal communication in an organizational setting.

Public Speaking

Public speaking, also termed public communication or presentational speaking, is communication between a speaker and an audience. Audiences range in size from several people to hundreds, thousands, and even millions. Through public communication, others inform and persuade you. And you, in turn, inform and persuade others—to act, to buy, or to think in a particular way.

Much as you can address large audiences face to face, you also can address such audiences electronically and through the mass media. Through newsgroups, blogs, or social networks, for example, you can post a "speech" for anyone to read and then read their reactions to your message. And with the help of the more traditional mass media of radio and television, you can address audiences in the hundreds of millions as they sit alone or in small groups scattered throughout the world.

Computer-Mediated Communication

Computer-mediated communication (CMC) is a general term that includes all forms of communication between people that take place through some computer, electronic, or Internet connection, for example, e-mail, texting, blogging, instant messaging, tweeting, or chatting on social network sites such as Facebook or MySpace or on your phone. All of these computer-mediated forms, like their face-to-face counterparts, are used both socially and in the world of business.

Some CMC (such as e-mail or blogging) is **asynchronous**, meaning that it does *not* take place in real time. You may send your message today, but the receiver may not read it for a week and may take another week to respond. Consequently, much of the spontaneity created by face-to-face real-time

communication is lost in asynchronous communication. You may, for example, be very enthusiastic about a topic when you send your e-mail or post on your blog, but practically forget it by the time someone responds. Other forms of CMC (such as tweeting, chatting on social network sites, interactive websites, and instant messaging) are often **synchronous**—they occur at the same time and are similar to phone communication except that CMC is largely text-based rather than voice-based.

Table 1.2 presents some of the similarities and differences between face-to-face and computer-mediated communication. As you review the table, you may wish to add other similarities and differences or take issue with the ones identified here.

Mass Communication

Mass communication is communication from one source to many receivers, who may be scattered throughout the world. Mass communication takes place via at least the following media outlets: newspapers, magazines, television, radio, film, and video. The coverage of mass communication in this book focuses on media literacy and aims to help you to become a wiser, more critical user of the media. Beginning with the next chapter and in each subsequent chapter, Expanding Media Literacy boxes will help you achieve this crucial skill.

As you can see if you glance through your college catalogue, each of these forms of communication is likely to be covered in separate and more detailed courses in public speaking, small group communication, interpersonal communication, mass communication, and so on. In this course and in this text, the essentials of these communication forms are introduced, giving you the knowledge and skills to become a more effective communicator, and at the same time giving you the background to move on to more detailed study, whether in more in-depth courses or in your own reading.

The Benefits of Human Communication

A perfectly legitimate question to ask before beginning your study of any subject is "why?" Why should I learn about human communication? What will it do for me? What will I be able to do after taking this course that I wasn't able to do before? In short, how will I benefit from the study of human communication presented in this course and in this text? Actually, you'll benefit in lots of ways. Your knowledge of human communication and your mastery of many of its skills will enable you to improve

TABLE 1.2 **FACE-TO-FACE AND COMPUTER-MEDIATED COMMUNICATION**		
Throughout this text face-to-face and computer-mediated communication are discussed, compared, and contrasted. Here is a brief summary of just some communication concepts and some of the ways in which these two forms of communication are similar and different.		
Human Communication Element	**Face-to-Face Communication**	**Computer-Mediated Communication**
Sender ■ Presentation of self and impression management ■ Speaking turn	■ Personal characteristics (sex, approximate age, race, etc.) are open to visual inspection; receiver controls the order of what is attended to; disguise is difficult. ■ You compete for the speaker's turn and time with the other person(s); you can be interrupted.	■ Personal characteristics are hidden and are revealed when you want to reveal them; anonymity is easy. ■ It's always your turn; speaker time is unlimited; you can't be interrupted.
Receiver ■ Number ■ Opportunity for interaction ■ Third parties ■ Impression formation	■ One or a few who are in your visual field. ■ Limited to those who have the opportunity to meet; often difficult to find people who share your interests. ■ Messages can be overheard by or repeated to third parties but not with complete accuracy. ■ Impressions are based on the verbal and nonverbal cues the receiver perceives.	■ Virtually unlimited. ■ Unlimited. ■ Messages can be retrieved by others or forwarded verbatim to a third party or to thousands. ■ Impressions are based on text messages and posted photos and videos.
Context ■ Physical ■ Temporal	■ Essentially the same physical space. ■ Communication is synchronous; messages are exchanged at the same (real) time.	■ Can be in the next cubicle or separated by miles. ■ Communication may be synchronous (as in chat rooms) or asynchronous (where messages are exchanged at different times, as in e-mail).
Channel	■ All senses participate in sending and receiving messages.	■ Visual (for text, photos, and videos) and auditory.
Message ■ Verbal and nonverbal ■ Permanence	■ Words, gestures, eye contact, accent, vocal cues, spatial relationships, touching, clothing, hair, etc. ■ Temporary unless recorded; speech signals fade rapidly.	■ Words, photos, videos, and audio messages. ■ Messages are relatively permanent.

a variety of skills that will prove vital to your success and that are covered throughout this text. Here are some of the skills you'll acquire or improve as you study human communication to give you some idea of how important this study of human communication is: critical and creative thinking skills, interaction skills, relationship skills, leadership skills, presentation skills, and media literacy skills.

■ **Critical and creative thinking skills,** emphasized throughout this book, help you approach new situations mindfully—with full conscious awareness,

increase your ability to distinguish between a sound and valid argument and one that is filled with logical fallacies, and improve your ability to use language to reflect reality more accurately.

■ **Interaction skills** help you improve your communication in a wide range of forms, from the seemingly simple small talk to the employment interview for the job of a lifetime. Interaction skills will enable you to communicate with greater ease, comfort, and effectiveness whether you're proposing a life-long relationship or apologizing for some transgression.

■ **Relationship skills** enable you to build friendships, enter into love relationships, work with colleagues, and interact with family members. These are the interpersonal and relationship skills for initiating, maintaining, repairing, and sometimes dissolving relationships of all kinds. And unless you're going to be living totally alone, these are skills you'll use every day, in every encounter. These are the skills that businesses of all kinds have on their lists of most important competencies for organizational success; they are an essential part of business competence (Bassellier & Benbasat, 2004).

■ **Leadership skills** enable you to communicate information effectively in small groups or with large audiences, and your ability to influence others in these same situations are among your most important leadership skills. In a workplace world that operates largely on group interaction, these skills are increasingly essential if you are to be an effective organizational member and will help you rise in the organization. After all, people in power will often come to know you best through your communications. As you rise in the hierarchy, you'll need leadership skills to enable you to lead groups and teams in informative, problem-solving, and brainstorming sessions.

■ **Presentation skills** enable you to present yourself as a confident, likable, approachable, and credible person. Your effectiveness in just about any endeavor depends heavily on your self-presentation—your ability to present yourself in a positive light, through your verbal and nonverbal messages. Incidentally, it is also largely through your skills of self-presentation (or lack of them) that you display negative qualities as well.

■ **Media literacy skills** will help you interact with both mass and social media more effectively. These skills will help you understand how the media operate, how you can interact more effectively with the media, and how you can be a more effective media creator.

The Myths of Human Communication

One last point needs to be made to clarify what communication is before identifying its major elements and that is the myths about human communication, the things many people believe that simply aren't true. Which of the following statements do you believe are true, and which do you believe are false?

_____ **1.** Good communicators are born, not made.
_____ **2.** The more a couple communicates, the better their relationship will be.
_____ **3.** When two people are in a close relationship for a long period of time, one person should not have to communicate his or her needs and wants; the other person should know what these are.
_____ **4.** Complete openness should be the goal of any meaningful interpersonal relationship.
_____ **5.** Interpersonal or group conflict is a reliable sign that the relationship or group is in trouble.
_____ **6.** Like good communicators, leaders are born, not made.
_____ **7.** Fear of speaking in public is detrimental and must be eliminated.

As you may have figured out, all seven statements are generally false. As you read this text, you'll discover not only why these beliefs are false but also the trouble you can get into when you assume they're true. Briefly, here are some of the reasons why each of the statements is generally false:

1. Effective communication is a learned skill; although some people are born brighter or more extroverted than others, all can improve

their abilities and become more effective communicators.

2. If you practice bad communication habits, you're more likely to grow less effective than to become more effective; consequently, it's important to learn and follow the principles of effectiveness.

3. This assumption is at the heart of many interpersonal difficulties: People aren't mind readers, and to assume that they are merely sets up barriers to open and honest communication (see Chapters 8 and 9).

4. Although you may feel ethically obligated to be totally honest, this is generally not an effective strategy. In fact, "complete" anything is probably a bad idea.

5. Interpersonal conflict does not have to involve a winner and a loser; both people can win, as demonstrated in Chapter 12.

6. Leadership, like communication and listening, is a learned skill that you'll develop as you learn the principles of human communication in general and of group leadership in particular (Chapter 11).

7. Most speakers are nervous; managing, not eliminating, the fear will enable you to become effective regardless of your current level of fear (Chapter 14).

Consider how these beliefs about communication influence the way you communicate. Then, as you read this book and participate in class discussions and activities, reexamine your beliefs about communication and consider how new beliefs would influence the way you communicate. The theories and research discussed in this text will help you reconsider your own beliefs about communication, and the skill activities and experiences will help you practice new ways of communicating.

1.2 ELEMENTS OF HUMAN COMMUNICATION

Communication occurs when one person (or more) sends and receives messages that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback. Figure 1.1 illustrates the elements present in all communication acts, whether intrapersonal, interpersonal, small group, public speaking, or mass communication—or whether face to face, by telephone, or over the Internet: (1) context, (2) sources–receivers, (3) messages, (4) channels, (5) noise, and (6) effects.

Communication Context

All communication takes place in a **context** that has at least four dimensions: physical, social–psychological, temporal, and cultural.

■ **The physical context** is the tangible or concrete environment in which communication takes place—the room or hallway or park, for example.
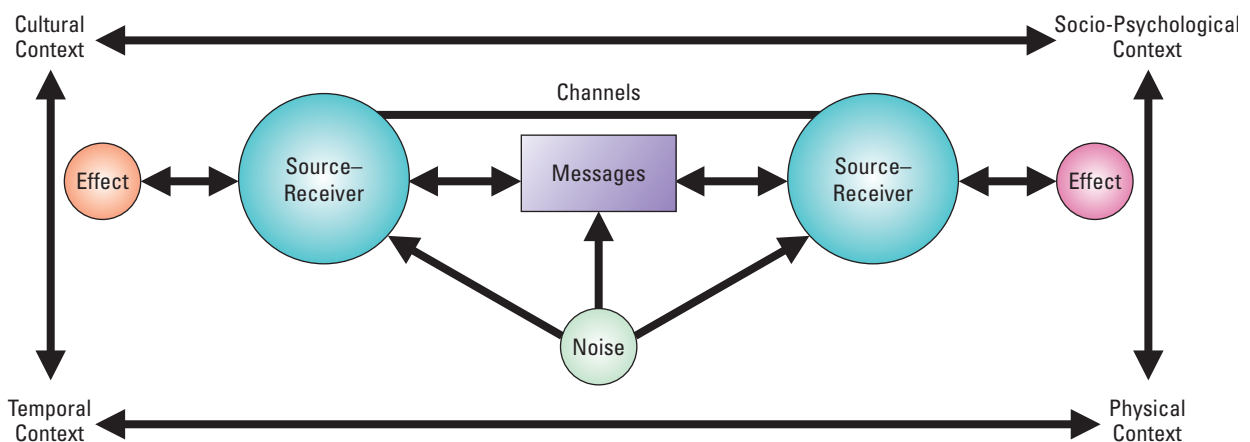
FIGURE 1.1 **The Elements of Human Communication**

This is a simplified view of the elements of human communication and their relationship to one another. Messages (including feedforward and feedback) are sent simultaneously through a variety of channels from one source–receiver to another. The communication process takes place in a context (physical, cultural, social-psychological, and temporal) and is subjected to interference by noise (physical, psychological, and semantic). The interaction of messages with each source–receiver leads to some effect.

This physical context exerts some influence on the content of your messages (what you say) as well as on the form (how you say it).

- **The social–psychological context** includes, for example, the status relationships among the participants, the roles and the games that people play, and the cultural rules of the society in which people are communicating. It also includes the friendliness or unfriendliness, formality or informality, and seriousness or humorousness of the situation. For example, communication that would be permitted at a graduation party might not be considered appropriate at a funeral.

- **The temporal (or time) context** includes (1) the time of day (for example, for some the morning is not a time for communication; for others, it's ideal), (2) the time in history in which the communication takes place (for example, messages on racial, sexual, or religious attitudes cannot be fully understood outside of their time in history), and (3) how a message fits into the sequence of communication events (for example, the meaning of a compliment would be greatly different depending on whether you said it immediately after your friend paid you a compliment, immediately before you asked your friend for a favor, or during an argument).

- **The cultural context** has to do with your (and others') culture: the beliefs, values, and ways of behaving that are shared by a group of people and passed down from one generation to the next. Cultural factors affect every interaction and influence what you say, how you say it, and how you respond to what others say.

These four dimensions of context interact with one another (symbolized by the double-headed arrow in Figure 1.1). For example, arriving late for a scheduled lunch meeting (*temporal* context) might violate a *cultural* rule, which might lead to changes in the *social–psychological* context, perhaps creating tension and unfriendliness, which in turn might lead to changes in the *physical* context—for example, choosing a less intimate restaurant for your meeting.

Source–Receiver

The compound term *source–receiver* emphasizes that each person involved in communication is both a **source** (or speaker) and a **receiver** (or listener). You send messages when you speak, write, gesture, or smile. You receive messages in listening, reading, smelling, and so on. As you send messages, however, you're also receiving messages. You're receiving your own

messages (you hear yourself, you feel your own movements, you see many of your own gestures), and you're receiving the messages of the other person—visually, aurally, or even through touch or smell.

The act of producing messages—for example, speaking or writing—is called **encoding.** By putting your ideas into sound waves or into a computer program you're putting these ideas into a **code**, hence encoding. The act of receiving messages—for example, listening or reading—is called **decoding.** By translating sound waves or words on a screen into ideas you take them out of code, which is decoding. Thus, speakers or writers are called **encoders**, and listeners or readers, **decoders.**

As with sources–receivers, the compound term *encoding–decoding* emphasizes that you perform these functions simultaneously, at least in face-to-face communication. As you speak (encode), you also decipher the **responses** of the listener (decode). In computer communication this simultaneous exchange of messages occurs only sometimes. In e-mail (as well as snail mail) and social network sites, for example, the sending and receiving may be separated by several days or much longer. In chat groups and instant messaging, on the other hand, communication takes place in real time; the sending and receiving take place (almost) simultaneously.

Messages

Communication **messages** take many forms. You send and receive messages through any one or any combination of sensory organs. Although you may customarily think of messages as being verbal (oral or written), you also communicate nonverbally. Everything about you communicates. For example, the clothes you wear and the way you walk, shake hands, tilt your head, comb your hair, sit, and smile all communicate messages.

In face-to-face communication, the actual message signals (the movements in the air) are evanescent; they fade almost as they're uttered. Some written messages, especially computer-mediated messages such as those sent via e-mail, are unerasable. E-mails that are sent among employees in a large corporation, for example, are often stored on disk or tape.

Three special types of messages include metamessages, feedback messages, and feedforward messages.

Metamessages

A **metamessage** is a message that refers to another message; it is communication about communication. For example, remarks such as "This statement is false" or "Do you understand what I am trying to tell you?" refer to communication and are therefore

metacommunication. Nonverbal behavior may also be metacommunicational. Obvious examples include crossing your fingers behind your back or winking when telling a lie. On a less obvious level, consider the blind date. As you say, "I had a really nice time," your nonverbal messages—the lack of a smile, the failure to maintain eye contact, the extra long pauses—metacommunicate and contradict the verbal "really nice time," suggesting that you did not enjoy the evening.

Feedback Messages

Throughout the listening process, a listener gives a speaker **feedback**—messages sent back to the speaker reacting to what is said. Feedback tells the speaker what effect he or she is having on the listener(s). This can take many forms: A frown or a smile, a yea or a nay, a pat on the back or a punch in the mouth are all types of feedback. Another type of feedback is the feedback you get from listening to yourself: You hear what you say, you feel the way you move, you see what you write. On the basis of this self-feedback you adjust your messages; for example, you may correct a mispronunciation, shorten your story, or increase your volume.

COMMUNICATION CHOICE POINT

SILENCE *Your partner (who is extremely sensitive to criticism) talks constantly. There is never any silence, which you desperately crave. You're determined to combat this and create periods of occasional silence. Yet you don't want to start an argument.* **What are some of your choices for introducing the topic? What are some of the things you might say? What are some of the things you'd want to be sure not to say?**

Feedforward Messages

Feedforward is information you provide before sending your primary messages; it reveals something about the messages to come (Richards, 1968). Feedforward includes such diverse examples as the preface or the table of contents in a book, the opening paragraph of a chapter, movie previews, magazine covers, and introductions in public speeches. Before you open your e-mail you get feedforward that tells you the sender's name and the subject matter. In communicating bad news you might give feedforward that aims to prepare the person to receive this news with something like, "I'm sorry I have to tell you this, but…"

Explore the **Exercise** "How to Give Feedforward" at **MyCommunicationLab**

Channels

The communication **channel** is the medium through which the message passes. Communication rarely takes place over only one channel; you may use two, three, or four different channels simultaneously. For example, in face-to-face interactions you speak and listen (vocal channel), but you also gesture and receive signals visually (visual channel). In chat groups you type and read words and use various symbols and abbreviations to communicate the emotional tone of the message and, in many cases, audio and video means as well. In addition, in face-to-face communication you emit and detect odors (olfactory channel). Often you touch another person, and this too communicates (tactile channel).

Explore the **Exercise** "Comparing Communication Channels" at **MyCommunicationLab**

Noise

Noise is anything that interferes with your receiving a message. At one extreme, noise may prevent a message from getting from source to receiver. A roaring noise or line static can easily prevent entire messages from getting through to your receiver. At the other extreme, with virtually no noise interference, the message of the source and the message received are almost identical. Most often, however, noise distorts some portion of the message as it travels from source to receiver. Four types of noise are especially relevant:

- **Physical noise** is interference that is external to both speaker and listener; it interferes with the physical transmission of the signal or message.