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SEVENTH EDITION

COMMUNICATION

PRINCIPLES FOR A LIFETIME



 Pearson

Steven A. Beebe
Susan J. Beebe
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COMMUNICATION

Principles for a Lifetime

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Seventh Edition

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For our teachers ... and our students

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Preface

Communication is essential for life. The purpose of this book is to document this claim by presenting fundamental principles of human communication that enhance the quality of our communication with others as well as the quality of our own lives. Most students who read this book will take only one course in communication during their entire college career. We want students to view this course on communication as a vital, life-enriching one that will help them enhance their communication with others—not just as another course in a string of curricular requirements. Because communication is an essential element of living, we want students to remember essential communication principles and skills for the rest of their lives. To remember and apply these essential communication principles, we believe students need a digest of classic and contemporary research and practice that will help them with both the mundane and the magnificent, the everyday and the ever-important communication experiences that constitute the fabric of their lives.

In this edition, as in the six that preceded it, we strive to create a highly appealing, easy-to-use text that is more effective than ever in helping students understand and use the five vital principles of communication.

Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

www.pearson.com/revel

Special Features for Communication Students


Revel is a dynamic learning experience that offers students a way to study the content and topics relevant to communication in a whole new way. Rather than simply offering opportunities to read about and study public speaking, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, as they are introduced to the concept of communication competence in Chapter 1, students are prompted to complete a self-assessment of their own self-perceived communication competence. Also in Chapter 1, students are first presented with our pentagon model, which illustrates the relationships among the five communication principles that are the overarching structure of the book. In Revel, students can interact with this figure to learn more about

Video Self-Check: Listening

Interactive

3 questions

Paying Attention



00:00 / 05:25

1. According to the video, what component of communication do we *study* the most?

- Gesturing
- Writing
- Listening
- Speaking

Next

these five principles. By providing opportunities to read about and practice communication concepts and techniques in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites include:

- **Audio Excerpts and Speech Annotations**

Students can listen to audio recordings of interpersonal conversations, typical and useful phrases for group discussions, and public speech excerpts while they read. These audio clips bring examples and communication tips to life.

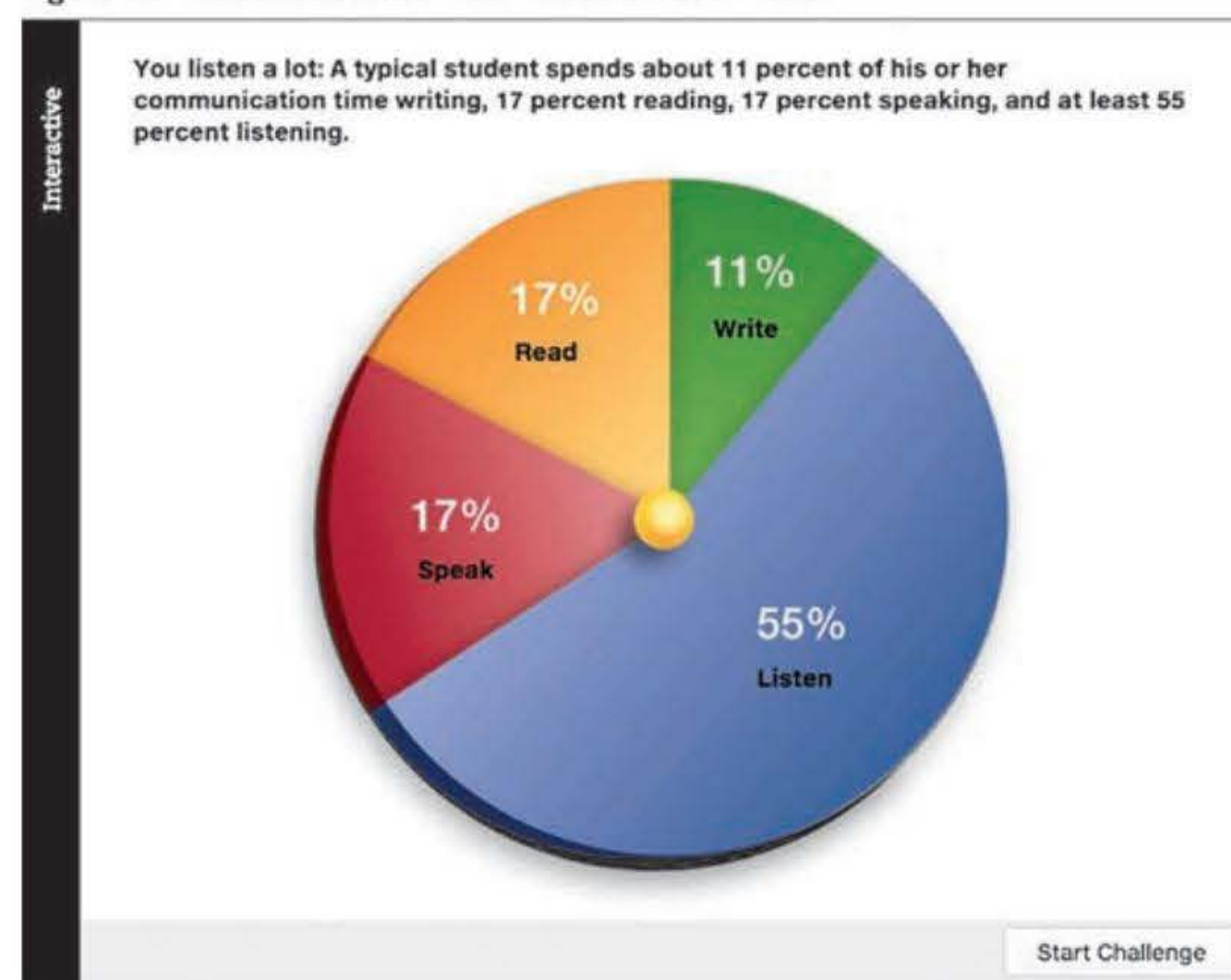
- **Videos and Video Self-Checks**

Students are presented with video examples throughout the book on topics such as ethical communication, diversity and understanding, perception and self, active listening, listening barriers, effective group roles, and leadership styles, among other topics. Many videos have correlating self-checks, enabling students to test their knowledge.

- **Interactive Figures**

Interactive figures show processes in action and provide active visualizations for most of the figures in the text.

Figure 5.1 What You Do with Your Communication Time



- **Integrated Writing Opportunities**

To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: Journal prompts elicit free-form, topic-specific responses (one per module) and an end-of-chapter Shared Writing prompt encourages students to share and reply to each other's brief responses to high-interest topics.

For more information about all of the tools and resources in Revel and access to your own Revel account for the *Communication: Principles for a Lifetime*, Seventh Edition, go to www.pearson.com/revel.

What's New to the Seventh Edition?

Reviewers, instructors, and our students have given us feedback about the six previous editions. This feedback has helped us make this new edition the best possible teaching and learning resource. We listened and responded (Principle Four) to their suggestions. Our commitment to providing a digest of essentials that does not overwhelm students has also led us to make some changes. One immediate change you'll see in this edition is a fresh new design with many new photos to help draw today's visually oriented learners into the text.

We have also included the following new features in every chapter:

- New **Communication & Social Media** features explore ways to effectively use social media as an important communication tool.
- The chapter-end **Study Guide** has been significantly revised and reorganized for this edition. Learning objectives, review summaries, key terms, and apply and assess questions are now organized by section. These features have been designed to help students master chapter content, prepare for exams, and apply chapter concepts to their own lives.

COMMUNICATION & SOCIAL MEDIA

Keep Social Media Social

Does it happen often to you? You read a tweet or Facebook post from a "friend" that you strongly disagree with. Whether an emotionally-charged statement about politics, religion, or human rights, or a negative personal comment directed at someone you know, the message raises your blood pressure and you consider firing back an angry response. Social media plays an important role in our relationships with others. How we "listen" and whether we thoughtfully respond can have serious consequences for our relationships.¹⁰

Before quickly reacting with a negative, emotionally-escalating response just stop, take a breath, and consider the implications of what you may post. In all probability, the sender is not thinking about you but is merely expressing his or her opinion—you just happen to strongly disagree. Will hurling a reciprocal post or angry tweet change the other person's mind? Probably not. Make a conscious choice not to make someone's post personal.

Although it may seem personal because messages are often directed to a closed group of Facebook "friends" or Twitter followers, social media is actually more like a media broadcast, even though in actuality it is "narrowcast." Stop, think, and seek to deescalate emotions before you impulsively post or tweet a negative message you might regret. Keep social media social.



You should pause and think twice before firing off an angry message on social media. Chris Raut / Alamy Stock Photo

STUDY GUIDE:

CHAPTER 5

> REVIEW, APPLY, AND ASSESS

The Importance of Listening and Responding Skills

5.1 Explain the principle of listening and responding thoughtfully to others.

REVIEW: You spend more time listening than doing any other communication activity. Being a good listener and responding thoughtfully to others will help you

- Enhance the quality of your interpersonal relationships.
- Develop good collaboration skills.
- Forge a stronger link between speaker and audience.

APPLY: Identify specific instances from your own experience in which poor listening skills resulted in a sig-

Listening Styles

5.3 Describe four listening styles.

REVIEW: Each person develops a preferred listening style based on his or her personality, the listening situation, and the listening goal. The four listening styles are relational, analytical, critical, and task oriented. Knowing your typical listening style can help you adapt your listening approach for maximum listening effectiveness.

KEY TERMS:

listening style
relational listeners
analytical listeners
critical listeners
second guessing
task-oriented listeners

- Significantly updated and expanded research incorporates the latest research findings about the principles and skills of human communication.
- Fresh, contemporary examples and illustrations are ones to which students can relate.
- New photos and illustrations amplify the content of our message.

We've also updated popular continuing features that appear throughout the book, including the following:

- Revised **learning objectives** appear at the beginning of each chapter to provide students with advance organizers and reading goals for approaching the chapter.
- Revised **Communication & Diversity** features complement and expand discussions of new applications of research about diversity throughout the book.
- Revised **Communication & Ethics** features reinforce the importance of being an ethical communicator and may spark discussion of ethical questions.

LEARNING OBJECTIVES

After studying this chapter, you should be able to

- 5.1** Explain the principle of listening and responding thoughtfully to others.
- 5.2** Identify the elements of the listening process.
- 5.3** Describe four listening styles.

DEVELOPING YOUR SPEECH STEP BY STEP

Delivering Your Speech

The long-awaited day of Dezeræ's speech has arrived at last. She got a full night's sleep last night and ate a light breakfast before setting out for class.

As she waits to speak, Dezeræ visualizes herself delivering her speech calmly and confidently. When her name is called, she rises, walks to the front of the room, and establishes eye contact with her audience before she begins to speak. Dezeræ focuses on adapting her message to her listeners. She looks at individual members of her audience, uses purposeful and well-timed gestures, and speaks loudly and clearly.

Even before she hears her classmates' applause, Dezeræ knows that her speech has gone well.

- Revised **Developing Your Speech Step by Step** features in the public speaking chapters walk students through the process of designing and delivering a speech.
- Two new speeches in **Appendix B** model best practices in public speaking.

We've made many other specific changes to chapter content throughout the book. Here's a brief list of selected major revisions, changes, and additions that we've made to specific chapters:

Chapter 1: Identifying Foundations of Human Communication More examples of social media use and information about online relationship development are provided in this chapter. Additional research on frequent communication and excessive multitasking has also been included. Data on the top factors for obtaining employment immediately after college have been updated. The Revel version includes interactive figures showing models of communication as action, interaction, and transaction. There are also videos with accompanying Video Self-Checks, enabling students to test their knowledge of topics, such as miscommunication and ethical communication.

Chapter 2: Self-Awareness and Communication A revised chapter introduction focuses on privacy and social media use. New data on self-esteem fluctuation resulting from social media usage have also been added to the chapter. A new Communication & Social Media feature focuses on selfies as a unique form of communication and identity expression. Revel also provides an interactive activity on self-concept components. Videos in Revel help students better understand chapter content, such as the self-concept, understanding diversity, and enhancing one's powers of perception.

Chapter 3: Understanding Verbal Messages The discussion of polarizing language has been updated with a new example. Additional content on gender-fair language has been included. A new Communication & Social Media feature explores how people use language on Twitter. Figure 3.1, which illustrates the five Communication Principles for a Lifetime, is interactive in Revel. Students can test their knowledge after reviewing the material in the figure.

Chapter 4: Understanding Nonverbal Messages A new section on how people use nonverbal cues to detect deception has been added to the end of the chapter. A new Communication & Diversity feature shares a lesson about nonverbal communication and cultural sensitivity, and a new Communication & Social Media feature focuses on social media fitness posts. Additional coverage of the visual dominance ratio has also been included. Numerous videos are available in Revel, including Martin Luther King, Jr.'s "I Have a Dream" speech and John F. Kennedy's Inaugural Address.

Chapter 5: Listening and Responding The chapter now begins with a discussion of how the visible presence of a phone can distract from the quality of a conversation. Research has been updated on listening styles, receiver apprehension, and active listening. A discussion of how social media plays an important role in our relationships with others is highlighted in a new Communication & Social Media feature. Revel content includes two interactive tables covering social support topics.

Chapter 6: Adapting to Others: Diversity and Communication The section on cultural values has been updated to include the most recent cultural dimensions that intercultural researcher Geert Hofstede has added to his discussion of human cultural values. The new material focuses on expectations about happiness. The coverage of sex and gender has been updated, and the definition of race has also been revised. A discussion of communication accommodation theory has also been added to the chapter. A list of suggestions on how to ethically adapt to others in various situations has been updated. In Revel, numerous videos highlight topics related to intercultural communication.

Chapter 7: Understanding Interpersonal Communication This chapter now includes new content on sexual attraction and online dating apps and services, as well as new research on online interpersonal relationships. The impact of technological innovations has also been added to the discussion of long-distance relationships. Two new Communication & Social Media features have been added to the chapter. The first explores trends related to social media, such as the flirtmoji, and the second discusses couples' decisions to become "FBO" (Facebook official). Content on self-absorption now includes more social media examples. In Revel, several videos in this chapter are accompanied by Video Self-Checks, allowing students to test their knowledge of interpersonal communication topics. The Revel version also includes an interactive figure of the Johari Window.

Chapter 8: Enhancing Relationships The discussion of relational de-escalation has been revised to reflect five stages instead of six. Figure 8.1 on relationship stages has been updated. New apply and assess questions have been added to the end of the chapter. Several Recap boxes in this chapter are interactive in Revel, allowing students to test their knowledge of relationship topics.

Chapter 9: Understanding Group and Team Performance Section 9.1 includes a new discussion about the advantages and disadvantages of working in virtual groups and teams. A new Communication & Social media box highlights research on the differences in the way men and women react to someone using his or her phone during a meeting or conversation. The Revel version offers a multimedia gallery highlighting different communication networks.

Chapter 10: Enhancing Group and Team Performance The discussion of better brainstorming has been revised. Figure 10.1, which illustrates the needed balance of structure and interaction in groups, has been updated. Additional content on transformational leadership has been added. Video and audio excerpts and examples, as well as interactive tables on topics, such as leadership styles and solving meeting agenda problems, are available in Revel.

Chapter 11: Developing Your Speech The Developing Your Speech Step by Step feature boxes have been updated with a new speech example about the health reasons for not drinking soda. A new Communication & Social Media feature explores the impact of Facebook on the 2016 U.S. Presidential Election. A number of new figures illustrate public speaking anxiety, building confidence, brainstorming topics, web directory searches, narrowing a broad topic, and the appropriateness of the central idea. Revel offers a host of interactive figures that illuminate such topics as speaking anxiety, brainstorming, narrowing a broad topic, and developing a central idea. The chapter also includes numerous audio clips of sample speeches.

Chapter 12: Organizing and Outlining Your Speech The sample preparation outline feature has been updated with a new example on the health risks of drinking soda. A new Communication & Social Media feature discusses how to make a “content sandwich.” New examples have been added throughout the chapter for the following topics: cause and effect organization, specificity, soft-to-hard evidence, initial and internal previews, personal anecdotes, rhetorical questions, hypothetical illustrations, and memorable lines. Revel provides an interactive, annotated outline with accompanying audio clips and a video.

Chapter 13: Delivering Your Speech The section on effective presentation aids has been revised and reorganized. A discussion on how to communicate social media statistics with computer-generated presentation aids is highlighted in a new Communication & Social Media feature. Four new figures illustrate tips for effective manuscript, memorized, impromptu, and extemporaneous speaking. New figures on figurative language and effectively using various presentation aids have also been added. Examples of bar, pie, and line graphs have been updated. The Revel version includes videos of two presidential speeches: Barack Obama’s Farewell Address and Bill Clinton’s address to Congress on healthcare.

Chapter 14: Speaking to Inform New figures illustrating word pictures and attention-getting supporting material have been added to the chapter. A new Communication & Social Media feature on best practices for social media presentations has also been included. The sample informative speech on Elvis Presley has accompanying video and audio annotations in Revel.

Chapter 15: Speaking to Persuade This chapter features a new sample student persuasive speech on private ambulance companies. Additional content on social media has been added to a discussion of how to narrow a speech topic. Figure 15.4, which illustrates targeting attitudes, beliefs, and values in specific purpose statements, has been updated. In Revel, students can listen to excerpts and examples of sample speeches.

Appendix A: Interviewing Material on preparing a résumé and networking has been updated and revised. A new Communication & Social Media feature highlights how employers routinely review social media sites, such as Facebook and Twitter, to learn more about job applicants. In Revel, a number of Recap boxes and bulleted lists are interactive.

Appendix B: Sample Speeches for Discussion and Evaluation Appendix B includes a new informative speech on audism, and a new persuasive speech on doctors and sex abuse. Students can view videos of both speeches in Revel.

What Stays the Same in This Edition?

In our seventh edition of *Communication: Principles for a Lifetime*, our goal remains the same as in the first edition: to provide a cogent presentation of what is essential about human communication by organizing the study of communication around five fundamental communication principles that are inherent in the process of communicating with others.

Our Integrated Approach Remains Unchanged

To help students remember and integrate essential communication principles, we've organized the study of human communication around five fundamental communication principles:

Principle One: Be aware of your communication with yourself and others.

Principle Two: Effectively use and interpret verbal messages.

Principle Three: Effectively use and interpret nonverbal messages.

Principle Four: Listen and respond thoughtfully to others.

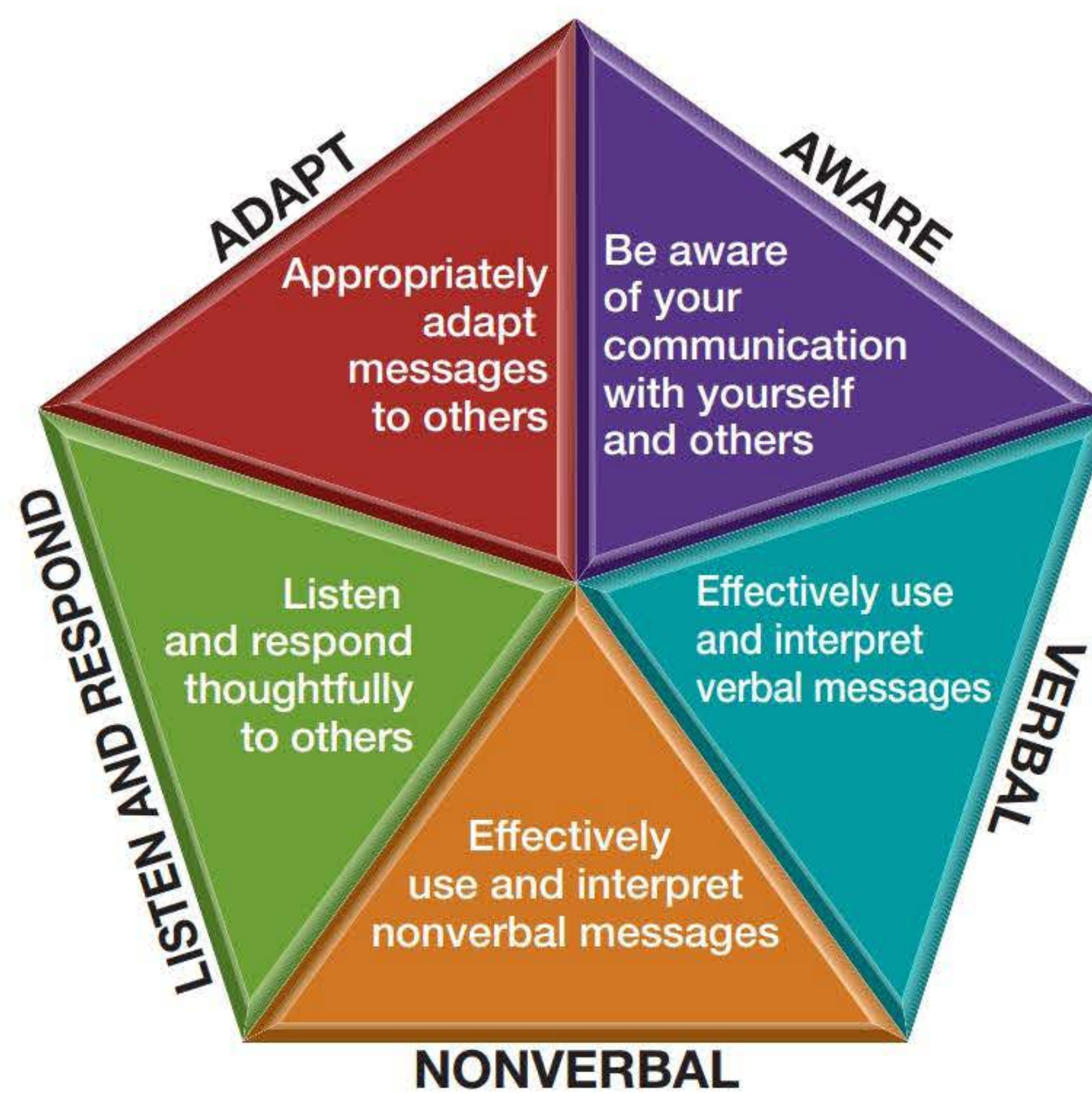
Principle Five: Appropriately adapt messages to others.

We don't claim that everything you need to know about communication is embedded in our five communication principles. These principles do, however, synthesize essential research and wisdom about communication. They are designed to help students in an introductory communication course see the "big picture" of the role and importance of communication, both as they sit in the classroom and as they live their lives.

The problem with many introduction to communication courses is that there is often too much of a good thing. An introductory course covers a vast terrain of communication concepts, principles, and skills. Besides learning about several theories of communication, students are also presented with what may appear to them to be miniature courses in interpersonal communication, group communication, and public speaking.

At the end of a typical hybrid or introductory communication fundamentals course, both students and instructors have made a breathless dash through an astounding amount of information and number of skills. The barrage of ideas, contexts, and theories can leave students and instructors feeling overwhelmed by a seemingly unrelated hodgepodge of information. Students may end up viewing communication as a fragmented area of study that includes a bushel basket full of concepts and applications, but they have little understanding of what is truly fundamental about how we make sense out of the world and share that sense with others. Rather than seeing communication as a crazy quilt of unrelated ideas and skills, we want students to see a unified fabric of common principles that they will remember long after the course is over. The five fundamental principles provide a framework for understanding the importance of communication in our lives.

Our pentagon model illustrates the relationships among the five communication principles that provide the overarching structure of the book. As a principle is being introduced or discussed, the appropriate part of the model is highlighted. In most texts, communication principles are typically presented in the first third of the book and then abandoned, as material about interpersonal, group, and public communication is presented. We don't use a "hit-and-run" approach. Instead, using examples and illustrations to which students can relate, we carefully discuss each principle early in the book. Throughout the latter two-thirds of the book we gently remind students of how these principles relate to interpersonal relationships, group and team discussions, and public presentations.



We link the five communication principles with specific content by using a margin icon to indicate that a discussion in the text of a skill, concept, or idea is related to one or more of the five communication principles. The icons, described in Chapter 1 and illustrated here, first appear in the margin in Chapter 7, “Understanding Interpersonal Communication,” which is the first context chapter of the book. The icons help students see the many applications our five communication principles have to their lives as they read about interpersonal communication, group and team communication, and public speaking.

A subtext for these five principles is the importance of communicating ethically with others. Throughout the book we invite students to consider the ethical implications of how they communicate with others, through the use of probes and questions. As we discuss in Chapter 1, we believe that in order to be effective, a communication message must achieve three goals: (1) it must be understood; (2) it must achieve its intended effect; and (3) it must be ethical. Our five Communication Principles for a Lifetime are designed to help students achieve these three goals.

The Successful Structure of the Book Stays the Same

This seventh edition retains the overall structure of the six previous editions and is organized into four units.

Unit I introduces the five principles (Chapter 1), and then each principle is explained in a separate chapter (Chapters 2 through 6). Each communication principle is discussed and illustrated to help students see its value and centrality in their lives. Chapter 2 discusses the principle of being self-aware. Chapter 3 focuses on using and interpreting verbal messages, and Chapter 4 focuses on using and interpreting nonverbal messages. Chapter 5 includes a discussion of the interrelated processes of listening and responding, giving special attention to the importance of being other-oriented and empathic. The final principle, appropriately adapting to others, is presented in Chapter 6; we use this principle to illustrate the importance of adapting one’s behavior to culture and gender differences among people.

Unit II applies the five communication principles to interpersonal relationships. Unlike many treatments of interpersonal communication, our discussion links the concepts and strategies for understanding interpersonal communication with our five Communication Principles for a Lifetime. Chapter 7 presents information to help

students better understand the nature and function of communication in relationships. Chapter 8 identifies communication strategies that can enhance the quality of interpersonal relationships.

Unit III discusses how the five communication principles can help students understand and enhance communication in small groups and teams. Chapter 9 explains how groups and teams work. We offer practical strategies for collaboratively solving problems, leading groups and teams, and running and participating in meetings in Chapter 10.

Finally, Unit IV presents classic content to help students design and deliver a speech, referring to contemporary research and using the latest tools of technology. Based on our popular audience-centered approach to developing a speech, we emphasize the importance of adapting to listeners while also being an ethically vigilant communicator. Chapters 11 through 15 offer information and tips for developing speech ideas, organizing and outlining speeches, delivering a speech (including using presentational and multimedia aids), crafting effective informative speeches, and developing ethical persuasive messages.

We conclude the book with two appendices designed to supplement our instruction about communication fundamentals. Appendix A includes practical strategies for being interviewed and for interviewing others. We relate our discussion of interviewing to the five Communication Principles for a Lifetime. Appendix B includes examples of recent presentations to illustrate what effective, well-planned speeches look like.

Our Partnership with Students to Help Them Learn Stays the Same

A textbook is essentially a “distance learning” tool. As we write each chapter, we are separated from the learner by both time and space. To help lessen the distance between author and reader, we’ve incorporated a variety of learning resources and pedagogical features to engage students in the learning process. This engagement is heightened significantly in Revel, but you’ll also find many features designed to engage students in the traditional print text as well. As we note in the text, information alone is not communication. Communication occurs when the receiver of information responds to it. Our special features help turn information into a responsive communication message that has an effect on students’ lives.

Principles Model and Icons Our pentagon model and margin icons help students see connections between the various communication concepts and skills we present. Throughout the text we provide an integrated framework to reinforce what is fundamental about human communication. Long after students may have forgotten the lists they memorized for an exam, we want them to remember the five fundamental principles we highlighted throughout the book. Remembering these principles can also help them remember strategies and concepts to enhance their interpersonal relationships, improve group and team meetings, and design and deliver effective presentations.

Chapter-End Summary of Communication Principles for a Lifetime In addition to using the margin icons to highlight material in the text related to one or more communication principles, we conclude each chapter with a summary of the chapter content organized around the communication principles. Our chapter summaries at the ends of the first six chapters distill essential information about the specific communication principle presented in the chapter. Starting in Chapter 7, we review and summarize the chapter content using all five Communication Principles for a Lifetime as a framework.

Miniature versions of our principles icons appear with headings to highlight the five fundamental principles. The purpose of this chapter-end feature is to help students synthesize the material related to the context discussed (e.g., interpersonal communication) and the five principles that undergird the descriptive and prescriptive information presented in the chapter. This feature will help students connect the variety of ideas and skills with the five communication principles.

Communication & Ethics To help students consider the ethical dimensions of human communication, in each chapter we provide a special boxed feature called “Communication & Ethics.” Students are asked to consider a case study or to ponder their responses to ethical questions. The cases and questions we pose are designed to be thought-provoking, to spark insightful class discussion, or to be used in combination with a journal assignment or other learning method to help students see connections between ethics and communication.

Communication & Social Media Because of the importance of social media in our lives, in each chapter we include special material about social media and communication to help students become sensitive to the sometimes mindboggling impact that social media platforms like Facebook, Twitter, Snapchat, and Instagram have on our communication with others. We also discuss the importance and role of social media in several chapters throughout the book. The prevalence of social media in students’ lives offers powerful teachable moments to help students learn and apply communication principles.

Communication & Diversity Each chapter includes a “Communication & Diversity” feature designed to help students see the importance of diversity in their lives. Yet we don’t relegate discussions of diversity only to a boxed feature. Because we believe diversity is such an important communication topic in contemporary society, we discuss diversity in the text, not only in relation to our fifth principle of communication (appropriately adapt messages to others) in Chapter 6, but throughout the book.

Comprehensive Pedagogical Learning Tools To help students master the material, we’ve built in a wealth of study aids:

- Learning objectives provide a compass to help students know where they are headed, which they can check at key points throughout each chapter.
- Chapter outlines preview key concepts.
- Concise and highly praised Recap boxes distill essential content.
- Key terms in boldface with marginal glossary help students master essential terms.
- Chapter-end Study Guides offer narrative summaries and key terms lists.
- The Principle Points, chapter-end summaries of the five Communication Principles, recap applications of the principles to students’ real-life communication.
- Chapter-end apply questions guide students to think critically about how they can apply chapter concepts to their lives and relationships.
- Many chapter-end skills assessment and collaborative learning activities have been revised and updated for this edition.

Our Partnership with Instructors Stays Strong

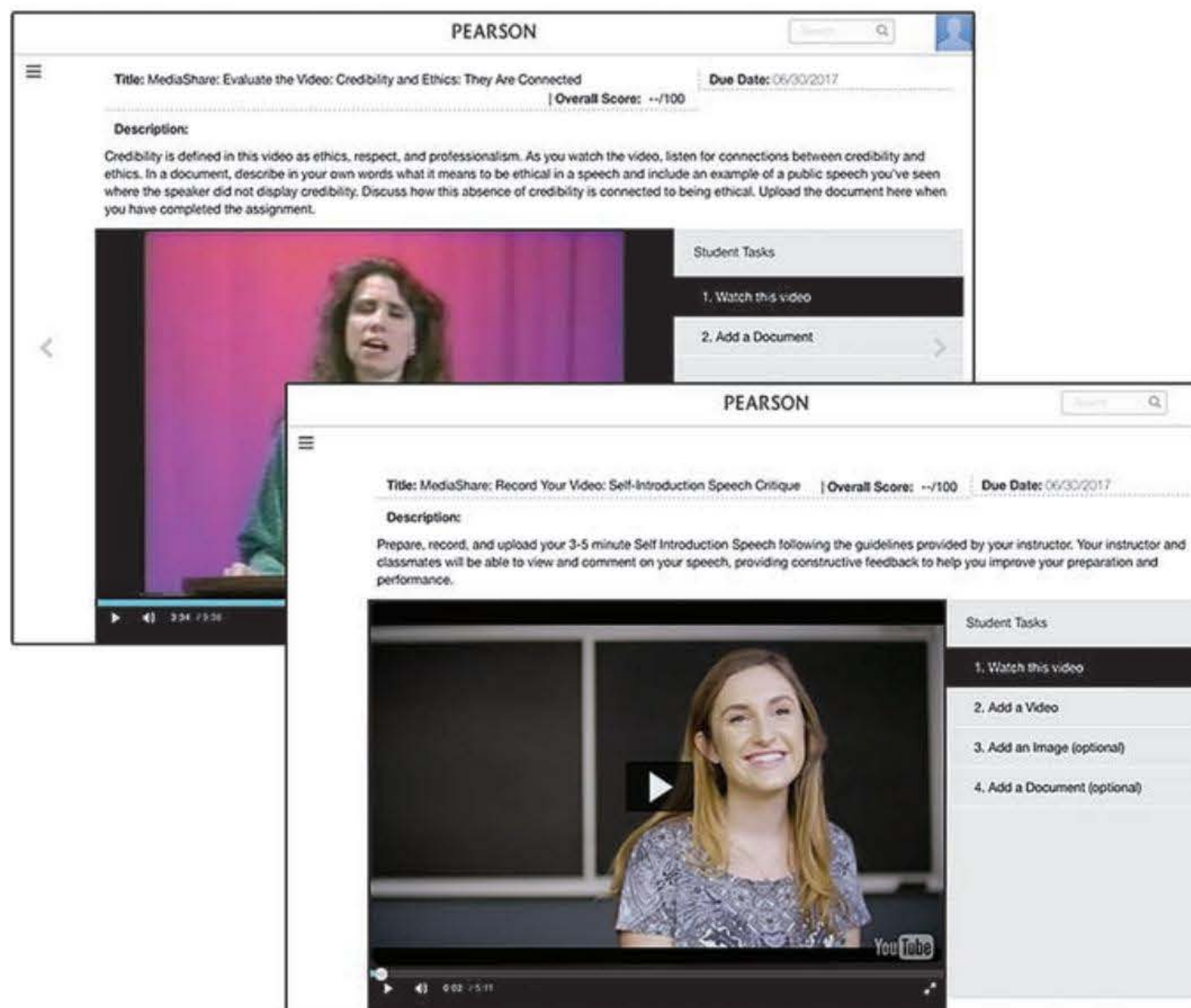
As authors, we view our job as providing resources that instructors can use to bring communication principles and skills to life. A textbook is only one tool to help teachers teach and learners learn. As part of our partnership with instructors to facilitate learning, we offer an array of print and electronic resources to help teachers do what they do best: teach. In addition to the vast array of learning resources we've built into the text, we offer a dazzling package of additional resources to help instructors generate both intellectual and emotional connections with their students.

Key instructor resources include an Instructor's Manual (ISBN 0-13-455386-1), TestBank, (ISBN 0-13-455378-0), and PowerPoint Presentation Package (ISBN 0-13-455373-X). These supplements are available on the catalog page for this text on Pearson.com/us (instructor login required). MyTest online test-generating software (ISBN 0-13-455383-7) is available at www.pearsonmytest.com (instructor login required).

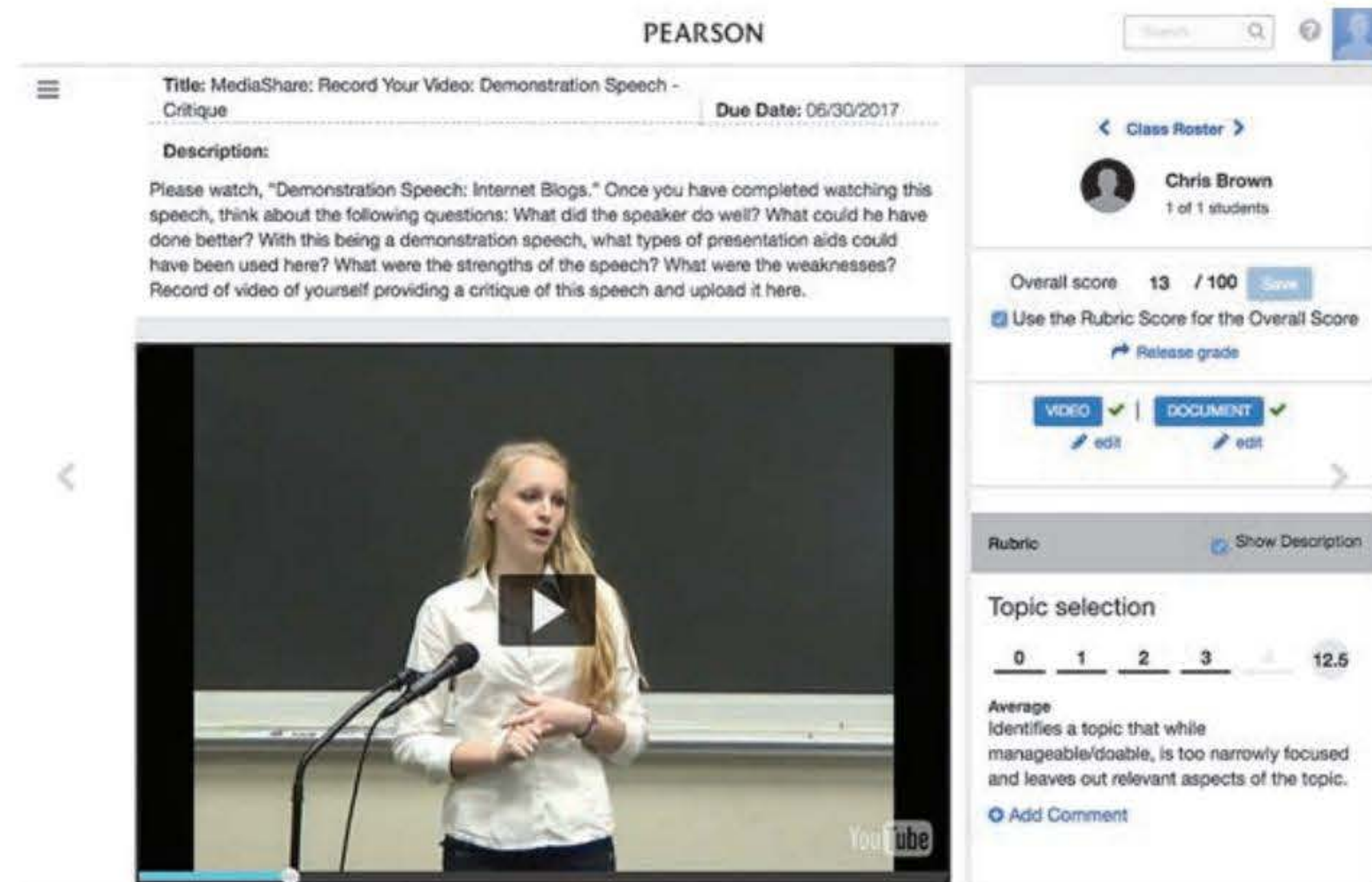
For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearson.com/communication.

Pearson MediaShare

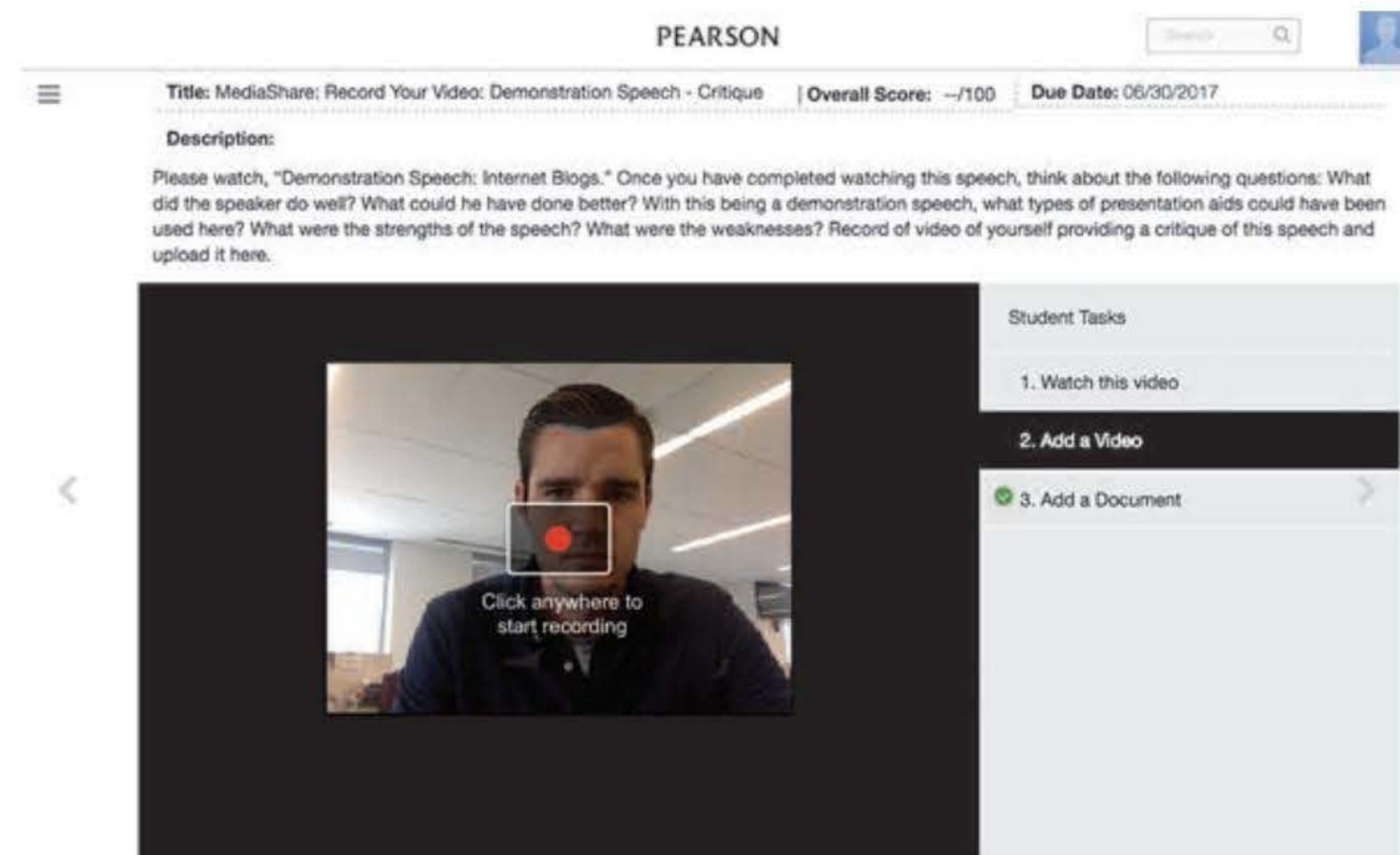
Pearson's comprehensive media upload tool allows students to post videos, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.



The best of MediaShare's functionality, including student video submissions with grading and video quizzes, is now available to use and assign *within Revel*, making Revel an even more complete solution for Communication courses. By placing these key components of MediaShare within Revel, students have one all-inclusive space to practice and have their performance assessed while actively learning through interactive course content. Revel with MediaShare is an unparalleled immersive learning experience for the Communication curriculum.



- Use MediaShare to assign or view speeches, video-based assignments, role plays, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.



- Set up assignments for students with options for full-class viewing and commenting or private comments between you and the student.
- Record video directly from a tablet, phone, or other webcam.
- Embed video from YouTube via assignments to incorporate current events into the classroom experience.

- Set up quiz questions on video assignments to ensure students master concepts, and interact and engage with the media.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.

Acknowledgments

Although our three names appear on the cover as authors of the book you are holding in your hands, in reality hundreds of people have been instrumental in making this book possible.

Communication scholars who have dedicated their lives to researching the importance of communication principles, theories, and skills provide the fuel for this book. We thank each author we reference in our voluminous endnotes for the research conclusions that have brought us to our contemporary understanding of communication principles. We thank our students who have trusted us to be their guides in their study of human communication. They continue to enrich our lives with their enthusiasm and curiosity. They have inspired us to be more creative by their honest, quizzical looks and challenged us to go beyond “textbook” answers with their thought-provoking questions.

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Reviewers of the Third Edition: Dom Bongiorno, Kingwood College; Jo Anne Bryant, Troy University; Cherie Cannon, Miami–Dade College; Thomas Green, Cape Fear Community College; Gretchen Harries, Austin Community College; Xin-An Lu, Shippensburg University of Pennsylvania; Sara L. Nalley, Columbia College; Kristi Schaller, University of Hawaii; David Shuhly, Salisbury University; John Tapia, Missouri Western State College.

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Steven A. Beebe
Susan J. Beebe
Diana K. Ivy