GLOBAL EDITION

COMMUNICATION

PRINCIPLES FOR A LIFETIME

EIGHTH EDITION

STEVEN A. BEEBE
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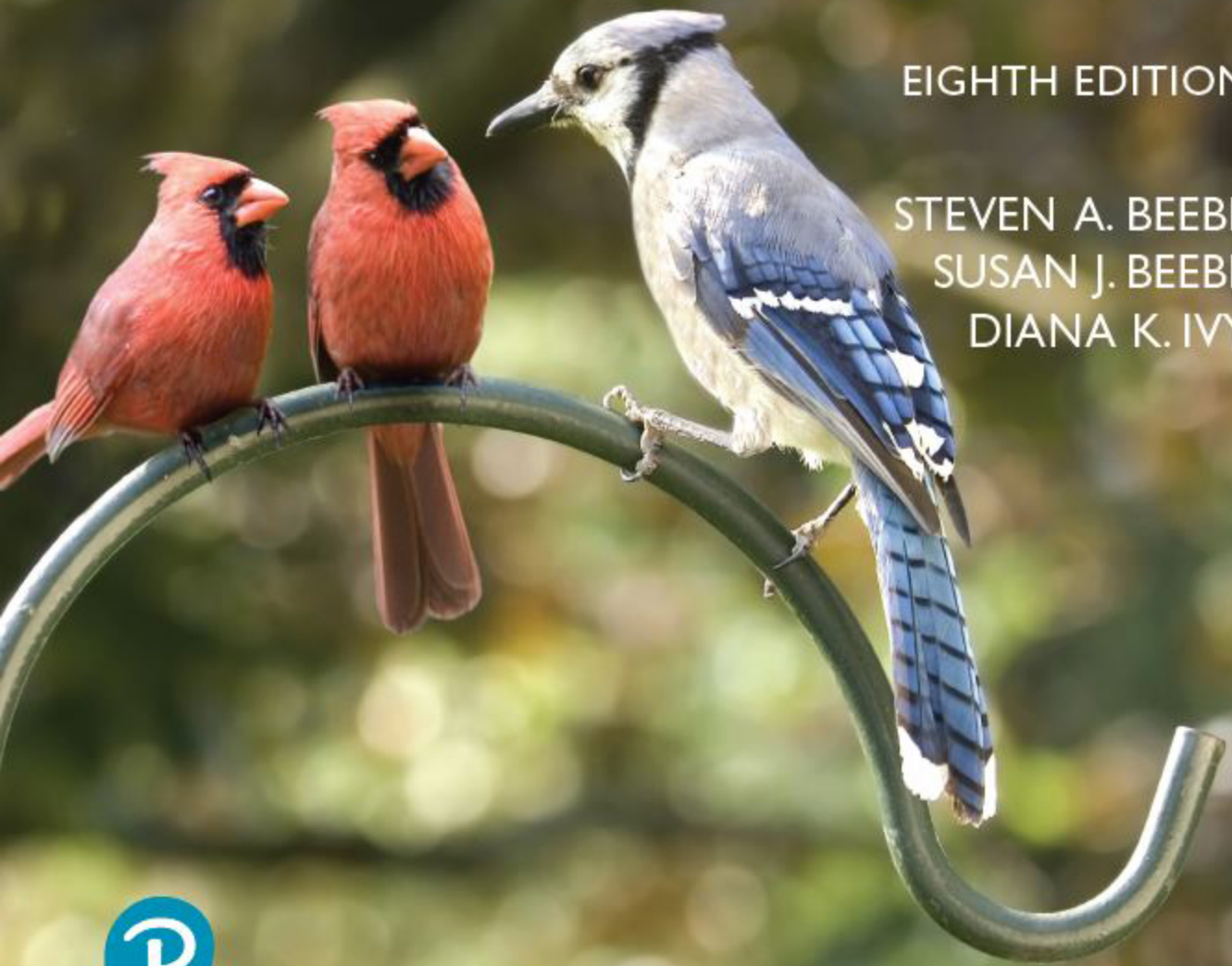

COMMUNICATION

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Eighth Edition

Global 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 text 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 text will take only one communication course 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 seven 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.

What's New to the Eighth Edition?

Reviewers, instructors, and our students have given us feedback about the seven 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.

We have included the following new features in every chapter:

- New Critical/Cultural Perspectives & Communication feature boxes appear in each chapter and explore various communication topics from a critical/cultural communication perspective, focusing on messages about power, resistance, suppression, marginalization, and culture.
- The chapter-end Study Guide has been revised for this edition. Learning objectives, review summaries, key terms, and apply and assess questions are now called *Principle* Points, *Principle* Terms, and *Principle* Skills to call attention to the five *Principles for a Lifetime* we highlight throughout the text.
- In each chapter we've provided updated and expanded research that incorporates the latest findings about the principles and skills of human communication.
- We've added fresh, contemporary examples and illustrations to which students can relate.
- New photos and illustrations amplify the content of our message.

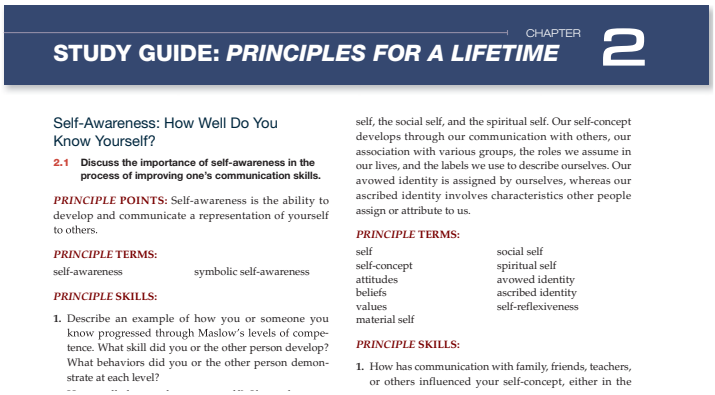
CRITICAL/CULTURAL PERSPECTIVES & COMMUNICATION

Stereotypes Are Lazy

Probably every person reading this text has felt the sting of a stereotype being applied to them in some way or another. Perhaps you were tagged as a nerd or geek growing up, simply because you enjoyed school, worked hard, and made good grades. Maybe you were a good athlete and somebody called you a "dumb jock," as though athleticism and intelligence could not co-reside in one person. Maybe the stereotype went deeper, into identity factors such as your sex or gender, sexual orientation, race, ethnicity, religion, or ability level. Maybe you moved from one part of the country to another and the stereotype emerged in your new locale.

What motivates someone to talk in stereotypes or to inflict stereotypical language onto other people? Is it laziness? Could it be power? Sometimes people feel insecure or in competition with others; sometimes people are simply ignorant about various forms of diversity. People also use labels to downgrade or diminish others in order to minimize a perceived disparity between them. It can be a tactic to make oneself seem more powerful and to project an air of superiority when you're in the outgroup, not the ingroup.[70]

We encourage you to inventory your attitudes about others and the language you use. Purge your language of stereotypes. No one wants to be treated like a category rather than a unique individual.



CHAPTER 2

STUDY GUIDE: *PRINCIPLES FOR A LIFETIME*

Self-Awareness: How Well Do You Know Yourself?

2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

***PRINCIPLE* POINTS:** Self-awareness is the ability to develop and communicate a representation of yourself to others.

***PRINCIPLE* TERMS:**

self-awareness
symbolic self-awareness

***PRINCIPLE* SKILLS:**

1. Describe an example of how you or someone you know progressed through Maslow's levels of competence. What skill did you or the other person develop? What behaviors did you or the other person demonstrate at each level?

self, the social self, and the spiritual self. Our self-concept develops through our communication with others, our association with various groups, the roles we assume in our lives, and the labels we use to describe ourselves. Our avowed identity is assigned by ourselves, whereas our ascribed identity involves characteristics other people assign or attribute to us.

***PRINCIPLE* TERMS:**

self
self-concept
attitudes
beliefs
values
material self
social self
spiritual self
avowed identity
ascribed identity
self-reflexiveness

***PRINCIPLE* SKILLS:**

1. How has communication with family, friends, teachers, or others influenced your self-concept, either in the

- Appendix B includes two new student speeches that model the best practices in public speaking.

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

- Revised Diversity & Communication feature boxes complement and expand discussions of new applications of research about diversity throughout the text.
- Revised Ethics & Communication feature boxes reinforce the importance of being an ethical communicator and may spark discussion of ethical questions.
- Revised Social Media & Communication feature boxes explore ways to effectively use social media as an important communication tool.

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

Chapter 1: Identifying Foundations of Human Communication A new Critical/Cultural Perspectives & Communication feature box entitled "Where Are You Standing?" explains how a person's perceived power and ability to influence others can impact how he or she makes sense of the world and shares that sense with others. Additional research on the benefits of strong interpersonal relationships, how we use technology to make human connections, and mediated communication has also been added to the chapter. The Social Media & Communication feature box, "Facebook versus TikTok: Connecting on Social Media," discusses data on the popularity of various social media platforms. Our discussion about context has been expanded to include explanations of physical, historical, psychological, and cultural communication environments. We have clarified the difference between the word *communication* and *communications* (with the "s"). Revel features new videos and accompanying self-checks on interpersonal communication models and the benefits of studying communication. There is also a new journal prompt encouraging students to think about their career goals and how they relate to the study of communication.

Chapter 2: Exploring Self-Awareness and Communication The new Critical/Cultural Perspectives & Communication box entitled "Stereotypes Are Lazy" discusses stereotypical language and encourages students to inventory their attitudes about others and the language they use. A new Diversity & Communication box talks about self-concept development among Malaysian vocational students. The various pros and cons of the "fitspiration" social media movement are covered in a new Social Media & Communication box. The chapter also includes new research on the connection between self-esteem and physical attractiveness, as well as the relationship between self-esteem and social media use. In Revel, there are new videos on how social media can affect

our self-esteem, the accuracy of our perceptions, and why the Internet perpetuates gender stereotypes. A new journal prompt asks students if they have ever experienced self-esteem loss from comparing themselves to others and a new shared writing prompt encourages students to provide self-labels to describe their own attitudes, beliefs, values, and actions.

Chapter 3: Understanding Verbal Messages A new Critical/Cultural Perspectives & Communication box entitled "Black Lives Matter vs. All Lives Matter" explains why it's important to inventory and interrogate our use of language. The Social Media & Communication box in this chapter looks at the impact of "Netspeak". New examples and research have been added to the discussions about symbols, neologisms, the power of words, biased language, and empathy. Our discussion of transphobia and transphobic language has been expanded. Revel features new videos with accompanying self-checks about how people create meanings for language and how social media has changed the way news is communicated. New journal prompts ask students to consider the power of words and think about the ways words can communicate feelings.

Chapter 4: Understanding Nonverbal Messages To capture students' interest, we've added new nonverbal communication examples, including how the use of touch, eye contact, and physical space have changed as a result of the COVID-19 pandemic. A new discussion about the power and influence of physical beauty is included in the Critical/Cultural Perspectives & Communication box. New research findings about the multi-channeled nature of nonverbal communication, appearance, and affectionate touch have also been added to the chapter. A new video in Revel with an accompanying self-check explains why nonverbal communication is just as important as verbal communication. Another new video discusses why some people find lying much easier than others. A new journal prompt asks students to think of someone they know and to consider the nonverbal dominance cues they associate with that person.

Chapter 5: Listening and Responding The discussion of empathic listening has been significantly revised and updated with new examples and research. We have added a definition of closeness communication bias to the chapter. A new Critical/Cultural Perspectives & Communication feature box discusses listening expectations and assumptions. New research on meditation techniques, interrupters, asking relevant questions, emotional intelligence, and supportive messages has been added to the chapter. In Revel, new journal prompts ask students to consider a time when they may have experienced closeness communication bias and when they found their mind wandering while trying to listen. A new shared writing prompt encourages students to consider their most challenging barrier to listening.

Chapter 6: Adapting to Others: Diversity and Communication An introduction to and a discussion of the concept of intersectionality is now included in the chapter. Accompanying this discussion is a new Critical/Cultural Perspectives & Communication box entitled "Do You Have Power?", which explains why it's important to be aware of your own perceived power and your positionality, as well as the power others are perceived to have in order to be an effective communicator. Our coverage of sex, gender, gender identity, sexual orientation, race, ethnicity, and social class has been revised and updated with new research and examples. A discussion about gender expression has been added to the chapter. Research on Generation Z has been added to Table 6.1 and to the coverage of generational characteristics within the text. In Revel, a new journal prompt asks students to consider how their race, class, gender, and sexuality impact their social identity.

Chapter 7: Understanding Interpersonal Communication A new Critical/Cultural Perspectives & Communication feature box asks students to think about where they stand, in terms of privilege, power, and influence, in comparison to others. New research on flirting, online dating, and pickup lines has been added to the chapter. In Revel, new videos and video self-checks discuss strategies for maintaining long-distance friendships and the pros and cons of online dating. A new shared writing prompt asks students to consider the topic of social attraction.

Chapter 8: Enhancing Relationships The discussion of assertive and aggressive communication has been revised and updated. A new Critical/Cultural Perspectives & Communication feature box discusses interpersonal power and how it impacts our relationships with others. Additional research on college friendships, the global pandemic's impact on families, cheating, ghosting, and conflict has been added to the chapter. Revel includes two new videos and accompanying self-checks on apologies and family conflicts. We have also added a new journal prompt about breakups and a new shared writing prompt about ghosting.

Chapter 9: Understanding Group and Team Performance A new Critical/Cultural Perspectives & Communication box discusses how joining forces with others who hold similar views can help you gain more influence. A new discussion about information power has been added to the chapter. In Revel, we've added new videos on why it's important to study small group communication, how technology has changed the way we communicate in small groups, how to improve communication in virtual groups, and what makes a group a team. A new journal prompt asks students to think about what constitutes a group or team.

Chapter 10: Enhancing Group and Team Performance A new Critical/Cultural Perspectives & Communication box entitled "Who Controls the Agenda?" discusses how to assess who holds the most power in a meeting. In addition, a new Social Media & Communication feature box discusses the importance of virtual and face-to-face meetings. New research has been added to the chapter on the following topics: risk-taking within groups, the use of technology in helping groups stay on task, high-performing group practices, substantive conflict within groups and teams, transformational leadership, and virtual groups. In Revel, we've added a number of new videos on topics such as how to plan more productive meetings, problem-solving strategies for groups and teams, how to use collaborative apps to connect virtually with team members, obstacles that virtual groups face, small group leadership, how diversity contributes to group creativity, and the dangers of groupthink.

Chapter 11: Developing Your Speech To capture student interest, new speech examples have been added throughout the chapter on topics such as parental leave policies, pollution by the U.S. military, child slavery, Michigan's COVID-19 reopening policy, deaths in U.S. jails and prisons, domestic violence, and 3D printed guns. Figures 11.4 (Brainstorming a Topic), 11.5 (Possible Topics from a Web Directory Search), 11.6 (Narrowing a Broad Topic), and 11.10 (The central idea should be a complete declarative sentence) have been revised and updated with new examples. A new Critical/Cultural Perspectives & Communication feature box discusses public advocacy, and a new Social Media & Communication box discusses issues with disinformation on social media. In Revel, we have added new videos about the fear of public speaking, audience analysis, choosing the right speech topic, selecting the right sources, and plagiarism.

Chapter 12: Organizing and Outlining Your Speech To assist in student understanding, five new figures (12.1, 12.2, 12.3, 12.4, and 12.5) have been added to the chapter to visually present how topics can be organized topically, chronologically, spatially, to show cause and effect, and by problem and solution. A new Critical/Cultural

Perspectives & Communication box discusses how logically organizing your persuasive speech can help you effect positive change. To increase student interest, we've added new excerpts from speeches on overcrowded animal shelters, universal health care, bees, body brokering, and opioid abuse. In Revel, new videos have been added on the following speech topics: signposting, introductions, conclusions, outlines, and structure. A new journal prompt asks students to write an introduction for a speech on what "defunding the police" could mean for communities.

Chapter 13: Delivering Your Speech A new Critical/Cultural Perspectives & Communication feature box explains why words *constitute* rather than *transfer* meaning, and a new Social Media & Communication box discusses how the meaning of certain words can change over time, as evidenced by the evolution of the term *boogaloo*. To capture student interest, Figures 13.7 (Chart) and 13.8 (Three Types of Graphs) have been redrawn using U.S. COVID-19 data from the summer of 2020. We've also added a new word cloud illustration that visualizes the frequency with which activist Greta Thunberg used various words in her speech at the 2019 United Nations Climate Action Summit. In Revel, new videos discuss how Abraham Lincoln, John F. Kennedy, and Barbara Jordan used language in their most famous speeches, and how the typefaces in your presentation aids can influence your audience's impression of your speech. A new journal prompt encourages students to think about ways they could more effectively use presentation aids. A new shared writing prompt asks students to identify three examples of figurative language used in Martin Luther King Jr.'s famous "Dream" speech.

Chapter 14: Speaking to Inform In this chapter, we have provided new lists of sample subjects for speeches about people and events. A new Critical/Cultural Perspectives & Communication box discusses what makes "fake news" fake, and a new Social Media & Communication box shares an example of how informative speaking has moved online in response to the COVID-19 pandemic. In Revel, a new video discusses how good storytelling can make speeches more engaging and powerful. In addition, a new journal prompt asks students to provide ideas for attention-catching supporting material they could use for a speech about the most recent U.S. presidential election.

Chapter 15: Speaking to Persuade We've added a new figure (15.7) to visually present eight common logical fallacies so students can more easily identify them. A new Critical/Cultural Perspectives & Communication box explains why persuasion must be a dialogue, with both speaker and listener sharing responsibility for the outcome, and a new Social Media & Communication box discusses online influencers and the trend of social media houses in Los Angeles. In Revel, new journal prompts ask students to share a time when they were indirectly persuaded by a speech or an advertisement, and to come up with an emotion-arousing illustration or description for a speech about the importance of registering to vote.

Appendix A: Interviewing A new introduction to this appendix highlights how much the job application process has changed over time. A new Critical/Cultural Perspectives & Communication feature box discusses how to make unbiased, ethical, and legal hiring decisions. In Revel, a new video discusses how to have a successful job interview. A new journal prompt asks students to think about a question they had trouble answering in a past job interview and to consider how they would answer the same questions today.

Appendix B: Sample Speeches for Discussion and Evaluation This appendix features two new student speeches, including one about an alternative methodology of incarceration and rehabilitation in Brazil and another about the discrimination that queer defendants face in the U.S. justice system.

What Stays the Same in This Edition?

In our eighth 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:

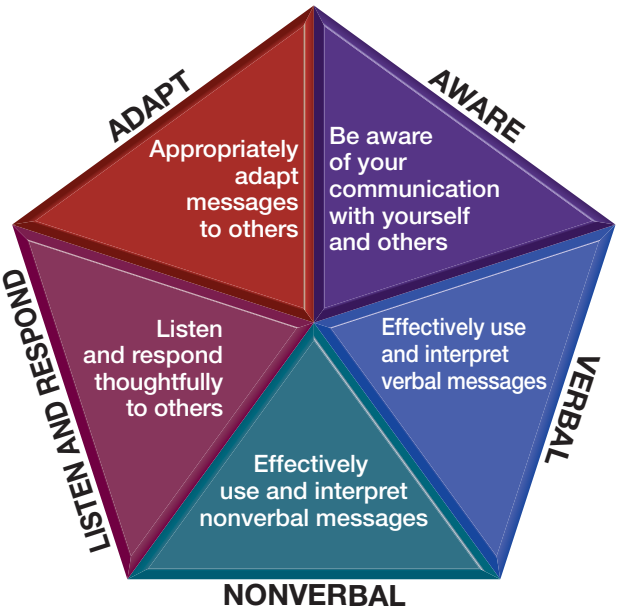
Principle One: Be aware of your communication with yourself and others.
Principle Two: Effectively use and interpret verbal messages.
Principle Three: Effectively use and interpret nonverbal messages.
Principle Four: Listen and respond thoughtfully to others.
Principle Five: Appropriately adapt messages 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 text. 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 text 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 text. Throughout the latter two-thirds of the text 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 text. 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 text 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 Text Stays the Same

This eighth edition retains the overall structure of the seven 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 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 text 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 two examples of recent student 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. 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 highlight throughout the text. 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.

Critical/Cultural Perspectives & Communication These new Critical/Cultural Perspectives & Communication boxes appear in every chapter and explore various communication topics from a critical/cultural communication perspective, focusing on messages about power, resistance, suppression, marginalization, and culture. Students are invited to question and challenge traditional power structures, positions of influence, and historically marginalized, oppressed, or privileged individuals and groups due to a variety of intersecting factors including culture, sex, gender identity, race, ethnicity, disability, and social class.

Ethics & Communication To help students consider the ethical dimensions of human communication, in each chapter we provide a special boxed feature called Ethics & Communication. 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.

Social Media & Communication 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, Instagram, and TikTok have on our communication with others. We also discuss the importance and role of social media in several chapters throughout the text. The prevalence of social media in students' lives offers powerful teachable moments to help students learn and apply communication principles.

Diversity & Communication Each chapter includes a Diversity & Communication box 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 not only in relation to our fifth principle of communication (appropriately adapt messages to others) in Chapter 6, but throughout the text.

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 or pop-up definitions in Revel help students master essential terms.
- Chapter-end Study Guides offer "*Principle* Points" narrative summaries and "*Principle* Terms" lists.
- Chapter-end "*Principle* Skills" questions and collaborative learning activities guide students to think critically about how they can apply chapter concepts to their lives and relationships.

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 text 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 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, TestBank, and PowerPoint Presentation Package. These supplements are available on the catalog page for this text on www.pearsonglobaleditions.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.

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Special Features for Communication Students

Our communication authors have reimagined their content for Revel, embedding interactives throughout the narrative that bring the discipline to life. For example, when reading about public speaking anxiety, students are prompted to complete a self-assessment to gauge their own communication style, and explore ways to improve upon their skills. Or when students read about John F. Kennedy's famed Inaugural Address, they can also watch a video of the speech. By empowering students to actively participate in learning, Revel boosts engagement and improves results.

Dynamic content brings concepts to life

- **Videos and interactives** integrated directly into the narrative get students learning actively, making it more likely that they'll retain what they've read.
- Embedded **assessments** afford students regular opportunities to check their understanding. The results enable instructors to gauge student comprehension and provide timely feedback to address learning gaps along the way.
- **Writing assignments**—such as journaling prompts, shared writing activities, and essays—enable educators to foster and assess critical thinking without significantly impacting their grading burden.
- **Video quizzes** offer students opportunities to further their knowledge by applying concepts and testing their understanding. Instructors can share videos accompanied by time-stamped multiple-choice questions.
- **Shared multimedia assignments** make it easy for instructors and students to post and respond to videos and other media. Students can also record and upload their own presentations for grading, comments, or peer review.
- The Revel® **mobile app** lets students read and practice anywhere, anytime, on any device—online and off. It syncs work across all registered devices automatically, allowing learners to toggle between phone, tablet, and laptop as they move through their day.
- The **audio playlist** lets students listen and learn as they go.

Actionable insights help improve results

- The **educator dashboard** offers an at-a-glance look at overall class performance. It helps instructors identify and contact struggling and low-activity students, ensuring that the class stays on pace.
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For more information about all of the tools and resources in Revel and access to your own Revel account for the C*ommunication: Principles for a Lifetime,* Eighth Edition, Global Edition, go to www.pearson.com/revel.

MediaShare

MediaShare integration makes it easier than ever for students and instructors to share and comment on speeches, as well as other videos, documents, images, and more. Users can upload original content for peer and instructor feedback or embed YouTube content with just a few clicks. Having these share-and-comment tools available directly within Revel™ makes for an even more interactive learning experience.

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