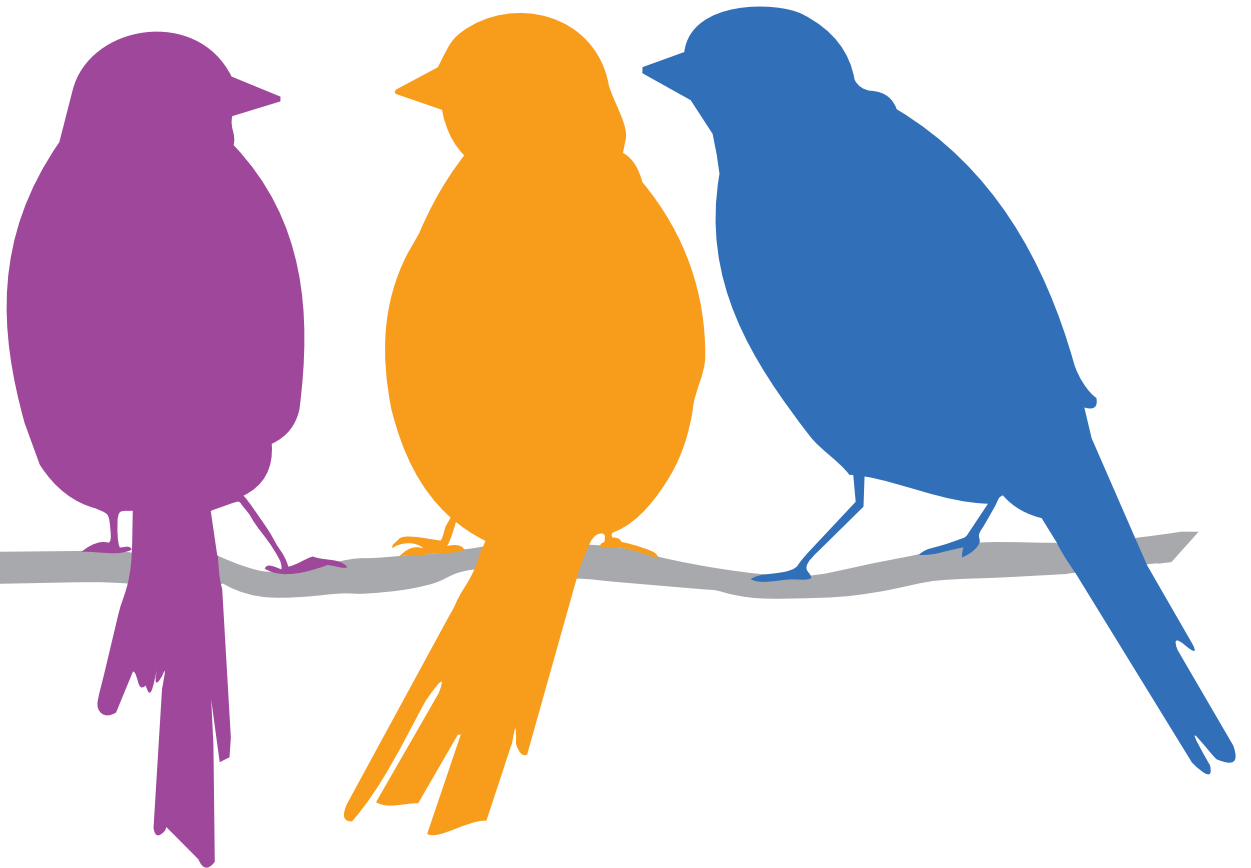


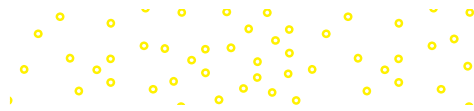
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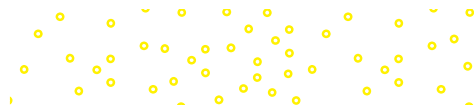
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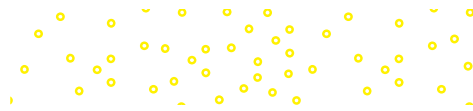
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KORY FLOYD

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INTERPERSONAL COMMUNICATION

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ISBN: 978-1-260-57562-0

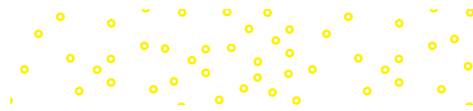
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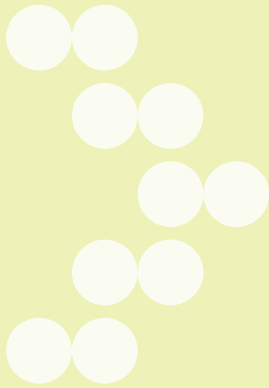
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To those who communicate
for the betterment of us all.



Dear Readers,

I can still recall how my family reacted when I said I wanted to study communication. *You already know how to communicate*, I remember one relative saying. Communication seemed like common sense to my family members, so they weren't entirely sure why I needed a PhD just to understand it.

As it turns out, a lot of other people feel the way my relatives do. Because each of us communicates in some form nearly every day of our lives, it's hard not to think of communication as completely intuitive.

That is especially true for interpersonal communication, because forming and maintaining relationships with others is such a pervasive human activity. What can we learn from research and formal study that we don't already know from our lived experience? Aren't we all experts in interpersonal communication? Just for the sake of argument, let's say we are. Why, then, do we so often misunderstand each other? Why is our divorce rate as high as it is? How come it seems like conflict and deception are all around us? How do we explain the popularity of online support groups? If we're all experts at communicating interpersonally, why is it so challenging? Maybe communication isn't as intuitive as we might think.

My goal with *Interpersonal Communication* is to help students see how communication not only affects their relationships but also influences their health, happiness, and quality of life. I want to encourage students to go beyond commonsense notions about communication and help them see the value of investigating interpersonal processes—both face-to-face and online—in a systematic manner. Importantly, I strive to meet those priorities while speaking to students in a way that interests them and helps them to use both the content and the cognitive tools to relate theories and concepts to their own experiences.

And those experiences—along with the ways we communicate—are changing quickly these days. With electronically mediated communication, what used to be unprecedented is now commonplace. Deployed servicemen watch the birth of their children live via Skype. College students organize rallies with less than a day's notice on Twitter. Adults given up for adoption as infants use Facebook to find their biological parents. Each new technology expands our world just a little more, making interpersonal communication skills increasingly valuable. With a focus on well-being, everyday applications, and adaptability to situations and channels, *Interpersonal Communication* helps students build the interpersonal skills they'll need to communicate effectively in today's quickly changing environments.

Just as our communication adapts to new communication channels, so do the ways we study and teach. *Interpersonal Communication* provides students and teachers with a holistic course solution through Connect. An all-inclusive learning tool, Connect offers students a personalized reading experience with SmartBook 2.0, an adaptive ebook that targets areas for improvement and serves up interactive learning resources as needed. Connect also helps instructors gauge students' skills and comprehension through online quizzes and homework assignments. Meanwhile, the Instructor's Manual, Test Bank, and PowerPoint slides provide additional tips and activities—adding to the robust support found in the Annotated Instructor's Edition. By seamlessly integrating all the resources for *Interpersonal Communication* in one place, Connect helps teachers get the most out of their class time and helps students study smarter.

I hope you will find the result of these efforts to be a well-integrated package of engaging and contemporary materials for the study of interpersonal communication.



A handwritten signature in black ink, appearing to be 'K. M. J.', written in a cursive style.



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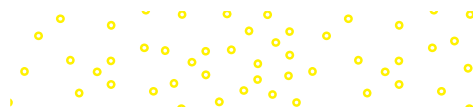


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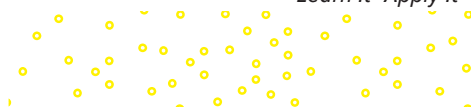
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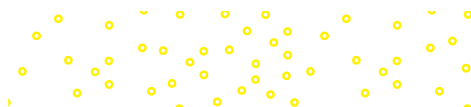
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McGraw-Hill Connect: An Overview

McGraw-Hill Connect offers full-semester access to comprehensive, reliable content and learning resources for the Interpersonal Communication course. Connect's deep integration with most Learning Management Systems (LMS), including Blackboard and Desire2Learn (D2L), offers single sign-on and deep gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific grade books, if required.

The following tools and services are available as part of Connect for the Interpersonal Communication course:

Tool	Instructional Context	Description
SmartBook® 2.0	<ul style="list-style-type: none"> • SmartBook 2.0 is an engaging and interactive reading experience for mastering fundamental <i>Interpersonal Communication</i> content. • SmartBook 2.0 is now available on all mobile smart devices—both online and offline. • Instructors can assign homework down to the sub-topic level, providing even more flexibility and control over assignments. • With the new review feature, instructors can easily create personalized assignments based on the content that each student struggles with. • SmartBook 2.0 was designed with accessibility in mind and developed to support learners with visual, auditory, cognitive, and mobility needs, providing a better user experience for all students. 	<ul style="list-style-type: none"> • SmartBook 2.0 is an adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. • SmartBook 2.0 allows students to recharge their learning by accessing previously completed assignments with a personalized learning experience focused on areas that need extra attention. • SmartBook 2.0 now includes clear pop-up and text prompts to guide students efficiently through the learning experience. • The “Learn About This” remediation process has been revamped to give students greater exposure to contextual material.

(Continued)


Connect Insight for Instructors

- Connect Insight for *Instructors* is an analytics resource that produces quick feedback related to student performance and engagement.
- Designed as a dashboard for both quick check-ins and detailed performance and engagement views.
- Connect Insight for *Instructors* offers a series of visual data displays that provide analysis on five key insights:
 - How are my students doing?
 - How is this one student doing?
 - How is my section doing?
 - How is this assignment doing?
 - How are my assignments doing?

Connect Insight for Students

- Connect Insight for *Students* is a powerful data analytics tool that provides at-a-glance visualizations to help a learner understand his or her performance on Connect assignments.
- Connect Insight for *Students* offers the learner details on each Connect assignment. When possible, it offers suggestions for the learner on how he or she can improve scores. These data can help guide the learner to behaviors that will lead to better scores in the future.

Instructor Reports

- Instructor Reports provide data that may be useful for assessing programs or courses as part of the accreditation process.
- Connect generates a number of powerful reports and charts that allow instructors to quickly review the performance of a given learner or an entire section.
- Instructors can run reports that span multiple sections and instructors, making it an ideal solution for individual professors, course coordinators, and department chairs.

Student Reports

- Student Reports allow learners to review their performance for specific assignments or for the course.
- Students can keep track of their performance and identify areas they are struggling with.

Simple LMS Integration

- Seamlessly integrates with every learning management system.
- Students have automatic single sign-on.
- Connect assignment results sync to the LMS's gradebook.

Pre- and Post-Tests

- Instructors can generate their own pre- and post-tests from the Test Bank.
- Pre- and post-tests demonstrate what learners already know before class begins and what they have learned by the end.
- Instructors have access to two sets of pre- and post-tests (at two levels). Instructors can use these tests to create a diagnostic and post-diagnostic exam via Connect.

(Continued)



Tool	Instructional Context	Description
Tegrity	<ul style="list-style-type: none"> • Tegrity allows instructors to capture course material or lectures on video. • Students can watch videos recorded by their instructor and learn course material at their own pace. 	<ul style="list-style-type: none"> • Instructors can keep track of which learners have watched the videos they post. • Learners can watch and review lectures by their instructor. • Learners can search each lecture for specific bites of information.
Video Capture Powered by GoReact	<ul style="list-style-type: none"> • With just a smartphone, tablet, or webcam, students and instructors can capture video of presentations with ease. Video Capture Powered by GoReact, fully integrated in McGraw-Hill's Connect platform, doesn't require any extra equipment or complicated training. Create your own custom Video Capture assignment, including in-class and online speeches and presentations, self-review, and peer review. With our customizable rubrics, time-coded comments, and visual markers, students will see feedback at exactly the right moment, and in context, to help improve their speaking, presentation skills and confidence. 	<ul style="list-style-type: none"> • The Video Capture tool allows instructors to easily and efficiently set up speech assignments for their course that can easily be shared and repurposed, as needed, throughout their use of Connect. • Customizable rubrics and settings can be saved and shared, saving time and streamlining the speech assignment process from creation to assessment. • Video Capture allows users, both students and instructors, to view videos during the assessment process. Feedback can be left within a customized rubric or as time-stamped comments within the video-playback itself.
Speech Preparation Tools	<ul style="list-style-type: none"> • Speech Preparation Tools provide students with additional support, such as Topic Helper, Outline Tool, and access to third-party Internet sites like EasyBib (for formatting citations) and SurveyMonkey (to create audience-analysis questionnaires and surveys). 	<ul style="list-style-type: none"> • Speech Preparation Tools provide Students with additional resources to help with the preparation and outlining of speeches, as well as with audience-analysis surveys. • Instructors have the ability to make tools either available or unavailable to students.

Instructor's Guide to Connect for *Interpersonal Communication*

When you assign Connect, you can be confident—and have data to demonstrate—that the students in your courses, however diverse, are acquiring the skills, principles, and critical processes that constitute effective communication. This leaves you to focus on your highest course expectations.

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Connect offers on-demand, single sign-on access to students—wherever they are and whenever they have time. With a single, one-time registration, students receive access to McGraw-Hill's trusted content. **Students also have a courtesy trial period during registration.**

Easy to use.

Connect seamlessly supports all major learning management systems with content, assignments, performance data, and SmartBook 2.0, the leading adaptive learning system. With these tools, you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk learners—as needed and when needed.



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A personalized and adaptive learning experience with SmartBook 2.0.

Boost student success with McGraw-Hill's adaptive reading and study experience. The *Interpersonal Communication* SmartBook 2.0 highlights the most impactful interpersonal communication concepts the learner needs to study at that moment in time. The learning path continuously adapts based on what the individual student knows and does not know and provides focused help through targeted question probes and learning resources.

Enhanced for the new edition!

With a suite of new Learning Resources and adaptive assessments, as well as highlights of key chapter concepts, SmartBook 2.0's intuitive technology optimizes learner study time by creating a personalized learning path for improved course performance and overall learner success.



applies to communication. Let's say you're telling your friend Julio about a person you find attractive at the hospital where you volunteer. As you relate your story, Julio probably nods and says "uh-huh" to show you he's listening (or maybe he yawns because he worked late the night before). He might also ask you questions about how you met the person or tell you that he or she sounds nice. In other words, Julio reacts to your story by giving you **feedback**, or various verbal and nonverbal responses to your message. In that way, Julio is not just a passive receiver of your message. Instead, he is actively involved in creating your conversation.

Now let's imagine you're sharing your story with Julio while you're having coffee in a crowded employee cafe. Would you tell your story any differently if you were alone? How about if you were in a classroom at school? What if your parents were in the same room?

All those situations are part of the **context**, or the environment that you're in. That environment includes both the physical and the psychological context. The physical context is where you are physically interacting with each other. In contrast, the psychological context involves factors that influence your state of mind, such as how formal the

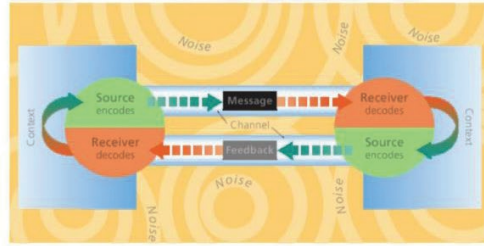


FIGURE 1.2 The Interaction Model The interaction model of communication explains that our messages are shaped by the feedback we receive from others and by the context in which we are interacting.

SmartBook 2.0 highlights the key concepts of every chapter, offering students a high-impact learning experience. Here, highlighted text and an illustration together explain a communication model.

Social Zones

Social distance is the spatial zone used with customers and casual acquaintances.

Jamaal has a professor who often abandons the lectern—and with it public distance—to sit on an empty student desk during class. At first Jamaal was uncomfortable having Dr. Smith so close. However, as Jamaal got to know his professor better, it felt less awkward when he moved from public distance into **social distance**—4 to 12 feet—to do his lectures.



Learn more on the next page.


Over 100 interactive Learning Resources.

Presented in a range of interactive styles, the Learning Resources in *Interpersonal Communication* support learners who may be struggling to master, or simply wish to review, the most important communication concepts. Designed to reinforce essential theories and skills—from competent online self-disclosure and nonverbal communication channels to detecting deceptive communication and managing relationships—every Learning Resource is

presented at the precise moment of need. Whether a video, audio clip, or interactive mini-lesson, each Learning Resource is new and is designed to give learners a lifelong foundation in strong interpersonal communication skills.

More than 1,000 targeted question probes.

Class-tested at colleges and universities nationwide, a treasury of engaging adaptive assessments—new and revised—assess learners at every stage of the learning process, helping them to thrive in the course. Designed to gauge learners' comprehension of the most important concepts in *Interpersonal Communication*, and presented in a variety of interactive styles to facilitate learner engagement, targeted question probes give learners immediate feedback on their understanding of the content, identifying a learner's familiarity with the instruction and pointing him or her to areas where additional review is needed.



Interpersonal Communication bridges theory and practice

New! Over 70 percent new scholarly references.

A thorough update of the entire text, including new theories and research on electronically mediated communication and topics surrounding gender and sexuality, immerses students and instructors alike in the latest and best knowledge about interpersonal communication available today.

Seamless integration of scholarship, theory, and skills.

By combining the latest research with the everyday scenarios learners face, author Kory Floyd presents a systematic and modern approach to the study of interpersonal communication that helps students build vital interpersonal skills and make sound choices—academically, personally, and professionally.

Emphasis on critical thinking and self-reflection.

Students have numerous opportunities to make connections between the text and their own lives, as well as to consider how their communication choices influence the outcomes they experience.

- *Learn It/Apply It/Reflect on It.* This section-ending feature encourages students to assess their comprehension, practice theory in their own lives, and reflect on their experiences to improve self-awareness.
- *Fact or Fiction?* This feature allows students to challenge their assumptions about interpersonal communication.

Examples with real-world relevance relate content to real life.

New chapter-opening vignettes, refreshed examples in every chapter, and a current photo program enliven the content and allow learners to study interpersonal communication in an engaging way that directly relates to them. In addition to these features, examples throughout the fourth edition now include more workplace scenarios and examples relevant to, and reflective of, the experiences and lifestyles of students of all backgrounds and age groups.



Interpersonal Communication **emphasizes critical contexts:** **technology, gender, culture, and** **relationships**

Online and electronically mediated communication integrated in every chapter.

Competent Online Communication

These days, much of our interpersonal communication takes place in electronically mediated contexts. These include e-mail, instant messaging, and text messaging; social networking (such as on Facebook and LinkedIn); tweeting; image sharing (such as on YouTube and Instagram); and videoconferencing (such as on Skype and FaceTime), among others. As you'll see in this section, communicating competently in these venues requires paying attention to their unique capabilities and pitfalls.

BEWARE OF THE POTENTIAL FOR MISUNDERSTANDING Face-to-face conversations allow you to pay attention to behaviors that help to clarify the meaning of a speaker's words. People's facial expressions, gestures, and tone of voice, for example, generally provide clues about what they are trying to say. Are they speaking seriously or sarcastically? Are they upset or calm, tentative or self-assured? We can usually tell a lot about people's meaning by considering not only *what they say* but *how they say it*.

We saw earlier that some channel-lean forms of communication—such as tweeting and instant messaging—rely heavily on text, restricting our access to facial expressions and other clues. As a result, these forms of communication increase the potential for misunderstanding. Many of us have had the experience of teasing or joking with someone in a text message, for instance, only to discover that the person took our words seriously and felt offended or hurt.

To communicate competently when using channel-lean media, follow these guidelines:

Every chapter includes comprehensive coverage of technology and digital devices' influence on interpersonal communication, from online deception and relational maintenance via texts to improving listening and emotional expression when online. This edition puts additional focus on social media and its role in interpersonal communication, including helpful guidance on managing one's image, perceiving the self and others over social media, and understanding the ways in which social media is changing how language is used. This coverage provides learners with the latest research and practical skills they can immediately use in their own lives.

Culture, gender, and diversity are integrated throughout the text.

Every chapter includes essential information about how culture, gender, and sexual identity affect communication. Throughout the new edition, coverage of gender and sexuality topics has been updated to reflect the latest scholarship as well as current cultural conventions for applying gender-neutral pronouns and using inclusive language. Discussions around diversity include the priorities and challenges of socially marginalized groups such as the elderly, immigrants, sexual minorities, people with physical disabilities, people with psychological disorders, and economically disadvantaged individuals.

Enhanced coverage of deceptive communication.

Unique in its focus on the timely and critical topic of deceptive communication, Chapter 12 now features enhanced coverage of, and guidance for responding to, the various types of deception students encounter in their daily lives, including high-profile lying and lying through dating apps.



Interpersonal Communication promotes competence

Whether online or face-to-face, students will understand how to be an effective communicator and learn the skills needed to make competent choices in their own lives.

Skills self-assessment.

The Assess Your Skills feature in the text and the Skills Assessment feature in Connect ask learners to evaluate their tendencies and competence in specific interpersonal skills.

Communication dark side/light side.

These boxes examine the common positive and negative communication issues that people face. In this practical feature, students gain insight into how to best navigate these challenges and choices.

Got Skills? activities.

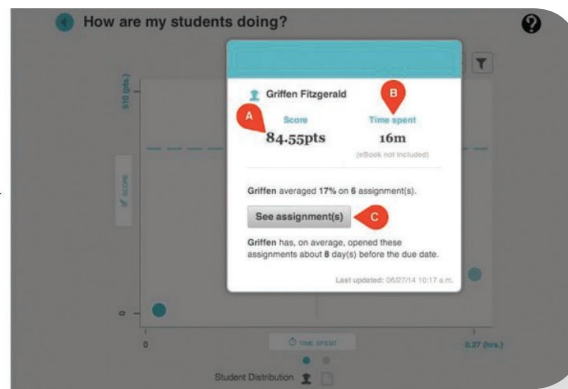
These innovative boxes tell students why a specific interpersonal skill matters, while instructing them on how to practice the skill and reflect on the practice for a holistic understanding of the skill.



Data Analytics

Connect Insight provides at-a-glance analysis on five key insights, available at a moment's notice from your tablet device. You can see, in real time, how individual learners or sections are doing (or how well your assignments have been received) so you can take action early and keep struggling learners from falling behind.

Instructors can see, at a glance, individual learner performance: Analytics showing learner investment in assignments, and success at completing them, help instructors identify and aid those who are at risk.





Connect Reports

Instructor Reports allow instructors to quickly monitor learner activity, making it easy to identify which learners are struggling and to provide immediate help to ensure those learners stay enrolled in the course and improve their performance. The Instructor Reports also highlight the concepts and learning objectives that the class as a whole is having difficulty grasping. This essential information lets you know exactly which areas to target for review during your limited class time.

Some key reports include

Progress Overview report—View learner progress for all modules, including how long learners have spent working in the module, which modules they have used outside of any that were assigned, and individual learner progress.

Missed Questions report—Identify specific probes, organized by chapter, that are problematic for learners.

Most Challenging Learning Objectives report—Identify the specific topic areas that are challenging for your learners; these reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional remediation and practice.

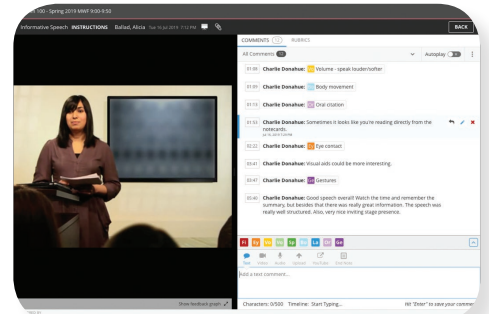
Metacognitive Skills report—View statistics showing how knowledgeable your learners are about their own comprehension and learning.



Video Capture Powered by GoReact

Designed for use in face-to-face, real-time classrooms, as well as online courses, Speech Capture allows you to evaluate your learners' speeches using fully customizable rubrics. You can also create and manage peer review assignments and upload videos on behalf of learners for optimal flexibility.

Students can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech from their hard drive or use Connect's built-in video recorder. Students can even attach and upload additional files or documents, such as a works-cited page or a PowerPoint presentation.



PEER REVIEW

Peer review assignments are easier than ever. Create and manage peer review assignments and customize privacy settings.

SPEECH ASSESSMENT

Connect Speech Capture lets you customize the assignments, including self-reviews and peer reviews. It also saves your frequently used comments, simplifying your efforts to provide feedback.

SELF-REFLECTION

The self-review feature allows learners to revisit their own presentations and compare their progress over time.



Classroom Preparation Tools

Whether before, during, or after class, a suite of products, designed and authored by Kory Floyd, will help instructors plan their lessons and keep learners building upon the foundations of the course.

ANNOTATED INSTRUCTOR'S EDITION

The Annotated Instructor's Edition features a plethora of marginal notes to help instructors make use of the full range of the coverage, activities, and resources in the text and online.

INSTRUCTOR'S MANUAL

The IM provides outlines, discussion questions, key terms and their definitions, a research library, and examples of in-class and out-of-class assignments for every chapter.

TEST BANK

Test Bank offers multiple-choice questions, true/false questions, short-answer questions, and essay questions for each chapter.

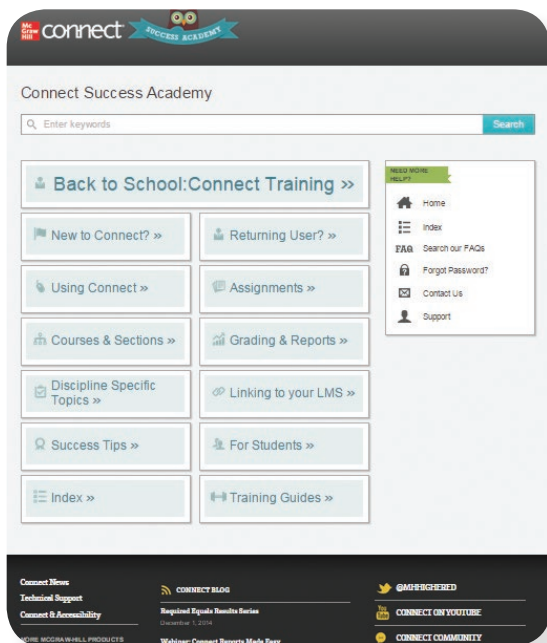


POWERPOINT SLIDES

The PowerPoint presentations provide chapter highlights that help instructors create focused yet individualized lesson plans.

Support to Ensure Success

- Digital Success Academy**—The Digital Success Academy on Connect offers a wealth of training and course creation guidance for instructors and learners alike. Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular **Connect** how-to videos, step-by-step **Click-through Guides**, and **First Day of Class** materials that explain how to use both the Connect platform and its course-specific tools and features. <http://createwp.customer.mheducation.com/wordpress-mu/success-academy/>



- Digital Success Team**—The Digital Success Team is a group of specialists dedicated to working online with instructors—one-on-one—to demonstrate how the Connect platform works and to help incorporate Connect into a customer's specific course design and syllabus. Contact your digital learning consultant to learn more.
- Digital Learning Consultants**—Digital Learning Consultants are local resources who work closely with your McGraw-Hill learning technology consultants. They can provide face-to-face faculty support and training. <http://shop.mheducation.com/store/paris/user/findltr.html>
- Digital Faculty Consultants**—Digital Faculty Consultants are experienced instructors who use Connect in their classroom. These instructors are available to offer suggestions, advice, and training about how best to use Connect in your class. To request a Digital Faculty Consultant to speak with, please e-mail your McGraw-Hill learning technology consultant. <http://connect.customer.mheducation.com/dfc/>
- National Training Webinars**—McGraw-Hill offers an ongoing series of webinars for instructors to learn and master the Connect platform, as well as its course-specific tools and features. We hope you will refer to our online schedule of national training webinars and sign up to learn more about Connect! <http://webinars.mhhe.com/>

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Changes for the Fourth Edition

Chapter-by-Chapter Changes

CHAPTER 1: ABOUT COMMUNICATION

- New coverage discusses the frequency of loneliness among younger Americans.
- New figure illustrates channel richness.
- New coverage discusses online misunderstandings.
- New research explores marital benefits to health.
- New coverage explores how online social networks promote healing during bereavement.

CHAPTER 2: CULTURE AND GENDER

- New chapter-opening story focused on cultural contexts surrounding the Thailand soccer team cave rescue.
- New section discusses cultural universals.
- Expanded discussion of collectivism includes new example: fifty names are now forbidden in Saudi Arabia.
- Revised discussion describes sexual orientation as a continuum.
- New discussion explores gender options on Facebook.
- New material identifies first baby born without a gender designation on the birth certificate.
- New section examines the use of gender-neutral pronouns.

CHAPTER 3: COMMUNICATION AND THE SELF

- New material discusses research on autism spectrum disorders.
- New “Communication: Dark Side” box discusses Instagram envy.
- New discussion of image management looks at the movie *Love, Simon* as an example.
- Completely updated example explains image management complexity.

CHAPTER 4: INTERPERSONAL PERCEPTION

- New chapter opening vignette discusses Melania Trump’s “I don’t care” jacket.
- New discussion focuses on social comparison on social media.
- Updated examples explore positivity bias and egocentrism.
- Expanded explanation describes bias and implicit bias.

CHAPTER 5: LANGUAGE

- New chapter-opening vignette explores the role of language in the #MeToo movement.
- Updated examples focus on loaded language and defamation.
- New example illustrates Steve Harvey’s inappropriate jokes about Asian men.
- New examples examine the language use of Roseanne Barr, Megyn Kelly, and Michael Phelps.



CHAPTER 6: NONVERBAL COMMUNICATION

- New chapter-opening vignette discusses Colin Kaepernick's choice to take a knee during the national anthem.
- New bullet points discuss paying attention to groups of nonverbal behaviors, being aware of what you expect to see, working on self-awareness, and paying attention to how others react to nonverbal behavior.

CHAPTER 7: LISTENING

- New chapter-opening vignette about listening discusses suicide support hotlines.
- Revised discussion explains listening styles.
- Updated "Assess Your Skills" box focuses on listening styles.
- Updated data describes information overload.
- New example illustrates ineffective listening.

CHAPTER 8: EMOTION

- New chapter-opening vignette discusses emotion in the context of military family reunions.
- Updated example illustrates grief.
- New paragraph explains crying, including types of crying and types of tears.
- New section describes language effects on emotion.
- New table identifies emotion terms that have no English equivalent.

CHAPTER 9: FORMING AND MAINTAINING PERSONAL RELATIONSHIPS

- New chapter-opening vignette describes Glenn Weiss's Emmy proposal.
- New discussions explain ghosting, orbiting, and catfishing.
- New acronym (SOAPS) offered for relational maintenance behaviors.
- New discussion and illustration focus on niche dating apps.
- New table identifies reasons for using social media.
- New section discusses relational repair.

CHAPTER 10: INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS

- New discussion describes families divided at U.S. border.
- New example of "Instant Family" movie focuses on what constitutes a family.
- New section points out that "Friendships Are Usually Platonic."
- Updated "Communication: Light Side" box reflects new research into the correlation between social media "likes" and users' self-esteem.
- New coverage describes polyamory.
- New discussion explains parasocial relationships.
- New discussion focuses on workplace bullying.
- New instructor note focuses on bromances.

CHAPTER 11: INTERPERSONAL CONFLICT

- Clarified discussion explains the impact of stress on natural killer cells.
- Updated discussion introduces "Power and Conflict" section.
- New dialogue examples illustrate strategies for managing conflict.

- Updated table lists female heads of state and government across the world.
- Revised section focuses on “Common Conflict Triggers.”
- New suggestions offer strategies for “Managing Computer-Mediated Conflict.”

CHAPTER 12: DECEPTIVE COMMUNICATION

- New chapter-opening vignette describes deception in the film *Anything for Love*.
- Updated examples focus on high-profile lying and lying through omission.
- New discussion explores lying in dating apps.




Contributors

I am most grateful to have had exceptional, astute groups of instructors across the country who served as reviewers and offered insights and suggestions that improved *Interpersonal Communication*, Fourth Edition, immeasurably:

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Acknowledgments

One of my favorite parts about writing books is that so many people play key roles in helping a new book come together. This one was no exception, and it's my pleasure to thank those whose contributions and support are responsible for the book you are now reading.

First and foremost, my sincere gratitude goes to everyone at McGraw-Hill Education. They are a true joy to work with and to know. David Patterson, Sarah Remington, Mary Ellen Curley, and Danielle Bennett have been a constant source of inspiration, energy, humor, and warmth, and I value immensely my relationship with each of them. Special thanks also to program manager Marianne Musni, project managers Lisa Brufloodt and Katie Reuter, the design team led by Matt Diamond, and content licensing specialist Sarah Flynn.

I could not have asked for a better development editor than Elizabeth Murphy. Her guidance has ensured that every page of this book is as fresh and relevant as possible. Everyone who reads this book will benefit from her involvement, and I cannot thank her enough.

I also want to express enthusiastic thanks to the entire sales team at McGraw-Hill Higher Education. These are the professionals who visit your campus and make sure students and instructors have everything they need to succeed in the classroom. It's a demanding and sometimes thankless job, but the McGraw-Hill representatives are truly dedicated to your success, and I appreciate all they do.

Finally, I will always be grateful for the support of my family and friends. The more I learn about interpersonal communication, the more appreciative I become of the people who accept, value, challenge, and love me. You know who you are, and I thank you.

About Communication



Angela Weiss/Stringer/Getty Images

FROM FANS TO FRIENDS TO COLLABORATORS

Fred Armisen and Carrie Brownstein have been friends for more than a decade. The pair met at a *Saturday Night Live* after-party in 2003 and quickly bonded over their shared love of comedy (Armisen was a cast member) and indie rock (Brownstein was touring with her band, Sleater-Kinney). Despite living on opposite coasts, the two became fast friends and eventually decided that they needed to work on something together, because as Brownstein explains, when two people are not romantically involved, “it begins to seem kind of weird if you’re flying around the country” just to spend time together.

This friendship yielded hilarious results: Their sketch comedy show, *Portlandia*, became a hit, first on the Internet and eventually as a regular series on IFC. Playing a rotating series of characters, the two get to explore different sorts of relationships and communication styles: “I get to play at connecting with people,” Brownstein says, “because in every scene we’re in a different relationship.”¹ Their real relationship is more consistent: They text each other each night before bed and look forward to working together each day.

chapter preview

- 1 Why We Communicate
- 2 The Nature of Communication
- 3 How We Communicate Interpersonally
- 4 Building Your Communication Competence



It is nearly impossible to overestimate the importance of close relationships. Our families can make us laugh, keep us sane, and pick us up when we're feeling down. Our romantic partners can make us feel as though we're the only person in the world who matters. And, on occasion, we meet people who become close working partners as well as valuable friends.

At the same time, relationships can be profoundly challenging. Even our closest friends can get under our skin. Sometimes our romantic partners aren't completely honest with us. And from time to time, we don't quite know how to support those who need our help. It's pretty remarkable that human relationships can be the source of such joy *and* such heartache. What makes the difference between a relationship that's going well and one that's going poorly? One of the biggest factors is how we communicate. To understand why that's true, let's look first at the critical role of communication in our lives.



1 Why We Communicate

Asking why we communicate may seem about as useful as asking why we breathe. After all, could you imagine your life without communication? We all have times, of course, when we prefer to be alone. Nevertheless, most of us would find it nearly impossible—and very unsatisfying—to go through life without the chance to interact with others. Perhaps that's why we spend so much of our time communicating, whether face-to-face or electronically (see Table 1).

You might think that communicating as much as we do would make us all communication experts. In truth, however, we often don't recognize how many communication challenges we face. Learning to overcome those challenges starts with appreciating why we communicate in the first place. As we'll discover in this section, communication touches many aspects of our lives, from our physical and other everyday needs to our experiences with relationships, spirituality, and identity.

TABLE 1

Life Online: Communicating in Cyberspace

24	Number of hours per week the average American spends on the Internet
87	Percentage of U.S. teenagers who sleep with, or next to, their cell phone
1,265	Number of text messages the average American sends per month
440,000,000	Number of active blogs online
3,500,000,000	Number of photo messages sent daily on Snapchat
269,000,000,000	Average number of e-mail messages sent per day

Sources: The 2017 Digital Future Report; Pew Internet and American Life Project; MediaKix; Radicati Group. Statistics are from 2011–2017.



The need for social contact has fueled debates in cities such as New York over the use of solitary confinement for juvenile offenders. *sirtravelalot/Shutterstock*

Communication Meets Physical Needs

Communication keeps us healthy. Human beings are such inherently social beings that when we are denied the opportunity for interaction, our mental and physical health can suffer. That is a major reason why solitary confinement is such a harsh punishment. Research has shown that when people are cut off from others for an extended period, their health can quickly deteriorate.² One study even showed that feeling rejected reduces the rate at which a person's heart beats.³ Similarly, individuals who feel socially isolated because of poverty, homelessness, mental illness, or physical disabilities can also suffer from a lack of quality interaction with others.⁴

It may sound like an exaggeration to say that we can't survive without human contact, but that statement isn't far from the truth, as a bizarre experiment in the thirteenth century helped to show. German emperor Frederick II wanted to know what language humans would speak naturally if they weren't taught any particular language. To find out, he placed 50 newborns in the care of nurses who were instructed only to feed and bathe them but not to speak to or hold them. The emperor never discovered the answer to his question, however, because all the infants died.⁵ That experiment was clearly unethical, meaning that it did not follow established principles that guide people in judging whether something is morally right or wrong. Such an experiment fortunately wouldn't be repeated today. But as touch expert Tiffany Field reports, more recent studies conducted in orphanages and adoption centers have convincingly shown that human interaction, especially touch, is critical for infants' survival and healthy development.⁶

Social interaction keeps adults healthy too. Research shows that people without strong social ties, such as close friendships and family relationships, are more likely to suffer from major ailments, including heart disease and high blood pressure, and to die prematurely than people who have close, satisfying relationships.⁷ They are also more likely to suffer from lesser ailments, such as colds, and they often take longer to recover from illnesses or injuries.⁸ Communication researchers Chris Segrin and Stacey Passalacqua have even found that loneliness is related to sleep disturbances and stress.⁹ A 2018 study found that, in the United States, young adults ages 18 to 22 report higher levels of loneliness than any other age group.¹⁰

The importance of social interaction is often particularly evident to people who are stigmatized. A **stigma** is a characteristic that discredits a person, causing him or her to be seen as abnormal or undesirable.¹¹ It isn't the attribute itself that stigmatizes a person, however, but the way that attribute is viewed by others in that person's society. In the United States, for instance, being HIV-positive has been widely stigmatized because of its association with two marginalized populations—gay men and intravenous drug

stigma A characteristic that discredits a person, making him or her be seen as abnormal or undesirable.



users—even though many individuals with HIV do not belong to either group.¹² U.S. Americans don't tend to stigmatize people with asthma or diabetes or even cancer to the same extent as they do people with HIV, even though those other illnesses can also be serious and even life-threatening.

Stigmatized people might frequently feel like outsiders who “don't fit in” with others. As a result, they may be more likely to suffer the negative physical effects of limited social interaction. Moreover, the less social interaction they have, the more they are likely to continue feeling stigmatized. Although not everyone needs the same degree of interaction to stay healthy, communication plays an important role in maintaining human health and well-being.

Communication Meets Relational Needs

Besides our physical needs, we have several relational needs, such as needs for companionship and affection, relaxation and escape.¹³ We don't necessarily have the same needs in all our relationships—you probably value your friends for somewhat different reasons than you value your co-workers, for instance. The bottom line, though, is that we need relationships, and communication is a large part of how we build and keep those relationships.¹⁴

Think about how many structures in our lives are designed to promote social interaction. Neighborhoods, schools, workplaces, malls, theaters, and restaurants are all social settings in which we interact with people. In addition, the Internet offers innumerable ways of connecting with others, and many people have met new friends and romantic partners online.¹⁵ Social media platforms, such as Facebook, can even help people renew friendships that had been lost due to time or changes in life circumstances.¹⁶

Imagine how challenging it would be to form and maintain strong social relationships if you lacked the ability to communicate with people. This is a common experience for many immigrants, who often struggle to learn the language and cultural values of their new environments and may feel lonely or ignored by others in the process.¹⁷

Some scholars believe our need for relationships is so fundamental that we can hardly get by without them.¹⁸ For example, research has found that having a rich social life is one of the most powerful predictors of a person's overall happiness.¹⁹ Mere interaction isn't enough, though: Studies show that having *meaningful* conversations leads to happiness, whereas “small talk” can be associated with reduced well-being.²⁰ Casual conversation *can* spark a new relationship, but deeper, more meaningful conversation helps it grow.

Studies have shown that the most important predictor of happiness in life—by far—is marital happiness.²¹ Being happily married is more important than income, job status, education, leisure time, or anything else in accounting for how content people are, according to research. On the negative side, people in distressed marriages are much more likely to suffer from major depression, and they report being in worse physical health than their happily married counterparts.²²



Imagine how challenging it would be to communicate if you couldn't speak the language everyone else was using. That is a common experience for many immigrants. *Lucas Jackson/Reuters/Newscom*



The cause-and-effect relationship between marriage and happiness isn't a simple one. It may be that strong marriages promote happiness and well-being, or it may be that happy, healthy people are more likely than others to be married. Whatever the association, personal relationships clearly play an important role in our lives, and communication helps us form and maintain them.

Communication Fills Identity Needs

Are you energetic? Trustworthy? Intelligent? Withdrawn? Each of us can probably come up with a long list of adjectives to describe ourselves, but here's the critical question: How do you *know* you are these things? In other words, how do you form an identity?

The ways we communicate with others—and the ways others communicate with us—play a major role in shaping how we see ourselves.²³ As you'll learn in the Communication and the Self chapter, people form their identities partly by comparing themselves with others. If you consider yourself intelligent, for instance, what that really means is that you see yourself as more intelligent than most other people. If you think you're shy, you see most other people as more outgoing than you are. If you think of yourself as a moral person, that translates into viewing yourself as behaving more ethically than most others.

One way we learn how we compare with others is through our communication with those around us. If people treat you as intelligent, shy, or attractive, you may begin to believe you have those characteristics. In other words, those qualities will become part of how you view yourself. Communication plays a critical role in driving that process, and good communicators have the ability to emphasize different aspects of their identities in different situations. During a job interview it might be most important for you to portray your organized, efficient side; when you're hanging out with friends, you might emphasize your fun-loving nature and sense of humor.

Besides expressing personal identity, communication also helps us express our cultural identity. As you'll discover in the Culture and Gender chapter, culture includes the symbols, beliefs, practices, and languages that distinguish groups of people. The ways you speak, dress, gesture, and entertain yourself all reflect the cultural values you hold dear.



How we communicate with others, and how others communicate with us, play a big role in shaping how we see ourselves—whether it's as intelligent, as popular, or as altruistic. (left): Digital Vision/Getty Images; (center): Lars A. Niki; (right): Christopher Kerrigan/McGraw-Hill Education




Communication Meets Spiritual Needs

An important aspect of identity for many people in many cultures is their spirituality. Spirituality includes the principles valued in life (“I value loyalty” or “I value equal treatment for all people”). It also encompasses people’s morals, or their notions about right and wrong (“It’s never okay to steal, regardless of the circumstances” or “I would lie to save a life, because life is more important than honesty”). Finally, spirituality involves people’s beliefs about the meaning of life, which often include personal philosophies, an awe of nature, a belief in a higher purpose, and religious faith and practices (“I believe in God” or “I believe I will reap what I sow in life”).

A 2013 survey of U.S. college students found that many students consider some form of spirituality to be an important part of their identity.²⁴ Nearly a third considered themselves to be “true believers” in a particular religious tradition, and another third considered themselves to be spiritual but not religious. For people who include spirituality as a part of their identity, communication provides a means of expressing and sharing spiritual ideas and practices with one another.

Communication Serves Instrumental Needs

Finally, people communicate to meet their practical, everyday needs. Researchers refer to those needs as **instrumental needs**. Instrumental needs include short-term tasks such as ordering a drink in a restaurant, scheduling a haircut on the telephone, filling out a rebate card, and raising one’s hand to speak in class. They also include longer-term career goals such as getting a new job, earning a promotion, and getting one’s work noticed and appreciated by supervisors and customers. Those communicative behaviors may not always contribute much to our health, our relationships, our identity, or our spirituality. Each behavior is valuable, however, because it serves a need that helps us get through our personal and professional lives.

 **instrumental needs**
Practical, everyday needs.



Communication lets people express their faith and spirituality. *Design Pics/Don Hammond*



AT A GLANCE

Five Needs Served by Communication

Physical Needs	Communication helps us maintain physical and mental well-being.
Relational Needs	Communication helps us form social and personal relationships.
Identity Needs	Communication helps us decide who we are and who we want to be.
Spiritual Needs	Communication lets us share our beliefs and values with others.
Instrumental Needs	Communication helps us accomplish personal and professional tasks.

Meeting instrumental needs is important for two reasons. The first reason is simply that we have many instrumental needs. In fact, most of the communication you engage in on a day-to-day basis is probably mundane and routine—not heavy, emotionally charged conversation but instrumental interaction such as talking to professors about assignments or taking orders from customers at work. The second reason satisfying instrumental needs is so important is that many of them—such as buying groceries at the store and ordering clothes online—have to be met before other needs—such as maintaining quality relationships and finding career fulfillment—become relevant.²⁵

LEARN IT How is communication related to our physical well-being? What relational needs does communication help us fill? In what ways do communication behaviors meet our identity needs? How does communication help us express spirituality? What are some of the instrumental needs served by communication?

APPLY IT Describe in a short paragraph how, in a recent conversation or online interaction, your communication behavior contributed to your physical, relational, identity, spiritual, and instrumental needs. Which need or needs took precedence? Why?

REFLECT ON IT Can you identify ways in which your own communication meets your relational or spiritual needs? Do you communicate for any reasons that are not discussed in this section?



2 The Nature of Communication

model A formal description of a process.

source The originator of a thought or an idea.

In the television comedy *The Big Bang Theory*, Sheldon Cooper is a theoretical physicist at Caltech. With two doctoral degrees and an IQ of 187, Cooper qualifies as a genius. Yet despite his intellect and professional accomplishments, Cooper is socially inept. He is childish and self-centered, and he rarely realizes how his lack of communication skills affects other people. How could someone so smart—and someone who has communicated practically every day he has been alive—be such a poor communicator?

In one way or another, you, too, have communicated daily since birth, so you may be wondering what you could possibly have left to learn about communication. In fact, researchers still have many questions about how we communicate, how we make sense of one another's behaviors, and what effects communication has on our lives and our relationships.

We begin this section by looking at different ways to understand the communication process. Next, we'll examine some important characteristics of communication, and we'll consider various ways to think about communication in social interaction. Finally, we'll tackle some common communication myths.

Three Models of Human Communication

How would you describe the process of communicating? It's not as easy as it might seem, and even researchers have answered that question in different ways. A formal description of a process such as communication is called a **model**. In this section, we'll look at three models developed by communication scholars: the action, interaction, and transaction models. These models represent the evolution of how communication researchers have defined and described communication over the years.

COMMUNICATION AS ACTION In the action model, we think of communication as a one-way process. Let's say you want to leave work early one day to attend a parent-teacher conference at your daughter's school, and you're getting ready to ask your supervisor for permission. As illustrated in Figure 1, the action model starts with a **source**—you—who comes up with a thought or an idea you wish to communicate.

To convey the idea that you'd like to leave early, you must **encode** it; that is, you must put your idea into the form of language or a gesture that your supervisor can understand. Through that process, you create a **message**, which consists of the verbal and/or nonverbal elements of communication to which people give meaning. In this example, your message might be the question "Would it be all right if I leave work a little early today?"

According to the action model, you then send your message through a communication **channel**, a type of pathway. You might pose your question to your supervisor face-to-face. Alternatively, you might send your question by e-mail, through a text message, or by leaving a voice mail message for your supervisor. Those are all channels of communication. Your supervisor acts as the **receiver** of the message—the person who will **decode** or interpret it.

During the communication process, there is also likely to be some **noise**, which is anything that interferes with a receiver's ability to attend to your message. The major types of noise are physical noise (such as background conversation in the room or static on the telephone line), psychological noise (such as other concerns your supervisor is dealing with that day), and physiological noise (such as fatigue or hunger). Experiencing any of those forms of noise could prevent your supervisor from paying full attention to your question.

Noise also interferes with the ability to interpret a message accurately. Decoding a message doesn't necessarily mean we have

➤ **encode** To put an idea into language or gesture.

➤ **message** Verbal and nonverbal elements of communication to which people give meaning.

➤ **channel** A pathway through which messages are conveyed.

➤ **receiver** The party who interprets a message.

➤ **decode** To interpret or give meaning to a message.

➤ **noise** Anything that interferes with the encoding or decoding of a message.

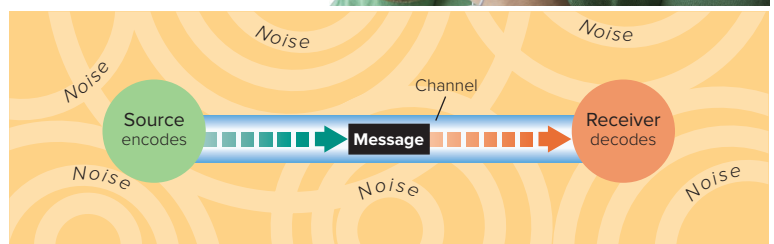
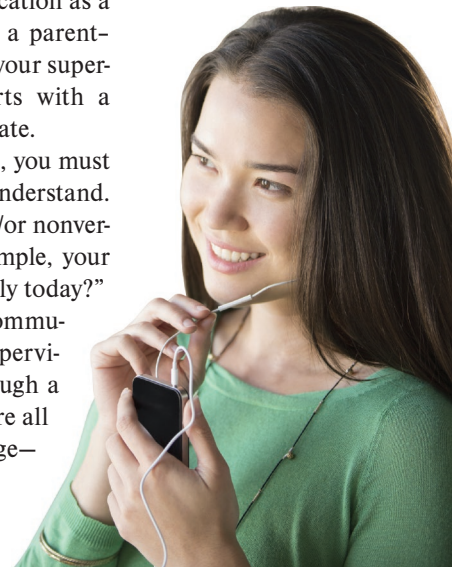


FIGURE 1 The Action Model In the action model of communication, a sender encodes a message and conveys it through a communication channel for a receiver to decode. Leaving someone a voice mail message illustrates the one-way process of the action model.

(art): McGraw-Hill Education; (photo): CaiaimageJV/Getty Images