ESSENTIALS OF HUMAN COMMUNICATION

The Basic Course

11th Edition

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Essentials of Human Communication: The Basic Course

Eleventh Edition

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Pearson

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Brief Contents

Detailed Contents

Online Chapters

Specialized Contents

VIDEOS

These videos offer interesting and often different perspectives on the varied topics covered here. Please note the videos are available only online.

CULTURAL MAPS

These cultural maps identify some of the major differences research finds among cultures and illustrate the importance of culture to all forms and types of communication.

COMMUNICATING ETHICALLY

These sections examine ethical issues and dilemmas to illustrate the close connection between ethics and communication, to encourage you to think about the ethical implications of your messages, and to stimulate you to formulate your own code of ethical communication.

PUBLIC SPEAKING SPEECHES AND OUTLINES

These sample speeches and outlines, along with their annotations, accompanying questions, and notes, will assist you in preparing and outlining your own speeches.

Welcome to *Essentials of Human Communication: The Basic Course, 11/e*

I t's a great pleasure to introduce this unique combination of two widely used textbooks. As the basic course in human communication has become more uniform, there was no longer a need for two books—one a 476 double-column text (called *Human Communication: The Basic Course)* and one a shorter essentials text (called *Essentials of Human Communication).* And so, the best of both books have been combined and are presented in this new edition that even combines the titles of the two books: *Essentials of Human Communication: The Basic Course,* 11/e. As you'll see this new edition uses the basic structure of *Essentials of Human Communication* and hence this edition is called 11/e.

Essentials of Human Communication: The Basic Course is divided into three parts: Part One, Foundations of Human Communication, includes five chapters that cover the concepts and principles of human communication: the communication process, perception of self and others, listening, verbal messages, and nonverbal messages. Part Two, Interpersonal and Small Group Communication, also includes five chapters. Chapters 6, 7, and 8 cover the concepts and skills of interpersonal communication and conversation, interpersonal relationships, and managing interpersonal conflict; Chapters 9 and 10 focus on small group interaction, the types of small groups, and the principles of effective group membership and leadership. Part Three, Public Speaking (Chapters 11–14), explains the nature of public speaking and the principles and skills for preparing and presenting effective informative and persuasive speeches.

In addition, this text offers two online chapters from *Human Communication: The Basic Course* (one on culture and one on workplace communication) and one online chapter from *Essential Elements of Public Speaking* (on special occasion speeches). This unique combination was designed to offer instructors and students greater options. Thus, if greater coverage of culture is desired then the online chapter on Culture and Communication can be substituted for the more condensed coverage of culture in Chapter One of this new edition. Similarly, if greater coverage of workplace or organizational communication is desired, then the online chapter on Human Communication in the Workplace: Organizational Communication can be substituted for the more modest coverage in this new text. Also, if greater coverage of special occasion speaking is desired, the online chapter on Speaking on Special Occasions can be substituted for the two boxed inserts in Chapters 13 and 14 of this new text.

Still another way in which this text differs from its predecessors is that the manuscript from this text has been completely revised for language usage. Each of these chapters (as well as the online only chapters) have been reviewed by a committee focusing on diversity, equality, and inclusion and appropriate changes have been made throughout. This change in language is explained more fully below—in the section A Word about the Language.

This new text continues to respond to the need for a relatively brief, interesting, serious text that emphasizes the *essential* theories, research, and the skills of human communication, including interpersonal communication, small group communication, and public speaking. This new edition is infused, however, with some of the detail from *Human Communication: The Basic Course* (on such topics as self-affirmation, disclaiming, smiling, quality circles, and lots more that characterized *Human Communication: The Basic Course*) but has not lost its *essentials* theme. In

addition, there is much material that is new to both books (for example, lying and nonverbal communication, types of friendship, social allergens, new speeches for analysis, and new speech excerpts). There are also new preview diagrams and new Nutshell tables throughout. In Revel, there are new videos and a variety of new interactive experiences that are identified in the Specialized Contents.

Despite this modest expansion, I continue to try my best to follow Einstein's directive that "things should be made as simple as possible, but not simpler." This new text remains true to that central purpose. The overriding theme and goal of this textbook is to help students build greater competence in interpersonal, group, and public communication. Students should emerge from this course more effective interpersonal communicators, group members and leaders, and public speakers. Users of both books should find this new combined edition will continue to serve your needs and those of students in your Human Communication course.

Chapter Highlights

All fourteen chapters have a number of things in common and these should be spelled out as a preface to the Chapter-by-Chapter Highlights that follows.

- Every chapter contains integrated experiences that enable you to interact with the concepts and principles discussed. These are set off in a light screen to call them out but not to intrude on the text. Each of these is labeled and listed in the Specialized Contents.
- Every chapter contains preview diagrams and summary tables (called In a Nutshell) for each module; in Revel, many of the tables are interactive. This format of previewing the content, presenting the content, and then summarizing the content is designed to enhance both understanding and retention.
- Every chapter also includes a variety of videos that answer questions students might have while taking this course. These interactive elements in Revel provide a robust and fully immersive experience for students as they study interpersonal communication in a multimedia environment.
- Every chapter discusses culture and illustrates the connection between culture and the various types and forms of communication. In addition to these discussions of culture, seven "Cultural Maps" are presented to further illustrate the cultural dimensions identified by Hofstede, Hofstede, and Minkov (2010) and Hall's (1959, 1966) classic distinction between high and low context cultures. In Revel these maps are interactive and contain hotspots that provide interesting information about many of the countries identified in the maps. A list of these maps is provided in the Specialized Contents.
- Every chapter contains Communication Choice Points for every module and are designed to assist you in applying the ideas discussed in the text to your own real-life situations.
- Every chapter contains "Viewpoints" photo captions that encourage you to develop and express your own viewpoint on the issues discussed in the text.
- Every chapter, beginning with Chapter 2, contains an "Ethics in Communication" section that presents an ethical issue and then asks you to respond to a specific related ethical issue—an ethical issue choice point. A list of these appears in the Specialized Contents.
- Every chapter contains a clear and detailed list of learning objectives—behaviors that the student should be able to perform after reading the specific sections of the text. The objectives preface the chapter, the individual modules, and in the summary at the end of the chapter.
- Every chapter contains a three-part summary: a summary of concepts, a summary of skills, and a list of key terms that are defined in the text and again in the glossary at the end of the text.

Here, briefly, are some additional chapter-by-chapter highlights:

- **Chapter 1, The Essentials of Human Communication**, introduces the study of communication—explaining its forms, popular beliefs about communication and many benefits that can be derived from learning communication. This chapter also explains the important concepts and principles of communication and introduces the nature and importance of culture in communication. A complete online-only chapter on culture is available at www.pearson.com/revel if you wish to substitute the abbreviated discussion in this text with a similar but more detailed discussion. This first chapter concludes with a discussion of the qualities of an effective communicator.

- **Chapter 2, Perception of Self and Others**, discusses the self (self-concept, self-awareness, self-esteem, and self-disclosure) and perception—the nature of perception, how we form impressions and ways we manage rhe impressions we communicate to others.

- **Chapter 3, Listening in Human Communication**, presents a five-stage model of listening, identifies some major barriers to listening, explains the varied listening styles and suggestions for making each style more effective, and considers a few cultural differences in listening.

- **Chapter 4, Verbal Messages**, discusses the major principles of verbal messages; the concepts of disconfirmation and confirmation; racist, heterosexist, ageist, and sexist speech; and how verbal messages can be used more effectively.

- **Chapter 5, Nonverbal Messages**, focuses on the principles of nonverbal messages, the varied channels that communicate nonverbally, and offers suggestions for making your sending and receiving nonverbal messages more effective.

- **Chapter 6, Interpersonal Communication and Conversation**, discusses the nature of conversation and its major principles and offers guidelines for engaging in every day communication (making small talk, introducing yourself and others, making apologies, asking for a favor, and giving and receiving compliments).

- **Chapter 7, Interpersonal Relationships**, discusses the advantages and disadvantages of interpersonal communications, the stages relationships go through, the major types of relationships we have, (friends, lovers, family, workplace, social media), and some of the theories that help explain the development and deterioration of relationships. For those who wish a more detailed coverage of workplace relationships, an online-only chapter is available at www.pearson.com/revel.

- **Chapter 8, Managing Interpersonal Conflict**, considers the nature and principles of interpersonal conflict and especially the strategies we have available for dealing with these inevitable events.

- **Chapter 9, Small Group Communication**, discusses the types of small groups we participate in, the stages of small groups, and some major types of small groups—the focus group, the brainstorming group, and the problem solving group.

- **Chapter 10, Members and Leaders in Small Group Communication**, focuses on effective and ineffective communication of members of small groups, on the theories and skills of small group leadership, and on the role of culture in small group membership and leadership.

- **Chapter 11, Public Speaking Preparation (Steps 1–6)**, introduces the nature of public speaking, the extremely common fear of speaking in public (and suggestions for dealing with it), and discusses the first 6 steps for preparing and presenting a public speech—selecting your topic, analyzing your audience, researching your topic, collecting supporting material for your ideas, developing your main points, and organizing your speech materials. In addition, a discussion of and a sample speech of self-introduction is included since this is often the first public speaking assignment.

- **Chapter 12, Public Speaking Preparation and Delivery (Steps 7–10)**, discusses the last four steps: wording your speech for clarity and persuasiveness; constructing

your introduction, conclusions, and transitions; rehearsing the speech, and delivering the speech. In addition, this chapter contains three sample outlines (preparation, template, and delivery) to illustrate how outlines can and should be used for greater public speaking effectiveness.

- **Chapter 13, The Informative Speech**, explains the guidelines for developing informative speeches, the three main types of informative speeches (description, definition, and demonstration), the types of supporting materials, and presentation aids. In addition, two informative speeches are included—one bad to illustrate what not to do and one good one to illustrate some of the principles of effectiveness. Also included is a separate box on special occasion speeches that are largely informative. For those who wish to cover the special occasion speeches in more detail, a separate online-only chapter is available at www.pearson.com/revel.

- **Chapter 14, The Persuasive Speech**, includes the guidelines for developing persuasive speeches, explains the three main types of persuasive speech (speeches on questions of fact, value, and policy), and discusses the three main persuasive proofs: logical, emotional, and credibility appeals. In addition, this chapters contains two complete persuasive speeches—one bad and one good, to illustrate what not to do and what to do. And, as in the previous chapter, a brief box of special occasion speeches that are largely persuasive is included and, for those who would like greater coverage, the online-only chapter is available at www.pearson.com/revel.

Text Features

This text fully integrates the latest research as well as meaningful examples and photos to keep the text current and pedagogically effective. Readers will find instances of the following features throughout the text:

- **Learning Objectives** Learning objectives appear at the beginning of the chapter—next to the section title of the chapter to which they refer, in the text proper (with each major heading), and in the summary at the end of the chapter. These objectives highlight the major concepts and skills of the chapter. The learning objectives system used here—and there are a variety of these—identifies three major levels of thinking, each of which is included throughout the text (Bloom, 1956; Teacher & Educational Development, 2005; Eggen & Kauchak, 2013):

  - **Knowledge** (recalling, remembering, and comprehending), introduced by such specific verbs as *define, paraphrase, describe*, and *differentiate*.

  - **Application** (applying a concept to a new situation), introduced by such specific verbs as *diagram, illustrate, use*, and *give examples*.

  - **Problem Solving** (analyzing/breaking a concept into its parts, synthesizing/combining elements into a new whole, and evaluating/making value or appropriateness judgments), introduced by such specific verbs as *assess, construct, organize*, and *evaluate*.

- **Integrated Exercises** ask students to work actively with the concepts discussed in the text and cover a wide variety of essential communication skills. Completing these exercises will help readers apply the material in the chapter to specific situations and thereby increase and perfect their own communication skills.

Beliefs about Communication

Examine your beliefs about communication by responding to the following questions with True if you believe the statement is usually true or False if you believe the statement is usually false.

_____ **1.** Good communicators are born, not made.

_____ **2.** The more you communicate, the better you will be at it.

_____ **3.** In your communication, a good guide to follow is to be as open, empathic, and supportive as you can be.

_____ **4.** When communicating with people from other cultures, it's best to ignore the differences and treat the other person just as you'd treat members of your own culture.

_____ **5.** Fear of meeting new people is detrimental and must be eliminated.

_____ **6.** When there is conflict, your relationship is in trouble.

- *In Preview* **Figures and In a** *Nutshell* **Tables** appear at the beginning and end of most major sections. *In Preview* figures provide a quick visual look at upcoming concepts, while *In a Nutshell* tables recap the essential content. In the online course, *In Preview* figures are annotated with hotspots, and many of the *In a Nutshell* tables are interactive tables that stimulate students to assess their understanding of the concepts.

Table 4.2   IN A NUTSHELL **The Principles of Verbal Messages**

Principle	Verbal Message Strategies
Meanings are in people, not in words.	Look not only to the words used but to the person using the words.
Meanings are both denotative and connotative.	Look at both the objective meaning and the subjective meaning expressed.
Messages vary in abstraction.	Use both general and specific terms.
Message meanings can deceive.	Acting with a truth bias is usually appropriate, but realize that in some situations, messages may be false and may be purposely designed to mislead you.
Messages vary in politeness.	Use messages that reflect positively on others and allow them to be autonomous.
Messages may be onymous or anonymous.	Use ownership of a message as one factor in evaluating messages.
Meanings vary in assertiveness.	Act assertively in most cases but realize that attitudes toward assertiveness vary greatly with culture.

- **Viewpoints Photos and Captions** ask readers to consider a variety of communication issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture. For example, in this Viewpoints, the reader is asked to focus on cyberbullying.

Ian Allenden/Alamy Stock Photo

VIEWPOINTS Cyberbullying

In research on school bullying, 73% of students (12–17 year olds) said they had been bullied at school; 44% noted that this happened in the last 30 days (Cyberbullying Research Center, 2016). Of those that were bullied, the most common form was being called by mean names or made the butt of jokes in hurtful ways (88%) and being excluded from groups (77%). In research on cyberbullying, 31% of males and 36% of females said they had been cyberbullied. The most common form of such bullying, noted by 80%, was the posting of mean comments on social media sites and spreading rumors, noted by 70%. *What has been your experience with school and/or cyberbullying? In what ways is this behavior encouraged? In what ways might it be discouraged?*

- **Communication Choice Points** and **Ethical Choice Points** are interactive writing opportunities with assessment capability, available in the online course, that encourage students to identify and evaluate the available communication choices in different contexts. The choice points are intentionally aligned with the chapter

learning objectives. In this Communication Choice Point the student is asked to consider their options when changing a bad first impression.

- **Essential terms** in boldface and a glossary at the end of the text help students learn and review essential terms. In Revel, key terms appear in boldface with pop-up definitions, and each chapter concludes with a flashcard deck for study and review.
- **Sample Speeches** The sample speeches in this book are a bit different from those in most books and so a brief explanation is needed. Two of the speeches were written by the author to illustrate some of the major mistakes that beginning speakers make. These mistakes are presented very broadly in the speeches and explained with annotations.

  - The informative speech was also written by the author to illustrate most clearly how a speech can be constructed using the 10-step approach outlined in the text and, at the same time, present a topic that is too often unspoken: suicide.

  - The persuasive speech is an award-winning speech by Scott Kamen from Lafayette College and was presented at the Interstate Oratorical Association contest. It, too, discusses a topic that is often, but unwisely, ignored: disability bias in health care.

- **The Public Speaking Sample Assistants** featured in the public speaking chapters provide sample annotated speeches and outlines.

PUBLIC SPEAKING SAMPLE ASSISTANT

THE DELIVERY OUTLINE

PAUSE!

LOOK OVER THE AUDIENCE!

I. Many experience CS

  A. CS: the reaction to being in a culture very different from your own

  B. By understanding CS, you'll be better able to deal with it

PAUSE—SCAN AUDIENCE

II. CS occurs in 4 stages (WRITE ON BOARD)

  A. Honeymoon

  B. Crisis

  C. Recovery

  D. Adjustment

[Let's examine these stages of CS.]

PAUSE/STEP FORWARD

I. Honeymoon

  A. Fascination w/people and culture

  B. Enjoyment of people and culture

    1. Zaire example
    2. Farm to college dorm

[But, life is not all honeymoon—the crisis.]

II. Crisis

  A. Problems arise

    1. One-third Am workers fail abroad
    2. Personal difficulties

  B. Life becomes difficult

    1. Communication
    2. Offend others

[As you gain control over the crises, you learn how to cope.]

PAUSE

III. Recovery

  A. Period of learning to cope

  B. You learn intercultural competence

    1. Communication becomes easier
    2. You learn the culture's rules

[As you recover, you adjust.]

IV. Adjustment

  A. Learn to enjoy (again) the new culture

  B. Appreciate people and culture

[These then are the 4 stages; let me summarize.]

PAUSE

CONCLUSION

I. CS occurs in 4 stages: honeymoon, crisis, recovery, and adjustment

II. By knowing the 4 stages, you can better understand the culture shock you may now be experiencing on the job, at school, or in your private life.

PAUSE

Ask for Questions

Essential Content and Themes

Essentials of Human Communication highlights several interwoven themes in the study of human communication and—taken together—they define the uniqueness of this text: social media, culture, the workplace, choice, and ethics.

Social Media

All communication forms—interpersonal, small group, and public—incorporate the varied social media that are now an essential part of everyday life. And so, to take just

one example, the definition of listening—long defined as the reception of auditory signals—is redefined to include the reading of social media messages. The reasoning is simply that if posting on Facebook and tweeting are examples of communication (which they surely are), then the reading of these messages must also be part of communication and seems to fit most logically with listening. To further highlight coverage throughout the text, related topics appear in the integrated exercises, in the Viewpoints photos, in the tables and figures, and in the videos.

Culture

The crucial role that culture plays in your communication experiences is a recurring theme throughout *Essentials of Human Communication: The Basic Course*. You're living in a world defined by cultural diversity, where you interact with people differing in affectional orientation, socioeconomic position, race, religion, and nationality. Culture and cultural differences are always influential in communication. So, for this reason, this text fully integrates culture into every chapter, and it includes a Cultural Map feature that illustrates seven major cultural differences around the world in selected chapters where relevant. Cultural topics covered include the following:

- Culture and communication, the importance of culture, the dimensions of cultural differences, the aim of a cultural perspective, and ethnic identity and ethnocentrism (Chapter 1).
- Cultural teachings in self-concept formation, increasing cultural sensitivity, stereotyping, self-disclosure and culture (Chapter 2).
- The influences of culture on listening, and a Cultural Map on Masculine and Feminine Orientation (Chapter 2).
- Cultural differences in directness and politeness; cultural rules in verbal communication; sexism, heterosexism, racism, and ageism; cultural identifiers; and a Cultural Map on High- and Low-Context Cultures (Chapter 4).
- Cultural differences in nonverbal communication, most notably facial expressions; colors, touch, silence, and time orientation; and a Cultural Map on Long- and Short-Term Orientations (Chapter 5).
- The role and influence of culture in conversation (Chapter 6).
- Cultural differences in friendship, love, and family relationships; and a Cultural Map on Indulgent and Restraint Cultures (Chapter 7).
- Cultural influences on conflict and conflict management, and cultural differences in face-enhancing and face-attacking strategies (Chapter 8).
- Small group culture and the nature and importance of group and cultural norms in small group communication (Chapter 9).
- The role of culture in small group membership and leadership and two Cultural Maps, one on high- and low-power distance and another on individualism and collectivism (Chapter 10).
- The role of culture in speech topics; guidelines to help public speakers avoid taboo topics when addressing culturally varied audiences; and cultural factors in audience analysis (Chapter 11).
- Cultural considerations in the language of public speaking, culture shock, and cultural sensitivity in speech criticism (Chapter 12).
- Cultural sensitivity in selecting supporting materials (Chapter 13).
- Adapting to the culture of the audience, the impact of cultural differences on credibility appeals, and a cultural map on uncertainty avoidance (Chapter 14).

The Workplace

Effective human communication is as important in the workplace as it is in any part of your life. Interpersonal skills, group membership and leadership skills, and public speaking skills are consistently listed among the most important workplace competencies. Consequently, workplace coverage is thoroughly integrated in the chapters and

highlighted in various tables (for example, "Table 2.1: Self-Disclosure Cautions in the Workplace"), Viewpoints photos (for example, "Status Signals" in Chapter 5), integrated exercises (for example, "Understanding Your Own Leadership Qualities"), and Communication and Ethical Choice Points (for example, "Demonstrating Credibility" and "Touch Boundaries"). Videos also feature interviews with working professionals on a variety of topics and focus on a variety of workplace issues. Among these are: How Does Knowing How to Communicate Get You Hired?, How Should You Use Technology to Communicate at Work?, How Do You Get a New Virtual Group to Relax and Start to Communicate?, How Can You Make Sure Your Ideas Get Heard at Work?, and How Can You Create a Meeting People Will Want to Attend? In addition, a complete online-only chapter on workplace communication is available at www.pearson.com/revel.

Choices

Throughout your communication interactions, you'll need to make choices between saying one thing or another, between sending an e-mail or calling on the phone, between being supportive or critical, and so on. Because of the central importance of choice, Communication Choice Points, which appear in every major section, invite you to identify and evaluate your choices for communicating.

Ethics

Messages have ethical implications simply because messages have effects on others, and because messages are influential in changing beliefs and attitudes and motivating behavior. Because of this, ethics receives focused attention throughout the text. Chapter 1 introduces ethics as a foundation concept in all forms of communication, an essential part of communication competence. In all remaining chapters, Communicating Ethically boxes highlight varied communication situations and ask you to apply ethical principles to various scenarios. For example, ethical issues such as cultural practices, lying, and ways to deal with interpersonal conflict ethically are considered. These boxes serve as frequent reminders that ethical considerations are an integral part of all the communication choices/decisions you make. A list of these Communicating Ethically boxes appears in the Specialized Contents.

Revel™

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

Learn more about Revel www.pearson.com/revel

Rather than simply offering opportunities to read about and study communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about small group communication, students are presented with an interactive self-assessment that scores their own level of apprehension when participating in group discussions. The results of the assessment enable students to examine their level of anxiety in groups, immediately followed by a video overview on relaxation breathing. By providing opportunities to read about and practice communication in tandem, Revel connects students directly and immediately to the content, which leads to a greater mastery of course material. A wealth of student and instructor resources and interactive materials can be found within Revel, such as:

- **Complete Audio with Dialogue and Speech Excerpts**   With an Internet connection, students can listen to audio of the entire book while on the go.

In addition, audio of effective and ineffective communication, as well as speech examples, is included directly above or below the corresponding narrative so that students can hear the examples. This reinforces learning in a way that a printed text cannot.

- **Integrated Experiences**   These interactive exercises allow students to analyze their own communication styles and to work actively with the concepts and skills discussed in each chapter. Completing these exercises thereby increases students' communication awareness and skill set, enabling them to learn and grow in communication competence over the duration of the course. A variety of self-assessment styles are offered, including fill-in-the-blank, short answer, true or false, and numerical ratings. Examples of topics include "Human Communication on Social Media" in Chapter 1 and "Empowering Someone Else" in Chapter 10.

- **Videos and Video Self-Checks**   Video selections provide additional emphasis on a wide variety of topics. Diverse videos seek to answer questions like How Can Being a Better Listener Make Me a Better Speaker?, How Can You Effectively Manage Interpersonal Relationships Online? and How Do You Connect with a Virtual Audience Instead of a Live One?

- **Interactive Figures**   Interactive figures allow students to interact with the illustrations, increasing their ability to grasp difficult concepts. By focusing students' attention on specific parts of a model, with additional explanation or real-life examples, broad and theoretical concepts are made more comprehensible.

- **Interactive Tables**   Two-stage interactive tables allow students to first study and review the information in the original presentation, and then, when ready, assess their memory and understanding of the concepts by removing and then dragging select content back to the correct position.

Figure 7.1   A Six Stage Model of Relationships

Because relationships differ so widely, it's best to think of this or any relationship model as a tool for talking about relationships rather than as a specific map that indicates how you move from one relationship position to another. *What happens when the two people in a relationship experience the stages differently? Can you provide an example from literature or from your own experience?*

Contact
- Perceptual
- Interactional

→ Exit

Involvement
- Testing
- Intensifying

→ Exit

Intimacy
- Interpersonal commitment
- Social bonding

→ Exit

Repair
- Intrapersonal repair
- Interpersonal repair

Deterioration
- Intrapersonal dissatisfaction
- Interpersonal deterioration

Dissolution
- Interpersonal separation
- Social/public separation

→ Exit
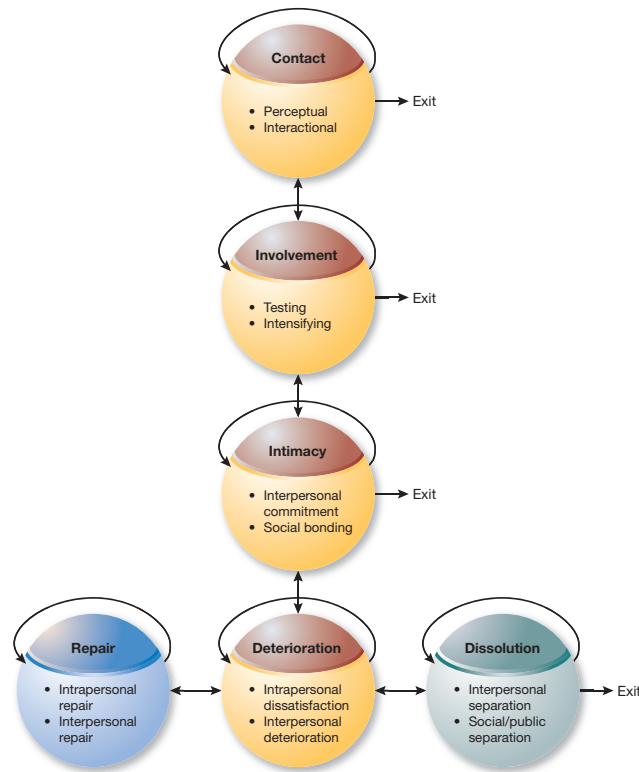
- **Interactive Cultural Maps**   Seven maps highlight the major cultural differences (such as ambiguity tolerance, masculine and feminine orientation, and power distance) identified by Hofstede, Hofstede, and Minkoff in *Cultures and Organizations: Software of the Mind* (2010). In Revel, readers can click "hotspots" for additional information and related images from countries around the world.

THE CULTURAL MAP: Individualism and Collectivism

According to Hofstede, Hofstede, Minkoff (2010), one of the most important distinctions in all small groups is the extent to which individuals function independently versus the extent to which they work as members of a group, a concept captured in the cultural distinction between individualism and collectivism.

Canada
Great Britain
Denmark
Netherlands
Belgium Hungary
Italy
United States
Pakistan
Guatemala Panama
Costa Rica Trinidad
Colombia
Ecuador Venezuela
Peru
Indonesia
Australia
New Zealand

These countries are among the most strongly affiliated with individualism. In high individualist cultures, the individual's goals are given the highest priority, and success is measured by the extent to which you surpass other members of your group.

These countries are among the most strongly affiliated with collectivism. In high collectivist cultures, the group's goals are given the highest priority, and success is measured by your contributions to the group as a whole.

How would you describe your own behavior when in groups?

- **Integrated Writing Opportunities**   To help students connect chapter content with their own personal and social lives, each chapter offers two varieties of writing prompts: (1) Communication Choice Points, eliciting a free-form, topic-specific response addressing topics at the module level, and (2) the Shared Writing prompt, eliciting a focused, brief response addressing topics at the chapter level, which students can share with each other. Communication Choice Points, which appear in every module, help students make connections between interpersonal communication topics and their own experiences. At the end of each chapter, a Shared Writing prompt allows students to see and respond to their classmates' comments, thereby facilitating discussion online as well as in the classroom. Instructors have access to students' responses and can also assign them as homework.

Pearson MediaShare

Share, assign, and assess a variety of media easily and meaningfully in Revel using Shared Media and VideoQuiz assignments.

Using the best of MediaShare functionality and designed with learners and learning in mind, Shared Media assignments allow instructors and students to share and engage with videos and other media, including recorded performances in Public Speaking. And VideoQuiz assignments transform a typically passive activity into an active learning experience. Rather than watching a video and then answering questions, students engage with instructional content while it's being delivered.

- Use Shared Media to assign or view speeches, video-based assignments, role play, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson-provided rubrics, or create your own around classroom goals, learning outcomes, or department initiatives.
- Create assignments for students with options for full-class viewing and commenting or private comments between you and the student.
- Record video directly from a tablet, phone, or other webcam.
- Embed video from YouTube or Pearson Clips via assignments to incorporate current events into the classroom experience.
- Set up time-stamped quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Import grades into most learning management systems.

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A Word about the Language Used in *Essentials of Human Communication: The Basic Course*, 11/e

One of the undisputed truths about language is that it's always changing. Generally, the changes take place over years, decades, and even centuries. Today, however, we are witnessing dramatic and extremely rapid changes in language in two major ways.

The first way that language is changing is in the way we talk about gender and race. Gender and race are currently viewed—and especially in academic circles—as social constructions. That is, the divisions we make in talking about gender (male and female, for example) and race (Black and White, for example) do not exist in reality, but are the result of social agreement; they are social constructions. And so, although we talk about male and female, from a social constructionist perspective, gender is fluid. Gender is not binary; a person is not simply male or female, but can be transgender or intersex or any of a number of other genders. A similar position exists with race; people vary on a racial continuum; people are not either Black or White or Brown, for example. Racial divisions are socially, not biologically, determined.

The second way that language is changing is in the way we talk about age, sexual orientation, race, as well as about people who are blind or deaf or without homes, for example. Language is expected to be especially polite and to not prove offensive to anyone.

As a result of these changes, publishers and academics have compiled lists of words and expressions that are considered "problematic"—that is, that may imply that gender is binary rather than fluid or that race can be neatly divided into two or three or four categories or that may prove offensive. So, the very common "he" and "she" implies that gender is binary, that gender is either male or female instead of fluid and so "they" is used even with a singular reference.

"Black hat hacker", which refers to criminal hackers and "white hat hacker" which refers to ethical hackers concerned with testing for cybersecurity are considered problematic because "black" is given a negative meaning and "white" a positive one. The expression "blind to the truth" which implies a lack of awareness is considered ableist because it implies that people who are blind lack awareness and are ignorant. "Senior citizen" is considered problematic because it emphasizes a person's age and sets that person apart from all others. The term *homosexual*—used to denote a person who has an attraction to one of the same sex—is considered problematic because it focuses on sex and not on the basic humanness of individuals. Even the term *gay* is considered problematic and has been replaced by LGBTQIA+ (lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, and all other sexualities).

Not everyone agrees with these changes or that these various words are offensive and should be avoided. For example, even members of the LGBTQIA+ community use the term *gay* regularly in their everyday talk as well as in their written publications. Nevertheless, I have tried in this text to communicate the fluid nature of gender and race and to avoid any terms that may prove offensive, terms that may have seemed perfectly appropriate five or ten years ago but are now recognized to be offensive. It's a learning experience for both of us.

The Essentials of Human Communication

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Communication comes in different forms to serve different needs.

LEARNING OBJECTIVES

1.1 Identify the forms and benefits of communication and some of the popular beliefs about communication.

1.2 Draw a model of communication that includes sources—receivers, messages, context, channel, noise, and effects; and define each of these elements.

1.3 Paraphrase the major principles of human communication.

1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

1.5 Define *communication competence* and explain its major qualities.

Fair questions to ask at the beginning this course are "What will I get out of this?" and "Why should I study human communication?" One very clear answer is given by the importance of communication: It's a major part of the human experience that every person needs to understand. Much as you need to understand history, science, geography, and mathematics, for example, you need to understand how people exchange thoughts and feelings, how they communicate interpersonally, in groups, on social media, and in public. But, as you'll see in the section on Benefits of Studying Human Communication and throughout the chapters, there are, in addition, numerous personal and professional benefits that you'll derive.

Forms, Benefits, and Beliefs of Human Communication

1.1 Identify the forms and benefits of communication and some of the popular beliefs about communication.

Human communication consists of the sending and receiving of verbal and nonverbal messages between two or more people. This seemingly simple (but in reality, quite complex) process is the subject of this course, to which this chapter provides a foundation.

Here we begin the study of human communication by looking first at the forms of human communication, the benefits you'll derive and the skills you'll learn, and some of the beliefs about communication.

Forms of Human Communication

This text focuses on three areas of human communication: interpersonal communication, small group communication, and public communication. It focuses on the concepts and principles as well as the practical skills you'll need for greater effectiveness. These three areas are at the foundation of all forms of human communication.

Interpersonal communication occurs when you interact with a person with whom you have some kind of relationship. Through interpersonal communication, you interact with others, learn about them and yourself, and reveal yourself to others. Whether with new acquaintances, old friends, lovers, family members, or colleagues at work, it's through interpersonal communication that you establish, maintain, sometimes destroy, and sometimes repair personal relationships.

Small group communication or team communication is communication among groups of, say, five to ten people and may take place face-to-face or, increasingly, in virtual space. Through small group communication, you interact with others, solve problems, develop new ideas, and share knowledge and experiences.

Public communication is communication between a speaker and an audience. Through public communication, a speaker will inform and persuade you. And you, in turn, inform and persuade others—to act, to buy, or to think in a particular way. Much as you can address large audiences face-to-face, you also can address such audiences electronically. Through social networks, newsgroups, webinars, podcasts, or blogs, for example, you can post your "speech" for anyone to read or hear and then read or hear their reactions to your message.

Benefits of Studying Human Communication

Of all the knowledge and skills you have, those concerning communication are among your most important and useful. Your communication ability will influence how effectively you live your personal and professional life; it will influence your effectiveness as a friend and lover. It will often make the difference between getting a job and not getting it.

Your communication skills will determine your influence and effectiveness as a group member and your emergence as group leader. Your communication skills will increase your ability to communicate information and influence the attitudes and behaviors of others in a variety of public speaking situations.

Let's identify more clearly the skills that you'll learn (previewed in Figure 1.1) and the corresponding benefits that you'll reap through your study of human communication:

- **Critical and creative thinking skills**, emphasized throughout this book, help you approach new situations mindfully, with full conscious awareness, increase your ability to distinguish between a sound and valid argument and one that is filled with logical fallacies, and improve your ability to use language to reflect reality more accurately.
- **Interaction skills** help you improve your communication in a wide range of forms, from seemingly simple small talk to the employment interview for the job of a lifetime. Interaction skills will enable you to communicate with greater ease, comfort, and effectiveness, whether you're proposing a life-long relationship or apologizing for some transgression.
- **Relationship skills** enable you to build friendships, enter into love relationships, work with colleagues, and interact with family members. These are the interpersonal and relationship skills for initiating, maintaining, repairing, and sometimes dissolving relationships of all kinds. And unless you're going to be living totally alone, these are skills you'll use every day, in every encounter. These are the skills that businesses of all kinds have on their lists of most important competencies for organizational success; they are an essential part of business competence (Barraclough, 2021; Elliott, 2021).
- **Group membership and leadership skills** enable you to communicate information effectively in small groups or with large audiences and improve your ability to influence others in these same situations. In a workplace world (whether face-to-face or virtually) that operates largely on group interaction, these skills are increasingly essential if you are to be an effective organizational member and will help you rise in the organization. After all, people in power will often come to know you best through your communications. As you rise in the hierarchy, you'll need these skills to enable you to lead groups and teams in informative, problem-solving, and brainstorming sessions.
- **Presentation skills** enable you to present yourself as a confident, likable, approachable, and credible person. Your effectiveness in just about any endeavor depends heavily on your self-presentation—your ability to present yourself in a positive light through your verbal and nonverbal messages. Incidentally, it is also largely through your skills of self-presentation (or lack of them) that you display negative qualities as well.

Beliefs about Human Communication

A good way to begin your study of human communication is to examine a few of the popular beliefs about communication.

Throughout this text, you'll find integrated exercises that ask you to work actively with the concepts discussed in the chapter. These will help you personalize what you are reading.

Figure 1.1 **In Preview** The Benefits of Studying Human Communication

For most of the modules, preview diagrams are presented to give you a quick overview of the topics to be considered.
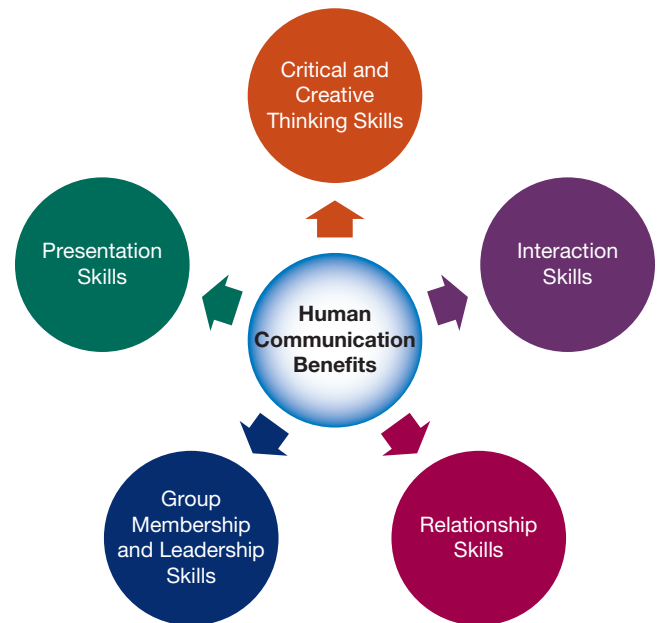
Communication CHOICE Point

The Communication Choice Point feature is designed to help you apply the chapter material to real-life situations by first considering your available choices and then making a communication decision. For each Choice Point, try to identify, as specifically as possible, the advantages and disadvantages of your available choices. All choices involve both positives and negatives. Your task is to examine as many choices as you can and select the one that you feel is likely to work best for you.

Communicating an Image

A new position is opening at work, and you want it. *What are some of the things you might do to communicate the image of a creative, hard-working, intelligent, and likeable team player and leader?*

Each of the chapter photos has a caption labeled Viewpoints, which relates the photo to the chapter material and asks for your own viewpoint. This feature asks for your active participation and should help to further personalize the chapter discussions.

VIEWPOINTS: Importance of Communication

All people want partners who know how to communicate and listen. *What communication traits would you want your ideal life partner to demonstrate?*

Beliefs about Communication

Examine your beliefs about communication by responding to the following questions with True if you believe the statement is usually true or False if you believe the statement is usually false.

_____ **1.** Good communicators are born, not made.

_____ **2.** The more you communicate, the better you will be at it.

_____ **3.** In your communication, a good guide to follow is to be as open, empathic, and supportive as you can be.

_____ **4.** When communicating with people from other cultures, it's best to ignore the differences and treat the other person just as you'd treat members of your own culture.

_____ **5.** Fear of meeting new people is detrimental and must be eliminated.

_____ **6.** When there is conflict, your relationship is in trouble.

As you probably figured out, all six statements are generally false. As you read, you'll discover not only why these beliefs are false but also the trouble you can get into when you assume they're true. For now, and in brief, here are some of the reasons each of the statements is generally false:

1. Effective communication is a learned skill; although some people are born brighter or more extroverted, everyone can improve their abilities and become more effective communicators.

2. It's not the amount of communication people engage in but the quality that matters; if you practice bad habits, you're more likely to grow less effective than more effective, so it's important to learn and follow the principles of effectiveness (Greene, 2003; Greene & Burleson, 2003).

3. Each situation is unique, and therefore the type of communication appropriate in one situation may not be appropriate in another.

4. This assumption will probably get you into considerable trouble because people from different cultures often attribute different meanings to a message; members of different cultures also follow different rules for what is and is not appropriate in communication.

5. Many people are nervous meeting new people, especially if these are people in authority; managing, not eliminating, the fear will enable you to become effective regardless of your current level of fear.

6. All meaningful relationships experience conflict; relationships are not in trouble when there is conflict, though dealing with conflict ineffectively can often damage the relationship.

Communication Models and Concepts

1.2 Draw a model of communication that includes sources—receivers, messages, context, channel, noise, and effects; and define each of these elements.

In early **models** (representations) or theories, the communication process was thought to be linear. According to this *linear* view, the speaker spoke and the listener listened. Communication was seen as proceeding in a relatively straight line. Speaking and listening were seen as taking place at different times; when you spoke, you didn't listen, and when you listened, you didn't speak.

A more satisfying view, and the one held currently, sees communication as a transactional process in which each person serves as both speaker and listener, sending and receiving messages simultaneously (Watzlawick, Beavin, & Jackson, 1967; Watzlawick, 1977, 1978). In face-to-face communication, while you send messages you're also receiving messages from your own communications and from the reactions of the other person(s). This is also true in phone communication, in instant messaging, and in chatting. Other online communications, such as posting on Facebook, recording a podcast, or sending an e-mail, more closely resemble the linear model of communication, where sending and receiving occur at different times. These two views are depicted in Figure 1.2.

The transactional view also sees the elements of communication as interdependent (never independent). This means that each element exists in relation to the others. A change in any one element of the process produces changes in the other elements. For example, if you're having a meeting with a group of your coworkers and your boss enters the room, this change in "audience" will lead to other changes. Perhaps you'll change what you're saying or how you're saying it. Regardless of what change is introduced, other changes will occur as a result.

The essentials of human communication can be summed up as follows: Communication occurs when you send or receive messages and when you assign meaning to another person's signals. All human communication occurs within a context, is transmitted via one or more channels, is distorted by noise, and has some effect. We can expand the basic transactional model of communication by adding these essential elements, as shown in Figure 1.3.

Figure 1.2 **Two Views of Communication**

The top diagram represents a linear view of communication, in which the speaker speaks and the listener listens. The bottom diagram represents a transactional view, the view that most communication theorists hold. In the transactional view, each person serves simultaneously as speaker and listener. At the same time that you send messages, you're also receiving messages from your own communications and from the messages of the other person(s). You don't stop listening when you're sending messages, and you don't stop sending messages when you're listening.
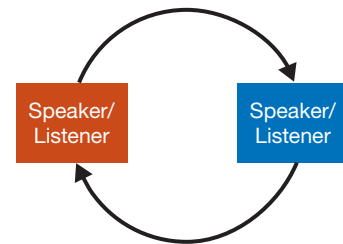
Linear View

Transactional View

Figure 1.3 **The Essentials of Human Communication**

This is a general model of communication between two people and most accurately depicts communication as a transactional process. It puts into visual form the various elements of the communication process. *How would you revise this model to depict small group interaction or public speaking?*
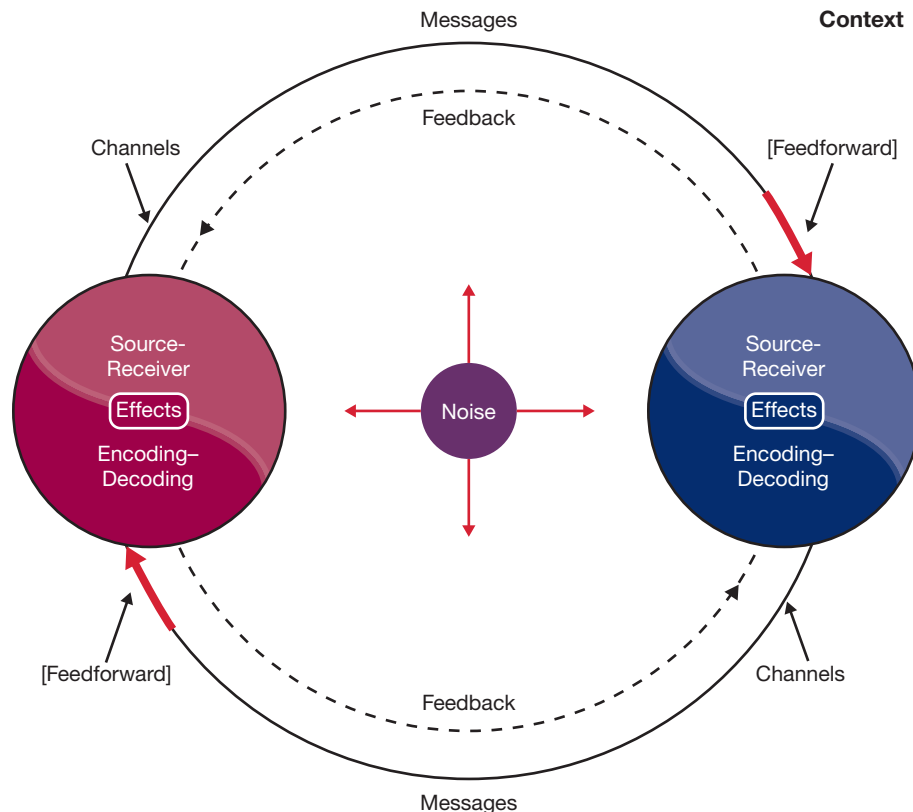
Sources–Receivers

According to the transactional model, each person involved in communication is both a **source** (speaker) and a **receiver** (listener); hence the term *sources-receivers*. You send messages when you speak, write, gesture, or smile. You receive messages in listening, reading, seeing, smelling, and so on. At the same time that you send messages, you're also receiving messages: You're receiving your own messages (you hear yourself, feel your own movements, see many of your own gestures), and, at least in face-to-face communication, you're receiving the messages of the other person—visually, auditorily, or even through touch or smell. As you speak, you look at the person for responses—for approval, understanding, sympathy, agreement, and so on. As you decipher these nonverbal signals, you're performing receiver functions. When you write to or text someone with video, the situation is very similar to the face-to-face situation. Without video, you might visualize the responses you expect/want the person to give.

When you put your ideas into speech, you're putting them into a code; hence you're **encoding**. When you translate the sound waves (the speech signals) that impinge on your ears or read the words on a screen, into ideas in your brain, you take them out of the code they're in; hence you're **decoding**. Thus, speakers or writers are often referred to as **encoders**, and listeners or readers as **decoders**. The linked term *encoding–decoding* emphasizes the fact that you perform these functions simultaneously.

Usually, you encode an idea into a code that the other person understands—for example, English, Spanish, or Indonesian, depending on the shared knowledge that you and your listener possess. At times, however, you may want to exclude others by speaking in a language that only one of your listeners knows or by using jargon. The use of abbreviations and jargon in text messaging is another example of how people communicate in a code that only certain people will understand.

Messages

Communication **messages** take many forms and are transmitted or received through one or more sensory organs or a combination of them. You communicate verbally (with words) and nonverbally (without words). Your meanings or intentions are conveyed with words (Chapter 4) and with the clothes you wear, the way you walk, and the way you smile (Chapter 5). Everything about you communicates a message. Three specific types of messages need to be identified here: feedforward, feedback, and metamessages.

Feedforward Messages   **Feedforward** is information you provide before sending your primary messages (Richards, 1951). It reveals something about the messages to come and includes, for example, the preface or table of contents of a book, the opening paragraph of a chapter, a Facebook profile, movie previews, magazine covers, and introductions in public speeches. In e-mail, feedforward is given in the header, where the name of the sender, the date, and the subject of the message are identified. Caller ID is also an example of feedforward.

Feedforward may be verbal ("Wait until you hear this one") or nonverbal (a prolonged pause or hands motioning for silence to signal that an important message is about to be spoken). Or, as is most often the case, it is some combination of verbal and nonverbal.

Another type of feedforward is **phatic communication**—"small talk" that opens the way for "big talk." It includes the "How are you?" and "Nice weather" greetings that are designed to maintain rapport and friendly relationships (Nordqujst, 2019b; Ford, 2021). Similarly, listeners' short comments that are unrelated to the content of the conversation but indicate interest and attention also may be considered phatic communication (McCarthy, 2003).

Communication CHOICE Point

Giving Feedforward

The grades were just posted for a course, and you see that your close friend failed. You got an A. Your friend asks you about the grades. You feel you want to preface your remarks. *What kind of feedforward (verbal and nonverbal) might you give? What are the advantages and disadvantages of each choice? What would you say?*

Feedback Messages   When you send a message—say, in speaking to another person—you also hear yourself. That is, you get **feedback** from your own messages: You hear what you say, you feel the way you move, you see what you write. In addition to this self-feedback, you also get feedback from others. A frown or a smile, a yea or a nay, a returned poke or a retweet, a pat on the back or a punch in the mouth are all types of feedback.

Feedback tells you what effect you're having on listeners. On the basis of feedback, you may adjust, modify, strengthen, de-emphasize, or change the content or form of the messages. For example, if someone laughs at your joke (giving you positive feedback), it may encourage you to tell another one. If the feedback is negative—no laughing, just blank stares—then you may resist relaying another "humorous" story.

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

Nonverbal behavior may also be metacommunicational. Obvious examples include crossing your fingers behind your back or winking when telling a lie. On a less obvious level, consider the blind date. As you say, "I had a really nice time," your nonverbal messages—the lack of a smile, failure to maintain eye contact—metacommunicate and contradict the verbal "really nice time," suggesting that you did not enjoy the evening. Nonverbal messages may also metacommunicate about other nonverbal messages. The individual who, on meeting a stranger, both smiles and extends a totally lifeless hand shows how one nonverbal behavior may contradict another.

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VIEWPOINTS: Feedback

People regularly attribute different qualities to those who accurately and those who inaccurately respond to feedback. *Based on your own experiences, what qualities do you attribute to someone who accurately reads and responds to feedback? How would this differ from the qualities attributed to those who ignore or misread feedback?*

Communication Context

Communication exists in a **context** that determines, to a large extent, the meaning of any verbal or nonverbal message. The same words or behaviors may have totally different meanings when they occur in different contexts. For example, the greeting, "How are you?" means "Hello" to someone you pass regularly on the street but suggests, "Is your health improving?" to a friend in the hospital. A wink to an attractive person on a bus means something completely different from a wink that signifies a put-on or a lie. Divorced from the context, it's impossible to tell what meaning was intended from just examining the signals.

The context will also influence what you say and how you say it. You communicate differently depending on the specific context you're in. Contexts have at least four aspects: physical context, cultural context, social-psychological context, and temporal context.

- **Physical context** is the tangible or concrete environment, the room, park, or auditorium; you don't talk the same way at a noisy football game as you do at a quiet funeral.
- **Cultural context** involves the lifestyles, beliefs, values, behavior, and communication of a group—the rules a group of people uses for considering something right or wrong.
- **Social-psychological context** has to do with the status relationships among speakers, the formality of the situation, the norms of a group or organization; you don't talk the same way in the cafeteria as you would at a formal dinner at your boss's house.

- **Temporal context** is a message's position within a sequence of events; you don't talk the same way after someone tells you about the death of a close relative as you do after someone reveals they've won the lottery.

These four contexts interact—each influences and is influenced by the others. For example, arriving late for a date (temporal context) may lead to changes in the degree of friendliness (social-psychological context), which would depend on the cultures of you and your date (cultural context), and may lead to changes in where you go on the date (physical context).

Channel

The communication **channel** is the vehicle or medium through which messages pass. Communication rarely takes place over only one channel. Rather, two, three, or four channels may be used simultaneously. In face-to-face conversations, for example, you speak and listen (vocal channel), but you also gesture and receive signals visually (visual channel). You also emit and smell odors (olfactory channel) and often touch one another; this tactile channel, too, is communication.

Another way to classify channels is by the means of communication. Thus, face-to-face contact, telephones, e-mail, movies, television, smoke signals, Facebook, Twitter, and Pinterest are all types of channels.

Noise

Noise is anything that interferes with your receiving a message. At one extreme, noise may prevent a message from getting from source to receiver. A roaring noise or line static can prevent entire messages from getting through to your phone receiver. At the other extreme, with virtually no noise interference, the message of the source and the message received are almost identical. Most often, however, noise distorts some portion of the message a source sends as it travels to a receiver. Just as messages may be auditory or visual, noise comes in both auditory and visual forms. Four types of noise are especially relevant: physical noise, physiological noise, psychological noise, and semantic noise.

- **Physical noise** is interference that is external to both speaker and listener; it interferes with the physical transmission of the signal or message and would include the screeching of passing cars, the hum of a computer, sunglasses that hide eye movements and pupil dilation, blurred type or fonts that are too small or difficult to read, misspellings and poor grammar, and pop-up ads.
- **Physiological noise** is created by barriers within the sender or receiver and would include visual impairments, hearing loss, articulation problems, and memory loss.
- **Psychological noise** refers to mental interference in the speaker or listener and includes preconceived ideas, wandering thoughts, biases and prejudices, close-mindedness, and extreme emotionalism. You're likely to run into psychological noise when you talk with someone who is close-minded or who refuses to listen to anything they don't already believe.
- **Semantic noise** is interference that occurs when the speaker and listener have different meaning systems; it would include language or dialectical differences, the use of jargon or overly complex terms, and ambiguous or overly abstract terms whose meanings can be easily misinterpreted. You see this type of noise regularly in the physician who uses "medicalese" without explanation or in the insurance salesperson who speaks in the jargon of the insurance industry.

A useful concept in understanding noise and its importance in communication is **signal-to-noise ratio**. In this term the word *signal* refers to information that you'd find useful, and *noise* refers to information that is useless (to you). So, for example, a post or feed that contains lots of useful information is high on signal and low on noise; one that contains lots of useless information is high on noise and low on signal.

All communications contain noise. Noise can't be totally eliminated, but its effects can be reduced in at least two ways. First, recognizing the varied types of noise that are interfering with the transmission of a message from sender to receiver will help you identify remedies. Second, you can reduce the effects of noise by, for example, making your language more precise, sharpening your skills for sending and receiving nonverbal messages, adjusting your camera for greater clarity, and improving your listening and feedback skills.

Effects

Communication always has some **effect** on those involved in the communication act. For every communication act, there is some consequence. For example, you may gain knowledge or learn how to analyze, synthesize, or evaluate something. These are intellectual or cognitive effects. You may acquire new feelings, attitudes, or beliefs or change existing ones (affective effects). You may learn new bodily movements, such as how to throw a curve ball, paint a picture, give a compliment, or express surprise (psychomotor effects). The essential elements of human communication are briefly summarized in Table 1.1.

Table 1.1 IN A NUTSHELL **The Elements of Human Communication**

At the end of most modules, you'll find an "In a Nutshell" table that briefly summarizes the content of the section. Use these as convenient reviews, not as substitutes for reading the sections.

Elements	Meaning
Source-receiver	The sender–receiver, the person who both sends and receives messages during communication.
Messages	The verbal and nonverbal signals that are sent by the source/encoder and received by the receiver/decoder.
Channels	The media through which the signals are sent.
Noise	Disturbances that interfere with the receiver receiving the message sent by the source.
Context	The physical, cultural, social-psychological, and temporal environment in which the communication takes place.
Effects	Communication can have cognitive, affective, and behavioral effects on others and on you.

Principles of Communication

1.3 Paraphrase the major principles of human communication.

Several principles are essential to an understanding of human communication in all its forms. These principles, as you'll see throughout the chapters, also have numerous practical implications to help you increase your own communication effectiveness; they are previewed in Figure 1.4.

Communication Is Purposeful

You communicate for a purpose; some motivation leads you to communicate, whether face-to-face, in writing, or online. When you speak or write, you're trying to send some message and to accomplish some goal. Although different cultures emphasize different purposes and motives, five general purposes seem relatively common to most, if not all, forms of communication.

Figure 1.4 **In Preview** Principles of Human Communication