

# preface

P R E F A C E

As communication professors we have spent many days in the classroom. Our commitment to the discipline, belief in the essential importance of communication in meeting twenty-first-century challenges, and interest in extending our knowledge to others motivated us to co-author this text. We hope that our book will enhance learning and add to the excitement and fulfillment that people experience when they study communication.

Written for the basic course, *Human Communication* is a hybrid text that teaches principles and skills in interpersonal communication, small-group communication, public communication, organizational communication, and mediated communication. With its distinctive student-friendly voice, the text coaches students in the fundamentals of human communication and places relevant skills, engaging theory, and energizing pedagogy at the forefront of the book.

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*Human Communication* introduces students to the main contexts of human communication following these key themes:

## Key Elements

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- **A Student-Centered Approach**—We simplify complex ideas without significant distortion and provide examples so that students can understand and apply communication studies to their lives.
- **Cooperative and Collaborative Learning**—Students are encouraged to think about concepts, share their ideas with classmates, and reveal their thinking to the class when invited to do so.
- **Critical Thinking**—We challenge students to think intelligently and critically about communication concepts, issues, and practices.
- **Practical Application**—Throughout the text we emphasize practical knowledge, useful applications, and everyday skills.
- **Finding and Evaluating Information**—The text guides students through the trials of finding and evaluating information so that they will become educated individuals who can critically assess content, weigh arguments and evidence, and judge the value of information and ideas.
- **Communicating Ethically**—We encourage responsible, moral, and ethical communication practices.
- **Understanding Diversity**—In their personal and professional lives, students will meet people from a variety of cultural backgrounds. We encourage cultural competence by addressing diversity issues throughout the book, especially in chapter 7, “Intercultural Communication.”
- **Using Technology**—We teach students to critically assess web-based resources.
- **Using Visualization**—A substantial video series was developed and produced specifically for this text (see page xix for details).

## Signature Features

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Innovative and practical chapter features include the following:

- **Skill Builder** and **Try This** boxes that call on students to practice communication competencies
  - **Culture Notes** that encourage sensitivity to diversity
  - **Think, Pair, Share** exercises that stimulate critical thinking
  - **E-Notes** that highlight technology
  - **Myths, Metaphors, and Misunderstandings** boxes that encourage students to think about the influence of cultural values on our understanding of communication and communication behaviors
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## New to This Edition

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### Chapter Organization and Content

This third edition of *Human Communication* has been thoroughly updated. Throughout, readers will find coverage of new topics and expansion of other important concepts. These include a discussion of the communication skills that employers seek (chapter 1), a discussion of ethnic, racial, and social influences on language (chapter 3), multicultural examples of nonverbal communication (chapter 4), research on gender/sex differences in listening (chapter 5), a section on the nature of friendships including Rawlins's theory (chapter 6), a discussion of how to respond to illegal and inappropriate job interview questions (chapter 8), and new student presentations with explanatory side notes in informative (chapter 14) and persuasive (chapter 15) speaking.

“Interviewing” and “Communicating at Work,” separate chapters in the previous edition, have been combined as chapter 8, “Workplace Communication”; the new chapter focuses on the practical skills students will need as they transition from college to the workplace.

“Mediated Communication and Media Literacy” (formerly chapter 11) is now on the book's *Online Learning Center*, [www.mhhe.com/pearson3](http://www.mhhe.com/pearson3).

### New features

New **chapter-opening vignettes** deal with contemporary issues that will appeal to students. Topics include the controversy over the use of Native American and other racially linked mascots; how Dan Brown's *Da Vinci Code*, an icon of popular culture, challenges the traditional meanings we give to everyday symbols; the controversy surrounding Michael J. Fox's commercials about stem cell research; and how social networking websites like MySpace and Facebook raise questions related to friendship and interpersonal communication issues.

The new **ESL** feature reflects our changing cultural landscape. The diverse population of the United States means that multilingual communication encounters are, in many parts of the country, the norm rather than the exception. Each chapter provides a number of tips to help students bridge language and cultural barriers. Topics include ways ESL speakers can adapt their nonverbal behaviors, cross-cultural friendships and romantic relationships, cross-cultural skills in the workplace, cultural differences and group dynamics, and topic selection for ESL speakers.

The new end-of-chapter **Review and Study Guide** includes 10 multiple-choice and two critical thinking questions for each chapter to help students test their understanding of the key chapter concepts.

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The *Human Communication* website, the *Online Learning Center* at [www.mhhe.com/pearson3](http://www.mhhe.com/pearson3), provides instructors and students with creative and effective tools that make teaching and learning easier and more engaging. These include:

- Updated **Instructor’s Manual, Resource Integrator, and Test Bank**. This provides a wealth of teaching strategies, activities, and resources for instructors and students.
- **Video, *Communicating Everyday***. Each of the nine episodes of this video series runs approximately seven minutes. With consistent characters and plotlines, these stories illustrate key communication concepts by applying them to scenarios involving family, friends, colleagues, and instructors—in the home, at school, and at work. Icons throughout the text indicate connections to the *Communicating Everyday* video series.
- **Video, *Public Speaking***. There are 11 full-length speeches and 18 speech excerpts in all. Four of the full-length speeches will give students a clear sense of the differences between speeches that have problems in their content and delivery and those that could be considered “model” speeches. Thus, students can view informative and persuasive speeches that need improvement, followed respectively by their “improved versions.”
- **Self-quizzes with feedback**. To prepare for exams, students can take a practice test for each chapter consisting of 15 multiple-choice and five true/false questions. When students choose an incorrect answer, they are given an immediate explanation of their mistake and invited to try again.
- **Key Term Flashcards with sound**. Some students prepare for quizzes and examinations by reviewing chapter glossaries. The Key Term Flashcards program manages the text glossary by chapter and allows students to create “decks” of key terms that they can read and/or listen to.

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**Annotated Instructor’s Edition.** The AIE has marginal notes that provide teaching ideas, examples, and suggestions for class discussions and activities.

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## Resources for Instructors and Students

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## Print Resource for Instructors

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