



Communication

IN OUR LIVES

EIGHTH EDITION

Julia T. Wood

Lineberger Distinguished Professor of Humanities Emerita
Caroline H. and Thomas S. Royster Distinguished Professor of Graduate Education Emerita
The University of North Carolina at Chapel Hill



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN, author, title, or keyword for materials in your areas of interest.

Important notice: Media content referenced within the product description or the product text may not be available in the eBook version.

Communication in Our Lives, Eighth Edition

Julia T. Wood

Product Director: Monica Eckman

Product Manager: Kelli Strieby

Content Developer: Kate Scheinman

Associate Content Developer: Karolina Kiwak

Product Assistant: Madeleine Ohman

Marketing Manager: Sarah Seymour

Manufacturing Planner: Doug Bertke

IP Analyst: Ann Hoffman

IP Project Manager: Kathryn B. Kucharek

Production Management, and Composition:
Lumina Datamatics, Inc.

Text Designer: Bill Reuter

Cover Designer: Marissa Falco

Cover Image: Tara Thelen/Canopy/Corbis

© 2018, 2015, 2012 Cengage Learning

WCN: 01-100-101

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at **www.cengage.com/permissions**.
Further permissions questions can be emailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2016943761

Student Edition:

ISBN: 978-1-305-94954-6

Loose-leaf Edition:

ISBN: 978-1-305-94964-5

Cengage Learning

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **www.cengage.com**.

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**.

**For Carolyn
For so many reasons**



Brief Contents

Preface	xviii
About the Author	xxiv
Introduction	xxv

PART I: FOUNDATIONS OF COMMUNICATION

1. The World of Communication 1
2. Perception and Communication 25
3. Communication and Personal Identity 46
4. Listening Effectively 67
5. The Verbal Dimension of Communication 89

PART II: CONTEXTS OF INTERACTION

6. The Nonverbal Dimension of Communication 109
7. Communication in Personal Relationships 131
8. Communication in Groups and Teams 149
9. Communication in Organizations 169
10. Communication and Culture 188
11. Media and Media Literacy 209

PART III: PUBLIC COMMUNICATION

12. Planning Public Speaking 230
13. Researching and Developing Support for Public Speeches 247
14. Organizing and Presenting Public Speeches 269
15. Informative Speaking 294
16. Persuasive Speaking 311

Closing: Pulling Ideas Together	335
Appendix A: Annotated Sample Speeches	339
Appendix B: Interviewing	349
Glossary	364
References	373
Index	389



Contents

Preface xviii

About the Author xxiv

Introduction xxv

PART I: FOUNDATIONS OF COMMUNICATION

1 The World of Communication 1

Why Study Communication? 2

Defining Communication 3

Values of Communication 4

Personal Identity and Health 4

Relationship Values 5

Professional Values 5

Cultural Values 6

Models of Communication 8

Linear Models 8

Interactive Models 8

Transactional Models 10

The Breadth of the Communication Field 11

Interpersonal Communication 11

Group Communication 12

Organizational Communication 12

Health Communication 12

Mass Communication and Digital Media 12

Public Communication 13

Intercultural Communication 14

Unifying Themes in the Field 15

Symbols 15

Meaning 15

Critical Thinking 15

Ethics and Communication 16

Careers in Communication 17

- Research 17
- Education 18
- Media Production, Analysis, and Criticism 18
- Training and Consulting 18
- Human Relations and Management 19

Digital Media and Communication 20**Chapter Summary 21**

- Case Study: *A Model Speech of Self-Introduction* 21

2 Perception and Communication 25**Human Perception 26**

- Selection 26
- Organization 28
- Interpretation 31

Influences on Perception 33

- Physiology 33
- Culture 34
- Social and Professional Roles 36
- Cognitive Abilities 36

Digital Media and Perception 38**Guidelines for Effective Perception 39**

- Perceptions, Communication, and Abstraction 39

Chapter Summary 43

- Case Study: *College Success* 43

3 Communication and Personal Identity 46**What Is the Self? 47**

- The Self Arises in Communication with Others 47
- The Self Is Multidimensional 53
- The Self Is a Process 53
- We Internalize and Act from Social Perspectives 54
- Social Perspectives on the Self Are Changeable 58

Digital Media and Personal Identity 59**Guidelines for Enhancing the Self 60**

- Make a Strong Commitment to Improve Yourself 60
- Gain Knowledge as a Basis for Personal Change 60
- Set Realistic Goals 61
- Self-Disclose When Appropriate 62

- Accept That You Are in Process 62
- Create a Supportive Context for Change 63

Chapter Summary 64

- Case Study: *Parental Teachings* 64

4 Listening Effectively 67

The Listening Process 69

- Being Mindful 69
- Physically Receiving Messages 70
- Selecting and Organizing Material 71
- Interpreting Communication 71
- Responding 72
- Remembering 72

Obstacles to Effective Listening 72

- External Obstacles 72
- Internal Obstacles 74

Forms of Nonlistening 76

- Pseudolistening 76
- Monopolizing 76
- Selective Listening 77
- Defensive Listening 77
- Ambushing 77
- Literal Listening 78

Digital Media and Listening 78

Guidelines for Effective Listening 78

- Informational and Critical Listening 79
- Relational Listening 80
- Other Purposes of Listening 83

Chapter Summary 84

- Case Study: *Family Hour* 84

5 The Verbal Dimension of Communication 89

Features of Symbols 90

- Symbols Are Arbitrary 90
- Symbols Are Ambiguous 91
- Symbols Are Abstract 91

Principles of Verbal Communication 92

- Interpretation Creates Meaning 92
- Communication Is Rule Guided 93
- Punctuation Affects Meaning 94

Symbolic Abilities 95

- Symbols Define 95
- Symbols Evaluate 97
- Symbols Organize Perceptions 97
- Symbols Allow Hypothetical Thought 98
- Symbols Allow Self-Reflection 99

Digital Media and Verbal Communication 100**Guidelines for Effective Verbal Communication 100**

- Engage in Dual Perspective 100
- Own Your Feelings and Thoughts 101
- Respect What Others Say About Their Feelings and Ideas 102
- Strive for Accuracy and Clarity 103

Chapter Summary 105

- Case Study: *The Roommates* 105

PART II: CONTEXTS OF INTERACTION

6 The Nonverbal Dimension of Communication 109**Principles of Nonverbal Communication 110**

- Similar to and Different from Verbal Communication 110
- Supplements or Replaces Verbal Communication 112
- Regulates Interaction 112
- Establishes Relationship-Level Meanings 113
- Reflects Cultural Values 114

Types of Nonverbal Communication 115

- Kinesics 115
- Haptics 116
- Physical Appearance 117
- Artifacts 118
- Proxemics 119
- Environmental Factors 120
- Chronemics 120
- Paralanguage 121
- Silence 122

Digital Media and Nonverbal Communication 122**Guidelines for Improving Nonverbal Communication 124**

- Monitor Your Nonverbal Communication 124
- Interpret Others' Nonverbal Communication Tentatively 124

Chapter Summary 126

- Case Study: *Nonverbal Cues* 126

7 Communication in Personal Relationships 131

Defining Personal Relationships 132

- Uniqueness 132
- Commitment 132
- Relationship Rules 133
- Affected by Contexts 133
- Relational Dialectics 134

The Evolutionary Course of Personal Relationships 135

- Friendships 136
- Romantic Relationships 137

Digital Media and Personal Relationships 141

Guidelines for Maintaining Healthy Personal Relationships 141

- Manage Distance 142
- Create Equitable Romantic Relationships 142
- Resist Violence and Abuse Between Intimates 144
- Negotiate Safer Sex 145

Chapter Summary 146

- Case Study: *Growing Together* 146

8 Communication in Groups and Teams 149

Understanding Groups and Teams 150

Potential Limitations and Strengths of Groups 152

- Potential Limitations of Groups 152
- Potential Strengths of Groups 153

Features of Small Groups 155

- Cohesion 155
- Group Size 155
- Power Structure 156
- Interaction Patterns 157
- Group Norms 157

Digital Media and Group Communication 158

Guidelines for Communicating in Groups and Teams 159

- Participate Constructively 159
- Provide Leadership 162
- Manage Conflict Constructively 163

Chapter Summary 165

- Case Study: *The Class Gift* 165

9 Communication in Organizations 169

Key Features of Organizations 170

- Structure 171
- Communication Networks 171
- Links to External Environments 172

Organizational Culture 172

- Vocabularies 173
- Stories 175
- Rites and Rituals 176
- Structures 178

Digital Media and Organizational Communication 180

Guidelines for Effective Communication in Organizations 181

- Balance Investments in Work and the Rest of Your Life 181
- Manage Personal Relationships on the Job 183

Chapter Summary 185

- Case Study: *Ed Misses the Banquet* 185

10 Communication and Culture 188

Understanding Culture 189

- Cultures Are Systems 189
- Cultures Vary on Five Dimensions 191
- Cultures Are Dynamic 192
- Multiple Social Communities Coexist Within a Single Culture 193

Communication's Relationship to Culture and Social Communities 197

- Communication Expresses and Sustains Cultures 197
- We Learn Culture in the Process of Communicating 199

Digital Media, Cultures, and Social Communities 200

Guidelines for Improving Communication Between Cultures and Social Communities 200

- Resist the Ethnocentric Bias 200
- Recognize That Interacting with Diverse People Is a Process 201

Chapter Summary 204

- Case Study: *The Job Interview* 204

11 Media and Media Literacy 209

The Nature and Scope of Media 210

- Mass Media 210
- Social Media 210

Understanding How Media Work 212

Understanding Mass Media 212

Understanding Social Media 216

Guidelines for Enhancing Your Effectiveness with Mass and Digital Media 221

Understand the Influence of Media 221

Access to Media 221

Analyze Media 222

Critically Evaluate Media Messages 223

Respond Actively 224

Chapter Summary 226Case Study: *Online Relationships* 226

PART III: PUBLIC COMMUNICATION

12 Planning Public Speaking 230**Public Speaking Is Enlarged Conversation 232****Choose and Refine a Topic 233**

Choose Your Topic 233

Define Your General and Specific Purposes in Speaking 235

Develop a Thesis Statement 237

Analyze Your Audience 239

Demographic Audience Analysis 239

Situational Audience Analysis 241

Digital Media and Planning Public Speaking 242**Chapter Summary 243**Case Study: *A Model Speech of Introduction* 244**13 Researching and Developing Support for Public Speeches 247****Conducting Research 248**

Online Research 248

Library Research 248

Interviews 250

Surveys 250

Using Evidence to Support Ideas 252

Statistics 252

Examples 253

Comparisons 255

Quotations 255

Visual Aids 257

Digital Media and Researching and Developing Speeches 261

Chapter Summary 263

Case Study: *Understanding Hurricanes* 264

14 Organizing and Presenting Public Speeches 269

Organizing Speeches 270

Outlining Speeches 271

Organizing the Body of a Speech 272

Designing the Introduction 279

Craft the Conclusion 281

Build in Transitions 282

Presenting Public Speeches 283

Building Speaking Confidence 283

Causes of Communication Apprehension 284

Managing Communication Apprehension 284

Oral Style 285

Styles of Delivery 285

Practice 287

Digital Media and Speech Organization and Delivery 288

Chapter Summary 290

Case Study: *Analyzing Delivery: Speech of Self-Introduction* 291

15 Informative Speaking 294

The Nature of Informative Speaking 295

Informative Speaking in Everyday Life 295

Comparing Informative and Persuasive Speaking 296

Guidelines for Effective Informative Speaking 298

Provide Listeners with a Clear Thesis Statement 298

Connect with Listeners' Values and Experiences 298

Motivate Listeners to Want Information 299

Build Credibility with Listeners 299

Adapt to Diverse Listeners 299

Organize So Listeners Can Follow Easily 300

Design Your Speech to Enhance Learning and Retention 301

Involve Listeners 303

Use Effective and Ethical Supporting Materials 304**Digital Media and Informative Speaking 305****Chapter Summary 306**

Case Study: *Informative Speech: Anytown USA* 307

16 Persuasive Speaking 311**Understanding Persuasive Speaking 312****The Three Pillars of Persuasion 314**

Ethos 314

Pathos 316

Logos 317

Building Credibility 319

Understanding Credibility 319

Types of Credibility 319

Developing Credibility 320

Enhancing Credibility 321

Organizing Speeches for Persuasive Impact 321

The Motivated Sequence Pattern 321

One-Sided and Two-Sided Presentations 324

Digital Media and Persuasive Speaking 325**Guidelines for Effective Persuasive Speeches 325**

Create Common Ground with Listeners 325

Adapt to Listeners 326

Avoid Fallacious Reasoning 327

Chapter Summary 330

Case Study: *Persuasive Speech: No Child Left Behind: Addressing the School Dropout Rate Among Latinos* 330

Closing: Pulling Ideas Together 335**Appendix A Annotated Sample Speeches 339****Water 339**

Brandon Perry 339

Martin Luther King Jr. Remembrance Speech: Transcript of 2010 Speech 341

Barack Obama 341

"The Dun Dun Drum" 347

Joshua Valentine 347

Appendix B Interviewing 349

Understanding Communication in Interviews 349

Types and Purposes of Interviews 349

The Structure of Interviews 351

Styles of Interviewing 353

Forms of Questions in Interviews 355

Guidelines for Communicating Effectively in Interviews 357

Prepare 357

Managing Illegal Questions in Interviews 358

Chapter Summary 361

Case Study: *Tough Questions* 361

Glossary 364

References 373

Index 389

List of Boxes

Communication Highlight

U.S. Demographics in the Twenty-First Century	7	Keeping Track of Employees	182
Thinking Critically About Language and Social Groups	17	Life on the Color Line	194
Expectations and Perceptions	31	For Women Only	197
I'm Right; You're Wrong	33	Proverbs Express Cultural Values	198
Eye Witness Testimony: Fact or Fiction?	39	Learning Bias	203
Self-Help: A Healthier Self?	52	Generations Online	211
Am I Pretty?	60	What's Lost with Perpetual Connection?	218
Failure on the Way to Success	61	Do You Text While Driving?	220
Who Listens?	69	Puffery: The Very Best of Its Kind!	224
Chewing Causes Murder	71	Responding Actively	225
Between a Rock and a Hard Place	80	The First Amendment: Freedom of Religion, Speech, and Press	232
Lost in Translation	92	Connecting Yourself with Your Topic	234
Language Shapes Our Realities	98	What Do People Think About . . . ?	239
Fat Talk	99	The Typical American Family	255
Cross-Cultural Nonverbal Clashes	112	I Have a Dream	256
Environmental Racism	120	Avoiding Plagiarism	257
Sounding Like a (Wo)man	121	Evaluating Online Sources for Speeches	262
How Do I Love Thee?	138	Gaining Listeners' Attention	281
The Four Horsemen of the Apocalypse	140	The Persuasive Campaign for Designated Drivers	313
Einstein's Mistakes	154	Goodwill and Credibility	319
Five Bases of Power	157		
Language in Left Field	175		

Communication & Careers

Poor Communication = Preventable Death	6	Caution: Work May Be Hazardous to Your Health	173
What Can I Do with a Degree in Communication?	17	Gendered Job Postings	174
Doctors' Stereotypes	30	Oops!	181
Social Comparison in the Workplace	51	What's Your CQ?	190
New Epidemic: Distracted Doctors	73	Using Social Media to Improve Health Care	219
An Addition to Legal Training	82	On the Job Netiquette	219
Customer-Savvy Language for Fast Food Executives	91	The Elevator Speech	238
Corporatespeak	103	Adapting to Listeners	240
Police Trained in Cultural Sensitivity to Nonverbal Communication	116	What Is a Flame?	253
Help! My Job Is Killing My Marriage	143	I'd Rather Lose Than Have to Give a Speech	283
Teamwork Lacking in the OR	151	Informative Speaking on the Job	296
Emotionally Intelligent Leadership	164	Sell Your Products, Sell Yourself	313



Preface

When I was an undergraduate student, I discovered the field of communication. In my first communication course, I realized that communication was more central to my life than anything else I could study. That feeling grew stronger with each communication course I took during my undergraduate and graduate studies.

I wrote *Communication in Our Lives* to share with students my passion for communication and my belief that it is critically important in our everyday lives as professionals, citizens, and people in personal and social relationships. Because I want this book to engage students, I've tried to make it as interesting and substantive as communication itself. I use a conversational style of writing, and all chapters include examples, reflections from students, and applications that invite students to engage material personally. To help students develop their practical competence as communicators, I emphasize concrete skills and hands-on exercises.

Distinguishing Features of *Communication in Our Lives*

Communication in Our Lives has two distinct conceptual emphases. In addition, it includes a number of pedagogical features designed to highlight the relevance of communication to students' everyday lives and experiences. Some of these features have been retained from the seventh edition, and some are new to this eighth edition.

Conceptual Emphases

Two conceptual goals guided my writing of this book: (a) to emphasize theories and research developed by scholars of communication and (b) to integrate coverage of social diversity as it relates to communication.

Emphasis on Communication Theory, Research, and Skills *Communication in Our Lives* highlights theories, research, and skills developed by scholars of communication. For example, Chapter 7 provides coverage of relational dialectics, a theory primarily developed by Leslie Baxter, a professor of communication at the University of Iowa. Chapter 11 relies on research by scholars of social media to sharpen understanding of how various digital technologies are making our lives ever more connected. Chapters 12 through 16 draw on communication scholars' knowledge of effective public communication. For instance, James McCroskey and Jason Teven (1999) have shown that speakers who demonstrate goodwill toward listeners tend to have higher credibility than those who don't. I emphasize the work of communication scholars both because their research is valuable and because I want students to appreciate the intellectual richness of the communication field.

Although I highlight the work of communication scholars, I also include relevant research conducted by scholars in fields such as sociology, psychology, business, and anthropology.

Communication scholars have long recognized the profoundly ethical dimensions of human communication. I incorporate this tradition in communication scholarship by calling attention to ethical issues and choices in communication. In addition to identifying ethical aspects of communication in each chapter, I include two questions related to ethics at the end of each chapter, signaled with an icon, that focus on ethics.

Integrated Attention to Social Diversity I have woven discussion of social diversity into the basic framework of this book. I do not do this to be “politically correct.” Instead, I provide integrated attention to social diversity because it is one of the most significant features of contemporary life in the United States. Our culture includes people of different ethnicities, ages, genders, physical and mental abilities, sexual orientations, gender identities, economic classes, and religious and spiritual commitments.

Communication in Our Lives encourages students to appreciate social diversity as a fact of cultural life that has important implications for our communication with others. Because social diversity affects interaction in all contexts, I incorporate discussion of diverse cultures and communication practices into all chapters of this book. For example, in discussing personal identity in Chapter 3, I point out how social views of race, economic class, gender, and sexual orientation affect self-concept. In Chapters 12–16, I note that effective speaking requires adapting to diverse audiences with varied experiences, backgrounds, and values.

In addition to weaving social diversity into all chapters, Chapter 10 is devoted exclusively to communication and culture. This chapter provides a sustained and focused exploration of the reciprocal relationship between culture and communication.

Changes in This Edition

Like communication, books are dynamic—they evolve over time. This edition of *Communication in Our Lives* attempts to retain the strengths of previous editions while also making changes in response to feedback. Before beginning work on this edition, I read feedback from hundreds of faculty members and students who used previous editions. Their suggestions and comments led me to make a number of changes in this new edition.

One significant change in this edition is **greater coverage of digital media** as they affect all forms and contexts of communication. Chapter 11 focuses on media—both mass media and digital media. In addition, in preparing this edition, I wrote a new section on digital media for every chapter other than Chapter 11, which is devoted entirely to media. This section calls students’ attention to the ways in which topics covered in the chapter reflect and are affected by the pervasiveness of digital media.

A second noteworthy change is highlighting of **relationships between communication (theories, concepts, and skills) and careers**. Every chapter includes one or more Communication & Careers features that call attention to the importance of communication in a range of professions.

Third, I have **reorganized the book**. In this edition, Part II, Contexts of Interaction, includes chapters that focus on how the foundations discussed in Part I

apply to communication in interpersonal relationships, group and team work, cultures and social groups, and mass and digital media.

Finally, this edition of *Communication in Our Lives* also reflects changes in scholarship. Those familiar with the sixth edition of this book will notice that the current edition includes **more than 150 new references**.

In making the above changes, I've been mindful of length. Rather than just adding new material to the former edition, I have weeded out dated material to make room for newer research and discussion of currently timely topics. As a result, this edition is the same length as its predecessor.

Pedagogical Features

In addition to the conceptually distinctive aspects of this book, several features are designed to make it interesting and valuable to students.

First, I adopt a *conversational style of writing* rather than the more distant and formal style often used by textbook authors. I share with students some of my experiences in communicating with others, and I invite them to think with me about important issues and difficult challenges surrounding communication in our everyday lives. The accessible, informal writing style encourages students to personally engage the ideas I present.

A second pedagogical feature is *student commentaries*. Every chapter is enriched by reflections written by students in my classes and other classes around the country who adopted previous editions of this book. The questions, thoughts, and concerns expressed by diverse students invite readers to reflect on their own experiences as communicators. I welcome ideas from students around the country, so students in your class may wish to send their insights to me for inclusion in future editions of this book.

Third, I encourage *students to interact directly with the text* through MindTap. Each chapter opens with a *polling question*, which is designed to prompt students to think about how the chapter's content applies to them individually. By answering these questions online, students immediately engage the chapter's focus. In addition, some of the photos in chapters are captioned with questions that students are prompted to answer online. When they answer, they can read my responses to the questions in MindTap.

Communication in Our Lives also includes pedagogical features that promote learning and skill development. Each chapter open with *learning objectives* so that students have a clear sense of how to focus their reading and studying. Within chapters, I've added a *marginal glossary* and *marginal Review It! boxes* that summarize key content. At the end of each chapter, I provide *Sharpen Your Skill* exercises to encourage students to apply concepts and develop skills discussed in the text. Many of these exercises end with a prompt to the book's online resources, which offer additional opportunities for skill application. Each chapter also includes *Communication Highlights*, which call attention to interesting communication research and examples of communication issues in everyday life, and *Communication & Careers*, which focus on connections between communication and professional life.

The chapters conclude with the following features:

A narrative *Chapter Summary* highlights the main themes throughout the chapter. This feature enables students to see whether what they retained from reading the chapter is consistent with the key content.

Video Case studies (called *Experiencing Communication in Our Lives*) are another feature that encourages students to engage ideas actively. These brief scenarios and speeches appear at the end of each chapter to bring to life the ideas and principles presented. Rather than using generic case studies, I wrote the ones used in this book so that they would directly reflect chapter content and provide students with representative examples of communication theories and skills. In addition to their presentation in the book, the case studies are featured in the MindTap for *Communication in Our Lives* as short interactive video activities that include questions for discussion and analysis. (See the section on student resources for details about MindTap.) With the multimedia enactments of the scenarios, instructors and students can analyze not only verbal messages but also nonverbal communication.

Each chapter continues with a list of *Key Concepts*, the *Sharpen Your Skill* exercises, and then a series of *For Further Reflection and Discussion* questions that encourage students to reflect on and discuss the chapter's material. Each set of these questions includes at least one question that focuses on ethics.

The final feature, *Beyond the Classroom*, appears at the end of chapters in Parts I and II. This feature offers suggestions for taking the material in the chapter beyond the classroom in three ways: considering the chapter's relevance in the workplace, probing ethical issues raised in the chapter, and connecting chapter material to civic and social engagement with the broader world.

Appendix A provides a collection of *annotated speeches* for student analysis. Appendix B covers interviewing, with emphasis on job interviews.

Resources for Instructors

Katrina Bodey and I have written an *Instructor's Resource Manual* that describes approaches to teaching the basic course, provides a wealth of class-tested exercises, including new teaching resources for the public speaking segment of your course, and provides suggested journal topics and sample test items.

The password-protected instructor companion website includes Computerized Testing via Cognero®, ready-to-use PowerPoint® presentations (with text, images, that can be customized to suit your course needs), and an electronic version of the Instructor's Manual.

MindTap from Cengage Learning represents a new approach to a highly personalized, online learning platform. A fully online learning solution, MindTap combines all of a student's learning tools—readings, multimedia, activities, and assessments—into a singular Learning Path that guides the student through the curriculum. Educators personalize the experience by customizing the presentation of these learning tools to their students; even seamlessly introducing their own content into the Learning Path via “apps” that integrate into the MindTap platform. MindTap can also be deeply integrated into an institution's Learning Management System (LMS) through a service called MindLinks.

Cengage Learning's extensive video library includes the *Student Speeches for Critique and Analysis* and *Communication Scenarios for Critique and Analysis*, which include sample student speeches and the interpersonal and group communication scenarios featured as case studies in this text. These videos provide realistic examples of communication that allow students and teachers to identify specific communication principles, skills, and practices, and to analyze how they work in actual interaction. All these videos can be found in the Speech Video Library located in MindTap.

The speech video library provides instructors an easy way to keyword search, review, evaluate, and assign exemplar student speeches into their classroom & online learning environment. There are over 150 videos, including both famous historical speeches and realistic student classroom speeches as well as communication scenarios. Student speech types include informative, persuasive, invitational, impromptu, and group presentations. All speeches are accompanied by activities to help student refine and develop their speech preparation and critical thinking skills.

With Cengage's **Flex-Text Customization Program**, you can create a text as unique as your course: quickly, simply, and affordably. As part of our flex-text program, you can add your personal touch to *Communication in Our Lives* with a course-specific cover and up to 32 pages of your own content, at no additional cost.

I encourage you to contact your local Cengage Learning representative or <http://www.cengage.com/highered/> for more information, user names and passwords, examination copies, or a demonstration of these ancillary products. Available to qualified adopters.

Resources for Students

If you want your students to have access to the online resources for *Communication in Our Lives*, please be sure to order them for your course. These resources can be bundled with every new copy of the text or ordered separately. If you do not order them, your students will not have access to these online resources. *Contact your local Cengage Learning sales representative for more details.*

The *Communication in Our Lives* interactive video activities feature videos of the sample speeches and interpersonal and group communication scenarios featured in the book's case studies. This multimedia tool allows students to evaluate the speeches and scenarios, and compare their evaluation with mine.

MindTap from Cengage Learning represents a new approach to a highly personalized, online learning platform and brings course concepts to life with online interactive learning, study, and exam preparation tools like the interactive eBook, flashcards, quizzes, tested activities, Communication Highlight Activities and Sharpen Your Skills Activities that support the printed textbook. The Speech Communication MindTap for *Communication in Our Lives* goes beyond the book to deliver what you need!

Many Cengage Learning texts are available through **CengageBrain**, our textbook rental program or also available as an eBook where you can buy by the chapter. Keep CengageBrain in mind for your next Cengage Learning purchase. Visit <http://cengagebrain.com> for details.

A Guide to the Basic Course for ESL Students by Esther Yook of Mary Washington College is an aid for nonnative speakers. This guide includes strategies for accent management and overcoming speech apprehension, in addition to helpful website addresses and answers to frequently asked questions.

Finally, *The Art and Strategy of Service Learning Presentations* by Rick Isaacson and Jeff Saperstein is an invaluable resource for students in the basic course that integrates or will soon integrate a service learning component. This handbook provides guidelines for connecting service learning work with classroom concepts and advice for working effectively with agencies and organizations. It also provides model forms and reports and a directory of online resources.

Acknowledgments

All books reflect the efforts of many people, and *Communication in Our Lives* is no exception. A number of people have helped this book evolve from an early vision to the final form you hold in your hands. I am grateful to my editor, Kelli Strieby, for her support and for her management of the team that worked on this book. I am also especially indebted to my content development editor, the invincible Kate Scheinman. From start to finish, she has been an active partner in the project. This book reflects her many insights.

I am also grateful to the people who reviewed the previous editions of this book, who have been most generous in offering suggestions for improving the book.

Reviewers who worked with me in developing this edition, and to whom I am especially grateful, are:

Julie Benson-Rosston, Carrol College

Jennifer Boyenga, Indian Hills Community College

Jennifer Fairchild, Eastern Kentucky University

Clark Friesen, Lone Star College-Tomball

Amie Kincaid, University of Illinois Springfield

Jennifer Marks, Northeast Lakeview College

Felicia Stewart, Morehouse College

I could not have written this book without undergraduate students. They have helped me refine ideas and activities that appear in this book. Invariably, my students teach me at least as much as I teach them, and for that I am deeply grateful.

I also thank my friends who are sources of personal support, insight, challenges, and experience—all of which find their way into what I write. Finally, and always, I acknowledge my partner Robbie (Robert) Cox. Like everything else I do, this book has benefited from his presence in my life. Being married to him has enriched my appreciation of the possibilities for love, growth, kindness, understanding, and magic between people. In addition to being the great love of my life, Robbie is my most demanding critic and my greatest fan. Both his criticism and support have shaped the final form of this book.

Julia T. Wood
May 2016
Chapel Hill, NC



About the Author

Julia T. Wood is Lineberger Distinguished Professor of Humanities Emerita and the Caroline H. and Thomas S. Royster Distinguished Professor of Graduate Education Emerita at the University of North Carolina at Chapel Hill. After completing her Ph.D. (Pennsylvania State University) at age 24, she taught classes, conducted research, and wrote extensively about communication in personal relationships and about gender, communication, and culture. She has published more than 100 articles and chapters, she has authored or coauthored 17 books, and edited or coedited 9 others. The recipient of 12 awards for outstanding teaching and 15 awards for distinguished scholarship, Professor Wood continues to conduct research, write, and mentor students. In addition to her academic pursuits, Professor Wood enjoys volunteering at the Carolina Tiger Rescue where she works with rescued tigers, lions, cougars, servals, caracals, and ocelots. She also cherishes time and conversation with students, friends, and family.

Professor Wood lives with her partner, Robert (Robbie) Cox, who is Professor Emeritus at the University of North Carolina and who works with the national Sierra Club. Four-footed members of their family are their dog, Cassidy, and two cats, Always Rowdy and Rigby.