



Access the study tools you need to succeed in your introduction to human communication course—

all in one place!



The **Premium Website** for **Communicate!, 13e**, provides opportunities for you to review and apply what you're learning in class.

Speech Studio



NEW! Practice and Present with Speech Studio—the online video upload and grading program that improves your public speaking skills.

Speech Builder Express 3.0



This speech organizing and outlining tool is your step-by-step guide to creating great speeches.

Audio Study Tools

Audio Study Tools provide chapter objectives, chapter summaries, and review questions you can download onto a computer or MP3 player to study on the go!



Interactive Video Activities

View video of communication scenarios and speeches; compare the speech performances with three types of outlines; embed notes on the video; and complete critique and evaluation assignments all through one convenient online interface.

Enhanced eBook

The eBook features advanced study tools such as a hypertext index, easy navigation, highlighting and annotation in a vibrant web-based format and faster searching in an eBook platform.

InfoTrac® College Edition



This online university library of more than 5,000 academic and popular magazines, newspapers, and journals is updated daily, so you have access to the most current information available.

Is the **Premium Website** NOT included with your **Communicate!, 13e** text?

Purchase access online at www.ichapters.com

Communicate!

Kathleen S. Verderber

Northern Kentucky University

Rudolph F. Verderber

Distinguished Teaching Professor of Communication,
University of Cincinnati

Deanna D. Sellnow

University of Kentucky

Communicate! Thirteenth Edition
Kathleen S. Verderber, Rudolph
F. Verderber, and Deanna D. Sellnow

Senior Publisher: Lyn Uhl
Executive Editor: Monica Eckman
Senior Development Editor: Greer Lleuad
Assistant Editor: Rebekah Matthews
Editorial Assistant: Colin Solan
Media Editor: Jessica Badiner
Marketing Manager: Bryant Chrzan
Marketing Coordinator: Darlene Macanan
Marketing Communications Manager:
Christine Dobberpuhl
Senior Content Project Manager: Rosemary
Winfield
Senior Art Director: Linda Helcher
Senior Print Buyer: Justin Palmeiro
Permissions Account Manager, Text:
Margaret Chamberlain-Gaston
Production Service: Elm Street Publishing
Services
Text Designer: Rokusek Design
Senior Permissions Account Manager,
Images: Dean Dauphinais
Cover Designer: Linda Kuhn
Cover Image: © enjoynz, © Talex,
© rangepuppies, © illustrious
Compositor: Integra Software Services Pvt.
Ltd.

© 2010, 2008, 2005 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

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: 2009940613

ISBN-13: 978-1-4390-3640-2

ISBN-10: 1-4390-3640-3

Wadsworth

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at international.cengage.com/region.

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

For your course and learning solutions, visit www.cengage.com.

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



Contents iv

Preface xiii

PART I	FOUNDATIONS OF COMMUNICATION	
Chapter 1	Communication Perspectives	1
Chapter 2	Perception of Self and Others	23
Chapter 3	Communicating Verbally	47
Chapter 4	Communicating Nonverbally	66
Chapter 5	Listening and Responding	87
PART II	INTERPERSONAL COMMUNICATION	
Chapter 6	Communicating Across Cultures	111
Chapter 7	Understanding Interpersonal Relationships	133
Chapter 8	Communication Skills in Interpersonal Relationships: Providing Emotional Support, Managing Privacy, and Negotiating Conflict	157
Appendix	Interviewing	185
PART III	GROUP COMMUNICATION	
Chapter 9	Communicating in Groups	207
Chapter 10	Problem Solving in Groups	224
PART IV	PUBLIC SPEAKING	
Chapter 11	Developing and Researching a Speech Topic	250
Chapter 12	Organizing Your Speech	275
Chapter 13	Adapting Verbally and Visually	304
Chapter 14	Overcoming Speech Apprehension by Practicing Delivery	332
Chapter 15	Informative Speaking	363
Chapter 16	Persuasive Speaking	388

References 419

Index 430



Contents

Brief Contents iii

Preface xiii

PART

I

FOUNDATIONS OF COMMUNICATION

Chapter

1

Communication Perspectives 1

The Communication Process	3
Participants	3
Messages	3
Context	4
Channels	5
Interference (Noise)	5
Feedback	7
A Model of the Basic Communication Process	8
Communication Settings	8
Communication Principles	10
Communication Has Purpose	10
Communication Is Continuous	11
Communication Messages Vary in Conscious Thought	11
Communication Is Relational	11
Communication Is Guided by Culture	12
Communication Has Ethical Implications	14
Communication Is Learned	15
Increasing Our Communication Competence	15
Develop Communication Skills Improvement Goals	18

Chapter

2

Perception of Self and Others 23

The Perception Process	24
Attention and Selection	24
Organization of Stimuli	25
Interpretation of Stimuli	26
Perceptions of Self: Self-Concept and Self-Esteem	26
Forming and Maintaining a Self-Concept	26
Developing and Maintaining Self-Esteem	28
The Influence of Gender and Culture on Self-Perceptions	30
Changing Self-Perceptions	31
Accuracy and Distortion of Self-Perceptions	31
The Effects of Self-Perceptions on Communication	34

iv

	Presenting Self to Others	35
	Self-Monitoring	36
	Social Construction of Self	36
	Perception of Others	37
	Observing Others	38
	Using Stereotypes	38
	Emotional State	39
	Perceiving Others' Messages	40
	Improving the Accuracy of Social Perceptions	41
Chapter	3 Communicating Verbally	47
	The Nature and Purposes of Language	48
	Purposes of Language	49
	The Relationship Between Language and Meaning	49
	Cultural and Gender Influences on Language Use	51
	Improving Language Skills	52
	Use Clear Language	52
	Use Language That Makes Your Messages Memorable	55
	Use Linguistic Sensitivity	58
Chapter	4 Communicating Nonverbally	66
	Characteristics of Nonverbal Communication	68
	Types of Nonverbal Communication	69
	Use of Body: Kinesics	69
	Use of Voice: Vocalics	71
	Use of Space: Proxemics	73
	Use of Time: Chronemics	75
	Self-Presentation Cues	76
	Guidelines for Improving Nonverbal Communication	79
	Sending Nonverbal Messages	79
	Interpreting Nonverbal Messages	82
Chapter	5 Listening and Responding	87
	What Is Listening?	88
	Types of Listening	88
	Appreciative Listening	89
	Discriminative Listening	89
	Comprehensive Listening	90
	Empathic Listening	90
	Critical Listening	90

Steps in the Listening Process	91
Attending	91
Understanding	93
Remembering	97
Evaluating	98
Responding	100
Conversation and Analysis	102

PART

II

INTERPERSONAL COMMUNICATION

Chapter

6

Communicating Across Cultures 111

Culture and Communication	112
Intercultural Communication	112
Dominant Cultures and Co-Cultures	113
Cultural Identity	116
Identifying Cultural Norms and Values	117
Individualism–Collectivism	117
Uncertainty Avoidance	121
Power Distance	121
Masculinity–Femininity	122
Barriers to Effective Intercultural Communication	123
Anxiety	123
Assuming Similarity or Difference	123
Ethnocentrism	124
Stereotypes and Prejudice	125
Incompatible Communication Codes	126
Incompatible Norms and Values	127
Intercultural Communication Competence	127
Adopt Correct Attitudes	127
Acquire Knowledge About Other Cultures	128
Develop Culture-Specific Skills	129

Chapter

7

Understanding Interpersonal Relationships 133

Types of Relationships	134
Acquaintances	134
Friends	136
Close Friends or Intimates	137
Disclosure and Feedback in Relationship Life Cycles	141
The Open Pane	141
The Secret Pane	142
The Blind Pane	142
The Unknown Pane	142
Communication in the Stages of Relationships	143
Beginning Relationships	143
Developing Relationships	144

	Maintaining Relationships	145
	Deteriorating and Dissolving Relationships	148
	Dialectics in Interpersonal Relationships	149
	Relational Dialectics	149
	Managing Dialectical Tensions	151
	Conversation and Analysis	152
Chapter	8	
	Communication Skills in Interpersonal Relationships: Providing Emotional Support, Managing Privacy, and Negotiating Conflict	157
	Comforting Messages	158
	Skills for Comforting	158
	Gender and Cultural Considerations in Comforting	160
	Managing Privacy and Disclosure in Relationships	161
	Effects on Intimacy	164
	Expectations of Reciprocity	164
	Information Co-Ownership	165
	Guidelines and Communication Strategies for Disclosure	165
	Communication Strategies for Managing Privacy	171
	Negotiating Different Needs, Wants, and Preferences in Relationships	172
	Communicating Personal Needs, Wants, and Preferences: Passive, Aggressive, and Assertive Behavior	173
	Cultural Variations in Passive, Aggressive, and Assertive Behavior	174
	Managing Conflict in Relationships	176
	Styles of Conflict	176
	Guidelines for Collaboration	178
	Conversation and Analysis	179
Appendix	Interviewing	185
	Structuring Interviews	186
	The Interview Protocol	186
	Effective Questions	187
	Order and Time Constraints in Interview Protocols	188
	Guidelines for Conducting Information Interviews	189
	Doing Research About Interviewees	189
	Conducting an Information Interview	190
	Conducting Employment Interviews	191
	Preparing for the Interview	191
	Conducting the Interview	191
	Interviewing Strategies for Job Seekers	192
	Applying for the Job	192
	Electronic Cover Letters and Résumés	194
	Preparing to Be Interviewed	196
	Guidelines for Job Interviewees	197

Conversation and Analysis	198
Following Up After the Interview	200
Strategies for Interviews with the Media	200
Before the Interview	201
During the Interview	201

PART

III

GROUP COMMUNICATION

Chapter

9

Communicating in Groups 207

Characteristics of Healthy Groups	208
Healthy Groups Have Ethical Goals	208
Healthy Groups Are Interdependent	210
Healthy Groups Are Cohesive	210
Healthy Groups Develop and Abide by Productive Norms	210
Healthy Groups Are Accountable	212
Healthy Groups Are Synergetic	213
Stages of Group Development	213
Forming	213
Storming	214
Norming	214
Performing	214
Adjourning	214
Types of Groups	215
Families	215
Social Friendship Groups	216
Support Groups	216
Interest Groups	217
Service Groups	217
Work Groups	217
Evaluating Group Dynamics	219

Chapter

10

Problem Solving in Groups 224

The Problem-Solving Process	225
Step One: Identify and Define the Problem	226
Step Two: Analyze the Problem	226
Step Three: Determine Criteria for Judging Solutions	227
Step Four: Identify Alternative Solutions	228
Step Five: Evaluate Solutions and Decide	229
Step Six: Implement the Agreed-Upon Solution	230
Shared Leadership	230
Task Roles	230
Maintenance Roles	231
Procedural Roles	232

Making Meetings Effective	235
Guidelines for Meeting Leaders	235
Guidelines for Meeting Participants	238
Conversation and Analysis	239
Communicating Group Solutions	242
Written Formats	242
Oral Formats	243
Virtual Reports	243

PART

IV

PUBLIC SPEAKING

Chapter

11

Developing and Researching a Speech Topic 250

Identify Topics	252
List Subjects	252
Brainstorm and Concept Map for Topic Ideas	253
Analyze the Audience	254
Identify Audience Analysis Information Needs	254
Gather Audience Data	255
Analyze the Setting	257
Select a Topic	258
Write a Speech Goal	259
Identify Your General Goal	259
Phrase a Specific Goal Statement	259
Locate and Evaluate Information Sources	261
Personal Knowledge, Experience, and Observation	262
Secondary Research	262
Primary Research	264
Evaluate Sources	265
Identify and Select Relevant Information	267
Factual Statements	267
Expert Opinions	268
Elaborations	268
Draw Information from Multiple Cultural Perspectives	269
Record Information	269
Prepare Research Cards	269
Cite Sources in Speeches	270

Chapter

12

Organizing Your Speech 275

Developing the Body of the Speech	276
Determining Main Points	276
Writing a Thesis Statement	279

Outlining the Body of the Speech	280
Selecting and Outlining Supporting Material	284
Preparing Section Transitions and Signposts	286
Creating the Introduction	287
Gaining Attention	287
Establishing Listener Relevance	289
Stating the Thesis	290
Establishing Your Credibility	290
Setting a Tone	290
Creating a Bond of Goodwill	291
Crafting the Conclusion	291
Summary	292
Clincher	292
Listing Sources	294
Reviewing the Outline	296

Chapter

13

Adapting Verbally and Visually 304

Adapting to Your Audience Verbally	305
Relevance	305
Common Ground	306
Speaker Credibility	307
Information Comprehension and Retention	309
Adapting to Cultural Differences	312
Adapting to Audiences Visually	315
Types of Presentational Aids	316
Criteria for Choosing Presentational Aids	323
Designing Effective Presentational Aids	323
Methods for Displaying Presentational Aids	326
Posters	326
Whiteboards or Chalkboards	326
Flip Charts	327
Handouts	327
Document Cameras	328
CD/VCR/DVD Players and LCD Projectors	328
Computer-Mediated Slide Show	328

Chapter

14

Overcoming Speech Apprehension by Practicing Delivery 332

Public Speaking Apprehension	333
Symptoms and Causes	333
Managing Your Apprehension	334
Characteristics of an Effective Delivery Style	336
Use a Conversational Style	336
Be Animated	336
Effective Use of Your Voice	337
Speak Intelligibly	337
Use Vocal Expressiveness	338

Effective Use of Your Body	341
Facial Expressions	341
Gestures	342
Movement	342
Eye Contact	343
Posture	343
Poise	343
Appearance	344
Delivery Methods	345
Impromptu Speeches	346
Scripted Speeches	346
Extemporaneous Speeches	346
Rehearsal	346
Preparing Speaking Notes	347
Handling Presentational Aids	347
Recording, Analyzing, and Refining Speech Delivery	349
Criteria for Evaluating Speeches	351
Sample Informative Speech	353

Chapter

15

Informative Speaking**363**

Characteristics of Effective Informative Speaking	364
Intellectually Stimulating	364
Relevant	365
Creative	365
Memorable	366
Address Diverse Learning Styles	367
Methods of Informing	368
Description	368
Definition	369
Comparison and Contrast	369
Narration	370
Demonstration	370
Common Informative Speech Frameworks	371
Process Speech Frameworks	371
Expository Speech Frameworks	372
Sample Informative Speech	379

Chapter

16

Persuasive Speaking**388**

How We Process Persuasive Messages: The Elaboration Likelihood Model (ELM)	389
Writing Persuasive Speech Goals as Propositions	390
Types of Persuasive Goals	390
Tailoring Your Proposition to Your Audience	391

Developing Arguments (Logos) That Support Your Proposition	393
Finding Reasons to Use as Main Points	393
Selecting Evidence to Support Reasons	394
Types and Tests of Arguments	395
Avoiding Fallacies in Your Reasons and Argument	397
Increasing Audience Involvement Through Emotional Appeals (Pathos)	398
Cueing Your Audience Through Credibility (Ethos): Demonstrating Goodwill	400
Motivating Your Audience to Act Through Incentives	401
Using Incentives to Satisfy Unmet Needs	401
Creating Incentives That Outweigh Costs	403
Organizational Patterns for Persuasive Speeches	403
Statement of Reasons	404
Comparative Advantages	404
Criteria Satisfaction	404
Refutative	405
Problem-Solution	405
Problem-Cause-Solution	406
Motivated Sequence	406
Sample Persuasive Speech	409

REFERENCES 419

INDEX 431

BONUS CHAPTER **PREPARING AND PRESENTING PUBLIC SPEECHES**



We are delighted to welcome Deanna D. Sellnow, Ph.D., to the author team for *Communicate!* A proven textbook author, Dr. Sellnow is the Gifford Blyton Endowed Professor and Director of Undergraduate Studies in Communication at the University of Kentucky. Her scholarly interests include instructional communication, educational assessment, popular culture, and gender communication. A past president of the Central States Communication Association, she has taught a wide variety of communication courses and enjoys directing basic communication courses. Dr. Sellnow's voice blends well with ours, as her writing has an appealing conversational quality that keeps the reader's interest. While the contributions she has made to this book will not be evident to those of you who are reading the book for the first time, those of you familiar with Dr. Sellnow's work will recognize and appreciate her influence. We look forward to a long and successful collaboration.

To Students

Congratulations! You are beginning to study communication, a subject that is important and useful to you in all parts of your life. When you want to establish or improve a relationship, when you need to work with others on a group project for class or for a cause you support, or when you are required to make a presentation at work, your success will depend on how effective you are at communicating in those settings.

Most of you have probably never studied communication formally. Rather, you've learned the communication skills and strategies you use every day informally, in your home and from your friends. By taking this communication course and learning tested communication skills, you'll strengthen your existing abilities and improve your relationships. You can improve the likelihood that your group project is successful by understanding the predictable patterns of group process and communication. And you can more effectively overcome stage fright and give better presentations when you have studied public speaking and know how to plan and deliver a formal speech. So again, we say, congratulations! You'll find that this course will be instantly relevant to your day-to-day living. We are confident that by the end of this term you will be glad you spent your time and money on it.

The textbook you're reading, *Communicate!*, was one of the first college texts about human communication. A lot has changed since Rudy wrote that first edition. Over the years we have worked to make sure that students, like you, have a book that is easy and enjoyable to read and learn from. We have also worked hard to make sure that the information, theories, and skills discussed are relevant to the real relationships and communication situations you face. So every three years we examine the book in light of how the world has changed. Just ten years ago, cell phones were not in wide use, *texting* wasn't a verb, many social networking sites and YouTube didn't exist, and "to twitter" simply meant to speak excitedly about something. Despite these huge changes in the way we communicate, this textbook is as up-to-date and useful as the first edition was because we work hard to make sure that the information we present reflects what it takes to be an effective communicator *today*.

Communicate! is written with six specific goals in mind:

1. To explain important communication concepts, frameworks, and theories that have been consistently supported by careful research so that you can understand the conceptual foundations of human communication.
2. To teach specific communication skills that research has shown facilitate effective relationships.
3. To describe and encourage you to adopt the ethical frameworks that can guide competent communication.
4. To increase awareness of how culture affects communication practices.
5. To stimulate critical and creative thinking about the concepts and skills you learn.
6. To provide tools for practice and assessment that enable you to monitor how well you are learning communication concepts and skills.

So we hope you will read and enjoy this textbook and that it will be a resource you will want to maintain in your personal library. We appreciate it when students who are using our text take time to share their reactions to the book with us. So we encourage you to email us with questions, comments, and suggestions. Our email address is Communicate.Authors@cengage.com.

To Instructors

Thank you for considering and using *Communicate!* We are grateful for the colleagues who have used previous editions of this text and to those of you who are considering using this edition. We believe that the revisions we have made will surprise and delight those of you who have used *Communicate!* in the past. We also believe that those of you who are looking for a different textbook will find *Communicate!* is precisely the learning tool that will encourage your students to read and think about the important role of communication in their lives.

As we prepared this edition, we were acutely aware of how our students' lives are changing and how these changes are influencing their learning process and the nature of communication in their lives. So we have revised the text with these new realities in mind while at the same time retaining the hallmarks that have made this textbook useful to students and instructors in the past. And, as with every new edition, we have incorporated the suggestions of colleagues who use the text, and we've reviewed the latest scholarship so that this new edition reflects what users want and what recent scholarship has discovered about human communication. In the sections that follow, we detail what's new and highlight the continuing features that have made *Communicate!* a perennial favorite with both students and faculty.

New to This Edition

- **Pop Comm!** articles, found in each chapter, highlight how the communication concepts addressed in this book play out in popular culture. Each article demonstrates the universal and omnipresent role of communication in our culture and how communication practices change and evolve. Many articles spotlight how the uses of new technologies are changing basic communication processes. Topics include online mourning, the ghostwriting of online dating profiles, managing privacy on social networking sites, the dark side of online social groups, and the persuasive messages of infomercials.
- Relevant *Communicate!* pedagogy has been revamped to facilitate **active learning and assessment**. Chapter-opening questions prompt students to consider what

they already know and to engage with the main ideas of each chapter as they read (pre-assessment). Review questions in the margins throughout the chapters and activities at the ends of chapters encourage students to think critically about what they're learning (formative assessment). And end-of-part and online quizzes help students determine how well they've absorbed chapter content (summative assessment).

- **New and updated examples** throughout the text highlight student-friendly topics, such as pop culture and new technologies.
- If your course doesn't emphasize public speaking but, rather, is a general survey of the discipline, a **single chapter on public speaking** is available through Cengage Learning's Flex-Text customization program. This new bonus chapter, written by the *Communicate!* authors, presents a concise overview of public speaking and the speech-making process. It replaces Chapters 11–16 of *Communicate!* (For more information about the Flex-Text program, see the Instructor Resources section later in this preface.)
- **Chapter 1, "Communication Perspectives,"** now includes a section on communication settings that distinguishes among intrapersonal, interpersonal, small group, and public communication.
- **Chapter 2, "Perception of Self and Others,"** introduces the important role media images play in distorting one's self-perception, the relationship between self-perceptions and communication apprehension, and how perception is shaped via images constructed on social networking sites such as Facebook and MySpace.
- Reflecting the fact that today we rely heavily on computer-mediated communication, **Chapter 4, "Communicating Nonverbally,"** includes a discussion of how nonverbal messages that clarify meaning and convey emotions can be communicated in online environments.
- Because listening and responding is a foundational element of communication in any setting, we moved the discussion of this topic forward to **Chapter 5, "Listening and Responding,"** in Part I of the book. This chapter now includes a section on the types of listening, which distinguishes among appreciative, discriminative, comprehensive, empathic, and critical listening purposes. In addition, we added a section on responding effectively to public speakers in the form of speech critiques.
- **Chapter 6, "Communicating Across Cultures,"** has been updated to reflect what we know today about dominant cultures and co-cultures, including the distinction among sex, gender, and sexual orientation.
- For this edition, we have reworked the two interpersonal chapters, which now focus, first, on understanding relationships and, second, on specific skills. **Chapter 7, "Understanding Interpersonal Relationships,"** walks readers through the types of interpersonal relationships, the role of disclosure and feedback in relationship life cycles, communication in the various relationship stages, and the dialectical tensions inherent in interpersonal relationships. In **Chapter 8, "Communication Skills in Interpersonal Relationships,"** we describe communication skills for comforting, managing the competing urges between self-disclosure and privacy management, and conflict management styles.
- Many instructors have indicated that they simply don't have time to teach the chapter on interviewing in their courses. Still, because we believe effective interviewing skills are so important, we have retained the content in the form of an **internal appendix, "Interviewing."** So, even if teachers cannot include the content in their courses, students can still benefit from learning about it on their own. The content of this appendix has been refined so that it first focuses on developing

good questions and then proposes some guidelines for conducting both information and employment interviews. Tips for presenting oneself in employment and media interviews are also discussed.

- The unit on group communication has been extensively revised. For this edition, **Chapter 9, “Communicating in Groups,”** focuses on understanding the characteristics of groups, stages of development, different types of groups, and guidelines for communicating effectively in groups. In **Chapter 10, “Problem Solving in Groups,”** we focus specifically on the nature of effective problem solving, including leadership, member responsibilities, and formats for sharing results with others.
- As in the previous edition, the unit on public speaking continues to describe the process for preparing and presenting public speeches using the Speech Plan Action Steps. The chapters in this part include many important revisions. **Chapter 11, “Developing and Researching a Speech Topic,”** now includes a discussion of concept mapping as a means by which students can generate topic ideas. In **Chapter 12, “Organizing Your Speech,”** we added narrative order as a method for arranging main points. **Chapter 13, “Adapting Verbally and Visually,”** includes a section about addressing diverse learning styles when adapting to an audience. In addition, we expanded the discussion of visual aids to include guidelines for using audio and audiovisual presentational aids. And **Chapter 14, “Overcoming Speech Apprehension by Practicing Delivery,”** offers an expanded discussion of public speaking apprehension and ways to overcome it.
- New to **Chapter 15, “Informative Speaking,”** are a discussion of learning styles as they relate to effective informative speaking, revised informative speech critique forms, and a new sample student speech, “Understanding Hurricanes.”
- Finally, in **Chapter 16, “Persuasive Speaking,”** we have expanded our discussion of reasoning fallacies to include the either-or and straw person fallacies, we have expanded the discussion of organizational patterns to include both the refutative and problem-cause-solution patterns as options, and we offer a new sample student speech, “Sexual Assault Policy a Must,” which uses the motivated sequence pattern.

Hallmark Features

- **Communication Skill boxes** provide a step-by-step guide for each of the communication skills presented in the text. Each of these boxes includes the definition of the skill, a brief description of its use, the steps for enacting the skill, and an example that illustrates the skill. A convenient tear-out chart at the beginning of the book provides a summary of all the Communication Skill boxes. The **Skill Building** activities, adjacent to each Communication Skill box, reinforce and provide an immediate opportunity for students to practice the skills. Students can complete these activities online and then compare their answers with models provided by the authors.
- **Conversation and Analysis communication scenarios** offer print and video exemplars of important concepts. Transcripts of these conversations appear in the text and online—students can download the transcripts to use for note taking as they view the videos. Once they have analyzed the conversation by answering a series of critical-thinking questions, they can compare their assessments with the authors’.
- The principles of effective speech making are organized into five **Speech Plan Action Steps**, presented in Chapters 11–14. The activities that accompany each of these action steps guide students through an orderly process that results in better speeches. *Communicate!*’s online resources provide students with the opportunity

to view examples of each activity prepared by other students and to complete many of the action steps with Speech Builder Express. (See the section Student Resources for more about these online resources.)

- **Sample student speeches** appear in the text, each accompanied by an audience adaptation plan, an outline, and a transcript and analysis. Two of the three sample speeches in this edition are new. Students can use their online resources to view videos of these speeches, see the transcript and two different kinds of outlines and sample note cards, prepare their own critiques, and compare their critiques to the authors'.
- In Parts I and II, **Communicate On Your Feet** speech assignments encourage students to begin building their public-speaking skills immediately while also addressing the needs of instructors who assign prepared speeches throughout the course. In Part IV, these assignments correspond to the speech types discussed in Chapters 15–16. In this edition, we have added a number of new assignments so that each chapter now includes at least one.
- Exercises that were called “Observe and Analyze” and “Test Your Competence” in previous editions are now called **Skill Learning Activities** and are grouped at the ends of chapters. Some of these exercises challenge students to observe events related to concepts they are learning, use the theories and concepts from the chapter to analyze what happened, and, in some cases, improve what occurred by applying the communication skills they’ve learned. Other activities provide opportunities for students to self-evaluate or practice specific skills. Students can use their online resources to complete these activities and download worksheets and data collection forms.
- **Self-Reviews** appear at the end of each part to encourage students to commit to improving their skills in interpersonal, group, and public communication. In accord with the findings of learning motivation research, students have the opportunity to inventory their current skill levels and set specific goals for skill improvement. The Self-Reviews can be completed online and, if requested, emailed to the instructor.
- **Diverse Voices** articles give voice to the communication experiences of people from a wide range of social and cultural backgrounds. Each article, which presents the personal thoughts and experiences of the writer on topics related to chapter concepts, helps students understand and appreciate the relationship between culture and communication. Six of these articles are new to this edition.
- **What Would You Do? A Question of Ethics** boxes are short case studies that appear near the end of chapters. These cases, several of which are new to this edition, present ethical challenges and require students to think critically, sorting through a variety of ethical dilemmas faced by communicators. Conceptual material presented in Chapter 1 lays groundwork for the criteria on which students may base their assessments, but each case focuses on issues raised in a specific chapter.

Teaching and Learning Resources

Communicate! is accompanied by a full suite of integrated materials that will make teaching and learning more efficient and effective. **Note to faculty:** If you want your students to have access to the online resources for this book, please be sure to order them for your course. The content in 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 the online resources. *Contact your local Wadsworth Cengage Learning sales representative for more details.*

Student Resources

- The **Premium Website for *Communicate!*** provides students with one-stop access to all the integrated technology resources that accompany the book. These resources include an enhanced eBook, Audio Study Tools chapter downloads, Speech Builder Express™ 3.0, InfoTrac College Edition, interactive versions of the Skill Learning activities, interactive video activities, Web Resources links, and self-assessments. All resources are mapped to show both key discipline learning concepts as well as specific chapter learn lists.
- The ***Communicate!* interactive video activities** feature the Conversation and Analysis communication scenario clips presented in the text so students can see and hear how the skills they are studying can be used to create effective conversations in various circumstances. Students can answer the critical-thinking questions that accompany each video and then compare their answers to the authors'. This online resource also features videos of the sample informative and persuasive student speeches included in the book. Each speech is accompanied by a transcript, a preparation outline and a speaking outline, note cards, a speech critique checklist, and critical-thinking questions.
- Many of the Speech Plan Action Steps can be completed with the **Speech Builder Express 3.0 organization and outlining program**. This interactive Web-based tool coaches students through the speech organization and outlining process. By completing interactive sessions, students can prepare and save their outlines—including a plan for visual aids and a works cited section—formatted according to the principles presented in the text. Text models reinforce students' interactive practice.
- **InfoTrac College Edition with InfoMarks**. This virtual library features more than 18 million reliable, full-length articles from 5,000 academic and popular periodicals that can be retrieved almost instantly. They also have access to InfoMarks—stable URLs that can be linked to articles, journals, and searches to save valuable time when doing research—and to the InfoWrite online resource center, where students can access grammar help, critical-thinking guidelines, guides to writing research papers, and much more.
- The **Audio Study Tools for *Communicate!*** provide mobile content that offers students a fun and easy way to review chapter content whenever and wherever. For each chapter of the text, students will have access to a brief conversation or speech example and a five- to seven-minute review consisting of a brief summary of the main points in the text and review questions. Students can access the Audio Study Tools for *Communicate!* on the Premium Website or can purchase them through iChapters (see below) and download files to their computers, iPods, or other MP3 players.
- The **Cengage Learning Enhanced eBook** is a Web-based, multimedia version of *Communicate!* that offers ease of use and maximum flexibility for students who want to create their own learning experience. The enhanced eBook includes advanced book tools such as a hypertext index, bookmarking, easy highlighting, and faster searching, easy navigation, and a vibrant Web-based format. Students get access to the enhanced eBook with the printed text, or they can just purchase access to the stand-alone enhanced eBook.
- **Speech Studio™ Online Video Upload and Grading Program** improves the learning comprehension of public speaking students. This unique resource empowers instructors with a new assessment capability that is applicable for traditional, online, and hybrid courses. With Speech Studio, students can upload video files of practice speeches or final performances, comment on their peers' speeches, and

- review their grades and instructor feedback. Instructors create courses and assignments, comment on and grade student speeches with a library of comments and grading rubrics, and allow peer review. Grades flow into a gradebook that allows instructors to easily manage their course from within Speech Studio.
- The **iChapters.com** online store provides students with exactly what they've been asking for: choice, convenience, and savings. A 2005 research study by the National Association of College Stores indicates that as many as 60 percent of students do not purchase all required course material; however, those who do are more likely to succeed. This research also tells us that students want the ability to purchase “à la carte” course material in the format that suits them best. Accordingly, iChapters.com is the only online store that offers eBooks at up to 50 percent off, eChapters for as low as \$1.99 each, and new textbooks at up to 25 percent off, plus up to 25 percent off print and digital supplements that can help improve student performance.
 - *A Guide to the Basic Course for ESL Students* can be bundled and is designed to assist the nonnative speaker. The *Guide* features FAQs, helpful URLs, and strategies for accent management and speech apprehension.
 - *Service Learning in Communication Studies: A Handbook* 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.

Instructor Resources

- The **Instructor's Resource Manual with Test Bank** by Katrina Bodey, University of North Carolina, Chapel Hill, changes from the twelfth edition to the thirteenth edition, sample syllabi, chapter-by-chapter outlines, summaries, vocabulary lists, suggested lecture and discussion topics, classroom exercises, assignments, and a comprehensive test bank with answer key and rejoinders. In addition, this manual includes the **Spotlight on Scholars** boxes that were in the textbook in past editions. These boxes feature the work of eight eminent communication scholars, putting a face on scholarship by telling each scholar's “story.” These boxes can be used as discussion starters, as enrichment for students who are interested in communication scholarship, or in any other way instructors would like to integrate them into the course.
- **Special-Topic Instructor's Manuals.** Written by Deanna Sellnow, University of Kentucky, these three brief manuals provide instructor resources for teaching public speaking online, with a service-learning approach, and with a problem-based learning approach that focuses on critical thinking and teamwork skills. Each manual includes course syllabi; icebreakers; information about learning cycles and learning styles; and public speaking basics such as coping with anxiety, outlining, and speaking ethically.
- *The Teaching Assistant's Guide to the Basic Course*, based on leading communication teacher training programs, covers general teaching and course management topics as well as specific strategies for communication instruction—for example, providing effective feedback on performance, managing sensitive class discussions, and conducting mock interviews.
- The **PowerLecture** CD-ROM contains an electronic version of the Instructor's Resource Manual, ExamView® Computerized Testing, predesigned Microsoft

- PowerPoint presentations, and JoinIn® classroom quizzing. The PowerPoint presentations contain text, images, and cued videos of student speeches and can be used as they are or customized to suit your course needs.
- **Communication Scenarios for Critique and Analysis on Video and DVD** include the communication scenarios included in the *Communicate!* interactive videos as well as additional scenarios covering interpersonal communication, interviewing, and group communication.
 - **Launch your lectures with ABC News DVDs: Human Communication, Interpersonal Communication, and Public Speaking.** Footage from *Nightline*, *World News Tonight*, and *Good Morning America* provides context and real-life examples of communication theories and practices. Footage includes discussion of dozens of communication topics—including family “virtual visitation,” cell phone spam, and professional non-verbal communication—as well as significant speeches by public figures.
 - **The BBC News and CBS News DVDs: Human Communication, Interpersonal Communication, and Public Speaking,** provide footage of news stories that relate to current topics in human and interpersonal communication, and footage of famous historical and contemporary public speeches, as well as clips that relate to current topics in speech communication. Available Spring 2010.
 - **The Student Speeches for Critique and Analysis on Video and DVD** offer a variety of sample student speeches, including those featured in the *Communicate!* interactive videos, that your students can watch, critique, and analyze on their own or in class. All of the speech types are included, as well as speeches featuring nonnative English speakers and the use of visual aids.
 - **ABC News DVD: Speeches by Barack Obama.** This DVD includes nine famous speeches by President Barack Obama, from 2004 to the present day, including his speech at the 2004 Democratic National Convention; his 2008 speech on race, “A More Perfect Union”; and his 2009 inaugural address. Speeches are divided into short video segments for easy, time-efficient viewing. This instructor supplement also features critical-thinking questions and answers for each speech, designed to spark class discussion.
 - **The *Media Guide for Interpersonal Communication*** provides faculty with media resource listings focused on general interpersonal communication topics. Each listing provides compelling examples of how interpersonal communication concepts are illustrated in particular films, books, plays, Web sites, or journal articles. Discussion questions are provided.
 - **TeamUP technology training and support.** Get trained, get connected, and get the support you need for seamless integration of technology resources into your course with Cengage Learning’s TeamUP Program. This unparalleled service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit <http://academic.cengage.com/tlc> to sign up for online seminars, first days of class services, technical support, or personalized face-to-face training. Our online or onsite training sessions are frequently led by one of our lead teachers, faculty members who are experts in using Wadsworth Cengage Learning technology and can provide the best practices and teaching tips.
 - **Flex-Text customization program.** 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 *Communicate!* with a course-specific cover and up to 32 pages of your own content, at no additional cost. Bonus chapters available now include a single chapter on public communication.

Acknowledgments

This thirteenth edition of *Communicate!* has benefitted from the work of many people we would like to recognize.

First, we thank our colleagues who reviewed the book and offered their insights and suggestions including Karen Anderson, University of North Texas; Thomas Bovino, Suffolk County Community College; Jon Croghan, Northwestern State University; Sheryl Davis, Kaiser University; James Floss, Humboldt State University; Thomas Gaines, Johnson & Wales University; King Godwin, Grambling State University; Daria Heinemann, Kaiser University; Tracey Holley, Tarleton State University; Keri Keckley, Crowder College; Nancy Levin, Palm Beach Community College; and Charlotte Toguchi, Kapiolani Community College.

We also want to thank Zach Leitch, Debbie Sellnow, and Rick Sellnow, who read the previous edition of this text and suggested where examples needed to be updated so that today's 21st-century students would find illustrations they could relate to.

We are fortunate to have the best editorial team in Communication Studies today. We are grateful for the support of Lyn Uhl, our senior publisher; Monica Eckman, executive editor; Colin Solan, editorial assistant; Jessica Badiner, media editor; Bryant Chrzan, marketing manager; Christine Dobberpuhl, marketing communications manager; Rosemary Winfield, senior content product manager; Linda Helcher, art director; Kristin Jobe, project manager at Elm Street Publishing Services; Barbara Armentrout, copy editor; Rokusek Design, designer; Dean Dauphinais, permissions acquisitions manager for images; Raquel Sousa, photo researcher; and Margaret Chamberlain-Gaston, permissions acquisitions manager for text. We give special thanks to Rebekah Matthews, assistant editor, who in addition to her usual duties helped us write the new Pop Comm! feature. As always, we are indebted to Greer Lleuad, senior development editor, who is simply the best in the business. We trust and respect her opinions and advice unconditionally. We simply could not have done this book without her.

We also thank our families for their continued patience, understanding, and support.

Finally, we thank God for the many ways that our lives have been blessed. We hope this book helps readers glimpse what Martin Buber called the "I-Thou" respect and love that we believe God planned us to have in our human relationships.

Kathleen S. Verderber
and
Deanna D. Sellnow

This page intentionally left blank

sample content of Communicate!

- [*read The Real Romney*](#)
- [**download Malarky here**](#)
- [Elephant's Life online](#)
- [Levinas: A Guide For the Perplexed \(Guides for the Perplexed\) pdf](#)
- [Morning Child and Other Stories pdf, azw \(kindle\)](#)

- <http://www.netc-bd.com/ebooks/The-Real-Romney.pdf>
- <http://bestarthritiscare.com/library/Fashion--The-Key-Concepts.pdf>
- <http://conexdx.com/library/Elephant-s-Life.pdf>
- <http://rodrigocaporal.com/library/Levinas--A-Guide-For-the-Perplexed--Guides-for-the-Perplexed-.pdf>
- <http://jaythebody.com/freebooks/Morning-Child-and-Other-Stories.pdf>